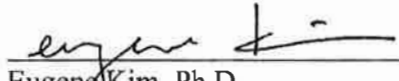
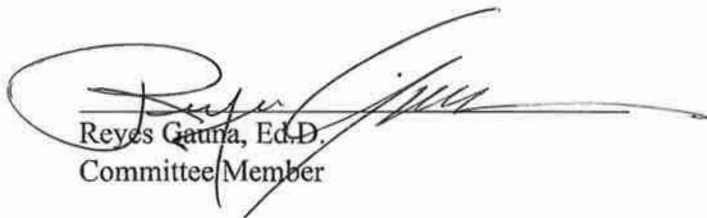


ACCEPTANCE

This dissertation, THE IMPACT OF TEACHER-STUDENT RELATIONSHIPS ON TEACHER MOTIVATION AND BURNOUT, was prepared under the direction of the candidate's Dissertation Committee. It is accepted by the committee members in partial fulfillment of the requirements for the degree of Doctor of Education in the School of Education, Concordia University Irvine.




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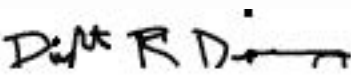
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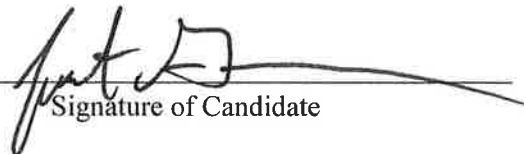
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The Impact of Teacher-Student Relationships
on Teacher Motivation and Burnout

by

Justin P. Gann

A Dissertation

Presented in Partial Fulfillment of the
Requirements for the
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Doctor of Education
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School of Education
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ABSTRACT

With an ongoing shortage of teachers nationwide, it is imperative to identify factors that may contribute to teachers leaving the profession. The purpose of this study was to investigate how interpersonal relationships between teachers and students in grades seven through 12 impact teacher motivation and teacher burnout. This study took place in a large Northern California school district, consisting of 54 schools. The district serves approximately 40,000 students, in which around 80 percent are socioeconomically disadvantaged.

Two primary research questions were answered utilizing a mixed-methods research approach consisting of an explanatory sequence design. Quantitative data was collected utilizing an online survey consisting of 20 five-point Likert scale items. A sample of 84 participants completed survey. Qualitative data was collected by conducting face-to-face semi-structured interviews with a subsample of nine participants.

Utilizing the Pearson Linear Correlation analysis, the quantitative findings indicated several correlations and statistical significance between multiple variables, including positive relationships and job satisfaction, positive teacher-student interactions and job satisfaction, relational capacity and job satisfaction, negative relationships and burnout, negative teacher-student interactions and burnout, and consideration of a change in profession and burnout. The qualitative findings identified eleven themes, which were determined to contribute to the quality of teacher-student relationships. These themes include: teacher-student interactions, building community and culture, trust and respect, student behavior, making connections to develop rapport, job satisfaction, level of stress at work, perceptions of students, feelings towards students, motivational factors, and perceived student beliefs about the teacher.

Dedicated to my loving wife Mili,
and my beautiful daughters Nevaeh, Emilia, and Sophia.
I am blessed to have you all in my life.

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CHAPTER 1: INTRODUCTION

Background of the Study

With the increasing demands of 21st century teaching, teachers today are faced with many more responsibilities than teachers of previous years (Yildirim, 2014). Teacher responsibilities have extended from the classroom to the entire school, forcing teachers to become involved with the organization as a whole, influencing culture, policy, and actions (Gavish & Friedman, 2010). In addition, teachers must perform many functions for students, such as role model, social worker, counselor, and parent, all while ensuring their students meet state standards and achieve academic success (Yilmaz et al., 2015).

In a 2014 national survey, the National Center for Education Statistics (NCES) found that of the 3,377,900 public school teachers who were teaching in the 2011-12 school year, eight percent, or 270,232, of the teachers left the profession the following school year (Goldring et al., 2014). The NCES indicated that 51 percent of public school teachers who left the profession reported that the manageability of their workload was better in their new profession (Goldring et al., 2014). The NCES also found that 53 percent of public school teachers who left the profession reported their general work conditions were better in their new profession than they were while teaching (Goldring et al., 2014).

The California Department of Education (CDE, 2016c) reported that during the 2015-16 school year, California public schools enrolled 6,226,737 students and employed 295,025 public school teachers. According to the California Teachers Association (CTA, 2016), California ranks 50th in the nation in student-to-teacher ratio, at 24:1, compared to the national average of 16:1. Higher student-to-teacher ratios, along with the many demanding responsibilities teachers are faced with, can be very stressful and possibly influence a teachers decision to leave the

profession. The CTA (2016) reports that 17 percent of new teachers leave the profession within the first five years.

This research focused on a large Northern California public school district, located within an urban city. During the 2015-16 school year, District XYZ served 40,984 students from kindergarten to grade 12, and employed 1,939 teachers (CDE, 2016a). Of the 40,984 students, 77.9 percent, or 31,941, received free or reduced lunch (CDE, 2016b). According to the California Teachers Association (CTA), teacher attrition is higher in poor, urban schools, where an average of approximately one-fifth of the faculty leaves annually, which is 50 percent higher than the rate of more affluent schools (CTA, 2016). A representative from the district's Human Resources department is quoted as stating, "one of the biggest threats to the organization is teacher shortage." Having a teacher shortage results in the district hiring teachers who are underprepared. According to the district's New Teacher Support Specialist, of the currently employed teachers in the district, 466, or approximately 24 percent, are considered new. Out of the 466 new teachers, 259, or 56 percent, are underprepared.

Schools in high-poverty neighborhoods tend to have more discipline problems than schools in affluent neighborhoods. Nearly one out of 10 students in the large Northern California school district have discipline problems. The school district in this study had a suspension rate of 9.4 percent, with over 4000 student suspensions during the 2014-15 school year (CDE, 2016d). Gavish & Friedman (2010) found that classroom management and student discipline problems are the toughest and most tireless problems that teachers face.

Student misbehavior and discipline problems are strong predictors of occupational stress (Dorman, 2003). When teachers cannot connect with problematic students, discipline issues continue and eventually escalate, which can lead to teacher burnout. Negative behaviors

displayed by students, such as being disrespectful, is a major contributor to teacher burnout (Friedman 1995). Teachers who generally experience more behavior problems than other teachers, typically do not have strong interpersonal relationships with their students. These teachers are susceptible to a higher rate of stress than other teachers who form positive interpersonal relationships with their students. Marzano (2003) found that teachers who have positive relationships with their students experience fewer behavior and discipline problems, which leads to higher teacher efficacy, job satisfaction, and retention.

Statement of the Problem

Teaching in the 21st century is very demanding. Teachers face many stressors in their day-to-day workload, especially in the classroom with their students. What influence do the relationships teachers have with their students have on their daily stressors? There has been extensive research on teacher-student relationships (Cormier, 2012; de Jong et al., 2014; Demirkaya & Bakkaloglu, 2015; Gehlbach, Brinkworth, & Harris, 2012; Riley, 2011; Sinha & Thornburg, 2012; Spilt, Koomen, & Thijs, 2011; Spilt et al., 2011; Toste, Heath, McDonald Connor, & Peng Peng, 2015; Wilkins, 2014; Woolf, 2011) and how teacher-student relationships impact student achievement (Cansoy, Parlar, & Kılınç, 2017; Cormier, 2012, 2012; Klem & Connell, 2004; Maulana, Opdenakker, & Bosker, 2014; Pedota, 2015; Riley, 2013; Roorda, Koomen, Spilt, & Oort, 2011). However, there is minimal empirical research on how teacher-student relationships impact the teacher's well-being. Therefore, the problem being addressed in this study is how teacher motivation and burnout are influenced by teacher-student relationships.

Purpose of the Study

The purpose of this phenomenological study was to understand the interpersonal relationship between teachers and students, and how the relationship impacts the teacher in a

large Northern California school district. The teacher-student relationship will be generally defined as an interpersonal relationship which is dependent upon interactions between the teacher and student.

Researcher

The researcher of this study is an administrator at an elementary school, which is comprised of transitional-kindergarten through eighth grade. Prior to becoming an administrator, the researcher was a middle school teacher. The researcher has been working in education for nine years. He has worked as an administrator for one year, and had taught for eight years in an urban city school district. Prior to working in education, the researcher worked for multiple organizations where interpersonal relationships were vital to the success of the both the employee and employer. After transitioning into the field of education, the researcher quickly realized the importance of interpersonal relationships in education, especially the relationships between teachers and students. Working for a school district with a shortage of teachers, the researcher aims to further the investigation on teacher-student relationships, and how those relationships impact teacher motivation and teacher burnout.

Significance of the Study

This research is significant because it will make an important contribution to the education field. With the increasing demands of 21st century teaching, the findings in this study can be used to not only benefit District XYZ, but also educators throughout the United States, and around the globe, by providing valuable insight in how relationships between teachers and students may impact teacher retention and teacher attrition. The results of this study can be used in professional development workshops, as well as teacher preparation courses, to benefit

classroom teachers who encounter higher levels of occupational stress due to poor relationships with their students.

Definition of Terms

There are many educational terms used in this study, which may be unfamiliar to some readers. These terms and their definitions are provided here:

Attachment. When a person has an attachment to someone, they are strongly disposed to seek proximity and contact with that person (Bowlby, 1982).

Attachment behavior. Attachment behavior consists of the various behaviors the care seeker uses to remain in close proximity to the caregiver (Bowlby, 1982; Bretherton, 1992; Riley, 2011).

Burnout. Burnout is a type of distress that is commonly characterized as a combination of three components: emotional exhaustion, depersonalization, and diminished personal accomplishment (Brouwers & Tomic, 2014; Brown & Roloff, 2011; Issac A. Friedman, 2000; Paterson & Grantham, 2016).

Disrespect. Disrespect reflects students' lack of respect for both teachers and members of their peer group (Friedman, 1995).

Emotional Exhaustion. Emotional exhaustion is a dimension of burnout and refers to feelings of being over extended, both emotionally and physically (Brouwers & Tomic, 2014).

Emotional Resources. Emotional resources refer to the experiences that teachers have which contain positive emotional content (Paterson & Grantham, 2016).

Depersonalization. Depersonalization is a dimension of burnout which is described as a cynical, cold, and distant attitude to other people, who are usually the recipients of one's services (Evers, Tomic, & Brouwers, 2005).

Diminished Personal Accomplishment. Diminished personal accomplishment is a dimension of burnout. When someone has a negative perception of their own job performance, this is referred to as diminished personal accomplishment (Brouwers & Tomic, 2014).

Motivation. The desire or willingness to do something, typically resulting from physical or emotional reward (Diamantes, 2004).

Occupational Stress. Occupational stress is the experience of unpleasant emotions, such as anger, frustration, tension, depression, and anxiety (Parihar & Mahmood, 2016).

Self-Efficacy. Self-efficacy is an individual's belief about his or her capability to manage responsibilities (Emin Türkoğlu et al., 2017).

Social-Emotional Learning (SEL). Social-emotional learning is a holistic approach that refers to the teaching of the whole person, which includes the attainment of knowledge and skills to understand and manage emotions, show empathy for others, and maintain positive relationships (Bird & Sultmann, 2010; Yang et al., 2018).

Stress. Stress is a process in which environmental forces threaten an individual's well-being (Abel & Sewell, 1999).

Student Engagement. Student engagement refers to a student's involvement with school as well as their sense of belonging and acceptance of the goals of schooling (Klem & Connell, 2004).

Teacher Efficacy. Teacher efficacy refers to a teachers belief in their ability to influence how well a student will learn, even unmotivated students who may be challenging or difficult (Brouwers & Tomic, 2000).

Underprepared Teachers. Underprepared teachers are teachers with substandard credentials and permits, such as Provisional Intern Permits (PIPs), Short-Term Staff Permits

(STSPs), waivers, limited assignment teaching permits, and intern credentials (Carver-Thomas & Darling-Hammond, 2017).

Well-being. Yildirim (2014) defines well-being as being physically and psychologically healthy, including peoples' emotional responses, domain satisfactions, and global judgments of life satisfaction.

Theoretical Framework

Interpersonal relationships are important. People have an innate need to connect with others. From birth to adulthood, interpersonal relationships fulfill an internal sense of belonging. Interpersonal relationships are prevalent in education, however, of all the possible relationships that exist, the relationship between teacher and student may be the most vital. For teachers, relationships with their students yields internal rewards and provides significance to their work, therefore, this study investigates the significance of teacher-student relationships on the well-being of teachers.

The theory of attachment is the most “comprehensive theory describing human relationships” (Riley, 2011, p. 5), and will be used in this study as the lens in which to view the relationships between teachers and students. The theory of attachment has two models: childhood attachment and adult attachment (Riley, 2013). Childhood attachment is unidirectional, where the child is a care seeker, and adult attachment is bi-directional, meaning the adult is both the caregiver and care seeker (Bowlby, 1982; Riley, 2013). The adult attachment model will be emphasized in this study since it provides insight into the motivations of why individuals become teachers.

Friedman (2000) refers to teaching as one of the highest stress-related occupations, which offers insight into why teachers leave the profession. Occupational stress can be brought on by

many factors. This researcher will examine how poor interpersonal relationships between teachers and students influence stress and burnout in teachers, as well as how teachers are motivated by their positive relationships with students. Friedman (2000), as cited by Spilt et al. (2011), found that “interpersonal relationships between teachers and students have been largely ignored as a factor of significance to teacher well-being” (p. 458).

Research Questions

This study was guided by the following research questions.

1. How are teachers affected by their relationships with their students?
 - 1a. How do teachers’ relationships with their students affect teacher motivation?
 - 1b. How do teachers’ relationships with their students affect teacher well-being?
 - 1c. How do teachers’ relationships with their students affect teacher longevity in the profession or contribute to burnout?
2. What experiences contribute to the quality of the teacher-student relationship?

Limitations of the Study

Limitations and delimitations are factors of a study that may have an effect on the generalizability of the results. Limitations of a study are aspects that are not under the control of the researcher. Delimitations are self-imposed boundaries set by the researcher used as parameters of the study.

Limitations

How teachers respond to surveys is a limitation of this study. Teachers may not respond accurately to the survey, which can affect the validity of the results. The time of year may also be considered a limitation of this study. Teachers experience different levels of stress throughout the school year. A teacher who feels stressed out at the time of the survey may not respond the

same as if they were not under distress. A third limitation of the study may be the number of participants the researcher is able to involve in the sample. The more participants involved will strengthen the reliability of the study.

Delimitations

The delimitations utilized in this study were determined by a need to improve the researcher's understanding of the complete relationship that occurs between the teacher and student, and how that relationship affects teacher motivation and teacher burnout.

In order to gain the perspectives of teachers, the researcher used the delimitation to only seek participants who were teachers, not administrators or other personnel. A second delimitation was to only include teachers who have less or equal to five years of experience, and teach grades seven through 12, due to the difference in circumstances they may deal with, such as students who platoon between classes, which may make it more challenging to connect with their students, as compared with teachers of younger grade levels who stay with the same students all day.

Assumptions

The researcher made the following assumptions: (a) this sample is typical of the total population; (b) the selected teachers responded to the survey accurately; (c) relationships between teachers and students can be positive or negative; (d) positive relationships between teachers and students lead to teacher motivation; and (e) negative relationships between teachers and students lead to occupational stress and burnout.

Organization of the Study

This study is organized into five chapters. The background of the study, the purpose of the study, background of the researcher, significance of the study, definition of terms, theoretical

framework, research questions, limitations, delimitations, and the assumptions of the study are included in Chapter 1.

Chapter 2 provides a review of the literature, which includes attachment theory, teacher motivation, teacher burnout, teacher efficacy, teacher well-being, and teacher-student relationships. The Methodology is included in Chapter 3. The setting and participants, sampling procedures, instrumentation and measures, plan for data collection, plan for data analysis, and the plan to address ethical issues are included in the methodology.

Chapter 4 presents the results of this research study. Chapter 4 includes a quantitative data analysis and findings of qualitative research. A discussion of the findings, implications for practice, limitations and delimitations, recommendations for further research, and conclusions are included in Chapter 5.

CHAPTER 2: REVIEW OF THE LITERATURE

This chapter presents the literature relative to teacher motivation and well-being, as well as a rationale for conducting research on Teacher-Student Relationships. Teachers face many stress-factors daily; these may include work-overload, lack of support from administrators and colleagues, insufficient salary, large class sizes, and disruptive students. In the field of education, attention is primarily placed on student motivation and achievement, with minimal attention given to the well-being of the teacher. For the purpose of this study, the researcher will focus on teacher motivation and the relationships between teachers and students and the impact on teacher burnout. This study is guided by the following questions:

1. How are teachers affected by their relationships with their students?
 - 1a. How do teachers' relationships with their students affect teacher motivation?
 - 1b. How do teachers' relationships with their students affect teacher well-being?
 - 1c. How do teachers' relationships with their students affect teacher longevity in the profession or contribute to burnout?
2. What experiences contribute to the quality of the teacher-student relationship?

Many researchers have examined factors that contribute to teacher motivation such as a teachers' sense of stress, teaching efficacy, and job satisfaction (Collie et al., 2012). Most teachers work autonomously with minimal interaction with other staff, often exceeding their contractual obligations. Besides providing academic instruction, teachers have many responsibilities, which range from lesson planning and grading papers, to parent-teacher conferences and staff collaboration, which typically extend working hours. Studies indicate that work environment is a predictor of teacher burnout (Antoniou et al., 2013) and a teacher's perception of the environment can influence their motivation.

Friedman (1995) posits that burnout is a syndrome, which is work-related and stems from an individual's perception of discrepancy between effort and reward (p. 281). Antoniou et al., (2013) suggest burnout is emotional exhaustion, which results from chronic stress. Teacher morale may suffer when the teacher feels that day-to-day pressures exceed expectations and their input does not align with the output, which can lead to chronic stress.

The well-being of the teacher is often overshadowed by the emphasis placed on student achievement. However, it is the teacher's well-being that influences student achievement (Liepa et al., 2012). Teaching is ranked as one of the highest stress-related occupations, and research on teacher well-being has been largely focused on stress and burnout (Spilt et al., 2011). Minimal research has been conducted on the affect teacher-student relationships have on teacher motivation and well-being.

Negative interactions between teachers and students are a primary source of stress leading to teacher burnout (Wilkins, 2014). This finding suggests that positive interactions between teachers and students may contribute to teacher motivation. According to Spilt et al. (2011), several researchers have stressed the importance of strong personal attachments between teachers and their students (p. 462). The personal attachment between teachers and students is the foundation of a positive interpersonal relationship between each individual.

There is a personal need for interpersonal relationships that is explained by the Attachment Theory postulated by John Bowlby (Riley, 2013). According to Riley (2013) the attachment theory proposes a motivational system which guides relational behavior (p. 113). John Bowlby suggested that people have an innate desire to form emotional bonds with other people and have a longing for interpersonal relationships (Bretherton, 1992; Riley, 2013). The attachment theory describes attachment as a lasting psychological connectedness between human

beings. Bowlby believed the earliest bonds formed by children with their caregivers has a tremendous impact that continues through life (Spilt et al., 2011).

Six themes will be addressed in the review of the literature. Specifically, Chapter 2 is structured into six segments: (a) attachment theory, (b) teacher motivation, (c) teacher burnout, (d) teacher efficacy, (e) teacher well-being, and (f) teacher-student relationships.

Attachment Theory

The theory of attachment was originally developed by John Bowlby, a British psychoanalyst who tried to understand the anguish experienced by infants who had been separated from their parents (Riley, 2013). Bowlby's lifework focused on the effects of early separation and loss on life-span development (Mooney, 2010). Bowlby believed the first relationships in infancy set the tone for all later relationships, and any disruption to these first relationships, or poor quality in these relationships, accounted for trauma and troubling behaviors in adolescence and adult life (Mooney, 2010; Riley, 2011).

Understanding Attachment

The development of attachment starts at birth and continues throughout life (Bowlby, 1982; Riley, 2011). Although similar, the definition of attachment varies among researchers. According to Mooney (2010), attachment is "an enduring emotional bond or connection between people, often focusing on the bond between infants and their parents or caregivers" (p. 141). Bowlby (1982), believes that when a person has an attachment to someone, they are strongly disposed to seek proximity and contact with that person. Riley (2011) states, "an attachment is the bond felt by the care seeker for a particular individual who is thought by the care seeker to be better able to cope with the world" (p. 12).

Attachment behavior. According to Riley (2011), attachment and attachment behavior are not the same. Attachment behavior consists of the various behaviors the care seeker uses to remain in close proximity to the caregiver (Bowlby, 1982; Bretherton, 1992; Riley, 2011). According to Bowlby (1982), there are four phases in the development of attachment: (1) Orientation and Signals with Limited Discrimination of Figures, (2) Orientations and Signals Directed Towards One (or More) Discriminated Figure(s), (3) Maintenance of Proximity to a Discriminated Figure by means of Locomotion as well as Signals, and (4) Formation of a Goal-corrected Partnership. Bretherton (1992), explains that infants initially direct all proximity-promoting signals fairly indiscriminately to all caregivers, but these behaviors become increasingly focused on those primary figures who are responsive to the infant's crying and who engage the infant in social interaction.

Phase one. Phase one of attachment development lasts between eight and twelve weeks of age. An infant's ability to discriminate between one person and another is limited to olfactory and auditory stimuli (Bowlby, 1982). The infant responds in similar ways to each person by tracking movements with the eyes, grasping and reaching, and smiling and babbling. Upon hearing a voice or seeing a face, infants will often cease crying (Bowlby, 1982). In phase one, infants are not yet attached to the mother, and they have not fear of strangers.

Phase two. Phase two of attachment development lasts around six months of age. Similar to phase one, infants respond to people in the same friendly manner; however, the infant's behavior towards its mother-figure is more distinct (Bowlby, 1982) and begins to develop a sense of trust that their mother-figure will respond when signaled. An infant's response to auditory and visual stimuli is still limited at this phase, but after twelve weeks of age,

both are clearly evident (Bowlby, 1982). The infant still does not object to being separated from its caregiver.

Phase three. Between six and seven months of age, phase three of attachment development begins. This phase may last until the child is two to three years of age. During this phase the child is now more aware of its surroundings and the people in it (Bowlby, 1982). The child increasingly discriminates in the way he or she treats people. Certain people other than the mother become subsidiary attachment-figures, but “strangers become treated with increasing caution, and sooner or later are likely to evoke alarm and withdrawal (Bowlby, 1982, p. 267). Separation anxiety becomes a normal behavior and the child becomes upset when the caregiver which whom they rely on leaves.

Phase four. After the age of three, phase four in the development of attachment begins. Bowlby (1982) refers to this as the phase where the child and mother form a goal-corrected partnership. At this phase, the child begins to understand that his/her mother figure has her own motives and plans that do not involve the child. The child begins to understand there are factors that influence their caregiver to come and go. The child’s insight into their mother’s feelings and motives lays the groundwork for the two to develop a more complex relationship with each other, which Bowlby refers to as a partnership (Bowlby, 1982). As the child grows in age, he/she begins to depend less on their caregiver with an understanding that the caregiver will be there in a time of need.

Attachment in Adults

People have an innate need for attachment that develops from birth as explained by Bowlby (1982). Bowlby posits that attachment behavior does not disappear with childhood, but persists throughout life. Adults, like children, have an inherent desire for attachment with other

people. The reciprocal relationship formed in phase four of attachment behavior augments into an internal working model as the child develops and becomes the basis for all other relationships formed by the child, including relationships with teachers (Riley, 2011). The internal working model has been shown to be stable into adulthood, and perhaps it is the basis of the relationships teachers form with students (Riley, 2011).

Attachment occurs in both children and adults. According to Riley, (2013) the main difference between children and adults is that during childhood the child is a care seeker (unidirectional), and during adulthood individuals develop to be both a care seeker and caregiver (bidirectional). Attachment is not indicative of regression, it serves as a natural, healthy function, even in adult life (Bretherton, 1992). Most research on adult attachment has centered on attachment relationships between adults and marital relationships. However, Riley (2013) states that, “the attachment theory provides a rich source of material to help teachers understand their own motivations” (p. 115). Riley (2013) also explains that, “when teachers increase their understanding of attachment processes, they are more able to use their daily emotional reactions as a source of understanding the relationship dynamics of the classroom” (p. 115).

Teacher Motivation

Teacher motivation is vital for the education system (Viseu et al., 2016). Teachers who are motivated have more enthusiasm, which leads to a better quality of teaching, greater student performance, improvement of student self-efficacy, and positive teacher-student relationships (Collie et al., 2012; Viseu et al., 2016). Work satisfaction and positive psychological capital are crucial for teacher motivation (Viseu et al., 2016). Liepa, Dudkina, & Sile (2012) found that the aspects of a teacher’s psychological well-being has a positive impact on professional performance.

Motivation is driven by two elements – intrinsic and extrinsic rewards. Intrinsic motivation results when people do an activity because it is interesting to them, and they gain satisfaction from the activity itself (Gagné & Deci, 2005). Intrinsically, teachers may be driven by their passion for educating children. Having an impact on the lives of their students may provide teachers with a sense of satisfaction. In contrast, extrinsic motivation does not come from the satisfaction of the activity, but rather extrinsic consequences such as tangible or verbal awards (Gagné & Deci, 2005). Extrinsically, teachers may be motivated by positive feedback, praise, and student achievement (Porter et al., 2003). When their students do well, teachers may be given positive feedback and praise from their leadership and peers. This can result in an increase of self-efficacy, growing their confidence and motivation (Porter et al., 2003). Gagné & Deci (2005) posit that when both internal and external rewards are fulfilled, the outcome is job satisfaction.

Job Satisfaction

Job satisfaction is of great importance in the teaching profession since it is the teachers who teach the students (Emin Türkoğlu et al., 2017). Job satisfaction is a predictor of professional motivation (Viseu et al., 2016). According to Demirtas (2010), “job satisfaction is a positive or pleasant state resulting from a person’s appreciation of his or her own job or experience” (p. 1069). Satisfied teachers demonstrate not only greater enthusiasm and motivation, but they also present positive psychological health. Teachers who are motivated contribute to a better classroom and school functioning, which facilitates the achievement of the schools’ objectives (Viseu et al., 2016). Demirtas (2010) found that schools which have greater rates of student success, positive school climates, and better relationships between teachers and students, typically have a high number of teachers who are satisfied with their job.

Work environment. The work place is a predictor of job satisfaction (Collie et al., 2012). Like other professionals, teachers who feel they have a positive work environment are more likely motivated to do their job effectively. Teachers who do not feel they have a positive work environment are likely to be unmotivated. Work environments with favorable conditions have positive effects on both loyalty to the organization and work satisfaction (Cenkseven-Önder & Sari, 2009). There are several factors to consider when evaluating the work environment, including leadership, colleagues, and students.

Leadership. The educational leader, typically the principal, is an important part of the work environment at a school (Diamantes, 2004). When teachers feel they have a good relationship with a principal, their job satisfaction increases. Teachers prefer a principal who is supportive, fair, and provides opportunities for professional growth (Yildirim, 2014). A principal's management style can positively or negatively influence the motivation of teachers. Some teachers may prefer a principal who is bureaucratic, while others may prefer a principal with more of an instructional leadership approach (Collie et al., 2012).

Colleagues. Relationships between colleagues is a factor of the work environment that affects work satisfaction. "Teachers identified a level of trust and openness with collegiate relationships" (Paterson & Grantham, 2016, p. 96). Teachers prefer to work in environments where they can communicate clearly with others and develop positive interpersonal relationships with their colleagues (Cenkseven-Önder & Sari, 2009). A work environment where teachers can collaborate with others reduces stress and increases motivation (Viseu et al., 2016). Teachers often lean on their colleagues for social support and emotional outlets for frustrations, anxieties, and worries (Paterson & Grantham, 2016). Social support has a positive effect on work

satisfaction because it gives teachers an opportunity to off-load negative thoughts and feelings of stress and anxiety (Paterson & Grantham, 2016).

Students. The relationships teachers have with students can impact a teacher's perception of the work environment. When teachers have positive relationships with students, they feel they have more influence on student efficacy, and they are more motivated to teach (Maulana et al., 2014). Teachers who have conflicting interpersonal relationships with students are less likely to provide the support the student needs (Huan, Lang Quek, See Yeo, Ang, & Chong, 2012), indicating the teacher is less motivated to help students they cannot connect with. When teachers cannot connect with their students, it demotivates them, which leads to a dissatisfaction in their work environment. To large extent, a teacher's perception of the quality of relationship they have with their students, can have very far reaching effects on a teachers motivation and work satisfaction (Huan et al., 2012).

Teacher Burnout

Teacher burnout is a condition that affects the lives of many teachers. Numerous studies have reported high levels of burnout in school teachers (Abel & Sewell, 1999; Brouwers & Tomic, 2000, 2014; Friedman, 2000). The high percentages of teacher burnout have long been considered a crisis in education (Brown & Roloff, 2011). Burnout is a type of distress that is commonly characterized as a combination of three dimensions: emotional exhaustion, depersonalization, and diminished personal accomplishment (Brouwers & Tomic, 2014; Brown & Roloff, 2011; Issac A. Friedman, 2000; Paterson & Grantham, 2016). Consequences of burnout include diminished job satisfaction, reduced teacher-student rapport and student motivation, and decreased teacher effectiveness in meeting educational goals (Abel & Sewell, 1999).

Teachers devote a lot of time into their work. Their schedules appear to provide ample personal time; however, teachers work 1,080 hours per 36 week school year teaching, plus approximately 288 hours of required working time at school (Brown & Roloff, 2011). In addition, teachers work at home and outside of the classroom for general teaching assignments, spending a total of 1,913 hours per year on teaching work (Brown & Roloff, 2011). In contrast, an average full-time employee spends 1,932 hours spread over 48 weeks. Based on Brown and Roloff's (2011) findings, teachers work an average of 10.62 hours per day in comparison to a full-time employee who works an average of 8.05 hours per day.

In a qualitative study consisting of 230 primary school teachers, Steiner (2017) found that nearly all participants experienced at least one of the three dimensions of burnout. Thirty-five percent of the participants experienced a combination of both increased emotional exhaustion and decreased personal achievement. Although emotional exhaustion is considered the primary factor of burnout, Steiner found this result to be significant since prior research indicates that decreased personal achievement is typically experienced after depersonalization.

Emotional Exhaustion

Emotional exhaustion refers to feelings of being overextended, both emotionally and physically (Brouwers & Tomic, 2014). Teachers experience exhaustion when they feel their "emotional resources are used up" (Brown & Roloff, 2011, p. 453). Emotional resources refer to the experiences teachers have that contain positive emotional content (Paterson & Grantham, 2016). Teachers dedicate an exceptional amount of effort and energy into their work. When teachers feel the effort they put forth is not yielding the results that satisfy their needs, they begin to feel overwhelmed. Feeling overwhelmed leads to low morale, occupational stress (Abel &

Sewell, 1999), a lack of self-confidence, and a sense of boredom (Brouwers & Tomic, 2014). As a result, depersonalization begins to set in.

Depersonalization

Depersonalization refers to a cynical, cold (Brouwers & Tomic, 2014), and distant attitude (Brouwers & Tomic, 2014; Brown & Roloff, 2011) a person has towards other people. Once depersonalization settles in, teachers tend to isolate themselves from others and become dissatisfied with their school organization (Gavish & Friedman, 2010). When teachers exclude themselves from others, they may begin to experience loneliness, increased social anxiety, anger, depression, and lower psychological health (Cenkseven-Önder & Sari, 2009). Once cynicism replaces being involved, and the self-evaluation of job accomplishment becomes negative, the ability to cope with job demands declines, resulting in feelings of being professionally overextended (Brouwers & Tomic, 2014).

Diminished Personal Accomplishment

Diminished personal accomplishment refers to a person's negative self-evaluation in relation to his or her job performances (Brouwers & Tomic, 2014; Brown & Roloff, 2011). When a teacher feels overwhelmed with daily stressors, he/she may not feel successful. Teachers may complain that organizational expediency tends to interfere with the performance of their work and prevents them from carrying out their work effectively and successfully (Gavish & Friedman, 2010), thus leading to not only a lack of personal achievement, but a lack of student achievement as well. Teachers who develop diminished personal achievement often have a low morale, which correlates with students' academic success. When a teacher has low morale, student achievement often suffers, and when a teacher has a high morale, student achievement is often higher (C. J. R. Evers, 2011).

Occupational Stress

Occupational stress is the experience of unpleasant emotions, such as anger, frustration, tension, depression, and anxiety (Parihar & Mahmood, 2016). Multiple studies have reported high levels of stress in school teachers (Abel & Sewell, 1999; Antoniou et al., 2013; Parihar & Mahmood, 2016). “The sources of stress experienced by a particular teacher are unique to him/her and depend on the interaction between personality, values, skills, and the circumstances” (Antoniou et al., 2013, p. 349). Parihar & Mahmood (2016) conducted a study to determine factors that can lead to stress among school teachers. One conclusion determined the school teachers who participated in their study were “...quite stressed out and have varying degrees of stress” (Parihar & Mahmood, 2016, p. 19). There are many stressors that can lead to burnout. With regard to teachers, this can include a heavy workload, high role conflict and ambiguity, inadequate resources, large class size, extensive administrative bureaucracy, low autonomy, low collegiality, and disruptive and violent student behavior (Abel & Sewell, 1999; Brouwers & Tomic, 2014).

Student behavior. The relationship between a teacher and student is a strong predictor of student behavior (Huan et al., 2012). Students who do not respect or trust their teacher are more likely to misbehave, causing disruption to the class and frustration for the teacher. Stress begins to settle in when teachers cannot connect with disruptive students. Brouwers and Tomic (2015) conducted a study consisting of approximately 5000 teachers. It was found that the most stressful factor in the work environment of teachers is student behavior problems. Brouwers and Tomic (2015) concluded that disruptive behavior from students leads to burnout.

It is important to pay attention to teacher-student relationships when studying burnout (Brouwers & Tomic, 2014). Teachers may provide a lack of support to the students who bring

on the most stress (Wilkins, 2014), causing the students to remain disruptive and disobedient. Despite their own actions, students need to feel their teacher cares for them and likes them (Toste et al., 2015), otherwise their misbehavior will remain, and the teacher will continue to feel stressed, resulting in a cyclical process that eventually contributes to burnout.

Teacher Efficacy

Self-efficacy is an individual's belief about his or her capability to manage responsibilities (Emin Türkoğlu et al., 2017), whereas, teacher efficacy is “the extent to which the teacher believes he or she has the capacity to affect student performance” (Brouwers & Tomic, 2000, p. 240). Stress, anxiety, and frustration are among the strongest factors that determine if a teacher will stay or leave the teaching profession (Pedota, 2015). Teachers who develop confidence in their abilities, typically reduce or eliminate the feelings of stress, anxiety, and frustration, while increasing their efficacy (Pedota, 2015). In a study conducted by Kanadli (2017), the qualitative findings determined that teachers' attitudes towards their profession can influence their self-efficacy.

Educational outcomes depend on the level of teacher efficacy (Emin Türkoğlu et al., 2017). High levels of teacher efficacy may improve school performance, and low levels of teacher efficacy may hinder school achievement. Teachers who exhibit high levels of efficacy are more likely to have students who achieve, and are more likely to stay in the profession (Pedota, 2015). One role of a teacher is to create an environment that fosters learning and academic success. It is primarily in the learning environment where teachers encourage and support student effort. “In order for teachers and students to be successful, an environment that is conducive to learning and supports positive learning outcomes must be established” (Pedota, 2015, p. 58). Teachers who offer ongoing support and encouragement instill faith in a student's

ability, increasing the student's confidence and willingness to learn (Pedota, 2015), which in turn increases the teacher's efficacy.

Dimensions of Teacher Efficacy

Emin Türkoğlu et al. (2017) identified three dimensions of teacher efficacy: These dimensions include student engagement, instructional strategies, and classroom management. Emin Türkoğlu et al. postulate that teachers with high levels of efficacy are “successful in student engagement, instructional strategies, and classroom management by letting students participate in the lesson, improving teaching practices, and carrying out a good orchestration of the learning environment” (p. 766).

Student engagement. A teacher's efficacy is influenced by the success of his or her students (Emin Türkoğlu et al., 2017), however, students must be engaged to achieve success. Engaging students in their own learning has been a challenge for educators for decades (Klem & Connell, 2004). Students are more engaged when they feel comfortable and safe in the learning environment. When classrooms are based on encouragement and support, it can increase a student's sense of belonging and connection. Students who feel like they belong will be motivated to work harder and will have greater success. Student success increases academic self-image and student efficacy, which results in an increase in teacher efficacy and retention (Pedota, 2015).

Instructional strategies. According to Emin Türkoğlu et al. (2017), teachers' beliefs regarding instructional strategies were found to be the highest among the efficacy dimensions. No two students in a class will have identical abilities and needs. By addressing students differences and interests, teachers can enhance their students' motivation to learn, “while increasing their intrinsic desire for academic success” (Pedota, 2015, p. 56). Teachers should set

specific short term and long-term academic goals for their students to achieve. Goals should incorporate specific standards that are challenging and require students to analyze and apply what they have learned (Pedota, 2015). Research shows that student learning can be improved when goals are specific and students believe they are attainable (Pedota, 2015). When students can meet their goals, they increase their self-efficacy, which has a positive effect on teacher efficacy.

Classroom management. Teachers must have confidence in their abilities to effectively manage the behavior of their students. Students need a clear sense of structure so they not only know what is expected of them regarding conduct, but they will know what consistent and predictable consequences will result from not meeting those expectations (de Jong et al., 2014; Klem & Connell, 2004). Establishing consistent routines and procedures ensures that students know what their teacher expects of them. Students must understand what behavior, actions, and words are acceptable and expected towards each other (Pedota, 2015). Teachers must also understand what is expected of them. To maintain a positive learning environment, teachers must always show up prepared for each class, and be a positive role model by displaying the same respect and concern they want their students to exhibit (Pedota, 2015).

Teacher Well-Being

Well-being is defined as being physically, emotionally, and psychologically healthy (Yildirim, 2014). Dodge et al., as cited by Paterson & Grantham (2016), states that well-being is “the balance point between an individual’s resource pool and the challenges they face” (p. 91). A teacher’s well-being may be the most important asset he or she has. His or her physical, emotional, and psychological health provides them with the stamina and resilience to face the many different challenges they encounter every day. Not only are teachers responsible for

educating students, their duties stretch beyond the walls of the classroom. In addition to their responsibilities in the classroom, teachers have to complete reports, attend meetings, cover yard-duty, participate in extra-curricular activities, and conference with parents (Ferguson, 2008).

With such a heavy workload, one can expect teachers to experience a high level of stress.

Factors of Teacher Well-Being

The well-being of teachers is influenced by many interacting factors inside and outside of the school (Liepa et al., 2012; Spilt et al., 2011). Research has found that teachers are generally satisfied with the aspects of their job that are related to their teaching work (such as work tasks and professional growth), but dissatisfied with the aspects that surround the performance of their job, such as working conditions, interpersonal relationships, and salary (Collie et al., 2012).

Job satisfaction. Collie et al. (2012) describes job satisfaction as “a sense of fulfillment, gratification, and satisfaction from working in an occupation” (p. 1190). It refers to the degree in which an individual feels that his or her job-related needs are being met (Collie et al., 2012). Job satisfaction can have a positive or negative effect on well-being. There are a number of aspects that have been identified by Liepa et al. (2012) which contribute to job satisfaction. These include payment, promotion, communication with colleagues, job management, additional bonuses and perks, job specifics, and job conditions (Liepa et al., 2012). Wagner, Baumann, & Hank (2016), found that “emotional stability also seems most relevant for teachers’ well-being” (p. 70). According to Wagner et al. (2016), emotional stability is positively related to job satisfaction and found to be positively associated with teaching enthusiasm. Yildirim's (2014) study found that classroom climate, staff cooperation, and professional development were also factors of job satisfaction.

School climate. Teacher well-being has also been associated with perceptions of school climate. School climate is the quality and character of a school (Collie et al., 2012). According to Collie et al. (2012) there are “...four dimensions of school climate: physical and social-emotional safety, quality of teaching, relationship and collaboration, and the structural environment” (p. 1191). School climate has a positive effect on well-being when teachers feel the quality and character of the school supports their needs (Collie et al., 2012; Yildirim, 2014). One dimension of school climate is relationships and collaboration (Collie et al., 2012). Teachers work autonomously most of their workday; they are often isolated away from their colleagues, except during breaks. With so much autonomy throughout the day, it is important for teachers to have positive relationships with their colleagues so they can collaborate effectively. It is also important to maintain positive relationships with students to ensure a quality-learning environment for both the students and teacher.

Relationships. Creating a positive workplace means that professional relationships need to be addressed (Collie et al., 2012). When teachers feel supported by their colleagues and their administration, their job satisfaction increases, which in turn has a positive effect on their well-being. Liepa et al. (2012) found that inter-communication between staff members increases teachers’ positive attitude toward themselves and others. Wagner et al. (2016) found that teachers desire responsible and integrative leadership from their administration that supports autonomy.

Yildirim (2014) suggests school climate implies a positive interpersonal relationship between teachers and students, which aligns with Collie et al. (2012) dimensions of school climate. Positive interpersonal relationships between teachers and students “may indirectly influence teachers’ feelings of effectiveness, competence, and change (Spilt et al., 2011). When

teachers and students have positive relationships, the well-being of both teachers and students is greater (Spilt et al., 2011). The relationship between teachers and students is discussed in greater depth in the following section.

Teacher-Student Relationships

Teachers and students spend approximately six to seven hours a day with each other during a school year, which lasts around 10 months. During this time, a relationship between the two individuals will develop, whether it is positive or negative. According to Gehlbach, Brinkworth, & Harris (2012), “abundant evidence suggests that teacher-student relationships matter: how positive they are matters, how negative they are matters, they matter across numerous outcomes, they matter from 1 year to the next, and they matter for students of different ages” (p. 692). Personal relationships with their students are one of the core reasons teachers stay in the profession as they provide internal rewards and give teachers meaning to their work (Spilt et al., 2011).

Classroom Environment

Higgins (2011) conducted a qualitative study in hopes of determining the factors that contribute to positive teacher-student relationships. Using a narrative inquiry approach, Higgins spent one week observing the interactions between 22 students and their teacher in a first grade classroom. Higgins’ study found the teacher was able to develop a positive relationship with her students by intentionally planning how to develop connections with the students using a prosocial classroom. In a similar qualitative study, which utilized a case-study approach, Gablinske (2014) also found that classroom environment played a significant role in developing positive relationships between teachers and students. Gablinske determined that a preplanned classroom environment creates purposeful opportunities for positive teacher-student interactions.

Social-Emotional Learning. According to Yang, Bear, May, & Curby (2018), classrooms should be caring, safe environments, which include quality instruction of Social-Emotional Learning (SEL) skills. Social-emotional learning is a holistic approach that refers to the teaching of the whole person, which includes the attainment of knowledge and skills to understand and manage emotions, show empathy for others, and maintain positive relationships (Bird & Sultmann, 2010; Yang et al., 2018). Classrooms should be supporting environments with a positive climate, which “...provide students with the opportunity to connect with others, to learn and emulate behaviors they come to value, and to interact socially to further learn, practice, and refine SEL skills (Yang et al., 2018, p. 46). Social-emotional learning skills contribute to and support quality relationships between teachers and students (Bird & Sultmann, 2010). Bird & Sultmann (2010) found that students’ self-awareness, self-management, social awareness, relationship skills, and responsible decision making increased when social-emotional learning took place. Students form greater attachment to school when social-emotional learning skills are embedded in their learning experience, resulting in positive teacher-student relationships.

Attachment

Children form attachment bonds to significant adults in their lives other than their parents (Yang, Bear, May, & Curby, 2018). Riley (2011) expands on this point suggesting, “the powerful attachment bond some students feel towards the teacher, as a significant ‘other’ in their life, is also felt by the teacher” (p. 29). The reciprocal attachment bond between teacher and student would imply the teacher has needs in the relationship as well as the student (Riley, 2011). Teachers need students to show a level of dependence so he or she can have confirmation of their

professional identity since “there can be no teacher without students, no leader without followers” (Riley, 2011, p. 29).

Just as parents nurture and guide their children, teachers feel a similar need towards their students. Teachers have the desire to develop a caring interpersonal relationship with their students (Klem & Connell, 2004). Similar to parenting, teachers provide fair expectations regarding conduct, along with consistent and predictable consequences that result from not meeting those expectations (Klem & Connell, 2004). However, unlike parents, teachers learn to deal with separation as they most likely will not have the same students the following year, which means “the best chance teachers have of influencing their relationship with their students is during the year they are in class together” (Gehlbach et al., 2012, p. 693).

Behaviors

Wilkins (2014) found the interactive nature of relationships between teachers and students to be important and identified specific student behaviors that teachers consider important for good relationships. These behaviors include: (1) trying hard, (2) paying attention (3) being honest, and (4) being respectful to others, property, and themselves (Wilkins, 2014). Wilkins noted that teachers tend to not invest time in students who give nothing back. “Students who did not respond to teachers in ways they demonstrated that they liked or respected them were those students that teachers refused to ‘help,’ ‘make an investment in,’ or ‘make an effort for’” (Wilkins, 2014, p. 66). Riley (2011) referred to these teachers as insecure and fearful of rejection, which suggests that negative interpersonal relationships with students may cause anxiety or stress.

Teachers have a basic need for relatedness with their students (Spilt et al., 2011). Wilkins (2014) shares a similar finding stating that “teachers considered student responsiveness

and enthusiasm as central to their own enthusiasm” (p. 66). Sinha & Thornburg (2012) suggest that teachers want to genuinely care about their students, but sometimes they have a difficult time connecting with them. When teachers cannot relate or connect with their students, a negative relationship may result. Some teachers may blame themselves for their inability to connect, and others may blame the student.

Summary

Chapter 2 provides a foundation and conceptual framework that supports the researcher’s current investigation for this study. The conceptual framework included literature broken down into six themes: (a) attachment theory, (b) teacher motivation, (c) teacher burnout, (d) teacher efficacy, (e) teacher well-being, and (f) teacher-student relationships. These six themes provide an understanding of the factors that contribute to the well-being of teachers.

First the chapter presented literature on the theory of attachment. We learn that attachment occurs in both children and adults. Attachment starts in infancy between an infant and mother, but lasts throughout life. In adulthood, attachment becomes bidirectional, where the adult becomes not only a caregiver, but a care seeker as well. Riley (2011) posits that attachment is one of the reasons individuals become teachers; not only will students depend on them for a caring relationship, but the teacher will reciprocate the need for a caring relationship as well, which will serve as motivation to continue teaching.

Teacher motivation is linked to teaching quality, student outcomes, self-efficacy for both teachers and students, and teachers-student interpersonal relationships. Job satisfaction is a major predictor of motivation for teachers. Job satisfaction is a reflection of the work environment, which includes leadership, colleagues, and students. Although teachers desire positive, supportive relationships with leaders and colleagues, the relationship they share with

their students is the strongest motivator (Huan et al., 2012); however, teacher-student relationships can lead to occupational stress as well.

Teacher burnout is an ongoing crisis across the country. Burnout is comprised of three interrelated dimensions: emotional exhaustion, depersonalization, and diminished personal accomplishment (Brouwers & Tomic, 2014; Brown & Roloff, 2011; Issac A. Friedman, 2000; Paterson & Grantham, 2016). Teacher stress is a primary indicator of burnout. There are many factors that lead to stress, however, a study by Brouwers & Tomic (2014) found that 63 percent of teachers believe student behavior to be the most stressful factor in their work environment.

Positive interactions with students lead to increased teacher efficacy. When students know teachers care about their success, they tend to try harder, which leads to academic achievement. When a student succeeds, the teacher gains more confidence in their ability to teach, which increases their efficacy. Teachers with a higher sense of efficacy are more motivated to stay in the profession (Pedota, 2015). Conversely, teachers with a low efficacy are more likely to experience stress, which can eventually lead to burnout. Teachers with low efficacy typically have negative relationships with students, and more student behavior problems.

High teacher efficacy leads to a positive well-being for teachers. Teachers with a positive well-being are physically, emotionally, and psychologically healthy (Yildirim, 2014). Factors that contribute to a teacher's well-being include job satisfaction, school climate, and positive interpersonal relationships. The factors of teacher well-being are interdependent; each can impact the other and lead to either a negative or positive well-being.

Chapter 2 concludes with literature on teacher-student relationships. During the school year, teachers and students spend six to seven hours a day with each other. Research suggests

that interpersonal relationships created between the teacher and student are important for both participants (Gehlbach et al., 2012). Wilkins (2014) identified specific student behaviors which teachers deemed important in order to have positive relationships with their students: trying hard, paying attention, being honest, and being respectful to others, school property, and themselves. Teachers have a desire to relate and connect with their students. Some teachers find this difficult to achieve, and as a result, a poor relationship the students may ensue.

The methodology used in this study is described in Chapter 3. A mixed-methods approach will be used for the collection of research data. Included in Chapter 3 is selection of participants, sampling procedures, instrumentation and measures, data collection, and data analysis.

CHAPTER 3: METHODOLOGY

The primary goal of this chapter is to test the research questions that relate to teacher-student relationships and how those relationships affect teacher well-being. As a result of this study, the researcher intends to answer the following research questions: (1) How are teachers affected by the relationships with their students? Sub-question (1a) How do teachers' relationships with their students affect teacher motivation? Sub-question (1b) How do teachers' relationships with their students affect teacher well-being? Sub-question (1c) How do teachers' relationships with their students affect teacher longevity in the profession or contribute to burnout? (2) What experiences contribute to the quality of the teacher-student relationship?

This chapter will present the methodology utilized by the researcher, which was used to test the research questions. A mixed-methods approach was utilized, with an explanatory sequence design, using both quantitative and qualitative instruments. Separate instruments were used to measure the variables in this study, including an online survey and face-to-face interviews. Chapter 3 is comprised of seven sections. These sections include a selection of participants, sampling procedures, instrumentation, data collection, data analysis, ethical considerations, and summary.

Selection of Participants

The focus of this study is how interpersonal relationships between teachers and students impact the well-being of teachers in a large Northern California school district. For the purpose of this study, the researcher sought only teachers of grades seven through 12 for participation. The participants' teaching experience was limited between less than or equal to one year and five years. Most teachers who leave the profession, do so within their first five years, therefore

teachers with more than five years of experience were not asked to participate. The sample of the study includes 84 teachers.

The large Northern California school district selected for this study is located within an urban city and serves over 40,000 students. Approximately 80 percent of the students are raised in families with a low socioeconomic status and qualify for a free or reduced lunch. According to Devitt (2017) approximately 93 percent of the students are minorities, with 28 percent of the students speaking a language other than English. Devitt (2017) also states that 24 percent of the families who are located in the urban city are living below the federal poverty threshold.

The Northern California school district is comprised of 54 schools, including four comprehensive high schools, 40 elementary schools, and 10 specialty schools. The elementary schools serve students in grades kindergarten through eight, and the high schools serve students in grades nine through 12. The school district employs over 1900 teachers with teaching experience ranging from less than one year to over 40 years. Most seventh and eighth grade teachers in the school district hold a multiple subject credentials and teach two core subjects to a group of students, for a total of 100 minutes, or 50 minutes per subject. Some seventh and eighth grade teachers, and most high school teachers, hold a single subject credential and teach one core subject to a group of students for 50 minutes at a time.

Sampling Procedures

The researcher used purposive sampling to investigate the connection between teacher-student relationships and teacher well-being in a large Northern California school district. Using purposive sampling allows the researcher to have prior knowledge of the participants' experience

(Lunenburg & Irby, 2008). The researcher identified potential participants using a criterion sampling approach, in which specific criteria had to be met in order for a teacher to participate in the study (Lunenburg & Irby, 2008).

The researcher applied for permission from District XYZ's research and accountability department to collect data from the participants. Once the researcher received permission, he contacted the New Teacher Support Specialist for the district and requested permission to contact all new teachers currently in the district. The New Teacher Support Specialist provided the researcher with a list of teachers who are considered new to the district. On the list were 466 teachers who the district considered new. Of the 466 new teachers, 56%, or 259, are underprepared, holding less than a preliminary teaching credential.

Over a three-week period, the researcher sent a total of three emails on the Monday of each week. During week one, an initial email was sent to all teachers on the list who teach grades seven through 12. The researcher used the district's employee directory, which is located in the address book of Microsoft Outlook, the district's email tool. Each teacher was blind copied to keep their identities anonymous to other recipients. The email specified the researcher's intent regarding the study and provided a link to an online survey consisting of four demographic questions and 20 Likert scale questions. In the first week, the researcher received 53 responses. The researcher sent a second email the following week, yielding an additional 24 responses. During the third week, a final email was sent resulting in 10 more responses, for a total of 84 responses. At the end of the survey, participants had the option to provide their contact information if they were willing to volunteer in a face-to-face interview.

A total of nine individuals volunteered to participate in interviews. The researcher contacted each volunteer, thanked them for their willingness to participate, and scheduled a date

and time to meet that was fitting for them. Face-to-face interviews were conducted at the participants' school sites out of convenience for the participants. The interviews were conducted at least 25 minutes after school hours to reduce the chance of unforeseen interruptions. The interviews were conducted in a calm, quiet, setting to reduce any anxiety the participants may have been experiencing. These settings included classrooms, conference rooms, and libraries at the participants' school sites. Prior to beginning the interview, participants were reminded that their participation was voluntary, and they may choose to stop at any time. Participants were also reassured of their anonymity to protect their identities; they were informed that their names will not be mentioned in any document that can be seen by anyone else besides the researcher.

Instrumentation

The researcher collected quantitative data using an online survey questionnaire. The researcher adapted the instrument from the Teacher-Class Relationship Inventory (Baruch, et al., 2015) adapted the Teacher-Class Relationship Inventory from the Teacher-Student Relationship Inventory, a commonly used instrument, created by Rebecca P. Ang. The Teacher-Student Relationship Inventory is a Likert style, 14-item self-report measure, which assesses teachers' perceptions of the quality of their relationship with their students. Upon receiving permission from the authors to use and adapt the instrument, the researcher adapted the inventory to meet the needs of the current study; questions 15 through 20 were added to the survey based on the research found in the literature review of the study. The survey questions can be found in Appendix A.

The qualitative instrument used for this study was semi-structured face-to-face interviews. Each question from the instrument was derived from the research found in the literature review. Each interviewee was identified from the quantitative instrument in which they

indicated their willingness to participate in a face-to-face interview. Nine teachers were interviewed using predetermined open-ended questions which were general, and focused on understanding the general phenomenon of the study (Creswell, 2013). The interview questions can be found in Appendix B.

Data Collection

The quantitative method for data collection includes the Likert scale survey, adapted from the Teacher-Class Relationship Inventory. Participants were chosen using purposive criterion sampling. Once a general list of possible participants was determined, the researcher contacted the participants via email to ask if they would be willing to participate in an online survey. Following all university protocols, the survey link was distributed via email. The survey includes 20 Likert scale questions, which measure the conceptual constructs of teacher-student relationships, motivation, and stress.

The qualitative method for data collection included face-to-face interviews. Participants were identified through a question in the online survey, which asked if they would be willing to participate in a face-to-face interview. Once a general list of possible participants was determined, the researcher contacted the participants and asked if they were still willing to participate in an interview. Following all university protocols, face-to-face interviews were conducted with a subsample of nine participants. The interviews were semi-structured, and they contained predetermined open-ended questioning. With the participants consent, the interviews were recorded using two devices. The researcher utilized two devices to record in case one of the devices faltered. The researcher personally transcribed each recording following the interviews and organized the transcriptions into an Excel spreadsheet.

Data Analysis

Quantitative Analysis

Quantitative data was collected through online surveys, adapted from the Teacher-Class Relationship Inventory (Baruch, et al., 2015). Upon collection of the data, the researcher completed a preliminary exploratory analysis. To explore the data, the researcher read through all of the information to gain a general understanding of the information. The researcher immersed himself in the details, by reading all of the responses, several times, in their entirety, (Creswell, 2013). While reviewing the information, the researcher used “memoing”, a technique used to jot down ideas regarding the organization of the data, and made considerations of whether or not more information would be required. A code book was created to organize the information. Using a data set comprised from the survey results, the researcher used StatPlus to run a Chi Square, Pearson Linear Correlation, and an Analysis of Variance (ANOVA) to determine any possible relationships and the significance of the data.

Qualitative Analysis

Qualitative data was collected through semi-structured face-to-face interviews, using predetermined questions. Once the interviews were transcribed and organized, the researcher completed a preliminary exploratory analysis. To explore the data, the researcher read through all of the information to gain a general understanding of the information. The researcher immersed himself in the details, by reading the transcripts, in their entirety, several times (Creswell, 2013). While reading the information, the researcher used memoing to jot down ideas regarding the organization of the data, and make considerations of whether or not more information would be required. The researcher used open coding and categorized the

information by aggregating the collected data into small groups of information to reveal emerging themes (Creswell, 2013).

Validity

To ensure validity, the researcher used triangulation. The researcher used a mixed-methods approach, consisting of both surveys and interviews. In addition, other researchers were involved in a peer review and debriefing to provide an external check of the research process, as well as feedback (Creswell, 2013).

Questions one through 14 of the survey instrument were derived from the Teacher-Class Relationship Inventory (Baruch, et al., 2015), which was adapted from the Teacher-Student Relationship Survey (Ang, 2005), (Baruch, et al., 2015), tested the Teacher-Class Relationship Inventory for inter-consistency using Cronbach's Coefficient Alpha based on three axes, which are satisfaction, instrumental help, and conflict. They received an alpha score of 0.83 for satisfaction and instrumental help, and an alpha score of 0.67 for conflict (Baruch et al., 2015).

According to Ang (2005), validity for the Teacher-Student Relationship Inventory was established using multiple measures. Ang began with an Exploratory Factor Analysis, using the Kaiser-Meyer-Olkin measure of sampling and the Bartlett's Test of Sphericity (Ang, 2005). Cronbach's coefficient Alpha was utilized to measure internal consistency. The AQ was used to provide preliminary initial estimates for convergent and discriminant validity for Teacher-Student Relationship Inventory scores. Ang utilized a Confirmatory Factor Analysis to test the stability of the Teacher-Student Relationship Inventory and conducted a multiple regression analysis to measure predictive validity.

Questions 15 through 20 of the survey instrument were based on the research found in the literature review. The source from which each question was derived is listed below:

15. Positive relationships with my students keeps me motivated. (Spilt, et al., 2011)
16. Negative relationships with students causes stress. (Spilt et al., 2011; Friedman, 1995)
17. I am happy in my job. (Spilt et al., 2011; Friedman, 1995)
18. I have considered changing schools. (Spilt et al., 2011; Friedman, 1995)
19. I have considered changing professions. (Spilt et al., 2011; Friedman, 1995)
20. I have experienced burnout in my job (Abel & Sewell, 1999; Brown & Roloff, 2011)

Five pilot interviews were conducted for the semi-structured face-to-face interviews. The researcher interviewed two middle school teachers and three high school teachers. The pilot interviews were conducted in quiet settings without interruption. The researcher and each interviewee met in a classroom 25 minutes after school was let out to minimize the chances of a disruption occurring. The interviewees provided feedback in regards to the questions asked by the researcher. The interviewees found most questions unambiguous and easy to answer. Based on feedback from the interviewees, minor adjustments were made to some questions during the interview to provide clarity. The interview questions are found in Appendix B.

The questions for the semi-structured face-to-face interviews were based on the research found in the literature review. The source from which each question was derived from is listed below:

1. Tell me about your job as a teacher. (Türkoğlu, et al., 2017; Antoniou, Ploumpi, & Ntalla, 2013)
 - 1.1. Are you happy in your job? (Spilt et al., 2011; Friedman, 1995)
 - 1.2. Describe your level of stress at work. (Spilt et al., 2011; Friedman, 1995)

- 1.3. What is the number one thing you would change about your job? (Spilt et al., 2011; Friedman, 1995)
- 1.4. Have you ever considered changing schools? Why or why not? (Spilt et al., 2011; Friedman, 1995)
- 1.5. Have you considered changing professions? Why or why not? (Spilt et al., 2011; Friedman, 1995)
2. Tell me about your students (Wilkins, 2014; Friedman, 1995; Phillips, 1993)
 - 2.1. How would your students describe you? (Wilkins, 2014; Friedman, 1995; Phillips, 1993)
 - 2.2. Describe the relationships you have with your students, and what contributes to the quality of those relationships? (Spilt, et al., 2011)
 - 2.2.1. How do the relationships with your students influence your motivation to continue teaching? (Spilt, et al., 2011)
 - 2.2.2. How do you feel the relationship you have with a student influences their behavior in class? (Wilkins, 2014)
 - 2.3. Describe any students you are currently having relational challenges? (Huan, Lang Quek, See Yeo, Ang, & Chong, 2012)
 - 2.3.1. Why is your relationship with them so challenging? (Huan, Lang Quek, See Yeo, Ang, & Chong, 2012)
 - 2.3.2. In what ways does this challenging relationship affect you? (Huan, Lang Quek, See Yeo, Ang, & Chong, 2012)
 - 2.4. How should teachers form positive relationships with their students? (Spilt, et al., 2011)
 - 2.4.1. Is this true of your students? (Spilt, et al., 2011)
 - 2.4.2. Describe a student with whom you have a positive relationship with. (Spilt, et al., 2011)

- 2.4.3. What specific strategies do you currently employ in developing relationships with your students? (Spilt, et al., 2011)
- 2.4.4. How do you react to students you are unable to develop a positive relationship with? (Spilt, et al., 2011)
- 2.4.5. How does that affect your overall well-being? (Do you feel stressed? Do you avoid the student?) (Spilt, et al., 2011)

Ethical Considerations

Potential ethical issues that could possibly impact the study were considered by the researcher. Prior to gathering any quantitative and qualitative data, the researcher followed all university protocols, and received approval from the Institutional Review Board (IRB). The researcher also applied for approval from the large Northern California School district's Research and Accountability Department to conduct research. Once approved, a representative of District XYZ's Research and Accountability Department sent the researcher a letter outlining the district's policies and procedures to conduct the research (See Appendix E).

The purpose of the study was provided to participants with an informed consent form (See Appendix C). The consent form advised participants that the study is voluntary, and will not place any participants at risk (Creswell, 2013). As an employee of the selected district, the researcher did not provide any teachers that may be known to the researcher with any additional information that would not be disclosed to any other participant. Participants were reassured of their anonymity to protect their identities; their names will not be mentioned in any document that can be seen by anyone else besides the researcher.

Summary

This study focused on teacher-student relationships and how those relationships affect teacher well-being. The methodology is discussed in Chapter 3. Included in the methodology is the selection of participants, sampling procedures, instrumentation, data collection, data analysis, as well as ethical considerations. The study contained a sample size of 84 participants. For data collection, a mixed-methods approach with an explanatory sequence design was utilized.

The quantitative data was gathered using an online survey. The survey consisted of 20 Likert style questions to determine teachers' perceptions of their relationships with their students. The qualitative portion consisted of a phenomenological study. With the use of purposive criterion sampling, face-to-face interviews were conducted to obtain in-depth perspectives of the phenomenon from those who experience it first-hand. Based on the collected data, the expected outcomes are as follows: the researcher expects to find that positive teacher-student relationships lead to teacher motivation, and negative teacher-student relationships can lead to teacher burnout.

CHAPTER 4: RESULTS

The purpose of this study is to explore how teacher-student relationships impact teacher motivation and teacher burnout. This study is guided by two primary research questions:

1. How are teachers affected by their relationships with their students?
 - 1a. How do teachers' relationships with their students affect teacher motivation?
 - 1b. How do teachers' relationships with their students affect teacher well-being?
 - 1c. How do teachers' relationships with their students affect teacher longevity in the profession or contribute to burnout?
2. What experiences contribute to the quality of the teacher-student relationship?

The researcher hypothesized that positive teacher-student relationships result in teacher motivation, whereas negative teacher-student relationships lead to burnout, as indicated in Figure 1.

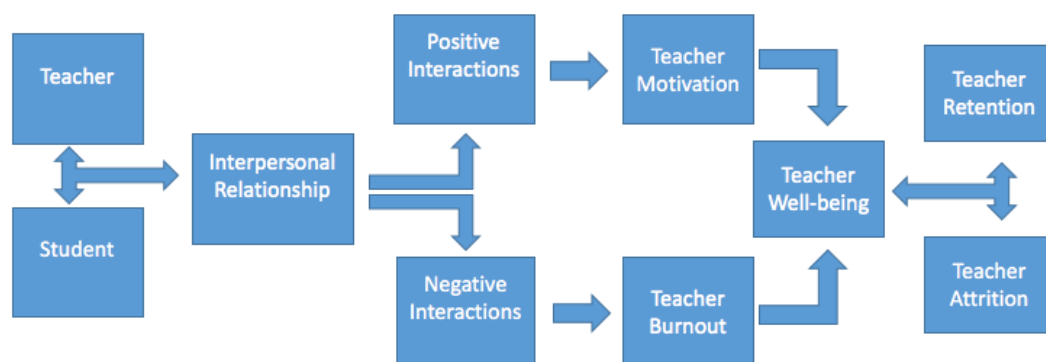


Figure 1. Teacher-Student Relationships Model (Gann, 2020).

A mixed-methods approach utilizing an explanatory sequence design was applied in this study, consisting of both quantitative and qualitative data collections. The researcher collected data in two phases, first collecting quantitative data, and then collecting qualitative data second. Two instruments were used to collect the data used in this study. For quantitative data, a survey was sent out to all middle school and high school teachers in District XYZ with less than five

years of teaching experience. For qualitative data, nine face-to-face interviews were conducted with teachers who volunteered by providing their contact information in the survey tool. This chapter will provide an analysis of both the quantitative and qualitative data that was collected.

Participant Demographics

Eighty-four teachers from District XYZ participated in the survey. The researcher sent the survey to 237 teachers, which resulted in a response rate of 35.4%. Out of a total of 84 participants, 55% ($n=46$) were female, and 45% ($n=38$) were male. As seen in Figure 2, the ethnicities of the participants included 15.4% ($n=13$) African American teachers, 6% ($n=5$) Asian teachers, 23% ($n=19$) Hispanic/Latino teachers, 2% ($n=2$) Native American teachers, 48% ($n=40$) White teachers, and 6% ($n=5$) of the teachers identified as Other.

Ethnicity of Participants

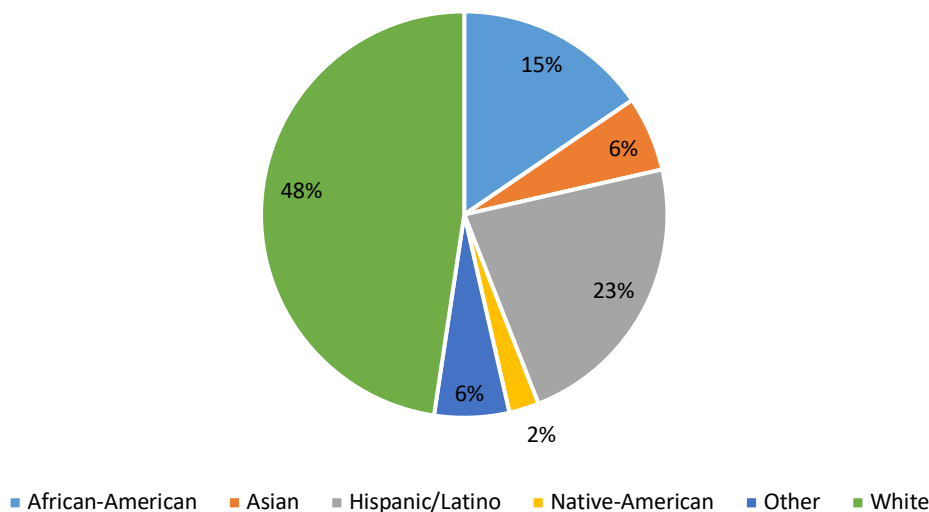


Figure 2. Ethnicity of Participants ($N=84$)

A Chi-Square analysis was used to explore the relationships between the categorical data. The Chi-Square analysis determined there was no statistical significance between the categorical variables. However, the Chi-Square results were used to compare the observed frequencies of

gender and ethnicity. As seen in Table 1, 10 females and three males identified as African American ($n=13$), three females and two males identified as Asian ($n=5$), 11 females and eight males identified as Hispanic-Latino ($n=19$), one female and one male identified as Native American ($n=2$), 18 females and 22 males identified as White ($n=40$), and three females and two males identified as Other.

Table 1

Observed Frequencies of Gender and Ethnicity (N=84)

Ethnicity	Female	Male	Count	%
African American	10	3	13	15%
Asian	3	2	5	6%
Hispanic-Latino	11	8	19	23%
Native American	1	1	2	2%
White	18	22	40	48%
Other	3	2	5	6%

The grade levels taught by the participants varied from grades seven through 12. Of the 84 participants, 13% ($n=11$) taught seventh grade, 13% ($n=11$) taught eighth grade, 25% ($n=21$) taught ninth grade, 19% ($n=16$) taught tenth grade, 18% ($n=15$) taught eleventh grade, and 12% ($n=10$) taught twelfth grade. Lastly, the number of years the participants have been teaching ranged from one to five years. As seen in Figure 3, of the 84 teachers who responded, 31% ($n=26$) had been teaching for one year, 18% ($n=15$) had been teaching for two years, 13% ($n=11$) had taught for three years, 18% ($n=15$) for four years, and 20% ($n=17$) for five years.

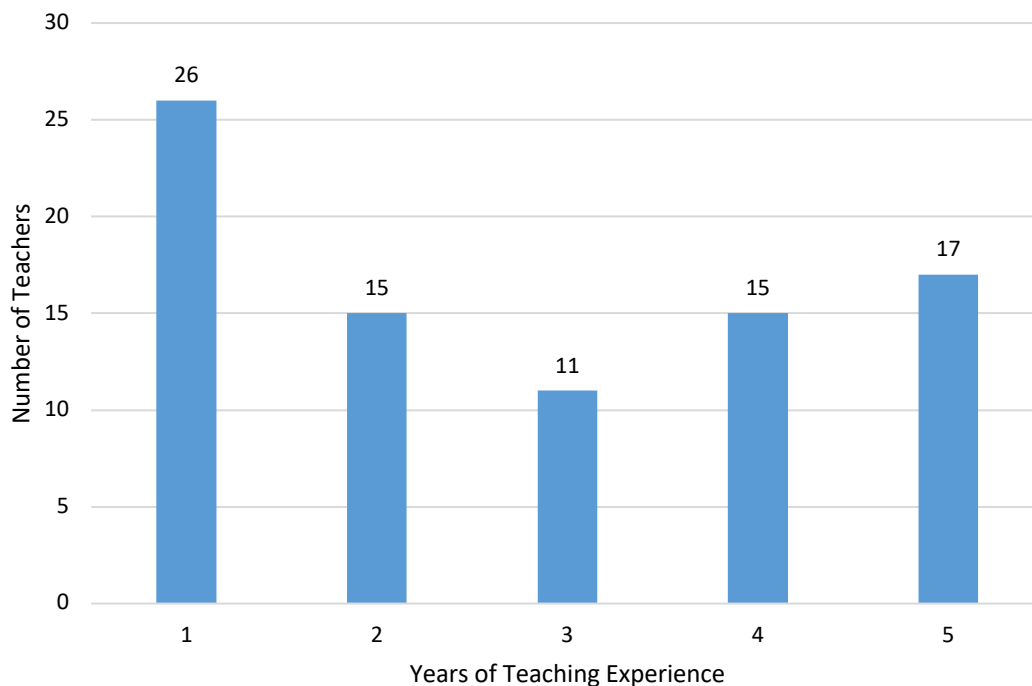


Figure 3. Years of Experience (N=84)

Interview Participants

It should be noted the demographics of the subsample is not completely relative to the general sample. The subsample included nine participants. The subsample consisted of 22% females and 78% males (a variance of 56%), in contrast to the general sample, which included 55% females and 45% males (a variance of 10%). The large variance discrepancy may be a factor to consider as a one-way ANOVA (Analysis of Variance) test reported a statistical significance between gender and job satisfaction, $F(1,82) = 4.32, p = 0.04$, in which females tend to be happier in their jobs than males. Figure 4 displays the mean response between gender and job satisfaction.

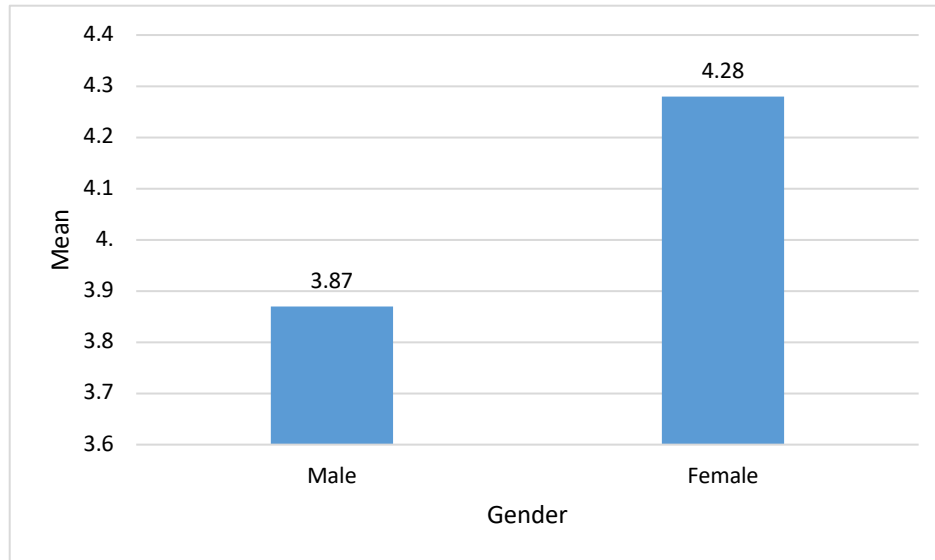


Figure 4. Mean response between gender and job satisfaction (N=84)

The demographics of the interview participants is summarized in Table 2.

Table 2

Demographics of Interview Participants (N=9)

Teacher Code	Gender	Ethnicity	Assigned Grade Level	Years of Experience
T1	Male	Hispanic/Latino	7 th	1
T2	Male	African American	8 th	3
T3	Male	White	8 th	4
T4	Male	Asian	9 th	5
T5	Female	Hispanic/Latino	11 th	2
T6	Male	Hispanic/Latino	7 th	1
T7	Male	White	8 th	1
T8	Male	White	9 th	5
T9	Female	White	10 th	5

Data According to the Research Questions

A mixed-methods design was utilized for data collection. A quantitative instrument was used to answer research question one. An online survey consisting of 20 Likert scale questions was distributed to participants, which measured the constructs of teacher-student relationships, motivation, and stress. Each question provided a 5-point scale option for response: (1) Completely Disagree, (2) Somewhat Disagree (3) Neutral, (4) Somewhat Agree, and (5) Completely Agree. A qualitative instrument was utilized to answer research question two. A subsample of nine participants volunteered in face-to-face interviews, consisting of 20 open-ended questions. The collected data was used to explore how teacher-student relationships impacts teacher motivation and teacher burnout.

Quantitative Findings

An online survey consisting of 20 Likert scale questions was sent via email to 237 teachers in District XYZ. Of the 237 teachers who were invited to take the survey, 84 responded and completed the online survey. The Teacher-Relationship Survey was open for three weeks. Once the survey was closed, the researcher organized the results into an Excel spreadsheet and conducted an exploratory analysis, reading over the results several times to make sense of the data. With the use of Statplus, a statistical software program, descriptive statistics analyses were conducted, as well as multiple Pearson Linear Correlation Analysis', and ANOVA's to determine if relationships exist between different variables in the quantitative data. The results of the survey are broken down into four sections for ease of reading.

Survey Results

Questions 1 – 5. When asked (Q1) "I enjoy having these students in my class," 6% ($n=5$) responded somewhat disagree, 14% ($n=12$) responded neutral, 36% (30) responded

somewhat agree, and 44% ($n=37$) responded completely agree. When asked (Q2), “I have had many students ask for help when they had a problem at home,” 12% ($n=12$) responded completely disagree, 15% ($n=13$) responded somewhat disagree, 35% ($n=29$) were neutral, 21% ($n=18$) somewhat agreed, and 17% ($n=14$) completely agreed.

When asked (Q3), “I would describe my overall relationship with my students as positive,” 4% ($n=3$) responded somewhat disagree, 8% ($n=7$) responded neutral, 38% ($n=32$) somewhat agree, and 50% ($n=42$) responded completely agree. When asked (Q4), “I have students who frustrate me more than other students in my class,” 2% ($n=2$) selected completely disagree, 11% ($n=9$) somewhat disagree, 7% ($n=6$) remained neutral, 31% ($n=26$) somewhat agreed, and 49% ($n=41$) completely agreed. When asked (Q5), “If certain students are absent, I will miss him/her,” 5% ($n=4$) completely disagreed, 11% ($n=9$) somewhat disagreed, 19% ($n=16$) were neutral, 23% ($n=19$) somewhat agreed, 43% ($n=36$) completely agreed. Figure 5 summarizes the results for questions 1-5.

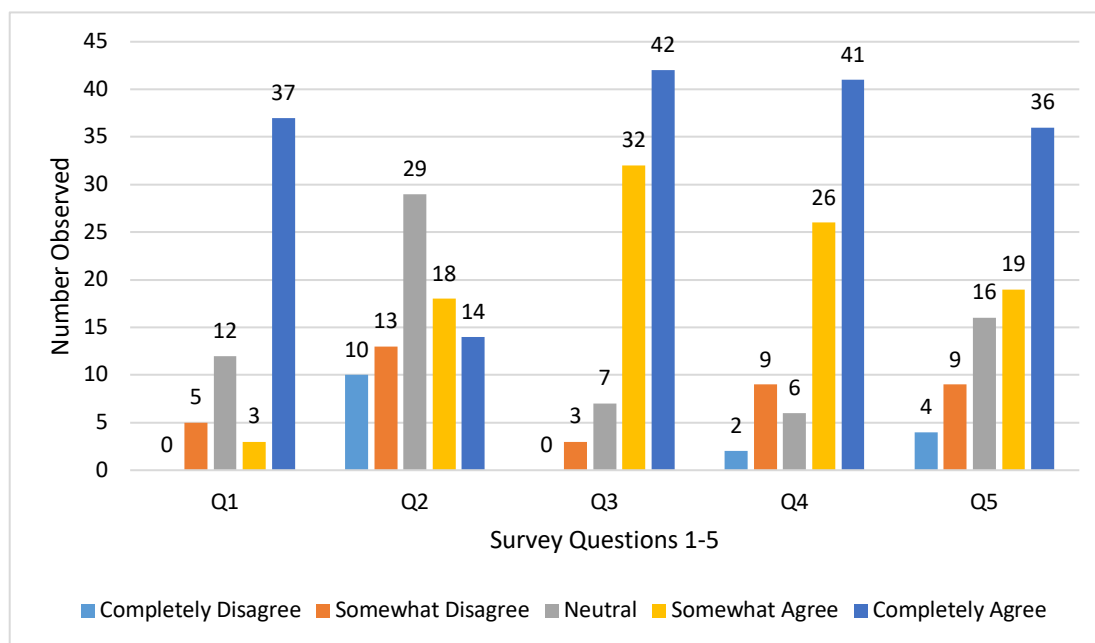


Figure 5. Summary of Survey Questions 1-5. (Q1): I enjoy having these students in my class. (Q2): I have had many students ask for help when they had a problem at home. (Q3): I would

describe my overall relationship with my students as positive. (Q4): I have students who frustrate me more than other students in my class. (Q5): If certain students are absent, I will miss him/her.

Questions 6 – 10. When asked (Q6), “Students share with me personal things about his/her life,” 2% ($n=2$) responded completely disagree, 6% ($n=5$) responded somewhat disagree, 18% ($n=15$) were neutral, 30% ($n=25$) somewhat agreed, and 44% ($n=37$) completely agreed. When asked (Q7), “I cannot wait for this school year to be over so that I will not need to teach some of these students next year,” 29% ($n=24$) responded completely disagree, 18% ($n=15$) responded somewhat disagree, 18% ($n=15$) were neutral, 19% ($n=16$) somewhat agree, and 17% ($n=14$) completely agree.

When asked (Q8), “If certain students are absent, I feel relieved,” 14% ($n=12$) completely disagree, 11% ($n=9$) somewhat disagree, 19% ($n=16$) are neutral, 24% ($n=20$) somewhat agree, and 27% ($n=32$) responded completely agree. When responding to (Q9), “Students frequently approach me when they need help,” 1% ($n=1$) completely disagree, 7% ($n=6$) somewhat disagree, 15% ($n=13$) remained neutral, 46% ($n=39$) somewhat agree, and 30% ($n=25$) completely agree. When asked (Q10), “I frequently have students turn to me for a listening ear or for sympathy,” 4% ($n=3$) completely disagree, 14% ($n=12$) somewhat disagree, 21% ($n=18$) are neutral, 42% ($n=35$) somewhat agree, and 19% ($n=16$) completely agree.

Figure 6 summarizes the results for questions 6-10.

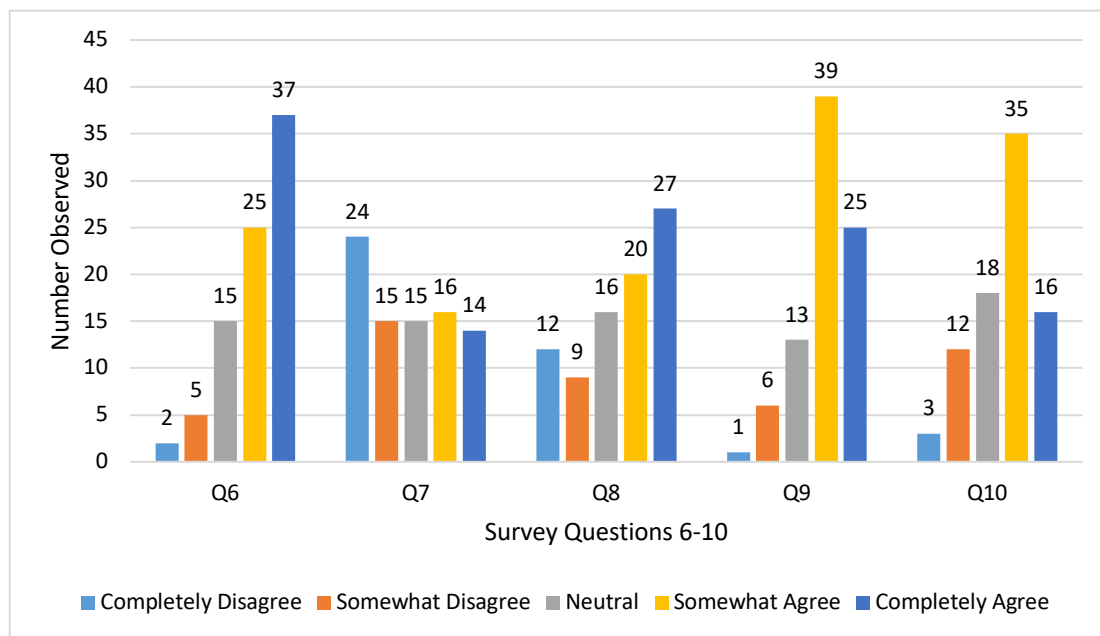


Figure 6. Summary of Questions 6-10. (Q6): Students share with me personal things about his/her life. (Q7): I Cannot wait for this school year to be over so that I will not need to teach some of these students next year. (Q8): If certain students are absent, I feel relieved. (Q9): Students frequently approach me when they need help. (Q10): I frequently have students turn to me for a listening ear or for sympathy.

Questions 11 – 15. When asked (Q11), “If certain students are not present, I will be able to enjoy my day more,” 17% ($n=14$) responded completely disagree, 13% ($n=11$) responded somewhat disagree, 20% ($n=17$) responded neutral, 27% ($n=23$) responded somewhat agree, and 23% ($n=19$) responded completely agree. When asked (Q12), “I often have students come to me for advice,” 2% ($n=2$) completely disagree, 10% ($n=8$) somewhat disagree, 30% ($n=25$) remain neutral, 40% ($n=33$) somewhat agree, and 19% ($n=16$) completely agree.

When asked (Q13), “I am happy with the relationships I have with my students,” 2% ($n=2$) responded completely disagree, 5% ($n=4$) responded somewhat disagree, 17% ($n=14$) responded neutral, 38% ($n=32$) responded somewhat agree, and 38% ($n=32$) responded completely agree. When asked (Q14), “I like all of my students,” 5% ($n=4$) completely disagree, 17% ($n=14$) somewhat disagree, 20% ($n=17$) are neutral, 23% ($n=20$) somewhat agree, and 35% ($n=29$) completely agree. When asked (Q15), “Positive relationships with my students keeps me

motivated,” 1% ($n=1$) responded somewhat disagree, 7% ($n=6$) were neutral, 26% ($n=22$) responded somewhat agree, and 65% ($n=55$) responded completely agree. Figure 7 summarizes the results for questions 11-15.

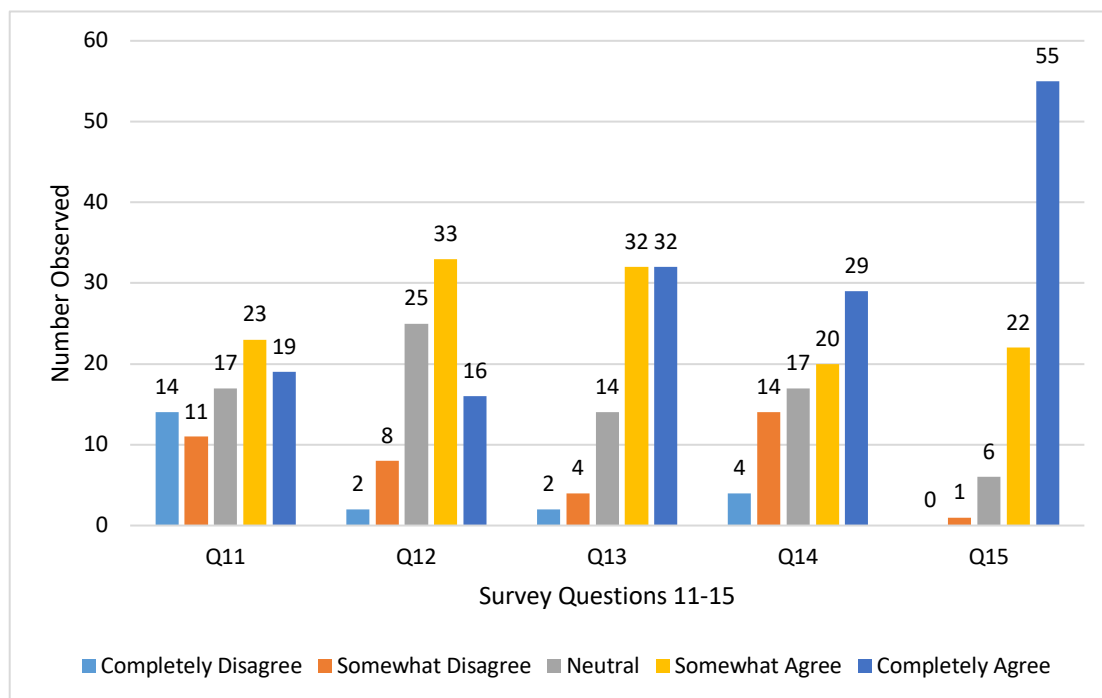


Figure 7. Summary of Questions 11-15. (Q11): If certain students are not present, I will be able to enjoy my day more. (Q12): I often have students come to me for advice. (Q13): I am happy with the relationships I have with my students. (Q14): I like all of my students. (Q15): Positive relationships with my students keeps me motivated.

Questions 16 – 20. When asked (Q16), “Negative relationships with students causes stress,” 6% ($n=5$) completely disagreed, 7% ($n=6$) somewhat disagreed, 11% ($n=9$) were neutral, 21% ($n=18$) somewhat agreed, and 55% ($n=46$) completely agreed. When asked (Q17), “I am happy in my job,” 1% ($n=1$) completely disagreed, 2% ($n=2$) somewhat disagreed, 23% ($n=20$) remained neutral, 31% ($n=26$) somewhat agreed, and 42% ($n=35$) completely agreed.

When asked (Q18), “I have considered changing schools,” 32% ($n=27$) completely disagree, 13% ($n=11$) somewhat disagree, 19% ($n=16$) selected neutral, 20% ($n=17$) somewhat agree, and 15% ($n=13$) completely agree. When asked (Q19), “I have considered changing

professions,” 43% ($n=36$) completely disagree, 8% ($n=7$) somewhat disagree, 20% ($n=17$) are neutral, 15% ($n=13$) somewhat agree, and 13% ($n=11$) completely agree. When asked (Q20), “I have experienced burnout in my job,” 19% ($n=16$) completely disagree, 13% ($n=11$) somewhat disagree, 13% ($n=11$) are neutral, 26% ($n=22$) somewhat agree, and 29% ($n=24$) completely agree. Figure 8 summarizes the results of question 16-20.

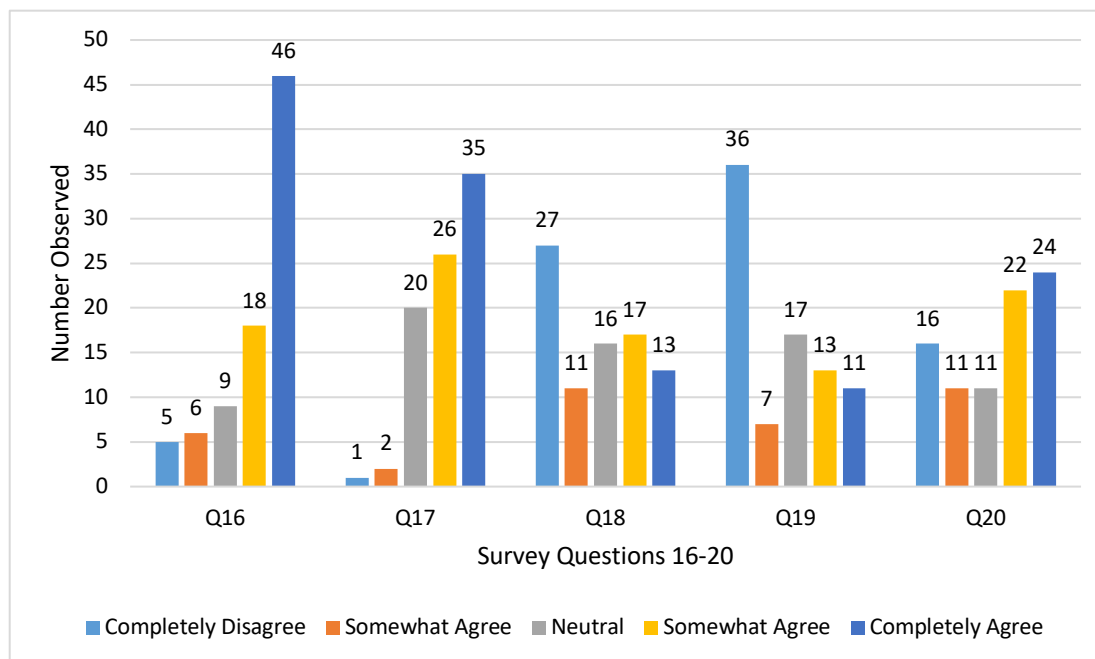


Figure 8. Summary of Questions 16-20. (Q16): Negative relationships with students causes stress. (Q17): I am happy in my job. (Q18): I have considered changing schools. (Q19): I have considered changing professions. (Q20): I have experienced burnout in my job.

Central tendency. The researcher conducted a descriptive statistics analysis of all 20 questions to determine the central tendency of each survey response. The results highlighted that most respondents agree when asked (Q15), “Positive relationships with my students keeps me motivated” ($M=4.56$, $Mdm=5$, $mode=5$), and (Q16), “Negative relationships with students causes stress” ($M=4.10$, $Mdm=4$, $mode=5$). The results also revealed that most respondents are not happy in their job as (Q17) “I am happy in my job” ($M=2.74$, $Mdm=3$, $mode=1$) indicates. Despite not being happy in their job, many respondents completely agreed when asked (Q19), “I

have considered changing professions” ($M=3.32$, $Mdm =4$, $mode=5$). Table 3 provides the central tendency for each response of the Teacher-Student Relationship Survey.

Table 3

Central Tendency (N=84)

Question	<i>M</i>	<i>Mdm</i>	Mode
Q1. I enjoy having these students in my class	4.18	4	5
Q2. I have had many students ask for help when they had a problem at home	3.15	3	3
Q3. I would describe my overall relationship with my students as positive	4.35	4.5	5
Q4. I have students that frustrate me more than other students in my class	4.13	4	5
Q5. If certain students are absent, I will miss him/her	3.88	4	5
Q6. Students share with me things about his/her personal life	4.07	4	5
Q7. I cannot wait for this year to be over so that I will not need to teach some of these students next year	2.77	3	1
Q8. If certain students are absent, I feel relieved	3.49	4	5
Q9. Students frequently approach me when they need help	3.96	4	4
Q10. I frequently have students turn to me for a listening ear or for sympathy	3.58	4	4
Q11. If certain students are not present, I will be able to enjoy my day more	3.27	3.5	4
Q12. I often have students come to me for advice	3.63	4	4
Q13. I am happy with the relationships I have with my students	4.05	4	5
Q14. I like all of my students	3.67	4	5
Q15. Positive relationships with my students keeps me motivated	4.56	5	5
Q16. Negative relationships with students causes stress	4.10	4	5
Q17. I am happy in my job	2.74	3	1
Q18. I have considered changing schools	2.48	2	1
Q19. I have considered changing professions	3.32	4	5
Q20. I have experienced burnout in my job	3.32	4	5

Correlations. A Pearson Linear Correlation analysis was utilized to determine the correlation and statistical significance between items of relational capacity and job satisfaction. Question 17, “I am happy in my job” was determined the primary variable to measure job satisfaction. The Pearson Linear Correlation reported there was a moderate positive correlation between survey Question 3 (I would describe my overall relationship with my students as positive) and survey Question 17 (I am happy in my job), $r(84) = 0.47, p = < 0.01$. There was a moderate positive correlation between “I am happy with the relationships I have with my students” (Q13) and “I am happy in my job” (Q17), $r(84) = 0.45, p = 0.01$. There was a moderate positive correlation between “positive relationships with my students keeps me motivated” (Q15) and “I am happy in my job” (Q17), $r(84) = 0.41, p = < 0.01$. The Pearson Linear Correlation reported there was a weak negative correlation between “negative relationships with students causes stress” (Q16) and “I am happy in my job” (Q17), $r(84) = 0.26, p = 0.02$. As summarized in Table 4, a Pearson Correlation analysis indicates there is a statistical significance between relational capacity and job satisfaction.

Table 4

Pearson Linear Correlation between Relational Capacity and Job Satisfaction

Questions (N=84)	<i>r</i>	<i>p</i>
Q3. I would describe my overall relationship with my students as positive	0.47	<0.01
Q13. I am happy with the relationships I have with my students	0.45	<0.01
Q15. Positive relationships with my students keeps me motivated	0.41	<0.01
Q16. Negative relationships with students causes stress	-0.26	0.02

As seen in Table 5, a Pearson Linear Correlation analysis was utilized to determine the correlation and statistical significance between items of relational capacity and experience of

burnout. The Pearson Linear Correlation reported a weak negative correlation and a statistical significance between “I would describe my overall relationship with my students as positive” (Q3) and “I have experienced burnout in my job” (Q20), $r(84) = -0.26, p = 0.01$. There is weak negative correlation, with no statistical significance between “I am happy with the relationships I have with my students” (Q13) and “I have experienced burnout in my job” (Q20), $r(84) = -0.13, p = 0.22$. There is a weak negative correlation with no statistical significance between “Positive relationships with my students keeps me motivated” (Q16) and “I have experienced burnout in my job” (Q20), $r(84) = -0.14, p = 0.19$. The Pearson Linear Correlation reported a moderate positive correlation and statistical significance negative relationship with students causes stress” (Q16) and “I have experienced burnout in my job” (Q20), $r(84) = 0.46, p = <0.01$.

Table 5

Pearson Linear Correlation between Relational Capacity and Experience of Burnout

Questions (N=84)	<i>r</i>	<i>p</i>
Q3. I would describe my overall relationship with my students as positive	-0.26	0.01
Q13. I am happy with the relationships I have with my students	-0.13	0.22
Q15. Positive relationships with my students keeps me motivated	-0.14	0.19
Q16. Negative relationships with students causes stress	0.46	<0.01

Questions regarding teacher interactions with students are analyzed using the Pearson Linear Correlation analysis to determine how these characteristics regarding teacher-student interactions relate to job satisfaction and experience of burnout. The Pearson Linear Correlation found a moderate correlation and statistical significance between (Q1) “I enjoy having these students in my class,” and job satisfaction, $r(84) = 0.60, p = <0.01$, and a weak negative correlation and statistical significance with burnout, $r(84) = -0.24, p = 0.02$. There is a

moderate positive correlation and statistical significance between (Q2) “I have had many students ask for help when they had a problem at home” and job satisfaction, $r(84) = 0.42, p = <0.01$, and a weak negative correlation and statistical significance with burnout, $r(84) = -0.09, p = 0.02$. There is a weak negative correlation and a statistical significance between (Q4) “I have students that frustrate me more than other students in my class” and job satisfaction, $r(84) = -0.29, p = <0.01$, and a weak positive correlation and a statistical significance with burnout, $r(84) = 0.30, p = <0.01$.

There is a weak positive correlation and no statistical significance between (Q5) “If certain students are absent, I will miss him or her” and job satisfaction, $r(84) = 0.10, p = 0.39$, and a strong negative correlation with no statistical significance with burnout, $r(84) = -0.70, p = 0.52$. There is a weak positive correlation and a statistical significance between (Q6) “Students share with me things about his or her personal life” and job satisfaction, $r(84) = 0.22, p = 0.04$, and a weak negative correlation with no statistical significance with burnout, $r(84) = 0.19, p = 0.08$. There is a weak negative correlation and a statistical significance between (Q7) “I cannot wait for this year to be over so that I will not need to teach some of these students next year” and job satisfaction, $r(84) = p = <0.01$, and a moderate positive correlation and a statistical significance with burnout, $r(84) = 0.47, p = <0.01$.

The Pearson Linear Correlation analysis reported a moderate negative correlation and a statistical significance between (Q8) “If certain students are absent, I feel relieved” and job satisfaction, $r(84) = -0.51, p = <0.01$, and a moderate positive correlation and a statistical significance with burnout, $r(84) = 0.57, p = <0.01$. There is a moderate positive correlation and a statistical significance between (Q9) “Students frequently approach me when they need help” and job satisfaction, $r(84) = 0.38, p = <0.01$, and a weak negative correlation with no statistical

significance with burnout, $r(84) = -.015, p = 0.18$. There is a weak positive correlation and a statistical significance for (Q10) “I frequently have students turn to me for a listening ear or for sympathy” and job satisfaction, $r(84) = 0.28, p = <0.01$, and a weak negative correlation with no statistical significance with burnout, $r(84) = -0.20, p = 0.06$. There is a moderate positive correlation and a statistical significance between (Q12) “I often have students come to me for advise” and job satisfaction, $r(84) = 0.32, p = <0.01$, and a weak negative correlation and no statistical significance with burnout, $r(84) = -0.19, p = 0.08$. The Pearson Linear Correlation reported a moderate positive correlation and a statistical significance between (Q14) “I like all of my students” and job satisfaction, $r(84) = 0.47, p = 0.01$, and a moderate negative correlation with a statistical significance with burnout, $r(84) = 0.38, p = <0.05$. The results of this analysis are summarized in Table 6.

Table 6

Pearson Linear Correlation Between Teacher-Student Interactions, Job Satisfaction & Burnout

Questions (N=84)	Happy in Job		Burnout	
	<i>r</i>	<i>p</i>	<i>r</i>	<i>p</i>
Q1. I enjoy having these students in my class.	0.60	<0.01	-0.24	0.02
Q2. I have had many students ask for help when they had a problem at home	0.42	<0.01	-0.09	0.40
Q4. I have students that frustrate me more than other students in my class	-0.29	<0.01	0.30	<0.01
Q5. If certain students are absent, I will miss him/her	0.10	0.39	-0.70	0.52
Q6. Students share with me things about his/her personal life	0.22	0.04	-0.19	0.08
Q7. I cannot wait for this year to be over so that I will not need to teach some of these students next year	-0.4	<0.01	0.47	<0.01
Q8. If certain students are absent, I feel relieved	-0.51	<0.01	0.57	<0.01
Q9. Students frequently approach me when they need help	0.38	<0.01	-0.15	0.18
Q10. I frequently have students turn to me for a listening ear or for sympathy	0.28	<0.01	-0.20	0.06
Q12. I often have students come to me for advice	0.32	<0.01	-0.19	0.08
Q14. I like all of my students	0.47	<0.01	-0.38	<0.05

The researcher conducted a Pearson Linear Correlation to determine if a relationship exists between burnout and a teacher's decision to change schools or change professions. A Pearson Linear Correlation analysis shows there is a moderate positive correlation and a statistical significance between burnout and (Q18) "I have considered changing schools," $r(84) = 0.34, p = <0.01$. The Pearson Linear Correlation reported a moderate positive correlation and a statistical significance between burnout and (Q20) "I have considered changing professions. Table 7 summarizes the results.

Table 7

Pearson Linear Correlation of Questions 16 (I have considered changing schools) & Question 19 (I have considered changing professions) compared to Experience of Burnout)

Questions	<i>r</i>	<i>p</i>
Q18. I have considered changing schools	0.34	<0.01
Q19. I have considered changing professions	0.52	<0.01

Note: (N=84)

Qualitative Findings

A qualitative instrument was used to address Research Question Two. A subsample of nine teachers volunteered to participate in face-to-face interviews. A total of 20 questions were asked of each participant. Questions were open-ended, allowing participants the autonomy to answer each question in as much detail as they wanted. Each interview was recorded and transcribed by the researcher. The transcripts were organized into an Excel Spreadsheet. A preliminary exploratory analysis was conducted, allowing the researcher to read through the information in its entirety, multiple times, to gain a general understanding of the material.

The researcher used open coding and categorized the information by aggregating the collected data into small groups of information to reveal emerging themes. The codes, categories, and themes were reviewed by a fellow researcher to develop intercoder reliability. Several overarching themes emerged: teacher-student interactions, building community and culture, trust and respect, student behavior, making connections to develop rapport, job satisfaction, level of stress at work, perceptions of students, feelings towards students, motivational factors, and perceived student beliefs about the teacher.

Teacher-Student Interactions

Teacher-student interactions is one theme that emerged following the coding process of the face-to-face interview transcripts. Having positive experiences in teacher-student

interactions is an essential contributor to the quality of teacher-student relationships. As seen in Table 8, participants indicate that positive interactions are embedded in their practice.

Participant T2 ensures to shake hands with students every morning when entering the classroom. Similarly, T6 gives fist bumps to students as they arrive at the door, noting that, “if they know you’re having a bad day, they will feel it and they will reciprocate it.” Participant T7 indicates that he constantly interacts in a positive manner, while T3 believes that, “if you’re not going to have positive interactions with them, they will probably lash out at you.” In addition, T4 says, that you have to “treat them how you want to be treated.”

Table 8

Participant Statements Regarding Teacher-Student Interactions

Participant	Code Description	Statements Shared
T2	Positive Interactions	“In the morning we shake hands when you enter the classroom.”
T3	Positive Interactions	“If you’re not going to have positive interactions with them, they will probably lash out at you.”
T4	Positive Interactions	“Treat them how you want to be treated.”
T6	Positive Interactions	“Positive interactions. It starts at the door. It’s as simple as a fist bump. If they know you’re having a bad day, they will feel it and they will reciprocate it.”
T7	Positive Interactions	“I interact with them constantly in a positive manner.”

Building Community and Culture

Responses from the interviewees revealed that having a sense of community in the classroom plays an important role in the quality of teacher-student relationships. How teachers go about developing a sense of community and culture in the classroom may differ, as seen in Table 9, however the end goal is the same. Participant T1 believes that teachers should be supportive to help students with arising issues. Participant T2 and his class have cupcake

Fridays. Participants T3 and T5 share similar statements about having positive cultures and students who work well with one another. Participant T6 makes sure to start the day off with positivity, and T7 ensures that he knows the names of all his students and addresses them as such. Finally, T8 states, “we teach family in my class. Where you come from doesn’t matter.”

Table 9

Participant Statements Regarding Community and Culture

Participant	Code Description	Statements Shared
T1	Culture	“Teachers should support students with extra-curricular activities and be someone students can go to if they have any issues.”
T2	Community	“On Fridays, we have a cupcake Friday.”
T3	Culture	“We click very well. We work well together. We have a good culture here.”
T5	Culture	“I really love the teamwork and collaboration that we have in my classroom. At the moment, the culture is very positive.”
T6	Culture	“I always start the day with positivity and it makes a big difference.”
T7	Community	“Knowing their names and calling them by their names makes such a big difference.”
T8	Community	“We teach family in my class. Where you come from doesn’t matter.”

Trust and Respect

Trust and respect are the foundation to all relationships. Without trust and respect, the quality of relationships is compromised. As indicated in the participant responses in Table 10, trust and respect must be reciprocated. Participant T2 states, “I treat these kids like young adults, and they respect me for it.” Participant T3 says, “the first month of school, I focus on building

relationships, and getting the kids to trust me.” Participant T4 believes, “they know I want them to succeed, and they respect that.” Participant T5 believes that she has a good relationship with her students and says, “I respect them and they respect me.” According to T6, “It’s all about how you treat them.” He treats everyone equal, whether they are really good students, or very challenging students. Participant T7 states, “my main issue is that I can’t trust them. If I can’t trust them, I won’t let them do certain things, but if a kid is honest and straight forward, I will listen to them and may have some flexibility.” Lastly, participant T9 emphasizes the importance of confidentiality, stating, “Confidentiality is very important and needs to be a priority.”

Table 10

Participant Statements Regarding Trust and Respect

Participant	Code Description	Statement Shared
T2	Respect	“I treat these kids like young adults, and they respect me for it.”
T3	Respect	“The first month of school, I focus on building relationships, and getting to kids to trust me.”
T4	Respect	“They know I want them to succeed, and they respect that.”
T5	Respect	“I have a good relationship with my students. I respect them and they respect me.”
T6	Trust	“I treat everyone equal. I have positive relationships with really good students, and really challenging students. It’s all about how you treat them.”
T7	Trust	“My main issue is that I can’t trust them. If I can’t trust them, I won’t let them do certain things, but if a kid is honest and straight forward, I will listen to them and may have some flexibility.”
T9	Trust	“Confidentiality is very important and needs to be a priority.”

Student Behavior

Student behavior can be challenging to deal with at times and can have a positive or negative impact on the quality of relationship a teacher has with his or her students, as summarized in Table 11. Participant T1 states, “I think positive relationships always influences

positive behavior in class.” T2 says, “I would try to have more positive behavior discipline in the classroom, which is in alignment with T3, who believes, “if you are going to have negative interactions, they are going to act out with you, especially in 7th and 8th grade.” Based on his own observations, participant T4 says, “I have noticed that the ones who constantly act up, they are probably the ones who don’t have very nice things to say about me. Some of them have made that pretty clear.” T5 describes her account with a challenging student, stating, “he found every excuse to act up because he didn’t want to be in class. It was a challenge because he was affecting others too.” Participant T9 shares that, “overall my students are good, but I do have some that can be very difficult because they have a hard time in class – so they end up being disruptive instead.”

Table 11

Participant Statements Regarding Student Behavior

Participant	Code Description	Statements Shared
T1	Behavior	“I think positive relationships always influences positive behavior in class.”
T2	Behavior	“I would try to have more positive behavior discipline in the classroom.”
T3	Behavior	“If you are going to have negative interactions, they are going to act out with you, especially in 7 th and 8 th grade.”
T4	Behavior	“I have noticed that the ones who constantly act up, they are probably the ones who don’t have very nice things to say about me. Some of them have made that pretty clear.”
T5	Behavior	“He found every excuse to act up because he didn’t want to be in class. It was a challenge because he was affecting others too.”
T9	Behavior	“Overall my students are good, but I do have some that can be very difficult because they have a hard time in class – so they end up being disruptive instead.”

Making Connections to Develop Rapport

In order to form relationships, connections must be made and rapport must be developed.

Making connections and developing rapport is a theme which was revealed by the participant

responses, as displayed in Table 12. In order to develop rapport, T1 believes that teachers should speak to students in a positive manner. T2 and T3 feel it is important to find something the student is interested to make a connection. Participants T4 and T7 believe that teachers have to just talk to students like they are people and acknowledge who they are. T6 and T8 believe it only takes a couple of minutes to make connections of the little things. Participant T9 stress the importance of “getting to know them.”

Table 12

Participant Statements Regarding Making Connections and Building Rapport

Participant	Code Description	Statements Shared
T1	Rapport	“Teachers should form positive relationships with their students by speaking to them positively.”
T2	Connections	“In line outside, I will up to you, how was it at home last night? Did you see the ball game last night? What do you think of Steph Curry? Anything to build a connection somewhere in there.”
T3	Connections	“Figure out what they are interested in. You need to focus on what they are in to, whether it’s snacks, or music, or video games or whatever it might be; do your research and be able to have a conversation with him or her to be able to build that rapport and relationship.”
T4	Rapport	“Well I think teachers just have to talk to their kids, and not just about what they are teaching, but talk to them like people, but just talk to them about anything.”
T6	Connections	“I’m always trying to make connections. At the end of the day, you have to teach, but if you can take a couple of minutes to make the connections, sometimes that’s all it takes.”
T7	Rapport	“Just ask them how they are doing and getting to know them and acknowledging them for who they are.”
T8	Connections	“Saying the little things matters. Nice shoes. How was your weekend?”
T9	Rapport	“Getting to know them.”

Job Satisfaction

As revealed in Chapter 2, job satisfaction contributes to teacher-student relationships as individuals who are happy in their job are less stressed. As a result of this discovery, participants

were asked if they are happy in their job. All nine respondents reported they are happy in their job, with T5 and T8 expressing they love their job. T1 responded with, “I am happy in my job,” and T2 simply stated, “absolutely.” Participant T3 said, “yes, very much so,” while T4 sounded a little unsure, stating, “Um yeah. I guess I am happy. I don’t not like my job, so yeah.” Participants T6, T7, and T9 are all in agreement that they are also happy in their jobs. A summary of the responses can be seen in Table 13.

Table 13

Participant Statements Regarding Job Satisfaction

Participant	Code Description	Statements Shared
T1	Job Satisfaction	“I am happy in my job.”
T2	Job Satisfaction	“Absolutely.”
T3	Job Satisfaction	“Yes, very much so.”
T4	Job Satisfaction	“Um yeah. I guess I am happy. I don’t not like my job, so yeah.”
T5	Job Satisfaction	“I love my job as a teacher.”
T6	Job Satisfaction	“I enjoy it now right now, but I’m sure there will be challenges down the road, and hurdles I have not faced yet, but I am happy with what I have done so far.”
T7	Job Satisfaction	“I am very happy in my job. Personally, I’ve always wanted to be a teacher, and have worked very hard to become one.”
T8	Job Satisfaction	“I love my job!”
T9	Job Satisfaction	“I am happy in my career most of the time, yet there are unique challenges with each year.”

Level of Stress at Work

As displayed in Table 14, levels of stress at work varied between the respondents; from participant T2 stating he does not have stress at work, to participant T9 who says her stress level can be extreme. When asked to describe their level of stress at work, participant T1 stated, “at times very stressed.” Participants T3 and T4 share that some days are more stressful than others, while T5 states, “stress is high, but it is just part of the job. It is the clientele, but I just see it as part of the job.” If participants T6 and T7 could rate their level of stress on a scale of one to 10, T6 would rate himself at a four, while T7 would rate himself at a seven.

Table 14

Participant Responses Regarding Level of Stress at Work

Participant	Code Description	Response Shared
T1	Stress	“At times very stressed.”
T2	Stress	“I know this is going to sound strange. I don’t have any stress.”
T3	Stress	“Not that stressful. There may be days that are more stressful than others.”
T4	Stress	“Well, I don’t get stressed all the time, but some days are more stressful than others. I guess it just depends on the day and how the students are acting.”
T5	Stress	“Stress is high, but it is just part of the job. It is the clientele, but I just see it as part of the job.”
T6	Stress	“If I could scale it from 1 to 10, the highest I would probably rate it is a 4, and that was the first week. But I’m not stressed out now because I put in the time to make connections and with the students and build relationships.”
T7	Stress	“Out of 1 and 10, I would say my stress is about 7 on a daily basis. My stress is about the social-emotional aspect of the job, and the connections I’m still building with my students.”
T8	Stress	“Stress is always moderate and sometimes extreme.”

Perceptions of Students

The perception one individual has of another can influence the quality of their relationship. Participants were asked to tell the researcher about their students. Two out of the nine respondents did not give a clear response, and therefore Table 15 does not include any statements from participants T2 or T5. When asked about his students, participant T1 shares, “they are a cool group of kids.” Participant T3 said, “my kids are great. They are all unique. They have different needs.” Participant T4 had a less optimistic response, stating, “they don’t seem to take their education seriously, well not all of them, but a lot.” Participant T6 shares that his students are well-behaved, and he is happy with the progress he has made with them. Participant T7 believes his students are “...wonderful and challenging,” while T8 describes his students as “fun, passionate, eager to learn.” Lastly, T9 believes that her students think of her as the bad guy when she holds them accountable. Table 15 displays the participants’ responses.

Table 15

Participant Responses Regarding Teachers’ Perceptions of Their Students

Participant	Code Description	Response Shared
T1	Perceptions	“They are a cool group of kids.”
T3	Perceptions	“My kids are great. They are all unique. They all have different needs.”
T4	Perceptions	“They don’t seem to take their education seriously, well not all of them, but a lot.”
T6	Perceptions	“As a whole, for the most part, they are well-behaved. Going back to the first week, it was rough. Now I get along really well with most of them.”
T7	Perceptions	“My students are wonderful and challenging. They love learning new things and getting excited, but I would also say they are challenging because they are easily distracted.”
T8	Perceptions	“Fun, passionate, eager to learn.”

T9	Perceptions	“When I hold them accountable, they look at me like I’m the bad guy even though I explain why I am holding them accountable.”
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Feelings Towards Students

Similar to perceptions, the way someone feels about another person, in this case how a teacher feels about a student and vice-versa, can influence the quality of the relationship those individuals have. Feelings that some participants have towards their students were revealed throughout the interviews. Table 16 summarizes statements that were shared with the researcher. Participant T2 shared, “I care for them and I can feel they care for me, but in a very respectful way.” T4 stated, “they know I want them to succeed, and they respect that. I try to reinforce that every day.” Participant T5 declared her love for kids and teaching, and T6 shared a personal experience he had with a student that was a less heartening.

Table 16

Participant Statements Regarding Teachers’ Feelings Towards Students

Participant	Code Description	Statements Shared
T2	Feelings	“I care for them and I can feel they care for me, but in a very respectful way.”
T4	Feelings	“They know I want them to succeed, and they respect that. I try to reinforce that every day.”
T5	Feelings	“I love kids and I love teaching.”
T6	Feelings	“I thought I had the dream class until he came. My class took a 360 turn. I did not know how to help him and was feeling hopeless.”

Motivational Factors

To discover what drives teachers, participants were asked the following question: How do the relationships with your students influence your motivation to continue teaching? The

responses to the question share an underlying theme, which is the intrinsic reward of helping others. It drives teachers to keep guiding, supporting, and teaching their students. Table 17 shows responses that were shared with the researcher. Participant T1 states:

I feel positive relationships definitely motivate me because when I see them respect me and talk to me in a respectful way and engage with the work, I can see they are trying, and I am part of that process.

Respondent T2 shares, “the relationship I have with my students makes me want to teach even more.” Participant T3 understands he can make a difference, while similar to T2, participant T4 wants to help students even more when he knows they care. Respondent T5 states, “The relationship with my students motivate me because I see that I can make a positive impact in their life.” Participant T6 is motivated by the personal experiences she has with students and reveals the following:

The experiences I have with certain individuals has really made the job worth it. I had a student disclose to me some very personal things, and I was able to get them the help they needed. That and other experiences where I am able to really help make a difference keeps me motivated to keep going.

Respondent T7 is motivated when his students are excited to learn, and T8 shares that his students are “the driving factor.” Lastly, participant T9 shares, “I am highly motivated to teach because there is not a better experience or reward than knowing that I have given a child the tools necessary to be successful.”

Table 17

Participant Responses Regarding Motivational Factors

Participant	Code Description	Response Shared
T1	Motivation	“I feel positive relationships definitely motivate me because when I see them respect me and talk to me in a respectful way and engage with the work, I can see they are trying, and I am part of that process.”
T2	Motivation	“The relationships I have with my students makes me want to teach even more.”
T3	Motivation	“You see the struggles that the kids have, and I’m just a person who can’t help but put myself in their shoes to be able to say that I can make a difference.”
T4	Motivation	“I think that they know I care and when they show the same in return, it makes me want to help them even more.”
T5	Motivation	“The relationship with my students motivate me because I see that I can make a positive impact in their life.”
T6	Motivation	“The experiences I have with certain individuals has really made the job worth it. I had a student disclose to me some very personal things, and I was able to get them the help they needed. That and other experiences where I am able to really help make a difference keeps me motivated to keep going.”
T7	Motivation	“When I go to work I know that out of 60 students at least 30 students are generally excited to learn in my class, and that motivates me.”
T8	Motivation	“My students motivate me. They are the driving factor.”
T9	Motivation	“I am highly motivated to teach because there is not a better experience or reward than knowing that I have given a child the tools necessary to be successful.”

Perceived Student Beliefs About the Teacher

Participants were asked how their students would describe them. The purpose of this question was to determine what teachers may perceive about how students feel about them. Responses were mixed. Some participants believe their students do not view them in a very positive light, where others believe their students have very positive views of them.

When asked the question, respondent T1 stated, “I don’t know. The way today went, they wouldn’t use very nice words.” Participant T2 said, “easygoing. They believe they can do anything they want and that there is no consequence.” Respondent T3 believes his students think he is “energetic, probably a little weird, funny sometimes.” Similar to T1, T4 doesn’t believe all his students will have very nice words to describe him, but most would describe him as passionate.

Respondent T5 believes her students know how much she cares and would describe her as a fair teacher. Participant T6 said, “I don’t think they would say I’m super fun, but maybe a balance between strict and fun.” Participant T7 shared his students would say he is a “...goofy math and science nerd, and as someone who wants nothing more than for them to succeed.” Participant T8 believes his students would describe him in three words with a statement as simple as, “good, tough, fun.” Participant nine believes her students would describe her as firm, patient, and approachable. The responses are displayed in Table 18.

Table 18

Participant Responses Regarding Teachers' Perceived Student Beliefs About the Teacher

Participant	Code Description	Response Shared
T1	Student Belief	"The way today went, they wouldn't use very nice words."
T2	Student Belief	"Easygoing. They believe they can do anything they want and that there is no consequence for what they do."
T3	Student Belief	"Energetic, probably a little weird, funny sometimes."
T4	Student Belief	"Some probably don't have very nice things to say about me. But I think most would say I am very, how would you say, passionate."
T5	Student Belief	"They would describe me as a fair teacher, and even though I may give them consequences, they know it's to help them become better students."
T6	Student Belief	"I don't think they would say I am super fun, but maybe a balance between strict and kind of fun."
T7	Student Belief	"They would describe me as a goofy math and science nerd, and as someone who wants nothing more than for them to succeed."
T8	Student Belief	"Good, tough, fun."
T9	Student Belief	"My student would describe me as firm with high expectations. I am patient and approachable when they are in need of extra support."

Summary

The findings of this study are presented in Chapter 4. Two primary research questions guided this study, which intended to determine if teacher-student relationships impacted teachers' well-being. A mixed-method method approach with an explanatory sequence design was utilized. First a quantitative instrument, Teacher-Student Relationship survey, was

implemented. The survey was administered online where 84 participants answered 20 five point Likert style questions, which measured three constructs: motivation, stress, and teacher-student relationships. Following the quantitative portion, a qualitative instrument was used; a researcher created interview protocol. A subsample of nine participants participated in the interviews.

A descriptive statistics analysis and Pearson Linear Correlation analysis was used to investigate the findings for research question one. Findings for research question two were determined through qualitative interviews. Those interviews were transcribed by the researcher, coded, and categorized. A colleague of the researcher was brought in to review the codes and categories to establish intercoder reliability. Eleven themes were determined to contribute to the quality of teacher student relationships emerged. These themes include: Teacher-student interactions, building community and culture, trust and respect, student behavior, making connections to develop rapport, job satisfaction, level of stress at work, perceptions of students, feelings towards students, motivational factors, and perceived student beliefs about the teacher.

CHAPTER 5: DISCUSSION

The purpose of this study was to explore teacher-student relationships, what contributes to the quality of those relationships, and how those relationships impact a teacher's motivation to teach or potentially lead to burnout. Chapter 5 presents a discussion of the findings, the implications for practice, limitations of the study, delimitations of the study, recommendations for future research, and conclusions. The results indicate that factors such as teachers-student interactions, as well as classroom climate and culture, contribute to the quality of teacher-student relationships, and the quality of teacher-student relationships does have an impact on teacher motivation and teacher burnout.

Discussions of the Findings

A mixed-method approach, with an explanatory sequence design was utilized, resulting in the collection of both quantitative and qualitative data. First, quantitative data was collected using an online survey to provide the researcher with an understanding of the dynamics of teacher-student relationships. Second, qualitative data was collected, by conducting face-to-face interviews, to provide a deeper enrichment into the experiences that contribute to teacher-student relationships. Two primary research questions, including three sub-questions for questions one, guided the research of this study. These questions included, (1) How are teachers affected by their relationships with their students? (1a.) How do teachers' relationships with their students affect teacher motivation? (1b.) How do teachers' relationships with their students affect teacher well-being? (1c.) How do teachers' relationships with their students affect teacher longevity in the profession or contribute to burnout? (2) What experiences contribute to the quality of the teacher-student relationship?

How Teachers are Affected by Relationships with Students

The literature review in Chapter 2 revealed that teachers are more satisfied with their job when they have positive relationships with their students (Huan et al., 2012). Four items from the Teacher-Student Relationship survey measured teachers' perceptions of their relational capacity with their students. These items included: "I would describe my overall relationship with my students as positive," "I am happy with the relationships I have with my students," "Positive relationships with my students keeps me motivated," and "Negative relationships with students causes stress." A Pearson Linear Correlation analysis indicated there was a statistical significance between relational capacity and job satisfaction, demonstrating that when teachers forge positive relationships with their students, they are more satisfied with their job. This finding aligns with the claim made by Spilt et al., (2011) who stated that personal relationships with their students are one of the core reasons teachers stay in the profession.

Teacher motivation. Spilt et al. (2011) indicated that teachers who are motivated may feel they are more effective in their job. This statement is in agreement with Maulana et al. (2014) who found that teachers believe they have more impact on student efficacy when they have positive relationships with their students, which results in the teacher having more motivation to teach. These findings indicate that when teachers are motivated, they feel more effective and are more likely to stay in their profession. The data in this study indicates that positive relationships with students is a major factor of teacher motivation. On average, participants agreed with the statement, "positive relationships with my students keeps me motivated" ($M=4.56$, $SD=0.68$, $N=84$). Out of 84 participants, 91.67% of the respondents agreed that positive relationships with their students keeps them motivated, implying that these participants feel more effective in their job and are more likely to stay in their profession.

Teacher well-being. Two factors that lead to a greater well-being for the teacher are job satisfaction and positive teacher-student relationships (Collie et al., 2012). This study supports Riley's (2011) finding that teachers have a desire for students to demonstrate a level of dependence; however, this study expands on Riley's findings. Whereas Riley found that teachers want students to interact with them, this study determined the manner in which teachers and students interact with each other will influence their relationship. The results of this study indicate there is a statistical significance in how teacher-student interactions influences job satisfaction and burnout, and that teachers do have a longing for a sense of dependency from students. Teachers are happier and more motivated when students come to them for help or advice, when students share things about their personal life, or when students just need a listening ear. These types of interactions strengthen the relationships they have with their students by providing teachers with a deeper meaning and reward to their job.

Teacher longevity and burnout. Burnout is defined as being exhausted emotionally (Antoniou et al., 2013), and the leading contributor of burnout is stress. Of the 84 participants in this study, 76% ($n=64$) agree that negative relationships with students causes stress, and 55% ($n=46$) have experienced burnout in their job as a teacher. Wilkins (2014) explained that stress is a primary result of negative interactions between teachers and students, and it can lead to burnout. This suggests that teachers can become dissatisfied in their work environment if they cannot connect with their students. The results of this study indicated there is a positive correlation and statistical significance between teachers who have experienced burnout and teachers who have considered changing professions, demonstrating that burnout is an indicator of teacher attrition. According to CTA (2016), 17% of teachers leave the profession within the first five years of employment. However, when compared to the 55% of participants in this

study who have experienced burnout, 28% ($n=24$) have considered a change in profession, and 35% ($n=30$) of the participants have considered changing schools.

Experiences that Contribute to the Quality of Teacher-Student Relationships

The qualitative results of this study add to Higgins' (2011) findings, who sought to determine the factors that led to positive teacher-student relationships. Higgins (2011) found that intentional planning by teachers, centered around developing connections with students, was the primary causal factor in building positive relationships. In comparison to Higgins' (2011) findings, this study identified 11 themes, which emerged from the qualitative findings. These themes identified experiences that contribute to the quality of teacher-student relationships. These themes include: Teacher-student interactions, building community and culture, trust and respect, student behavior, making connections to develop rapport, job satisfaction, level of stress at work, perceptions of students, feelings towards students, motivational factors, and perceived student beliefs about the teacher.

The findings in this study indicate that having positive experiences in teacher-student interactions is an essential contributor to the quality of teacher-student relationships. That data indicates that teachers should treat students the way they want to be treated. According to the respondents, students just want to be treated like people – with a fair, caring approach. Creating positive interactions can be intentional and as simplistic as just saying hello and acknowledging the student. Having positive interactions with students has a positive influence in building community and culture in the classroom. A preplanned classroom environment creates purposeful opportunities for teachers and students to have positive interactions (Gablinske, 2014). This study supports the notion that teachers can take different approaches to building community and culture. For example, one participant makes it a priority to start the day with

positivity, another participant focuses on team-work and collaboration, while another has parties to celebrate student successes. These positive interactions influence community and culture by developing a level of trust and respect.

Trust and respect are the foundation to all interpersonal relationships. As stated in Chapter 2, Wilkins (2014) determined that trust and respect are two fundamental behaviors that teachers feel are important for good relationships to flourish. This study supports Wilkins findings, but adds that teachers must model and reciprocate the behaviors they expect from their students. For example, Teacher 6 (T6) shared that he has positive relationships with both good and challenging students because, as T6 stated, “I treat everyone equal,” and “...it’s all about how you treat them.” T5 gave a similar response stating, “I have a good relationship with my students. I respect them, and they respect me.” These responses indicate that students are more likely to misbehave when there is a lack of trust and respect.

Huan et al. (2012) argued that the quality of teacher-student relationships is a strong predictor of student behavior. According to the findings of this study, Huan et al. is correct. The results indicate that when positive relationships are present, they have an influence on positive behavior. In contrast, when there are negative interactions, student behavior can be more challenging and disruptive, eventually leading to burnout (Brouwers & Tomic, 2014). In order to form positive relationships, connections must be made and rapport must be developed. Building connections and developing rapport requires teachers to positively interact with students and have conversations about things other than learning. Conversations can range from topics regarding a student’s interest in sports, to what they like to do in their free time, to what their favorite snacks are. Teachers can talk about anything to get to know their students and build rapport, as long as the conversation is centered around positivity.

When teachers make connections and build rapport with their students, the quality of their relationships improves, resulting in a positive teacher-student relationship. Having positive relationships with students leads to job satisfaction. The results of this study found there is a positive correlation and a statistical significance between job satisfaction and motivation. This finding aligns with Viseu et al. (2016), who found job satisfaction to be a predictor of professional motivation. Teachers who are not happy in their job tend to experience a higher level of stress.

The results of this study indicate that teaching is a very stressful occupation, which supports the numerous studies that report high levels of burnout amongst teachers (Abel & Sewell, 1999; Brouwers & Tomic, 2000, 2014; Friedman, 2000). Respondent T5 is in agreement with this finding, stating that she believes stress is just part of the job. However, stress is not too be taken lightly as it can lead to emotional fatigue, which can result in burnout. Brouwers and Tomic (2015) argued that teacher-student relationships are associated with burnout, which aligns to findings discussed earlier, which indicated that positive relationships result in motivation, while negative relationships result in stress. These findings support the idea that when teachers make connections with their students, it will reduce the teacher's level of stress, which aligns with Respondent T6, who shared that he stopped experiencing stress once he began making connections with his students.

Levels of stress can also be influenced by a teacher's perception of their student. Depending how a teacher perceives a student, the quality of their relationship could be impacted. If a teacher has a negative perception of their student, they may have a more difficult time making connections with the student, which in turn could damage their relationship. If a teacher has a positive perception of their students, then they will be more open to developing a

relationship with the student. Similarly, how a teacher's feelings towards a particular student can impact the quality of their relationship as well. If a teacher has negative feelings towards a student, then the teacher will be less likely to form a positive relationship with the student. When a teacher has positive feelings towards a student, he or she will feel motivated to build a positive relationship with the student.

When teachers have positive relationships with their students, they are more motivated to teach and help their students succeed. They tend to have more enthusiasm, which can lead to a higher quality of teaching and higher performance from their students (Collie et al., 2012; Viseu et al., 2016). Positive relationships result in mutual respect between teachers and students, and when that occurs, students tend to engage in the work more, which in turn motivates the teacher to want to teach even more. When teachers realize that students care for them and their own achievement, they get a feeling of accomplishment knowing they are having an impact in that student's life and success.

What teachers perceive students believe about them is also a factor determined to contribute to the quality of the teacher-student relationships. T3 believed that his students would describe him as energetic and fun, whereas T4 believed that students would not have good things to say about him. It is important for teachers to perceive their students have positive beliefs about them. It can become more challenging for a teacher to form a relational bond with a student if they are not confident in how the student feels about them. The subsample of teachers who participated in the interviews shared that there are students who will be more difficult to form a relationship with, but reaffirmed that all students, regardless of who they are, must be treated fair and equal. If students do not believe they are being treated like everyone else, they

will continue to be difficult to connect with, which will have a negative impact on the teacher, student, and their relationship.

Implications for Practice

This study took place in a large school district serving approximately 40,000 students. Approximately one-quarter, or 466, of the teachers employed in the district are considered new. Out of the 466 new teachers, 259, or 56 percent, are underprepared, having less than a valid credential. Many of these underprepared teachers contain short term permits and have not been enrolled in any type of teacher preparation program. With a nationwide teacher shortage, retaining quality teachers is more important than ever – especially in districts with high rates of poverty, like District XYZ.

The findings of the of this study determined there is a positive correlation between positive teacher-student relationships and teacher motivation, and a positive correlation between negative teacher-student relationships and burnout, meaning that teacher-student relationships do impact teacher motivation and teacher burnout. These results indicate a need for teacher preparation in the area of teacher-student relationships.

At the state level, teacher preparation programs should require coursework on the development of teacher-student relationships. This course would align with standard two of the California Standards for the Teaching Profession, which is Creating and Maintaining Effective Learning Environments for Student Learning. This coursework would not only educate potential teachers on the importance of developing positive relationships with students, but also would provide strategies on how to do so.

At the local level, districts should offer meaningful, ongoing professional development opportunities to all teachers, but make it mandatory for new teachers. Similar to teacher

preparation coursework, professional development should focus on strategic methods to help teachers make connections with students and build rapport. Specific strategies should be taught to teachers on how to interact positively with students, how to react to challenging students, and how to develop relational capacity.

The California Local Control Accountability Plan (LCAP) sixth priority is school climate. This requires districts to create meaningful plans to improve school climate. Having meaningful relationships with teachers creates a sense of safety and connectedness for students. The sense of safety and connectedness students receive from having meaningful and positive relationships is reciprocated back to the teachers, resulting in teacher motivation, job satisfaction, and teacher retention. However, if teachers do not understand how to develop meaningful relationships with students, the school climate may suffer, and teachers may become stressed out, eventually leading to burnout and teacher attrition.

Limitations

This study encountered limitations that were out of the researcher's control. The researcher sent the quantitative survey out to 237 teachers in District XYZ. Of the 237 teachers who received an invitation to participate, 84 responded, which resulted in a response rate of 35.4%. This low response rate creates a nonresponse bias. In addition, only 11% of the participants volunteered to participate in an interview, creating a subsample of only nine participants. Of the subsample, only 22% of the participants were female, compared to the general sample, which contained 55% females. It is also unknown if the general sample of the study is relative to the entire population of teachers who work in District XYZ. These limitations may impact the generalizability of the results.

Delimitations

The researcher identified delimitations that he assumed would strengthen the results of the study. The surveys were sent out during the last month of the school year. Although the researcher originally thought the time of year would be a limitation, as mentioned in Chapter 1, it resulted in being a delimitation. By sending out surveys during the last month of the school year, teachers had an entire school year to build relationships with their students, resulting in a more reliable response. This study only included teachers who taught 7th – 12th grades. The researcher felt that students in middle school and high school presented more relational challenges for teachers than younger grade levels due to the limited time they have to interact with each student. Teaching experience was delimited to one to five years due to the fact that most teachers who leave the profession, do so in the first five years. The study only included District XYZ for the purpose of convenience sampling. Last, the study only included teachers due to the nature of the study only focusing on teachers' relationships with students. No other staff members or students were involved.

Recommendations for Future Research

This study included participants from only one large school district located in California that serves a student population mainly consisting of low socioeconomic communities. The researcher recommends broadening the study by including more school districts across California and the nation. Doing so will strengthen the results of the study by including more participants who teach in districts of various sizes and locations, as well as including populations of different socioeconomic statuses. This would provide valuable insight into whether or not demographics affects the quality of teacher-student relationships and the impact they have on teacher motivation and burnout. Additionally, the researcher recommends including credential

status in the demographics portion of the survey. Knowing the credential status of the teacher would provide data on whether or not having a valid credential impacts a teacher's ability to connect with students, as opposed to an underprepared teacher who does not possess a valid credential nor participates in any formal course work in a teacher preparation program. The researcher also recommends conducting a longitudinal study to determine how teachers grow over time in their abilities to develop meaningful relationships. This will allow the researcher insight of how teachers learn to improve their relational skills over time. Another recommendation by the researcher is to include more experienced teachers in the study to compare how their perceptions of teacher-student relationships differ from new teachers. A final recommendation is to include participants who teach in lower grade levels to determine if the age range of students impacts the teacher's ability to develop a positive relationship with them.

Conclusions

The purpose of this study was to explore how teacher-student relationships impact a teacher's motivation to teach, and how those relationships can lead to teacher burnout. The data which was collected indicates the quality of teacher-student relationships does impact teacher motivation and teacher burnout. The researcher found that correlations and statistical significance exist between the variables. In addition, the findings determined there is a correlation between burnout and a consideration of change in profession, indicating that negative relationships influence teacher attrition. A correlation also exists between positive relationships and job satisfaction, indicating that positive teacher-student relationships influences teacher retention.

Eleven interrelated and overarching themes which contribute to the quality of teacher-student relationships emerged from the data. These themes include teacher-student interactions, building community and culture, trust and respect, student behavior, making connections to develop rapport, job satisfaction, level of stress at work, perceptions of students, feelings towards students, motivational factors, and perceived student beliefs about the teacher.

A vast amount of research has been conducted regarding the phenomenon of teacher-student relationships. However, the researcher recognized a gap in the research, in that a majority of the research is centered around how teacher-student relationships impacts student achievement. The researcher found that minimal empirical research exists regarding how teacher-student relationships impacts the teacher. Although student achievement is of utmost importance, without teachers who are motivated to teach, student achievement would suffer. The researcher anticipates that this study will broaden the lens of teacher-student relationships and shine a light on how these relationships affect the teacher.

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APPENDICES

Appendix A: Instrument Survey

Thank you for participating in this study. Please answer the following questions based on the students you have in your classroom for the 2018-2019 school year. On a scale of 1 to 5, answer each question below by selecting the response that best describes you (1= Completely Disagree, 5= Completely Agree).

Demographics

In this section, you will be asked to answer questions about you. Your responses will not be shared and will not be used to personally identify you. Please choose the answer that best describes you.

Gender	<input type="radio"/> Male	<input type="radio"/> Female
What grade level do you teach?	_____	
Please indicate the number of years you have been teaching	_____	
How many students do you regularly encounter daily? (ie: students in your class)	_____	
Ethnicity	<input type="radio"/> White	<input type="radio"/> African American
	<input type="radio"/> Native-American	<input type="radio"/> Hispanic /Latino
	<input type="radio"/> Asian	<input type="radio"/> Pacific Islander
	<input type="radio"/> Other	

If you are willing to participate in an interview, please provide your name and phone number:

CD = Completely Disagree

N = Neutral

CA = Completely Agree

	Item	CD		N		CA
1	I enjoy having these students in my class	1	2	3	4	5
2	I have had many students ask for help when they had a problem at home	1	2	3	4	5
3	I would describe my overall relationship with my students as positive	1	2	3	4	5
4	I have students that frustrate me more than other students in my class	1	2	3	4	5
5	If certain students are absent, I will miss him/her	1	2	3	4	5
6	Students share with me things about his/her personal life	1	2	3	4	5
7	I cannot wait for this year to be over so that I will not need to teach some of these students next year	1	2	3	4	5
8	If certain students are absent, I feel relieved	1	2	3	4	5
9	Students frequently approach me when they need help	1	2	3	4	5
10	I frequently have students turn to me for a listening ear or for sympathy	1	2	3	4	5
11	If certain students are not present, I will be able to enjoy my day more	1	2	3	4	5
12	I often have students come to me for advice	1	2	3	4	5
13	I am happy with the relationships I have with my students	1	2	3	4	5
14	I like all of my students	1	2	3	4	5
15	Positive relationships with my students keeps me motivated	1	2	3	4	5
16	Negative relationships with students causes stress	1	2	3	4	5
17	I am happy in my job	1	2	3	4	5
18	I have considered changing schools	1	2	3	4	5
19	I have considered changing professions	1	2	3	4	5
20	I have experienced burnout in my job	1	2	3	4	5

This survey is adapted from the Teacher-Class Relationship Inventory (Baruch, et al., 2015) with permission.

Appendix B: Semi-Structured Interview Questions

Disclaimer: This interview is being conducted for the sole purpose of completing the doctoral research and dissertation of Justin Gann as required by Concordia University Irvine. This interview will only be used to provide qualitative data regarding teachers' perceptions of their relationships with their students. Participants' identities will remain anonymous. For the purpose of organizing my notes, can you please state your name?

1. Tell me about your job as a teacher.
 - 1.1. Are you happy in your job?
 - 1.2. Describe your level of stress at work.
 - 1.3. What is the number one thing you would change about your job?
 - 1.4. Have you ever considered changing schools? Why or why not?
 - 1.5. Have you considered changing professions? Why or why not?
2. Tell me about your students.
 - 2.1. How would your students describe you?
 - 2.2. Describe the relationships you have with your students, and what contributes to the quality of those relationships?
 - 2.2.1. How do the relationships with your students influence your motivation to continue teaching?
 - 2.2.2. How do you feel the relationship you have with a student influences their behavior in class?
 - 2.3. Describe any students you are currently having relational challenges?
 - 2.3.1. Why is your relationship with them so challenging?
 - 2.3.2. In what ways does this challenging relationship affect you?
 - 2.4. How should teachers form positive relationships with their students?
 - 2.4.1. Is this true of your students? (Spilt, et al., 2011)
 - 2.4.2. Describe a student with whom you have a positive relationship with.

2.4.3. What specific strategies do you currently employ in developing relationships with your students?

2.4.4. How do you react to students you are unable to develop a positive relationship with?

2.4.5. How does that affect your overall well-being? (Do you feel stressed? Do you avoid the student?)

Appendix C: Informed Consent

The Impact of Teacher-Student Relationships on Teacher Motivation and Burnout

INTRODUCTION: You are invited to participate in a study designed to investigate the impact teacher-student relationships have on teacher well-being. This study is being conducted by Justin P. Gann, a Doctoral Candidate of Concordia University Irvine.

PURPOSE: The purpose of this study is to explore the interpersonal relationship between teachers and students, and how the relationship impacts the teacher. You are being asked to fill in a survey that asks some questions about your interpersonal relationship with students. You may also be asked to participate in a follow-up interview.

PARTICIPATION: Your participation in this study is completely voluntary and you may discontinue participation at any time.

ANONYMITY: Your identity and survey responses will remain completely anonymous. All data, recordings, and findings will be kept secure by the researcher's.

RISKS: It is not expected that the survey or interviews will cause distress or discomfort; however, if at any time you feel uncomfortable, please let the researcher know and discontinue participation if appropriate.

CONTACT: If you have any questions or concerns regarding the study, participants' rights, or require a response to a research-related injury, please contact the doctoral researcher or his dissertation chair, Dr. Eugene Kim.

Researcher: Justin Gann
(209) 244-4466
justin.gann@eagles.cui.edu

Dissertation Chair: Dr. Eugene Kim
(949) 333-9188
Eugene.Kim@cui.edu

RESULTS: The results of this study will be published in the researcher's doctoral dissertation at Concordia University Irvine.

CONFIRMATION STATEMENT: I agree to participate in the research study described.

Print Name _____ Signature _____ Date _____

Appendix D: NIH Approval



Appendix E: District Approval



Research and Accountability
Stockton Unified School District
701 North Madison Street
Stockton, CA 95202-1687
(209) 933-7105

DATE: February 20, 2019
TO: Mr. Justin Gann
SUBJECT: Application to Conduct Research in SUSD

Dear Mr. Gann:

The research committee has reviewed and will **approve** your request to conduct your research proposal "Teacher-Student Relationships and the Impact of the Relationships on Teacher Motivation and Teacher Burnout" in the Stockton Unified School District, under the following conditions:

1. Site leadership and/or teacher participation is voluntary.
2. According to item C of the **Individual's Obligation** section of the signed Non-disclosure Agreement, you are obligated not to make any disclosure or publication whereby the data furnished by the school district could be identified. You will find attached a signed electronic copy of the non-disclosure form.
3. You must adhere to the plan outlined in your proposal. Any deviations from it will require prior approval from the Research and Accountability Department.

Provide the requested information to me by e-mail at lharris@stocktonusd.net. Please contact me at 209-933-7105 x. 2206 if you have questions.

When your research project has been completed, please forward a copy to our office.

I wish you the best in your research endeavors.

Sincerely,

Latonya Harris, PhD
Research Specialist
w/ Research Review Committee
Research and Accountability

Appendix F: Instrument Approval

2/8/2020

Concordia University, Irvine Mail - Permission to use TSRI / TCRI



Gann, Justin <justin.gann@eagles.cui.edu>

Permission to use TSRI / TCRI

Gann, Justin <justin.gann@eagles.cui.edu>

Wed, Apr 18, 2018 at 2:00 PM

To: Arnon HersHKovitz <arnonhe@tauex.tau.ac.il>

Cc: Alona Forkosh-Baruch <alonabar@gmail.com>

Hello Dr. HersHKovitz and Dr. Forkosh-Baruch,

Thank you so much for responding to my email. I work in a large Northern California urban school district with a challenging student demographic and high turnover rate of teachers. I am researching the impact that teacher-student relationships have on teacher attrition within my school district. Since most teachers who leave do so in the first five years of service, I am focusing on middle school and high school teachers with five years or less experience.

I do have the full list questions of your TCRI from one of your publications. Based on your last email, I am assuming that I have permission to use and adapt your instrument for my study? Can you please confirm so?

Kind regards,

Justin Gann

[Quoted text hidden]

- Justin Gann

2/8/2020

Concordia University, Irvine Mail - Permission to use TSRI / TCRI



Gann, Justin <justin.gann@eagles.cui.edu>

Permission to use TSRI / TCRI

Arnon HersHKovitz <arnonhe@tauex.tau.ac.il>

Wed, Apr 18, 2018 at 2:06 PM

To: "Gann, Justin" <justin.gann@eagles.cui.edu>

Cc: Alona Forkosh-Baruch <alonabar@gmail.com>

Thanks for elaborating on the research. It does sound very interesting.

Of course you can use the instrument, as it is published. If you'd like, you can refer me to the article in which you've found the full version, and I'll make sure it's indeed the most recent version.

Arnon

[Quoted text hidden]