

## ***Give Me a Break: Teacher Recovery Experiences***

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National and international data points to teaching as a very stressful occupation with a high rate of burnout, especially amid recent cuts to education at a national and state level. Teacher stress and turnover cost over \$7.3 billion a year and are associated with other negative consequences such as decreased well-being and health. This seeks to better quantify and understand sources of stress that teachers experience while simultaneously offering strategies for enhancing their well-being that can be implemented both at the individual and school level.

This study seeks to demonstrate that the type and duration of breaks that teachers engage in during the school day and at home have important implications for their health, teacher self-efficacy, and work engagement. Further, teacher absence (often due to stress related illness or need for recovery) has been shown to disrupt continuous classroom instruction and event, or may impair students' ability to develop consistent, comfortable student-teacher relationships with substitutes.

This study will utilize a longitudinal, daily-diary method design that has been shown to capture important within-person fluctuations in stressor-strain relationships. Participants will complete a general baseline survey during Phase I of the study. Phase II will consist of six consecutive days of data collection in which participants will complete an online survey at the beginning and ending of each day. It is expected that the time and activities that teachers engage in during their breaks at work and home will be significantly related to indicators of well-being, as well as teacher self-efficacy and work engagement.

Data will be examined to determine important within-person and between-person differences.

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