

Relationship between Restorative Practice Implementation and Teachers' Reported Feelings of Burnout

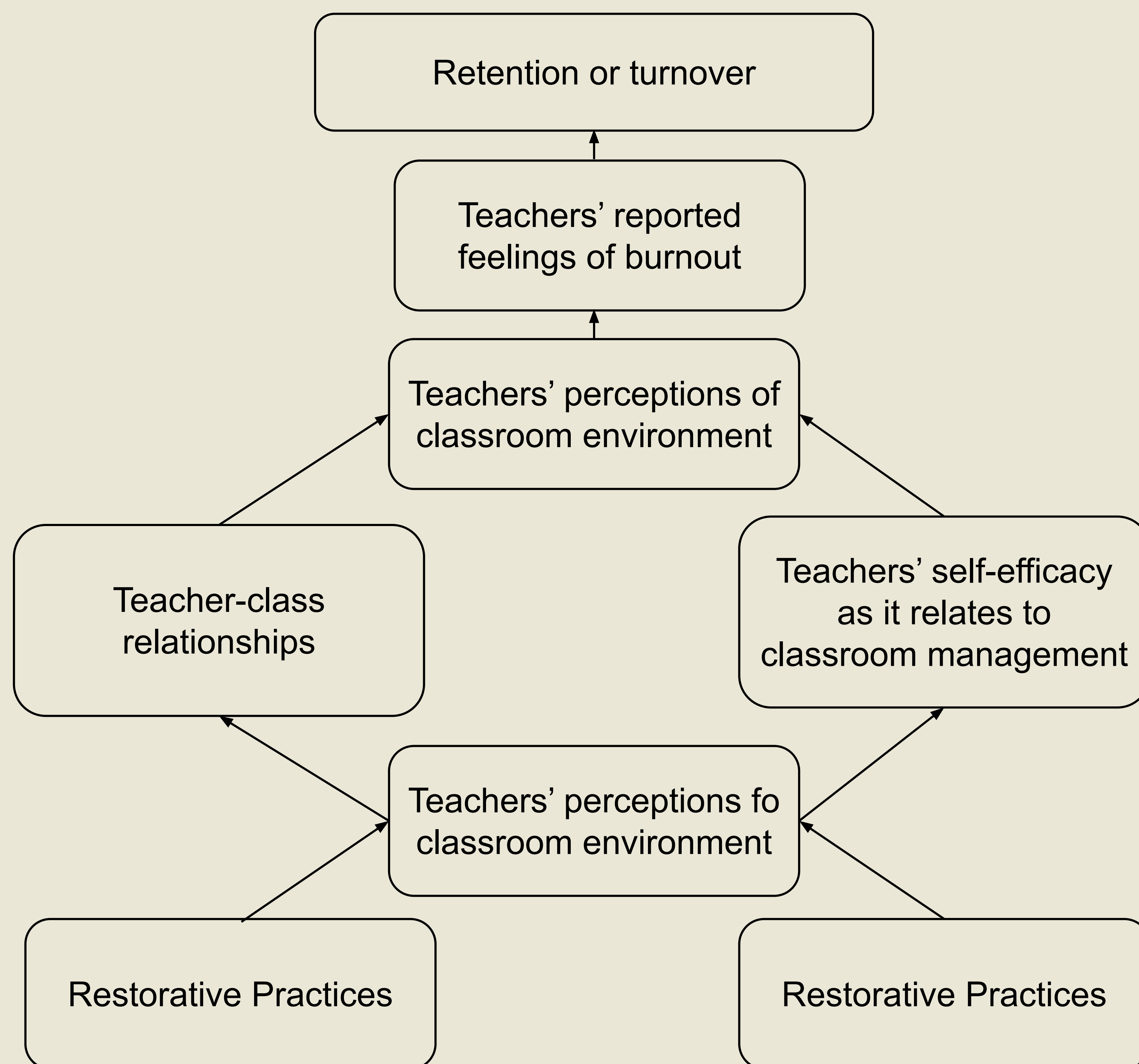
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Abstract

Burnout among teachers is concerning because it creates negative impacts on students and leads to attrition. Many teachers identify student behavior as a top stressor and even a reason they leave the profession. Restorative strategies, including practices and justice, aim to improve equity. However, more is needed to understand how it impacts teachers' and their working conditions. This cross-sectional survey aims to

Aims of the Research

This survey research aims to investigate if implementing restorative justice has an impact on teacher self efficacy and teacher-class relationships and teachers' reported feelings of burnout.



Research Questions

(1) Do teachers who use restorative strategies report lower levels of burnout? and (2) How do teachers who use restorative strategies perceptions of their classroom management self-efficacy and teacher-class relationship compare with those who do not use restorative practices?

Methods

Data was collected by distributing the electronic survey using social media using convenience sampling and snowball sampling.

This survey research used the following measures as well as demographic information and frequency of use of restorative justice and practices.

- Maslach's Burnout Inventory- Educators
- Teacher-Class relationship
- Teacher Self Efficacy

Participants

The sample includes 403 responses and is representative of teachers nationally in terms of gender (women, men, other) and race (white, Black, Latinx, Asian).

Data Analysis

Data will be analyzed using t-tests and linear regression to establish correlation between the three dependent variables (teachers' self efficacy, teacher-class relationships, and use of restorative justice) and teachers' reported feelings of burnout.

Table 2. T-test Results Comparing Teachers That Do & Do Not Use Restorative Strategies on Burnout, Classroom Self Efficacy, and Teacher-class Relationship

	Use restorative strategies		No use		t(401)	p	Cohen's d
	M	SD	M	SD			
Emotional exhaustion	3.376	1.318	4.029	1.342	3.482	<.001	.494
Depersonalization	2.547	1.136	2.797	1.208	1.532	.126	.217
Personal achievement	3.717	1.018	3.263	.904	-3.194	.002	-.453
Teacher self-efficacy	4.632	1.565	4.474	1.586	-.709	.479	-.101
Teacher-class relationship	3.523	.874	3.091	1.099	-3.363	<.001	-.477

T-test show that teachers who do use restorative strategies experience low levels of emotional exhaustion and depersonalization and higher levels of personal accomplishment.

Results

Table 3. Model Summaries

	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin Watson
Emotional Exhaustion	.393	.155	.149	1.239	1.598
Depersonalization	.439	.193	.185	1.039	1.794
Personal Achievement	.723	.523	.518	.704	2.019

Table 4. Linear Regression Analysis Comparing Teachers That Do & Do Not Use Restorative Strategies on Burnout

	Emotional Exhaustion		Depersonalization		Personal Achievement	
	Std. b	Sig	Std. b	Sig	Std. b	Sig
Number of RP used	.325	<.001	-.151	.003	.191	<.001
Number of RJ used	-.095	.052	.079	.099	.056	.127
Teacher self-efficacy	.163	.003	-.161	.003	.475	<.001
Teacher-class relationship	-.226	<.001	-.267	<.001	.233	<.001

Preliminary results show that the use of restorative practices and restorative justice may have significant impacts on the different facets of burnout.

Discussion

This research shows that restorative strategies are not only beneficial for students, but also for teachers. If the use of restorative strategies can help decrease teachers' feelings of burnout, more research is needed on which strategies are the most effective at doing this. Policy makers, administrators, and school leaders should consider offering continuous, ongoing professional development and support for teachers using restorative strategies.

References



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