Master of Arts in Teaching and Learning   Master's Theses

2021

The Impact of Teacher Roles Outside the Realm of Education

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THE IMPACT OF TEACHER ROLES OUTSIDE THE REALM OF EDUCATION

by

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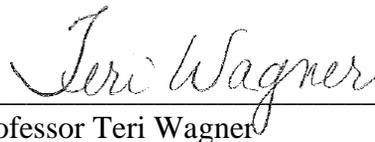BA in English, Southern Virginia University
2010

Presented in
partial fulfillment of the requirements for
the degree of Master of Arts in Teaching and Learning

Hollins University
Roanoke, Virginia
May, 2021

Director of Essay: _____
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Department: Education

Dedication

For the teachers who have tried, who have left, and who keep going;

I pray your voices are heard.

Acknowledgments

First, thank you to my mother and father who instilled in me a love for reading, learning, and education from a young age; thank you for reading to me every night before bed.

Thank you to my husband Kyle for your unwavering faith in my abilities and your constant support of the dreams you help inspire.

I would not be the person I am today without my brilliant undergraduate professors from Southern Virginia University. Each professor taught me to critically think for myself and molded my mind with a liberal arts education. It is a rare, special thing to know I can still reach out, over a decade later, to receive counsel and advice that will guide me in my academic and professional career.

Finally, to my Heavenly Father: My faith in you has provided me the means, determination, and time necessary to complete this project in a way that will hopefully aid in bettering the future of education.

Abstract

Teachers perform multiple roles and duties in their career as educators, which can lead to teacher burnout. However, there is a lack of research regarding the specific roles and duties outside of curriculum and instruction that are asked of teachers to perform that would result in feelings of emotional labor. This qualitative study aspires to identify the additional roles and duties teachers perform outside of curriculum and instruction and analyze how these additional roles and duties contribute to emotional labor and teacher retention.

Through poetic inquiry, this study aims to capture the essence of teacher voices and their additional emotional labor they express from the overwhelming number of additional roles and duties required of them.

Based on the research findings, the researcher concludes that the additional roles and duties expected of teachers are a hindrance to their primary jobs and are key factors contributing to a teacher's choice to leave the profession of educator.

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Introduction

When I was six years old, my mother bought a 3'x 4' whiteboard and an assortment of brand new, colorful dry erase markers. My first instinct was to gather my stuffed animals into a semicircle on my bedroom floor, lean the whiteboard on a chair, bust open the assortment of colorful markers, and begin writing on the whiteboard so I could teach my stuffed animals what 2+2 equals. My desire to be a teacher has been a dream of mine since a young age. I wanted to be someone who could adequately transfer my knowledge to someone else in a way that enlightens and brings joy to learning. Ultimately, I fulfilled my lifelong dream and became a teacher in 2010, but I quickly realized that sharing my knowledge was a small part of the actual job.

By the time I was in my third year of teaching, I became a part of the large conversation regarding how teachers are overworked and underpaid for the labor required of them (Riggs; "Teacher Survey"; Wallace). This conversation seems to be something teachers must simply accept as "part of the job." Yet, while I enter my tenth year of teaching, I reflect on my experiences and realize how little of my job I have spent actually teaching. One former teacher, when interviewed by The Atlantic stated, "what is expected of great teachers and the amount they are paid is shameful. Yes, if you love something you should do it regardless of pay, but when you take into consideration the time, the effort, the emotional toll, and what teachers are asked to *actually do every day,* it was painfully obvious that teaching is not a sustainable job" (Riggs 3). This former teacher's thoughts caused me to question what exactly it is that teachers "*actually do every day.*" Is it contributing to the fact that 44% of teachers quit within the first five years (Will)? What names can we give to these additional roles?

Literature Review

Several authors have explored and discussed the roles teachers must perform in education. However, there is a gap in the literature regarding what specific roles and duties teachers are expected to perform outside the realm of curriculum and instruction. This literature review is presented in an order that reflects the research questions for this study, which are as follows:

RQ1: What multiple roles do teachers perform outside the realm of curriculum and educational instruction?

RQ2: What role and/or duty similarities and differences exist among new teachers versus experienced teachers?

RQ2a: What additional roles exist for male teachers versus female teachers?

RQ3: What negative and positive effects do these additional roles have on teacher morale?

RQ3a: How do teachers cope with their effects?

RQ4: How do these additional non-teaching roles impact a teacher's intention to stay in education?

Roles Teachers Perform Outside the Realm of Curriculum and Instruction

It is well established that teachers perform various roles (Aitken; Bigelow; Conley and Woosley; Morris). Several authors have explored what roles make a teacher the best of the best (Burris and Keller; Harden and Crosby; Scriven). Harden and Crosby argued there are 12 roles a teacher must perform to be a "good teacher": mentor, learning facilitator, on-the-job role model, teaching role model, lecturer, clinical or practical teacher, resource material creator, study guide producer, course organizer, curriculum planner, curriculum evaluator, and student assessor (336).

Similarly, Scriven believed that the role of empowering students is the most common among teachers and examined the various duties of a teacher. He ultimately compiled a list of five main duty categories: 1) knowledge of subject matter, 2) instructional competence, 3) assessment competence, 4) professionalism, and 5) other duties to the school and community (15–16). Additionally, Wynne listed four domains of responsibilities for teachers: (I) designing instruction and assessment to promote student learning; (II) creating a positive, productive classroom environment; (III) implementing effective, responsive instruction and assessment; and (IV) fulfilling professional roles and responsibilities (Wynne). Most roles the literature addresses focus on duties and responsibilities that fall under the category of classroom curriculum and instruction. However, the fifth duty category Scriven created and the fourth domain Wynne discussed mention "other duties" and "professional roles". The question is, what do these "other duties" and "professional roles" refer to specifically? Scriven stated in his fifth category:

> . . . teachers always have other duties in a school, ranging from committee work and attendance at meetings where policy changes are explained or discussed, to taking attendance, developing and reacting to curriculum changes, supervision of playgrounds or study halls, service at school events or on community-school committees, counseling of various types, and out-of-class activities—the extent to which the teacher expected to do syllabus design and materials selection, to contact parents, to run school projects, clubs and societies, to doing special student reviews, to organizing trips and supervising or coaching sports and other recreational activities (29).

A closer look into Wynne's fourth domain of professional roles and responsibilities reveals how teachers need to understand the importance of family involvement and communication with

students' family members, enhance their professional knowledge through horizontal and vertical teaching, and participate in school activities (122–137).

In addition to the responsibilities Scriven and Wynne mention, "teachers are identified as frontline participants in school-based suicide prevention efforts" (Hatton). School counselors provide trainings on how to look for signs of suicide among their students, as well as what steps to take when such signs are prevalent. Smolin, Ione, and Lawless noted that teachers also have the responsibility to become literate in technology. As technology continues to advance in society, teachers should be aware of those changes and the ways they can impact their classroom pedagogy. Another role the literature identified is "lunchroom patrol". Teachers often consider the responsibility of having to monitor students during lunch time to be a type of security guard role. "Many teachers objected to this duty, not only because they felt the role of security guard was incompatible with their focus on instruction, but also because some principals gave patrol duty to teachers as a way to punish those who were out of favor" (Rothstein).

Although the majority of literature focused on the curriculum and instructional roles teachers perform, it also mentioned these additional roles outside the realm of curriculum and instruction—family communication, school activity participation, suicide prevention, technology literacy, and lunchroom patrol. However, there is negligible literature regarding these additional roles and duties from teachers' perspectives.

Similarities and Differences in the Additional Roles among Teachers

With as many as half of all teachers leaving education by the end of their sixth year according to Burris and Keller, the years of experience that a teacher has acquired became relevant to this study: are there differences and/or similarities between the roles new teachers are required to perform versus the roles required of teachers who have six or more years of

experience? One way teachers' roles may differ is according to gender. Are there roles that only male teachers would be expected to perform; or conversely, are there roles that only female teachers would be expected to perform due to their gender and the stereotypes society tends to place on them? Cruickshank argued that there are definite differences in expected roles among teachers due to gender:

> Within the primary school context, both female and male teachers are subject to gender stereotypes and are required to perform multiple roles that are often socially constructed based on gender. For example, previous research has suggested that female teachers can be expected to lead subjects such as arts and humanities, and teach younger grades where a much more nurturing approach is required. In contrast, a solid body of evidence indicates that male primary teachers are often expected to take on roles such as school disciplinarian, manual labourer, sports coach, and leading science, technology, engineering and mathematics education as well as taking on flexible learning programs for disengaged students. Unsurprisingly, survey and interview data indicated that male primary teachers perceived an expectation for them to perform gendered roles as part of their work. These expectations included dealing with discipline issues, manual labour, and coaching sports teams (Cruickshank).

Effects Additional Roles Have on Teacher Morale

Given that the research has clearly identified several additional roles that teachers perform outside the realm of curriculum and instruction, it leads one to question how these additional roles impact teacher morale. Sociologist Arlie Hochschild developed a theory that reflects these effects. She called them "emotional labor", which involves the process of regulating feelings to fulfill the sometimes unforeseen emotional requirements of a job. The

literature shows that the roles teachers perform do in fact cause emotional labor. Burris and Keller even described education as having a "cannibalistic reputation" (118). Furthermore, Lambert explained how additional roles outside the realm of curriculum and instruction affect a teacher's ability to be an instructor:

> . . . teachers experience administrative demands as a key feature of their work lives, particularly because they experience these demands as taking them away from the instructional process and their work with children. Administrator requests concerning non instructional duties of various kinds take an increasing amount of time and energy (217–218).

Such expectations to perform various roles that take away "time and energy" have little or nothing to do with instructional time "represent perhaps one of the most significant sources of stress for today's teachers" (Lambert 215–216). Similarly, Klassen found ". . . that inadequate time for planning and preparation and a heavy teaching workload reduced satisfaction from teaching" (742). The roles and duties teachers face make it challenging to balance work and family life. This, in turn, impedes more career advancement as teachers fear taking the next step when they already feel too much responsibility has been placed on their shoulders (Mullins).

Overall, the literature suggests that additional roles and duties cause emotional labor in the form of overwhelming stress. That stress affects not only the teachers' careers, limiting future career opportunities and negatively impacting instructional lessons due to loss of time, but also their personal lives as well. This causes them to feel they cannot balance work and family.

How Teachers Cope with the Effects of Additional Roles

With the emotional labor that additional roles and duties bring, the question of how teachers cope with such stress is important to explore. Smith suggested the following six Cs as

coping mechanisms for teacher burnout: 1) confidence, 2) coordination, 3) control, 4) composure, 5) commitment, and 6) community (Smith). Küçükoğlu recommended the coping mechanisms of discussing problems and expressing feelings to others; spending at least one hour a week doing something for themselves; identifying the problems they face both personally and academically; and trying to find strategies to solve the problems they have identified. Although the literature offers coping mechanisms as effective strategies to deal with stress, there is little research providing teacher narratives that offer personal suggestions for how they cope with teacher burnout and emotional labor.

How Additional Roles Impact Teachers' Decisions to Stay

Going a step further, Conley found the various roles and duties of a teacher to be stress inducing—not only for the mental and emotional health of individual teachers, but also for educational organizations as a whole. She described how role overload can impact teacher retention (179). Extending the thought of role overload, Conley discussed the ambiguity among these many role expectations. Not only are teachers overwhelmed by the number of roles they perform, but they must also figure out how to fulfill such duties when they overlap and interfere with one another (180). For example, a teacher may have an IEP meeting to attend after school in addition to a required tutoring session for students and an after-school traffic duty. The teacher is left to figure out how to complete these various duties, which all interfere with each other. Guglielmi also reported the negative impacts of emotional labor in terms of not only teacher retention, but also other aspects of teachers' overall demeanor and performance: "It has been reported that teacher stress and burnout inevitably affect the learning environment and interfere with the achievement of educational goals insofar as they lead to teachers' detachment, alienation, cynicism, apathy, and absenteeism and ultimately the decision to leave the field" (61).

Further looking into how the stress that additional roles and duties cause impacts teacher retention, "[it] has been recognized that being a teacher is a demanding and sometimes even exhausting job. High dropout rates and the early retirement of teachers have caused some societal alarm in recent years, prompting studies focusing on teacher burnout as a potential cause for teacher attrition" (Keller).

Summary

Although researchers agree that teachers have various roles and duties to perform, which ultimately causes stress and burnout, there is a lack of individual stories and teacher narratives to help explicate the effect of non-curriculum teacher roles and duties. The research is missing the voice of the actual teacher. Because of this, the researcher conducted a qualitative study aimed at gathering information and presenting findings based primarily on the voices of those who are directly affected by the additional non-curriculum teacher roles.

Research Methodology

The purpose of this study was to evaluate, using teacher narratives, what roles teachers perform outside the realm of curriculum and instruction and how performing such duties impacts their decision to stay in education. The methodology employed to answer the research questions is presented here and organized in the following sections: research design, researcher role, data collection, data analysis, and validity and dependability.

Research Design

This qualitative study employed a phenomenological approach and used snowball sampling to choose research participants. The goal was to better understand teachers' experiences and feelings about various non-curricular teaching roles. The researcher used poetic inquiry to capture the essence of teachers' responses.

This study is qualitative with the purpose of focusing on obtaining teacher narratives to better understand the personal perspectives on what additional roles exist outside the realm of curriculum and instruction. Hammersley defines qualitative research as ". . . a form of social inquiry that tends to adopt a flexible and data-driven research design, to use relatively unstructured data, to emphasize the essential role of subjectivity in the research process, to study a small number of naturally occurring cases in detail, and to use verbal rather than statistical forms of analysis" (12). This study examined a small group of teachers' narratives and used those interviews as "unstructured data," thereby making it a qualitative study. To further support the use of qualitative research, Jackson II stated, ". . . the qualitative researcher relies on the participants to offer in-depth responses to questions about how they have constructed or understood their experience" (23). The researcher relied on the participants' responses to the interview questions written by the researcher. The interview questions are as follows:

Interview Questions

1) What state do you currently or did you previously teach in? How many years of educational experience do you have? What grade levels do you teach?

2) Why did you initially choose to become an educator?

3) What roles and duties did you expect to perform when you first became an educator? What roles took you by surprise?

4) Throughout your educational career, what roles and/or duties have you been expected to perform that did not involve curriculum or instruction?
    a) Can you offer some specific examples?

5) Are there certain duties or roles outside the realm of instruction you feel you should not be expected to perform as a teacher? Why or why not?
    a) If there are roles and duties you feel you should not be expected to perform, why do you think you perform such duties anyways? Or, do you choose not to perform such duties and why?

6) How do these additional duties outside the realm of educating affect your overall job satisfaction and morale as a teacher?

    a) What do you do to cope with the effects of these additional responsibilities?

    b) Do these additional responsibilities affect your decision whether or not to stay in education? How so?

7) If you could go back and choose to become something else other than an educator, would you and why?

In relation, Saldana explained, ". . . qualitative research studies take a phenomenological approach when the purpose is to come to an intimate awareness and deep understanding of how humans experience something. It is revealing to another what goes through one's mind and what one feels as the phenomenon occurs" (8). Saldana's explanation about the approach of qualitative research supports the researcher's decision to choose a qualitative study because the study obtained teacher narratives to gain a deeper understanding of the teachers' experiences. To dive deeper into the "intimate awareness" described by Saldana, the researcher used poetic inquiry as an additional method of qualitative research. Poetic inquiry is an accepted method of qualitative research. This method allows researchers to connect readers to their participants on an emotional level. As Faulkner discussed,

> . . . many researchers consider poetry as an excellent means to present data about the human experience, to work as activism and performance, and consider poetry a compelling and ideal way to capture and present this experience in a more easily "consumable," powerful, emotionally poignant, and accurate form than prose research reports (39).

This study presents research on teacher experiences related to the additional roles and duties they must perform. It also addresses the emotional labor felt by the participants and the ways such emotion impacted their choice to stay in education. Poetic inquiry is a more "consumable" way

to report this type of research. Galvin and Prendergast viewed poetic inquiry as a way to show a researcher's concern and care for their study: "In reading or listening to a poem we are bearing witness to the other, to the person writing the poem, or to the situation that is the subject of the poem and this is a fundamental part of caring work" (qtd. in Faulkner 39). With this study revealing personal emotions of the participants, the researcher chose poetic inquiry to show care and concern for not only the research topic, but also the participants' personal emotions expressed during research interviews. Ultimately, the use of poetic inquiry aims to ". . . create connections among researcher, participants, and the audience" (Osei-Kofi 137). The incorporation of poetic inquiry within this study will hopefully evoke emotion and bring together various perspectives to illustrate the emotional labor that occurs from additional teacher roles.

The participants had to be willing to openly discuss their personal experiences regarding their careers, employers, and coworkers. As the research was personal and sensitive, the researcher chose participants for this study through snowball sampling methods. According to Handcock, "the term 'snowball sampling' has been taken to refer to a convenience sampling mechanism . . . for the purpose of studying characteristics of individuals in the population" (368–369). Oregon State University's research department defines snowball sampling for their students in a more simplistic way: "Snowball sampling is a recruitment technique in which research participants are asked to assist researchers in identifying other potential subjects" ("Snowball Sampling"). Two reasons researchers use snowball sampling as an effective recruitment method are convenience and trust. Cohen, Nissim, and Arieli explained how snowball sampling is an efficient way for a researcher to locate the appropriate population participants with minimum time, money, and effort from the researcher; it is therefore a convenient method (428). Additionally, snowball sampling allowed the researcher a way to find research participants who were willing to be

honest in their interviews when discussing their work as a teacher employee. Since snowball

sampling requires participants to provide recommendations for others who they feel would be

willing to participate in the research, a level of trust is built into the method:

> A central factor in gaining access to and enlisting the cooperation of subjects is trust.
> Defining trust as the belief of an individual in the good faith of others and their future
> intentions, the belief that the researcher is acting in good faith is fundamental to the
> establishment of a working relationship with the research subject. Trust can enhance and
> facilitate cooperation in an environment of uncertainty and risk, common to populations
> who fear exposure. The knowledge that the researcher was referred by a trusted person
> increases the potential for trust and cooperation in providing data. (Cohen, Nissim, and
> Arieli 428)

As previously mentioned, the research required participants to discuss sensitive information

regarding their professional careers, employers, and coworkers. If participants were to discuss

such information in a negative light, they could have the addition of a fear of exposure and

consequences for describing the experiences. By having a snowball sampling method,

participants were able to trust in the researcher, allowing them to be honest and cooperative in

their interviews because they were referred to the researcher by someone they already knew and

trusted.

Regarding this study, for convenience, the participant sampling began in October 2020 at

the researcher's place of employment, a K–8 charter school in the North Las Vegas, Nevada

area, and snowballed from there. The parameters for participants were as follows: participants

were K–12 teachers who were either currently teaching, retired, or had left the profession. A total

of ten participants were chosen to be interviewed: one participant from Nevada, one from

Virginia, four from Utah, and four from Arizona. Out of the ten participants, seven different school districts were covered.

Researcher Role

Throughout this study, the researcher observed the emotions teachers expressed during face-to-face interviews. Face-to-face refers to digital Zoom interviews due to COVID-19. Due to scheduling conflicts, four of the ten participants had to respond to the interview questions via email rather than in a face-to-face interview; thus, the researcher was unable to observe emotions in these four participants.To mitigate this, the researcher looked at syntax and writing conventions for expressions of emotion as well as followed up with participants to have them clarify emotions. The researcher also acted as the transcriber for the face-to-face interviews. See the "Data Collection" section for more detail on the transcription process.

As a current secondary teacher, the researcher is aware of possible implicit bias but felt it was important to be a teacher interviewing fellow teachers. Alexakos discussed the importance of teachers as researchers within their own practices:

> But does research done by the teachers themselves "count?" Is it not too "subjective?" As classroom teachers, don't we need outside researchers setting up and guiding the work so that we may have "objectivity" in the research? That teachers conducting research in their own practices are subjective is irrelevant to whether such research is "valid," as all research that requires human interpretation and value judgments is subjective. What is important is that teachers conducting such inquiry do so systematically and rigorously, are open to difference, and include the participants' voices and interpretations in what is being learned, are honest in their stances, and disclose and are overt in every aspect of their research. Arguments about objectivity are just smokescreens for disempowering us

as teachers and privileging and making "valid" those in the assessment business who can

somehow magically transform themselves into uninvolved and neutral outside observers

despite their personal prejudices, biases and economic and political interests. (3)

As suggested by Alexakos, it is extremely difficult for researchers to remain "uninvolved and

neutral outside observers" during their research. However, they can take steps to increase

objectivity to its highest potential. Jackson II discussed how when researchers acknowledge their

personal role in the research, they can incorporate enhanced safeguards such as member

checking into the research (26). To limit implicit bias, the researcher followed the suggestions

previously listed by Alexakos: 1) conducted research systematically, 2) was open to differences,

3) included participants' voices, 4) was honest in stance taken, and 5) disclosed every aspect of

the research. All in all, the researcher's role was to observe, take notes, transcribe, and report

while staying close to the research throughout the data collection process.

Data Collection

The researcher chose informal, semi-structured teacher interviews as the data to be

collected for this qualitative study. This methodology allowed for themes to naturally emerge

based on the participants' responses. "In conducting qualitative research, interviewing is a set of

techniques for generating data from individuals and/or groups utilizing structured, semi-

structured, or unstructured questioning formats. Generally, semi- or unstructured, open-ended,

informal interviewing is preferred to allow for more flexibility and responsiveness to emerging

themes for both the interviewer and respondent" (Jackson II 27). Once the researcher decided on

teacher interviews as the data collection method for this study, the researcher took a human

participants ethics training to ensure that the researcher followed proper guidelines involving

human research participants. At the conclusion of the ethics training, the researcher created an

interview questionnaire that reflected the needed information for answering the study's research

questions. Additionally, the researcher created a consent form describing the research study,

poetic inquiry, and time necessary to carry out the interview that participants signed before their

interviews (See Appendix).

Next, the researcher found the research participants. The researcher sent emails out to

teacher coworkers, asking who would like to participate in a research study that required an

interview. The first coworker to willingly respond was the first participant for the research study.

The researcher chose the first participant in this way, rather than choose the coworker, to allow

for a more random selection of the initial participant and avoid possible selection bias. The

researcher emailed the consent form to the first participant to review, sign, and return before the

interview was scheduled. The researcher emailed all participants the consent form in this

manner. The researchers chose the remaining participants through a snowball sampling method.

To ensure randomization, the researcher asked participants before the interview to provide a

name and contact information for another teacher who they felt would be willing to participate in

the research study. The researcher scheduled either a Zoom interview or email interview within

the next seven days of participants signing the consent form. All participants selected their own

pseudonym for the study unless they gave explicit permission to use their real names.

This study examined ten research participants' responses to interview questions. Table 1

shows how each participant was categorized according to years of teaching experience, grade

levels taught (elementary or secondary education), gender, and teaching status: whether they are

currently teaching, left the profession, or retired. Such categorization was necessary to establish

possible patterns and identify similarities and differences that exist among the participants.

Table 1

Research Participant Categorizations

Pseudonym	Less Than 6 Years Experience	More Than 6 Years of Experience	Grade Levels Taught	Currently Teach, Left Teaching, Retired	Female or Male
Lucy	X		secondary	Left	F
Mike		X	secondary	Left to Work Part-Time	M
Guy		X	secondary	Current	M
Brad		X	elementary	Retired	M
Amy	X		elementary	Left	F
Katy		X	elementary	Current	F
Summer		X	secondary	Current	F
Joe	X		secondary	Current	M
Beks		X	secondary	Left K-12, Current College professor	F
May	X		elementary	Left	F

During face-to-face interviews, the researcher first read the study's research questions out loud to provide background information on the study and a reference for the participants to think on as the interviews began. For those participants who did email interviews, the researcher emailed the study's research questions to promote as similar an experience as possible for all

interviews conducted. The researcher then read interview questions numerically throughout the interview. The interview questions were the same for each participant. The only difference was in the form of delivery. In face-to-face interviews, the researcher read the questions to participants whereas for those participants who requested an email the researcher sent an email attachment of the interview questions for them to read themselves and email back with their typed responses.

The researcher took notes on participants' emotions and body language throughout the interview when conducting face-to-face interviews to fully ascertain the emotional labor, or lack thereof, expressed by the participants. All Zoom interviews were recorded and then transcribed by the researcher. The researcher transcribed the face-to-face interviews by playing back the Zoom recordings of the interviews, using the pause and rewind functions while simultaneously typing up the exact words spoken by the participants. Transcription was not necessary for the emailed interviews and the emails lacked body language observations, but the researcher noted emotions coming through their written responses through their word choice, syntax, and use of punctuation.

Data Analysis

Considering "as many as half of all teachers reportedly leave by the end of their sixth year," the researcher categorized interviews into two groups as seen in Table 1: 1) teachers with one to six years of experience, and 2) teachers with six or more years of experience (Burris and Keller 118). For further evaluation, interviews were organized into female and male subcategories to identify any differences or similarities due to gender. As the literature suggests, ". . . both female and male teachers are subject to gender stereotypes and are required to perform multiple roles that are often socially constructed based on gender" (Cruickshank).

When all ten interviews were fully transcribed, or emailed back, the researcher read over each interview transcript one time to identify possible themes that presented themselves. For ease and understanding, both face-to-face interviews and emailed interviews will be referred to as "transcripts" for the remainder of this study. After the initial review of the transcripts, the researcher read through the transcripts a second time, color coding the common themes found. Overall, the researcher identified seven common themes throughout the transcripts. They are as follows with the color used for coding of that theme: 1) Initial Expectations of Teaching Job (purple); 2) Named Roles Outside Curriculum and Instruction (yellow); 3) Additional Duties (orange); 4) Repetitive Words and Phrases (green); 5) Poetic Syntax (pink); 6) Negative Emotional Labor (blue); and 7) Reasons to Stay in the Teaching Profession (red). Themes one, two, and three correlates with research questions one and two regarding the overall expectations, roles, and duties performed by teachers. Research question three transpired from theme six and question four correlates with theme seven. Themes four and five supported the poetic inquiry.

Once the researcher had color coded and extensively reviewed the transcripts, they created spreadsheets to help organize data about both participant information and the seven themes. The spreadsheets made it easier for the researcher to identify the commonalities and differences that existed among the participants regarding the research questions as well as phrases that expressed emotional labor.

The researcher used transcriptions of the interviews to create poetic inquiry. After the transcripts were coded for themes, the researcher analyzed the fifth theme, Poetic Syntax, in depth. The researcher then determined which poetic genres worked best to express the emotions of the teachers and identified which transcripts could be turned into found poetry or blackout poetry due to their already poetic nature. Found poetry is a type of poetry created by taking

words and phrases and rearranging them to impart a new poem. Blackout poetry is created when words and phrases on an existing text are redacted. Lines highlighted pink throughout the transcripts were copied and pasted into a separate document for poetic inquiry analysis. Faulkner validated this method:

> A common method of poetic transcription entails researchers highlighting participants' exact words and language from interview transcripts, cutting and pasting the essential elements in an effort to reveal the essence of a participant's lived experience. A researcher may use one transcript to tell the story of one participant, use multiple interview transcripts from the same participant, or use multiple transcripts to create a collective voice...Found poetry can be a way to re-present participant voices and experiences that may be partially or totally silenced with an academic gaze. (63–64)

In addition to blackout poetry and found poetry, the researcher selected the genres of concrete poetry, Shakespearean sonnet, and elegy for poetic inquiry. The reasons for choosing these poetic genres, in addition to the poetry genre definitions, are explained under the Poetic Inquiry Results section of this thesis.

Validity and Dependability

The researcher acknowledges possible implicit bias in this study. To ensure validity and dependability, they chose participants using snowball sampling, placing the job of recruitment on the participants rather than the researcher. To further ensure unbiased participant recruitment, the researcher asked participants for their suggestions prior to the interview. This thereby encouraged suggestions based solely on surface-level knowledge of the research being conducted rather than asking for participant suggestions after the interview. If asked after, interviewers may have been too emotionally connected to their suggested participant.

Results

This study intended to present teachers' perspectives on additional roles and duties outside the realm of curriculum and identify how the additional roles impact their emotional labor and their decision to stay in the profession. identify the additional roles and duties teachers perform outside the realm of curriculum and instruction. It further intended to investigate the emotional labor teachers experience as a result of the additional roles and duties they perform and explored how such roles and duties impact a teacher's decision to stay in education. The researcher achieved the purpose of this study through the collection of teacher interview narratives and poetic inquiry. This section presents the results of data analysis for the four research questions and the results of the poetic inquiry.

Research Question One

RQ1: What multiple roles do teachers perform outside the realm of curriculum and educational instruction?

When conducting the research, it was important to mark when participants assigned a specific name or title to an "additional role" they felt they had to perform outside their role as a curriculum instructor. This information was coded in yellow as it correlated with theme 2, Named Roles Outside Curriculum and Instruction. Table 2 shows the results of those named additional roles. Column 1 lists roles outside the realm of curriculum and instruction that teachers specifically named. Then, Column 2 was coded by the researcher to help condense the multiple roles named by teachers in Column 1 into more general categories. Some of the specific named roles teachers provided were different in title but similar in the overall roles performed. Last, Column 3 lists examples of duties teachers discussed that fall under the umbrella of the role category in column 2.

Table 2

Roles outside the Realm of Curriculum and Instruction

Column 1	Column 2	Column 3
Specific Roles Outside the Realm of Curriculum and Instruction Named by Teachers	**Name of Role Category as Coded by Researcher**	**Examples Provided by Teachers of Duties Performed for Role Category**
Banker/ Money Collector	Treasurer	
Fundraiser		
Doctor	Health Care Provider	Know all students medical concerns and issues. Inject epi-pens.
First Responder		
Nurse		
Neuroscientist		
Hallway Monitor	Monitor	Bus duty. Supervise after-school reward activities. Know times to send students to various resources, counseling, and therapy minutes throughout each day.
Lunch Supervisor		
Security Officer		
Timekeeper		
Traffic Monitor		
Listener	Counselor	Know students' personal and home life situations, including any legal matters.
Mentor		
Psychologist		
Counselor		
Communicator		

Spiritual Leader		
Janitor	Event Planner	Student council activities. PTA events.
Decorator		
Graduation Facilitator		
Ceremony and Event Planner		
Chaperone		
Behavior Management Specialist	Caregiver	Teach manners, respect, hygiene, and how to tie shoes.
Glorified Babysitter		
Parent		
Personality Balancer		
Cheerleader	Extra-Curricular Leader	Attend student recitals and sporting events.
Club Advisor		
Coach		
Substitute Finder	Administrator	Write lesson plans for teachers needing a substitute. Find a curriculum program to be taught in classes.
Curriculum Creator		

Regarding the teacher-named additional role of "curriculum creator", although the word "curriculum" is a part of the role title, the two teachers who named this role considered it an additional role outside their realm of curriculum and instruction. They felt that there should typically be a curriculum director who creates curriculum content or felt that the school should provide an already structured curriculum program, such as Saxon Math. So, when these teachers were not provided a curriculum director or a set curriculum program, they felt the role of

creating curriculum fell under the category of additional roles outside the realm of curriculum and instruction.

Table 3 shows a list of roles the teachers named as roles they initially expected to perform upon entering teaching.

Table 3

Roles Expected by Educators Upon Entering Teaching

Expectations Upon Entering Teaching
Lesson Planning
Helping students who are behind the curve
Design curriculum
Grade student work
Collaborate with colleagues
Manage a classroom
Have fun with students
Classroom prep
Help students learn to read, write, and do math
Character development
How to be a good citizen
Interact with students daily
Create a safe environment
Teach state curriculum
Work contracted hours

Overall, the ten research participants named 15 expected initial roles (see Table 3) and 31 additional roles outside the realm of curriculum and instruction (see Table 2). The researcher categorized the list of 31 roles into a condensed eight categories for clarity. Therefore, in

addition to being a curriculum instructor within the classroom, teachers also perform the roles of

1) Treasurer, 2) Healthcare Provider, 3) Monitor, 4) Counselor, 5) Event Planner, 6) Caregiver,

7) Extra-Curricular Activity Leader, and 8) Administrator (see Table 2). Participants explained

how the 15 expected initial roles felt manageable and relatable to the job description they had

been prepared for during their own educational careers. Yet, as Table 2 shows, these non-

specified additional roles and duties are more than double the amount of their expected

workload.

Research Question Two

> *RQ2: What role and/or duty similarities and differences exist among new teachers versus*
>
> *experienced teachers?*
>
> > *RQ2a: What additional roles exist for male teachers versus female teachers?*

According to Burris and Keller, "As many as half of all teachers reportedly leave by the

end of their sixth year" (118). Based on this statement, the participants were divided into two

groups: 1) teachers with less than six years of experience and 2) teachers with more than six

years of experience. Categorizing teachers in this way allowed the researcher to identify

similarities and differences that exist between these groups in regard to the additional roles and

duties asked of them. As Table 1 shows that four out of the ten participants had less than six

years of experience. Of these four new teachers, three of them have left their careers as an

educator. This fact of 75% of the research participants leaving within the first six years of their

career supports Burris and Keller's aforementioned statistic. The fourth, who is currently

teaching, is only in his first year. The remaining six participants are teachers who have more than

six years of experience. Out of these six experienced teachers, three remain as full-time K–12

educators. One has left full-time teaching but is now a part-time secondary educator. One left K–12 education and is currently a college professor, and one has retired from education.

To best identify what similarities and differences occurred among new and experienced teachers regarding the additional roles and duties they performed, Table 4 illustrates the differences in named roles. The term "new teachers" refers to the participants with less than six years of experience, and "experienced teachers" refers to those participants with more than six years of experience. Table 4 shows which of the 31 additional roles and duties found in Table 2 were uniquely named by new teachers only and which roles were uniquely named by only experienced teachers.

Table 4

Differences in Roles Named by New Teachers versus Experienced Teachers

Roles Named by New Teachers That Were NOT Named by Experienced Teachers	Roles Named by Experienced Teachers That Were NOT Named by New Teachers
Timekeeper	Banker/ Money Collector
Spiritual Leader	First Responder
Behavior Management Specialist	Neuroscientist
Personality Balancer	Psychologist
	Graduation Facilitator
	Substitute Finder
	Curriculum Creator

As Table 4 shows, there was not a vast difference in the additional roles and duties outside the realm of curriculum and instruction performed by new teachers compared to experienced teachers. New teachers only uniquely named four additional roles that were not named by experienced teachers, and experienced teachers named seven roles that were not named by new

teachers. The remaining 20 roles out of the 31 listed in Table 2 were similarly named by both new and experienced teachers, proving there are more similarities in the number of roles performed than differences. Also, even though the specific names of the roles are unique, the roles named by both new teachers and experienced teachers are still similar when viewed under the eight role categories the researcher coded (see Table 2, Column 2). The only unique difference is found in the roles of "substitute finder" and "curriculum creator", named by experienced teachers, which both fall under the coded eighth category of "administrator". Such data reveal new teacher participants do not feel they are expected to perform administrator roles whereas experienced teachers do.

Extending the research on similarities and differences among roles, the researcher made a separate table reflecting gender-focused roles. The researcher did not add these additional gender roles as part of Table 2 in order to show them as uniquely separate roles, naming only by male teachers as gender-specific in this section of the study. During the interviews, three of the four male teachers expressed they were expected to perform additional roles that differed from those of their female coworkers simply because they were men. Table 5 lists the four male gender specific additional roles named by male participants. Adding the number of male specific roles found in Table 5 to the 31 additional roles found in Table 2, the number count for additional roles outside the realm of curriculum and instruction increases to a total of 35 roles for male teachers.

Table 5

Additional Male Specific Roles outside the Realm of Curriculum and Instruction

Male Gender Specific Roles Named
Father Figure/ Male Role

Model
Tech-guy
Fun-guy
Sports-guy

The three male research participants, Mike, Brad, and Joe, who named these gender-specific roles, all felt they were expected to play the role of "father figure" in many of their students' lives. Not only would single mothers communicate such expectations to these male teachers, but fellow colleagues and administrators would also express the need for male teachers to be a good "male role model" for students who lived in single-mother households. Additionally, Brad described how often his classroom would be interrupted by female coworkers who sought technological assistance when they experienced projector or computer issues. Brad had no professional background in technology but felt that because of his male gender, he would be stereotyped as the "man to go to when you have a tech problem". Brad also made note, as well as Mike, that being male meant they were expected to be fun. They were often asked to participate in sporting events or athletic pep rallies. Mike said, "I was the guy to go to for that stuff because there weren't many other male teachers, so everybody assumed, 'He's a guy, so he must want to be in all the pep assemblies or coach one of the teams.'" Brad and Mike also pointed out that because there were few male teachers at the schools they worked in, they were more prone to be asked to perform these male-specific roles more routinely. Data from the National Center for Educational Statistics in 2018 support Brad's and Mike's observations on lower male representation. They revealed that only 24% of both elementary and secondary educators were male compared to a more substantial number of female teachers at 76% (The Condition of Education). Such low representation of males in the teacher workforce causes a

male teacher to be a unique variable among school teams. This aids in the explanation as to why male teachers feel they are given more additional non-instructional roles compared to female teachers.

Research Question Three

RQ3: What negative and positive effects do these additional roles have on teacher morale?

RQ3a: How do teachers cope with their effects?

One of the themes that emerged through coding the research participants' transcripts was Negative Emotional Labor. Participants were asked, "How do these additional duties outside the realm of educating affect your overall job satisfaction and morale as a teacher?" During the coding process, the researcher found a collection of 41 phrases directly quoted from the ten interview participants' transcripts that reflected the various ways in which these additional roles and duties negatively impacted teachers. Rather than categorize and quantify these specific data, the researcher has listed the 41 quoted words and phrases in Table 6 to directly illustrate the narrative results on emotional labor experienced by the participants, to fulfill the intent of this qualitative study.

Table 6

Participants' Direct Words and Phrases on Negative Emotional Labor

NEGATIVE EMOTIONAL LABOR OF ADDITIONAL DUTIES	
Anxiety with more being asked of teachers	Loss of prep time
Contention among student parents	Loss of self image
Don't want to stay in teaching	Manipulation
Exhaustion	Mental health deteriorates

Fear of being less valued if I don't do additional duties	Morale of team drastically drops
Feel a lack of respect	Negative mindset
Feel blamed for everything as a teacher	Not being able to sue for proper compensation
Feeling overwhelmed	Overworked for zero additional compensation
Feelings of inadequacy	Rattled
Feels like you're working two jobs	Scramble to get lesson together, which affects the way I teach
Frustration	Screw up the name of the school
Huge burden	Stressed
I'm not the mom	Takes away from personal family time; sacrifice own children for students
If I say no, the child is being hurt	Takes toll on emotions
Inappropriate time commitment	Teacher burnout
Juggle being a high-quality educator and having a family	Tired, chronic fatigue
Lack of support from admin	Turmoil
Lack of trust in administration from giving false promises	Walking away from my career
Loss of integrity	Wears you down
	Weight on your shoulders

Nine of the ten participants expressed burdensome feelings of deterioration throughout various aspects of both their professional and personal lives that came from the overwhelming stress created by the additional roles and duties.

The one participant who did not express such emotional labor was Guy. He had a nonchalant perspective on the additional roles he named. Guy both named and acknowledged the additional roles and duties expected of teachers but seemed settled in the fact that he ". . . never

worked at a perfect school with perfect coworkers and students and never will because that is not reality."

Two female participants, Katy and Beks, discussed the difficulties and challenges that result from trying to be both a teacher and mother. Katy shared,

> *It takes away time from my own family; especially as a mom, which the majority of educators are women. I make the joke often, when I leave school, I start my second shift. I go home, and it takes away time to make sure my own kids have done their homework. I make dinner. We clean up the house. I try to be sure that they have a mom that they can listen to and play with and get them ready for bed, and do laundry, and all those things that a normal mom would have to do, but I have to make it up in a few short hours. So when I'm having to put more time into my job, I have to choose my students over my own children sometimes. And sometimes that's very difficult.*

Katy, who has over 12 years of teaching experience, felt she must choose her students over her own children. This choice causes her much anguish, resulting in feelings of inadequacy as a teacher and mother. Likewise, participant Beks expressed,

> *Teaching all day is a full-time job, and then going home and planning and grading at night and on the weekends meant I was working close to two jobs. On top of an already full day, additional duties during the day meant less time spent preparing for instruction and more time spent at home getting ready for the next day. I realized I couldn't juggle a family with meeting my expectations for being a high-quality and exceptional teacher.*

Beks felt she was "working close to two jobs" in the same way Katy felt she left school to go home to start her second job as a mother.

Additionally, Beks described how the additional role of extracurricular leader caused her frustration. She had to supervise a reward system, called "battle ball", at the end of every workday for 45 minutes. Beks vented, "It drove me nuts. On top of the wasted time, I was regularly hit in the head by errant balls as I sat in the wooden bleachers trying to escape mentally."

Participant Mike had comparable feelings to Katy and Beks regarding time taken away from family life. He stated, "The most hurtful aspects of the job are the ones that take away from your ability to put your family first and the ones that take away from your ability to help the students." Mike felt the additional roles and duties became too much to handle and chose to leave his career as full-time teacher. However, Mike has managed to stay as a part-time teacher. He explained, "I spent a lot of time being upset with the adults who created the circumstances causing the additional responsibilities and realized, I enjoyed the time with students." The students were the ultimate reason why Mike stayed as a part-time educator. As a part-time educator, he side-stepped most of the roles and duties previously required of him as a full-time teacher and focused on delivering the content knowledge he was passionate about to the students he stayed for.

Lucy, a secondary teacher, discussed another negative effect of these additional roles. She reminisced, "I learned how to play the game." After Lucy's first year of teaching, she felt she had to figure out a way to manipulate the system, or "play the game" resulting from additional role and duty expectations to continue teaching for a second year. She admitted to often saying one thing but doing another to get out of performing additional duties; she would lie about fulfilling non-instructional duties. For example, Lucy was assigned lunch duty, meaning she had to be in the student cafeteria during the entire lunch period monitoring student behavior. But rather than attend this duty, she hid in her classroom and worked on lesson plans or graded student assignments. Lucy lied about fulfilling her lunch duty so she could have additional time to focus on her students' successes and failures. Lucy ultimately left teaching after her second year having felt a loss of integrity within herself.

The only positive effect of additional roles and duties outside the realm of curriculum and instruction that participants mentioned was that they helped create a positive experience for their students. For example, by having helped decorate for a dance, their students were able to have an enjoyable experience. The students were the only common positive thread the participants discussed in every transcript, which is discussed further in the following section.

Research Question Four

RQ4: How do these additional non-teaching roles impact a teacher's intention to stay in education?

When the ten participants were asked, "If you had known, before your first year of teaching, what additional roles and duties outside the realm of curriculum and instruction would be expected of you, in addition to your initial expectations, would you still have pursued a career in teaching?", half of them responded "No". Although, two of the five who responded "Yes." This question suggested the only reason for their positive response was because they did not know what else they would do, not necessarily because they desired to stay. Fifty percent of the participants have left their jobs as full-time K–12 educators due to the negative emotional labor caused by the overwhelming number of additional roles and duties; this includes Amy, Beks, Lucy, May, and Mike.

 Amy, who left full-time teaching after three years, managed to stay within the realm of education, currently working as a full-time K–12 substitute teacher. Ironically, Amy feels more like a real educator as a substitute than she ever did as an actual full-time licensed teacher. She always wanted to be a teacher, but the stress of the additional roles and duties caused her to question her profession and not return full time after having her first baby. She felt she would much rather focus on her growing family than deal with the stress that came from teaching in an

environment where she felt befuddled by the expectations and responsibilities placed on her. By being a substitute teacher, she no longer has the additional expectations; rather, she puts all her focus into expertly presenting lessons that the teachers she substitutes for provide her.

Beks had the desire to be a "high-quality and exceptional teacher", yet the overwhelming additional roles and duties outside the realm of curriculum and instruction eventually led her to leave teaching as K–12 instructor. Beks currently works as a college professor where she now feels that she is fairly monetarily compensated for any additional duties.

Participants Lucy and Summer (Summer is a current secondary teacher) interestingly discussed the idea of "fear-based teaching" as a reason for why some teachers who have experienced negative emotional labor due to additional roles still choose to stay in education. Lucy shared a story about a male coworker who she felt showed bravery in facing the fear; referred to as Alex. Lucy was in her second year of teaching, and Alex was in his first year at a charter school. She described Alex as a knowledgeable teacher who she admired and looked up to, who had over ten years of teaching experience. When their year working together was coming to an end, their school was holding next-year contract meetings. The school offered Alex a contract to teach for the next year, but he came away from his meeting feeling apprehensive and upset. The school director had questioned Alex's abilities as a teacher merely because he came in to work at 7:30 AM, when his contract time started, and would leave at 3:30 PM, when his contract time ended. The director explained to Alex how it seemed he was not a hard-working teacher compared to those teachers who came early and stayed late. Alex rebutted that he had become a capable teacher in his many years of experience and felt he could be efficient working his eight-hour contracted days just as well as, if not better than, his fellow coworkers who needed extra time. Alex was confused and angered by the fact that his contract for next year seemed to

be based on fear. He felt that his director wanted him to fear losing his job if he did not willingly work outside his contracted hours and perform additional duties other than fulfilling his teacher responsibilities. Alex bravely decided to not let fear guide him, according to Lucy. He did not sign the contract and caused the school to lose a high-quality educator. Lucy was very much impacted by her coworker's experience. In fact, it played a part in Lucy deciding to leave the school herself to pursue her doctoral degree. Lucy reflected that during her two years teaching, she often felt fearful that if she ever disagreed to fulfilling an additional role or duty given to her—such as lunch duty, traffic duty, chaperoning, decorating, and club advising to name a few from Lucy's transcript—her value as an employee would be viewed as less. This thereby created the possibility that her contract offer would be less as well. As a result, Lucy left the charter school and pursued her doctoral degree.

Similarly, Summer considered what would happen if teachers finally stood up for themselves in regard to not fulfilling additional roles outside the realm of curriculum and instruction: "If all teachers were just like 'No, we're not going to do that.', what would happen? We work out of fear. What are you going to do? Fire me? But what if they did?" Summer concluded that teachers, even those who tried to stand up for themselves, ended up doing what was asked of them because there was an innate fear that they could be fired based on whether they were viewed as a hard worker pertaining to the responsibilities assigned outside the classroom. For example, Summer's high school hosted a homecoming dance on Halloween night. She spent hours on Friday night and Saturday morning helping the student government decorate and put together this event. She even stayed to chaperone the dance for a short time before finally going home to spend Halloween night with her own family members. When the Monday morning staff meeting came however, Summer described her frustrations:

The one random teacher that ends up being there for cleaning is the only teacher administration thanks. And I'm like, wait a second, do you understand how many hours I helped with this? It's not just the person over S.T.G.O. Do you have any idea how many teachers were actually helping? Like, I'm so sorry that all your teachers didn't cancel their Halloween plans because you chose to have Homecoming on Halloween, to come to the dance, to come clean up. Like okay, I'm so glad you pointed out the one teacher that was here to help clean up after the dance. Good job. That really made all the other teachers who helped feel great. How much time is enough time to be thanked, noticed, appreciated?

Yet, even with Summer's frustrating experience, she admitted to continuing to perform these additional roles and duties. "They don't say you 'have to be there', but they're really saying you have to be there. If I don't go, my administration is going to notice. They notice."

Interestingly, participants who ultimately decided to stay in education or who had a difficult time deciding to leave education all named the students as a reason . Katy stated, "It is truly my passion to teach, my passion to watch a child become who they are meant to be." Amy expressed, "I enjoy teaching and helping these kids learn all of the things." Lucy claimed, "I'm not doing this for the administration. I'm doing this for the experience of the students." Brad declared, "Teachers care about and love kids." Summer reflected, even with teaching through a pandemic, "I have in-person students, and this is why I do this." Although participants expressed their love for the students, overall, the additional roles and duties outside the realm of curriculum and instruction teachers are expected to perform proved to be a key factor in decisions to stay in education or not.

Poetic Inquiry Results

The qualitative research the researcher performed in this study was intended to identify the specific additional roles and duties performed by teachers outside the realm of education. In addition, the researcher chose poetic inquiry to mirror the emotional responses of the research participants' interviews and to allow their shared experiences to become our experiences.

The researcher has created five poems from this poetic inquiry by using words and phrases found directly from the narrative transcripts of the participant interviews. The researcher carefully chose the words and phrases and arranged them in hopes of truthfully portraying the emotions the teacher participants revealed. This study considered and used multiple poetic genres for the poetic inquiry. These genres include blackout poetry, found poetry, Shakespearean Sonnet, concrete poetry, and elegy. Preceding each poem is a brief explanation as to why the researcher chose the poem genre, what the intention behind its creation was, and how the idea came to fruition.

Poem 1

The first poem created through poetic inquiry was a blackout poem using Lucy's interview transcript. Blackout poetry is the redaction of words and phrases from an existing text to reveal a poetic syntax. When reviewing Lucy's transcript, her narrative was naturally poetic. It felt important to keep her words in their natural state and order, only blacking out various lines that were not necessary to the overall narrative she was telling. When choosing which lines in her transcript to not remove, her words became a story that reflected her overall feelings of frustration with broken promises from administration, as well as her sorrow from losing a sense of who she was as a person:

False Promises

Interview by Lucy
Poem by Mary Miller

It wasn't to ▮▮ help children learn. it was to go beyond that to help them feel. It was about inspiration and empowerment, To help them to know ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮they could be more, they could be so much more than what they thought. ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ ▮▮ ▮▮▮▮▮ knowing that you have a voice, knowing that you have an imagination. ▮▮▮▮▮▮▮▮ ▮▮▮▮ how you feel, ▮▮▮▮▮▮ putting that into a voice, can ▮▮▮▮▮ change things,▮▮▮

make life beautiful. ██ empower their own lives ███████████ to know they can do things in the world, ██

██████████████████████████████████████ I was assigned ██████████████████████

██

████████████████████ not a lot of time. ████████████████████████████████████

██

██ I remember someone saying we need someone to be ████████████████████████. I have no idea what that is. ████████ No, I'm not about that. ████████████████████████

████████ admin ██ like "On no, you're going to have someone else. ████████████ ██ It's going to be so easy, and so amazing, not a lot of workload." ████████████ ██████████████ it ended up being just me. ████████████████ fine. ██

██

████████████████████ ████████████████████████████

██

████████████ you want to start something, take me to the ship, ████████████████ but to have something thrown on you, ████████████ to ████████████████████████████ ██

████████████████████ have no desire to be a part of ████████████ my job ██ connected to that. ████████████████████████████████████

████████████ I learned how to play the game. ████████████████████████████████ ██

████████████████████████████ The more school spirit you have, the more they ██ value you, █ ██ committed ████ to the success of the school rather than the success of my own students. ████████████████ ██

██

██

██

██

██

████████████████

Promises are made. ████ you'll get support. ████ the school will be right there with you, ██ admin will be right there with you, but they're not. ████████████████████████████

████████████████████ it's a ████ real weight ████ you feel on your shoulders. ████████ screw this up, it's the ████████ school you're screwing with, ██ not just your job. ████████████████ ██

█████ I was promised. █████████████████████████████
██

████████████████████████████████ But it doesn't matter. █████ something is promised. █████████
███

███

█████████████████

██ the class suffers
███ because that's a
consistent thing. they come in everyday at 8 o'clock. it's easy to let that slip. That's the thing that
slips. ███
███

██ How can you seek to be
inspiring when you have all those other things on your plate? ████████████████
███

████████████████████████████████████ why can't I do it? ███ I
must not be able to handle things very well. I must not be a good leader. I must not be a good
delegator. ██
why can't I just teach? why can't I just do my job? Wow, ████████████ these feelings ████
█████████████

████████████████████████████████████ find any way to get out. █████████
██
██
██
██
██

███████████████████████ lack of integrity burning my soul little by little, ruining my own
integrity. ███
███████████████████████████████ had to shut off. █can't think ███████
positive██
███

██
██
██
██
██

████████████████████████████████ he drew these stupid little arrows to
say, "██ these students are never going to progress. ████████████████████ focus on these 3.
█████████████████ if you can bump them, ██████ we █████████ get this certain ██████
funding." ███

I'm going to ████████████████ not do this.

████████████████████████████████████ all the stuff that's not told. I'm amazed, I'm amazed at teachers who are able to stay in it for years and years and years. I didn't like what it would do to me, affecting my integrity. I didn't like who I was. the students, they're everything. maybe that's why people do this year after year, willing to sacrifice themselves, their personal dignity , for the ability to touch someone beyond what the administration will do, in spite what the administration will do.

I'm doing this for the students. successful students.

I remember

"Well you just got to do it."

Poem 2

The second poem was created using lines found within Katy's transcript. This poem is considered found poetry; the researcher took words and phrases from an existing text and

refashioned and reordered them to create a new text with poetic quality. The researcher arranged this poem to portray the repetitive expectations Katy discussed regarding the ever-changing additional requirements of teachers regarding the social, physical, and emotional well-being of students. Katy expressed how much of the content she is required to teach within the classroom should fall under the umbrella of parents rather than educators.

We Do It at School

Interview by Katy Wilbur
Poem by Mary Miller

If we need to teach kids online safety, we do it at school.
If we need to teach kids to manage their emotions, we do it at school.
If we need to teach kids mental health, we do it at school.
If we need? If you need.
If you need to learn to tie your shoes, we do it at school.
If you need to learn respect, we do it at school.
If you need to learn hygiene, we do it at school.
If you need? If I need.
What do I need? Can I need?

Poem 3

Poem 3 illustrates the love for teaching that many of the participants talked about; it reflects their reasons to stay in the field of education. Since William Shakespeare focused his 154 sonnets on the topic of love, the form of Shakespearean Sonnet seemed an appropriate genre for this poem. It was written using the classic 14 lines with an ABAB CDCD EFEF GG rhyme scheme and 10 syllables per line. This sonnet is a love letter to teaching. The researcher used direct quotes from five of the participants' transcripts to create this sonnet:

Sonnet for Teaching

Interviews by Katy, Dennis, Esther, Goff, Nevitt
Poem by Mary Miller

Never really hating going to work,
Or being with kids, my gem for teaching,
Those experiences you cannot shirk.
My passion in life, hugely rewarding,
My passion to watch a child become,
More than they ever thought to choose to be,
Students who have success, who don't succumb,
Who empower their own lives to be free.
Do what it takes to benefit the child;
I'm doing this for students, not commands.
This is why I do this, to see they smiled,
Can't take that away, can't wash off my hands.
      Teachers have to take the good with the bad.
      To keep doing what we love? why, it's mad.

Poem 4

The fourth poem intended to illustrate the emotional labor and overwhelming burden each participant revealed during their interviews through the genre of concrete poetry. Typically, the typographical effect this genre of poetry has is meant to be more important than the words themselves. It was important to produce a visual representation that incorporated the vast number of additional roles and duties named and described by the ten participants. The researcher created the image of a person carrying a "box of burdens" to illustrate both the body language expressed by participants during their interviews as well as the overall feelings evoked from participants as they discussed the additional roles they are expected to perform as an educator. The words used to create the image of the "wisps" leaving the box are the expected roles and duties the participants named when initially becoming a teacher (see Table 2). The initial expectations are slowly leaving and the additional roles and duties outside the realm of curriculum and instruction take over the heavy burdensome box and the ever-weakening body and mind.

Boxed Burdens

Interviews by Amy, Beks, Brad, Lucy, Mike, Guy, Katy, Summer, Joe and May
Illustrated by Mary Miller
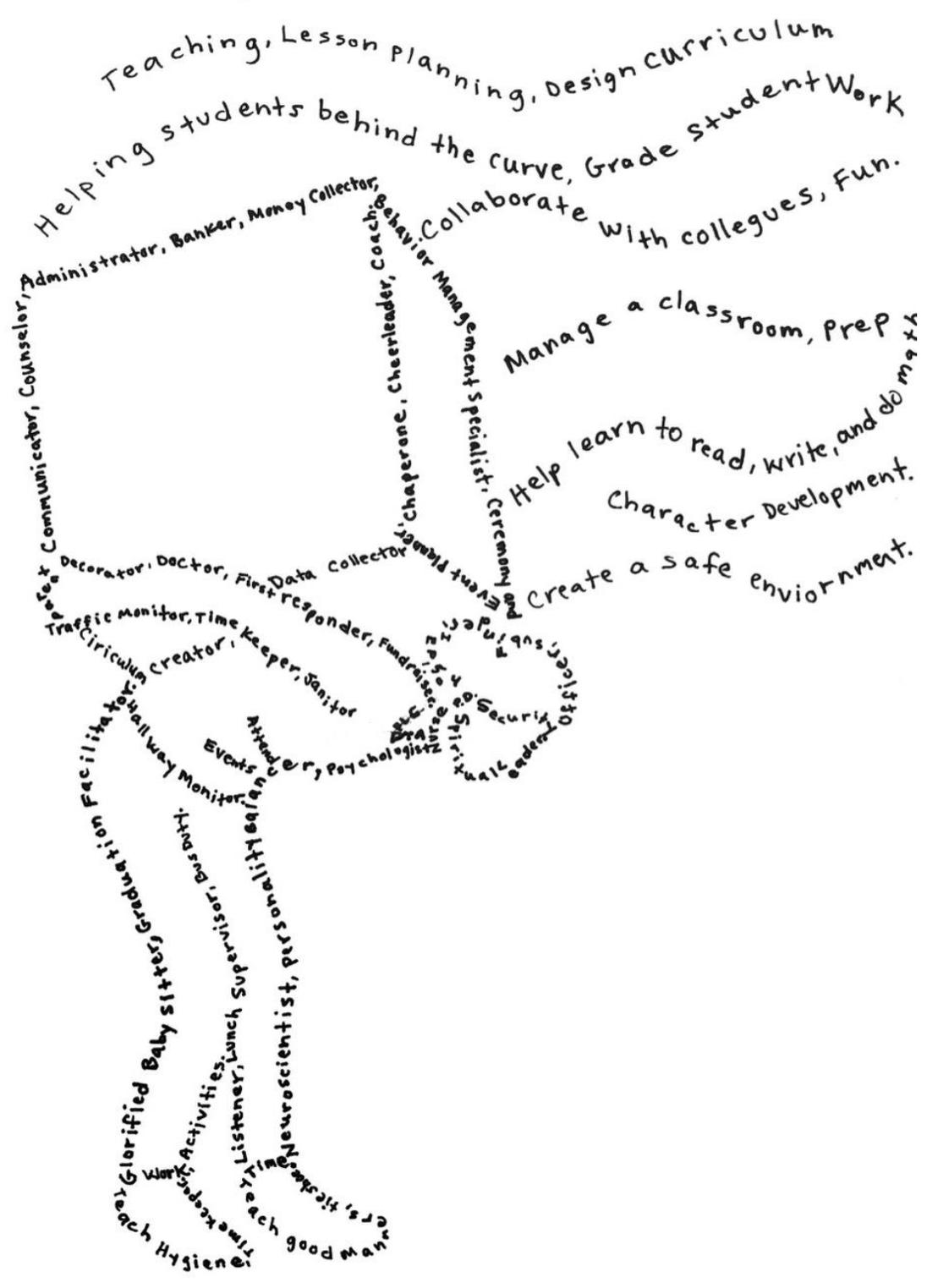
Poem 5

The fifth and final poem created from the poetic inquiry is an elegy. Elegies are laments for something that has been lost. Each teacher expressed some sort of sorrow when they discussed their role expectations versus role realities as a teacher. Amy's transcript in particular felt like a lament, as if she mourned the loss of her childhood dream of being a teacher, having to face the harsh reality that she may have not been enough for what the job required. This elegy was hence created from her transcript to not only reflect on the loss of her dream, a piece of herself, but also pay tribute to the emotional labor she endured while trying hard to succeed.

An Elegy for the Girl Who Wanted to be a Teacher

Interview provided by Amy
Poem created and arranged by Mary Miller

As a young girl I just wanted to be a teacher.
My ambition, to be like my teachers.
I thought it would be fun. I would help them learn.
That's what I thought.

I had no idea how difficult it would be, blindsided.
I didn't know I would have to be part of that.
A whole new world I was unprepared for. I was not aware.
Thrown for a loop. Didn't know what to do.

Have to figure something out. What do we do?
I was not prepared for that, I was not prepared.
I didn't know I would need to change.
Parents like, "hey, my kids at school, not mine!"

I would draw the line.
No, that's not why I'm here. I'm not the mom.
There are parts of teaching that I miss, I didn't know how to fix,
I didn't feel I should have to fix.

How do I do what I want to do, what I've wanted to do my whole life?
Teach these kids, but deal with all this stuff.

Feel like they're against me, blaming me.
I just kept going. I never wanted to quit.
They're good. I just wasn't.

Maybe I wasn't cut out for it. I knew how to connect with the kids.
It was just everything else that pulled me away, rattled me.
I'm not as strong, I guess, as other teachers.
Found that out about myself. I wish that wasn't the case.
I'm just happy not to deal with that. So much responsibility.
Overwhelming.

Had I known what I know now, the stress of it all.
I never thought about anything in my life but being a teacher.
It's just so much. So many moving parts.
I don't know how to help.
Thank goodness, it's a poor reflection.

<div align="center">

Discussion and Conclusion

</div>

The purpose of the following section is to provide further understanding of the results' implications on teacher job satisfaction and retention and to present suggestions for future research. Finally, this section offers a statement to capture the culmination of this qualitative study and poetic inquiry.

Discussion on Findings

Out of the ten participants interviewed for this study, five of them have left their career as an educator due to the additional roles and duties placed on them. The additional roles proved to be too much to cope with and took away precious time teachers needed to adequately prepare lessons on the content knowledge they were passionate about. The other five participants, although they have not left the field of education, also expressed negative emotional and mental effects of these additional roles and duties. Such results adequately reflect the literature on teacher burnout and its "cannibalistic reputation" (Burris and Keller 118).

Even more disheartening is the revelation that highly qualified teachers are among those leaving the field of education due to these vast additional roles and duties. Some schools place more value on additional roles and duties such as extra-curricular leader, event planner, and monitor rather than instructional roles - resulting in the loss of exceptional teachers. For example, Lucy, who left after two years, is finishing up her doctorate degree in Literary Psychology. Then there is Beks: she left K–12 education and is now a college professor. Schools will continue to lose quality educators if they continue to place too many unrelated job roles on teachers.

Even the teachers who stayed in education still expressed ill feelings about the additional roles and duties they perform outside the realm of curriculum and instruction. Summer is an example of a teacher who continued to participate in these additional roles and duties out of fear—fear of not being noticed and therefore undervalued. There appears to be a concerning chain of thought created here: Teachers performed additional roles and duties outside the realm of curriculum and instruction because they wanted to keep their jobs, yet, they could not do their jobs effectively due to the overwhelming number of additional responsibilities they performed. Then, if they tried to stand up for themselves, teachers became expendable and even thought of as inadequate teachers. It is no wonder that teachers continue to leave the profession of educator when such an impenetrable trap seems to exist for them.

The findings also revealed that teachers were not adequately prepared for the number of additional roles and duties they were expected to perform by administration, in comparison to the number of duties they initially expected to perform (see Table 2 and Table 3). It is difficult for a teacher to adequately equate the vast number of additional roles and duties expected of them to perform outside the realm of curriculum and instruction. Teacher job descriptions list numerous

requirements and duties that focus on content knowledge and classroom instruction, yet schools are certain to incorporate caveats so they can claim the right to add any responsibility they deem necessary, whether or not that responsibility has anything to do with instruction or curriculum. For example, the San Juan Unified School District stated the following on their job description for a secondary teacher: "...the listed examples do not include all duties and responsibilities which may be found in positions within this classification" (San Juan 1). Although caveats like this are regularly found within job descriptions as a safeguard for schools, at what point do those duties and responsibilities become too much? This study revealed that those duties are, in fact, excessive as they are more than double the expected duties teachers initially thought would be placed on them.

Research participants did have one common variable when they discussed reasons to stay in teaching; the students. As one participant asserted, "I do it because the whole child is part of my responsibility. If I want my student to have success and to be successful and progress, I'll do what it takes to make sure that happens. So, if it extends beyond my contract time, I'll do it because I know that it will benefit the child." Even for the teachers who may not agree with Katy about being willing to stay past contract hours, they still stayed in education because they simply "love the kids," as Brad stated. Participants collectively expressed they had no desire to stay because of administration but rather wanted to help create experiences for the success of their students and see them grow into responsible citizens. If students continued to be the reason teachers stayed, even amidst the emotional labor caused by overwhelming additional roles and duties, future students' success would exponentially increase if administrations promoted successful teacher environments that take away the vast number of additional roles and duties.

Recommendations for Future Research

The goal of this study was to investigate what roles and duties exist that teachers are expected to perform that have nothing to do with curriculum and instruction. It also aimed to identify, through teacher narratives and poetic inquiry, any emotional labor that occurred among teachers because of the non-curricular roles, as well as whether these additional roles and duties impact a teacher's decision to stay in education. The researcher collected data to test four research questions relating to this goal. The researcher then examined those data. The examination revealed that teachers named a total of 35 additional roles and duties outside the realm of curriculum and instruction (see Table 2 and Table 4). The researcher created five poems through poetic inquiry using the participant transcripts. These poems helped connect the participant, researcher, and reader to the findings by evoking the emotional labor felt throughout the teacher narratives regarding the effects caused by the additional roles and duties. The findings have some limitations. One limitation is the sample size. This study, although accurate in its findings, can be enhanced and improved with an increased number of participants. For instance, a sample size of 100 rather than ten would provide a larger scope on the goal of this study. Another limitation is the snowball sampling method. A different, more random sampling method may prove to be more efficient to obtain a larger teacher sample from a variety of school districts throughout the nation.

Based on what this qualitative study found, the researcher recommends future research on how teacher education programs can improve to adequately prepare teachers for unexpected additional roles, how school administrations can reflect on time taken away when deciding what roles and duties to assign teachers, and what is considered adequate compensation for that time.

Conclusion

In conclusion, the research participants named a total of 35 roles and duties outside the realm of curriculum and instruction. These non-curricular teaching roles and duties in addition to teachers' initially expected responsibilities resulted in teachers not being able to perform their job duties as instructors of content knowledge. The additional roles and duties are too much. The overwhelming number of roles and duties caused teachers to experience emotional labor, which in turn resulted in teachers leaving the profession of educator altogether. Hence, low teacher retention and a lack of high-quality instructors is prevalent in education. Also, a loss in high-quality instructors and increase in emotionally worn-down teachers causes students to be victims of ill-prepared lessons and inadequate education.

However, if schools take the time to identify the frequency at which teachers are being asked to perform these additional roles and duties, school administrations may take the first steps toward fixing the problems of low teacher morale and teacher retention. Administrations can affect change if they are willing to listen to the teachers and refocus their expectations of and responsibilities for teachers on in-class curriculum and instruction. They must reevaluate the implementation of additional roles and duties that have little or nothing to do with curriculum and instruction if they wish to have happier, more fulfilled teachers – a goal which, in turn, will increase teacher retention.

Finally, teachers want to stay in education. They want to help teach the subjects they are passionate about and love to see students become successful. This qualitative study and poetic inquiry revealed the intense feelings of emotional labor that teachers experience. The participants who did leave education did not leave because they hated teaching. They left because they could not cope with the overwhelming additional roles and duties placed on them that ultimately took them away from doing what they loved, teaching content knowledge.

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Appendix

Research Consent Form

1) <u>Title of Research Study:</u> Teacher Roles Outside the Realm of Education

2) <u>Investigator(s):</u>   Principal Investigator: Dr. Teri R. Wagner
                                    Investigator #2: Mary Miller

3) <u>Purpose:</u> The purpose of this research study is to assess the various roles an educator must perform outside the realm of education and how such roles impact a teacher's decision to stay in education.

4) <u>Procedures:</u> To participate in the current study you must be 18 years of age or older. Participants must have at least one year of teaching experience. Participants will be recruited through snowball sampling. Participants recruited will be asked to answer interview questions via Zoom web meeting. Participants will be asked various questions regarding their work experiences and feelings about teacher morale. This interview will take approximately 45 minutes. The interview includes personal questions. For example, participants are asked, what negative and positive effects additional roles have on teacher morale and how do teachers cope with such effects? Participant interview transcripts will be used to create various forms of poetry. Participants will also sign and date two Consent Forms. Participants will keep one Consent Form for their personal records, and they will return one Consent Form to the Investigator.

5) <u>Risks:</u> Some of the questions may cause emotional upset. If your participation causes you upset and you would like to talk with a professional about this, please contact the Hollins University Health and Counseling Center at (540) 362-6298. Participants may elect not to answer any question in the interview for any reason.

6) <u>Benefits:</u> Potential benefits that participants may attain from participation in this research study include: greater knowledge of additional roles teachers are expected to perform outside the realm of educating and the satisfaction of knowing they have contributed to a better understanding of the particular phenomenon being studied.

7) <u>Data Collection & Storage:</u> All information provided will be kept confidential. Participant interviews and transcripts will be kept on a password protected computer. All research materials will be assigned a pseudonym for privacy and coding purposes. Completed interviews and Consent Forms will be kept separate and in locked locations accessible only to the Principal Investigator. Results will not be released or reported in any way that might allow for identification of individual participants. Participants may

Appendix (continued)

have access to their data at any time and that the results of the study will be available to me once the study is completed. All information will be kept confidential, unless otherwise required by law.

8) <u>Contact Information:</u> For related problems or questions regarding your rights as a participant, the Chair of the Human Research Review Committee at Hollins University, Bonnie Bowers, can be contacted at (540) 362-7491 For other questions about the study, you should call the principal investigator , Dr. Teri R. Wagner at (540) 362-6249.

9) Consent Statement: I have read or had read to me the preceding information describing this study. All my questions have been answered to my satisfaction. I am 18 years of age or older and freely consent to participate. I understand that I am free to withdraw from the study at any time. I have received a copy of this consent form.

Participant Name: _____

Signature of Participant: _____   Date: _____

Signature of Investigator: _____   Date: _____