

AN ABSTRACT OF THE THESIS OF

Kirby Schmidt for the degree of Master of Science in Agricultural Education presented on June 10, 2020.

Title: The Cost of Caring: An Exploratory Study of the Professional Quality of Life of Early-Career School Based Agriculture Education Teachers.

Abstract approved:

Jonathan Velez

The purpose of this research is to describe the secondary traumatic stress (STS) levels of early career school based agriculture (SBAE) teachers. Using the professional quality of life (ProQOL) scale (Stamm, 2010) as a theoretical framework, secondary traumatic stress, burnout (BO) and compassion satisfaction (CS) levels were measured among ($n = 49$) respondents. Together, the respondents reported mean levels of STS (25.65), BO (27.16) and CS (36.40) in the moderate range (Stamm, 2010). The study also sought to analyze the relationship between secondary traumatic stress (STS) levels and burnout (BO) levels of the sample, determine if the relationship is positive and if it bore predictive qualities. The results indicted the linear relationship was positive, and demonstrated a “strong” (Dancey & Reidy, 2007) correlation with statistical significance ($r_s = .70, p < .001$). A significant regression equation was found [$F(1,47) = 44.88, p < .001$], with an R^2 adjusted of .48. The results of the linear regression model were significant indicating that approximately 48% of the variance in BO is explainable by STS. STS significantly predicted BO, $B = .57, t = 11.06, p < .001$.

©Copyright by Kirby Schmidt
June 10, 2020
All Rights Reserved

The Cost of Caring: An Exploratory Study of the Professional Quality of Life of
Early-Career School Based Agriculture Education Teachers

by
Kirby Schmidt

A THESIS

submitted to

Oregon State University

in partial fulfillment of
the requirements for the
degree of

Master of Science

Presented June 10, 2010
Commencement June 2020

Master of Science thesis of Kirby Schmidt presented on June 10, 2020

APPROVED:

Major Professor, representing Agricultural Education

Head of the Department of Agricultural Education and Agricultural Science

Dean of the Graduate School

I understand that my thesis will become part of the permanent collection of Oregon State University libraries. My signature below authorizes release of my thesis to any reader upon request.

Kirby Schmidt, Author

ACKNOWLEDGEMENTS

To God. In all moments you were there to strengthen, console, guide and enlighten. I am nothing without you and I have no purpose without the gifts you have given me.

To all of my students: Thank you for letting me be your teacher and giving me the permission to be a keeper of both the joys and struggles that you have lived through. It is because of you that I have found more than a desire to be a better teacher; I have the audacity to dig into the tough stuff, the messes and the not-ok-things to ensure that you can grow into the person you were designed to be. My hope is that we all can be better teachers, coaches, mentors, advocates and communities for shifting our approach to caring for you, your experiences, and who you will become. You deserve the best. You deserve the best in spite of experiencing the worst.

You are irreplaceable and have something to give.

You matter. You are the reason I am here.

To those that have felt the cost of caring: Our work is so important. Thank you for choosing to be a positive reference and example for those that are blessed to have you in their lives and communities. You are not alone, and with that self-awareness comes a responsibility. We must continually speak up for ourselves and our colleagues when we notice that something is not okay. Our schools are not equipped for supporting us right now; we must continually seek justice not only for protecting our students, but protecting the heart that drives every ounce of love, compassion and hope into the work we know we are designed to do. We need you. Your presence is noticed even when you feel like your words fall on deaf ears. You deserve better in spite of experiencing, being the listening ear, or crying shoulder for the victims of the worst.

You are irreplaceable and have something to give.

You matter. You are the reason I am here.

To Dr. Jonathan Velez: Thank you for taking me on as your advisee over the past year. You have been a source of support, humor and encouragement to keep me moving forward. Thank you giving me this opportunity, and for being one of the most gracious and understanding people I have met.

To Dr. Josh Stewart: Thank you for being available. You included me in on your classes, and always had an open door to discuss the little things or entertain my ideas, gripes and ambitions. You are a gift for teacher education.

To Dr. Haley Traini: Thank You for being you; bold in your faith, expressive in your teaching, and focused on doing what matters most. You challenge me. You are the real deal, and I am so thankful for the confidante you have been for me this year.

TABLE OF CONTENTS

	<u>Page</u>
1 Introduction.....	1
1.1 Statement of Problem.....	2
1.2 Purpose of Study.....	7
1.3 Research Objectives.....	7
1.4 Limitations and Delimitations of the Study.....	8
2 Literature Review.....	10
2.1 Professional Quality of Life.....	10
2.2 Burnout	12
2.3 Secondary Traumatic Stress and Compassion Fatigue.....	14
2.4 Compassion Satisfaction.....	16
2.5 Burnout Syndrome in SBAE.....	18
2.6 Secondary Traumatic Stress, Compassion Fatigue and Compassion Satisfaction in SBAE.....	20
3 Methodology	24
3.1 Overview	24
3.2 Research Purpose.....	24
3.3 Research Objectives and Hypothesis.....	24
3.4 Population Selection.....	25
3.5 Instrumentation.....	26
3.6 Validity and Reliability.....	29
3.7 Data Collection Procedures.....	31

TABLE OF CONTENTS (Continued)

	<u>Page</u>
4 Results	33
4.1 Research Question #1	34
4.2 Research Question #2	39
4.3 Research Question #3	42
4.4 Research Question #4	46
4.5 Summary	47
5 Conclusions, Discussion and Recommendations	48
5.1 Conclusions for Research Question #1	48
5.2 Discussion & Recommendations for Research Question #1	49
5.3 Conclusions for Research Question #2	50
5.4 Discussion & Recommendations for Research Question #2	52
5.5 Conclusions for Research Question #3	53
5.6 Discussion & Recommendations for Research Question #3	54
5.7 Conclusions for Research Question #4	56
5.8 Discussion & Recommendations for Research Question #4	57
5.9 Final Considerations.....	58
Bibliography	62
Appendices	69
Appendix A. Professional Quality of Life (Original Copy).....	69
Appendix B. Modified ProQOL with Demographic Questions.....	71
Appendix C. IRB.....	88

LIST OF TABLES

<u>Table</u>	<u>Page</u>
1 Gender.....	35
2 Race.....	36
3 Age by Generation.....	37
4 Total Years Teaching.....	37
5 Years Teaching in Current Position.....	38
6 State Currently Teaching	38
7 Mandated Report Completion, at least Once.....	39
8 ProQOL Scores of Oregon SBAE Teachers.....	40
9 Standardized t-score Comparisons.....	40
10 Standardized Compassion Satisfaction Comparisons (Gender).....	41
11 Standardized Compassion Satisfaction Comparisons (Experience).....	42
12 Standardized Secondary Traumatic Stress Comparisons (Gender).....	44
13 Standardized Secondary Traumatic Stress Comparisons (Experience).....	45
14 Correlation of Constructs.....	46
15 Regression Analysis Summary for STS Predicting BO.....	47

Chapter 1

Introduction

Statement of Problem

Each day as children enter the public school education system, they are met with a full team of hired professionals to facilitate and engage the varying demands students have while under teacher care and supervision. Public school educators deliver curriculum, facilitate experiences, and evaluate academic achievement among other formal and stimulating activities throughout the duration of nearly 180 school days. Beyond the 8:00AM to 3:00PM schedule, educators continue to build a unique relationship, and awareness of their students through extra-curricular activities, athletics, leadership organizations or community based programs. For the agricultural educator time investments and workload are unique. Lambert, Henry and Tummons (2011) suggest the job responsibilities of agricultural education teachers are more than ever, and their study participants “reported working well over a 40 hour work week every week.”, p.59). This depth of involvement includes duties such as FFA advisor, reaching out to students and families through an extended summer contract, or direct supervision through a supervised agricultural experience, as a “successful secondary agricultural education program is more than just planning and teaching.” (Torres et al., 2008, p.85). In addition to the time invested, early career teachers often face the added strain of being new to a profession, and external stressors like managing parent or administrative discrepancies, paperwork, and student discipline (Kyriacou, 2001; Lambert et al., 2011; Montgomery &

Rupp, 2005).

Every day, children enter into classrooms with a diversity of backgrounds and experiences that influence their capacity to learn. Students may or may not bring the required materials for an average day of school. They may, for example, show up to class without an appropriate dress for physical activity, or the necessary technology to complete assignments. I contend a lack of physical resources can disrupt the learning process itself for both the students and educator.

In addition to the challenge of physical resources, students also carry emotions, invisible wounds, adverse childhood experiences (ACES), and primary traumatic experiences throughout their lifetime and, inevitably, into the school environment (Felitti et al, 1998). A 2016 report by the Behavior Risk Factor Surveillance System found that 69% of children (ages 0-17) in Oregon had experienced one or more ACEs (Adult Behavioral Risk Survey (BRFSS) Oregon Public Health Division). Students may, for example, be traumatized through the primary experience of sexual, physical or psychological abuse (CDC, 2019; Felitti et al, 1998). Households can also be places of traumatic exposure such as students witnessing violence against their mother, or living in a household with members that are drug users, mentally ill or have an incarceration history (CDC, 2019; Felitti et al, 1998). Students “cannot learn effectively if their attention or energy is sapped by the conflicts inherent in being maltreated” or experiencing ACEs (Crosson-Tower, 2013, p.9). Blodgett and Lanigan’s (2018) regression analysis of ACEs and school success revealed how traumatic experiences may also disrupt students’ ability to learn. As ACE exposure increased the rates of “academic failure, attendance problems, and school behaviors problems” also increased in a linear

fashion (Blodgett & Lanigan, 2018). According to Hydon et al. (2015), “schools are a microcosm of society,” and the students reflect the nuances of vulnerability pervasive beyond the walls of a classroom (p.322). Students with mental health disorders, challenging socio-economic status or backgrounds of adversity, when faced with additional and or compounding traumatic events, can lead to “emotional difficulties and subsequent academic struggles that come to the attention of their teachers.” (Hydon et al., 2015, p.322). Responses and interventions for students experiencing trauma or maltreatment can be first-hand, witnessed by a classroom educator, prior to being referred to school personnel such as an administrator, counselor, or social worker (Crosson-Tower, 2003). As discussed thus far, educators invest time forging relationships with students both in and out of the classroom. The *Beyond Families Report* by The Search Institute (2017) concerning 2,357 students in 11 schools concluded that when youth have strong relationships with non-family adults (like teachers) they are over 18% more likely to set goals, and be committed to learning. These investments can influence learning, self-esteem and other positive outcomes that have a lasting effect on the student’s motivation, and academic engagement (Scales et al., 2020).

Before proceeding to examine how trauma fits into the teacher-pupil relationship, it is important to note that there is a distinct absence of research that communicates the effects of daily teacher-pupil interactions with special interest dedicated to students with traumatic backgrounds in education literature, particularly agricultural education. Further, there are limitations on how educators interacting with traumatized students are impacted, and how if it has lasting effects life ACES do for children (Felitti et al, 1998). For example, it has not been researched how a teacher’s own personal history of trauma could

be triggered or echoed when completing a mandated report for a student. Additionally, there are no studies that examine teacher stress as a result of student trauma over the duration of their career as pre-service, early career, midcareer and retirement.

With regard to the broad spectrum of trauma, it is important to understand how to conceptualize it for this study. In the late 1990s, the ACE Study was developed and administered to 13,494 adults in the United States to conceptualize and categorize what is now known in research as adverse childhood experiences (ACE) (Felitti et al., 1998). The ACE Study was developed to not only measure the prevalence of certain adverse or otherwise traumatizing childhood experiences occurring between the ages of birth and 17, but also to show a primary link between childhood trauma and susceptibility to chronic health risks, illness or substance abuse into and throughout adulthood (CDC, 2019). According to the CDC website for Child Abuse and Neglect, which then sequences to Adverse Childhood Experiences, “ACEs are common. About 61% of adults surveyed across 25 states reported that they had experienced at least one type of ACE, and nearly 1 in 6 reported they had experienced four or more types of ACEs” (para. 2). Similarly, another national study consisting of 4,000 children between the ages of zero and seventeen reported more than one third of youth have experienced physical assault, and 58% of youth have witnessed a community assault (Finkelhor, Shattuck, & Hamby, 2015). The ACE Study is a lens through which to situate traumatic stress and experiences as a problem among children who are part of the public education system. The long-term effects of ACEs have been studied extensively and show a negative correlation with overall health and wellbeing for the individual (Felitti et al., 1998). In contrast, limited literature provides an examination of the secondary traumatic stress experienced by the

agricultural educators who spend so much contact time with student, some of which are traumatized.

Addressing the secondary traumatic impacts are important because of the general nature of forging relationships and elevating the overall wellbeing of students. According to Crosson-Tower (2003), teachers have “a vital role in identifying, reporting and preventing child abuse and neglect” (p.9). As mentioned earlier, teachers invest many hours into their jobs. Thus this investment is important to acknowledge because “children and adolescents spend a large portion of their time in school, which gives educators more access to students than most other professionals” (Crosson-Tower, 2003, p.8). An educator is often the first to notice evidence of neglect or traumatic exposure in their students, and it is a teacher’s professional and legal obligation to report suspected abuse or neglect. Such interactions between teachers and traumatized students over time can weigh on the teacher to the point of secondary traumatic stress, burnout, compassion fatigue and decreased well-being (Stamm, 2010). A 2005 (Johnson et.al) study of work-related stress across professions, concluded that teaching is one of the most stressful jobs in terms of both physical health and psychological well-being. Teachers were ranked second worst to ambulance and social services providing care among 26 different occupations in the categories of physical health and psychological well-being. These findings suggest face to face interactions can create conflicts for teachers between emotional labor, and adherence to expected, appropriate behavioral responses to “unruly or unwilling to learn children without letting a child see their frustrations” (Johnson et. al, 20015, p.184).

Teachers want to “pay forward” their own positive experiences and “positively influence society” (Solomonson et al, 2019, p.121). Yet, with these desires come at a cost

as the stressors, problems, burnout and job satisfaction encountered by school-based agriculture education (SBAE) teachers have been studied well over the last several decades (Barrick 1989; Cano & Miller, 1992; Castillo & Cano, 1999; Cheveney et al, 2008; Croom, 2003; Kitchel et al, 2012; Smith & Smalley, 2018; Solomonson et al, 2019). There is a cost to caring. However there currently exists no literature or research that communicates or examines the extent of secondary trauma and its relationship with the professional quality of life of SBAE teachers, particularly those in their early career. Simply said, the more trauma a child is exposed to, the more likely they are to develop problems over their lifespan including increased physical or mental health issues (Felitti et al., 1998). Yet, what is not as simple or apparent in the current research is the amount of secondary traumatic experiences and the resulting stress to which educators are exposed to. Kyriacou (2001) explored educator related stress and recommended five different areas for future research. One specific area suggests investigating the “impact of teacher-pupil interaction and classroom climate on teacher stress.” (p.1). This specific recommendation suggests the imperative need to know how “pupil stress” and the “external demands and pressures” impacts the classroom experience (Kyriacou, 2001). Teacher stress is a highly investigated area, and captures the attention of international research interests, yet the emotional demands and pressures created by secondary traumatic stress among teachers, are not (Kyriacou, 2001). This area, subsequently, receives less research attention for nearly all experience levels and content areas within education, so prioritizing focus on early career SBAE teachers is a priority. Early career teachers are more likely to leave the profession, and therefore, should be the focus of mentoring and specific professional development related to mitigating the effects of STS

(Ingersoll, 2002). Early career SBAE teachers are of particular interest because of the lack of awareness or preparation provided through higher education institutions related to secondary stress, compassion fatigue and as the development of self-care strategies at the pre-service educator level (Koenig, Rodger, Specht, 2017).

Purpose of Study

The purpose of this research is to describe the secondary traumatic stress (STS) levels of early career school based agriculture (SBAE) teachers. The professional quality of life (ProQOL) scale is used to measure secondary traumatic stress in addition to burnout (BO) and compassion satisfaction (CS). Additionally, the relationship between secondary traumatic stress and burnout will be explored to dig deeper at the phenomena of compassion fatigue.

Research Objectives

For the purposes of this thesis, I suggest the following research questions:

1. What are the demographics of the survey respondents?
 - a. Describe the demographic characteristics of early career SBAE teachers in Oregon.
2. To what extent are SBAE teachers in Oregon experiencing compassion satisfaction?
 - a. Describe the compassion satisfaction levels of early career SBAE teachers in Oregon, and compare this to existing data that were collected with similar instrumentation.

3. To what extent are SBAE teachers in Oregon experiencing secondary traumatic stress?
 - a. Describe the secondary traumatic stress levels of early career SBAE teachers in Oregon, and compare this to existing data that were collected with similar instrumentation.
4. Is there a relationship between burnout and secondary traumatic stress?
 - a. Describe the relationship between burnout and secondary traumatic stress levels of early career SBAE teachers in Oregon
 - b. *Hypothesis_a: There is a positive relationship between secondary traumatic stress and burnout levels of early career SBAE teachers in Oregon.*

Limitation of the Study

This study assumed each respondent would complete the questionnaire honestly and entirely. The ProQOL portion of the questionnaire relies on accurate self-reporting by the respondents reflecting their experiences with students with adverse experiences that may cause stress within the timeframe of the two weeks prior to completing the items. This means that it is beyond control of the researcher if the teachers incorrectly answer questions that reflect a month of experiences or the entirety of their career when responding.

Delimitation of the Study

This study will be delimited to early career school-based agriculture teachers attending the Oregon Agriculture Teachers Association Early Career Teacher Workshop during the 2019-2020 school year. The results of this study will not be generalizable to any other populations due to the lack randomization.

This study will be delimited to an examination of teacher professional quality of life in the following areas: compassion satisfaction, burnout, secondary traumatic stress and compassion fatigue. Many other factors and externalities can influence the perception of well-being or quality of life, but they are not being measured in this study.

Chapter 2

Literature Review

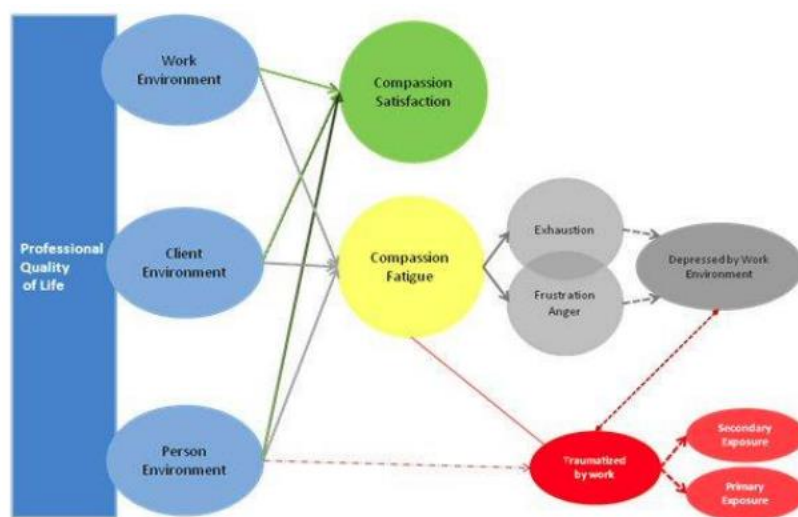
Professional Quality of Life

Conceptualizing and researching trauma has been approached in a number of ways, and the purpose of this section is to justify the selection of the ProQOL Scale as the method for understanding this study. The Professional Quality of Life Scale, here on noted as ProQOL, originated as the Compassion Fatigue Self-Test through the work of Dr. Charles Figley, but was eventually revised through the collaborative work of both Figley and Stamm who suggested the addition of the concept of compassion satisfaction (Stamm, 2010). The compassion satisfaction scale and theoretical path is designed to analyze the positive and negative outcomes associated with “helpers” engaged in a work environment that includes close proximity or relationships of those who have experienced trauma. In *The Concise ProQOL Manual*, Stamm (2010) names those in helping professions as, “health care professionals, social service workers, teachers, attorneys, police officers, firefighters, clergy, airline and other transportation staff, disaster site clean-up crews, and others who offer assistance at the time of the event or later (p.8).

Figure 1 illustrates a theoretical path analysis of Professional Quality of Life, and illustrates the complexity of how the individual (teacher), their work (school), and clients (students) are interconnected to produce the dichotomy of compassion satisfaction and compassion fatigue. The model indicates that the three different environments play a roll in a professional quality of life. For example, a teacher may work in a school

environment that is poor, which may lead to compassion fatigue. At the same time, that same teacher could find a strong sense of purpose and experience compassion satisfaction from working with their students, despite the challenging work environment.

Figure 1. Theoretical Path Analysis of Professional Quality of Life



The quality of life for those individuals in helping professions and exposed to trauma are at risk for “burnout, depression, and posttraumatic stress disorder” (p.8), and the particular nature of work-related trauma has a “distinctive aspect of fear” that unlike burnout is “more rare... very powerful in its effect on a person” (Stamm, 2010, p.10). This theoretical path illustrates traumatization occurring both as primary and secondary exposure, which is certainly the case when understanding the broad context of helping professions that deal with more serious exposure like “health care professionals...police officers...(or) disaster site clean-up crews” (Stamm, 2010, p.8). Because of the diversity of variables such as work environment, individual personality, and exposure to trauma,

the aggregate concept of professional quality of life is labyrinthine. According to Stamm (2010), the ProQOL should not be utilized as a diagnostic test, but rather as a useful insight to the natural consequences both positive and negative associated with the workplace of a helping profession. For purposes of this research, we will recognize the ProQOL as a tool for measuring the relationships between secondary traumatic stress and the wellbeing of early career SBAE teachers.

Burnout

Dr. Herbert Freudenberger is often regarded as the father of burnout and is extensively discussed in much of the literature or research exploring burnout. His research lead to a systematic analysis of the various mental conditions experienced in the work place and the likelihood of “becoming exhausted by making excessive demands on energy, strength, or resources” (Freudenberger, 1974). Freudenberger noticed the emotional drain within himself because of his job providing psychological help at a free-clinic. Freundenberger’s observational studies and self-reflections sparked continued interest in developing more depth of understanding in the subsequent years.

In contrast to the more qualitative methods employed by Freudenberger, Dr. Christina Maslach sought to empirically measure the concept of burnout itself. Maslach (1981) defined burnout similarly to Freudenberger and developed the Maslach Burnout Inventory (MBI) to measure the looming hypotheses of what characterizes being burnout through a valid and reliable instrument. Burnout research prior to had surmised factors including “job turnover, absenteeism, and low morale”, in addition to correlations with

self-reported “personal distress.” (Maslach & Jackson, 1981, p.100)The resulting subscales drafted by Maslach and Jackson, noted as emotional exhaustion, depersonalization and personal accomplishment remain as the cornerstone to quantifying burnout. The finished instrument not only improved the understanding of the variables influencing this syndrome, but also, according to Maslach (1981), has since benefitted workplace culture in terms of “recruitment, training and job design”, as employers and organizations are better equipped to measure the mental state and wellbeing of their employees (p 112). Leiter and Maslach (2016) attribute “exhaustion; feelings of cynicism and detachment from the job; and a sense of professional inefficiency and lack of accomplishment” as the three primary dimension of human burnout (p.89). The experience of all three of these dimensions of burnout lead to an individual’s negative psychological state (Maslach & Leiter, 2016).

Understanding the nature of burnout as a cyclical process is also important because of the ups and downs related to worker energy, drive and job demands (Lopez, Perotti, & Snyder 2019). Sometimes the worker energy does not subside, and instead prioritizes task orientation above all. For example, over-obsession in a job can be described as workaholism, where an individual insists on staying later, and working harder than their peers (McMillan, O’Driscoll, Marsh, & Brady, 2001). Researchers have found that individuals who fit the characteristic of a workaholic are more dissatisfied with activities and relationships outside of work (Bakker et al., 2009). Awareness of the characteristics associated with individuals who are heavily invested, committed or overworking is important to capture what may lead to burnout.

Concerning the ProQOL as being it is central to the direction of this research; we will operationalize burnout from here on out as an element to understanding compassion fatigue. *The Concise ProQOL Manual* (2010) simplifies this complex portion of compassion fatigue as “associated with feelings of hopelessness and difficulties in dealing with work or in doing your job effectively” (Stamm, p.13). Overarching burnout experiences are “gradual” such as an accumulation of workload expectations, diminishing support, or the loss of autonomy, and are especially not marked by a singular event or experience (Stamm, 2010, p.13). Although not recognized as a mental health disorder, “burnout syndrome has been one of the most widely discussed mental health problems in modern societies.” (Heinemann & Heinemann, 2017, p.1). Burnout, in and of itself, is problematic. I contend when burnout is adjacent to a helping occupation that involves traumatized persons, burnout can proliferate into more serious, decay of mental health and wellbeing because of the onset of traumatic stress (commonly secondary exposure) and the resulting unwanted intrusions.

Secondary Traumatic Stress and Compassion Fatigue

The prior section discussed how stress within occupations has been explored and correlated with burnout. Historically, research investing the factors associated with stress has focused on the individual experiencing primary stressors or trauma. The conversation shifted into new territory when social scientists noticed the stresses reported beyond the primary victims such as war veterans, and instead by their family members and caregivers. It was not until the 1980s that researchers considered secondary traumatic stress (STS) worthy of scholarly attention. Charles Figley (1983) first described the

“emotional consequences...for those who care for the survivor” in the context of family member reactions to catastrophe such as war, natural disaster, sexual violence, or unemployment (p.12). Figley characterized the responses for caring for others as emotionally draining, and the individual caregivers are “adversely affected” because of this interaction (1983, p.12). These responses and reactions were categorized as secondary traumatic stress reactions (Figley, 1983).

Over time, the bodies of research concerning secondary victimization of stress and the transfer between family members achieved attention for further investigation. In a 1988 article for the *Journal of Traumatic Stress*, Figley projected the field of traumatic stress would become “multidisciplinary” (p.4), and more importantly suggested a focus towards “job-induced traumatic stress among workers” (Figley, 1988, p.13). Eventually, in response to an enduring problem, Figley formalized the vocabulary and solidified the emerging need for understanding the “natural, predictable, treatable and preventable, unwanted consequence of working with suffering people”, as compassion fatigue (1995 p.4). *The Concise ProQOL Manual* defines STS as “the work-related, secondary exposure to people who have experienced extremely or traumatically stressful events” (Stamm, 2010, p.13). The negative effects of STS include parallel responses to primary trauma exposure including intrusive imagery, avoidance, arousal from negative experiences, as well as sleep difficulties and avoidance of environments or individuals who trigger a reminder of the other person’s traumatic experiences (Bride et al., 2004). STS is an injury that occurs in a way not marked by physical recognition or visibility. On the contrary, STS is indirect exposure such as hearing about an event experienced by

someone else. With this in mind, Figley specifies that “simply learning about the traumatic events(s) carries traumatic potential”, and this information should be realized as an “occupational hazard” (Figley, 1995, p.22). This claim by Figley is bothersome, and yet, this occupational hazard has not received an alarmist response by researchers or employers based on the lack of findings in literature. At the same time, because of the elusive nature of STS and inability to fully measure it, the ProQOL was developed as a supporting tool for occupational measurement.

While *The Concise ProQOL Manual* (2010) suggests compassion fatigue is marked by the combined constructs of burnout and STS, Figley’s (1995) earliest research indicated that “compassion stress and compassion fatigue are appropriate substitutes” (p.11). Ultimately the substitution of compassion fatigue and STS boils down to individual preference in how one desires to describe their own intrusive symptoms or response to secondary exposure. For clarity of language in this research, we will adapt the construct differentiation from *The Concise ProQOL Manual* (2010) and understand compassion fatigue as dichotomous including the occupational features of burnout paired with negative emotions that have been overtaken by fear and secondary trauma exposure.

Compassion Satisfaction

Compassion, altruism, egotism and empathy are intertwined constructs that are valuable to recognize in the context of compassion satisfaction. Altruism is “behavior that is aimed at benefitting another person (Lopez, Perotti, & Snyder, C.R., 2019, p.308) The altruistic beliefs held by individuals are often defined as noble, and well-intentioned.

Altruism is a prosocial behavior, and egotism and empathy are primary motivations for such helping and selfless behaviors (Lopez et al., 2019). Lopez et al. (2019) describe egotism as one of the more influential dimensions of human emotion, and is pursued by individuals with the target of personal gain or beneficence.

Empathy includes a tenderheartedness, and ability to perceive another person's perspective (Lopez, Perotti, & Snyder, 2019). Showing empathy occurs when an individual puts themselves in another's shoes, feels compassion for another based on their misfortune, and engages a response (Davis, 1994). When a helper's (teacher's) altruism is paired with empathy, the helper takes on a personal cost to support, which is known as care-based altruism (Lopez, Perotti, & Snyder, 2019; Marsh, 2016). The acts of helping and placing others before oneself still can yield a symbiotic benefit as people "derive considerable pleasure from helping others" (Figley, 1983).

The Concise ProQOL Manual (2010) details that compassion satisfaction is akin to positive and invigorating feelings as a result of helping others, in addition to general mindsets that reflect a desire to continue working where they are because of experiences of success, and hope for continuing to make a difference. In a selfless and giving role, satisfaction is found with "increases in happiness and subjective well-being", and thus creates a "positive feedback loop" when focusing energy on helping others (Konrath, 2014, p.399). Correlations and conversations related to compassion satisfaction are primarily absent at this point in all literature.

Burnout Syndrome in SBAE

The phenomenon of burnout was first empirically studied and made useful for vocational agriculture teachers by Newcomb, Betts, and Cano (1987). The purpose of the descriptive, correlational study was to examine burnout, its relationship with job satisfaction, as well as identify coping skills among Ohio vocational agriculture teachers ($n = 322$). Their findings determined that over 25% of teachers were experiencing high levels of burnout associated with depersonalization, which includes factors like teacher-student relationships, empathy, and care (Newcomb et al., 1987). Barrick (1989) further determined that, in order to critically understand burnout, there must be an understanding of the “linkage between stress, job satisfaction and the work environment” (p.).

What is intriguing, and especially useful to note for this study, is from the themes described in Chenevey, Ewing and Whittington’s more modern research defining the varying precursors to burnout, such as: emotional exhaustion and personal strain, and revealed that the teachers were not experiencing occupational stress (2008). I argue these findings are critical for pleading the case for further exploration into the conditions that proliferate stress beyond the occupational expectations, and suggest that personal strain and or emotional exhaustion experienced in the classroom have other sources. Smith’s research findings of mid-career educators are in agreement, reporting that of the MBI constructs the highest mean scores for burnout were related to the construct of emotional exhaustion, characterized by the “fatigue that develops when an individual is emotionally drained” (Smith & Smalley, 2018, p.311). In stark contrast, Croom’s (2003) research determined that “the effects of emotional exhaustion should probably not be a cause for concern”, and that “burnout is not a serious problem for agriculture teachers” (p.11).

Clearly, there is not an irrefutable consensus in the research field as it pertains to the extent of burnout, and the particular role emotions play into it from a quantitative standpoint.

Solomonson, Thieman, Korte, and Retallick's (2019) qualitative study brought voice into the literature concerning teacher attrition, and one of the responses of a participant suggests a more critical need to investigate the "overwhelming stress" related to external expectations, and how there is a "mental drain of never leaving a job" (p.122). While the heartbeat of this personal experience is reflective of external factors, it would be productive to explore how the stresses and traumas of students could just as well be overwhelming, and intruding on personal life beyond the expected clock hours. A study the year prior (Solomonson et.al, 2018) identified a series of factors related to attrition. An area of particular relevance is the personal factor category. Personal factors include sub categories that are somewhat analogous like attitude towards students, stress, anxiety, emotional stability and emotional exhaustion (Solomonson et al., 2018). The average length of classroom instruction among the sample was seven years of employment, and the most influential construct identified was "personal factors" (Solomonson et al., 2018, p.329). These findings are useful to advancing research that is targeted at early career SBAE teachers and identifying how personal factors related to attrition, when framed in the context as witnesses or gaining knowledge of trauma or adverse childhood experiences, may be a contagion of creating secondary traumatic stress symptoms.

Secondary Traumatic Stress, Compassion Fatigue, and Compassion Satisfaction in SBAE

Compassion fatigue, secondary traumatic stress, and compassion satisfaction vocabulary came into existence simultaneously as constructs associated with the ProQOL, with exception to burnout. Compassion fatigue is a fairly new and emerging construct when comparing its inception to burnout (Figley, 1995; Freudenberger, 1974). While it does have presence in literature for study and discussion, this is predominantly the context of caregiving that involves a medical or emergency response or treatment as aforementioned in earlier discussion of the construct in and of itself. As a result, the central focus that is absent in SBAE literature is further limiting to the overall scope of compassion fatigue, secondary traumatic stress and compassion satisfaction presence within scholarly articles in agricultural education.

Croom (2003) conveyed the closest language that might suggest theory in line with compassion fatigue as he noted that teachers “worry...that the job has caused them to become uncompassionate” (p.11). The earlier study by Barrick found significant indications that, “as a supervisors personal strain increased, their levels of emotional exhaustion and depersonalization increased” (Barrick, 1989). This initial finding, while not fully in the bounds or definitions of secondary traumatic stress or compassion fatigue, is a functional reference to demonstrate the presence of strain, and other symptomatic feelings that are adjacent to findings in the literature of compassion fatigue and potentially lie within the agriculture education profession.

The Job Stress Survey was the instrumentation to guide comparisons of the job-related stresses prevalent among agricultural education teachers, and found the

participants were not, as a whole, experiencing the levels of stress found in the original data for norm comparison (Torres et al., 2009). At the same time, I argue the results of this study raise concern and special interest because the stressors identified are exclusively characteristic of workload, environment or expectations and have no mention of a helper relationship, or how stress can be procured as a result of working with others (with exception to being a subordinate to a supervisor or school personnel i.e. administrator, which was found to be a low stressor). Torres et. al (2009) suggested that “teachers are rapidly approaching the tipping point of being overstressed” (p.109), and this finding magnifies the imperative need to measure stressors related to trauma and adverse childhood experiences.

The 2012 research synthesis composed by Thieman, Henry and Kitchel is the only SBAE publication as a collection of the existing body of knowledge related to agriculture educator stress and burnout, as well as resilience. The synthesis contextualizes the diversity of purposes, participants and resulting themes from nine publications that dial in on stress and or burnout between 1999-2012 as published in the *Journal of Agricultural Education*. Of this collection, only two relate specifically to beginning or early career teachers, and the resulting themes affiliated with stress are not identified as secondary traumatic stress, or primary traumatic stress itself. Stressors such as time management, curriculum demands, or administrative expectations were overlapping themes between the bodies of existing research. Thieman summarizes that “burnout teachers have a marked higher difficulty in working with unmotivated and non-compliant students...(and) get overwhelmed by students needs and problems” (2012, p.90). This attention to the teacher-student relationship hits the surface of a perspective absent from

the current literature in agricultural education, which may suggest that the needs of students are more than academic, but personal or psychological as they pertain to invisible wounds, adversity or neglect (Blodgett & Lanigan 2018; Felitti et. al 1998; Hydon et. al 2015, Sweeney et. al 2018). The lens of which students are viewed, from the teachers understanding, requires a paradigm shift in a direction which acknowledges the sweeping pervasiveness and impacts of trauma on student emotions and behavior (Sweeney et. al, 2018). This “trauma informed approach” is in contrast to pathologizing students, and reducing them to an unmotivated problem to manage (Sweeney et. al, 2018, p. 319). Filson (2016) said it best as, “this is what happens when the individual is viewed as the problem, rather than the world the individual lives in” (p.21). At the same time, in order to promote a more sustainable profession that supports both students and teachers, resilience skills (Thieman et al, 2012), attitudes towards trauma, and integration of trauma informed approaches are in need for exploration.

Needless to say, while job satisfaction among agricultural education teachers has found a place within the scholarly research interests, it is not in alignment with the contexts of compassion satisfaction as it is defined and studied (Stamm, 2010). Nonetheless, compassion satisfaction as we know it, may yield parallel results reflective of job satisfaction as it pertains to the aspects of teaching that generate satisfying and positive emotions because of the opportunities for helping students develop their potential for premier leadership, personal growth and career success through agricultural education. As of June 2020, there are currently no existing peer reviewed articles in the *Journal of Agricultural Education*, *The Journal of Career and Technical Education* or the *North American Colleges and Teachers of Agriculture Journal* that address the

research objectives of this study. Additionally there are no existing publications that communicate the combination of ProQOL constructs in the context of SBAE.

It is known that burnout is a gradual onset (Maslach & Jackson, 1981). Secondary traumatic stress, in contrast, can be marked by a singular interaction or witness (Figley, 1995). If educators are already on a path filled with occupational stress symptomatic of burnout, then the impact of being in a helping profession and becoming aware of a traumatized student's experience(s) would imply a problem. The problem can be understood through the theoretical path analysis of the professional quality of life (Stamm, 2010). The burden of stress paired with secondary traumatic stress in the environment of SBAE classrooms signals the likelihood for an outbreak of compassion fatigue (Stamm, 2010). This is precisely why this type of research must find commonplace and exploration within the field of agricultural education for the sake of individuals and their wellbeing, who are serving in roles as an educator and FFA advisor. Secondary traumatic stress must be measured as a singular problem and interaction variable with burnout for producing compassion fatigue so that we can begin to create more focused conversations that introduce language reflective of stress not simply being a variable of task, but also of relationship.

Chapter 3

Methodology

Overview

The following chapter will outline the research methodology selected for unraveling the construct of compassion fatigue and secondary traumatic stress in the context of early career SBAE. Research objectives and questions, population selection, instrumentation and data collection built into this study will be discussed.

Research Purpose

The purpose of this research is to describe the secondary traumatic stress (STS) levels of early career school based agriculture (SBAE) teachers. The professional quality of life (ProQOL) scale is used to measure secondary traumatic stress in addition to burnout (BO) and compassion satisfaction (CS). Additionally, the relationship between secondary traumatic stress and burnout will be explored to dig deeper at the phenomena of compassion fatigue.

Research Objectives and Hypothesis

- 1) Describe the demographic characteristics of early career SBAE teachers in Oregon.
- 2) Describe the secondary traumatic stress levels of early career SBAE teachers in Oregon, and compare this to existing data that were collected with similar instrumentation.

- 3) Describe the compassion satisfaction levels of early career SBAE teachers in Oregon, and compare this to existing data that were collected with similar instrumentation.
- 4) Describe the relationship between burnout and secondary traumatic stress levels of early career SBAE teachers in Oregon

Hypothesis: There is a positive relationship between secondary traumatic stress and burnout levels of early career SBAE teachers in Oregon.

Population Selection

The target population was all early career SBAE teachers in Oregon. This population was accessible through the coordination of the annual Oregon Early Career Teacher Workshop held in partnership with Oregon State University and the Oregon Agriculture Teachers Association (OATA). For the purposes of this study, early career will be defined as an individual that self identifies themselves as a SBAE teacher with experiences accumulating to less than eight years. Teachers in this study may have teaching experiences exceeding our definition of early career teacher because of an alternative route to certification such as teaching another subject prior to achieving licensure in agriculture education. Still, if the individual teacher's experiencing teaching SBAE were less than eight years, they were included in this study. This population was selected for convenience given the timing of the Oregon State University's Department of Agricultural Education and Agricultural Sciences annual Early Career Teacher Workshop. Additionally, the population was selected to explore any indicators of

secondary traumatic stress as this, through accumulation of burnout symptoms, can yield the negative consequences, such as the unexplored experience of compassion fatigue (Hydon et al, 2015; Ingersoll, 2002; Solomonson et al, 2019; Thieman, Henry & Kitchel, 2012; Torres, Lawver & Lambert, 2009).

Instrumentation

Research methods and theoretical frameworks with focus on compassion satisfaction (CS), secondary traumatic stress (STS) and compassion fatigue (CF) are limited in the field of SBAE, therefore it was necessary to adopt existing, valid measures for this investigation. The ProQOL Scale conceptualized by Stamm and Figley is a product of modifying pre-existing instruments, including Figley's Compassion Fatigue Self-Test, and the Compassion Satisfaction and Fatigue Test (Stamm, 2010). The ProQOL is the most trusted and utilized instrument for measuring "the positive and negative effects of working with people who have experienced extremely stressful events" (Stamm, 2010, p.12).

A ProQOL is composed of the emotions derived from working in a helping profession; either CF (negative) or CS (positive). The concept is not this simple as there are varying factors that feed into the positive and negative emotions including the work environment, individual (helper/teacher) characteristics, and the exposure to trauma in the work environment (client/student) (Stamm, 2010). Compassion fatigue includes high levels of burnout and secondary traumatic exposures that accumulate over time, resulting in a negative influence on the helper's (teacher's) quality of life. STS, as described early, can be instantaneous and onset from hearing or learning of the traumatic experiences or

events of another person. BO, on the other hand, is a more gradual impact of occupational stresses resulting in exhaustion, depression, frustration, apathy or avoidance among other behaviors and feelings. Together, these constructs and emotional responses can proliferate into symptoms both physical and emotional that may warrant intervention such as counseling, leave of absence or making a career change. The foil of compassion fatigue is compassion satisfaction, which captures the positive emotions and rewards associated with making a positive difference.

A 49-item questionnaire was developed and adapted to capture data that would support the research objectives determined for this study. Thirty questions from the existing ProQOL scale were used at the onset of the survey. It must be known that the questions in ProQOL are explicitly stated for helping professions, so in order to avoid confusion among the target population of early career teachers, questions were modified with approval. The word “help” or “helper” was substituted with “teach” and “teacher” with permission from The ProQOL Office at The Center for Victims of Torture. For example, a question that reads *I like my work as a [helper]* was modified for this study to read *I like my work as a teacher*. These are the only modifications that were made to the existing ProQOL.

The first section of the questionnaire, teacher professional quality of life, utilized the most recent version of the ProQOL (Stamm, 2010) to determine the differences between the three constructs of CS, STS and BO. From the thirty questions, ten statements were explicitly linked to each of the three construct, providing the final scale score for each construct. Respondents selected their responses to each of the thirty

statements on a five-point scale (from 1 = *never* to 5 = *very often*). Additionally, respondents were instructed to select the number that honestly reflected how frequently they experienced the responses (*never, rarely, sometimes, often, very often*) considering the most recent 14 days of teaching. Statements were both positive and negative in nature, therefore reverse coding was necessary for final interpretation.

Statements such as: *I believe I can make a difference in my work, I am proud of what I can do to teach, and I have thoughts that I am a “success” as a teacher* are part of the CS scale. Statements such as: *I feel worn out because of my work as a teacher, I feel “bogged down” by the system* are examples of statements for the burnout scale. The BO scale is the only portion of this questionnaire that requires reverse coding with statements such as: *I am happy, and I am the person I always wanted to be*. Statements such as: *I jump or am startled by unexpected sounds, I find it difficult to separate my personal life from my life as a teacher, and I feel depressed because of the traumatic experience of the people I teach* are representative of the indicators for STS levels.

The last section of the questionnaire included nine demographic questions for the purpose of enhancing analysis and describing the population of this sample.

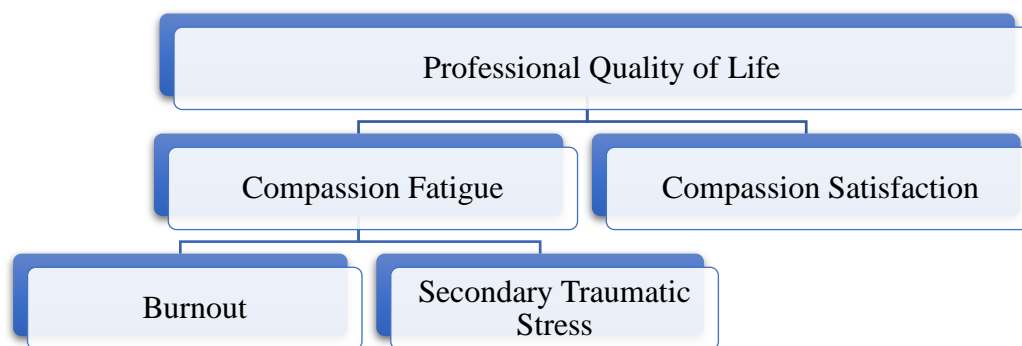
Demographics collected included: *name, age, gender identity, ethnicity, years in education career, years in current position, United States state they teach in, current school district, and if the individual has ever completed a mandated report*. None of these questions were required, and they were delivered after the completion of the 30 ProQOL questions. Survey participants were encouraged, but not required, to include their first and last name to facilitate the secondary purpose of the survey which included a

workshop the next morning. A personalized report and interpretation narrative for the relative score of each construct (CS, BO, and STS) was provided to all that both entirely completed the ProQOL section of the survey and included their name as an identifier. Existing materials from *The Concise ProQOL Manual* (2010) were used to ensure alignment of interpretation. Beyond demographics, 10 questions not reported or related to this thesis concluded the survey. These questions were intended to gather a needs-assessment of trauma-informed care practices, training and professional development among the participants.

Validity and Reliability

Currently, over 200 published papers have verified a positive construct validity of the ProQOL . The ProQOL is divided into three separate scales that measure the different constructs CS, BO and STS. Measuring compassion fatigue is more complex as it combines both BO and STS. Figure 2 shows the breakdown of the ProQOL constructs. It is clear from Figure 2, that COMPASSION FATIGUE and CS are two distinctly different constructs.

Figure 2: Diagram of Professional Quality of Life



Each of the constructs (CS, BO, STS) were determined through the sum of ten, intercorrelated items. The totals (raw scores) were calculated using the numerical value between 1-5 for a potential score between 11 and 50. In all three constructs, the scores were split into three different levels including Low (score less than 22), Moderate (score between 23 and 41) and High (score above 42).

The scale for Compassion Satisfaction represents the levels of pleasure and overall satisfaction derived from working in a position and with other individuals that are related to helping. Higher levels of CS mean the individual finds a great deal of satisfaction from the position they are in. Lower levels of compassion satisfaction may indicate the individual is experiencing problems with their helping (teaching) position, or their satisfaction is found in other activities or experiences outside of their job. (α scale reliability = 0.88), (Stamm, 2010 p.28).

The scale for Burnout represents the levels of negative feelings, and difficulties associated with working or job completion. Such difficulties might be related to

workload, a non-supportive environment or personal reasons. Higher scores are associated with being more at risk for job burnout. A low score suggests the individual experiences more positive emotions and feelings about their work. As previously discussed, BO is an element of Compassion Fatigue (CF). (*α scale reliability* = 0.75), (Stamm, 2010 p.28).

The scale for Secondary Traumatic Stress (STS) is the second piece in evaluating the risk for compassion fatigue. STS levels communicate the work related stresses that are of secondary exposure. These exposures, once again, can be rapidly onset and marked by a single event. Individuals experiencing symptoms of STS might be more easily startled, have difficulty completing routine tasks, or have unsettling thoughts or images pop into their head. A low score suggests the individual is not preoccupied with or potentially has not been exposed to trauma in their workplace. Higher scores of STS suggest an individual evaluate what elements of their work space (student experiences or community experiences) might be the root of this elevated level. This is not diagnostic in nature, yet it might be helpful for individuals with higher scores to discuss their feelings about their work and work environment with a colleague, or professional. (*α scale reliability* = 0.81), (Stamm, 2010 p.28).

Data Collection Procedures

Approval from the Institutional Review Board was sought and the study was approved for use with the attendees of the OATA Oregon Early Career Teacher Workshop in February 2020. The ProQOL Office at The Center for Victims of Torture

granted permission to use the ProQOL in January 2020. Currently the ProQOL exists as a hard copy survey for handwritten responses and scoring. The instrument was adapted, with permission, to be delivered in an online format as opposed to the original hard copy to facilitate a more secure and efficient process of data entry. All surveys were administered electronically and to the entire group simultaneously, during the workshop session. The data were collected using the secure online survey provider Qualtrics®, and teachers accessed the survey either entering a URL or scanning a unique QR code.

The participants were primed prior to the delivery of the instrument in order to guide participants understanding of what they would be asked to do for the combined research and training. Prior to attending the two day conference, participants were provided a description of the intended study. In addition, there was a follow-up workshop to facilitate the interpretation of the ProQOL. The intentions of the survey were, again, shared prior to the survey beginning along with the logic of the measures. Participants had the freedom to withdraw from participation at any moment.

Chapter 4

Results

Overview

This chapter summarizes the results collected from the administration of the ProQOL. Overall, the response rate was high, as 49 of the total 51 questionnaires (96.07%) were completed with enough information to provide viable data for interpretation. One of the participants did not fit the targeted demographics as they were not a current SBAE teacher, so their responses were omitted entirely from the data. Another respondent, discussed later in the results, did not fit the desired residency. However, since they were an active participant in Oregon Agriculture Teacher Association (OATA) professional development, they were not omitted from the data. Here on out, when “SBAE teachers in Oregon” is used, it should be noted that this includes one individual (2.04%) who is a non-Oregon resident, but still active in OATA activities. Therefore, the sample for our research consisted of (n = 49) responses, and all discussion moving forward will pertain to these responses and is limited only to these responses. The research questions guiding these results included:

- 5) Describe the demographic characteristics of early career SBAE teachers in Oregon.
- 6) Describe the compassion satisfaction levels of early career SBAE teachers in Oregon, and compare this to existing data that were collected with similar instrumentation.

- 7) Describe the secondary traumatic stress levels of early career SBAE teachers in Oregon, and compare this to existing data that were collected with similar instrumentation.
- 8) Describe the relationship between burnout and secondary traumatic stress levels of early career SBAE teachers in Oregon

Hypothesis_a: There is a positive relationship between secondary traumatic stress and burnout levels of early career SBAE teachers in Oregon.

Research Question #1

Research question one focused on the demographic characteristics of the early career SBAE teachers in Oregon. The demographic characteristics portion of the questionnaire was not a required section, but it was highly encouraged. When respondents were prompted to voluntarily enter their name, it allowed for identification to support personalized follow up the next day for facilitation and training. A name was entered for 97.59% of the respondents ($n = 49$). The overall response rate for the demographic characteristic questions was high. Demographic characteristics collected included name, gender, age, race/ethnicity, residency, school district of employment, total years teaching in education, years teaching in current position, and if they had ever completed a mandated report.

The gender of the respondents in this sample was predominantly female (71.42%) and males consisted of 26.53% of the total. One (2.04%) of the respondents did not respond to this question. Table 1 shows the breakdown of frequencies and percentages of

gender in this survey. The observed frequency of one respondent (2.04%) that “Did Not Respond” will be a common occurrence in the demographic characteristics.

Table 1
Gender (n = 49)

	<i>f</i>	<i>%</i>
Male	13	26.53
Female	35	71.42
Did Not Respond	1	2.04

The participants race and/or ethnic identity was also collected. It can be seen from the data in Table 2 that the overwhelming majority of respondents in this sample identify with only one race (91.83%). Table 2 presents the summary statistics for the identified races or ethnic categories of the respondents in this sample. Forty-four respondents (89.79%) only identified as White (*defined as a person having origins in any of the original peoples of Europe, the Middle East or North Africa*) and one other (2.04%) identified exclusively as Hispanic or Latino (*defined as a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin*). Three of the respondents (6.12%) identified two or more races as part of their race or ethnic identity. Two of the respondents (4.08%) described themselves as Native Hawaiian or Other Pacific Islander (*defined as a person having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands*). One of the respondents (2.04%) identified as White, Hispanic or Latino, and Black or African American (*a person having origins of any of the black racial groups of Africa*). Another respondent chose to not provide this information (2.04%).

Table 2
Race (n = 49)

	<i>f</i>	%
White	44	89.79
Hispanic or Latino	1	2.04
Two or More Races ^a	3	6.12
Did Not Respond	1	2.04

^a Native Hawaiian & White (n = 2), Black, Hispanic or Latino & White (n = 1)

The ages of the respondents were collected, and are reported in terms of the chronological time frames in which they were born, and then categorized by terminology characterizing their generation. Closer inspection of Table 3 shows a clear trend of decreasing frequency of SBAE teachers in their early career as age increases. Twenty-one respondents (42.85%) were part of Generation Z. Generation Z, the youngest and most populous generation in the sample, includes individuals that have a date of birth (DOB) between the year 1995 and 2012. Generation Y includes individuals with a DOB between 1980 and 1995, and eighteen respondents (36.73%) fit into this age category. Generation X (individuals with a DOB between 1965 and 1979) and Baby Boomers (individuals with a DOB between 1946-1964) completed the decreasing trends with only six (12.24%) and three (6.12%) respondents from the respective generations. As noted prior, there was one respondent (2.04%) that “Did Not Respond” to providing their age. Table 3 provides the ages categorized by generation found in this available sample.

Table 3*Age by Generation (n = 49)*

	<i>f</i>	%
Gen Z	21	42.85
Gen Y	18	36.73
Gen X	6	12.24
Baby Boomer	3	6.12
Did Not Respond	1	2.04

Note. Gen Z (DOB 1995-2012), Gen Y (DOB 1980-1994), Gen X (DOB 1965-1979), Baby Boomer (DOB 1946-1964)

Length of teaching experiences, both in the respondents' current position and over their entire career, were measured in years. A 100% response rate ($n = 49$) was achieved for these characteristics. Table 4 and Table 5 include these differences, and the notation x is used to represent the total years teaching reported by the respondent. The ranges include $x < 1.0$ (the respondent has been teaching in a range less than, not including, one full year), $1.0 \leq x < 3.0$ (the respondent has been teaching in a range greater than or equal to one full year and less than three full years), $3.0 \leq x < 5.0$ (the respondent has been teaching in a range greater than or equal to three full years and less than five full years), and $5.0 \leq x$ (the respondent has been teaching for five or more full years).

Table 4*Total Years Teaching (n = 49)*

	<i>f</i>	%
$x < 1.0$	11	22.44
$1.0 \leq x < 3.0$	20	40.81
$3.0 \leq x < 5.0$	11	22.44
$5.0 \leq x$	7	14.28

Note. x represents the individual respondents total years teaching

The pattern observed for both Table 4 and Table 5 demonstrate centrality towards most of the teaching experiences of the respondents as between one and three full years (40.81-51.02%). Eleven of the respondents (22.44%) indicated less than one full year of

teaching experience total, and another fourteen (30.61%) indicated that when the questionnaire was administered, this was also their first year teaching in their current school district. Another 11 respondents (22.44%) determined they had between three and five full years of teaching experience, and 10.20% have been in their current position for that same time frame. Respondents that have been teaching more than five full years were the minority of this sample for both their total years teaching (14.28%) and years in their current position (8.16%).

Table 5
Years Teaching in Current Position (n = 49)

	<i>f</i>	%
$x < 1.0$	15	30.61
$1.0 \leq x < 3.0$	25	51.02
$3.0 \leq x < 5.0$	5	10.20
$5.0 \leq x$	4	8.16

Note. x represents the individual respondents total years teaching

Interesting enough, the survey intended for resident SBAE Oregonians was not homogenous for claiming state of residency. One respondent (2.04%) claimed residency in Idaho, and the vast majority of 97.96% were from Oregon. This survey was administered in Oregon through Oregon State University, and the presence of an out-of-state teacher in the sample was a rather unexpected outcome.

Table 6
State Currently Teaching in (n = 49)

	<i>f</i>	%
Idaho	1	2.04
Oregon	48	97.96

The last item of information that was collected was to determine whether or not the respondents have ever completed a mandated report. As shown in Table 7, thirty-four respondents (69.38%) in this sample said “No”, and had never completed a mandated

report. The other 15 (30.61%) said “Yes”, they have undergone this reporting process at least once in their career. Table 7 below illustrates the breakdown.

Table 7

Mandated Report Completion, at least Once (n = 49)

	<i>f</i>	%
Yes	15	30.61
No	34	69.38

Research Question #2

To assess compassion satisfaction (CS) levels of this sample, the Professional Quality of Life questionnaire was used. Ten items on the questionnaire measured the extent which the respondents were currently experiencing CS. The compassion satisfaction levels of the early career SBAE teachers in this survey was computed as both a raw score and t-score. Raw scores were computed by totaling the responses to all questions on the provided questionnaire, and then recoded to determine the level of STS as either Low, Moderate or High. Table 8 provides an overview of all three ProQOL construct frequencies based on the categorical ranges of “Low” (score less than 22), “Moderate” (score between 23 and 41) and “High” (score above 42) (Stamm, 2010, p.29). The means from this study include 36.40 (CS), 27.16 (BO), and 25.65 (STS).

What stands out in Table 8 is in all constructs (CS, BO, and STS), zero respondents had raw scores in the High level. Fifteen respondents reported STS levels that are categorically Low (30.61%) and the 69.38% majority of the respondents indicated Moderate levels of STS.

Table 8
ProQOL Scores of Oregon SBAE Teachers (n = 49)

Construct	Level	<i>M</i>	<i>f</i>	%
CS		36.40		
	Low		15	30.61
	Moderate		34	69.38
BO	High		--	--
		27.16		
	Low		7	14.28
STS	Moderate		42	85.71
	High		--	--
		25.65		
	Low		15	30.61
	Moderate		34	69.38
	High		--	--

Note. The raw score for each construct is the sum of 10 questions. (1 = never, 5 = very often)

For drawing comparisons and discussion related to a portion of the national data bank provided by the *ProQOL Manual*, t-scores were calculated for standardization of the data. Generally, there were no major differences observed between the sample of Oregon early career SBAE teachers who participated in this study and the national databank. Table 9 provides a comprehension outlay for making further comparisons.

Table 9
Standardized t-score Comparisons

Measurement	CS ¹ t- score	CS ² t- score	BO ¹ t- score	BO ² t- score	STS ¹ t- score	STS ² t- score
N	49	1187	49	1187	49	1187
Mean	50	50	50	50	<u>50</u>	50
Median	51.35	51	49.64	49	50.62	49
Skewness	-0.54	-0.92	0.18	0.25	-0.22	0.82
Kurtosis	-0.24	1.51	-0.47	-0.31	-0.43	0.87

Note. CS¹ = sample from this study, CS² = National ProQOL databank

The national databank provided in the *ProQOL Manual* has similar categorizations used in this study for making comparisons. However, upon closer evaluation, these categorizations are somewhat broad and not entirely in-line with the

early career SBAE teachers in this sample. For this reason, the most sensible comparison that could be made was based on Gender, and Experience.

Table 10 summarizes data comparing Gender between this sample of SBAE Teachers in Oregon (CS¹) and the National databank (CS²). Although sample sizes are drastically different, the frequencies are quite similar especially when considering that 71.42% of the CS¹ sample was female, compared to the CS² (70.69%). Yet, there is an observable difference between the reported mean t-scores for the genders of each group. CS¹ males reported a mean t-score of 52.93, which was slightly higher than males in CS² (49.01). Further, CS¹ females reported a mean t-score of 48.80, which was slightly lower than females in CS² (50.14).

Table 10

Standardized Compassion Satisfaction Comparisons (Gender)

Measurement		CS ¹ t-score				CS ² t-score			
		Mean	Std. Dev	f	%	Mean	Std. Dev	f	%
Gender									
	Male	52.93	10.93	13	26.5	49.01	10.81	315	29.30
	Female	48.80	9.68	35	71.42	50.14	9.77	760	70.69
	Did Not Respond	53.63	-	1	2.04	--	--	--	--

Note. CS¹ = Oregon SBAE Teachers (n = 49), CS² = National ProQOL databank (n = 1075),

Table 11 summarizes data comparing years of experience in their chosen career field and their current position. It must be noted that there is no specified occupation for the CS² sample, and should not be inferred as a teaching position, or position in education. Generally, there is a consistent pattern between CS¹ and CS². Respondents with less than five years working at their current employer (school district in the case of SBAE Teachers in Oregon), are the overwhelming majority in both samples (72.53-

85.71%). This same group of respondents responded with mean t-scores of CS that are not statistically different (49.85-50.74).

Table 11

Standardized Compassion Satisfaction Comparisons (Experience)

Measurement	CS ¹ t-score				CS ² t-score			
	Mean	Std. Dev	f	%	Mean	Std. Dev	f	%
Years at Current Employer								
$x < 5.0$	50.74	8.98	42	85.71	49.85	10.21	420	72.53
5.0 – 15.0	41.64	17.73	7	14.28	49.49	10.85	101	17.44
Years in Field								
$x < 5.0$	50.48	9.16	45	91.80	49.52	10.41	183	31.60
5.0 – 15.0	47.10	14.65	5	8.20	49.80	9.38	136	23.48

Note. CS¹ = Oregon SBAE Teachers (n = 49), CS² = National ProQOL databank (n = 579), $x > 15.0$ omitted from tables although part of National ProQOL databank

The most intriguing part of this data set is found when comparing the respondents with more than five years working with their current employer. CS¹ respondents reported a mean t-score of 41.64, which was lower than respondents in CS² (49.49). SBAE teachers working more than five years at their current employer reported drastically lower CS levels (41.64) than their colleagues working less than five years (50.74). In the case of total years of experience in their career field, the mean t-scores of respondents with less than five years were not statistically different between CS¹ (50.48) and CS² (49.52). There was a slightly lower mean compassion satisfaction t-score found with the respondents of CS¹ (47.1) compared to CS² (49.80).

Research Question #3

Identical to research question two, secondary traumatic stress(STS) levels were assessed through the Professional Quality of Life questionnaire. Ten items on the

questionnaire measured the extent to which the respondents were currently experiencing STS. The STS levels of the early career SBAE teachers in this survey was computed as both a raw score and t-score. Raw scores were computed by totaling the responses to all questions on the provided questionnaire, and then recoded to determine the level of STS as either Low, Moderate or High. Table 8 provides an overview of all three ProQOL construct frequencies based on the categorical ranges of “Low” (score less than 22), “Moderate” (score between 23 and 41) and “High” (score above 42) (Stamm, 2010, p.29). The means from this study include 36.40 (CS), 27.16 (BO), and 25.65 (STS).

Recall, from Table 8, in all constructs (CS, BO, and STS), zero respondents had raw scores in the High level. Fifteen respondents reported STS levels that are categorically “Low” (30.61%) and the 69.38% majority of the respondents indicated “Moderate” levels of STS (Stamm, 2010, p.29). It is intriguing how the frequencies observed with this sample related to compassion satisfaction are identical to STS, however it cannot be determined from this data alone if these frequencies were reported by the exact same respondents.

For drawing comparisons and discussion related to a portion of the national data bank provided by the *ProQOL Manual*, t-scores were calculated for standardization of the data. Generally, there is no major difference observed between the sample of Oregon SBAE Teachers and the national databank. Referring back to Table 9, there are more negative characteristics of STS t-score skewness (-.022) and kurtosis (-.043) of SBAE Teachers in Oregon in this sample when compared to the positive values in the national databank (0.82, 0.87).

Table 12*Standardized Secondary Traumatic Stress Comparisons (Gender)*

Measurement		STS ¹ t-score				STS ² t-score			
		Mean	Std. Dev	f	%	Mean	Std. Dev	f	%
Gender									
	Male	46.20	10.93	13	26.5	49.05	9.95	315	29.30
	Female	51.64	9.68	35	71.42	50.18	10.15	760	70.69
	Did Not Respond	41.65	--	1	2.04	--	--	--	--

Note. STS¹ = Oregon SBAE Teachers (n = 49), STS² = National ProQOL databank (n = 1075),

Table 12 summarizes data comparing Gender between SBAE Teachers in Oregon in this sample (STS¹) and the National databank (STS²). Although sample sizes are drastically different, again, the frequencies are quite similar especially when considering that 71.42% of the STS¹ sample was female, compared to the STS² (70.69%). Yet, there is an observable difference between the reported mean t-scores for the genders of each group. STS¹ males reported a mean t-score of 46.20, which was slightly lower than males in STS² (49.05). Further, STS¹ females reported a mean t-score of 51.64, which was slightly higher than females in STS² (50.18). What is also noticeable, is the female SBAE teachers reported higher levels of STS (51.64) than male SBAE teachers (46.20).

Next, we made comparisons based on work experience. It must be noted there is no specified occupation for the STS² sample, and should not be inferred as a teaching position, or position in education. The differences between STS are highlighted in Table 13. Generally, there is a consistent pattern of frequencies between STS¹ and STS². Respondents with less than five years working at their current employer (school district, in the case of SBAE Teachers in Oregon), are the overwhelming majority in both samples

(72.53-85.71%). Respondents that have more than five years working (for either their current employer, or as a whole) responded with mean t-scores of STS that are not statistically different. More specifically, for those working five or more years at their current employer, STS¹ levels (47.93) compared to STS² levels (47.95) were not different. Similarly, respondents who have reported working in their current field for more than five years, indicated STS¹ levels (47.29) compared to STS² levels (47.42) which are not different.

Table 13

Standardized Secondary Traumatic Stress Comparisons (Experience)

Measurement	STS ¹ t-score				STS ² t-score			
	Mean	Std. Dev	<i>f</i>	%	Mean	Std. Dev	<i>f</i>	%
Years at Current Employer								
$x < 5.0$	50.18	10.07	42	85.71	48.93	9.65	420	72.53
5.0 – 15.0	47.93	10.20	7	14.28	47.95	10.10	101	17.44
Years in Field								
$x < 5.0$	50.45	9.48	45	91.80	48.35	8.83	183	31.60
5.0 – 15.0	47.29	13.24	5	8.20	47.42	8.80	136	23.48

Note. STS¹ = Oregon SBAE Teachers (n = 49), STS² = National ProQOL databank (n = 579), $x > 15.0$ omitted from tables although part of National ProQOL databank

The most intriguing part of this data set is found when comparing the STS¹ t-scores of respondents with years ($x < 5.0$) to their colleagues, and to the National databank that determined STS². First of all, SBAE teachers working less than five years at their current employer reported STS levels (50.18) higher than their tenured colleagues (47.93). Additionally, a nearly paralleled response pattern was observed when looking at SBAE teachers with less than five years of total experience working in the education field, as the less experienced teachers also reported higher STS levels (50.45) than their colleagues with more total experience (47.29) but are new to SBAE. Overall, these results

suggest that the respondents in our study with less than five years working in SBAE are experiencing higher levels of STS.

Research Question #4

For the purposes of exploring research question four, and the corresponding hypothesis, a one tailed, bivariate correlation was utilized. Spearman's rho (r_s) was used for interpreting the correlation coefficient. When looking at compassion satisfaction and burnout, there is statistically significant evidence of a "moderate" (Dancey & Reidy, 2007) negative correlation between these two constructs ($r_s = -.47, p < .001$). A "weak" (Dancey & Reidy, 2007), negative relationship was also observed when observing CS and STS ($r_s = -.29, p < .05$). It was hypothesized that a positive relationship would be observed between burnout and secondary traumatic stress. The results indicted the linear relationship was positive, and demonstrated a "strong" (Dancey & Reidy, 2007) correlation with statistical significance ($r_s = .70, p < .001$). Table 14 provides a summary from the correlation test.

Table 14
Correlation of Constructs (n = 49)

Construct	CS	BO	STS
CS	--		
BO	-.47**	--	
STS	-.29*	.70**	--

Note. CS is Compassion Satisfaction, BO is Burnout, STS is Secondary Traumatic Stress *Correlation is significant at the 0.05 level (1-tailed), **Correlation is significant at the 0.01 level (1-tailed). Spearman's rho.

A simple linear regression was calculated to predict burnout (BO) levels based on secondary traumatic stress (STS) levels. A significant regression equation was found

[$F(1,47) = 44.88, p < .001$], with an R^2 adjusted of .48. The results of the linear regression model were significant indicating that approximately 48% of the variance in BO is explainable by STS. STS significantly predicted BO, $B = .57, t = 11.06, p < .001$. This indicates that on average, a one-unit increase of STS levels will increase the value of BO by .5 units. Table 15 summarizes the regression model. Taken together, the findings in both Table 14 and Table 15 suggest that there is relationship between STS and BO.

Table 15

Regression Analysis Summary for STS Predicting BO ($n = 49$)

Variable	B	β	CI Lower Bound	CI Upper Bound	p
(Constant)	12.48	--	7.96	16.97	<.001
STS	.57	.699	.40	.75	<.001

Note. R^2 adjusted = .48, CI = 95% Confidence Intervals for B

Summary

Together these results provide important insights into the demographics of this study, the overall levels of each of the different measures for a professional quality of life (ProQOL), and the relationship between secondary traumatic stress (STS) and burnout (BO).

Chapter 5

Conclusions, Discussion & Recommendations

Conclusions for Research Question #1

Conclusions for research objective 1: Describe the demographic characteristics of early career SBAE in Oregon.

Based on the demographic findings of this study I can conclude the majority of early career SBAE teachers in Oregon who participated in this study were born between 1980 and 1995. The average early career SBAE teacher in this study is a white female who has been teaching in their current position for less than three full years. At the same time, the average early career SBAE teacher has been teaching not more than three years total, and in that same time never completed a mandated report.

There is a scarcity of SBAE teachers not part of the dominant, White culture, whereas only 10% of identified as non-White. I found that males, in this sample, are the minority among early career SBAE teachers in Oregon. Interestingly enough, although this study was targeted at Oregon teachers, the presence of an Idaho SBAE teacher leads me to conclude this individual finds value in attending professional development and is willing to travel for it. Late career entry into SBAE teaching was not absent in this study as 18.36% were born between 1946 to 1979, while fitting the demographic characteristics of being an early career teacher. Finally, seeing as this study was conducted in the context of a professional development workshop through the Oregon State University, I determined that teachers with more than three years of teaching experience choose not to attend this form of training seeing as they were the minority of this study (18.36%).

Discussion & Recommendations for Research Question #1

The demographic characteristics collected provided only a small snapshot of potential variables associated with the constructs of a ProQOL. I believe it would be important for future study and replications to collect additional demographic information related to the school districts where study participants are employed. My study only requested the name of the school district, therefore limiting inferences or further conclusions to be made in this thesis as they were not explicitly written as part of my research objectives. In hindsight, there would be value in determining the demographic characteristics of the school districts where SBAE teachers are working, as this might explain even more of the variance and correlations of the self-reported levels of STS, CS, and BO.

Specifically I think it would be fruitful to include in future studies information about the grade levels of the students the SBAE teacher works with, the total district enrollment, the primary languages of students, the graduation rate, the dropout rate, chronic absenteeism, and average class size. Additionally, knowledge of the percentages of students based on identity of race or ethnicity, gender, homelessness, economic disadvantages, residency in foster homes or are transitioning, receiving free or reduced lunch, and the percentage of students in specialized learning programs such as individualized learning plans, talented and gifted learners, or English language learners.

Although not discussed in this study, I would recommend further research in alignment with the adverse childhood experiences studies (ACES) completed by Felitti et al. (1998). Accessing this data might be more challenging, but because of the relationships observed by Felitti (1998) between ACEs and how children respond over

their lifespan, it could be valuable to directly see how this correlates with STS in SBAE teachers. Just as each child has their own ACE score, the same rings true to adults. I believe capturing this important demographic of future participants prior to the study could uncover why certain individuals are either more or less at risk for STS, CS or BO.

My study did not take into account any of the demographic characteristics to be used as a predictive variable, or for correlation analysis. I urge future researchers to consider this level of analysis so that professional development might yield more power if any findings suggest a specific demographic of either teacher, student or school environment yield varying levels of STS, CS or BO.

Conclusions for Research Question #2

Conclusions for research objective 2: Describe compassion satisfaction (CS) levels of early career SBAE teachers in Oregon, and compare this to existing data that were collected with similar instrumentation.

Respondents to this study indicated a mean CS level of 36.40, which indicates a moderate level of CS. The majority (69.38%) of the respondents in this study also fell into a moderate CS level. None of the respondents in this study reported high levels of CS. I discovered that 30.61% of the respondents indicated they derive low levels of satisfaction in the context of compassion and caring in their position as a teacher. These findings indicate that the average early career SBAE teacher in this study is experiencing low to moderate levels of CS and feelings of accomplishment when considering their role as a teacher who helps and cares for their students, and have not yet reached a level of CS that can be deemed as above average or high. I am especially curious to know what might

make the difference between individuals who report low and moderate CS levels, and what might contribute to the absence of high CS levels in this group.

I compared CS levels in this study to the existing national databank for drawing further conclusions and discussion. The standardized t-scores yielded no noteworthy differences, which make me conclude that my sample was generally similar from a standardized viewpoint. Different demographic characteristics were selected to support further analysis and comparison of CS. Male respondents in this study reported standardized CS t-scores (52.93) that were nearly 4.0 points higher than the national databank (49.01). In contrast, the female respondents in this study reported t-scores of CS (48.80) that were lower than the national databank (50.14). These findings suggest that there is a difference between self-reported CS when gender is considered.

The construct of CS was also compared to the national databank taking work experience into consideration. Respondents who have worked less than five years at their current employer reported mean CS t-scores (50.74) that were slightly different from the mean of the national databank (49.85). This conclusion remains true when factoring in respondents that have worked less than five years in their field. The lowest mean CS t-score was found among respondents who have worked for more than five years at their current employer with a t-score of 41.64. This statistic is drastically lower than the mean reported from the national databank which concludes a mean t-score of 49.49 for the same experience group. This particular finding demonstrates a potential disparity in CS for those who work for the same employer beyond five years. I question if compassion is a natural by-product of starting out either in a new district or the profession but runs dry after five years.

Perhaps the most important conclusion to draw is that comparisons between my data and the national databank have limitations. First of all, while it is clear that all data used in my study included early career SBAE teachers, it is not clear what percentage of the national data bank held the same occupation. Further, the occupations of respondents in the national data bank are linked to helping and or caregiving careers, which may include teaching but not exclusively.

Discussion & Recommendations Research Question #2

My data clearly showed that SBAE teachers working for the same employer for more than five years were found to be experiencing much less overall compassion satisfaction (CS). Further investigation is warranted given this observation is occurring as they enter their mid-career. Additionally, I would recommend that studies like this be replicated for SBAE teachers who are in their mid and late-career. Data collection that includes the full picture of teaching as a career is worthy of investigation because, if SBAE teachers experience diminishing compassion satisfaction as they continue through their career this would be counterintuitive to the nature of working in a profession of caring.

Future studies should take a closer analysis to confirm to what extent gender is associated with CS levels and if it possesses any predictive behavior. Our study revealed that male SBAE teachers expressed higher compassion satisfaction than females, and this finding needs substantiation by means of more data collection and larger samples.

Qualitative methods should also be utilized to capture how SBAE teachers describe and talk about situations that elicit CS. Understanding the motivations, lived experiences and vocabulary of teachers who express all levels of CS could open the door

to facilitating productive interventions of cultivating compassion in the classroom.

Not until later in the study did it emerge that comparisons to the national databank should be cautioned. As a result, it would be far more fruitful to collect data among SBAE teachers nationwide in order to make more reasonable comparisons as opposed to unknown occupations.

Conclusions for Research Question #3

Conclusions for research objective 3: Describe secondary traumatic stress (STS) levels of early career SBAE teachers in Oregon, and compare this to existing data that were collected with similar instrumentation.

Respondents to this study indicated a mean STS level of 25.65, which indicates a moderate level of STS. The majority (69.38%) of the respondents in this study also fell into a moderate STS level. None of the respondents in this study reported high levels of STS. I discovered that 30.61% of the respondents indicated they derive low levels of stress as a result of secondary trauma their position as a teacher (ie learning of traumatic experiences of student). These findings indicate that the average early career SBAE teachers are not at a high risk for STS.

I compared STS levels in this study to the existing national databank for drawing further conclusions and discussion. The standardized t-scores yielded no noteworthy differences, so I conclude that their sample was generally similar from a standardized viewpoint. Different demographic characteristics were selected to support further analysis and comparison of CS. Male respondents in this study reported standardized STS t-scores (46.20) that were nearly 3.0 points lower than the national databank (49.05). In contrast,

the female respondents in this study reported t-scores of STS (51.64) that were slightly higher than the national databank (50.18). In both groups, males report lower mean STS t-scores. These findings suggest that there is a difference between self-reported STS when gender is considered.

The construct of STS was also compared to the national databank taking work experience into consideration. There are subtle differences between the mean STS t-scores for any respondents who have worked more than five years (either at their current employer or in the field of education). Respondents who have worked less than five years at their current employer reported mean STS t-scores (50.18) that were slightly higher from the mean of the national databank (48.93). This conclusion remains true when comparing within the study, as early career SBAE teachers who have worked less than five years reported mean STS t-scores that were higher than their colleagues with more than five years experiences (50.18 and 47.93 respectively). This particular finding demonstrates a higher risk of STS for teaching less than five years either in total or for their current employer.

Discussion & Recommendations Research Question #3

Qualitative methods should also be utilized to capture how SBAE teachers describe and talk about situations that elicit STS. Understanding the motivations, lived experiences and vocabulary of teachers that express all levels of STS could open the door to facilitating productive interventions of coping, support and building resilience for those negatively impacted by their student's traumas.

My data showed that SBAE teachers in this study working less than five years were found to be experiencing more overall secondary traumatic stress (STS). I question

if STS is something that early career SBAE teachers are more keen to identify, and/or if they struggle to manage this stressor in their job. This was observed when comparing within the study and between groups of this study to the national databank.

Further investigation is warranted given this observation is occurring as they enter their mid-career, or how long the residuals of this stress remain with them. Additionally, I would recommend that studies like this be replicated for SBAE teachers who are in their mid and late-career. Data collection that includes the full picture of teaching as a career is worthy of investigation because, if SBAE teachers experience increasing secondary traumatic stress as they continue through their career this would be a red flag for the onset of compassion fatigue and psychological harm.

Gender differences were observed in my own sample, which opens the conversation to curiosity of the associations of this difference. Males in my study reported lower STS levels, and females were higher. I believe it is worth further probing to determine how the gender of the teacher influences if students will disclose sensitive information such as a personal trauma. Additionally, data should be collected to distinguish if mandated report experiences have a significant relationship with the gender of the SBAE teacher.

As a researcher I am also curious to know what coping strategies for this type of stress are occurring, if any, by SBAE teachers. Further, I think there is merit in understanding if there are variations in coping strategies based on years of experience or gender.

Once again, it was not until later in the study it was discovered that comparisons to the national databank should be made with caution. As a result, it would be far more

fruitful to collect data among SBAE teachers nationwide in order to make more reasonable comparisons as opposed to unknown occupations.

Conclusions for Research Question #4

Conclusions for research objective 4 and hypothesis: Describe the relationship between burnout (BO) and secondary traumatic stress (STS) levels of early career SBAE teachers in Oregon. *There is a positive relationship between secondary traumatic stress and burnout levels of early career SBAE teachers in Oregon.*

Respondents' self-reported STS and CS were weakly correlated ($r_s = -.291, p < .05$) and together these constructs yield an inverse relationship. This result suggests that as the STS levels of a respondent increases, their resulting level of CS should decrease.

There is statistically significant evidence of a moderately negative correlation between the respondents' levels of BO and CS ($r_s = -.473, p < .001$). I conclude that as the BO levels of an individual increases, their self-reports of CS will decrease.

A significant relationship was found between respondents' secondary traumatic stress levels and respondents burnout levels. The relationship between these two constructs is positive, and both BO and STS are strongly correlated ($r_s = .695, p < .001$). After conducting a one-way ANOVA test, I determined approximately 47% of the variance in BO is explainable by STS, whereas STS significantly predicted BO ($B = .573, t = 11.06, p < .001$). This indicates that on average, a one-unit increase of STS levels will increase the value of BO by .573 units. Together, these findings uphold my hypothesis pertaining to the positive, linear relationship between STS and BO with early career SBAE teachers in Oregon. This relationship when experienced at high levels results in an

individual being prone to compassion fatigue. Therefore, I also conclude that based on the observed moderate risk levels of BO and STS in this study, the respondents are likely to experience compassion fatigue in the future if current stressors remain constant or increasing.

Discussion and Recommendations for Research Question #4

Stress is a valid concern for SBAE teachers, and this study is in alignment with the literature in the *Journal of Agriculture Education* emphasizing this prevalence (Lawver & Smith, 2014; Roberts & Dyer, 2004; R. M. Torres et al., 2009). Additionally, the presence of feelings of burnout were also recognized in this study much like other studies of SBAE teacher burnout (Barrick, 1989; Chenevey et al., 2008; Croom, 2003). Moreover this study, unlike any literature pertaining to SBAE, substantiates that secondary traumatic stress (STS) is something that is experienced by teachers in SBAE. Figley (1995) made it clear that when an individual experiences higher levels of STS and BO, they are likely on a path to feeling the costs of caring, known as compassion fatigue.

The first step for making more of my own findings is to expand the overall population of respondents. Because of the small sample size, inferences are extremely limited and predictive power is weakened. Each state should be collecting data from all SBAE teachers for a more accurate picture of how STS and BO interact in this particular career field.

I believe that some of the next steps regarding the positive relationships observed between STS and BO include qualitative methods. SBAE teachers, as noted early, undergo stress so gaining the insight of a qualitative study could further clarify what specific events or experiences trigger their own STS responses. This entire process

should be approached delicately because of the overall stressful nature of discussing traumatic experiences. It is imperative for future researchers to carefully select participants, their questions, and how they intend to follow-up and support the SBAE teachers after the study. Insight from prior qualitative studies pertaining to STS and BO should be used as a blueprint for developing such questions and context.

A qualitative approach would also allow the teachers to verify if their feelings of burnout to the traumatic experiences students have shared with them. The nature of SBAE teaching, as noted earlier, is stressful so deciphering between the actual stressors that are pushing teachers more towards BO is important.

Final Considerations:

As an exploratory study with a small study sample, these results cannot be generalized beyond the study itself. At the same time, this study is an entry point into a conversation that is long-overdue, and provides valuable data to guide future directions of research, professional development and support by SBAE teachers.

As a whole, I offer these final points for consideration to reflective the aggregate study that was completed.

1. Given the often extended school year for SBAE teachers, administration of the ProQOL should not be a one-time event. Instead, I urge future researches to work with participants and monitor their varying STS, CS and BO levels across the span of a school year. This could reveal nuances in particular parts of the school year that factor into the overall ProQOL of a SBAE teacher, and suggest how intervention, support and professional development could be

planned as a supplement.

2. Future studies should look closer into coping, fostering resilience and how to support SBAE teachers who are particularly at risk for STS and BO.

Additional interventions by teacher education programs, school districts and education-based memberships should prioritize inclusion of resilience strategies for their teachers experiencing stress.
3. Qualitative methods should be utilized in future studies related to the professional quality of life of SBAE teachers. These methods should focus on cultivating themes that lead individuals towards compassion satisfaction and compassion fatigue.
4. ACEs and STS are rooted in childhood trauma. Contemporary Trauma Theory should be used as a lens for future study involving such topics to pinpoint the various factors that SBAE teachers may attribute to their own self-reported feelings of dissatisfaction, or fatigue. This would avoid over-generalizing teacher experiences as STS, but give more language to describe how student dynamics are impacting their level of STS.
5. A critical theoretical lens must be applied when researching trauma. Trauma is not only an individual experience, but it is also intergenerational. A culturally responsive approach is imperative when navigating this sensitive area of human dimensional research to evaluate how social conditions, and historical trauma are undermeasured factors that a part of student identity.
6. Application of a relational-cultural theory should work in tandem with understanding a culturally responsive approach to trauma, secondary

traumatic stress and compassion fatigue with teachers because of the potential for teachers feeling stressed by their inability to empathize or empower their students racially or culturally different from themselves. This would engage the relationship itself between the teacher and student in addition to a grounded response and inclusion of cultural differences.

7. Application of parallel process theory should be considered for this area of research to look beyond the individual student and SBAE teacher relationship, and include the bigger picture of the community, educational system and administration. Parallel process theory may explain more variance in the differences in SBAE teacher ProQOL.
8. Germ theory looks at trauma as a contagion. Further investigation into the overall context of trauma and ACEs in certain communities would help uncover how STS is not only impacting SBAE teachers, but also the intensity of these stressors and how they spreads throughout the ecosystem of a school and into their personal lives.
9. A trauma informed lens should be made part of SBAE teacher pre-service and in-service programming. A trauma informed approach to teaching and learning will benefit all students regardless of their experiences. Through this, the fostering of positive childhood experiences should be part of the pedagogy of SBAE teachers.
10. Proactive conversations need to happen with administrators to emphasize the importance of awareness of the factors that constitute to a SBAE teachers ProQOL.

11. Investigation into positive psychological interventions to enhance SBAE teacher well-being particularly compassion satisfaction is needed. The area of CS is under-represented in teacher education literature.
12. A look into whether or not a SBAE teacher's personal or community experiences of trauma impact how they teach and build relationships with students. This would be worthy of studying especially if the SBAE teacher did not grow up in or near the school district where they work in, or have demographic characteristics that are unlike the majority of the students they teach.
13. SBAE teachers' attitudes and feelings towards students with trauma should be considered. This should look specifically at the apathy, tolerance, empathy and compassion that SBAE teachers have towards their students with or without knowledge of their lived experiences.
14. SBAE teacher mentality and expectations of students with trauma should be considered. Evaluation of flawed thinking such as fundamental attribution errors, negative bias or golem effect. Determining if a SBAE teacher possesses an asset-mindset or deficit-mindset about their students with or without knowledge of their lived experiences. This would be especially productive if multiple measures were completed to determine if a mindset shifts or changes based on information a SBAE teacher gains about their students and if they expect more or less from the student.

Bibliography

- Bakker, A. B., Demerouti, E., & Burke, R. (2009). Workaholism and relationship quality: A spillover-crossover perspective. *Journal of Occupational Health Psychology*, 14(1), 23–33. <https://doi.org/10.1037/a0013290>
- Barrick, R. K. (1989). Burnout And Job Satisfaction Of Vocational Supervisors. *Journal of Agricultural Education*, 30(4), 35–41. <https://doi.org/10.5032/jae.1989.04035>
- Blodgett, C., & Lanigan, J. D. (2018). The association between adverse childhood experience (ACE) and school success in elementary school children. *School Psychology Quarterly*, 33(1), 137–146. <https://doi.org/10.1037/spq0000256>
- Bride B. E., Robinson M. M., Yegidis B., Figley C. R. (2004). Development and validation of the secondary traumatic stress scale. *Res. Soc. Work Pract.* 14 27–35. [10.1177/1049731503254106](https://doi.org/10.1177/1049731503254106)
- Cano, J., & Miller, G. (1992). A gender analysis of job satisfaction, job satisfier factors, and job dissatisfier factors of agricultural education teachers. *Journal of Agricultural Education*, 33(3), 40-46. [doi:10.5032/jae.1992.03040](https://doi.org/10.5032/jae.1992.03040)
- Castillo, J. X., & Cano, J. (1999). A comparative analysis of Ohio agriculture teachers' level of job satisfaction. *Journal of Agricultural Education*, 40(4), 67-79. [doi:10.5032/jae.1999.04067](https://doi.org/10.5032/jae.1999.04067)
- Centers for Disease Control and Prevention. (2019). Adverse Childhood Experiences. <https://www.cdc.gov/violenceprevention/childabuseandneglect/acestudy/>

- Chenevey, J., Ewing, J., & Whittington, S. (2008). Teacher Burnout and Job Satisfaction Among Agricultural Education Teachers. *Journal of Agricultural Education*, 49(3), 12–22. <https://doi.org/10.5032/jae.2008.03012>
- Croom, D. B. (2003). Teacher Burnout In Agricultural Education. *Journal of Agricultural Education*, 44(2), 1–13. <https://doi.org/10.5032/jae.2003.02001>
- Crosson-Tower, C. (2003). *The Role of Educators in Preventing and Responding to Child Abuse and Neglect*. Caliber Associates, Fairfax, VA.
<https://www.childwelfare.gov/pubPDFs/educator.pdf>
- Dancey, C. P., Reidy, J. (2007). *Statistics without Maths for Psychology*. Pearson Education.
- Davis, M. H. (1994). *Empathy: A social psychological approach*. Brown & Benchmark Publishers.
- Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., Koss, M. P., & Marks, J. S. (1998). Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults: The Adverse Childhood Experiences (ACE) Study. *American Journal of Preventive Medicine*, 14(4), 245–258. [https://doi.org/10.1016/S0749-3797\(98\)00017-8](https://doi.org/10.1016/S0749-3797(98)00017-8)
- Figley, C. R. (1995). Compassion Fatigue as Secondary Traumatic Stress Disorder: An Overview. In C. R. Figley, (Ed.) *Compassion Fatigue: Secondary Traumatic Stress Disorders from Treating the Traumatized*, 1-20. New York: Brunner/Mazel.
- Figley, C. R. (1988). Toward a field of traumatic stress. *Journal of Traumatic Stress* 1, 3-16. <https://doi.org/10.1002/jts.2490010103>

- Figley, C. R. (1983). Catastrophes: An overview of family reactions. In C. R. Figley & H. I. McCubbin (Eds.), *Stress and the Family, Volume II: Coping with Catastrophe*. New York: Brunner/Mazel, 3-20.
- Filson B (2016) The haunting can end: trauma-informed approaches in healing from abuse and adversity In *Searching for a Rose Garden: Challenging Psychiatry, Fostering Mad Studies* (eds Russo J, Sweeney A): 20–4. PCCS Books.
- Finkelhor D, Turner HA, Shattuck A, Hamby SL. Prevalence of Childhood Exposure to Violence, Crime, and Abuse: Results From the National Survey of Children's Exposure to Violence. *JAMA Pediatrics*. 2015;169(8):746- 754.
doi:10.1001/jamapediatrics.2015.0676
- Freudenberger, H. (1974) Staff Burnout. *Journal of Social Issues*, 30, 159-165.
<http://dx.doi.org/10.1111/j.1540-4560.1974.tb00706.x>
- Heinemann, L. V., & Heinemann, T. (2017). Burnout Research: Emergence and Scientific Investigation of a Contested Diagnosis. *SAGE Open*, 7(1), 1-12.
215824401769715. doi:10.1177/2158244017697154
- Hydon, S., Wong, M., Langley, A. K., Stein, B. D., & Kataoka, S. H. (2015). Preventing secondary traumatic stress in educators. *Child and Adolescent Psychiatric Clinics of North America*, 24(2), 319–333. <https://doi.org/10.1016/j.chc.2014.11.003>
- Ingersoll, R. M. (2002). The teacher shortage: A case of wrong diagnosis and wrong perscription. [Electronic Version] *NASSP Bulletin*, 86(631), 16-31.
- Johnson, S., Cooper, C., Cartwright, S., Donald, I., Taylor, P., Millet, C. (2005). The experience of work-related stress across occupations. *Journal of Managerial Psychology*, 20(2), 178-187. <https://doi.org/10.1108/02683940510579803>

- Koenig, A., Rodger, S., Specht, J. (2017). Educator Burnout and Compassion Fatigue: A Pilot Study. *Canadian Journal of School Psychology*, 33(4), 259-278.
<https://doi.org/10.1177/0829573516685017>
- Konrath, S. (2014). The Power of Philanthropy and Volunteering. In C. L. Cooper (Ed.), *Wellbeing* (pp. 1–40). John Wiley & Sons, Ltd.
<https://doi.org/10.1002/9781118539415.wbwell046>
- Kyriacou, C. (2001). Teacher Stress: Directions for future research. *Educational Review*, 53(1), 27–35. <https://doi.org/10.1080/00131910120033628>
- Lambert, M., Henry, A., & Tummons, J. (2011). How Do Early Career Agriculture Teachers Talk About Their Time? *Journal of Agricultural Education*, 52(3), 50–63. <https://doi.org/10.5032/jae.2011.03050>
- Lawver, R. G., & Smith, K. L. (2014). Coping Mechanisms Utah Agriculture Teachers Use to Manage Teaching Related Stress. *Journal of Agricultural Education*, 55(1), 16.
- Lopez, S.J., Perotti, J.T., Snyder, C.R. (2019). *Positive Psychology: The Scientific and Practical Exploration of Human Strengths* (4th ed.). SAGE.
- Marsh, A. A. (2016). Neural, cognitive, and evolutionary foundations of human altruism. *Wiley Interdisciplinary Reviews. Cognitive Science*, 7(1), 59–71.
<https://doi.org/10.1002/wcs.1377>
- Maslach, C., & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Organizational Behavior*, 2(2), 99–113.
<https://doi.org/10.1002/job.4030020205>

- Maslach, C., & Leiter, M. P. (2016). Understanding the burnout experience: Recent research and its implications for psychiatry. *World Psychiatry, 15*(2), 103–111. <https://doi.org/10.1002/wps.20311>
- McMillan, Lynley & O'Driscoll, Michael & Marsh, Nigel & Brady, Elizabeth. (2001). Understanding Workaholism: Data Synthesis, Theoretical Critique, and Future Design Strategies. *International Journal of Stress Management, 8*. 69-91. 10.1023/A:1009573129142.
- Montgomery, C., & Rupp, A. A. (2005). A Meta-Analysis for Exploring the Diverse Causes and Effects of Stress in Teachers. *Canadian Journal of Education / Revue Canadienne de l'éducation, 28*(3), 458–486. JSTOR. <https://doi.org/10.2307/4126479>
- Newcomb, L. H., Betts, S. I., Cano, J. (1987). Extent of burnout among teachers of vocational agriculture in Ohio. *The Journal of the American Association of Teacher Educators in Agriculture, 28*(1), 26-34.
- Roberts, T. G., & Dyer, J. E. (2004). Inservice Needs Of Traditionally And Alternatively Certified Agriculture Teachers. *Journal of Agricultural Education, 45*(4), 57–70. <https://doi.org/10.5032/jae.2004.04057>
- Scales, P. C., Pekel, K., Sethi, J., Chamberlain, R., & Van Boekel, M. (2020). Academic Year Changes in Student-Teacher Developmental Relationships and Their Linkage to Middle and High School Students' Motivation: A Mixed Methods Study. *The Journal of Early Adolescence, 40*(4), 499–536. <https://doi.org/10.1177/0272431619858414>

- Smith, A. R., & Scott Smalley, S. (2018). Job stress, burnout, and professional development needs of mid-career agricultural education teachers. *Journal of Agricultural Education*, 59(2), 305-320 <https://doi.org/10.5032/jae.2018.02305>
- Solomonson, J. K., Korte, D., Thieman, E., Rettalick, M., & Keating, K. (2018). Factors Contributing to Illinois School-Based Agriculture Teachers' Final Decision To Leave Factors Contributing to Illinois School-Based Agriculture Teachers' Final Decision To Leave The Classroom The Classroom. *Journal of Agricultural Education*, 59(2), 321–342. <https://doi.org/10.5032/jae.2018.02321>
- Solomonson, J. K., Thieman, E. B., Korte, D. S., & Retallick, M. S. (2019). Why do they leave and where do they go? A qualitative study of Illinois school-based agriculture teachers who left the profession. *Journal of Agricultural Education*, 60(4), 115-131. doi: 10.5032/jae.2019.04115
- Stamm, B. H. (2010). The Concise ProQOL Manual (2nd ed.). Pocatello, ID. <https://proqol.org/uploads/ProQOLManual.pdf>
- Sweeney, A., Filson, B., Kennedy, A., Collinson, L., & Gillard, S. (2018). A paradigm shift: relationships in trauma-informed mental health services. *BJPsych advances*, 24(5), 319–333. <https://doi.org/10.1192/bja.2018.29>
- The Search Institute. (2017, April). *Beyond Families Report*. <https://www.search-institute.org/wp-content/uploads/2019/12/BeyondFamiliesReport2017.pdf>
- Thieman, E. B., Henry, A. L., Kitchel, T. (2012) Resilient Agricultural Educators: Taking Stress to the Next Level. *Journal of Agricultural Education*, 53(1) 81-94. DOI: 10.5032/jae.2012.01081

- Torres, R. M., Lawver, R. G., & Lambert, M. D. (2009). Job-Related Stress among Secondary Agricultural Education Teachers: A Comparison Study. *Journal of Agricultural Education*, 50(3) 100-111. <https://doi.org/10.5032/jae.2009.03100>
- Torres, R., Ulmer, J., & Aschenbrener, M. (2008). Workload Distribution Among Agriculture Teachers. *Journal of Agricultural Education*, 49(2), 75–87. <https://doi.org/10.5032/jae.2008.02075>

Appendix A

Professional Quality of Life (Original Copy)

YOUR SCORES ON THE PROQOL: PROFESSIONAL QUALITY OF LIFE SCREENING

Based on your responses, place your personal scores below. If you have any concerns, you should discuss them with a physical or mental health care professional.

Compassion Satisfaction _____

Compassion satisfaction is about the pleasure you derive from being able to do your work well. For example, you may feel like it is a pleasure to help others through your work. You may feel positively about your colleagues or your ability to contribute to the work setting or even the greater good of society. Higher scores on this scale represent a greater satisfaction related to your ability to be an effective caregiver in your job.

The average score is 50 (SD 10; alpha scale reliability .88). About 25% of people score higher than 57 and about 25% of people score below 43. If you are in the higher range, you probably derive a good deal of professional satisfaction from your position. If your scores are below 40, you may either find problems with your job, or there may be some other reason—for example, you might derive your satisfaction from activities other than your job.

Burnout _____

Most people have an intuitive idea of what burnout is. From the research perspective, burnout is one of the elements of Compassion Fatigue (CF). It is associated with feelings of hopelessness and difficulties in dealing with work or in doing your job effectively. These negative feelings usually have a gradual onset. They can reflect the feeling that your efforts make no difference, or they can be associated with a very high workload or a non-supportive work environment. Higher scores on this scale mean that you are at higher risk for burnout.

The average score on the burnout scale is 50 (SD 10; alpha scale reliability .75). About 25% of people score above 57 and about 25% of people score below 43. If your score is below 43, this probably reflects positive feelings about your ability to be effective in your work. If you score above 57 you may wish to think about what at work makes you feel like you are not effective in your position. Your score may reflect your mood; perhaps you were having a “bad day” or are in need of some time off. If the high score persists or if it is reflective of other worries, it may be a cause for concern.

Secondary Traumatic Stress _____

The second component of Compassion Fatigue (CF) is secondary traumatic stress (STS). It is about your work related, secondary exposure to extremely or traumatically stressful events. Developing problems due to exposure to other's trauma is somewhat rare but does happen to many people who care for those who have experienced extremely or traumatically stressful events. For example, you may repeatedly hear stories about the traumatic things that happen to other people, commonly called Vicarious Traumatization. If your work puts you directly in the path of danger, for example, field work in a war or area of civil violence, this is not secondary exposure; your exposure is primary. However, if you are exposed to others' traumatic events as a result of your work, for example, as a therapist or an emergency worker, this is secondary exposure. The symptoms of STS are usually rapid in onset and associated with a particular event. They may include being afraid, having difficulty sleeping, having images of the upsetting event pop into your mind, or avoiding things that remind you of the event.

The average score on this scale is 50 (SD 10; alpha scale reliability .81). About 25% of people score below 43 and about 25% of people score above 57. If your score is above 57, you may want to take some time to think about what at work may be frightening to you or if there is some other reason for the elevated score. While higher scores do not mean that you do have a problem, they are an indication that you may want to examine how you feel about your work and your work environment. You may wish to discuss this with your supervisor, a colleague, or a health care professional.

WHAT IS MY SCORE AND WHAT DOES IT MEAN?

In this section, you will score your test so you understand the interpretation for you. To find your score on **each section**, total the questions listed on the left and then find your score in the table on the right of the section.

Compassion Satisfaction Scale

Copy your rating on each of these questions on to this table and add them up. When you have added them up you can find your score on the table to the right.

3. ____
6. ____
12. ____
16. ____
18. ____
20. ____
22. ____
24. ____
27. ____
30. ____

Total: ____

The sum of my Compassion Satisfaction questions is	So My Score Equals	And my Compassion Satisfaction level is
22 or less	43 or less	Low
Between 23 and 41	Around 50	Average
42 or more	57 or more	High

Burnout Scale

On the burnout scale you will need to take an extra step. Starred items are "reverse scored." If you scored the item 1, write a 5 beside it. The reason we ask you to reverse the scores is because scientifically the measure works better when these questions are asked in a positive way though they can tell us more about their negative form. For example, question 1. "I am happy" tells us more about

- *1. ____ = ____
*4. ____ = ____
8. ____
10. ____
*15. ____ = ____
*17. ____ = ____
19. ____
21. ____
26. ____
*29. ____ = ____

Total: ____

The sum of my Burnout Questions is	So my score equals	And my Burnout level is
22 or less	43 or less	Low
Between 23 and 41	Around 50	Average
42 or more	57 or more	High

You Wrote	Change to	the effects of helping when you are not happy so you reverse the score
2	4	
3	3	
4	2	
5	1	

Secondary Traumatic Stress Scale

Just like you did on Compassion Satisfaction, copy your rating on each of these questions on to this table and add them up. When you have added them up you can find your score on the table to the right.

2. ____
5. ____
7. ____
9. ____
11. ____
13. ____
14. ____
23. ____
25. ____
28. ____

Total: ____

The sum of my Secondary Trauma questions is	So My Score Equals	And my Secondary Traumatic Stress level is
22 or less	43 or less	Low
Between 23 and 41	Around 50	Average
42 or more	57 or more	High

Appendix B

Modified ProQOL with Demographic Questions



Dear Teacher,

Thank you for taking a moment to participate in this research being conducted by Kirby Schmidt, Agricultural Education Graduate student at Oregon State University.

The goal of the following research is to determine the extent of stress that exists in helping professions like teaching and advising youth that have adverse experiences or stressful lives.

The results will be used to provide useful knowledge for better understanding the well-being of teachers, and add to the developing body of literature that quantifies workplace stressors; ultimately with the goal to develop proactive measures related to current teacher professional development as well as pre-service teacher training in resilience and improved quality of life.

When you teach students you have direct contact with their lives. As you may have found, your compassion for those you teach and advise can affect you in positive and negative ways. Below are some questions about your experiences, both positive and negative, as a teacher. Consider each of the following questions about you and your current work situation.

***** Select the response that honestly reflects how frequently you experienced these things in the last 30 days.**

The nature of these questions are intended for personal reflection and authentic responses.

Your personal responses will remain confidential. Your name will be collected only for purposes of returning results for your own personal benefit tomorrow morning, and will otherwise remain confidential.

If you have any concerns after completing the survey, please let me (Kirby Schmidt) know.

Thank you for caring,

Kirby

0% 100%



Q1.1

I am happy



- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very Often



Q1.2

I am preoccupied with more than one student I teach



- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very Often



Q1.3

I get satisfaction from being able to teach students



- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very Often



Q1.4

I feel connected to others



- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very Often



Q1.5

I jump or am startled by unexpected sounds



- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very Often



Q1.6

I feel invigorated after working with those I teach



- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very Often

☐ I find it difficult to separate my personal life from my life as a teacher

Q1.7



- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very Often

----- Page Break -----

☐ I am not as productive at work because I am losing sleep over traumatic experiences of a student I teach

Q1.8



- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very Often

----- Page Break -----

☐ I think that I might have been affected by the traumatic stress of those I teach

Q1.9



- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very Often

----- Page Break -----

☐ I feel trapped by my job as a teacher

Q1.10



- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very Often

----- Page Break -----

☐ Because of my teaching, I have felt "on edge" about various things

Q1.11



- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very Often

----- Page Break -----

☐ I like my work as a teacher

Q1.12



- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very Often

----- Page Break -----

☐ I feel depressed because of the traumatic experiences of the students I teach

Q1.13



- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very Often

----- Page Break -----

☐ I feel as though I am experiencing the trauma of a student I have worked with

Q1.14



- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very Often

----- Page Break -----

☐ I have beliefs that sustain me

Q1.15



- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very Often

----- Page Break -----

☐ I am pleased with how I am able to keep up with teaching techniques and protocols

Q1.16



- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very Often

----- Page Break -----

☐ I am the person I always wanted to be

Q1.17



- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very Often

----- Page Break -----

☐ My work makes me feel satisfied

Q1.18



- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very Often

----- Page Break -----

☐ I feel worn out because of my work as a teacher

Q1.19



- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very Often

Page Break

☐ I have happy thoughts and feelings about those I teach and how I could help them

Q1.20



- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very Often

Page Break

☐ I feel overwhelmed because my workload seems endless

Q1.21



- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very Often

Page Break

☐ I believe I can make a difference through my work

Q1.22



- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very Often

Page Break

☐ I avoid certain activities or situations because they remind me of frightening experiences of the students I teach

Q1.23



- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very Often

Page Break

☐ I am proud of what I can do to teach

Q1.24



- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very Often

☐ Q1.25 As a result of my teaching, I have intrusive, frightening thoughts



- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very Often

Page Break

☐ Q1.26 I feel "bogged down" by the system



- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very Often

Page Break

☐ Q1.27 I have thoughts that I am a "success" as a teacher



- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very Often

Page Break

☐ I can't recall important parts of my work with trauma victims

Q1.28



- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very Often

Page Break

☐ I am a very caring person

Q1.29



- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very Often

Page Break

☐ I am happy that I chose to do this work

Q1.30



- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Very Often



Page Break

▼ Demographics

☐

Q2.1



What is your name (First and Last/Surname) Ex: Pat Smith



☐

Q2.2

What is your current age? (Please enter numerical value in years only) Example: 46



☐


Q2.3

What gender do you identify with?

☐ Male

☐ Female

☐ Describe below



☐

Q2.4

Which of the following race or ethnic categories do you consider to be a part of ? (select all)

☐ American Indian or Alaska Native (A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.)


☐ Asian (A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent)

☐ Black or African American (A person having origins in any of the black racial groups of Africa.)

☐ Hispanic or Latino (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin)

☐ Native Hawaiian or Other Pacific Islander (A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.)

☐ White (A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.)



----- Page Break -----

☐ How many years have you been in this career field (education) ?

Q2.5



☐ How many years have you been in your current position with your district?

Q2.6



Page Break

☐ In which state do you currently teach?

Q2.7



Alabama



☐ What school do you currently work for? (Please enter full school name) Example: John Henry Senior High School

Q2.8



Page Break

☐ Have you ever completed a mandated report in your current position (even once) ?

Q2.9



☐ Yes

☐ No

Import Questions From

Create

▼

Attitudes towards Trauma Initial

□

Q3.1

I would like more information related to supporting students living with trauma

⦿ Yes

⦿ Maybe

⦿ No

□

Q3.2

I believe that I can develop into a better teacher

⦿ Yes

⦿ Maybe

⦿ No

□

Q3.3

I would attend a training or professional development about trauma-informed practice in education

⦿ Yes

⦿ Maybe

⦿ No

□

Q3.4

I have received prior training or development related to trauma-informed practice in education

⦿ Yes

⦿ Maybe

⦿ No

▼ CHOOSE PD YES/MAYBE



Q5.1

I would attend a professional development series related to trauma-informed practice if...



- | | |
|--|---|
| <input type="checkbox"/> I receive Continuing Education Credits | <input type="checkbox"/> It provides me with tools and strategies |
| <input type="checkbox"/> It is online | <input type="checkbox"/> It improves my work performance |
| <input type="checkbox"/> It is in person | <input type="checkbox"/> It improves my relationships with students |
| <input type="checkbox"/> It was part of a schedule with other professional development | <input type="checkbox"/> It improves my well-being |
| <input type="checkbox"/> It is hosted at my state association conference | <input type="checkbox"/> It improves my mental health |
| <input type="checkbox"/> Is is research based | |

▼ CHOOSE PD - NO



Q6.1

For what reason(s) would you not choose professional development on this topic?



▼ Attitudes BETTER TEACHER YES/MAYBE



Q7.1

For what reason(s) do you believe that you can develop into a better teacher?



▼ Attitude BETTER TEACHER- NO



Q8.1

For what reason(s) do you believe that you cannot develop into a better teacher?





▼ Attitude MORE INFO - NO

☐

Q9.1

For what reason(s) do you not want more information on supporting students living with trauma?





▼ PRIOR SUPPORT/PD YES MAYBE

☐

Q4.1

What external supports have developed your competency in trauma-informed care in education?



☐ Undergraduate Education

☐ Graduate Education

☐ Workshop hosted by the district

☐ Workshop hosted by other organization

☐ Ongoing staff training

☐ Online media (video, publications, articles)

☐ Books or Audiobooks

☐ Social Media

Appendix C

IRB



Oregon State University
Research Office

Human Research Protection Program
& Institutional Review Board
B308 Kerr Administration Bldg, Corvallis OR 97331
(541) 737-8008
IRB@oregonstate.edu
<http://research.oregonstate.edu/irb>

Date of Notification	September 25, 2019	Study Number	IRB-2019-0347
Notification Type	Oversight Determination		
Principal Investigator	Josh L Stewart		
Study Team Members	Claflin, Kellie M; Haddad, Becky J; Knight, Kelsey J; Schmidt, Kirby; Traini, Haley Q; Velez, Jonathan J		
Study Title	Agricultural Education Program Review and Evaluation		
Funding Source	None	Cayuse Number	N/A

DETERMINATION: NOT RESEARCH

It has been determined that your project, as submitted, **does not** meet the definition of research under the regulations set forth by the Department of Health and Human Services 45 CFR 46.

Note that amendments to this project may impact this determination. Please submit a new request if there are changes (e.g., funding, data sources, access to individual identifiers, interaction with research subjects, etc.).

The federal definitions and guidance used to make this determination may be found at the following link: [Research](#)