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Factors Influencing Teacher Burnout and Retention Strategies

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Abstract

Teacher attrition has become a significant problem within the field of education. Despite research reporting retention strategies and programs that can decrease this trend, teachers continue to burnout of the workforce due to stress and an inability to cope with teaching conditions. This research article explores the underlying problem of burnout, including the symptoms and extent in which they manifest, as well as possible strategies to decrease attrition and keep teachers in the classroom. By compiling research that suggests tested programs and supports that help retain teachers, both individuals and schools can explore these avenues further in hopes of combatting teacher burnout. Due to no actual data collection or study taking place, all research is based on preexisting articles. From these articles, the history of burnout was determined as a guide to how it manifests itself in this day and age. The dimensions of these were expanded using the Maslach Burnout Scale (created by Christina Maslach in 1981) to find retention strategies that targeted each particular dimension. All research was done through a literature review that compiled effective supports schools and districts can utilize to decrease the burnout of their staff.

Factors Influencing Teacher Burnout and Retention Strategies

A common occurrence within the field of education has been the reduction of the teacher workforce, which has led numerous individuals to leave their position, or even in some cases, withdraw from the field entirely. This phenomenon is frequently described as the individual “burning out”. Professional burnout was first identified as a potential cause of attrition in various fields by Herbert Freudenberger in 1980. By tweaking the dictionary definition of “burnout”, he defined professional burnout as having an individual “fail, wear out, or become, exhausted by making excessive demands on energy, strength, or resources,” leading them to become “inoperative for all intents and purposes” (Freudenberger, 1975, p. 73). Numerous articles have since cited Freudenberger as the first to describe burnout in the helping professions for being the cause for attrition. In particular, this was found to be most common in professions that involve working with people and dealing with the emotions that arise from these close interactions (Bataineh & Alsagheer, 2012, p. 7). This research was later used to further identify the reasons behind teacher attrition in particular, as well as other negative personal and work related outcomes, such as increased anxiety and reduced effectiveness in the classroom. Researchers began to look at teacher burnout as the cause behind the dwindling field. Risk factors were identified that may cause teachers to burnout and leave their school. These may include working with learning and behavior difficulties in increasingly diverse classrooms, as well as the lack of adequate instructional time to satisfyingly teach the curriculum and large classroom sizes (De Stasio, Fiorilli, Benevene, Uusitalo-Malmivaara, & Chiacchio, 2017, p. 472). This also extends to more personal reasons on the part of the teacher, such as struggling to interact with the parents and difficulties with their teaching peers and administration (De Stasio et al., 2017, p. 472). These factors do not all have to be present, nor do each of them effect teachers equally. They are

just the trends that are typically followed. The exact impact upon a teacher's wellbeing that may lead to future burnout is also reliant on the resolve of the individual. Whatever leads to burning out, the effects of such commonly impact the teacher's thinking, emotions, and physical wellbeing, often leading to increased stress and personal hardships (Nuri, Demirok, & Direkto, 2017, p. 160). This is why burnout, particularly within the teaching profession, can be described as a "state of emotional, mental, and physical exhaustion caused by excessive and prolonged stress" (Howson, 2016, p. 7). When teachers reach a point where they believe they cannot continue with those conditions, they may leave the field. With proper strategies and supports both on the individual and district-wide level in place, teachers can combat these burnout symptoms and increase the level of retention across the field of education.

Literature Review

In order to prevent burnout from happening, it is important for both the teachers and the school districts to be aware of the signs and symptoms of the different states of burnout. Despite teaching having little to no outward physical strain on one's body, it is possible to begin feeling the effects of burnout in a corporeal sense. This can take the form of headaches, abnormally high blood pressure, gastro-intestinal discomfort, heart disease, and possible weight loss or gain (Bataineh & Alsagheer, 2012, p. 6; Iancu, Rusu, Măroiu, Păcurar, & Maricuțoiu, 2017, pp. 1-2). The thinking and internal cognitive systems can also be altered and change the way a teacher views a situation. Without intervention, teachers may develop less empathy for students (De Stasio et al., 2017, p. 472), as well as high rigidity to the demands of student learning and lower expectations for their achievement (Bataineh & Alsagheer, 2012, p. 6). Deeper emotional problems that go farther than surface level thinking can do further damage to both teachers and students, and they can be brought to the forefront by teachers burning out. This is characterized

by an exhaustion that fosters “anger, anxiety, depression, fatigue, cynicism, [and] guilt” (Bataneh & Alsagheer, 2012, p. 6). All of these signs point to teachers who have become jaded with their work and disheartened towards their original reasons for entering the field. The behavior that may be displayed when these symptoms are found could take the form of increased absenteeism, less tolerance towards the actions of students, moving to another school district, or even leaving teaching entirely (Grayson & Alvarez, 2008, p. 1350). To add to this, any one of these symptoms can in turn deepen the strain of teaching and exacerbate these behaviors. In a more observable sense, these symptoms can manifest themselves as “poor job satisfaction [and] high rates of absenteeism,” along with a “reduced quality of performance” (Iancu et al., 2017, p. 1). The ability to successfully teach and connect with students also comes under consideration (Iancu et al., 2017, p. 2). These symptoms are why teacher burnout is a problem within the field. No individual should have to endure these hardships and the strain not only on their body, but also their emotional wellbeing.

It is also imperative to view this problem in not only an individual sense, but also to the wider implications within the teaching field. In fact, researchers began looking into burnout within schools due to the larger scope of teacher attrition. As early as 1979, McGuire began to warn school districts that “public school teachers were experiencing a significant degree of burnout” that was interfering with their effectiveness within the classroom (as cited in Grayson & Alvarez, 2008, p. 1349). Without intervention, that trend was predicted to continue and effect the amount of teachers leaving the field. Borg conducted a survey in 1990 that found around one third of teachers agreeing that teaching is an extraordinarily stressful career path (as cited in Bataneh & Alsagheer, 2012, p. 6). This stress, in turn, leads to an increased burnout rate for the profession. A 2004 report by the Ohio Department of Education (ODE) points to about 7-8% of

teachers departing from the teaching field every year, with this mainly being due to job dissatisfaction (as cited in Grayson & Alvarez, 2008, p. 1351). This varies according to many factors, two of which include the type of school and amount of students being taught. Urban school districts with a sizable student base were found to have disproportionate rates of teachers leaving the school that raises above the average 7-8% (Johnson, 2006, p. 3). Whatever the conditions are within the school, the brunt of this attrition is attributed to new teachers. In 2014, Wilshaw estimated that “40% of new entrants leave within five years” (as cited in Howson, 2016, p. 8). Numbers such as this show how the burden of all of this stress can be too much to shoulder all at once with little to no supports. The high turnover rate of teachers can interfere with students learning and the cohesiveness of a school district. According to a Schools and Staffing Survey (SASS) conducted between 1999 and 2000, it was also found that within that time frame, 27% of newly hired teachers left the school they were teaching at and 11% even left the field entirely, the most qualified of which were the first to leave (as cited in Johnson, 2006, p. 3). Without new, qualified teachers, the teaching profession will be unable to diversify and grow with innovative thinking and different outlooks on how to effectively teach.

Burnout has become a significant part of the teaching climate because it can effect both the personal stability of individual teachers, as well as the teaching field at large. Many factors contribute to burnout on different levels of teaching. These challenge teachers to work harder, which in turn opens the door to more stressful situations. Once this happens, three overarching dimensions take shape that provide observable symptoms: emotional burnout, personal accomplishments, and depersonalization (Iancu et al., 2017, p. 2). These have been documented in various studies that seek to find the underlying causes behind burnout. This information can then lead to possible ideas and programs that can be implemented which could mitigate or

prevent teachers from burning out of the education field. With proper supports, these strategies can tackle the symptoms of burnout and aid districts in increasing the retention of their faculty.

Burnout Factors

At its core, teaching is a very stressful occupation. High demands and expectations are placed on even first year teachers that asks a lot out of them. Numerous factors, such as individual, social, and district-wide burdens, contribute to this strain and amplify it. Taken either separately or in tandem with various other factors, these stresses can lead to teachers burning out of the education career path.

Individual Factors

When an individual begins teaching, there are certain personal stressors that rise about from this work that affect them on a personal level. These can have some dependence on the situation the teacher finds themselves in within the school, but it also stems from their own views on the world and how they handle success and failure. This branches out from the idea of “locus of control”, which can be both internally and externally. Individuals who feel like they have control over their life and can influence the outcomes are able to handle stress better and believe they are essentially in charge of what happens. This is known as having an internal locus of control. On the other side, an individual with an external locus of control would believe they have less control over any situation and that much of what happens is out of their hands. Since this will include how one would handle stressful situations, research has found that these two ways of viewing the world can be applied to the teaching profession and may influence the extent of individual burnout factors a teacher experiences. If teachers believe that they could not control the negative aspects of their career, they would in turn feel a sense of hopelessness in their achievements and magnify the stress it caused (Bevis, 2008, p. 14). This mindset can be

toxic to the way teachers tackle stressful problems, and essentially undermines any type of successes they experience. When you let the negative pile up, it is difficult to overcome that outlook.

Whatever mindset a teacher goes into the classroom with, multiple other individual factors can weigh in on how they view their work and if they would consider leaving those conditions. On this personal level, burnout was found to be best predicted by a teacher's self-esteem, happiness within the school district, and how satisfied they were with the work they were doing (De Stasio et al., 2017, p. 475). By feeling both proud and pleased with their accomplishments, teachers will look back positively on their career. Now, this idea can most likely be applied to most other professions. If you like what you do, then you'll want to keep doing it. Still, since this is one of the biggest indicators on future burnout, it must be mentioned. With that in mind, it is imperative to answer the underlying question here: *how* does a teacher feel happy with their work and satisfied with their results? There is no simple answer to this since all individuals bring something different to the table and handle these successes and failures in their own unique way. With that in mind, dissatisfaction on a personal level is believed to be related to the mismatch between a teacher's goals and their actual accomplishments (Grayson & Alvarez, 2008, p. 1350). Simply put, if you fail to achieve your goal, you will feel disheartened. When experiences like these are compounded over time, it can change how happy and satisfied you are with your work. The idea that stress accumulates overtime, which in turn leads to an eventual burning out of the profession, is also up for debate. Various studies on how long a teacher remains in the profession have been conducted, but there have not been any consistent findings (Bataneh & Alsagheer, 2012, p. 8). Many new teachers may leave the field of education, as this paper will touch on later, but older and more

experienced teachers still leave the profession in ways that could be considered burning out. Burnout among teachers can be brought about from numerous individual factors that affect them on a more personal level, and it doesn't matter how long a teacher has been teaching within a school. If they become dissatisfied with the achievements and do not have proper mechanisms to cope with it, then they end up burning out of the education field.

Social Factors

While individual factors that influence a teacher's wellbeing are internally impactful, social factors can also strengthen or impede the stress that builds up. These come from external sources, such as staff relations, the supports offered through their teaching peers, and the interactions between students. The presence or absence of these social supports can make or break a teacher. Conflict and ineffective communication between members of the teaching staff were found to be one of the major inhibitions to maintaining success within the classroom (Howson, 2016, p. 12). Like any workplace, hostility or apathy between coworkers can result in all parties involved being unproductive. Effective teaching hinges on collaboration between multiple unique individuals that bring something special to the table. Without input and ideas between the personnel, students will not be reaping the full benefits from their education. This in turn goes back to a teacher's internal dependence on their accomplishments, which they will see less of without this communication happening with their peers. Another way to view this is that if a teacher does not feel comfortable reaching out to other staff members, whatever the reason may be, they will then not have a second or third opinion on how to handle various stressful situations. Without this assistance, a teacher may crumble under the stress and feel the effects of burnout, when this could have all been avoided by talking to a teacher who had already

overcame a similar situations. Just as collaboration between professionals is essential for student learning, it is also highly relevant for a teacher's mental state.

This can all become more intolerable for a teacher when one takes into consideration the behavior of the students. How to go about managing a students' behavior has also been linked to burnout symptoms (Bataineh & Alsagheer, 2012, p. 7). Effective behavior management strategies are key to keeping a classroom in order. When a teacher does not have this order, the class will not be able to function and learning will have to take a backseat to keeping the students controlled and safe. To go along with that, if a teacher does not have control of their classroom, the stress of students' misbehaviors will pile up overtime and effect how they view their teaching. In turn, it is possible that a disruptive class could be viewed as a failure of their own teaching abilities. If the teacher correlates a high personal accomplishment with their classroom management abilities, they may experience a deep dissatisfaction with teaching and themselves. These social aspects are imperative to the success of a teacher. The amount that student interactions effect teachers can best be realized through looking into the area of special education. Teachers working within this field were found to experience more symptoms of emotional burnout and depersonalization then their general education peers due to an increased amount of time spent working with their students (Nuri et al., 2017, p. 161, 165). It is important to keep in mind that special education teachers do require different demands during the course of a school day. The requirements expected of them are not the same as the general education curriculum. In theory, there could be many such factors that could contribute to this higher susceptibility to burnout. However, it is also relevant to point out that special education "teachers who had more social support reported less burnout and therefore had more personal accomplishment" (Bataineh & Alsagheer, 2012, p. 10). This shows that when social supports

were given to these teachers who were struggling within the classroom, they experienced an improvement with their burnout symptoms and responded positively to stressful situations. The exact relation between student strain on a teacher and their stressors cannot entirely be proven with this research, but it does open the door for more questions on how much student interactions effect a teacher's outlook. No matter the specialty of the teacher, social supports are needed in order to effectively function within the classroom and stave off burnout symptoms.

District Factors

As an extension of social factors, schools and their districts can provide supports that can assist teachers in decreasing possible stressors and manage any burnout symptoms. However, when these supports are either not available or ineffectively offered, it runs the risk of intensifying the effects of these symptoms. This begins at the broadest of areas with one of the biggest encompassing factors of burnout being the insufficient amount of administrative support offered to individual teachers (De Stasio et al., 2017, p. 472). As stated above, collaboration among professional peers can lead to a healthy work environment of stability and support. The same is true for collaborating with the administration of the school. When teachers feel comfortable reaching out for help and knowing that those above them have their best interest at heart, they are able to both become better teachers and focus their attention on more pressing matters. If this support is absent, then teachers may feel alone and ostracized, instead believing that they must tackle every new situation on their own. Administrative support also extends to the availability of resources, where the lack of such resources also contributes to teachers experiencing burnout symptoms (Bataineh & Alsagheer, 2012, p. 5). When districts do not have all the resources that are needed to succeed in the classroom, teachers look to their administration as failing them. If teachers know the resources are not available, or are continuously denied them

when asked, it weakens the bond and causes a friction between the two. This leads back to feelings of being alone that do nothing to decrease the stress teachers endure. Another wedge that can further separate teachers from believing that they have their administration's support is when they have little control over the decisions that affect their teaching. As found by DeHeus and Diekstra in 1999, teachers have "less time control [and] lower participation in decision making" when compared to similar professions (Howson, 2016, p. 10). When this is taken into consideration, it shows that this lack of say in their careers can have negative effects on their emotional wellbeing. Teachers can feel more divided from their administration, which deepens the feeling of being alone and unable to turn anywhere for help. At the same time, these decisions that are made could have very detrimental consequences to their classroom routine and curriculum. Without expressing their opinion on the matter and letting their voice be heard, they could instead feel overwhelmed by the changes.

School districts can further negatively impact their teachers by offering less than ideal working conditions and insufficient preparation for the demands of teaching. It was found that burnout can be linked to various aspects of the working environment, such as excessive hours and little satisfaction with salary and promotions (Bataineh & Alsagheer, 2012, p. 6). When compounded together, these factors could influence teachers into believing that there is little to gain in their profession. When their future career outlook does not seem tempting, teachers may in turn leave the field and pursue either a more rewarding or more beneficial line of work. The strain of having to worry about these aspects can also add unneeded stress to the whole situation of teaching. From another perspective, the amount of structure an administration supplies for a teacher can either make or break their level of job satisfaction. Satisfaction in one's career has been found to correlate with the level of organization support afforded to the teachers (De Stasio

et al., 2017, p. 482). To put it another way, high organizational support results in high job satisfaction and lower rates of burnout. This means that how well organized a district presents itself, such as through clearly defined school rules and predetermined schedules of events, can affect how comfortable a teacher feels within the classroom. When there is little support and day to day life feels hectic, districts are not doing their best to help their teachers. Teachers can further receive support from their schools through training programs that address both handling behaviors within the classroom and teaching academics within the framework of the curricula. Even though teachers receive their training before being hired and placed within a school, constant professional development is required in the field of teaching in order to continuously be effective with your students. Another causational factor that contributes to burnout is the lack of these training programs for teachers to keep bettering their abilities (Howson, 2016, p. 8). When schools do not supply these opportunities for their staff, development either would need to be sought elsewhere, or not at all. By looking outside of the district for professional development, the training received may be inconsistent with what the schools aims to accomplish. Along with this, the stress of teachers having to find these opportunities themselves is unneeded and could easily be avoided. Also, if teachers do not seek out these opportunities, they may eventually find themselves unprepared for new challenges within this line of work, all of which comes back to an increase in stressors. There is so much that schools and districts can offer that would alleviate this stress and allow for a more positive environment to teach in. When these supports are not given, teachers face an increased chance of burning out.

Burnout Dimensions

Most teachers experience these various types of stress factors throughout their career in one form or another. Depending on the teacher, they may either be tolerable or an impediment to

their teaching abilities. As a way to help understand these factors and conduct research that could lead to prevention and possible mitigation, Christina Maslach designed what has been called the Maslach Burnout Scale in 1981, which addressed three prominent dimensions: emotional burnout, personal accomplishments, and depersonalization (Iancu et al., 2017, p. 2). Within each of these dimensions, three levels of burnout were created to gauge the burden they have on teachers: low, medium, and high. This way of looking at burnout is useful for further understanding the different contributing factors, varying levels of burnout, and intervention strategies that could be put in place.

Emotional Exhaustion

The stress of teaching takes its biggest toll on a teacher's well-being, effectively shutting them down when they feel drained from their work. According to the Maslach Burnout Scale, this can best be described as emotional exhaustion. In particular, this "occurs when teachers are unable to physically and emotionally provide for students due to overwhelming feelings of fatigue and stress" (Grayson & Alvarez, 2008, p. 1350). A tiredness sets in that transcends simply needing sleep, and more so applies to an inability to continuously meet the demands that are expected from their career, which in this case, would be teaching. Most teachers see these take the form of various contributing factors. Social-emotional needs, classroom management demands, difficulties with the emotional climate within the school, difficulties regarding the teacher-student interactions, conflicts that arise involving parents and colleagues and the imbalance between these demands and the available resources all play a part in emotional exhaustion (Iancu et al., 2017, p. 2). What each of these factors look like within the classroom can vary between teachers, but all can lead to these feelings of fatigue. One frequently overlooked component regarding the level of teacher burnout is the fact that teachers are human

beings that experiences wants and needs. When these feelings are not adequately met in their careers, or when they do not sufficiently supplement the lack of these feelings in their social life, an emotional drain could devastate their well-being. The same could also be applied to working within the confines of the classroom and school. Schools are very social places that bring together not only children, but also fellow teachers from various backgrounds and skill levels. The weight of these interactions could weigh on a teacher, especially if the climate is very toxic and unsupportive. This can lead back to the administration, but can also be seen in the classroom. Teachers do spend most of their work day operating within these classrooms, after all. Managing these classrooms can become stressful in any number of ways. If students are noncompliant, one may have to result to behavior management strategies that they never dreamed that they would have to utilize. On the other hand, the plan already in place may not be what the teacher expected to use when it is required by the administration. Supporting something you do not believe in is enough to make individuals feel jaded and exhausted with their day-to-day life. Even after taking fellow teachers and students out of the equation, there are still interactions with parents that are required in teaching. These vary wildly between schools, grade levels, and even the demeanor of individual teachers, but certain parents could take an emotional toll on teachers who are either ill-equipped to interact with parents or are already in a troubled state when dealing with them. Whatever the case may be, these interactions can build up when they are viewed as unpleasant and harvest defeatist attitudes within the teacher. Furthermore, the administration comes back into play when discussing how the lack of resources provided can do little to ease the burden of these demands. A 2009 study by McCarthy, et al. found that when there is this imbalance between stress factors and the supports given, it is more likely to lead to burnout (McCarthy, Lambert, O'Donnell, & Melendres, 2009, p. 296). When teachers do not possess these essential

resources, some may buckle under the pressure of all of these emotional interactions and simply become exhausted. Emotional exhaustion can take many forms, all of which could be detrimental to a teacher's drive.

The importance of this becomes even more severe when one takes into account that between the three dimensions, emotional exhaustion has been found to be the most common predictor of teacher burnout (Grayson & Alvarez, 2008, p. 1358). When faced with an environment in which they do not feel respected and lack a sense of belonging, the strain becomes more apparent. With that in mind, various trends have been found on the extent of emotional exhaustion depending on length of teaching and gender. In particular, the longer a teacher remains in a school in which they experience symptoms of emotional exhaustion, yet displaying an inability to cope with them, the more likely they will burn out (McCarthy et al., 2009, p. 297). At first, this may seem obvious. If you are suffering exhaustion after five years, those feelings are likely to remain and intensify as time goes on. But it is also important to point out that school districts that give off this atmosphere tend to do little to improve the situation for their teachers. As time goes on, teachers still show a similar level of emotional exhaustion within these schools. Without implementing proper supports and actively changing their techniques, little is expected to change. To go along with these trends, another study conducted by Lau, Yuen, and Chan in 2005 found that female teachers scored higher in emotional exhaustion than their male peers (as cited in Grayson & Alvarez, 2008, pp. 1350-1351). Theories were made as to why this was the case, but nothing concrete can be concluded. One possible reason may be an emotional resilience towards these specific stressors with males, though there is no actual basis for this. Emotional exhaustion can be brought about through many forms and effects all teachers differently, but it is best to keep in mind the magnitude on its impact upon teachers burning out.

Personal Accomplishments

As teachers experience higher levels of emotional exhaustion, it runs the risk of effecting their own feelings of personal accomplishments. Maslach described this sensation as “an intense feeling of professional inefficacy” (Iancu et al., 2017, p. 2). When teachers do not believe they are making a difference in the lives of their students, or perceive that they are achieving very little which matters to them, they may begin to feel lost. Like most careers, individuals strive to both move up the metaphorical ladder and succeed in their current work; teaching is no different. Without meeting these ambitions and goals, stress could build up and effect their thoughts about continuing teaching. Trying to accomplish one’s goal becomes much more difficult when much is demanded from them. Failing to attain what is expected from them could result in teachers experiencing “lower feelings of competence and personal achievement in one’s work” (McCarthy et al., 2009, p. 297). These expectations can be placed upon teachers by the administration of the school, or teaching in general. However, all too often teachers place their own expectations on their work, such as wanting to be at a certain place in their career by a specified time. When these are failed to be met, the resulting hit on their personal accomplishments could heap on more unneeded stress, eventually leading to thoughts of burnout. The goals teachers have could also take the form of something less ambitious. Many times, a teacher’s personal accomplishments are closely tied to their ability to impact their students’ development and overall progress (Grayson & Alvarez, 2008, p. 1350). Essentially, they judge this as how effective their teaching strategies and skills are within the classroom. If students fail to make adequate progress, this could be viewed as their own shortcomings. Even if it has nothing to do with a teacher’s ability to teach, this mindset could affect how they view themselves. Over time, this self-defeating thought process could escalate and actually impact

their teaching, which in turn leads to more stress. Without proper intervention, teachers experiencing this may continue to suffer through these burnout symptoms.

There has been various studies conducted to find the full extent that these symptoms impact teachers. Trends have also been found through these studies that allow researchers to see who is most vulnerable and what supports could be given to mitigate burnout in these areas. Regarding available supports, family supports have proven to be more effective at increasing feelings of personal accomplishments than collegial support (Bataneh & Alsagheer, 2012, p. 10). It is difficult to narrow down particular family supports, only that when a teacher has their family to rely on, the impact of failing to achieve personal accomplishments were reduced. This could be from feeling that their accomplishments in life extend outside of their career, but there is no way to be entirely sure. As for collegial support, or lack thereof, this may be through the limited amount of interaction. Though collaboration in the workplace is believed to be essential to effective teaching, schools that do not foster this mindset do not provide their teachers with the needed supports to succeed, and instead could ostracize them from seeking out collaborative opportunities. Like emotional exhaustion, where teachers feel the burden of the workload and demand, female teachers were also found to be more impacted due to their lower personal accomplishment scores (Grayson & Alvarez, 2008, pp. 1350-1351). The exact reason for this, similar to emotional exhaustion, is difficult to pin down. Whether this has to do with a lack of family support, or career ambition, has yet to be seen. All that is known is that their lower score on personal accomplishment resulted in higher levels of stress and becoming more likely to burn out. Disregarding gender, a leading theory for why low feelings of personal accomplishments can effect individuals in this way was found to revolve around whether or not they believe that their actions can impact the events in their life (Howson, 2016, p. 15). This all relates to one's

own self-efficacy. Positive self-efficacy leads to thinking that one could change the course of their life, while negative self-efficacy causes thoughts of doubt and stagnation. This idea helps breed a possible solution to burnout driven by personal accomplishments. By finding a way to foster positive self-efficacy in teachers, burnout could be mitigated, or even prevented. With that in mind, a positive outlook on one's ability to affect their life cannot cover every situation. Particularly with special education teachers, additional administrative expectations placed on their teaching, such as managing Individual Education Plans and other mental health programming, can cause a workload that appears both daunting and insurmountable (Grayson & Alvarez, 2008, p. 1359). Expectations such as these can make one's personal accomplishments take a hit when adequate progress is not made. However, when faced with these situations, special education teachers were found to experience more personal accomplishments and reported less burnout symptoms when they were provided with social supports (Bataneh & Alsagheer, 2012, p. 10). This shows that even when teachers face expectations that threaten their view on personal accomplishments, particularly those teachers that experience the most hardships, were found to receive at least some benefit from outside supports. The importance of personal accomplishments for a teacher should not be overlooked when looking for ways to reduce burnout rates, especially when the demands are so high.

Depersonalization

While personal accomplishments look towards a teacher's self-efficacy, depersonalization factors are any feelings of disinterest or being jaded to teaching or students. In particular, depersonalization can be described as a detachment and cynical attitudes towards one's own job that overpowers their entire viewpoint (Iancu et al., 2017, p. 2). These are not feelings that instantly come about when teaching with no warning. Instead, these feelings of

apathy build up overtime as a teacher's resolve is slowly worked away due to any number of factors. They can be dependent on an individual's personality and how they handle stressful interactions, but even teachers with a strong determination towards their teaching could be faced with situations that make this difficult to do. Though negative teacher-administration relations have been found to increase depersonalization, much of it stems from teacher-student interactions, such as misbehavior, violence, and defiance (Grayson & Alvarez, 2008, p. 1359). Effects from the lack of administration support has been touched upon, but regarding depersonalization, this is most effected by adverse relationships between the two. Not only would teachers feel like they do not have support, but they will also receive unneeded stress by either constantly battling with administrators for more freedom in their teaching, or simply not seeing eye-to-eye on everyday situations. These toxic interactions can accumulate over time and transfer over to their thoughts about teaching, eventually leading to burning out. With this in mind, it is important to keep in mind how essential the teacher-student interactions are since the majority of each day is spent in this environment. The most obvious of these concerns centers on acts of misbehavior. Even with effective behavior management plans, students will still occasionally misbehave. These actions may not be too severe in the grand scheme of things, but they can still eat away at one's wellbeing. When these management strategies are less effective, these behaviors will be more frequent and could even become violent in nature. Teachers may find themselves within situations in which they are not familiar with and have never been taught what they should do. Even when these behaviors are resolved, the stress takes its toll. Looking at managing student behavior in another light, there are also acts of purposeful defiance that could take place. Finding ways to curb this defiance could demand many resources and time, which could further the strain on a teacher's nerves. Teachers must go above and beyond to mitigate

this behavior, and if the defiance continues to impact their ability to teach these children, that's when depersonalization may set in. When teachers possess these lethargic thoughts about teaching, their ability to be effective in the classroom will diminish.

These feelings of apathy are not irreversible. Depersonalization was found to be reduced in teachers who received supports from coworkers and supervisors (McCarthy et al., 2009, p. 297). Receiving help from outside sources provides a support system for teachers to rely on when things get tough. This typically takes the form of recommendations of strategies to implement in the classroom or assistance with difficult scenarios. However, there are times when simply talking things out with others who have experienced similar situations can help reduce the stress building up. Though less research has tackled depersonalization than both emotional exhaustion and personal accomplishments, there are a few trends that have surfaced. Unlike the other two symptoms, male teachers were actually found to score higher on depersonalization (Grayson & Alvarez, 2008, p. 1350-1351). It is difficult to pinpoint an exact rationale for this, only that these cynical and apathetic feelings of disinterest showed more strongly in male teachers throughout every grade level. Whether or not this is due to males having a predisposition to these feelings is unknown. This trend of high levels of burnout due to depersonalization also transfers over to special education teachers (Nuri et al., 2017, p. 165). As previously stated, student misbehavior and defiance is a major factor that supports this symptom of burnout. Special education is a particularly demanding field that often requires teachers to work with children that display these traits both more frequently and more intensely. It is then logical to assume that teachers who face these situations more often than general education teachers will in turn experience high levels of depersonalization in the workplace. This requires higher levels of peer and administrative support in order to reduce these effects in special

education. Even if teachers are not in special education, it is imperative for districts to keep in mind the hardships all teachers face in the classroom and the risks that could potentially lead to cynical and detached feelings.

Retention Strategies

When it comes to burnout, it's important to keep in mind that it is never a "one size fits all" framework. The factors that lead to one teacher burning out may have not impact another teacher whatsoever. This means that the strategies used to support teachers in ways that both prevent and mitigate the effects of burnout cannot be universal for all teachers (Howson, 2016, p. 18). Every teacher is an individual with their own temperament and experiences that shape who they are. However, there have been certain strategies and supports which prove to help teachers be better equipped for the stresses of teaching, which in turn decreases burnout. Based off of the three main symptoms of burnout (emotional exhaustion, personal accomplishments, and depersonalization), interventions have targeted individual/social areas, school/district area, and teacher education and training programs. Together, these strategies tackle the most troubling factors behind burnout.

Individual Strategies

As stated before, it is important to keep in mind that every teacher is an individual. Though outside trainings and the school climate greatly impacts how a teacher handles stress within the classroom, there are still factors that come into play on a more personal level. Besides a teacher's particular demeanor and personality, interventions can be utilized that have shown promise in increasing a teacher's resilience to burning out. Though showing only mixed results, therapeutic interventions that aimed to enhance a teacher's ability to manage stress and cope with tough situations were found to have a significant effect on decreasing their emotional exhaustion

(Iancu et al., 2017, p. 19). This goes along with the idea that every teacher is an individual; not everything will work with everyone. But when this therapeutic intervention is effective, it is worth noting. Stress has constantly been found to be one of the leading factors in teachers burning out, usually presenting itself in different aspects of teaching. However, when addressed on this personal level, teachers learn more effective strategies at dealing with any type of stress that they are faced with. Teachers can further improve their resilience to the stresses of teaching by taking part in mentoring and counseling sessions that aid teachers in their decision making, which has shown great strides in improving personal accomplishments and decreasing emotional exhaustion (Bevis, 2008, p. 15). Depending on the individual, decision making can be a very difficult process that leads to many stressful situations. Regarding teaching, this can take the form of making decisions in a frequent and timely manner, most of which directly impacts students. By helping teachers make these choices, as well as becoming confident in the decisions they make, teachers may feel better about themselves and the work they do. This can go a long way to improving a teacher's mindset. Additional support can be given to strengthen these same burnout symptoms by the use of mindfulness strategies. These seek to increase one's awareness of how stress is effecting their mind, as well as bodily ticks that accompany these feelings of stress, though the outcomes are also mixed (Iancu et al., 2017, p. 29). By becoming aware of how stress personally changes your outlook, a teacher can better prepare for situations that bring about those same feelings. This means that other types of intervention would be needed to deal with any burden, but knowing when it comes about and what it looks like is an important first step in decreasing stress within one's life. This can also be done by finding ways to either mitigate those situations, or avoid them entirely. If possible, burnout symptoms would likely decrease.

Teachers can further strengthen their resolve against these factors by taking part in social supports. Through various types of these supports offered to the teaching community, it has been found that by assisting teachers with their ability to have positive interactions, it prevents burnout through increasing one's view of personal accomplishments (Bataineh & Alsagheer, 2012, pp. 5, 10). Social supports work as an extension of individual interventions by aiding teachers with their skill of interacting with others, whether they are peers, administration, or students. Interactions within the classroom could be a stressor for a teacher who does not excel with this type of teaching. Then when schools push for more collaboration and cooperation to be made, the stress of the situation can overwhelm certain teachers. By increasing their confidence and providing avenues to go about these types of interactions, it is believed to decrease stressful factors that lead to burnout. It is important to keep in mind that while some studies were found to show positive improvement in emotional exhaustion and depersonalization, others resulted in no observable changes with teacher burnout (Iancu et al., 2017, pp. 4, 20). This goes back to the idea that teachers are individuals with their own needs. What works for some will rarely work for all. Still, this shows that out of every strategy utilized to prevent burnout, social supports require additional research to prove its validity at mitigating these symptoms. With all of this in mind, workshops and intervention programs that aim to build and maintain "positive relationships with students" have been found to improve self-confidence (Howson, 2016, p. 37). This increased self-confidence can then be linked to a positive correlation to personal accomplishment, all of which comes back to decreasing burnout symptoms. Despite the high reported stress brought about by administration interactions, teachers spend the largest portion of their day with their students. Tackling this issue allows for teachers to decrease stressful encounters for the majority of their time within the classroom. However, if this is not one of the biggest sources of anxiety

for a teacher, these trainings would do little to decrease burnout rates. Similar trainings that focus more on social-emotional skill development in order to improve the teacher-student relationship has also offered mixed results, though most concluded that teachers demonstrated a higher level of personal accomplishments (Iancu et al., 2017, pp. 4, 19). The amount of programs related to this relationship shows how crucial it is for not just burnout symptoms, but also to the education of students. Right now, research is attempting to find exactly how to go about assisting teachers in this area. The goal is to reach long-term improvements that stick with a teacher throughout their career. While this student-teacher relationship is imperative to teacher success, interventions at the school and district levels that assist in administrative interactions are also crucial. These, however, are best attempted through school-wide programs.

District Strategies

Supports provided by administration on the school and district level were found to be some of the most effective interventions at reducing teacher burnout. Studies show that “working conditions and, especially, administrative support account for large differences in attrition rates,” which all lead back to what administrators can do for their teaching staff (Boyd et al., 2011, p. 323). Due to this, supportive relationships between school principals and teachers are particularly important when it comes to burning out. The interventions they can implement, as well as their interactions with the staff, are imperative to teacher satisfaction. Teacher satisfaction, in turn, directly effects how hard stressful situations register with them. According to Grayson and Alvarez (2008), “teachers who are satisfied with the decisions and degree of support provided by school administrators show more positive attitudes regarding their occupation” (p. 1359). In essence, if principals can keep teachers happy, then they will continue teaching. With that in mind, principals never strive to make their teachers unhappy or dissatisfied with their work.

Sometimes there are factors that are out of their control, such as decisions made from higher up and lack of available resources to provide to their staff. Also, just like how teachers could lack specific social and collaboration skills to effectively engage with their peers, principals could have the same limitations. It goes without saying that they, too, are individuals with their own shortcomings. Still, when principals can provide supports to their staff that decreases job stress, it more often than not takes the form of effective supervising, autonomy, and relationships with parents (De Stasio et al., 2017, p. 475). The importance of both supervisory supports and autonomy could present a problem because a balance needs to be given where teachers feel like they can turn to the principal for help, yet are given the freedom to do what they believe is best for the students. However, each teacher requires a different balance, which would be difficult for principals to differentiate for. How principals deal with families also becomes a factor that could help or hinder the stress a teacher experiences. Administration could often become involved during disagreements between teachers and parents, as well as at IEP meetings. The way they handle themselves can ease the tension, but it is also possible that it could cause a deeper divide or even escalate any problems. If principals are aware of their important role with the wellbeing of their teachers, they can actively work towards improving attrition rates.

Beyond the role of the principal, all of the administration behind a district plays a part in reducing burnout symptoms with their staff. Teachers sometimes feel excluded from decisions made above their head, which can foster thoughts of being detached and alone from their school. However, decreased burnout has been found when efforts are made to improve teachers' connectedness with both their school and the goals that the school strives towards (Grayson & Alvarez, 2008, p. 1359). When teachers feel like they have a say in what gets done and are supported by their superiors, they are more likely to enjoy working in this school. Which, in turn,

influences their decisions to leave or stay. Just like how pep rallies aim to increase school spirit in the student body, educational administrators can give off a sense that everyone working at the school is in this together. This can go a long way to helping teachers feel safe and supported, which assists in decreasing thoughts of burnout. To further foster a supportive working environment, the administration can assign appropriate and manageable teaching assignments, encourage collaboration with colleagues, and provide extra training and support for new teachers in particular (Johnson, 2006, pp. 3, 7, 8). Regarding manageable teaching assignments, administrators must keep in mind the stress teachers experience due to an overwhelming workload. This could take the form of class sizes that are above acceptable teaching conditions and even requiring teachers to operate outside of their licensure area. Increased stress due to these overbearing demands would have detrimental effects on a teacher's mental state. Avoiding placing teachers in these situations might reverse these effects. Even when faced with tough teaching assignments, teachers could work through these problems by collaborating with their colleagues. Others may have gone through a similar situation, or have ideas on strategies to implement to ease the burden. But, many teachers may lack the initiative or drive to do so. That is where the administration can step in and facilitate these interactions. All of these scenarios can become even tougher for a teacher to navigate without experiencing burnout symptoms when they are in their first year teaching or at a school. A popular mindset within schools is that new teachers are expected to perform just as highly as experienced teachers. This expectation alone is enough to stress out any individual. But by providing additional trainings to these teachers, and making sure they know they are supported in their teaching, it may lead to less anxious feelings. Furthermore, administrations could implement and support district wide in-service trainings for all teachers on behavior management within the classroom, whether they are new to teaching or

not (Grayson & Alvarez, 2008, p. 1360). As stated before, a contributing factor to teachers burning out is through ineffective behavior management strategies in place (Bataneh & Alsagheer, 2012, p. 7). By learning what is appropriate for a given situation, teachers could reduce any stress or anxiety from dealing with unwanted behaviors. The thing is, teachers may not either take the initiative to improve their techniques, or not even have the time to do so in their schedule. If districts supply this training for their staff, it gives them time to better their management skills and improve as a teacher. Both principals and other administrators within a school can supply their teachers with the assistance and support they need to stave off burnout symptoms.

Regarding special education (SPED) teachers and paraprofessionals, similar, but more in depth district-wide programs and supports can be put in place to combat increased stress due to working heavily with children. Recommendations for the SPED field include active principal involvement, constant monitoring and feedback, and opportunities for professional discussions (De Stasio et al., 2017, p. 484). As discussed previously, teachers within these fields experience more one-on-one time with students. Also, since working with students can cause stressful situations for teachers who cannot adequately manage their classroom, the risk for these stressful feelings are higher. By getting the principal involved, especially as early as their induction, it would help these teachers feel safe and supported as they go about their teaching. Eventually, as time goes by, principals could become less directly involved, yet still keep a close eye on them. Then if accurate, observable feedback is given that can be used to strengthen areas of need, SPED teachers could maintain this feeling of support, yet also improve as teachers and learn how to deal with the particular stress of their classroom on their own. Going along with improving as a teacher, professional discussions can lead to the exchange of great ideas that could work within

the classroom, as well as provide an outlet for reaching out to peers. If principals can facilitate these interactions, many teachers would be better off from it. Beyond assisting SPED teachers on a direct front, there are also indirect actions that principals could implement which would see a reduction in workload and the strain of teaching. By finding ways to increase the use of paraprofessionals within the school, they can further assist teachers in managing behaviors, implementing IEPs, and other administrative work (Grayson & Alvarez, 2008, p. 1359). The use of paraprofessionals in the classroom is meant to aid teachers in working with the students and managing a large workload. Any assistance that decreases the demands of teaching would lead to a smaller strain on a teacher's wellbeing. However, the increase of paraprofessionals is not solely the decision for the principal to make. It could be influenced by higher up administrators, as well as a lack of funding to supply the extra assistance. But, if the resources can be spared, more quality paraprofessionals in SPED classrooms would reduce workload, which in turn, effects teacher burnout. Aiding special education teachers, or even general education teachers, from burning out can further be mitigated by having school health personnel develop and utilize early detection and prevention programs (Bataineh & Alsagheer, 2012, p. 11). By monitoring for any of the previously mentioned symptoms and red flags, teachers could receive needed supports earlier on than they would if the problem was left to escalate. These professionals would need to particularly watch out for teachers working with specific factors that lead to burnout and are the most vulnerable. If schools can keep a close eye on their teachers and actively look for any possible problems, many of these thoughts and feelings could be extinguished before they even begin. Whether it is proactive or reactive strategies, schools and districts can help support their teachers and decrease the rate of burning out.

Teacher Training

Burnout symptoms can further be mitigated by having teachers take part in training sessions that both aid in their professional development and teach them ways to cope with stressful situations. Programs that assist teachers can be part of their initial education, sought out on an individual basis, and be implemented by schools and districts. Even though these training strategies have been found to decrease levels of emotional exhaustion that a teacher experiences, mixed results have been recorded that showed no significant change in burnout characteristics (Iancu et al., 2017, p. 5). This difference could possibly be due to the type of training that is being implemented. There are a multitude of sessions like these which all target different areas of need. Also, the quality of the programs would come into play, leading to a varying degree of effectiveness. Finally, as a constant theme throughout all burnout symptoms, how effective a strategy is depends heavily on an individual teacher's need. A training may appear unhelpful if it targets an area in which certain teachers do not need assistance. Many intervention programs have been utilized that sought to improve teacher performance and decrease burnout symptoms, but only a few broad categories have had ample research to support their effectiveness. In particular, this would include mentoring programs for new teachers, training on appropriate social skills curriculum, strategies to manage difficult behaviors, and more general in-service training on dealing with student behaviors (Bataineh & Alsagheer, 2012, p. 11; De Stasio et al., 2017, p. 484; Grayson & Alvarez, 2008, p. 1360). As noted earlier, first year teachers were at a particular disadvantage to burnout symptoms because they are expected to perform the same as more seasoned teachers, but without any of the experience. This would particularly effect their stress levels due to the high work demands. By implementing a mentoring program early on, it provides new teachers with support, ideas, and assistance whenever needed. This can be further supplemented by training with the social skills curriculum. Not every licensure area provides the

same training on the social-emotional development of children throughout the grades. Then, when teachers enter the workforce, they may realize that there are additional needs for their students' social learning that the teachers were simply unprepared for. By supplying this extra aid to teachers, it can fill lacking areas in their professional development, which would in turn effect the stress level of their career. When it comes to both typical and atypical behavior presented by students, teachers can also find themselves unprepared to deal with what happens in the classroom. Additional trainings that tackle these areas helps teachers find successful solutions that could both decrease the trouble behaviors and allow the teachers to more effectively deal with them when they do occur. All of these trainings can support teachers in their professional development, which in turn leads to less cause for stressful and anxious feelings.

While aiding teachers to improve their professional development and effectiveness in the classroom is essential for managing stress, additional trainings can also be put into effect that provide teachers with support in maintaining a positive outlook on teaching. In particular, self-efficacy trainings can be implemented that helps teachers believe that they can deal with difficult situations (Howson, 2016, p. 15). This works on a more individual level and largely depends on a teacher's current belief in their abilities. Self-defeating thoughts can perpetuate stress if the situation is already above what a teacher can handle. They can develop a mindset that is both toxic to their teaching and themselves. By supplying teachers with training that aims to shed positive light on how they view their teaching, it could change their mindset and pave the way for more helpful strategies down the road. Additional support can be provided to teachers through the use of trainings that aim to strengthen teacher-student interactions, but even though increasing their interpersonal skills may positively impact their behavior, it does not change their

emotional well-being (Iancu et al., 2017, pp. 15-16). With that in mind, it does not mean that these particular supports do no good at decreasing burnout symptoms. It just means that there is no direct correlation between the two. For teachers that struggle with interacting with their students, or for those with difficult students in their classroom who were hard to reach, any type of program that decreases the strain of these relationships would in turn require less effort put forth and receive less stress from these situations. As a way to further supplement each of these trainings, it has been found that the greatest impact from these programs has been through teachers learning with their colleagues (Howson, 2016, p. 16). No matter which type of training is implemented, all teachers should experience them alongside their peers. This not only strengthens bonds between teachers and increases the chance of future collaboration, but it also allows teachers to learn from others who may be going through the same problems they are dealing with. The overall goal of these trainings, along with any type of individual or school wide interventions, is to decrease stress and mitigate the risks of burning out. If teachers can go about these improvements together, schools have a higher chance of preventing the burnout of their teachers.

Implications

Numerous programs and strategies that seek to mitigate symptoms and decrease causational factors of burnout have been implemented and researched to determine their effectiveness within the field. The ways these programs can be utilized is through initial education training, individual sessions sought out by teachers, and through the implementation of school and district wide strategies. How successful these techniques are can vary between studies since not every teacher responds in the same way. What works for one individual or school may

not work for another. With that in mind, there are several burnout prevention programs that have found success in schools and could benefit from both further research and wider exposure.

Practical Implications

Programs that have been proven to both mitigate and prevent burnout within the field of education can occur at any time during a teacher's career, whether or not they are even experiencing any of the symptoms. During a teacher's initial licensure, they can be given the training and skills to deal with workplace stress before they even set foot in the school. It may be difficult to target exactly what an individual teacher will benefit from, but there are many different types of social emotional trainings that aim to improve student relations (Iancu et al., 2017, p. 4). Even if this does not directly combat burnout symptoms, it can still be helpful within the classroom. Furthermore, these workshops have been shown to improve self-confidence for a teacher, which goes a long way to dealing with stressful situations (Howson, 2016, p. 37). If teachers can build these skills early on, it will provide a good foundation for their future teaching and well-being.

Once in the field, teachers may find themselves experiencing symptoms of fatigue and burnout. If in a school district that does little to assist their teachers, or the programs in place are ineffective for the individual teacher, there are more personal strategies that could be sought out and utilized. Mentoring and counseling programs can assist individuals in how they make decisions and respond to difficult situations (Bevis, 2008, p. 15). Seeking out programs such as these would aid a teacher in the classroom and provide support for any hardships that happen. Mindfulness strategies can also be implemented, which helps teachers become aware of how stress manifests to them personally (Iancu et al., 2017, p. 29). Knowing one's personal signs and symptoms would be beneficial in tandem with other prevention strategies as a way to deal with

stress once one is made aware. These strategies, however, can also be implemented on a school wide basis.

The administration of a school district may be one of the biggest factors in burnout prevention due to the amount of programs and strategies that can be implemented to decrease the amount of teachers leaving the field. This begins early on through fostering supportive relationships between the administration and faculty, as well as active principal involvement within the classroom (De Stasio et al., 2017, pp. 475, 484). This both provides support for teachers when needed, as well as makes them feel more comfortable teaching at that school. Support can go farther than administrative involvement by implementing mentoring programs for teachers, which goes along with feeling supported in the classroom (Bevis, 2008, p. 15). Along with this, an increase in paraprofessionals will further support teachers in managing their classroom, which goes a long way to mitigating stressful situations (Grayson & Alvarez, 2008, p. 1359). Lastly, since stress is found to be a constant cause for burnout symptoms, the administration can decrease these feelings by assigning appropriate and manageable teaching assignments (Johnson, 2006, p. 3). Schools can do a lot towards retention of their teachers by both becoming more involved and making decisions that aim to lower stress within the classroom.

Future Research

This investigation has unearthed a multitude of strategies that have been employed in hopes of reducing teacher burnout. These vary from more individual techniques that improve personal well-being, to district wide changes that can be put in place to reduce unneeded stress. Even though there is an ample amount of research that tackles not only the causes, symptoms, and impact of burnout, but also the programs used to increase retention, further research can be

conducted in order to strengthen (or refute) these claims, as well as cover topics that have not previously been explored. The role of the principal in teacher burnout was discussed earlier, which dealt with what they can do to reduce these symptoms for a teacher. However, little research has actually been conducted about how training and mentoring for new principals can be done to impact their effectiveness. Like teachers, principals do not begin their careers with all of the tools to be successful. They must be taught how to promote social supports, collaboration, and positive teacher-student interactions. How to go about doing this could make a big difference in understanding why principals do not just take these strategies and apply them for successful results. Along with additional time spent looking into principals and their role in attrition, there also could be more in depth research on how districts address the classroom environment and behavior management. Programs have been brought up which vary in effectiveness, but the impact that these have on the long term has not been given much attention. Furthermore, the effectiveness of early screening by the district in discerning burnout symptoms would benefit from additional research. What currently exists mainly focuses on if symptoms can be identified and isolated before burnout occurs, not on how successful these techniques can be. Research can also be put into place that seeks to find out the most useful aspect of mentoring programs on reducing burnout. Mentoring has been found to be an effective tool in increasing retention of teachers, but little has explored why this is so successful. This could be due to teachers experiencing less stress from having more supports, or even from learning additional techniques to better their teaching. There are many different avenues of research that can be explored and uncovered which will aid schools in knowing what to do to support their teachers, as well as how to go about doing it.

Conclusions

Burnout is a significant problem that affects many teachers within the workplace. These feelings often foster negative personal and educational outcomes, which in turn leads to higher levels of teacher attrition. Numerous factors can contribute to these thoughts and feelings, ranging from a teacher's personal ability to deal with everyday stressors, to their communication with peers and parents, to even the demands put in place by administrative decisions. How a teacher responds to these factors largely depends on who they are and their personality, so it is difficult to pinpoint one perfect solution to burnout. The dimensions of burnout, however, typically produce much more noticeable symptoms, which can lead to implementing specific strategies and training programs to lessen the strain of teaching and hopefully lead to a decrease in overall teacher attrition. These techniques can be utilized on a personal or social level if the teacher takes the initiative, but most can be put into place by schools and districts if the need arises. In particular, programs that focus on building a teacher's personal well-being, such as through mindfulness and coping skills trainings, could aid teachers in dealing with their own stress and becoming aware of the signs. Teacher trainings that focus more so on the workings of the classroom can also be effective. These would take the form of social skills and behavior management trainings. When teachers have better control over their students and running their classroom, then stressful situations tend to become less overwhelming. To add to this, decreasing teacher burnout can even begin at the district level with changes the increase administrative support. While not just involving a smaller workload and additional resources, principals can also implement mentoring programs and foster parental-engagement, all of which could lead to the reduction in teacher attrition. If school and districts are committed to providing these strategies and resources as a way to strengthen their schools and teachers, then the rate of teachers burning out stands to decrease.

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