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Social-Emotional Learning: Effects on Teacher Attrition, Retention, and Self-Efficacy

Shawna M. Olney

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by

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A Dissertation submitted to the Education Faculty of Lindenwood University in partial fulfillment of the requirements for the degree of

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Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work here at Lindenwood University and that I have not submitted it for any other college or university course or degree here or elsewhere.

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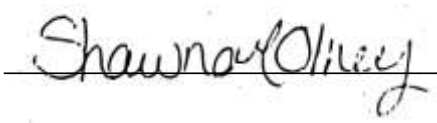
Signature:  Date: 6-24-21

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"There is a time for everything, and a season for every activity under the heavens…a time to weep and a time to laugh, a time to mourn and a time to dance" (Ecclesiastes 3:1&4), and it is my time to dance.

Abstract

The rise in teacher attrition rates have been examined since the 1970s (Croasmun et al., 2000). Teachers have reported leaving the profession early due to many factors, including salaries, student discipline, administrative support, parental involvement, working conditions, and lack of professional respect (Cochran-Smith, 2004; Hughes, 2012). Teachers have felt unprepared in dealing with the high demands of teaching, especially in handling student discipline (Thibodeaux et al., 2015). Up to 35% of teachers have reported leaving the profession based on their difficulties with student discipline (Schonert-Reichl, 2017, para. 21; Schonert-Reichl et al., 2017, p. 18). The Collaboration for Academic, Social, and Emotional Learning (CASEL) has identified social-emotional learning competencies for students in Pre-K through 12th grade with developmental benchmarks to assist teachers in addressing the social-emotional needs of students (2013). This study was conducted to see if a significant relationship existed among states with statewide freestanding comprehensive PreK-12th grade social-emotional learning standards and states without PreK-12th grade social-emotional learning standards concerning teachers' perceived sense of self-efficacy, statewide teacher attrition, and statewide retention rates. Teacher attrition and retention ratings from the four Midwest states of Illinois, Kansas, Missouri, and Nebraska were analyzed, along with the Teachers' Sense of Efficacy Scale from kindergarten through third-grade teachers in these states. The study revealed no significant difference between having social-emotional learning standards or not and statewide teacher attrition and retention rates. The study also showed no significant difference between having social-emotional learning standards or not and teachers' sense of self-efficacy levels or in any efficacy subscale.

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Chapter One: Introduction

Successful school districts begin with acquiring and retaining quality teachers. Teachers are those entrusted to implement curriculum, programs, and initiatives for students. Without teachers, there is essentially no one teaching.

Many teachers have stated feeling as though they cannot rise to the high demands of the profession and increasing standards of educational reform (Thibodeaux, 2014). As a result, teaching has been labeled one of the most stressful careers (Schonert-Reichl, 2017; Schonert-Reichl, Kitil, & Hanson-Peterson, 2017). Applied Developmental Psychologist and Professor Schonert-Reichl (2017) reported, "in a Gallup Poll on occupational stress, 46 percent of teachers reported high daily stress" (p. 4). Assistant Professor Hughes (2012) identified stress as a central factor in low job satisfaction. The MetLife Survey of the American Teacher (2013) indicated a 15% decrease in teacher satisfaction since 2009, along with a 12% increase in teachers who plan to leave the teaching profession (Markow et al., 2013 p. 45; Thibodeaux, 2014, p. 25). Stress in teachers can lead to burnout and contribute to the growing problem of attrition (Schonert-Reichl, 2017). Teacher shortages are prevalent all over the country and rising. According to Thibodeaux (2014), the attributing factors for teachers leaving the profession are lack of administrative support, teacher workload, and student discipline.

Social-emotional learning (SEL) programs focus on five essential competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL): self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Dusenbury & Weissberg, 2017; Vega, 2012). These five essential competencies build a framework for responding to challenges one may face (Vega,

2012). Students with knowledge of the five competencies will ultimately have less emotional stress, positive social interactions and relationships, and higher academic standings (Dusenbury & Weissberg, 2017; Vega, 2012). According to Main (2018), many teachers report “a lack of confidence in knowing what and how to teach these skills” (p. 2). When teachers are given training and professional development on students' behavioral and emotional needs and ways to manage those needs, they are more able to implement strategies, which can help prevent student behaviors (Schonert-Reichl, 2017). During an interview, Wiener, the executive director of the education and society program at the Aspen Institute, said, “I do think we are at a unique moment where parents are asking for this, educators are asking for this, employers are asking for this, and science is telling us we need to do this” (Blad, 2016, p. 1). Teachers with the necessary skills can teach social-emotional learning skills, which improve classroom behaviors (Schonert-Reichl, 2017).

This chapter includes a background of the social-emotional learning movement and its relevance to teachers’ sense of self-efficacy. The purpose of the study was to determine the difference in teacher attrition, retention, and sense of self-efficacy between states that implement or do not implement freestanding comprehensive social-emotional learning standards. Also included in the chapter are the rationale, the research questions and hypotheses, limitations, definitions of key terms, and organization of the remainder of the study.

Background of the Study

Hughes (2012) reported teacher attrition rates to range from 20% to 50% within the first five years in the profession (p. 1). As reported in 2007 from the National

Commission on Teaching and America's Future, teacher turnover costs the United States up to $7 billion a year, with student behavior identified as a major contributing factor (Schonert-Reichl, 2017, para. 21).

Thibodeaux's (2014) study asked teachers what issues troubled them most about their profession; student discipline was reported as a prevalent issue. A 2009 report from the U.S. Department of Education found nearly five million students exhibited some disruptive behavior in academic settings (Jackson, 2015, p. 1). Teachers in their first year of teaching quickly experienced problems with student discipline, classroom management, and feeling ill-equipped to handle the mental-health needs of those students (Schonert-Reichl, 2017; Schonert-Reichl et al., 2017). One study showed 35% of teachers reported permanently leaving the profession because of difficulties with student discipline (Schonert-Reichl, 2017, para. 21; Schonert-Reichl et al., 2017, p. 18). Teachers perceived student discipline "limited the effectiveness of their teaching due to the many behavioral issues that they often encountered" (Thibodeaux, 2014, p. 18).

In 1994, the term social emotional learning (SEL) was formally introduced by the creation of the Collaborative to Advance Social and Emotional Learning, later changing their name to Collaborative for Academic Social and Emotional Learning (CASEL) (Clayton, 2017). President Clinton, in 1997, addressed the need for character education in his State of the Union Address, which propelled the idea of the SEL movement into action (Elias et al., 1997). The most influential study on SEL in 2011 showed an 11% increase in academic achievement for students who had an implemented SEL program at their schools; similar gains were also measured in conduct, behavior, and discipline (Clayton, 2017, para. 5; Dusenbury & Weissberg, 2017, p. 5). President Obama signed

the latest legislation into effect, the Every Student Succeeds Act (ESSA), in 2015, which upheld provisions supporting SEL in schools and requires states to include additional indicators of accountability (Blad, 2016; Jones & Kahn, 2017).

When the social-emotional needs of students are addressed, disruptive behaviors become more manageable for teachers. Teachers who have fewer discipline problems in the classroom have a more positive classroom environment leading to a sense of competence. A teacher's sense of efficacy is a personal characteristic, their belief in their own capacity to accomplish the actions necessary to attain success (Bandura, 1997; Hughes, 2012). Hughes (2012) noted the lack of understanding of teachers' self-efficacy in relation to teacher retention, even though studies show efficacy as a concern for retention in teachers. Although there is much research on teacher self-efficacy, it is not specifically tied to the implementation of social-emotional learning standards and programs.

Purpose of the Study

The purpose of the study was to determine if there was a significant difference between states with and without social-emotional learning standards and educators' sense of self-efficacy. The four Midwest states of Illinois, Kansas, Missouri, and Nebraska were researched in this study. Illinois and Kansas implemented a separate freestanding K-12 statewide curriculum of social-emotional learning standards (CASEL, 2018; Illinois State Board of Education, 2014; Kansas State Department of Education, 2019; Schonert-Reichl et al., 2017). Missouri and Nebraska did not implement social-emotional learning standards (CASEL, 2018; Missouri Department of Elementary and Secondary Education, 2019; Nebraska Department of Education, 2019; Schonert-Reichl et al., 2017). To

examine the difference between states with and without social-emotional learning standards and teachers' perceived sense of self-efficacy, the Teacher's Sense of Efficacy Scale (TSES), developed by Dr. Megan Tschannen-Moran and Dr. Anita Woolfolk Hoy (2001), was employed.

The study also was used to determine if there was a significant difference between states with and without social-emotional learning standards and statewide teacher attrition and retention rates. Secondary data from The National Center for Education Statistics' (NCES) annual report, *The Condition of Education and The Learning Policy Institutes' Understanding Teacher Shortages: 2018 Update* issue brief were analyzed.

School districts were chosen for participation in this study based on a stratified random sampling method. Lists of all school districts in each state were compiled into categories by the National Center for Education Statistics based upon locale codes (Geverdt, 2015). Codes are assigned based on each school district's proximity to an urbanized area and consisted of 12 descriptive codes: (1) city, large; (2) city, midsize; (3) city, small; (4) suburb, large; (5) suburb, midsize; (6) suburb, small; (7) town, fringe; (8) town, distant; (9) town, remote; (10) rural, fringe; (11) rural, distant; and (12) rural, remote. Districts in each set of locale codes were listed in alphabetical order. Within each set of locale codes, 10% of the total number of districts in each locale were randomly chosen using Research Randomizer (Version 4.0).

The perceived self-efficacy of teachers was measured through Dr. Megan Tschannen-Moran and Dr. Anita Woolfolk Hoy's (2001) Teacher's Sense of Efficacy Scale Long Form (TSES), an online 24-question 9-point Likert Scale instrument. The survey focused on the full-scale score and subscale scores related explicitly to efficacy in

student engagement, efficacy in instructional practices, and efficacy in classroom management.

To determine the difference between teacher attrition and retention rates of each state, quantitative secondary data of Illinois, Kansas, Missouri, and Nebraska's teacher turnover rates were gathered from publicly available data (The Condition of Education, 2019). From The Learning Policy Institute's report of *Understanding Teacher Shortages: 2018 Update,* teaching attractiveness, working conditions, administrative support, and teacher turnover ratings were collected and analyzed from the four states. Under teacher turnover ratings, data were differentiated between teachers leaving the profession entirely and leaving one district to work in another district.

Rationale

Teachers are required to teach high academic standards while promoting healthy social-emotional learning (Dusenbury &Weissberg, 2017; Zins et al., 2007). Students exposed to or living in trauma require social-emotional teaching and learning from competent adults (CASEL, 2018; Dusenbury & Weissberg, 2017). Social-emotional learning programs and standards provide educators with the strategies necessary to handle those students affected by trauma and behavioral disadvantages and effectively teach them how to self-regulate and respond appropriately to their emotions and upsets (CASEL, 2018; Dusenbury & Weissberg, 2017; Zins et al., 2007). Research has revealed many teachers are leaving the education field prematurely due to perceived competence, self-efficacy, and student behaviors (Croasmun et al., 2000; Sass et al., 2011).

The current knowledge gap lies in relating the implementation of social-emotional learning standards to teachers' levels of self-efficacy and state attrition rates. This study

aimed to see if there was a significant difference between states with and without social-emotional learning standards and teachers' sense of self-efficacy in teaching growing numbers of students with these high social-emotional needs and teacher attrition and retention rates.

Research Questions and Hypotheses

The following research questions were examined throughout this study:

1. What are the differences between states with and without freestanding social-emotional learning standards regarding teachers' perceived sense of self-efficacy and statewide teacher attrition and retention rates?

   $H1_0$: There is no difference between states with and without freestanding social-emotional learning standards regarding teachers' perceived sense of self-efficacy and statewide teacher attrition and retention rates.

   $H1_a$: There is a difference between states with and without freestanding social-emotional learning standards regarding teachers' perceived sense of self-efficacy and statewide teacher attrition and retention rates.
2. How do freestanding social-emotional learning standards affect teachers' perceived sense of self-efficacy?
3. How do freestanding social-emotional learning standards affect statewide teacher attrition rates?
4. How do freestanding social-emotional learning standards affect statewide teacher retention rates?

Limitations

For the study, it was assumed participating teachers answered the survey questions honestly.

The study limited the field of teachers surveyed to public elementary schools due to the high numbers of social-emotional needs of elementary students.

The studied grade levels of teachers were limited within grades kindergarten through third grade due to some states and individual districts implementing social-emotional benchmarks in preschool or early childhood but not in the regular K-12 general education setting.

Data were collected by the state the participating teacher was teaching in and the grade level assigned at the time of the study. The study did not address any other demographic differences within participating teachers since overall statewide comparisons were made instead of differences in teacher gender or ethnicity.

The impact of the Coronavirus Pandemic during the time of data collection could have had an effect on teacher participation due to district and school closures.

Quantitative survey data were collected from various elementary general education teachers who taught kindergarten through third grade in public school districts in Illinois, Kansas, Missouri, and Nebraska.

Ten percent of each locale code's school districts were chosen to ensure each geographic locale group was represented equally in the state's overall portrayal.

Numbers were rounded up when 10% of districts in a locale code were less than one to ensure equal representation throughout each state and obtain a minimum sample size.

2018 and 2019 secondary data reports were analyzed, as they were the most current reports released to the public regarding state attrition and retention rates.

Definition of Terms

Elementary and Secondary Education Act (ESEA)

The Elementary and Secondary Education Act (ESEA) is a federal law affecting K-12 education, created to support the education of the country's most impoverished children, which remains the overarching purpose (Paul, 2016). The Every Student Succeeds Act reauthorized ESEA in 2015, which is still in effect (Paul, 2016).

Every Student Succeeds Act (ESSA)

The Every Student Succeeds Act (ESSA) is the 2015 reauthorization of the federal Elementary and Secondary Education Act (Every Student Succeeds Act [ESSA], 2015). ESSA replaces the No Child Left Behind Act (NCLB) and is currently in effect (ESSA, 2015).

Professional Development

Professional development is structured professional learning that results in changes in teacher practices and improvements in student learning outcomes (Darling-Hammond et al., 2017).

Relationship Skills

Relationship skills include the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups (CASEL, 2017; see also Dusenbury & Weissberg, 2017; Zins et al., 2007). Relationship skills contribute to communicating clearly, listening well, cooperating with others, resisting inappropriate

social pressure, negotiating conflict constructively, and seeking help when needed (CASEL, 2017; see also Dusenbury & Weissberg, 2017; Zins et al., 2007).

Responsible Decision-Making

Responsible decision-making refers to the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms (CASEL, 2017; see also Dusenbury & Weissberg, 2017; Zins et al., 2007). Competency in responsible decision-making refers to the realistic evaluation of the consequences of various actions and a consideration of the well-being of oneself and others (CASEL, 2017; Dusenbury & Weissberg, 2017; Zins et al., 2007).

Self-Awareness

Self-awareness refers to the ability to recognize one's own emotions, thoughts, and values and understand how they influence their own behavior (CASEL, 2017; see also Dusenbury & Weissberg, 2017; Zins et al., 2007). Self-awareness is the ability to accurately assess one's own strengths and weaknesses and develop one's self-confidence (CASEL, 2017; Dusenbury & Weissberg, 2017; Zins et al., 2007).

Self-Efficacy

Self-efficacy is an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance achievements (Bandura, 1997).

Self-Management

Self-management refers to the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations and effectively managing stress, controlling impulses, and motivating oneself (CASEL, 2017; see also Dusenbury & Weissberg, 2017; Zins et al., 2007). Self-management also refers to the ability to set and

work toward personal and academic goals (CASEL, 2017; Dusenbury & Weissberg, 2017; Zins et al., 2007).

Social-Awareness

Social-awareness is the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures (CASEL, 2017; see also Dusenbury & Weissberg, 2017; Zins et al., 2007). Social-awareness refers to understanding social and ethical norms for behavior and recognizing family, school, and community resources and supports (CASEL, 2017; Dusenbury & Weissberg, 2017; Zins et al., 2007).

Social-Emotional Learning (SEL)

Social-emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2018).

Teacher Attrition Rate

Teacher attrition rate is the rate at which teachers are leaving the profession (Croasmun et al., 2006).

Teacher Retention Rate

Teacher retention is the rate of teachers who return to their same classrooms and schools from one year to the next (Goldring et al., 2014).

Organization of the Remainder of the Study

Chapter Two includes a review of the literature on the history and principles of social-emotional learning standards and practices, the need for social-emotional learning in public education, characteristics of teachers' perceived self-efficacy, and teacher retention and intent to remain in the profession. The methodology utilized throughout the study is explained in Chapter Three. A summary and analysis of collected data results are revealed in Chapter Four. Chapter Five includes the study findings, conclusions, implications for practice, and recommendations for future research.

Chapter Two: Literature Review

The Need for Social-Emotional Learning in Public Education

Student success was linked to academic growth and social and emotional development (Jones & Kahn, 2017). Jones and Kahn (2017) suggested students who work collaboratively with others, problem-solve, set goals, persevere, and have the academic standings of literacy, mathematics, and scientific concepts are more likely to reach their full potential than those students with only academic backings. Schools are a place where social situations happen for students (Zins et al., 2007). Feelings and emotions can either hinder or assist student relationships; understanding and knowing how to handle these situations within society's social and ethical norms are the foundation behind social-emotional learning in public schools (Durlak et al., 2011; Zins et al., 2007).

Within the past decade, schools in our country have increased in diversity representing many cultures, perspectives, abilities, and disabilities (Durlak et al., 2011; Elias et al., 1997). Students learn in collaboration with their peers with the help of their teachers (Durlak et al., 2011). Elias et al. (1997) noted that for students to attain skills necessary to work collaboratively and empathetically with the ever-growing society, they must learn adequate social and emotional skills. Research has shown most students today are not competent in social-emotional skills; therefore, they tend to disassociate themselves from their school community, which could affect their academic achievement, behavior, and overall health (Durlak et al., 2011). In one study, 29–45% of students claimed they had developed social-emotional competencies during their time in school, and only 29% reported being a part of a loving and encouraging school (Durlak et al., 2011, p. 405). Without social-emotional competencies in place, 40–60% of students

become entirely disengaged with school and learning by the time they are in high school (Durlak et al., 2011, p. 405). Nearly 30% of high school students reportedly participate in some form of risky behavior such as substance abuse, violence, sexual interactions, or suicidal thoughts, which impacts their academic achievement and overall potential for success (Durlak et al., 2011, p. 405). In the 21st century world, children are exposed to technology, which introduces them to a multitude of information, and provides the opportunity for a more global outlook (Elias et al., 1997). With the push for college and career readiness, students need to be socially, emotionally, and academically capable to achieve success in the global environment in which we live (Durlak et al., 2011; Dusenbury & Weissberg, 2017). Employers understand social and emotional competence coupled with content knowledge and skills are essential for the country's future workforce when competing with other nations in the global market (Blad, 2016; Jones & Kahn, 2017).

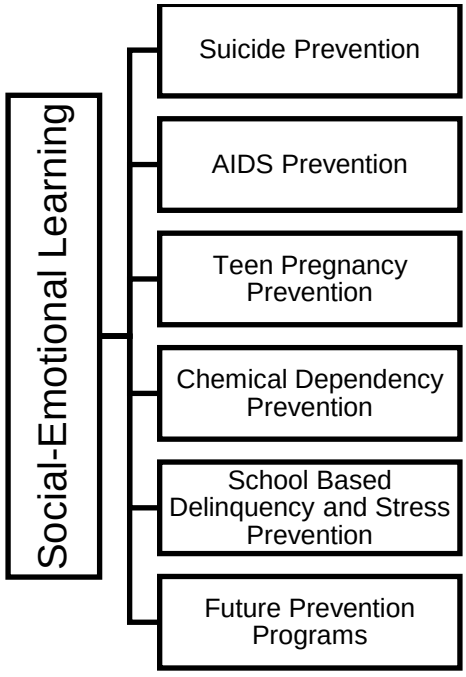
Educators have understood the importance of social and emotional learning for years, and many attempts have been made to address this need through character education and program-based social and emotional curriculum (Elias et al., 1997; Jones & Kahn, 2017). While the importance and need for social-emotional learning exist, the role schools play in this learning has been a recent discussion (Elias et al., 1997). Although the demand exists for social-emotional learning, professional development and resources for effective implementation are still needed in schools (Durlak et al., 2011). Jones and Kahn (2017) noted the significant amount of time children spend in school and the numerous relationships formed within school settings throughout a child’s school career demand schools and educators to take responsibility in teaching children these

skills. Before social-emotional learning movements, these skills were seen as values and beliefs taught within the home that parents deemed acceptable, not skills taught in public education settings to all students with different backgrounds and beliefs (Jones & Kahn, 2017).

Elias et al. (1997) described many needs and wants to be addressed in various curriculums such as critical thinking, citizenship, character, drug awareness, violence, respecting diversity, and community involvement. Also, the examined curriculums proclaimed the schools' essential role in preparing students to become knowledgeable, responsible, and caring members of society (Elias et al., 1997). To be knowledgeable, children must be motivated to learn and able to take the information learned and successfully integrate it into their daily lives (Elias et al., 1997). To be responsible, children must learn to choose behaviors and actions that will aid not only their needs but the needs of others while understanding all risks and opportunities that go along with their choices (Elias et al., 1997). Caring is defined as when children can "see beyond themselves and appreciate the concerns of others…" (Elias et al., 1997, p. 2). Elias et al. (1997) proposed that all of these characteristics could be addressed and taught through a conscious effort of prolonged, systematic social and emotional learning. It is the belief by integrating social-emotional learning in public education, educators can teach essential life skills necessary in becoming a part of our global society while simultaneously achieving a higher standard of fundamental academic content knowledge (Edutopia, 2011).

Figure 1

Prevention Programs Integrated into Social-Emotional Learning



Note. Figure 1 symbolizes how social-emotional learning encompasses all expected outcomes of recent prevention initiatives started by government programs.

The History Behind Social-Emotional Learning

Education of the whole child has been suggested for many years dating back to Plato, who proposed schools offer a holistic curriculum including physical education, art education, mathematics, science, character, and moral judgment (Edutopia, 2011). In the late 1960s child psychiatrist, James Comer began to pilot a program at Yale School of Medicine's Child Study Center called the Comer School Development Program (Edutopia, 2011; Yale School of Medicine, 2018). The program focused on two New Haven, CT schools of predominantly low socioeconomic African American populations and the lowest attendance and academic achievement rates in the area (Edutopia, 2011).

The program assisted the schools in establishing a team of teachers, parents, administrators, and mental health workers to make decisions to address the need for academic and social-emotional program changes (Edutopia, 2011). Edutopia (2011) noted by the late 1980s, both participating schools' academic performance exceeded the national average while attendance and behavior issues declined. Findings of the program suggested that when schools address students' social and emotional needs and their academic needs, problem behaviors decrease while teaching and academic performance improve, making students more knowledgeable, responsible, and caring members of society (Edutopia, 2011; Elias et al., 1997). This research also made way to establish the K-12 New Haven Social Development program (Edutopia, 2011; Elias et al., 1997).

In 1987, Roger P. Weissberg, a professor at Yale University, and Timothy Shriver, an educator within New Haven Public Schools and a Yale University graduate, organized a task force comprised of parents, teachers, students, community leaders, researchers, and other human resource providers (Edutopia, 2011 & Weissberg et al., 1997). The task force's purpose was to investigate high-risk behaviors leading to student drug use, teen pregnancy, delinquency, and school failure (Weissberg et al., 1997). The task force ultimately led to the launching of a district-level Department of Social Development, which developed curriculum objectives and content for students to acquire skills, values, work habits, and positive self-concepts to support citizenship and work ethics (Weissberg et al., 1997). According to Weissberg et al. (1997), the New Haven school district had integrated a Social Development curriculum with each grade level receiving 25–50 hours of instruction in social development skills (para. 9).

In 1994, The Fetzer Institute, a foundation based in Michigan, along with Dan Goleman, psychologist and science journalist, held a meeting with other researchers, educators, and child advocates who supported positive development in children and addressed the need for school-based programs and initiatives and officially developed the term social-emotional learning (CASEL, 2018, Clayton, 2017, & Fetzer Institute, 2018). These researchers created the Collaborative to Advance Social and Emotional Learning, later changing their name to the Collaborative for Academic Social and Emotional Learning (CASEL) at Yale Child Study Center (CASEL, 2018, Clayton, 2017, Edutopia, 2011, & Fetzer Institute, 2018). Social-emotional learning combined school programs such as drug prevention, violence prevention, sex education, and character education into a comprehensive framework for public schools (CASEL, 2018).

In 1995, with the release of Daniel Goleman's book, *Emotional Intelligence: Why It Can Matter More Than IQ*, the concept of social-emotional learning was put at the forefront of educators' and congress members' minds (Edutopia, 2011). Linda Lantieri, a cofounder of the Resolving Conflict Creatively Program, stated:

> Until the release of Emotional Intelligence, which was quickly translated into many languages, there was little contact between educators like me, who were developing school programs to cultivate social and emotional competence in children, and the psychologists and research scientists studying the neurological underpinnings and development of human emotion. (Edutopia, 2011, p. 3)

Goleman's concept of emotional intelligence theory argued skills that build character are not strictly inherited traits but can be taught; therefore, anyone can acquire the social-emotional competencies (Edutopia, 2011).

In 1997, the CASEL and the Association for Supervision and Curriculum Development (ASCD) collaborated on Promoting Social and Emotional Learning: Guidelines for Educators (CASEL, 2018), which provided strategies for educators to create comprehensive social-emotional learning programs for preschool thru grade 12 and provided the groundwork for education reform addressing social and emotional learning. The release of guidelines along with President Clinton's 1997 State of the Union address advocating the need for character education propelled the idea of the social-emotional learning movement into action (Elias et al., 1997).

Once backed by congress, researchers began again to study the effects social-emotional learning had on student success (Elias et al., 1997). A meta-analysis of over 213 studies and more than 270,000 student participants showed an 11% increase in academic achievement for students who had an implemented social-emotional learning program at their schools, comparable gains were also measured in conduct, behavior, and discipline (Clayton, 2017, para. 5; Dusenbury & Weissberg, 2017, p. 5; National Conference of State Legislature, 2018, para. 4; Vega, 2012, para. 3). Along with measuring changes in achievement, students in the schools with social-emotional learning programs were compared to students in similar schools without social-emotional learning programs (Clayton, 2017, Dusenbury & Weissberg, 2017). The students in social-emotional learning program schools performed higher than those in schools without programs (Clayton, 2017, Dusenbury & Weissberg, 2017). The meta-analysis noted 120 of the 213 studies were based in elementary schools with kindergarten through 5th grade (Dusenbury & Weissberg, 2017, p. 5). Another study in 2015, published in the American Journal of Public Health, showed significant relationships between social-emotional

learning and education, employment, criminal activity, and mental health outcomes in young adults (National Conference of State Legislature, 2018). Conducted by the economist Clive Belfield, the study demonstrated for every dollar invested in social-emotional learning; there was an $11 return on investment (Clayton, 2017, para. 5; Dusenbury & Weissberg, 2017, p. 5; Jones & Kahn, 2017, p. 11).

Many supporters in the U.S. Congress have worked diligently to see social-emotional learning in public schools with the Academic, Social, and Emotional Act of 2011, which was introduced, however, not enacted and reintroduced in 2015 (Academic, Social, and Emotional Learning Act, 2011; Edutopia, 2011). President Obama signed into effect the Every Student Succeeds Act (ESSA) in 2015, which upheld provisions supporting social-emotional learning in schools, requiring states to include additional indicators of accountability (Blad, 2016; Jones & Kahn, 2017). Under the ESSA, each state decides how to address the social-emotional needs of students served in their schools (Every Student Succeeds Act, 2015; National Conference of State Legislatures, 2018). Representative Tim Ryan of Ohio introduced two social-emotional learning-related bills in conjunction with the ESSA (CASEL, 2018). Representative Ryan's H.R. 1864 addressed the ESSA school improvement indicator of chronic absenteeism, while H.R. 2544 addressed ways to reduce teacher stress, which is also linked to student success (CASEL, 2018).

In 2016, the National Commission on Social, Emotional, and Academic Development (NCSEAD) was created stemming from the Aspen Institute (CASEL, 2018). President and CEO of the Learning Policy Institute, Linda Darling Hammond, and Professor Emeritus at Stanford University, Charles E. Ducommun, led the commission

(National Conference of State Legislatures, 2018; Aspen Institute, 2019). Other noteworthy leaders include the Former Governor of Michigan, Governor John Engler, co-founder and chair of the CASEL, and chairman of Special Olympics, Tim Shriver (National Conference of State Legislatures, 2018; Aspen Institute, 2019). According to the Aspen Institute (2019), a council of scientists, educators, the Aspen Institute Youth Commission, a parent advisory panel, partners, and funders collaborative are all involved in the commission. In 2019, the NCSEAD commission released, From a Nation at Risk to a Nation at Hope, outlining research and recommendations towards policy and practice for states.

In 2017, the National Conference of State Legislatures (2018) noted two states passing measures related to social-emotional learning, and as of June 2018, 16 bills and resolutions were introduced concerning social-emotional learning. Illinois Senate Joint Resolution 10 was adopted, which established the Statewide Task Force on Developing Opportunities for Youth and Young Adults Who Are Jobless and Out-of-School; the purpose of this task force was to examine policies, programs, and other issues related to improving education efforts, work-related skills, and social development (National Conference of State Legislatures, 2018). Illinois passed legislation in August of 2018, which established parent education programs involving social-emotional learning competencies (National Conference of State Legislatures, 2018).

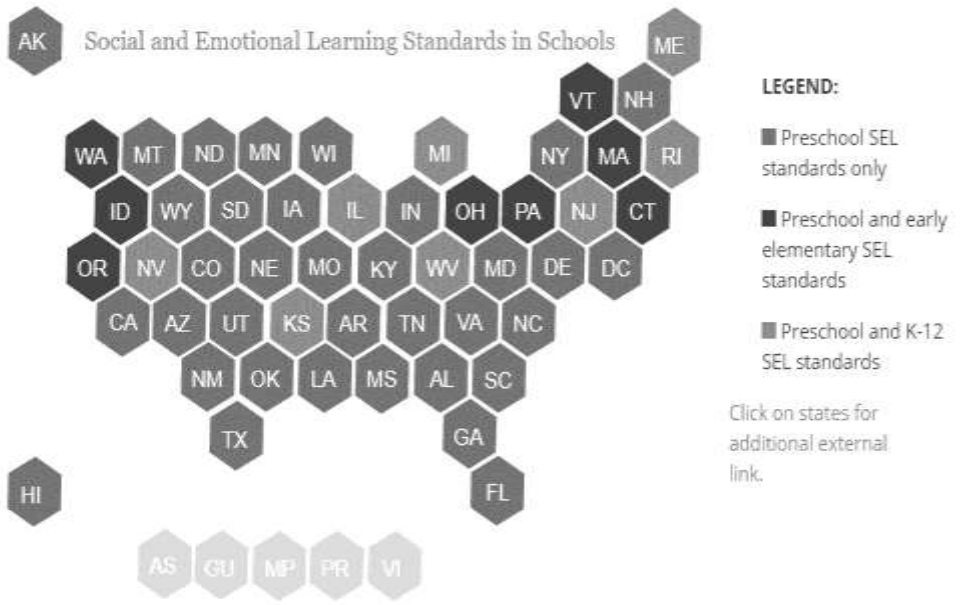
State Comparisons

Currently, all 50 states have preschool social-emotional learning competencies or standards in some form; 11 of those states extended their preschool competencies or standards to early elementary grade levels (CASEL, 2018; Dusenbury et al., 2018;

National Conference of State Legislatures, 2018). Fourteen states have K-12 social-emotional learning competencies (CASEL 2018; Dusenbury et al., 2018; National Conference of State Legislatures, 2018). This study focused on the Midwest states of Illinois, Kansas, Missouri, and Nebraska. The states of Illinois and Kansas are two of six states with freestanding, comprehensive PK-12 standards for social-emotional learning with developmental benchmarks (National Conference of State Legislatures, 2018). Missouri and Nebraska have adopted preschool social-emotional learning standards; however have not extended social-emotional learning into other grade levels (National Conference of State Legislatures, 2018). Figure 2 illustrates the states implementing SEL standards within their statewide curriculum as of 2018 (National Conference of State Legislatures, 2018).

Figure 2

Social-Emotional Learning Standards Implemented by State



Note. Adapted from "Social and Emotional Learning," by The National Conference of State Legislatures, 2018, (http://www.ncsl.org/research/education/social-emotional-learning.aspx). Copyright 2018 by the National Conference of State Legislatures.

The CASEL developed the State Scan Scorecard Project, which assessed all 50 states in developing social-emotional learning standards and guidelines in preschool through high school (CASEL, 2018). The CASEL (2018) detailed the assessment process, starting with reviewing the literature and researching high-quality social-emotional learning competencies, policies, and guidelines, and developed a set of criteria. Criteria evaluated included clear goals, including freestanding comprehensive social-emotional learning standards with benchmarks for each grade level (CASEL, 2018). The project considered integrating social-emotional learning through other subject areas, adult support through teaching practices, and high-quality implementation support tools

(CASEL, 2018). The project utilized documents from the state's department of education websites, aligned them with social-emotional learning guidelines, and determined whether resources contained key components of high-quality social-emotional learning (CASEL, 2018). The CASEL (2018) mentioned, when needed, contact was made with some states for clarification, and each state was made aware of the project's findings. With the intent of keeping information current, each state department was encouraged to contact the CASEL if any new resources or standards were adopted or changed (CASEL, 2018).

According to the State Scan Scorecard Project's findings, Illinois' Early Learning Guidelines, developed in 2004, included social-emotional learning standards or competencies for birth to age three, age three to kindergarten, and kindergarten through 12th grade, which also align with Early Learning Developmental Standards (CASEL, 2018; Dusenbury et al., 2018; Illinois State Board of Education, n.d.). The Illinois State Board of Education also provided a webpage devoted to sharing social-emotional resources and how they are implementing those resources within their schools (CASEL, 2018). Illinois was the first state to develop and implement social-emotional learning standards for preschool thru 12th grade (Dusenbury et al., 2018). According to the State Scorecard Scan, Kansas and Maine did not develop social-emotional learning standards competencies until 2012, after Illinois (Dusenbury et al., 2018).

Kansas developed the Kansas Early Learning Standards in 2012, which included social-emotional learning standards competencies for birth through kindergarten and social-emotional learning standards or competencies for kindergarten thru 12th grade (CASEL, 2018; Dusenbury et al., 2018; Kansas State Department of Education, n.d.).

The CASEL (2018) also noted the Kansas State Department of Education's webpage, which includes resources and materials to support social-emotional learning (Kansas State Department of Education, n.d.).

Missouri developed the Missouri Early Learning Standards for Social and Emotional Development and Approaches to Learning in 2018 (CASEL, 2018; Dusenbury et al., 2018; Missouri Department of Elementary and Secondary Education, n.d.). These standards or competencies include benchmarks for preschool-aged students (CASEL, 2018; Missouri Department of Elementary and Secondary Education, n.d.). Nebraska's Department of Education developed a web page with social-emotional learning-related resources (CASEL, 2018; Dusenbury et al., 2018). In 2018, Nebraska published the Nebraska Birth to Five Learning and Development Standards for social-emotional learning standards or competencies (CASEL, 2018; Dusenbury et al., 2018; Nebraska Department of Education, n.d.).

Social-Emotional Learning Competencies

The CASEL identified five competencies of social-emotional learning: a) self-awareness, b) self-management, c) social awareness, d) relationship skills, and e) responsible decision-making (CASEL, 2017; Dusenbury & Weissberg, 2017; Vega, 2012). Figure 3 shows the five competencies identified by the CASEL (2017).

Figure 3

Social-Emotional Learning Competencies

Note. Adapted from "Core SEL Competencies," by The Collaboration for Academic, Social, and Emotional Learning, 2017, (https://casel.org/core-competencies/). Copyright 2017 by the Collaboration for Academic, Social, and Emotional Learning.

These competencies are a framework for responding to challenges students may face in their lifetime (Vega, 2012). Those students who are knowledgeable in these skills will ultimately have less emotional stress, positive social interactions and relationships, and higher academic standings (Dusenbury & Weissberg, 2017; Vega, 2012).

Self-awareness encompasses understanding one's feelings and emotions and thoughts behind why those emotions and feelings are there (CASEL, 2017; Dusenbury & Weissberg, 2017; Vega, 2012; Zins et al., 2007). According to the CASEL (2017), self-

awareness is the skill associated with gauging one's strengths and weaknesses with assurance. Landmark School Outreach (2019) linked five skills into self-awareness: identifying emotions, accurate self-perception, recognizing strengths, possessing self-confidence, and demonstrating self-efficacy. Students gain self-awareness through recognizing and labeling diverse emotions (CASEL, 2017). An accurate self-perception is essential for one's perception to portray reality accurately (Landmark School Outreach, 2019). Students must self-reflect and take in others' views and their own to develop a true sense of self (Landmark School Outreach, 2019). Recognizing one's strengths and positive characteristics builds self-confidence, leading to a positive sense of self-efficacy (Landmark School Outreach, 2019). Goleman advised self-awareness to be the foremost skill in social-emotional learning necessary for all other skills to take shape (Landmark School Outreach, 2019).

Building from skills learned from self-awareness, self-management relates to regulating one's emotions and behaviors in various situations and working toward a specific goal (CASEL, 2017). Self-management is taking one's feelings and emotions and knowing how to respond and handle them respectfully and appropriately (CASEL, 2017; Dusenbury & Weissberg, 2017; Vega, 2012; Zins et al., 2007). Landmark School Outreach identified impulse control, stress management, self-discipline, goal setting, self-motivation, and organizational skills as skills accompanying self-management. Impulse control refers to delayed gratification (Landmark School Outreach, 2019). It is essential for students to not act impetuously in situations but learn to control their impulses effectively and delay satisfaction (CASEL, 2017; Dusenbury & Weissberg, 2017; Landmark School Outreach, 2019; Vega, 2012; Zins et al., 2007). Management of one's

stress levels relies on the attainment of self-awareness (CASEL, 2017; Dusenbury & Weissberg, 2017; Landmark School Outreach, 2019; Vega, 2012; Zins et al., 2007).

There are countless strategies to manage stress, and finding one that works best for oneself is part of awareness (Landmark School Outreach, 2019). Self-discipline refers to one's ability to control their feelings and impulses; it also allows one to focus on a goal despite any distractions (CASEL, 2017; Dusenbury & Weissberg, 2017; Landmark School Outreach, 2019; Vega, 2012; Zins et al., 2007). Self-management of goals set by oneself coupled with self-motivation will lead to better goal attainment (Landmark School Outreach, 2019). Organization skills often refer to organizing one's materials needed and time management when keeping with a goal (CASEL, 2017; Dusenbury & Weissberg, 2017; Landmark School Outreach, 2019; Vega, 2012; Zins et al., 2007).

Social-awareness is the ability to understand others' feelings and emotions and develop empathy for others (CASEL, 2017; Dusenbury & Weissberg, 2017; Vega, 2012; Zins et al., 2007). Landmark School Outreach (2019) recognized perspective-taking, empathy, appreciating diversity, and respecting others as traits linked to social-awareness. The CASEL (2017) elaborated by stating that social-awareness includes "understand broader historical and social norms for behavior in different settings" (para. 4). Living in a diverse global community and being aware of different races, genders, sexual orientations, or beliefs in a non-judgmental way is part of social-awareness (Landmark School Outreach, 2019). Students need to understand thoughts and situations from different points of view than their own since they will be expected to work with many people and personalities in their lifetime (Landmark School Outreach, 2019). With recognizing diversity comes an appreciation for those differences and developing

empathy and respect for those different from us (Landmark School Outreach, 2019). Landmark School Outreach (2019) stated social-awareness is a social-emotional learning skill building upon prior skills mentioned: self-awareness, self-management, and relationship skills.

Relationship skills mentioned within social-emotional learning are ways of communicating and working collaboratively with others of diverse groups, including ways to communicate ideas effectively, listen to others, cooperate with others, and resolve conflict (CASEL, 2017; Dusenbury & Weissberg, 2017; Vega, 2012; Zins et al., 2007). Students build upon their social-awareness skills when working on positive, healthy relationships with other individuals or groups (Landmark School Outreach, 2019). To display positive relationship skills with others, students learn to communicate clearly, listen to others intently, cooperate with others, resist inappropriate peer pressure, resolve conflict constructively, and request or offer help and assistance when needed (CASEL, 2017; Landmark School Outreach, 2019). Students who communicate clearly and effectively utilize both verbal and nonverbal means of communication, including speaking clearly, expressing ideas clearly, and understanding body language and facial expressions of self and others (Landmark School Outreach, 2019). A good grasp of self-awareness can often aid communication, especially with nonverbal cues (Landmark School Outreach, 2019). Listening intently to others includes appropriate eye contact, limitation of distractions, facial expressions, and offering appropriate responses related to the topic (Landmark School Outreach, 2019).

When effectively communicating and working toward a common goal, one cooperates (Landmark School Outreach, 2019). Cooperation takes more than getting to

the goal itself but entails taking turns, giving thought to others' ideas, and practicing problem-solving strategies within many realms (Landmark School Outreach, 2019). When students work effectively and cooperatively, conflict of some kind is bound to occur (Landmark School Outreach, 2019). Knowing how to resolve conflict peacefully, with all parties being heard and feeling a part equally, is a necessary skill and often extremely difficult for students (CASEL, 2017). Seeking and appropriately offering help is often overlooked yet important with social-emotional learning (Landmark School Outreach, 2019). At some point in their education, career, and social interactions, students need assistance from competent adults in their life (Jones & Kahn, 2017). Knowing when it is appropriate to ask for help and knowing when it is suitable to help others in a non-condescending way, using helpful words, and a proper tone is part of self-awareness and relationship skills (Landmark School Outreach, 2019). The CASEL (2018) noted relationship skills could often be difficult for students experiencing language or learning difficulties, and frequent modeling and practice are key in developing this competency.

Dusenbury and Weissberg (2017) defined responsible decision-making as “the ability to make constructive choices about personal behavior, social interactions, and school-based on consideration of ethical standards, safety concerns, social norms, realistic evaluation of consequences of various actions, and the well-being of others” (p. 37). To make a responsible decision all potential consequences of one’s decision must be taken into consideration (CASEL, 2017; Landmark School Outreach, 2019). The CASEL (2017) identified the skills involved with responsible decision-making as identifying the problem, analyzing the situation, solving the problem, considering the ethical

responsibility, and evaluating and reflecting. Students come across various types of problems in their lifetime, and recognizing when a problem becomes known can become difficult for students lacking in other social-emotional learning competencies (Landmark School Outreach, 2019).

Problems can range from choosing whether or not to clean their room or whether to partake in illegal substances (Landmark School Outreach, 2019). After recognizing a problem has arisen, students must analyze situations considering all other competencies to aid their analysis (Landmark School Outreach, 2019). Once analyzed, students can solve the problem, again, taking each potential consequence and repercussion into account (Landmark School Outreach, 2019). Considering ethical responsibilities of their decision can look different for every student (Jones & Kahn, 2017). Family background, cultural differences, and religious beliefs have the potential to influence one's decision (Jones & Kahn, 2017). Once problems have been solved, it is important for students to evaluate and reflect on their decisions (Landmark School Outreach, 2019). Evaluation and reflection on the outcomes of the decision can make solving other problems in the future (Landmark School Outreach, 2019). All of the competencies taught in a social-emotional learning program contribute to preparing students for success as a whole: academically, socially, and emotionally (Dusenbury & Weissberg, 2017).

Rise in Teacher Shortages

Studies of teachers have shown experienced teachers have greater student achievement levels; however, retaining quality teachers has become a challenge (Carver-Thomas & Darling-Hammond, 2017; Hughes, 2012). Teacher attrition has been an issue beginning in the 1970s (Croasmun et al., 2000). The National Commission on Teaching

and America's Future's 2007 report indicated teacher turnover costs the United States up to $7 billion a year (Schonert-Reichl, 2017, para. 20). There have been efforts at the state and federal levels to recruit teachers by issuing temporary certifications and alternative certification routes, all of which have not remained effective for any substantial amount of time (Cochran-Smith, 2004). Whether recruitment or retention of teachers is causing the shortage has been an argument among some researchers and policymakers (Cochran-Smith, 2004). In 2003, The National Commission on Teaching & America's Future reported the primary cause of the shortage in teachers was in the ability to retain teachers, especially in the early years of their careers (Cochran-Smith, 2004).

For many preservice teachers, burnout has been reported as early as during student teaching (Aloe et al., 2014). Studies by Charters, Mark and Anderson, and Murnane documented nearly 25% of those obtaining teacher certifications either never use their certification or leave teaching within only a few years (Croasmun et al., 2000, para. 3). Croasmun et al. (2000) indicated a 2.5 times greater possibility for teachers to leave the profession within their first year of teaching (para. 11). Fifteen percent of novice teachers leave within two years, and an additional 10% leave after three years of teaching (Croasmun et al., 2000, para. 11). Together a total of 40–50% of teachers will leave the profession within the first seven years (Croasmun et al., 2000, para. 11; Dupriez et al., 2016, p. 21; Hughes, 2012, p. 245), with 13–15% of teachers leaving each year (Hughes, 2012, p. 245). The challenge in retaining teachers costs the United States an estimated 2–7 billion dollars each year (Hughes, 2012, p. 245; Schonert-Reichl, 2017, para. 21). Turnover amongst teachers is higher than in any other profession (Carver-Thomas & Darling-Hammond, 2017; Hughes, 2012), which could be due to higher

emotional exhaustion scores, depersonalization, and low levels of personal accomplishment (Aloe et al., 2014).

Burnout takes place in many human service occupations and results from long-term job-related stress (Skaalvik & Skaalvik, 2007). Teacher burnout has been defined as "the chronic, multidimensional, negative disposition towards teaching and working in a school" (Aloe et al., 2014, p. 104). Many teachers have reported burnout in some capacity during their career (Aloe et al., 2014; Skaalvik & Skaalvik, 2007). Research has shown a connection between self-efficacy and burnout among teachers (Skaalvik & Skaalvik, 2007).

Studies have revealed many factors resulting in why teacher turnover is so high, including salaries, student discipline, administrative support, parental involvement, working conditions, and lack of respect for the profession in society (Carver-Thomas & Darling-Hammond, 2017; Cochran-Smith, 2004; Hughes, 2012). The recent upward trend in teacher retention can be attributed to the increasingly diverse populations in schools and the lack of parent involvement (Aloe et al., 2014). Research has also shown the differences between the ideals of teaching and the realities of teaching make it hard for new teachers to adjust and succeed (Schafer et al., 2014). The districts with the highest turnover are generally lower performing, have high poverty levels, and have a high percentage of minority students (Carver-Thomas & Darling-Hammond, 2017; Cochran-Smith, 2004; Hughes, 2012; Markow et al., 2013; Schonert-Reichl, 2017). Teacher turnover in schools with predominately minority students is up to three times higher than that of predominately White schools (Hughes, 2012, p. 248). It is suggested the higher turnover rate is due to many inner-city schools having higher demands in student

achievement with fewer resources, higher needs in student discipline, and lower community and parental involvement (Cochran-Smith, 2004; Hughes, 2012; Markow et al., 2013). Teachers tend to feel added pressure and a lack of support in these environments where community and parent involvement are low (Aloe et al., 2014).

While most research on teacher retention rates claimed the previously mentioned factors as the leading causes of teachers leaving the profession, many researchers ask deeper questions as to why teachers are leaving the profession (Torres, 2012; Goldring et al., 2014; Schaefer et al., 2014). Schaefer et al. (2014) based their study on the narrative conceptual framework of teacher knowledge and found the reasons teachers are leaving the profession could be an accumulation of factors and experiences. The narratives within the study offered more in-depth reasoning that occurred over time rather than reported factors (Schaefer et al., 2014). Their findings revealed many leaving teachers use "socially acceptable stories" as to why they leave the profession rather than admitting the entirety of their account (Schaefer et al., 2014, p. 12). The concept of the collected causes suggested the teacher shortage crisis would not be resolved until teachers' complete stories are told (Schaefer et al., 2014).

Factors in Falling Attrition Rates

Many novice teachers are unprepared for the realities they face within the classroom in which teacher education programs do little to teach (Croasmun et al., 2000). Classroom management is one factor for which teachers are not properly prepared (Aloe et al., 2014; Croasmun et al., 2000; Poznanski et al., 2018; Schonert-Reichl, 2017). Poznanski et al. (2018) defined classroom management as a "complex skill that refers to the ability to create an environment that facilitates social-emotional, academic, and behavioral learning and success" (p. 302). Effective classroom management includes

using instructional and behavioral strategies to decrease behavior-related issues while promoting positive behavior (Aloe et al., 2014; Poznanski et al., 2018).

The National Council on Teacher Quality put out a report stating classroom management was given little consideration in teacher education programs (Schonert-Reichl, 2017). While classroom management was mentioned in numerous course descriptions, the report indicated it did not incorporate the latest research, methods, and strategies (Schonert-Reichl, 2017). One study revealed that both experienced and novice teachers alike felt their teacher education program left them unprepared to deal with student discipline and specifically students' mental health needs (Poznanski et al., 2018; Schonert-Reichl, 2017). Furthermore, preservice teachers noted the lack of opportunities to practice management strategies in a real classroom (Schonert-Reichl, 2017).

Classroom management has been classified as the top professional development need from teachers as a whole (Schonert-Reichl, 2017). Classroom management self-efficacy has been labeled a "protective factor against burnout" (Aloe et al., 2014, p. 101). With many teachers stating their lack of classroom management knowledge and it being such a factor in teacher burnout, it could be supposed that teachers experiencing burnout have a low sense of classroom management self-efficacy (Aloe et al., 2014).

Research has also shown that teachers who have low classroom management self-efficacy can blame their students for their feelings and doubts (Skaalvik & Skaalvik, 2007). Student discipline has been identified as one of the leading causes of teachers leaving the profession (Aloe et al., 2014; Croasmun et al., 2000; Poznanski et al., 2018; Schonert-Reichl, 2017). One study reported amongst the 50% of teachers who reported they were leaving the profession, 35% of them noted student discipline as a deciding

factor (Schonert-Reichl, 2017, para. 21), while another found 58% of teachers surveyed noted student discipline as their most influential reason (Hughes, 2012, p. 247). Many teachers claim student behavior drastically hinders the overall success of their classroom (Schonert-Reichl, 2017).

With many teachers going into the field of education with hopes of motivating and helping students, student discipline issues often create doubt in novice teachers regarding their ability to impact students positively (Hughes, 2012). Disruptive student behaviors contribute to teacher stress levels and the likelihood of potential burnout (Aloe et al., 2014; Skaalvik & Skaalvik, 2007). However, research also showed teachers who receive adequate training in responding to students' behavior and emotional needs could promote a positive classroom environment with fewer student behavior issues (Schonert-Reichl, 2017). Likewise, schools that focus on the motivation and success of their students, and have higher average achievement scores, also have a higher retention rate in teachers (Hughes, 2012). Overall, effective classroom management promotes academic, social, emotional, and behavioral success for all students, even more so with those with mental health needs (Aloe et al., 2014; Poznanski et al., 2018). Schools implementing social-emotional learning programs have been shown to have higher academic performance and fewer behavior problems in students (Durlak et al., 2011).

It has been suggested teachers' social-emotional competence plays a role in their relationships with students, which classroom management strategies are used in their classrooms, and how well they implement social-emotional learning programs with fidelity (Schonert-Reichl, 2017). The argument being, to effectively implement a social-

emotional program, teachers need to be aware of their level of capacity in the competencies (Schonert-Reichl, 2017).

According to the MetLife Survey of the American Teacher, 51% of teachers report high-stress several days each week (Markow et al., 2013, p. 6). While all teachers experience stress at some point in their careers, most handle it successfully (Skaalvik & Skaalvik, 2007). Those who can navigate through stress successfully do so through problem-solving, social-emotional support, cooperation from others, and adapting (Skaalvik & Skaalvik, 2007). Managing the stress related to the occupation is another reason teachers leave the profession (Hughes, 2012; Schonert-Reichl, 2017). Research has shown teaching to be one of the most stressful professions relating to the human service industry (Schonert-Reichl, 2017).

In an occupational stress Gallop Poll, 46% of teachers polled stated they had high daily stress in the workplace, which was the highest percentage of all occupational categories (Schonert-Reichl, 2017, para. 15). Job requirements, lack of resources, and self-efficacy woes cause stress, which gives teachers physical and emotional turmoil (Schonert-Reichl, 2017). High levels of teacher stress are known to cause a decrease in one's job satisfaction and poor instructional practices, which lead to a reduction in their students' achievement, all leading to burnout (Schonert-Reichl, 2017). Research has shown stress to be contagious among teachers and their students (Schonert-Reichl, 2017). One study found classrooms with excessive stress levels also had more students with mental health and behavioral needs (Schonert-Reichl, 2017). Schonert-Reichl and Oberle (2017) studied the relationship between teacher burnout and student stress using the Maslach Burnout Inventory, modified for teachers. They found higher burnout levels in

teachers indicated higher morning Cortisol levels in students, which led to the belief teachers' stress was directly linked to students' stress (Schonert-Reichl, 2017).

The ability to balance personal and professional lives has shown to be a challenge for many teachers (Schaefer et al., 2014). Some teachers who have left the profession prematurely have indicated dedicating up to 80–85 hours per week to the profession when accounting for extra duties and assignments (Schaefer et al., 2014, p. 18). Teachers' workload, including prep time, grading, extracurricular duties, meetings, tutoring, and continued education on top of the day-to-day instructional teaching time, can lead to added stress and early teacher burnout (Schaefer et al., 2014).

The climate of the district and school is another factor in teacher turnover (Dupriez et al., 2016; Hughes, 2012; Torres, 2012). Friedman and Kass (2002) noted the importance of teachers being accustomed to the schools' values and norms through a socialization process. During this process of socialization, teachers learn the core values of a school and learn how to work with their colleagues and team members and how to deal with conflict within the school setting (Friedman & Kass, 2020). Schools that are successful in the socialization process maintain teachers with higher cooperation among staff, motivation, and job satisfaction, which, in turn, have a higher retention rate (Friedman & Kass, 2002). Likewise, schools that are not successful in the socialization process tend to have higher turnover rates (Friedman & Kass, 2002).

Administrative support is another major factor in retaining quality teachers (Carver-Thomas & Darling-Hammond, 2017; Hughes, 2012). Of all professional occupations, teachers are believed to have the least say of what happens within the profession (Schonert-Reichl, 2017). In 2012, 26% of teachers conveyed low job

autonomy (Schonert-Reichl, 2017, para. 14). Teachers have voiced their desire for having a say in the schools they work in (Cochran-Smith, 2004; Hughes, 2012; Schaefer et al., 2014).

Schools in which administrators give more freedom and autonomy to their teachers have a higher retention rate (Carver-Thomas & Darling-Hammond, 2017; Hughes, 2012). The administration could be a supportive role or potential barrier for teachers trying to make a difference (Friedman & Kass, 2002). In a 2012 study of the relationship between teachers' professional identity and self-efficacy, job satisfaction, motivation, and commitment, it was found that teachers' professional identity could be influenced and changed by improving relationships with colleagues, administration, and school board members (Canrinus et al., 2012). Strengthening these relationships could also increase teachers' level of self-efficacy (Canrinus et al., 2012).

Research on teacher attrition and retention often exclude the number of teachers who leave teaching for other careers in education, such as leadership roles (Cochran-Smith, 2004). The number of teachers leaving teaching for leadership roles in other schools or districts may be included in the category of teachers leaving the field for other careers, which cast a negative outlook on the education profession as a whole (Cochran-Smith, 2004). Cochran-Smith (2004) questioned if it was beneficial to the teaching profession to suggest that the goal to keep teachers in the classroom meant teaching had a "flat career trajectory" (p. 391).

Teachers' Perceived Sense of Self-Efficacy

Self-efficacy is built upon the theoretical framework of Albert Bandura's social cognitive theory (Skaalvik & Skaalvik, 2007). Self-efficacy can affect a teacher's goals

and behaviors depending on the setting (Skaalvik & Skaalvik, 2007). Self-efficacy is believed to affect a teacher's motivation through behavioral changes (Canrinus et al., 2012).

A teacher's perceived sense of efficacy is a belief about his or her abilities to produce the desired results of student learning and engagement even among difficult to reach students (Aloe et al., 2014; Bandura, 1993; Friedman & Kass, 2002; Skaalvik & Skaalvik, 2007; Tschannen-Moran & Woolfolk Hoy, 2001). A teacher's sense of self-efficacy can be connected to teaching performance, instructional strategies, classroom management, burnout, job satisfaction, well-being, self-regulation, and stress management (Hen & Goroshit, 2015; Skaalvik & Skaalvik, 2007). Studies have shown a teacher's sense of efficacy directly affects student achievement, along with a student's sense of efficacy levels and motivation (Aloe et al., 2014; Hen & Goroshit, 2015; Skaalvik & Skaalvik, 2007; Tschannen-Moran & Woolfolk Hoy, 2001).

Furthermore, a teacher's sense of efficacy perceptions conveys the depth of work teachers put into their job, such as planning, developing, and keeping current teaching methods and continuing their own education (Tschannen-Moran & Woolfolk Hoy, 2001). Studies have also shown teachers with higher levels of self-efficacy are less critical and work harder to reach the needs of their students who may be struggling (Hen & Goroshit, 2015; Skaalvik & Skaalvik, 2007; Tschannen-Moran & Woolfolk Hoy, 2001). On the other hand, teachers with low self-efficacy levels have been known to disengage from teaching and their students (Aloe et al., 2014).

Along with the benefits to their students, teacher self-efficacy is related to job satisfaction, and teachers with higher levels of self-efficacy are more likely to remain in

the profession (Aloe et al., 2014; Hughes, 2012; Schonert-Reichl, 2017; Skaalvik & Skaalvik, 2007; Tschannen-Moran & Woolfolk Hoy, 2001). Research has shown teachers' self-efficacy has a direct effect on teachers' motivation, job satisfaction, and occupational commitment (Canrinus et al., 2012). Motivation is the beliefs and emotions that determine one's behavior (Canrinus et al., 2012).

Correlation studies have revealed a teachers' motivation is significantly linked to job satisfaction (Canrinus et al., 2012). Self-efficacy plays a major role in motivation, and it can be assumed self-efficacy also significantly impacts job satisfaction (Canrinus et al., 2012). Teachers who have a low sense of self-efficacy may also have feelings of inadequacy regarding their abilities in the classroom (Aloe et al., 2014). Six percent of new teachers who decided to leave teaching state perception of lower effectiveness as a reason to move onto another profession (Hughes, 2012). In one study, interviews conducted with 50 new teachers revealed that self-efficacy, described as how effective teachers felt in the classroom, was a key factor in their decisions to leave teaching (Hughes, 2012). Self-efficacy and motivation, occupational commitment, and job satisfaction all make up a teacher's professional identity (Canrinus et al., 2012). Teacher professional identity is formed of beliefs, values, and self-interpretation within the perspective of teaching (Canrinus et al., 2012). Teacher professional identity has been portrayed as an essential factor to one's self-efficacy (Canrinus et al., 2012). The construct of professional identity can change as teachers gain more experience in the field and learn new methods to their craft (Canrinus et al., 2012).

Hughes (2012) made note while self-efficacy is a personal characteristic, it can be influenced by the school culture in which the teacher is teaching. School climate,

administrative support, autonomy, and teamwork among colleagues all affect a teachers' sense of self-efficacy (Friedman & Kass, 2002). Teachers with a high sense of organizational self-efficacy will work better as a team, collaborate with colleagues, utilize school resources more effectively, give feedback on decision-making, and contribute to the overall climate of the school (Friedman & Kass, 2002). On the other hand, teachers with a low sense of organizational self-efficacy could isolate themselves within their classroom walls, perceive collaboration as criticism, and withdraw from decision-making processes (Friedman & Kass, 2002; Skaalvik & Skaalvik, 2007).

Further research has been requested on the connection between organizational self-efficacy beliefs and retention rates (Friedman & Kass, 2002). Based on the expectancy-value theory, when teachers trust they can achieve positive outcomes, they are more likely to repeat the behavior (Canrinus et al., 2012). When teachers experience an organized and positive classroom environment, they have a more positive outlook and a sense of accomplishment (Aloe et al., 2014). However, when a teacher experiences a classroom with difficult to manage students, and the classroom feels more chaotic, the teacher has a negative feeling toward their abilities and a sense of failure (Aloe et al., 2014). Likewise, research has shown teachers who perceive themselves with a low sense of self-efficacy regarding classroom management and student discipline are more likely to have a higher level of burnout (Skaalvik & Skaalvik, 2007).

Those with low self-efficacy levels tend to have high anxiety with new situations and often feel threatened (Skaalvik & Skaalvik, 2007). Teachers in this state may have heightened anxiety over expectations of student disciplinary actions, lower student performance, and conflict with parents and administration (Skaalvik & Skaalvik, 2007).

The added stress and anxiety over those expectations can lead to emotional exhaustion and depersonalization of a teacher's character (Skaalvik & Skaalvik, 2007). Teachers' self-efficacy levels' connection to perceived external control has been discussed very little in research (Skaalvik & Skaalvik, 2007). External control has been defined as "teachers' general beliefs about limitations to what can be achieved through education" (Skaalvik & Skaalvik, 2007, p. 621). Teachers have different beliefs about what can be achieved through further education, professional development, and personal growth, affecting their perceived self-efficacy (Skaalvik & Skaalvik, 2007).

Measuring Self-Efficacy

Examining instruments, Tschannen-Moran and Woolfolk Hoy (2001) found two main foundations in measuring self-efficacy. The main ideas behind measuring self-efficacy in teachers were based upon the findings of psychologists Rotter and Bandura (Friedman & Kass, 2002). Bandura's model suggested a difference in self-efficacy within the profession of teaching and a teacher's personal perceived sense of efficacy (Bandura, 1997; Friedman & Kass, 2002). Teachers' perceived sense of self-efficacy depends on more than just their ability to teach subject matter but their ability to effectively manage classroom discipline, implement initiatives, and support parents and students (Friedman & Kass, 2002). Friedman & Kass (2002) noted how the work of Cherniss suggested teacher efficacy is a combination of the following concepts: tasks, inter-personal, and organization. Cherniss believed using these three concepts of self-efficacy could provide an understanding of why teachers develop burnout (Friedman & Kass, 2002).

Tschannen-Moran and Woolfolk Hoy (2001) suggested measuring self-efficacy in both capacities, including teaching duties and situations and the perceived sense of

competence in teaching (Friedman & Kass, 2002). To better generalize measures of teachers' self-efficacy, an instrument should assess teachers' competence in a wide range of duties and responsibilities they are required to perform (Friedman & Kass, 2002). The scale developed by Tschannen-Moran & Woolfolk Hoy (2001) measured teachers' overall efficacy levels, including subscales in the areas of efficacy in instructional strategies, classroom management, and student engagement (Friedman & Kass, 2002).

Social-Emotional Learning's Contribution to Teacher Attrition

Mental health issues affect an estimated one in five children (Poznanski et al., 2018, p. 301). Research revealed that the numbers are even higher for children who live in disadvantaged environments, affecting their success in the school environment (Poznanski et al., 2018). Each year teachers can expect at least one student within their class to have mental health issues, often resulting in disruptive behavior (Poznanski et al., 2018). With the growing number of students needing social-emotional support in schools, teachers must have an understanding of mental health issues, classroom management strategies, and social-emotional learning competencies for all of their students to succeed (Poznanski et al., 2018). Research showed using school-wide classroom management strategies that encourage positive reinforcement and have clear expectations along with specific interventions for those who need them, like social-emotional learning programs, lead to positive outcomes for students with high emotional and behavioral needs (Poznanski et al., 2018). The decrease in teacher stress is another benefit of successful classroom management, which leads to a higher sense of self-efficacy and decreases teacher turnover (Poznanski et al., 2018).

Having a positive school climate generates an environment conducive to supporting social-emotional development within both students and teachers (Dusenbury & Weissberg, 2017). Negative school culture and climate can be attributed to many teachers moving and leaving the profession entirely (Hughes, 2012). In a survey consisting of 217 first and second-year teachers, school climate resulted in six out of eight top reasons for their consideration in leaving (Hughes, 2012, p. 247). Studies have shown social-emotional learning contributes to the overall school climate and affects the amount of teacher stress (Dusenbury & Weissberg, 2017). Research also suggests that teachers with high-stress levels and in a current state of burnout adversely create a negative climate for their students in their classrooms (Aloe et al., 2014).

Social-emotional competence in teachers contributes to supportive relationships, effective classroom management, and implementation of social-emotional learning (Hen & Goroshit, 2015). Teachers' mental and emotional composure and stability have shown to promote by example social-emotional learning competencies in students hence, also affect overall positive school climate (Dusenbury & Weissberg, 2017; Schonert-Reichl, 2017; Waajid et al., 2013). Teachers who are socially emotionally competent have the skills necessary to teach social-emotional learning standards and are aware of their own emotions and relationships, and can model them effectively (Hen & Goroshit, 2015). The mental health of teachers and their emotional regulation are believed to be a factor in teacher turnover (Aloe et al., 2014). Teachers with healthy social-emotional competence generally have a higher sense of self-efficacy and are satisfied with their job (Schonert-Reichl, 2017). Research revealed teachers who are confident in their social-emotional

competence are also more understanding with students who struggle with social-emotional skills (Hen & Goroshit, 2015).

Positive relationships between teachers and students are supported when teachers themselves are socially and emotionally competent (Hen & Goroshit, 2016). Relationships are essential for healthy development and foster academic success, motivation, and engagement in students (Hen & Goroshit, 2015). Positive teacher-student relationships also decrease negative behaviors in the classroom (Hen & Goroshit, 2015). Teachers who have social-emotional skills can offer empathy to students who are harder to reach due to behavior issues (Hen & Goroshit, 2015). Teacher empathy has been noted to be essential in creating a positive classroom environment (Hen & Goroshit, 2015). Empathic teachers can add to students' sense of self-efficacy and make them feel more accepted (Hen & Goroshit, 2015).

Professional Development for Teachers

While the role teachers play in cultivating social-emotional learning within their classrooms has been acknowledged, little has been done to implement social-emotional learning competencies and programs in teacher education programs (Croasmun et al., 2000; Main, 2018; Waajid et al., 2013). Teachers are hesitant to start with social-emotional learning programs in which they have no training when they are already strained for time with the mandated curriculum (Durlak et al., 2011; Main, 2018). According to Darling-Hammond et al. (2017) professional development should include the following components to be effective for teachers: a) content-focused, b) integrates active learning, c) allows collaboration, d) models effective practice, e) provides coaching support, f) provides feedback and reflection, and g) sustained duration of time.

According to the National Council on Teacher Quality, about 200,000 students annually graduate from a teacher education program (Schonert-Reichl, 2017, para. 35). Teacher education programs differ from state to state; however, most emphasize the educational process and the development of how learning takes place, along with practicums and field experiences to gain experience and practice (Schonert-Reichl, 2017). In most states, to obtain certification to teach, one must graduate with a bachelor's degree, a minimum GPA, and have completed some classroom training (Schonert-Reichl, 2017). Certifications differ across states and may not be recognized in all states once obtained (Schonert-Reichl, 2017).

Current certification standards focus primarily on the intellectual aspect of teaching as a profession and give little detail to students' social-emotional learning or the social-emotional awareness in teachers (Waajid et al., 2013). Generally, teacher education programs require only one course in overall classroom management with no training requirements dealing with handling student emotions or emotional competence (Waajid et al., 2013). Classroom management courses have focused on training teachers to stop student misbehavior rather than how to encourage self-regulation (Main, 2018; Schonert-Reichl et al., 2017). Additionally, colleges generally focus on managing typically developed students, not students with mental health issues or other more disruptive behaviors (Poznanski et al., 2018). A report of teacher preparation programs discovered few correlations between teacher education programs and state requirements for teaching social-emotional learning competencies even in states with mandated social-emotional learning standards (Main, 2018; Schonert-Reichl et al., 2017).

A 2013 report found that 84% of elementary education programs committed less than 75% of one course to teach classroom management strategies to preservice teachers (Poznanski et al., 2018, p. 303). Furthermore, the strategies covered in the courses failed to address the majority of research-based programs and interventions, including the use of positive reinforcements (Poznanski et al., 2018). One study found merely 13% of 3,916 teacher education programs covered the five social-emotional learning competencies developed by the CASEL (Schonert-Reichl, 2017, para. 52). With social-emotional learning identified as a key factor in encouraging a positive school climate, teachers have the potential to benefit from teacher education programs teaching the components of social-emotional learning for them and their future students (Croasmun et al., 2000; Dusenbury & Weissberg, 2017; Waajid et al., 2013). Waajid et al. (2013) reported, 66% of teachers surveyed stated feeling moderately or poorly equipped to deal with students' emotions (p. 33).

The development of children and adolescents is important for future teachers to understand yet often not covered or covered very little in teacher education programs (Schonert-Reichl, 2017). The National Council for Accreditation of Teacher Education and other federal agencies and field experts held two roundtable discussions regarding the integration of child development courses within teacher education programs (Schonert-Reichl, 2017). In 2005 the council surveyed 595 accredited institutions' unit heads to figure out to what extent preservice teachers learn about child development (Schonert-Reichl, 2017, para. 41). Ninety percent of the institutions that responded to the survey claiming their programs required at least one course in child development; however, many programs reported forfeiting courses on development because of credit hour

limitations in their state (Schonert-Reichl, 2017, para. 41). Furthermore, 20% of the programs surveyed stated they required child development; the course is not taught from the education department but generally from the psychology department, which resulted in out-of-context information and no real application to the classroom (Schonert-Reichl, 2017, para. 41).

In a study by Waajid et al. (2013), students in a teacher education program were given the opportunity to take a curriculum and instruction course with social-emotional learning embedded in the content. The study found embedding the course with social-emotional learning subject matter impacted the future teachers' views on the role emotions play in the classroom for student learning and behavior (Waajid et al., 2013). Fourteen out of 15 students in the education program reflected on their perception of classroom management of controlling student behavior to "helping children to control themselves" (Waajid et al., 2013, p. 42). Over half of the students in the program conveyed an interest in furthering their learning of social-emotional competencies and implementation (Waajid et al., 2013, p. 43).

Like any program, teachers feel more comfortable implementing familiar social-emotional learning programs, with which they share the beliefs it fosters, and are confident with teaching the material well (Schonert-Reichl, 2017). The amount of administrator support and the program's alignment to the school culture all have a major role in how effectively teachers accept and implement a social-emotional learning program (Schonert-Reichl, 2017). Teachers who received ongoing training and continued to make an effort in teaching social-emotional competencies, especially within a particular program, saw positive student gains in achievement and behavior (Schonert-

Reichl, 2017). Likewise, teachers who did not share the same beliefs in classroom management and were not as comfortable with the competencies taught saw little change within their students, especially among those students who were already struggling and difficult to reach (Schonert-Reichl, 2017).

The findings on teachers' organizational sense of self-efficacy offer the idea that preservice teachers need to be better trained in working within a school organization (Friedman & Kass, 2002). Friedman and Kass (2002) recommended preservice teachers learn organizational processes, communication skills, group decision-making practices, and how to develop relationships with colleagues. The organizational skills suggested could be aligned to the social-emotional framework of social awareness, responsible decision-making, and relationship skills (CASEL, 2017; Dusenbury & Weissberg, 2017; Vega, 2012). Studies have implied many schools that attempt to teach social-emotional learning standards and competencies fail to use evidence-based programs or do not implement them with fidelity (Durlak et al., 2011). Durlak et al. (2011) explained this might be due to the unfamiliarity of evidence-based programs, lack of training in the programs, and failure to continue programs after initial pilot periods.

Summary

Researchers agree social-emotional learning positively affects students' success in social and emotional competence, behavior, and academic growth (CASEL, 2013; Jones & Kahn, 2017; Schonert-Reichl, 2017; Schonert-Reichl et al., 2017). The CASEL defined the term social-emotional learning and created a framework for schools to adopt using the five competencies: a) self-awareness, b) self-management, c) social-awareness, d) relationship skills, and e) responsible decision making (CASEL, 2017; Clayton, 2017;

Dusenbury & Weissberg, 2017; Edutopia, 2011; Vega, 2012). While all 50 states do have SEL standards in early childhood currently only 14 states have K-12 SEL competencies (CASEL, 2018; Dusenbury et al., 2018; National Conference of State Legislatures, 2018).

The challenge of retaining quality teachers has been noticed throughout the country as teacher attrition rates rise (Cochran-Smith, 2004; Croasmun et al., 2000; Hughes, 2012; Schonert-Reichl, 2017; & Schonert-Reichl et al., 2017). Issues leading to the rise in attrition include salaries, student discipline, administrative support, parental involvement, working conditions, and lack of respect for the teaching profession in society (Cochran-Smith, 2004; Hughes, 2012). According to Skaalvik & Skaalvik (2007) teacher burnout is also connected to teachers' sense of self-efficacy. Teachers' sense of self-efficacy has been shown to affect teachers' job satisfaction and retention (Aloe et al., 2014; Hughes, 2012; Schonert-Reichl, 2017; Skaalvik & Skaalvik, 2007; Tschannen-Moran & Woolfolk Hoy, 2001).

Chapter Two summarized the need for social-emotional learning in public education along with the history behind and development of the concept. The conceptual framework and SEL competencies developed by CASEL was reviewed. The chapter compared the use of SEL standards and competencies throughout the United States. Investigation over the influences SEL has on student behavior, academic success, teacher efficacy, and teacher retention rates were noted throughout the review of literature.

Chapter Three goes in depth about the methodology and procedures used within this study. The research design will be outlined within Chapter Three including the independent and dependent variables, research questions, population and sample,

instrumentation, and data collection and analysis. Ethical considerations and safeguards made will also be discussed within the chapter.

Chapter Three: Research and Method Design

Chapter Three includes the methodology and procedures used in this study's research process. Independent and dependent variables are described. The research questions, population and sample, instrumentation, data collection and analysis, and ethical considerations for the study are provided.

Methodology and Procedures

This research was conducted using quantitative methods to determine if a significant difference between variables exists (Fraenkel et al., 2019). Data were obtained from The National Center of Education Statistics' The Condition of Education 2019 and The Learning Policy Institute's report of Understanding Teacher Shortages: 2018 Update to analyze as secondary data for teacher attrition and retention rates. Both reports are publicly available. The Understanding Teacher Shortages: 2018 Update rated each state on teaching attractiveness, working conditions, administrative support, and teacher turnover rates. A part of the teacher turnover rating specified the number of teachers planning on leaving the profession entirely versus those seeking employment in other areas of education. Teachers specifically leaving the profession were considered as opposed to district employee retention rates to find the difference of attrition rates in states with and without freestanding social-emotional learning standards. The 2018 and 2019 reports were used, as they are the most current linked reports released to the public regarding attrition and retention rates.

To analyze the quantitative instrument data on teachers' sense of self-efficacy, the following procedures were followed:

- Certification of Collaborative IRB Training Initiative Program (CITI) was obtained (see Appendix D) to collect data and conduct research.
- Permission was obtained from researcher Dr. Megan Tschannen-Moran (2001) to use the Teacher's Sense of Efficacy Scale (TSES) via email (see Appendix E).
- The participant consent form and the TSES Long Form were entered into Qualtrics for disbursement of the survey.
- Schools were chosen using a stratified random sampling method via Research Randomizer (Version 4.0). Schools were listed alphabetically within their classified locale codes from each state, and using Research Randomizer (Version 4.0) 10% of the districts were selected from each state's locale code to participate.
- The survey instrument with the consent form link attached was sent to the superintendents of selected school districts who distributed the survey link to building administrators in schools with grades kindergarten through third grade via email (see Appendix B).
- Building administrators sent out the Qualtrics link via email containing the consent form and survey instrument to teachers within the building who met the kindergarten through third-grade teaching criteria (see Appendix B & C).
- Teachers who chose to participate in the survey were made aware of the confidentiality of data collected, voluntary participation, and that withdrawal from the survey could occur at any time.
- Consent was obtained on the first page of the Qualtrics survey.

- Teachers consented through anonymous participation in Dr. Megan Tschannen-Moran and Anita Woolfolk Hoy's online 24-question 9-item Likert scale instrument, the Teachers' Sense of Efficacy Scale (2001).
- The survey instrument remained active for 14 days, with reminders sent after seven and 10 days after the original sharing of the survey link.
- Qualtrics collected all completed survey data.
- The researcher utilized Qualtrics and Excel to analyze survey data results.

Independent and Dependent Variables

The independent variable in this study was the implementation, or not, of freestanding kindergarten through 12th-grade social-emotional learning standards within the mandated statewide curriculum. Dependent variables of the study were teachers' perceived sense of efficacy and statewide teacher attrition and retention rates.

Research Questions

The following research questions guided this study:

1. What is the difference between states with and without freestanding social-emotional learning standards regarding teachers' perceived sense of self-efficacy, and statewide teacher attrition and retention rates?

   $H1_0$: There is no difference between states with and without freestanding social-emotional learning standards regarding teachers' perceived sense of self-efficacy and statewide teacher attrition and retention rates.

   $H1_a$: There is a difference between states with and without freestanding social-emotional learning standards regarding teachers' perceived sense of self-efficacy and statewide teacher attrition and retention rates.

2. How do freestanding social-emotional learning standards affect teachers' perceived sense of self-efficacy?

3. How do freestanding social-emotional learning standards affect statewide teacher attrition rates?

4. How do freestanding social-emotional learning standards affect statewide teacher retention rates?

Population and Sample

This study focused on two states within the Midwest region of the United States that have freestanding social-emotional learning (SEL) standards and two states within the Midwest region of the United States that do not have freestanding SEL standards (CASEL, 2018). Illinois and Kansas currently have freestanding, comprehensive PreK-12th grade standards for social-emotional learning with developmental benchmarks (CASEL, 2018). Missouri and Nebraska currently do not have freestanding, comprehensive PreK-12th grade standards for social-emotional learning standards (CASEL, 2018). Within the four states, the study was limited to teachers teaching kindergarten through 3rd grade.

The unit of analysis for this study was school districts. There were 890 public school districts in Illinois, 286 public school districts in Kansas, 518 public school districts in Missouri, and 244 public school districts in Nebraska for a total of 1,938 public school districts for all four states (Illinois State Board of Education, n.d., Table 1; Kansas State Department of Education, n.d., Table 16; Missouri Department of Elementary and Secondary Education, 2019, Section 6; Nebraska Department of Education, 2019, Table 1). A minimum sample size of 39 school districts required was

determined by identifying 10% of the target population of 1,938 districts while anticipating 20% participation of districts to warrant generalizability within the population (Fraenkel et al., 2019). School districts in each state were compiled into categories by the National Center for Education Statistics based upon their locale codes (Geverdt, 2015). Codes are assigned to districts based upon the school district's proximity to an urbanized area and consist of twelve descriptive codes: (1) city, large; (2) city, midsize; (3) city, small; (4) suburb, large; (5) suburb, midsize; (6) suburb, small; (7) town, fringe; (8) town, distant; (9) town, remote; (10) rural, fringe; (11) rural, distant; and (12) rural, remote (Geverdt, 2015). Districts in each category of locale codes were listed in alphabetical order, and using a stratified random sampling method 10% of the districts in each locale code were selected using Research Randomizer (Version 4.0), a computer-based random number generator which has been cited in over 500 publications since 2007 (Urbaniak, 2013, para. 4). A stratified random sampling method was used due to multiple groups and subgroups within the population (Fraenkel et al., 2019). Ten percent of each state's locale code was asked to participate in the study to ensure equal representation of all geographic locations throughout the state (Fraenkel et al., 2019). The number of districts in each locale code invited to participate is documented in Table 1.

Table 1

Number of School Districts by Locales

State	Illinois		Kansas		Missouri		Nebraska	
Locales	Total	10%	Total	10%	Total	10%	Total	10%
City-Large	1	1	2	1	6	1	0	0
City-Midsize	6	1	5	1	2	1	0	0
City-Small	28	3	2	1	5	1	0	0
Suburban-Large	327	33	9	1	46	5	7	1
Suburban-Midsize	4	1	1	1	0	0	0	0
Suburban-Small	24	2	1	1	4	1	0	0
Town-Fringe	42	4	12	1	15	2	7	1
Town-Distant	104	10	24	2	49	5	21	2
Town-Remote	30	3	34	3	30	3	22	2
Rural-Fringe	74	7	13	1	38	4	15	2
Rural-Distant	222	22	65	7	194	19	38	4
Rural-Remote	28	3	118	12	131	13	134	13

Note. Counts were rounded when 10% of districts in a locale code were less than one to ensure equal representation throughout each state and to obtain minimum sample size.

Instrumentation

Tschannen-Moran and Woolfolk Hoy's online 24-question 9-item Likert scale instrument, the Teachers' Sense of Efficacy Scale (TSES) (2001), sometimes referred to as the Ohio State Teacher Efficacy Scales, was used to survey kindergarten through 3rd-grade teachers. The TSES has been deemed valid and reliable through assessing parallels

within it and other existing teacher efficacy measures (Tschannen-Moran & Hoy, 2001). Table 2 displays reliabilities for the TSES and efficacy subscales.

Table 2

Teacher's Sense of Efficacy Scale Reliabilities

Measure	Mean	SD	α
TSES	7.1	0.94	0.94
Student Engagement	7.3	1.1	0.87
Instructional Strategies	7.3	1.1	0.91
Classroom Management	6.7	1.1	0.90

Note. Adapted from "Teacher Efficacy: Capturing an Elusive Construct," by M. Tschannen-Moran and A. Woolfolk Hoy, 2001, *Teaching and Teacher Education, 17*, p. 783–805. Copyright 2001 by Elsevier Science LTD.

The TSES (Tschannen-Moran & Hoy, 2001), along with permission for use, was obtained from Dr. Megan Tschannen-Moran via email (see Appendix C). The TSES data were collected through Qualtrics (2020). The survey instrument link was active for 14 days, with reminders sent after seven and 10 days from the initial sharing of the survey link via email for participation. The minimum 39 school district sample size was attainted within the initial 14 day completion window, therefore a 7 day extension was not needed to complete the survey. Survey data were analyzed through Qualtrics and Excel once data collection ended.

Data Collection

Once permission was obtained from the school districts for participation, the survey instrument and consent form link were sent to superintendents of selected school districts who distributed the link to building administrators in schools with grades kindergarten through third-grade via email. Building administrators sent the Qualtrics link to the consent form and instrument via email to teachers who met the kindergarten through third-grade teaching criteria. Teachers choosing to participate in the survey were made aware of the confidentiality of data collected, voluntary participation, and the opportunity to withdraw from the survey at any time. Consent was obtained on the first page of the Qualtrics survey. Teachers consented through anonymous participation in the TSES (2001). The survey instrument remained active for completion for 14 days. Qualtrics collected and stored completed survey data. After seven days, an email reminder to complete the survey was sent, with a final reminder sent 10 days after initially sharing the survey link. All secondary data were collected through The National Center for Education Statistics and The Learning Policy Institute's websites.

Data Analysis

Quantitative data were collected on statewide teacher attrition and retention rates collected from the publicly available report, The Condition of Education (2019). The Condition of Education (2019) report was further analyzed by The Learning Policy Institute to develop the issue brief, Understanding Teacher Shortages: 2018 Update. The Learning Policy Institutes' issue brief was analyzed to examine detailed findings on state attrition and retention causes, such as teaching attractiveness, working conditions, administrative support, and teacher turnover ratings. Within statewide teacher turnover

ratings, the issue brief outlined the number of teachers who took employment elsewhere within the state inside education and those who reported plans to leave the profession entirely. The 2018 and 2019 reports were used in this study, as they are the most current reports released to the public.

Quantitative instrument data regarding teachers' sense of efficacy using Dr. Megan Tschannen-Moran and Dr. Anita Woolfolk Hoy's Teacher's Sense of Efficacy Scale (TSES) Long Form were analyzed. The TSES Long Form data were analyzed using descriptive statistics to measure the overall teachers' perceived sense of efficacy and subscales of efficacy concerning student engagement, instructional strategies, and classroom management. Responses to the survey were categorized and analyzed by state, locale, and grade level in which the teacher currently teaches. The numbered items representing each subscale are presented in Table 3.

Table 3

Teacher's Sense of Efficacy Subscale Items

Efficacy Subscale	Items
Student Engagement	1, 2, 4, 6, 9, 12, 14, 22
Instructional Strategies	7, 10, 11, 17, 18, 20, 23, 24
Classroom Management	3, 5, 8, 13, 15, 16, 19, 21

Note. Adapted from "Teacher Efficacy: Capturing an Elusive Construct," by M. Tschannen-Moran and A. Woolfolk Hoy, 2001, *Teaching and Teacher Education, 17,* p. 783–805. Copyright 2001 by Elsevier Science LTD.

Demographic participant data were collected of the state where employed and the grade level assigned. Other demographic participant data were not collected since the study addressed overall statewide comparisons and not differences in teacher gender or ethnicity.

Ethical Considerations

Approval by the Lindenwood Institutional Review Board was obtained prior to conducting any research. Qualtrics (2020) was used to collect survey data. Qualtrics (2020) ensured the privacy of all participants. Participants were informed prior to beginning the survey that participation was completely voluntary and that withdrawal from the study was available at any time by simply not completing the survey or closing the browser window. Identifiable data were not collected during this study. Data were gathered to know the state and grade level teachers were teaching to compare groups of teachers by those categories. Survey data were stored on a password-protected device and on a thumb drive to which only the researcher had access. All electronic records of data collected are secure and will be deleted from the devices three years after the publication of the study.

Summary

Chapter Three outlined the methodology and procedures used throughout this study. This chapter included the research questions, instrumentation, population, and sample used in the study. Also, the data collection and analysis and the ethical considerations of the research were presented.

Chapter Four will reveal the results from this study including the results from the TSES, *t*-tests for independent means, and analysis of secondary data. Teachers' sense of self-efficacy levels along with levels in the subcategories of student engagement,

instructional strategies, and classroom management will be summarized. Data analysis will be summarized from The Condition of Education (2019) and The Learning Policy Institute's issue brief, Understanding Teacher Shortages: 2018 Update.

Chapter Four: Analysis of Data

Current research agreed on the need for social-emotional learning (SEL) in public schools and its benefit to students; however, there was a significant gap in literature relating social-emotional learning to teachers' perceived self-efficacy levels how it contributes to teachers intending to leave or remain in the profession (Clayton, 2017; Durlak et al., 2011; Dusenbury & Weissberg, 2017; Jones & Kahn, 2017; Zins et al., 2007). The purpose of this study was to attempt to determine the relationship between social-emotional learning standard implementation, teachers' sense of self-efficacy, and statewide teacher attrition and retention rates. In other words, when examining states with social-emotional learning standards, is there a noticeable difference among teachers' self-efficacy and attrition and retention rates in comparison to states without social-emotional learning standards. For this study, the researcher examined the following research questions:

1. What is the relationship between states with and without freestanding social-emotional learning standards regarding teachers' perceived sense of self-efficacy and statewide teacher attrition and retention rates?

   $H1_{0:}$ There is no difference between states with and without freestanding social-emotional learning standards regarding teachers' perceived sense of self-efficacy and statewide teacher attrition and retention rates.

   $H1_{a:}$ There is a difference between states with and without freestanding social-emotional learning standards regarding teachers' perceived sense of self-efficacy and statewide teacher attrition and retention rates.

2. How do freestanding social-emotional learning standards affect teachers' perceived sense of self-efficacy?
3. How do freestanding social-emotional learning standards affect statewide teacher attrition rates?
4. How do freestanding social-emotional learning standards affect statewide teacher retention rates?

Data Collection

This study focused on two states within the Midwest region of the United States that have freestanding social-emotional learning standards and two states within the Midwest region that do not have freestanding social-emotional learning standards. Illinois and Kansas served as the two states with freestanding, comprehensive PreK-12th grade standards for social-emotional learning with developmental benchmarks (SEL states). Missouri and Nebraska served as the states currently without freestanding, comprehensive PreK-12th grade social-emotional learning standards (Non-SEL states). The unit of analysis for this study was school districts. Table 4 shows each locale code in regard to a school districts' location as defined by The National Center for Education Statistics.

Table 4

Classifications of Locale Codes

Locale Code	Classification
City-Large	Territory inside an Urbanized Area and inside a Principal City with population of 250,000 or more.
City-Midsize	Territory inside an Urbanized Area and inside a Principal City with population less than 250,000 and greater than or equal to 100,000.
City-Small	Territory inside an Urbanized Area and inside a Principal City with population less than 100,000.
Suburban-Large	Territory outside a Principal City and inside an Urbanized Area with population of 250,000 or more.
Suburban-Midsize	Territory outside a Principal City and inside an Urbanized Area with population less than 250,000 and greater than or equal to 100,000.
Suburban-Small	Territory outside a Principal City and inside an Urbanized area with population less than 100,000.
Town-Fringe	Territory inside an Urban Cluster that is less than or equal to 10 miles from an Urbanized Area.
Town-Distant	Territory inside an Urban Cluster that is more than 10 miles and less than or equal to 35 miles from an Urbanized Area.
Town-Remote	Territory inside an Urban Cluster that is more than 35 miles from an Urbanized Area.
Rural-Fringe	Census-defined rural territory that is less than or equal to 5 miles from an Urbanized Area, as well as rural territory that is less than or equal to 2.5 miles from an Urbanized Cluster.
Rural-Distant	Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an Urbanized Area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an Urban Cluster.
Rural-Remote	Census-defined rural territory that is more than 25 miles from an Urbanized Area and also more than 10 miles from an Urban Cluster.

Note. Adapted from "Education Demographic and Geographic Estimates Program (EDGE): Locale Boundaries User's Manual," by D. E. Geverdt, 2015, *National Center for Education Statistics*, p. 2-3. (http://nces.ed.gov/pubsearch). Copyright 2015 by the U.S. Department of Education.

To ensure equal representation throughout each state, 10% of the school districts in each state's locale code were asked to participate, as shown in Table 1. Out of 1,938 school districts in all four states, 41 school districts participated in the survey, 17 from Illinois and Kansas and 24 from Missouri and Nebraska. Table 5 is a list of the number of school districts that participated in this study based on their geographic locale codes.

Table 5

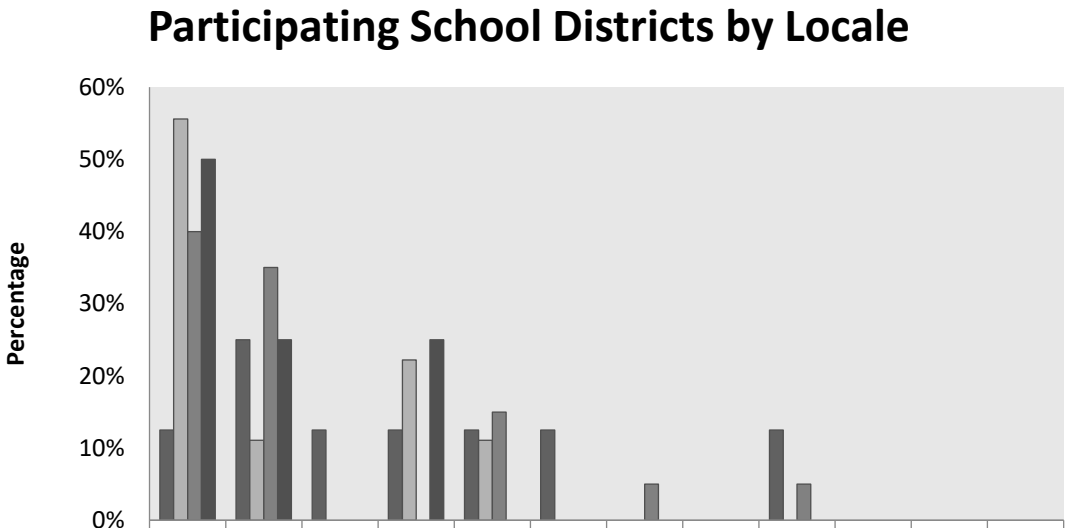
Participating School Districts by Locale

	SEL States		Non-SEL States	
	Illinois	Kansas	Missouri	Nebraska
Rural-Remote	1	5	8	2
Rural-Distant	2	1	7	1
Rural-Fringe	1	0	0	0
Town-Remote	1	2	0	1
Town-Distant	1	1	3	0
Town-Fringe	1	0	0	0
Suburb-Small	0	0	1	0
Suburb-Midsize	0	0	0	0
Suburb-Large	1	0	1	0
City-Small	0	0	0	0
City-Midsize	0	0	0	0
City-Large	0	0	0	0
Total	8	9	20	4
	17		24	

The higher number of school districts within rural and town locations can be attributed to the higher number of total school districts within those locales. Figure 4 is a summary of the participating school districts' by their geographic locale in percentage.

Figure 4

Participating School Districts by Locale in Percentages

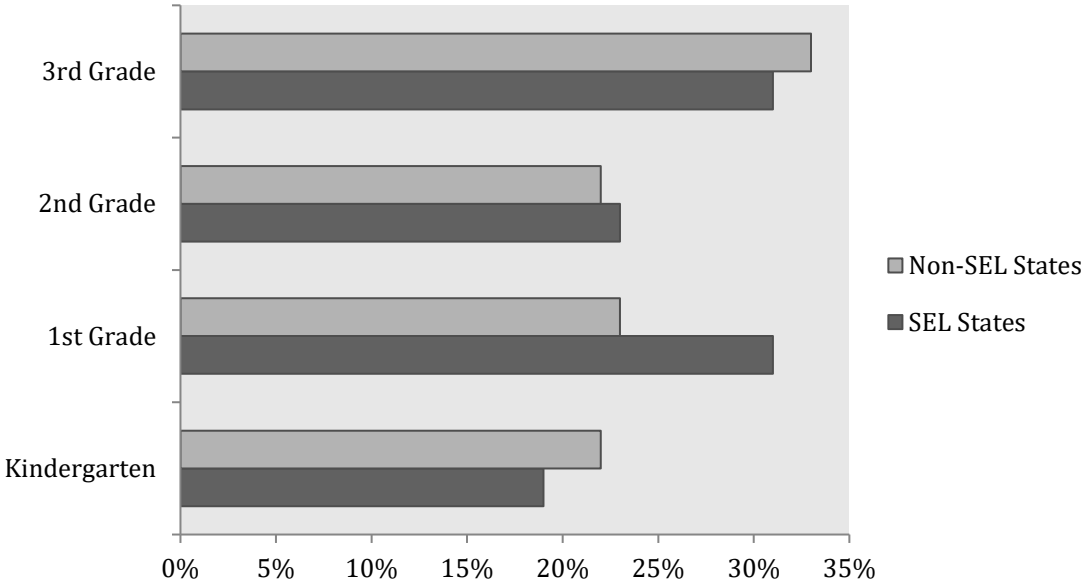


	Rural-Remote	Rural-Distant	Rural-Fringe	Town-Remote	Town-Distant	Town-Fringe	Suburban-Small	Suburban-Midsize	Suburban-Large	City-Small	City-Midsize	City-Large
Illinois	13%	25%	13%	13%	13%	13%	0%	0%	13%	0%	0%	0%
Kansas	56%	11%	0%	22%	11%	0%	0%	0%	0%	0%	0%	0%
Missouri	40%	35%	0%	0%	15%	0%	5%	0%	5%	0%	0%	0%
Nebraska	50%	25%	0%	25%	0%	0%	0%	0%	0%	0%	0%	0%

For consistency's sake among states, the study limited participation to teachers of students in kindergarten thru 3rd grade. Figure 5 displays the percentage of teachers in each grade level that participated in the survey from SEL states and Non-SEL states.

Figure 5

Grade Level Demographics



Data Analysis

Data on statewide teacher attrition and retention rates were analyzed from The National Center of Education Statistic's *The Condition of Education 2019* and The Learning Policy Institute's *Understanding Teacher Shortages: 2018 Update*. The Learning Policy Institute's report utilized follow-up surveys based upon analyzed data from The Condition of Education's report making these two reports the most current linked data reports.

Teachers' self-efficacy levels were collected for this study using Dr. Megan Tschannen-Moran & Dr. Anita Woolfolk Hoy's Teacher's Sense of Efficacy Scale (TSES) Long Form. The TSES Long Form is a 24 question nine-item Likert scale survey that measures the overall sense of efficacy and sub scores in the areas of efficacy in student engagement, instructional practices, and classroom management (Tschannen-

Moran & Hoy, 2001). Table 3 indicates which items on the TSES are specifically scored into each subscale category. Table 6 specifies which source of data was used to answer the research questions.

Table 6

Research Questions Linked to Data Sources

Research Question	Data Source
1. What is the relationship between states with and without freestanding social-emotional learning standards in regards to: (a) teachers' perceived sense of self-efficacy, and (b) statewide teacher attrition and (c) retention rates?	(a) Teachers' Sense of Efficacy Scale (b) NCES Data Learning Policy Institute Data (c) NCES Data Learning Policy Institute Data
2. How do freestanding social-emotional learning standards affect teachers' perceived sense of self-efficacy?	Teachers' Sense of Efficacy Scale
3. How do freestanding social-emotional learning standards affect statewide teacher attrition rates?	NCES Data Learning Policy Institute Data
4. How do freestanding social-emotional learning standards affect statewide teacher retention rates?	NCES Data Learning Policy Institute Data

Research Question One

What is the relationship between states with and without freestanding social-emotional learning standards regarding teachers' perceived sense of self-efficacy and statewide teacher attrition and retention rates?

Teachers' Sense of Efficacy

A *t*-test for independent means was conducted to compare teachers' overall sense of self-efficacy levels in states with social-emotional learning standards (SEL states) and teachers in states without social-emotional learning standards (NonSEL states). There was not a significant difference in the mean scores for SEL states (M = 6.96, SD = 0.85) and NonSEL states (M = 7.17, SD = 0.75) conditions; t (55) = 1.092, p = 0.2805. The difference in means was less than one (MD = -0.21). These results suggest that teachers' sense of self-efficacy levels are not affected by whether or not they teach in a state with mandated social-emotional learning standards. Cohen's d (d = 0.262) suggests a small effect size between the two variables. A Summary of *t*-test results is shown in Table 7.

Table 7

Summary of Results: Sense of Self-Efficacy Scales

	SEL States		NonSEL States		*t(55)*	*p*	Cohen's *d*
	M	*SD*	*M*	*SD*			
Overall Sense of Self-Efficacy	6.96	0.85	7.17	0.75	1.092	0.281	0.262
Efficacy in Student Engagement	6.60	0.95	6.91	0.83	1.461	0.151	0.348
Efficacy in Instructional Strategies	7.14	0.86	7.26	0.97	0.522	0.604	0.131
Efficacy in Classroom Management	7.13	1.17	7.35	0.84	0.865	0.393	0.216

In the subscale of efficacy in student engagement, a *t*-test for independent means was conducted to compare the mean scores of teachers in SEL states and teachers in NonSEL states. The results indicated there was not a significant difference, $p < .05$, in the mean scores in student engagement for SEL states ($M = 6.60$, $SD = 0.95$) and NonSEL states ($M = 6.91$, $SD = 0.83$) conditions; $t(55) = 1.461$, $p = 0.151$. The difference in means was less than one ($MD = -0.32$). These results suggest that teachers' sense of efficacy in student engagement is not affected by whether or not they teach in a state with mandated social-emotional learning standards. Cohen's *d* ($d = 0.348$) suggests a small effect size between the two variables.

A *t*-test for independent means was conducted to compare the mean scores of teachers in SEL states and teachers in NonSEL states in the subscale of efficacy in instructional strategies. The results indicated there was not a significant difference, $p <$

.05, in the mean scores in instructional strategies for SEL states (M = 7.14, SD = 0.86) and NonSEL states (M = 7.26, SD = 0.97) conditions; t (55) = 0.522, p = 0.604. The difference in means was less than one (MD = - 0.112). These results suggest that teachers' sense of efficacy in student engagement is not affected by whether or not they teach in a state with mandated social-emotional learning standards. Cohen's d (d = 0.131) suggests a small effect size between the two variables.

To compare the mean scores in the subscale of efficacy in classroom management of teachers in SEL states and teachers in NonSEL states, a t-test was conducted. The results indicated there was not a significant difference, $p < .05$, in the mean scores in instructional strategies for SEL states (M = 7.13, SD = 1.17) and NonSEL states (M = 7.35, SD = 0.84) conditions; t (55) = 0.865, p = 0.393. The difference in means was less than one (MD = -0.22). These results suggest that teachers' sense of efficacy in classroom management is not affected by whether or not they teach in a state with mandated social-emotional learning standards. Cohen's d (d = 0.216) suggests a small effect size between the two variables.

Statewide Teacher Attrition and Retention Rates

To compare the means of teacher turnover ratings, a t-test for independent means was conducted using both the 2016 and 2018 ratings. The results of the 2016 ratings indicated there was not a significant effect in the teacher turnover ratings, $p < .05$, of SEL (M = 3.35, SD = 1.91) and NonSEL states (M = 4.10, SD = 0.57) conditions: t (1) = 0.533, p = 0.324. The difference in means was less than one (MD = - 0.75). The results of the 2018 ratings indicated there was not a significant effect in the teacher turnover ratings, $p < .05$, of SEL states (M = 3.00, SD = 0.00) and NonSEL states (M = 4.00, SD =

1.41) conditions: t (1) = -1, p = 0.211. The difference in means was less than one (MD = -1).

Research Question Two

How do freestanding social-emotional learning standards affect teachers' perceived sense of self-efficacy?

Teachers' Sense of Efficacy

Out of all four states that participated in this study, Missouri had the highest level of self-efficacy amongst its teachers, with an average of 7.20. The difference between Missouri's average and the second highest (Kansas) was a difference of 0.22. Table 8 summarizes the overall self-efficacy level means for teachers classified by the state in which they currently teach in.

Table 8

Summary of Descriptive Statistics for Sense of Self-Efficacy Levels by State

	Mean	*SD*
Illinois	6.88	0.53
Kansas	6.98	0.96
Missouri	7.20	0.77
Nebraska	6.94	0.58

Table 9 shows the overall self-efficacy level means for teachers in regards to if they teach in a state with or without social-emotional learning standards. The teachers in NonSEL states have, on average, a higher level of self-efficacy, differing from the teachers in SEL states by -0.21.

Table 9

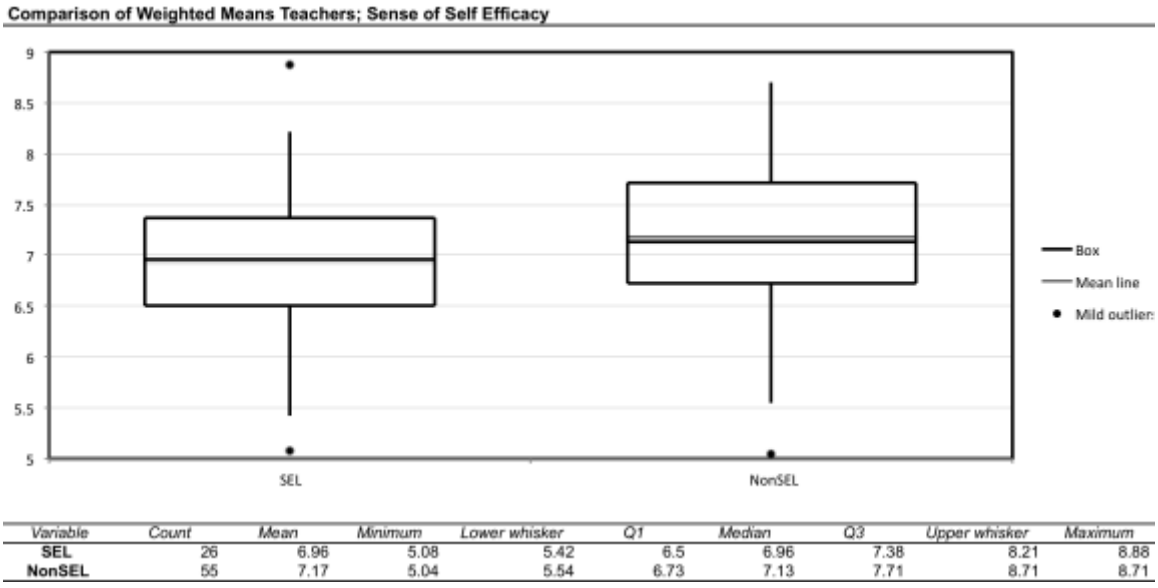
Summary of Descriptive Statistics for Sense of Self-Efficacy Levels by Variable

	Mean	*SD*
SEL States	6.96	0.85
NonSEL States	7.17	0.75
Mean Difference	- 0.21	

The middle 50% of teachers represented in SEL states differed in their level of self-efficacy by 0.88, while teachers in NonSEL differed by 0.98. There are two outliers within the teachers in SEL states; one relatively lower than the bottom 25% (5.08) and one significantly higher than the top 25% (8.88) of teachers surveyed. In NonSEL states, there was only one outlier below the bottom 25% with a self-efficacy level of 5.04.

Figure 6

Comparison of Weighted Means Teachers' Sense of Self-Efficacy

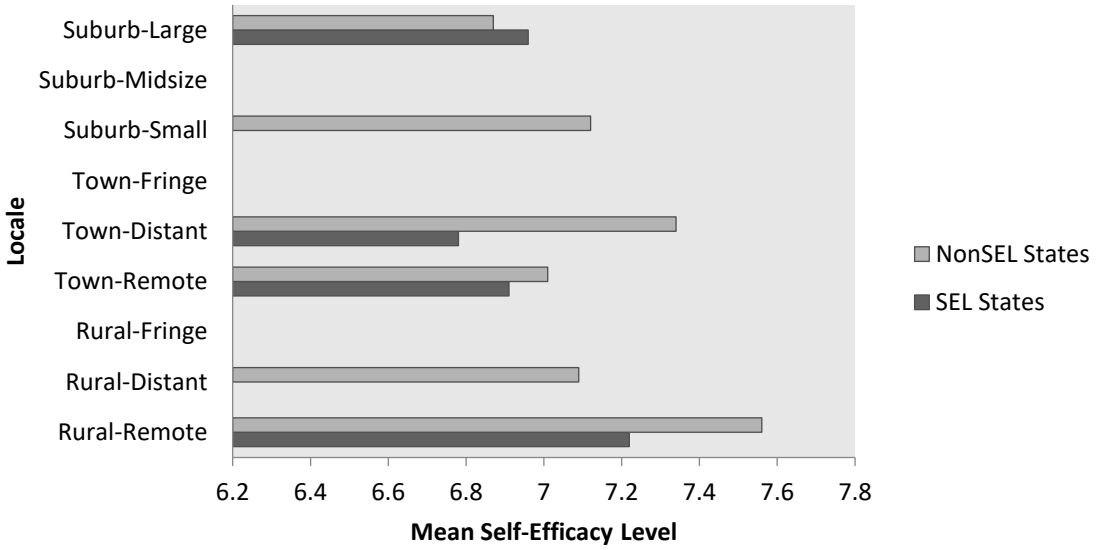


Variable	Count	Mean	Minimum	Lower whisker	Q1	Median	Q3	Upper whisker	Maximum
SEL	26	6.96	5.08	5.42	6.5	6.96	7.38	8.21	8.88
NonSEL	55	7.17	5.04	5.54	6.73	7.13	7.71	8.71	8.71

When comparing average levels of self-efficacy by the school districts' location based upon their geographic locale code, the results suggested teachers from Rural-Remote school districts have a higher sense of self-efficacy in both SEL and NonSEL states. The lowest average self-efficacy levels came from Suburb-Large districts in NonSEL states and Town-Distant districts in SEL states. Figure 7 shows the average self-efficacy levels for SEL and NonSEL states based on geographic locale codes. When there was available data from both SEL and NonSEL states, teachers in NonSEL states had on average higher self-efficacy levels compared to those in SEL states with the exception of those in Suburb-Large school districts.

Figure 7

Average Self-Efficacy Levels by Geographic Locale



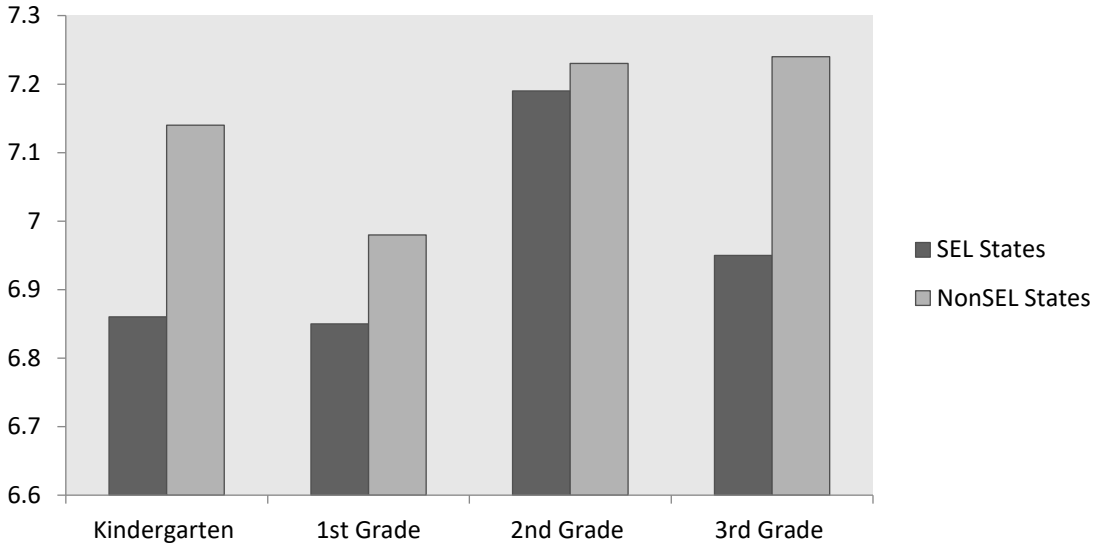
Note. Data were not available for all geographic locales.

There were differences in average self-efficacy levels when compared to grade-level taught, as shown in Figure 8. The largest difference was among 3rd-grade teachers.

Third-grade teachers in NonSEL states averaged 7.24, and 6.95 was the average in SEL states with a difference of 0.29. NonSEL state teachers had the highest average self-efficacy levels across all studied grade levels.

Figure 8

Average Self-Efficacy Levels by Grade Level

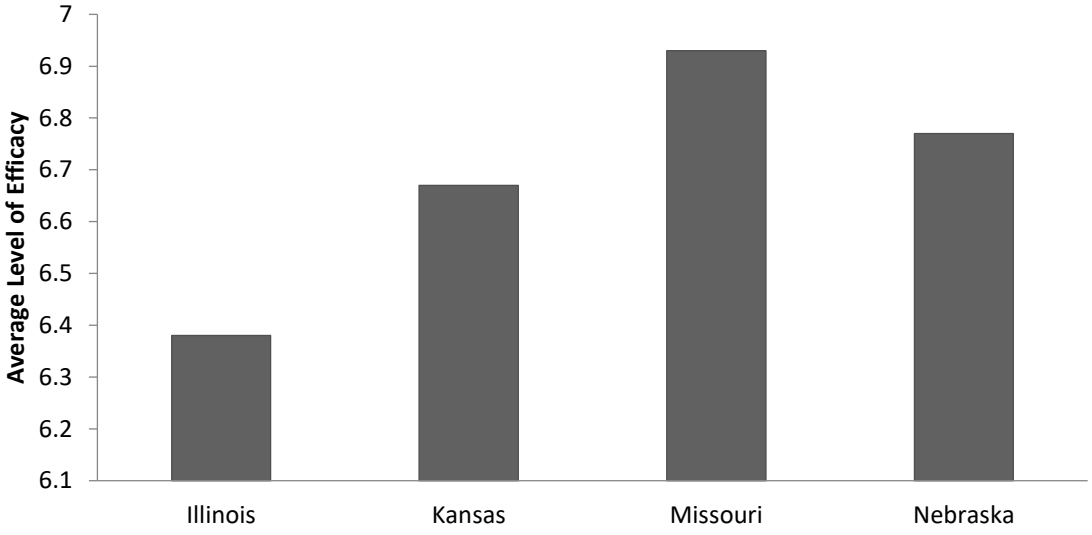


Student Engagement

Figure 9 shows the average levels of efficacy in regards to the subscale of student engagement. Both SEL states had lower average levels of efficacy than the NonSEL states. Illinois had the lowest average of 6.38, and Missouri had the highest average of 6.93. Overall, SEL states had a combined average of 6.6, and the NonSEL states had a combined average of 6.91.

Figure 9

Average Self-Efficacy Levels in Student Engagement by State

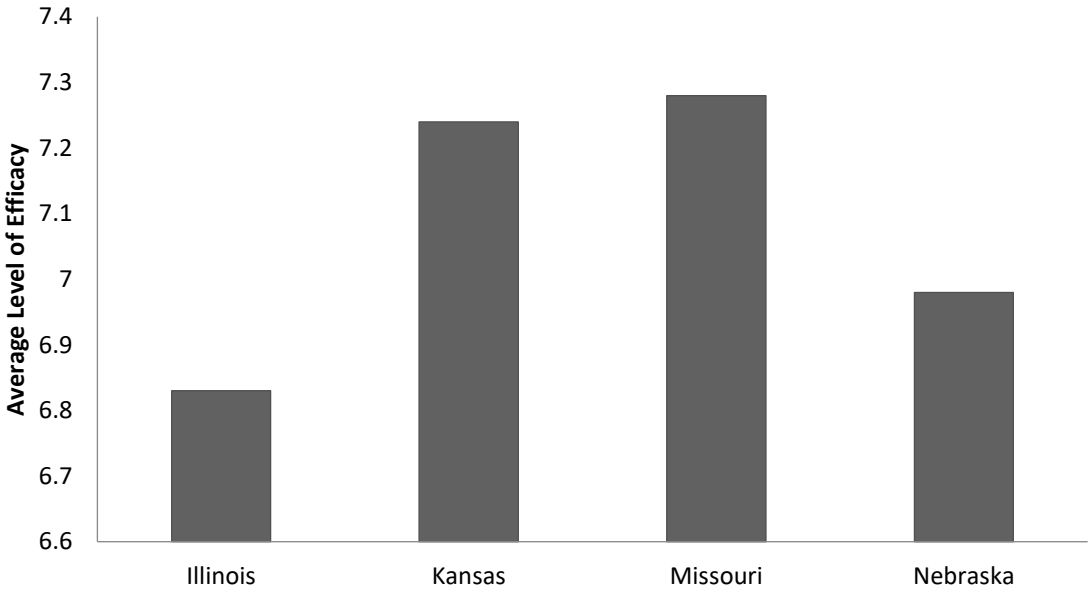


Instructional Strategies

In the subscale of instructional strategies, Figure 10 shows Illinois with the lowest average level of efficacy of 6.83 and Missouri with the highest level of efficacy of 7.28. The combined mean of efficacy in instructional strategies of SEL states was 7.15, and the average of NonSEL states was 7.25. The difference between the means of SEL and NonSEL states was only 0.1.

Figure 10

Average Self-Efficacy Levels in Instructional Strategies by State

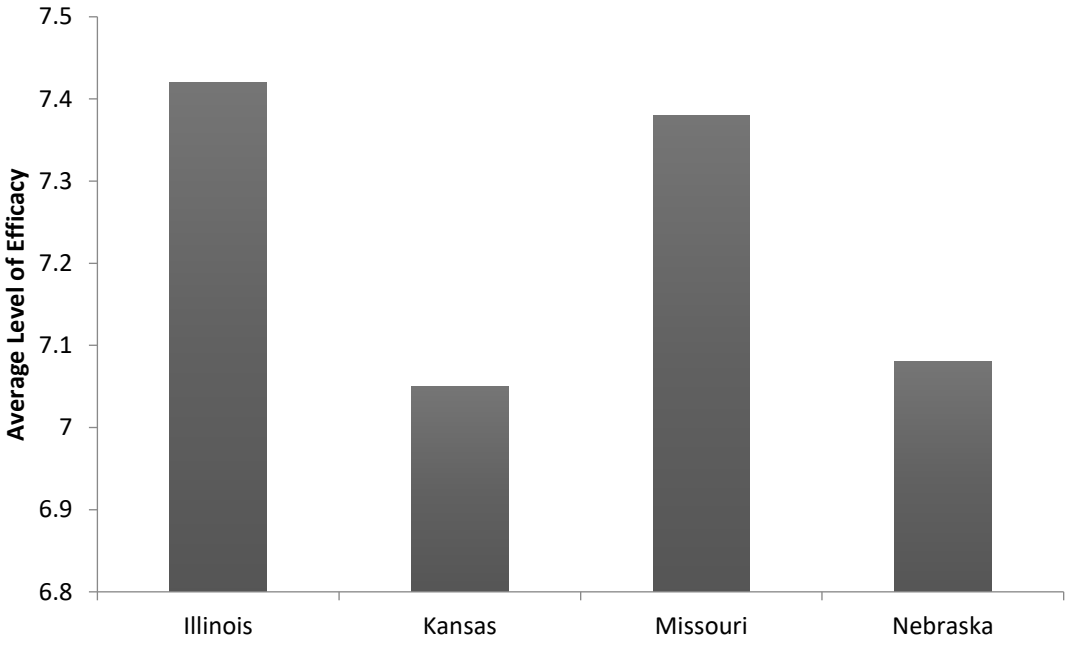


Classroom Management

Figure 11 shows each states' average mean of self-efficacy levels within the subscale of classroom management. The SEL states had both the highest and lowest average, with Illinois averaging 7.42 and Kansas averaging 7.05. The combined means for the SEL states were 7.14 and 7.35 for the NonSEL states.

Figure 11

Average Self-Efficacy Levels in Classroom Management by State



Research Question Three and Four

Teacher attrition rates are the rates at which teachers are leaving the profession (Croasmun et al., 2006). In comparison, teacher retention focuses on the specifics that influence teachers to stay in their respective schools, districts, and the education profession in general. The following research questions will be addressed simultaneously since the data on teacher attrition and retention are closely related. Often both are considered in understanding teacher turnover and how to retain quality educators.

3. How do freestanding social-emotional learning standards affect statewide teacher attrition rates?

4. How do freestanding social-emotional learning standards affect statewide teacher retention rates?

According to the researchers, the “number of uncertified teachers” in Table 10 is referred to in this manner since statewide data regularly underestimate the number of actual shortages within school districts (Goldring et al., 2014; Learning Policy Institute, 2018; McFarland et al., 2019). Some states only report the uncertified teachers within core content areas, while others account for all subject areas. Also, note that these numbers do not fully represent the impact of teacher shortages since school districts often address these shortages through combining classes, terminating classes, or utilizing substitute teachers until the position is filled (Goldring et al., 2014; Learning Policy Institute, 2018; McFarland et al., 2019). The number of unfilled vacancies is also valuable data since some states do not report the number of uncertified teachers within the state but report the number of vacancies after the school year begins (Goldring et al., 2014; Learning Policy Institute, 2018; McFarland et al., 2019).

Table 10

Number of Uncertified Teachers and Teacher Vacancies by State

State	Year of Data Collection	Number of Uncertified Teachers	Vacancies	Total Teachers in State
Illinois	2015-2016	2,700 (2%)	-	132,456
Kansas	2016-2017	913 (2.4%)	-	37,659
SEL States Total		3,613 (2.1%)	-	170,115
Missouri	2015-2016	1,159 (1.7%)	-	67,356
Nebraska	2016-2017	206 (.90%)	47	22,988
NonSEL States Total		1,365 (1.6%)	47	87,344

Note. (-) symbolizes no reported data. Adapted from "Understanding Teacher Shortages: 2018 Update," by The Learning Policy Institute, 2018 (https://learningpolicyinstitute.org/product/understanding-teacher-shortages-interactive). Copyright 2018 by the Learning Policy Institute.

The state of Illinois had 2,700 teachers who did not meet all of the state requirements for certification going into the 2015–2016 school year. This number includes teachers who have out-of-state certificates pending certification for Illinois and those on alternative licenses (Goldring et al., 2014; Learning Policy Institute, 2018; McFarland et al., 2019). The state of Illinois does not report data on vacancies in order to reduce shortage numbers (Goldring et al., 2014; Learning Policy Institute, 2018; McFarland et al., 2019).

Kansas reported 913 teachers did not have a Kansas teaching certificate for their respective assigned subject and grade level. During the same year, 304 (1/3) of those

teachers held some provisional certification or waiver for emergency situations. The researchers noted the data on shortages within the state is likely underestimated because of numerous news reports signifying over 170 vacancies at the start of the 2017–2018 school year (Learning Policy Institute, 2018).

Missouri reported 0.7% of teachers were teaching with some form of temporary or special assignment certificate. There were 1% of teachers teaching with only obtaining substitute qualifications, expired certifications, or no certifications. Again, the number of actual shortages is misconstrued since the state of Missouri does not count the total number of uncertified teachers for their respective content or subject area (Goldring et al., 2014; Learning Policy Institute, 2018; McFarland et al., 2019). It was reported, however, that "not highly qualified" teachers taught 3.8% of courses in the state (Goldring et al., 2014; Learning Policy Institute, 2018; McFarland et al., 2019). The researchers suggested the data might point to a lack of prepared teachers entering the classroom within the state (Goldring et al., 2014; Learning Policy Institute, 2018; McFarland et al., 2019).

The 2016–2017 Nebraska Department of Education Survey reported 206 teachers did not hold the required certifications for the state of Nebraska. Forty-seven positions were left unfilled entirely. Only 96% of the state's public school districts were surveyed, leaving out the remaining 4% of districts, which could have affected the results (Goldring et al., 2014; Learning Policy Institute, 2018; McFarland et al., 2019). Nebraska also does not report data representing the number of courses taught by substitute teachers and courses combined or canceled due to shortages (Goldring et al.; 2014, Learning Policy Institute, 2018; McFarland et al., 2019).

The teacher turnover ratings, which include influences such as teaching attractiveness, working conditions, and administrative support, are rated on a scale of 1–5, with 1 indicating the least desirable and 5 being the most desirable as compared to other states in the nation (Learning Policy Institute, 2018; McFarland et al., 2019).

Administrative Support

Administrative support is the percentage of teachers approving their school administration's support, encouragement, and conduct toward staff (Goldring et al., 2014; Learning Policy Institute, 2018; McFarland et al., 2019). Table 11 gives the percentage of teachers agreeing that their school administration is supportive and encouraging to their staff with the quintile rating 1–5. Illinois had the lowest quintile value of 1, while Kansas and Missouri shared the highest value of 4. NonSEL states had the highest average quintile value of 3, while the SEL state average was 2.5. The national average percentage of teachers agreeing their administration is supportive of their staff is 50% (Learning Policy Institute, 2018). Kansas and Missouri both surpass the national average by 5% (Learning Policy Institute, 2018).

Table 11

Administrative Support Ratings by State

	Illinois	Kansas	Missouri	Nebraska
Quintile Value	1	4	4	2
% of Teachers	46%	55%	55%	49%

Note. Adapted from "Understanding Teacher Shortages: 2018 Update," by The Learning Policy Institute, 2018 (https://learningpolicyinstitute.org/product/understanding-teacher-shortages-interactive). Copyright 2018 by the Learning Policy Institute.

Working Conditions

The working condition rating is an average quintile rank (1–5) of administrative support, testing-related job insecurity, collegiality within the school, classroom autonomy, and student-teacher ratios (Goldring et al., 2014; Learning Policy Institute, 2018; McFarland et al., 2019). Table 12 gives the overall working conditions ranking and each sub ranking by state. Both SEL states held the highest and lowest pupil-teacher ratio rating. Kansas held the highest pupil-teacher ratio rating of 5 with a 12:1 ratio, while Illinois held the lowest rating of 2 with a 16:1 ratio. Both SEL states' classroom autonomy ranking was the highest of the four with a rating of 5. Both NonSEL states held the highest and lowest collegiality within school ranking. Missouri held the highest ranking of 5, while Nebraska held the lowest rank of 2. In testing-related job security, the

NonSEL states both shared the highest ranking of 5. Overall, Kansas and Missouri shared the highest working conditions rating of 4.4.

Table 12

Working Conditions by State

	Pupil-Teacher Ratio		Classroom Autonomy		Collegiality Within School		Testing-Related Job Insecurity		Working Conditions Rating
	Rank	Ratio	Rank	%	Rank	%	Rank	%	Rank
Illinois	2	16:1	5	78%	3	38%	2	13%	2.6
Kansas	5	12:1	5	79%	4	41%	4	8%	4.4
Missouri	4	14:1	4	77%	5	48%	5	8%	4.4
Nebraska	4	14:1	3	73%	2	37%	5	2%	3.2

Note. Adapted from "Understanding Teacher Shortages: 2018 Update," by The Learning Policy Institute, 2018 (https://learningpolicyinstitute.org/product/understanding-teacher-shortages-interactive). Copyright 2018 by the Learning Policy Institute.

Teacher Turnover Ratings

The teacher turnover rating is the quintile rank (1–5) of the percentage of teachers who plan on leaving the profession "as soon as possible" or "as soon as a more desirable job opportunity arises" (Goldring & Taie, 2018; Learning Policy Institute, 2018; McFarland et al., 2019). Numbers reflecting the data on the percentage of teachers who have already left their school or profession are not available with this year's rating; however, there is teacher turnover rating data that include those teachers in the 2016 Update (Learning Policy Institute, 2018). Table 13 shows the 2018 teacher turnover rating for each state along with the percentage of teachers who plan to leave teaching.

Missouri had the highest ranking of 5, with only 4.2% of teachers reporting plans to leave the profession, while all three other states had a ranking of 3. Nebraska had the highest percentage of teachers reporting plans to leave the profession, with 7.7%. Missouri and Illinois fall below the 7.3% national average of teachers planning to leave teaching (Goldring & Taie, 2018; Learning Policy Institute, 2018; McFarland et al., 2019).

Table 13

Teacher Turnover Ratings by State 2018

	Illinois	Kansas	Missouri	Nebraska
Quintile Value	3	3	5	3
% of Teachers Planning to Leave Teaching	6.6%	7.5%	4.2%	7.7%

Note. Adapted from "Understanding Teacher Shortages: 2018 Update," by The Learning Policy Institute, 2018 (https://learningpolicyinstitute.org/product/understanding-teacher-shortages-interactive). Copyright 2018 by the Learning Policy Institute.

The 2016 teacher turnover ratings were analyzed further using the Teacher Follow-Up Survey, 2013, from the Schools and Staffing Survey, National Center for Education Statistics. The percentage of teachers who left the profession is described as those who left the teaching profession between the 2011–2012 and 2012–2013 school years (Goldring et al., 2014; Goldring & Taie, 2018; Learning Policy Institute, 2018). Kansas had the highest percentage of teachers in this category, with 8.2% reporting leaving teaching. All reporting states besides Kansas fell below the national average of teachers who left the profession of 7.7% (Learning Policy Institute, 2018).

The left school or profession percentage of teachers consist of teachers who either moved schools or left the profession during the 2011–2012 and 2012–2013 school years (Goldring et al., 2014; Learning Policy Institute, 2018; McFarland et al., 2019). The national average for teachers under this category is 14.2% (Learning Policy Institute, 2018). Kansas fell above the national average in this category with 15.1%, while the other three states were below the average. Illinois had the lowest percentage of teachers in this category, with 9.6%.

The percentages of teachers planning to leave teaching consist of those who reported the desire to leave the profession as soon as possible or as soon as another job opportunity arose (Goldring et al.; 2014, Goldring & Taie, 2018; Learning Policy Institute, 2018; McFarland et al., 2019). Kansas fell above the 6.6% national average in this area while the other three states were below the average (Learning Policy Institute, 2018). Illinois had the lowest percentage of teachers in this category with 2.9%. Both SEL states held the highest and lowest teacher turnover rating, with Illinois at the highest rating of 4.7 and Kansas with the lowest rating of 2. Table 14 summarizes the teacher turnover ratings by state for 2016.

Table 14

Teacher Turnover Rating by State 2016

	Left Profession	Left School or Profession	Plans to Leave Teaching	Teacher Turnover Rating
Illinois	5.3%	9.6%	2.9%	4.7
Kansas	8.2%	15.1%	7.7%	2
Missouri	5.9%	14%	5.3%	3.7
Nebraska	_	10.4%	4.2%	4.5

Note. The sample for those who left the profession in Nebraska was too small to meet NCES guidelines for reporting therefore left empty. Adapted from "Understanding Teacher Shortages: 2018 Update," by The Learning Policy Institute, 2018 (https://learningpolicyinstitute.org/product/understanding-teacher-shortages-interactive). Copyright 2018 by the Learning Policy Institute.

Teaching Attractiveness

The teacher attractiveness rating is an average quintile rank (1–5) of compensation, teacher turnover, working conditions, and teacher qualifications categories (Goldring et al., 2014; Learning Policy Institute, 2018; McFarland et al., 2019). The rating is given based on how supportive the state seems to be with the recruitment and retention of teachers (Goldring et al., 2014; Learning Policy Institute, 2018; McFarland et al., 2019). Table 15 shows the overall teaching attractiveness ranking by state with each sub-category. In the area of compensation, Illinois had the highest rating of 3.5 while Kansas and Missouri shared the lowest with 1.5. Missouri has the highest teacher turnover rating of 5, while all three other states rated a 3. Kansas and Missouri shared the

highest working conditions rating of 4.4, with Illinois having the lowest rating of 2.6. Nebraska had the highest teacher qualifications rating of 4.5, and Missouri had the lowest rating of 3. Overall, Missouri had the highest teaching attractiveness rating of 3.48 and Illinois the lowest rating at 3.15.

Table 15

Teaching Attractiveness by State

	Compensation	Teacher Turnover	Working Conditions	Teacher Qualifications	Teaching Attractiveness
Illinois	3.5	3	2.6	3.5	3.15
Kansas	1.5	3	4.4	4	3.23
Missouri	1.5	5	4.4	3	3.48
Nebraska	2	3	3.2	4.5	3.18

Note. Adapted from "Understanding Teacher Shortages: 2018 Update," by The Learning Policy Institute, 2018 (https://learningpolicyinstitute.org/product/understanding-teacher-shortages-interactive). Copyright 2018 by the Learning Policy Institute.

Summary

Teacher attrition and retention rates and the sense of self-efficacy levels in teachers from the SEL and NonSEL states of Illinois, Kansas, Missouri, and Nebraska were examined. When conducting a *t*-test for independent means, no significant relationship existed between SEL states and NonSEL states and teacher turnover ratings. There was no significant relationship between the senses of self-efficacy levels among teachers in SEL versus NonSEL states.

Chapter Five contains a review of the study including the findings of each research question and interpretation of the results. Considerations of implications for practice will be summarized. Recommendations for future research are given reflecting the impact of the COVID-19 global pandemic, updated statewide teacher attrition and retention data, the inclusion of all states, including teacher demographic data, and the idea of a qualitative follow-up study.

Chapter Five: Conclusions and Implications

This study was conducted to examine if there was a significant relationship between having statewide freestanding comprehensive Pre-K thru 12th-grade social-emotional learning standards and teachers' sense of self-efficacy and statewide teacher attrition and retention rates. In this chapter, the results in Chapter Four are reexamined, followed by conclusions, implications for practice reflected in current literature, and recommendations for further research.

Review of the Study

Teacher attrition rates range from 40–50% within the first seven years of entering the teaching profession (Croasmun et al., 2000, para. 11; Dupriez et al., 2016, p. 21; Hughes, 2012, p. 245). It is reported that teacher turnover costs the United States up to $7 billion a year (Schonert-Reichl, 2017, para. 20). Many factors have been attributed to why teachers are leaving the profession, including salaries, administrative support, working conditions, parental involvement, and student discipline (Cochran-Smith, 2004; Hughes, 2012; Thibodeaux, 2015). Many teachers leave the education field prematurely due to perceived competence, self-efficacy, and student behaviors (Croasmun et al., 2000; Sass et al., 2011).

In a 2009 report, Jackson (2015) noted The U.S. Department of Education has found up to five million students who exhibit some disruptive behavior (p. 1). Teachers have reported within their first year of teaching having experienced problematic student behavior and discipline issues which limited their ability to effectively teach (Schonert-Reichl, 2017; Schonert-Reichl et al., 2017; Thibodeaux, 2015). Up to 35% of teachers who report leaving the teaching profession have indicated student discipline and classroom management problems as the main reason (Schonert-Reichl, 2017, para. 21).

Teachers have often felt unprepared to handle students' mental-health needs in their classrooms (Schonert-Reichl, 2017; Schonert-Reichl et al., 2017).

The Collaboration for Academic, Social, and Emotional Learning developed social-emotional learning (SEL) competencies to address the growing needs of students (CASEL, 2017). Social-emotional learning programs and standards provide educators with the strategies necessary to handle those affected by trauma and behavioral disadvantages and effectively teach those students how to self-regulate and respond appropriately to their emotions and upsets (CASEL, 2018; Dusenbury & Weissberg, 2017; Zins et al., 2007). Studies have shown implementing SEL programs in schools can increase academic achievement and decrease problematic behavior and discipline issues (Clayton, 2017; Dusenbury & Weissberg, 2017).

The intent of this study was to determine the differences among social-emotional learning standard implementation, educators' sense of self-efficacy, and statewide teacher attrition and retention rates. In other words, when examining states with social-emotional learning standards, is there a noticeable difference among teacher self-efficacy and attrition and retention rates in comparison to states without social-emotional learning standards? The study focused on the four Midwest states of Illinois, Kansas, Missouri, and Nebraska. Illinois and Kansas served as the states with social-emotional learning standards (SEL states), and Missouri and Nebraska served as the states without social-emotional learning standards (NonSEL states). The study utilized the Teacher's Sense of Efficacy Scale (TSES) developed by Dr. Megan Tschannen-Moran and Dr. Anita Woolfolk Hoy (2001) to collect and analyze teachers' perceived sense of self-efficacy levels. Teacher turnover ratings were analyzed from The National Center for Education

Statistics (NCES) annual report, The Condition of Education and The Learning Policy Institutes' Understanding Teacher Shortages: 2018 Update issue brief.

The first research question asked about the possible relationship between states freestanding social-emotional learning standards and teachers' perceived sense of self-efficacy and statewide teacher attrition and retention rates. To see if a significant difference existed, a *t*-test for independent means was conducted to compare the mean scores of teacher efficacy levels of the states with and without SEL standards. A *t*-test was also conducted using the teacher turnover ratings of each state to see if a significant relationship existed between the turnover ratings and implementation of statewide SEL standards.

Research question two was answered using the TSES, a 9-point Likert Scale instrument, delivered as an online survey to teachers in kindergarten thru third grade from participating school districts. The TSES gave teachers' overall sense of self-efficacy levels and scores for efficacy in student engagement, instructional strategies, and classroom management. The mean scores of efficacy were analyzed by SEL versus NonSEL states, state by state, district locale, grade level taught, and subscale categories. Research questions three and four were answered by comparing the teacher turnover ratings and teacher turnover factors of each state according to The National Center for Education Statistics' (NCES) annual report, The Condition of Education and The Learning Policy Institutes' Understanding Teacher Shortages: 2016 & 2018 Update issue briefs.

Findings

Research Question One

What is the relationship between states with and without freestanding social-emotional learning standards regarding teachers' perceived sense of self-efficacy, and statewide teacher attrition and retention rates?

A statistical analysis of the responses of the TSES found that the NonSEL states had a higher overall sense of self-efficacy levels and higher means in each of the subscales; student engagement, instructional strategies, and classroom management. After a *t*-test of independent means was conducted no statistically significant differences were found between teachers' sense of self-efficacy and state SEL standard implementation. When comparing the mean of teacher turnover ratings between SEL and NonSEL states, it was discovered the NonSEL states had a higher rating in both the 2016 and 2018 issue briefs. Upon further investigation, there was no statistically significant difference in mean teacher turnover ratings of SEL versus NonSEL states.

Research Question Two

How do freestanding social-emotional learning standards affect teachers' perceived sense of self-efficacy?

After a statistical analysis of the TSES responses, it was found that Missouri (NonSEL state) had the highest mean score of the overall sense of self-efficacy, followed by Kansas with the second highest (SEL state). Combined, the NonSEL states' mean score was higher than the SEL states' mean score. In the subscale of efficacy in student engagement, the NonSEL states had higher efficacy scores than the SEL states. Missouri (NonSEL state) had the highest mean score of efficacy in instructional strategies, and

Kansas had the second highest (SEL state). Combined NonSEL states had the highest mean scores in the subscale of efficacy in instructional strategies. In the subscale of efficacy in classroom management, Illinois (SEL state) had the highest mean level of efficacy while Missouri (NonSEL state) had the second-highest mean score. Combined, the NonSEL states had a higher mean score of efficacy level in classroom management than the SEL states. After examining all of the mean scores for the sense of self-efficacy levels, statewide implementation of SEL standards does not directly affect teachers' perceived levels of self-efficacy.

Research Questions Three & Four

How do freestanding social-emotional learning standards affect statewide teacher attrition rates?

How do freestanding social-emotional learning standards affect statewide teacher retention rates?

After analyzing the data from The National Center for Education Statistics' (NCES) annual report, The Condition of Education and The Learning Policy Institutes' Understanding Teacher Shortages: 2016 & 2018 Update issue briefs, it was revealed implementing freestanding social-emotional learning standards did not directly affect statewide teacher attrition and retention rates. It was reported that 2.1% of teachers in SEL states were uncertified, and 1.6% of teachers from NonSEL states were uncertified. In administrative support, Kansas and Missouri shared the highest ranking of 4, and Illinois and Nebraska had much lower rankings of 1 and 2. Kansas and Missouri both had the highest working conditions rating of the four states and ratings of 4.4 overall. The 2016 teacher turnover rating revealed Illinois with the highest rating of 4.7, followed by

Nebraska with the second-highest rating of 4.5. Kansas had the highest percentage of teachers who reported plans to leave the profession after the school year, plans to leave their current school and plans to leave the profession as soon as possible.

The 2018 teacher turnover rating revealed Missouri with the highest rating of 5, and the remaining three states all had a rating of 3. Missouri also had the lowest percentage of teachers who reported plans to leave the profession after the school year. In teaching attractiveness, Missouri had the highest rating of 3.48, and Illinois had the lowest of 3.15. The subcategories contributing to the teacher attractiveness rating were compensation, teacher turnover, working conditions, and teacher qualifications. Illinois had the highest rating in compensation. Kansas shared the highest rating of 4.4 in working conditions with Missouri. Missouri also had the highest rating in teacher turnover. Nebraska had the highest rating in teacher qualifications. Regardless of SEL standard implementation, all states had strong and weak areas that contributed to their teaching attractiveness rating and attrition and retention ratings.

Conclusions

The purpose of this study was to attempt to determine differences between social-emotional learning standard implementation and teachers' sense of self-efficacy and statewide teacher attrition and retention rates. The quantitative data gathered from the Teachers' Sense of Self-Efficacy Scale revealed no statistically significant difference in efficacy levels with teachers from states with SEL standards and states without SEL standards. The secondary quantitative data revealed no statistically significant difference in teacher attrition and retention rates between states with SEL standards and without SEL standards.

Implications for Practice

The importance of social-emotional learning has been reviewed for years with the attempt to deliver ways teachers and schools can teach social-emotional competence to students (Elias et al., 1997; Jones & Kahn, 2017). According to Poznanski et al. (2018) 1 in 5 children are affected with mental health issues. Social-emotional learning standards offer teachers a way to respond to students affected by trauma and behavioral disadvantages by suggesting strategies to teach self-regulation and appropriate social interaction (Collaboration for Academic, Social, and Emotional Learning, 2018; Dusenbury & Weissberg, 2017; Zins et al., 2007). Schools implementing SEL showed increases in student academics, and decreases in student conduct, behavior, and discipline problems (Clayton, 2017; Dusenbury & Weissberg, 2017).

The findings in this study revealed social-emotional learning standards did not have a statistically significant difference in teachers' sense of self-efficacy from states with SEL standards than those without SEL standards. Based on the data collected through the TSES, school administration could learn what professional development their teachers require based on their self-efficacy levels in the subscales. Research shows administrators who provide their teachers with opportunities for growth retain more teachers year to year (Sass et al., 2011).

While no statistically significant differences were found between statewide teacher attrition and retention rates and statewide implementation of SEL standards many of the factors attributing to teachers leaving the profession could be addressed with implementing SEL competencies (Aloe et al., 2014; Dusenbury & Weissberg, 2017; Hen & Goroshit, 2015; Hughes, 2012; Poznanski et al., 2018). State education departments

can learn from the needs expressed by teachers and those leaving the teaching profession. Addressing the specific reasons teachers are leaving the profession could combat the growing rise of attrition rates throughout the country (Carver-Thomas & Darling-Hammond, 2017). With the current research available on the many factors attributing to growing attrition rates and the positive outcomes of social-emotional learning, it would be beneficial for state education departments and district administrations to work together to address teachers' and students' needs (Carver-Thomas & Darling-Hammond, 2017; Cochran-Smith, 2004; Hughes, 2012). While the findings of this study showed no statistically significant relationships between variables it is important to note the correlation between teachers' sense of self-efficacy, factors in teacher attrition, and the positive impacts of SEL.

Recommendations for Future Research

The purpose of this study was to examine states with SEL standards and see if a noticeable difference existed in teachers' self-efficacy and statewide attrition and retention rates in comparison to states without SEL standards. The results of this study gave the insight to further research and inquiry needed to fully understand the impact of statewide implementation of social-emotional learning standards in teachers' self-efficacy and attrition and retention rates. This study revealed that further research is necessary to understand the relationship between teachers' self-efficacy and statewide attrition and retention rates and social-emotional learning.

The Global Pandemic's Impact on Social-Emotional Learning

Eighteen states currently have kindergarten thru 12th-grade SEL competencies or standards (CASEL, 2018). The 2020 COVID-19 pandemic put the social-emotional needs

of students at the forefront of the minds of administrators, teachers, and parents all over the nation. The Director of Research at the Yale Center for Emotional Intelligence, Christina Cipriano, stated:

> It's a daunting reality, no question, but the worst thing we can do for our teachers, students, and families is de-prioritize SEL during the pandemic. It is next-to-impossible to expect teaching and learning to occur in a crisis without attending to our emotions. (Walker, 2020, p. 4)

With the added stress of teaching during the pandemic and many school districts throughout the Midwest learning remotely, many administrators declined to participate in this study to avoid adding anything more to their teachers' plate during an already stressful year. Further studies on the attrition and retention of teachers after the COVID-19 pandemic school year would be beneficial to see if a significant difference exists among states with and without SEL standards in place to meet the needs of students.

Updated Statewide Teacher Attrition and Retention Data

This study was limited to using the data from The National Center for Education Statistics' (NCES) annual report, The Condition of Education 2019 and The Learning Policy Institutes' Understanding Teacher Shortages: 2016 & 2018 issue briefs since they were the most current linked reports at the time of the study. Updated annual teacher attrition and retention data are crucial in noticing and responding to trends. Follow-up studies on the updated data reports would be beneficial to educators and policymakers considering the recent state of education with the pandemic and the ongoing social-emotional needs of students.

Comparison of All Districts in All States Nation Wide

This study was limited to the Midwest states of Illinois, Kansas, Missouri, and Nebraska for the sake of manageability. Further research could be conducted considering all states nationwide to see if a significant relationship exists between statewide SEL standard implementation and the levels of teachers' perceived sense of self-efficacy and statewide teacher attrition and retention rates. Comparing all states' teacher turnover ratings would provide a much larger and more accurate picture of the difference of those ratings based on state adoption of SEL standards.

Teachers Demographic Information

Demographic data on the teachers participating in the TSES were not collected in this study, other than the state and grade level where the teacher is currently teaching. Further studies could be beneficial with additional collected demographic data from teachers. Collecting data on teachers' years of experience and how that may impact their self-efficacy levels could be beneficial in understanding why attrition is higher in the first seven years. This information could also provide insight into the further development of teacher education programs.

Qualitative Follow Up

To better understand why teachers are leaving the profession, a follow-up qualitative study would give valuable information to school leadership and administration to address attrition rates. Qualitative research into why teachers are leaving the profession will give a more holistic view of the issue (Fraenkel et al., 2019). Conducting a qualitative study with participants who left teaching could provide information to better the education profession and support for teachers.

Summary

The purpose of this study was to determine if a significant difference was evident between statewide social-emotional learning standard implementation and teachers' sense of self-efficacy and statewide teacher attrition and retention rates. While the results of this study did not reveal any significant differences between SEL standards adoption and teachers' sense of self-efficacy and teacher attrition and retention rates, inquiry into the possibility of a difference existing between variables opens up the potential for further research. Examining the need for social-emotional support due to the COVID-19 for students and teachers can only yield positive results for both students and teachers to manage their emotions during critical times.

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Appendix A

Site Permission Letter

[Date]

Dear [School Superintendent],

My name is Shawna Olney, and I am a doctoral student at Lindenwood University. I am conducing research on social-emotional learning standards effects on teacher retention rates and teachers' perceived sense of self-efficacy under the supervision of Dr. Nicole Vaux and Lindenwood University. I invite you to consider taking part in this research.

Benefits of the Research to Schools

- Social-emotional learning standards effect on teacher retention rates
- Social-emotional learning standards effect on teacher self-efficacy

Research Plan and Method

Permission will be attained by each participating teacher before beginning the survey. The survey should take no more than 30 minutes to complete and remain active for 10 days. All information collected will be anonymous and the school and teachers will be unidentifiable in the study. Participation is voluntary. Participants may choose not to participate or withdraw at any time by simply not completing the survey or closing the browser window. There are no risks from participating in this project. We will not collect any information that may identify you. There are no direct benefits for you participating in this study.

School Involvement

Once I have received your consent to participate in the study, I will send via email the link to the Participant Consent Form and survey. This link can be sent to any and all kindergarten through 3rd grade general education teacher within the district.

Invitation to Participate

If you would like to your school(s) to participate in this research, please respond to this email giving consent.

Thank you for your time.

_____	_____
Shawna M. Olney	Dr. Nicole Vaux
Researcher	Dissertation Chair
Lindenwood University	Lindenwood University

Appendix B

Consent Form

LINDENWOOD

Survey Research Information Sheet

You are being asked to participate in a survey conducted by Shawna Olney at Lindenwood University. We are doing this study to investigate the relationship between having statewide freestanding social-emotional standards and teacher retention, the intention to remain in the profession, and educators' sense of self-efficacy. It will take about 15 minutes to complete this survey.

Your participation is voluntary. You may choose not to participate or withdraw at any time by simply not completing the survey or closing the browser window.

There are no risks from participating in this project. We will not collect any information that may identify you. There are no direct benefits for you participating in this study.

WHO CAN I CONTACT WITH QUESTIONS?

If you have concerns or complaints about this project, please use the following contact information:

Shawna Olney SMC024@lindenwood.edu

Dr. Nicole Vaux nvaux@lindenwood.edu

If you have questions about your rights as a participant or concerns about the project and wish to talk to someone outside the research team, you can contact Michael Leary (Director - Institutional Review Board) at 636-949-4730 or mleary@lindenwood.edu.

By clicking the link below, I confirm that I have read this form and decided that I will participate in the project described above. I understand the purpose of the study, what I will be required to do, and the risks involved. I understand that I can discontinue participation at any time by closing the survey browser. My consent also indicates that I am at least 18 years of age.
You can withdraw from this study at any time by simply closing the browser window. Please feel free to print a copy of this information sheet.

Appendix C

Survey Teachers' Sense of Self-Efficacy Scale

1. In what state do you currently teach in?
2. What grade level do you currently teach?

Teacher Beliefs - TSES

This questionnaire is designed to help us gain a better understanding of the kinds of things that create challenges for teachers. Your answers are confidential.

Directions: Please indicate your opinion about each of the questions below by marking any one of the nine responses in the columns on the right side, ranging from (1) "None at all" to (9) "A Great Deal" as each represents a degree on the continuum.

Please respond to each of the questions by considering the combination of your *current* ability, resources, and opportunity to do each of the following in your present position.

	None at all		Very Little		Some Degree		Quite A Bit		A Great Deal
1. How much can you do to get through to the most difficult students?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
2. How much can you do to help your students think critically?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
3. How much can you do to control disruptive behavior in the classroom?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
4. How much can you do to motivate students who show low interest in school work?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
5. To what extent can you make your expectations clear about student behavior?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
6. How much can you do to get students to believe they can do well in school work?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
7. How well can you respond to difficult questions from your students?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
8. How well can you establish routines to keep activities running smoothly?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
9. How much can you do to help your students value learning?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
10. How much can you gauge student comprehension of what you have taught?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
11. To what extent can you craft good questions for your students?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
12. How much can you do to foster student creativity?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
13. How much can you do to get children to follow classroom rules?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
14. How much can you do to improve the understanding of a student who is failing?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
15. How much can you do to calm a student who is disruptive or noisy?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
16. How well can you establish a classroom management system with each group of students?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
17. How much can you do to adjust your lessons to the proper level for individual students?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
18. How much can you use a variety of assessment strategies?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
19. How well can you keep a few problem students form ruining an entire lesson?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
20. To what extent can you provide an alternative explanation or example when students are confused?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
21. How well can you respond to defiant students?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
22. How much can you assist families in helping their children do well in school?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
23. How well can you implement alternative strategies in your classroom?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
24. How well can you provide appropriate challenges for very capable students?	①	②	③	④	⑤	⑥	⑦	⑧	⑨

Appendix D

Survey Instrument Permission Letter

William & Mary
School of Education

MEGAN TSCHANNEN-MORAN, PHD
PROFESSOR OF EDUCATIONAL LEADERSHIP

March 16, 2020

Shawna,

You have my permission to use the Teacher Sense of Efficacy Scale (formerly called the Ohio State Teacher Sense of Efficacy Scale), which I developed with Anita Woolfolk Hoy, in your research.

You can find a copy of the measure and scoring directions on my web site at http://wmpeople.wm.edu/site/page/mxtsch .

Please use the following as the proper citation:

> Tschannen-Moran, M & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education, 17*, 783-805.

I will also attach directions you can follow to access my password protected web site, where you can find the supporting references for this measure as well as other articles I have written on this and related topics.

All the best,

Megan Tschannen-Moran
William & Mary School of Education

P.O. Box 8795 • Williamsburg, VA 23187-8795 • (757) 221-2187 • mxtsch@wm.edu

Appendix E

Email Script

Dear Potential Participants,

My name is Shawna Olney, a doctoral student with Lindenwood University. I am requesting your participation in my dissertation study, *Social-Emotional Learning: Effects on Teacher Attrition, Retention, and Self-Efficacy*. We are conducting this study to investigate the difference between states with and without social-emotional learning standards and statewide attrition and retention rates and teachers' sense of self-efficacy. Participants will be asked to complete a 15-minute online survey, *The Teacher's Sense of Efficacy Scale* developed by Dr. Megan Tschannen-Moran and Dr. Anita Woolfolk Hoy.

If you choose to participate in this study your consent will be given by clicking on the link to the consent form followed by the survey instrument. Participation in the study is voluntary and you may withdraw at any time, without penalty, by not completing the survey or closing the browser window. All information from the survey will be anonymous and no identifiable information will be collected.

Thank you in advance for your participation in this study. I hope results from the study may provide educators and policymakers with information regarding the impact of social-emotional learning standards on teacher efficacy, classroom management, student engagement, and instructional practices, which could be used to improve teacher retention. If you have any questions, you may contact the dissertation chair, Dr. Kathy Grover at kgrover@lindenwood.edu or myself at SMC024@lindenwood.edu.

Thank you,

Shawna Olney
Doctoral Candidate
Lindenwood University

Vita

Shawna Olney received her Bachelors of Science Degree in Elementary Education, in 2009, from Drury University. Shawna started her teaching career teaching 2nd grade for the Waynesville School District for three years. Moving back to her hometown of Rolla, Missouri in 2012, she accepted a position with Rolla Public Schools teaching 3rd grade and then transitioned to teaching kindergarten in 2015. She graduated Magna Cum Laude in 2015 from William Woods University earning a Masters of Education in Elementary Administration along with a special education director certificate. Shawna currently teaches kindergarten for the Rolla Public School District, serving as a leader on several committees including curriculum development. Shawna has lead several book studies on social-emotional learning and presented at early learning conferences on social-emotional learning, Positive Behavior Supports Systems, Response to Intervention, and teaching math to early learners.