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SECONDARY TEACHER THRIVING: INVESTIGATING SECONDARY TEACHER WELL-
BEING AND CONTRIBUTING FACTORS TO THRIVING

By

RYAN H. NICHOLS

A doctoral dissertation submitted to the
College of Education
in partial fulfillment of the requirements
for the degree Doctorate in Philosophy
in Education

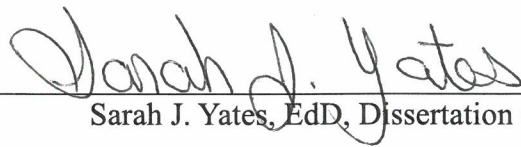
Southeastern University
February, 2023

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BEING AND CONTRIBUTING FACTORS TO THRIVING

by

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DEDICATION

I dedicate this dissertation, and the doctoral process, to my beautiful and amazing wife. She has been my biggest supporter throughout my education and has continued to encourage me to learn every day. I appreciate your on-going support in my random projects and career goals.

ACKNOWLEDGMENTS

I would like to acknowledge the help of Dr. Yates and Dr. Gollery. I appreciate that Dr. Yates was always a phone call away to ease anxieties or to puzzle out logistical issues in the dissertation process. I would like to thank Dr. Gollery for talking data, even when the data did not directly relate to my dissertation. I hope to be as knowledgeable about statistical analysis as Dr. Gollery is someday. I would also like to thank all those who have influenced my paper in some way. From individuals who offered advice and let me bounce ideas around, to those who offered encouragement and edits.

I would like to thank Kirsty, Andre, and Dr. Deck for being so supportive over our time together. I appreciate the weekly chats throughout the dissertation process, even the ones I could not attend. I am thankful for having people to bounce ideas off and to share new updates with.

I would like to thank my wife for allowing me to have work time, when needed, throughout the writing process. I appreciate her support throughout this endeavor.

Abstract

The purpose of this study was to examine secondary teacher thriving using the PERMA well-being model. This non-experimental, quantitative survey aimed to discover secondary teachers' well-being and how the dimensions of well-being are predictive of thriving among secondary teachers in the United States. Using a comprehensive researcher-created instrument assessing participants' sense of thriving and PERMA well-being, the study resulted in statistically significant findings with 55 secondary teachers participating in the survey. Both sense of thriving and the dimensions of thriving were statistically significant in a one sample *t*-test. Demographics, such as school classifications, years of experience, and geographic locations, were statistically significant using an ANOVA analysis. Of the five dimensions of thriving, positive emotions, engagement, and positive relationships were statistically predictive of thriving in a secondary classroom. While future studies need to be completed on teacher thriving, this study provides a comprehensive instrument to examine secondary teacher thriving in the classroom.

Keywords: PERMA well-being, Teacher Thriving, Secondary, Positive Emotions, Engagement, Positive Relationships, Meaning, Accomplishments, Job Satisfaction, Administration, Emotional Stamina, Years of Experience, Rural Teaching, Urban Teaching, High School Teachers, Middle School Teachers, Education, Educators

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I. INTRODUCTION

Teachers must invest a lot of emotional time and energy, resources, and commitment to the profession to be effective educators. The commitment that teachers need to make can be draining and can lead to teacher burnout (Beltman et al., 2011). Because teachers need to develop and maintain a high number of relationships throughout the school year, teachers can experience emotional exhaustion throughout the day (Enns, 2021). With class sizes increasing, salary gaps widening, and a lack of resources school districts provide for their teachers, the stress placed on teachers is reaching a critical point (Enns, 2021). In a recent study, among the most prevalent reasons that teachers left the profession were personal reasons (37%), dissatisfactions with student assessment (25%), administration (21%), teaching as a career (21%), and support (17%) (Podolsky et al., 2019). Because teachers are overworked and subjected to higher emotional stressors, they are leaving the profession.

Although some research has been conducted on teachers' thriving, many of the studies have been focused on specific aspects of the teaching profession and not the whole teacher. Seligman (2011) wrote about the components of well-being as they applied to flourishing. The components are positive emotions, engagement, positive relationships, meaning, and accomplishments (PERMA). While some studies have used Maslach Burnout Inventory to identify the burnout of teachers, teachers who are emotionally exhausted may not be non-thriving

(Bermejo-Toro et al., 2016; Diaz, 2019). The focus of this study was to evaluate a positive approach to thriving and the components of well-being.

Other researchers have studied thriving but not among secondary teachers. For example, Schreiner (2010) has studied thriving among college students and discussed how a thriving quotient for other researchers are compared (Schreiner, 2010). Schreiner discussed how student thriving is not just academic success. With state evaluations, teachers are evaluated on student academic achievement when the test, student performance, and student homelife are outside of the teachers' control. Teachers' thriving should not be measured based on their students' academic performance. Just as Schreiner (2010) evaluated the whole student to record thriving, secondary teacher thriving should be evaluated by measuring the holistic components of well-being of the teacher, and not external measurements that are outside of the teachers' control.

Problem Statement

Teaching is a complex profession with a multitude of variables conflicting, growing, enhancing, and threatening teachers' ability to thrive in the profession. Teaching at all levels requires an individual to expend a significant investment to perform teaching tasks well (Enns, 2021). Though K-12 teachers might be pooled together for some studies, the problem with grouping primary and secondary teachers together is that these groups of teachers are interacting with different developmental stages of the child. Whereas primary teachers are developing the whole child, secondary teachers are specializing in content and preparing students for adulthood. Even though some studies have been conducted to study secondary teachers' impact on student engagement or aspects of teachers' ability to thrive, research about secondary teachers' thriving is limited.

To be effective educators, teachers need to have the necessary tools and strategies to increase student achievement and be able to thrive in the classroom. To produce a supportive environment and cultivate learning, teachers need to be thriving, or flourishing, in their profession (Collie & Perry, 2019). Seligman (2011) described flourishing as a collection of elements that contribute to the individual's ability to maintain their components of well-being: positive emotions, engagement, positive relationships, meaning, and accomplishments (Seligman, 2011). Thriving, or flourishing, for secondary teachers is the holistic development, support, and success of the contributing elements to an individual's well-being. When a teacher is thriving in their educational role, they can self-actualize and are satisfied in their teaching responsibilities (Orlowski, 2018). Because of teaching shortages and new policies hampering teachers' ability to educate students, an understanding of secondary teacher thriving is necessary to support teachers' ability to overcome barriers to thriving.

Throughout the literature, five main components emerged about thriving: positive emotions, engagement, meaning, positive relationships, and accomplishments. In the emotional well-being component, emotional exhaustion or emotional stamina and social-emotional competence were established. Collie and Perry (2019) explored a thriving framework for understanding the emotional component to thriving. The engagement component of well-being has been distinguished by job satisfaction and confidence in teaching (Matteucci et al., 2017; Ortan et al., 2021). The next component of well-being in a secondary classroom is positive relationships. For a secondary teacher, three major relationships are needed for a teacher to thrive: supportive and positive relationships with administration, colleagues, and students (Moorhouse & Kohnke, 2021; Naidoo & Wagner, 2020; Pagan-Castano et al., 2021). The next component of well-being is meaning. Researchers have explored how meaning for secondary

teachers can be manifested through finding purpose in teaching and motivation for teaching (Enns, 2021; Kun et al., 2017). The final component of well-being is accomplishments (Conner, 2019; Diasti & Kuswando, 2020; Hester, 2020). By combining all five of the components of well-being, researchers may have a more robust account of thriving at the secondary educational level.

Though all the components of thriving are researched, a holistic thriving representation for secondary teachers has not yet been established in the literature. Schreiner and Martinez (2022) developed a thriving quotient for faculty professors; the application to secondary teachers is limited because teaching secondary is different than teaching in higher education. Other researchers have conducted qualitative studies to understand thriving (Moorhouse & Kohnke, 2021; Seinfeld, 2020; Talbot & Mercer, 2018). Some researchers have studied thriving at work but do not account for the other variables included in secondary teaching (Ebersold et al., 2019; Hester, 2020; Mendez, 2021). Many researchers, like Hester (2020), have used the Maslach Burnout Inventory of emotional exhaustion, personal accomplishments, and depersonalization, alongside other instruments, to quantify thriving (Ebersold et al., 2019; Keith, 2021). Yet, the manifestation of emotional exhaustion does not accurately represent the lack of thriving for secondary teachers because emotional exhaustion is not the opposite of thriving. Research using PERMA or Seligman's well-being theory is limited to studies using K-12 teachers as participants or the instruments are compiled parts of multiple instruments (Enns, 2021). To establish a more robust evaluation of secondary teacher thriving, a holistic instrument is needed that encompasses the PERMA components of well-being.

A robust evaluation of thriving among secondary teachers is important for school and district officials, as well as teachers in secondary classrooms. With the COVID-19 pandemic

exacerbating issues of stress and burnout, teaching shortages, lack of support, and overall emotional exhaustion, a study discovering the contributions of the components of well-being in secondary teachers is needed to support further research in overcoming threats and barriers to thriving in a secondary classroom. The goal of this study was to establish a baseline of secondary teacher thriving through a researcher-created thriving survey that encompasses five components of well-being to begin establishing strategies for school districts, principals, and policymakers. With an understanding of the well-being theory and PERMA contributing to secondary teachers' thriving, teachers are provided the opportunity to self-assess their own thriving to improve their well-being in the classroom. By establishing a general thriving for secondary teachers, school officials were able to support teachers in the classroom to reduce burnout and attrition.

Theoretical Foundation

The theoretical framework for this study is derived from Seligman's (2011) work with flourishing through the well-being theory. Positive psychology is the study of the utilization of an individual's potential abilities, mental and emotional strengths, and the ability to function in order to thrive (Bazargan-Hejazi et al., 2021; White, 2016). Seligman developed positive psychology to understand an individual's well-being and created positive approaches to developing aspects of well-being. An individual's well-being is the subjective understanding of their abilities, personal traits, and sentiments with cognitive, affective, and behavioral dimensions (Maggino, 2015).

Three different approaches contribute to understanding well-being: developmental psychology, clinical psychology, and mental health (Ryff, 1995). The well-being theory is an aspect of Seligman's (2011) positive psychology research that relates to developing an understanding of well-being and building conditions of life to be worth living. The goal of the

well-being theory is to increase an individual's ability to flourish through the components of well-being: positive emotions, engagement, positive relationships, meaning, and accomplishment. The well-being theory focuses on longevity and sustainability in building positive qualities in their lives (Seligman, 2011; Seligman & Csikszentmihalyi, 2000).

Seligman's well-being theory consists of five components that contribute to the flourishing of an individual and to their well-being: positive emotions, engagement, positive relationships, meaning, and accomplishments (PERMA). Using the PERMA framework, each component contributes to a person's well-being, and if there are positive indicators of the PERMA components, the individual is considered thriving or flourishing. The components of PERMA are positive emotions which are the focus on optimistic emotional responses, engagement which focuses on the participation in enjoyable activities and stretching skills and capacities, relationships which focus on meaning connections with others, meaning which incorporates ventures that manifest purpose in life, and accomplishments which consists of goals and fulfillment in tasks (Bazargan-Hejazi et al., 2021). The culmination of the components of well-being in a positive aspect manifests the potential and functionality of the individual.

This study took a clinical psychology approach to understanding thriving among secondary teachers because this study explored the well-being as an aspect of self-actualization of a fully functional person as they engage in the field of education (Ryff, 1995). Because teaching requires complex and intricate interactions between teachers and students to provide developmentally appropriate learning opportunities, teachers need to utilize all aspects of the components of well-being to be successful. Because thriving is defined as the success of an individual and the ability to function appropriately within the confines of a social context, discovering how the components of well-being are predictive to thriving is important for the

education population. With Seligman's (2011) PERMA components of well-being, this study provided a baseline for secondary teachers' ability to thrive and how teachers manifest their well-being in the classroom.

Purpose Statement

This non-experimental, quantitative survey aimed to discover secondary teachers' well-being and how the dimensions of well-being are predictive of thriving among secondary teachers in the United States.

Overview of Methodology

Research Questions

The following research questions are formally stated to address the study's research problems:

1. To what degree do secondary teachers perceive themselves as thriving using the PERMA dimensions of well-being?
2. Will there be an overall effect for variables of educational background (i.e., degree, teaching certification, years of experience, teaching position, etc.) for secondary teachers thriving?
3. Which of the dimensions of well-being is most predictive of thriving among secondary teachers?

Research Hypotheses

1. To what degree do secondary teachers perceive themselves as thriving using the PERMA dimensions of well-being?

H_0 : There was no statistically significant degree of thriving for secondary teachers using PERMA that contributes to well-being.

H_a : The study participant perceptions of thriving was reflected at a statistically significant level.

2. Will there be an overall effect for variables of educational background (i.e., degree, teaching certification, years of experience, teaching position, etc.) for secondary teachers thriving?

H_0 : There was no overall effect for variables of educational background for secondary teacher perceptions of thriving.

H_a : There was an overall statistically significant effect for variables of educational background for secondary teacher thriving.

H_b : There was no statistically significant effect for years of experience of the teacher for secondary teacher thriving.

H_c : There was a statistically significant effect for years of experience of the teacher for secondary teacher thriving.

3. Which of the dimensions of well-being is most predictive of thriving among secondary teachers?

H_0 : None of the identified dimensions will represent statistically significant predictors of well-being for secondary teachers thriving.

H_a : The dimensions of well-being on secondary teacher thriving was statistically significant.

H_b : The well-being component of positive relationships will represent the most robust, statistically significant predictor of secondary teacher thriving.

Research Design and Methodology

A non-experimental and quantitative research design was used to address the investigation of secondary teacher thriving (Edmonds & Kennedy, 2017). Survey research represented the specific methodological approach. Survey research was selected for use in the study for the benefit of scalability, flexibility, statistical power, and the ability to generate considerable amounts of data on the research topic of secondary teacher thriving.

Sample and Sample Selection

The study's sample was defined and delimited to secondary teachers of both middle and high schools. The study's sample was accessed through a non-probability, convenience, and purposive approach (Mills & Gay, 2019). A sample size of 55 was to be accessed using a snowballing technique through social media and electronic communications.

In research question one, the one-sample *t*-test statistical technique was used for statistically significant testing purposed significance. In research question two, the *t*-test of independent means was used for statistical significance testing purposes for instances where two mean comparisons are featured. In research questions three, the multiple regression (MLR) statistical technique was used for predictive and statistical significance testing purposes.

Research Instrumentation and Validation

The study's research instrument was a researcher-created, representing an adaption of existing, standardized associated scholarly articles within the study's constructs. Research instrument validation was conducted specifically through a three-step validation process of content validity using subject matter experts. A pilot study was conducted to evaluate the instrument's ability to produce data that is consistent with the study's construct.

Overview of Analyses

Preliminary Analysis

Preliminary descriptive statistical analyses were conducted for illustrative and comparative purposes; specifically, evaluations of missing data/survey completion rate, internal reliability of study participant response to survey items on the research instrument for the final administration. Descriptive statistical analyses were conducted on the study's response set data. Specifically, mean scores, standard deviations, minimum/maximum, standard errors of the mean, and data normality (skew, kurtosis) was featured in the reporting of findings.

Data Analysis by Research Questions

Research Question #1

Using the PERMA dimensions of well-being, to what degree do secondary teachers perceive themselves as thriving?

The statistical significance of study participant mean score response to perceptions of thriving was addressed using the one sample *t*-test. The assumption of data normality was addressed through an evaluation of the dependent variable's skew and kurtosis values. A skew value within $-/+2.0$ and a kurtosis value within $-/+7.0$ was considered as satisfying of the assumption of data normality (George & Mallery, 2020).

Research Question #2

Will there be an overall effect for variables of educational background (i.e., degree, teaching certification, years of experience, teaching position, etc.) for secondary teachers' thriving?

Between-subjects inferential statistical techniques was used in addressing the statistical significance of mean score comparisons. For instances of two mean score comparisons, the *t*-test

of independent means were used in the analyses. For instances of more than two mean score comparisons, one-way ANOVAs was used in the analyses. The assumption of data normality in the analyses was addressed through an evaluation of the respective dependent variable's skew and kurtosis values. A skew value within $-/+2.0$ and a kurtosis value within $-/+7.0$ was considered as satisfying of the assumption of data normality (George & Mallery, 2020). The assumption of homogeneity of variances was addressed through evaluation of Levene F values. Levene F values of $p > .05$ was considered as satisfying of the assumption of homogeneity of variances.

Research Question #3

Which of the dimensions of well-being is most predictive of thriving among secondary teachers?

The multiple linearity regression (MLR) statistical technique was used to assess the predictive abilities of independent variables featured in the predictive model. Assumptions of MLR was addressed through statistical means (independence of error, normality of residuals, multicollinearity, and influential outliers) and visual inspection (linearity, homoscedasticity). Predictive model fitness was evaluated through interpretation of the ANOVA table F value.

Delimitations

One the of the delimitations for this study is the study's participants was sought among secondary teachers. In using secondary teachers, or middle and high school teachers, a robust understanding of K-12 teachers was not met. However, in studying secondary teachers, the study provided a more extensive evaluation of thriving for a smaller segment of the K-12 population. Another delimitation is the use of Seligman's (2011) PERMA dimensions of well-being to define thriving. In using the PERMA dimensions of well-being, the research has a broad approach to

thriving. A final delimitation is the way the researcher distributed the survey instrument. By utilizing social media, the researcher shared the research instrument and asked other teachers to share the instrument on their social media accounts. Because of the nature of social media, the researcher has no way to limit or target the sample population.

II. REVIEW OF LITERATURE

Purpose Statement

This non-experimental, quantitative survey aimed to discover secondary teachers' well-being and how the dimensions of well-being are predictive of thriving among secondary teachers in the United States.

PERMA Dimensions of Thriving

The well-being theory is a derivative of positive psychology developed by Seligman (2011). The goal of the well-being theory used is to understand and develop the conditions for an individual to flourish. The five dimensions of the well-being theory include positive emotions, engagement, positive relationships, meaning, and accomplishments (PERMA). In developing a life of flourishing, individuals are presented with opportunities to manifest positive interactions with the dimensions of well-being (Seligman & Csikszentmihalyi, 2000). The well-being theory applies to an individual's daily life or occupation by the individual engaging with each component of PERMA. The model of PERMA well-being is a framework for understanding an individual's ability to live a fulfilled life (Matthewman et al., 2018). In a secondary classroom, the PERMA elements contribute to fulfillment in an educator's teaching abilities and connection to the teaching profession.

Another aspect of understanding PERMA dimensions of well-being relates to how teachers perceive their work environments. In a phenomenological qualitative study, researchers

interviewed 17 teachers in Turkey using the PERMA components of well-being to understand the participants' happiness at work (Sahin et al., 2019). The researchers recorded and coded the interviews for themes using the PERMA model to understand the participants' lived experiences in teaching. The participants discussed how a happy work environment made them feel more energetic (positive emotions), worked more without the concept of time (engagement), worked collaboratively (positive relationships), felt like they were in the right place (meaning), and wanted to create new projects (accomplishments). Sahin et al. (2019) reported that one out of every six statements about a happy working environment is related to success. The context of a happy work environment is a part of the PERMA components of well-being and thriving among the teachers in the workplace.

Thriving, or flourishing, is the optimal state of performance that prompts growth and longevity of the individual in their pursuits (Orlowski, 2018). According to Orlowski (2018), thriving becomes attainable when educators maintain positive perceptions and are more satisfied in their work than experience negative perceptions. In a mixed-method study, Orlowski examined thriving among Title 1 educators and teachers' perceptions of the environmental factors that may limit thriving. By surveying 101 middle school teachers in a convenience sample, Orlowski asked teachers about their perceptions of their work environment, their learning, and their vitality to understand their thriving. Participants were separated into low percentile and high percentile based on their scores. In the qualitative part of the study, the researcher asked participants about the barriers to thriving by interviewing the bottom 25% and top 25% of participants. Orlowski's findings in the qualitative part of the study illustrated a need for collaborative support from colleagues and administrators, as well as an environment for learning from colleagues and students. Although Orlowski's study does not incorporate all the

components of the well-being theory, the findings do offer an interplay of variables that contribute to thriving for a secondary teacher.

In a longitudinal quantitative study, researchers used the PERMA components of well-being to predict undergraduate college students' flourishing (Coffey et al., 2016). Coffey et al. (2016) used structural equation modeling to analyze data from 149 college students who took a survey about their well-being over four years in college. Coffey et al. used college success and physical health as markers for flourishing. The researchers found that sophomore year students' PERMA scores significantly predicted their senior year physical health. Additionally, the researchers concluded that the PERMA components of well-being were contributing factors to students' college success. Though Coffey et al.'s study explored the relationship between PERMA and success for college students, validation of PERMA as predictors of flourishing is consistent with the literature relating to the teaching profession.

Thriving for students is not just about the academic success of the students (Schreiner, 2010). Likewise, thriving for secondary teachers is not just the academic success of the students. In some states, as with Florida, teachers' pay scale increases and bonuses are dependent on student academic performance, which places pressure on teachers to focus only on one aspect of the student (Solodev, 2020). Thriving for secondary teachers is the holistic development, support, and optimal levels of the components of well-being which lead to self-actualization and fulfillment in the performance of teaching responsibilities.

Positive Emotions

Emotional Stamina

Emotional stamina includes the ability to overcome stress and emotionally sustain a person throughout the day and, in context of education, the ability for teachers to overcome

stressful situations (Walter & Fox, 2021). In a longitudinal qualitative study, Walter and Fox (2021) interviewed 49 K-12 teachers to understand the emotional barriers and facilitators that hindered and contributed to emotional well-being. With a self-created short-response instrument, Walter and Fox collected data at two different points to measure participants' responses over the longitudinal study. Through a cross-sectional analysis, some participants discussed how, while teaching, they felt an increase in stress, and they were doing the best they could under the circumstances. Through the qualitative part of the study, some participants reported having a loss of control and an increase of stress and anxiety. Some participants were feeling less resilient and more emotionally fatigued. Walter and Fox reported that participants who did not report changes in their emotional well-being had higher levels of colleague and administration support.

Low emotional stamina, or emotional exhaustion, has been attributed to teachers burning out and reported lower job satisfaction (Richter et al., 2021). In a 2021 study, Richter et al. examined the relationship between teachers' well-being and their motivations in being a teacher and staying a teacher. In a quantitative study, researchers surveyed 145 teachers with a researcher-created survey instrument about aspects of motivations in being a teacher and teacher well-being. Richter et al. found that career aspirations of wanting to be a teacher was a positive statistically significant predictor of lower emotional exhaustion ($B = .35, p < .01$). Also, Richter et al. found that job experience, including emotional stressors, was a negative statistically significant predictor of job satisfaction ($B = -.24, p = .01$). The implications of the findings are that teachers who selected teaching as a career are more likely to have lower emotional exhaustion, or higher emotional stamina, and teachers who have lower emotional stressors are more likely to be satisfied with their job.

Teaching is an emotionally laborious profession, and teachers who have low emotional stamina are less likely to be satisfied with their job. In a 2022 study, researchers explored the relationship between emotional labor, the display of certain emotions to meet the job expectations, and the teacher's well-being (Gull et al., 2022). The researchers surveyed 395 employees using researcher-created perceived emotional labor and psychological capital instruments. The data were analyzed using a confirmatory factor analysis to test the validity of the instrument (GFI = 0.92) and a regression model to examine the relationship between emotional labor and well-being. The high emotional labor had a negative statistically significant relationship to the employees' wellbeing ($B = -0.72, p < .001$), which means the higher the emotional labor of the employee, the lower the emotional well-being of the employee. For teachers, who are in an emotionally demanding career, Gull et al.'s (2022) study suggests that teachers have a lower emotional well-being because of the emotional labor involved in the profession.

In order to support teachers' emotional well-being and emotional stamina, Mendez (2021) developed a mixed-methods study to examine and understand the emotional well-being of teachers after completing a mental health program (Mendez, 2021). By establishing a support system for teachers' emotional well-being, the researcher conducted a quantitative, researcher-created survey, which included items about teachers' stress and anxiety, the relationship between teachers' emotional well-being, and the mental health services for the school district. In the qualitative part of the study, participants discussed having high levels of stress, anxiety, and how little time they had to complete their teaching tasks. The implication of Mendez's study is that teachers have an emotionally challenging career and need to have support systems in place to build their emotional stamina.

Social-emotional Competence

Social-emotional competence (SEC) is a part of Collie and Perry's (2019) Cultivating Teacher Thriving framework and is the ability to psychologically function at work. SEC is the management of the inter- and intra-personal social and emotional experiences of groups of people. For teachers, the manifestation of SEC in a classroom relies on teachers' abilities to manage social and emotional interactions through the SEC components: self-regulation, self-awareness, relationship skills, and emotional resilience. According to Collie and Perry, the outcomes of well-being are dependent on the SEC components reaching optimum levels and having the appropriate support systems to engage effectively.

One aspect of social-emotional competence is a teacher's ability to resolve work-place stress and create psychological systems to avoid burnout through examining how teacher support systems prevent burnout and improve teachers' overall well-being (Hester, 2020). By creating a teacher support program, Hester (2020) sought to answer the two questions of how a researcher-created teacher support program was effective in improving teachers' well-being and resilience and improving job satisfaction to decrease burnout. Hester's study contained a sample of 115 teachers in a California school district and used a quantitative survey to assess teachers' well-being after the thriving program. The survey instruments were a compilation of Maslach Burnout Inventory, Connor-Davidson Resilience Scale, Subjective Well-being, and parts of other established instruments. According to the results of Hester's study, teachers who were provided a program to support their social-emotional well-being marked statistically significantly higher in a self-reported well-being instrument ($p = .05$). In the conclusion, Hester discussed how support systems for teachers to navigate the social-emotional context of teaching will increase teachers' overall well-being.

Social-emotional learning (SEL) is a derivative of social-emotional competencies (SEC). Both relate to a teacher's ability to understand the social and emotional climate of the classroom (Collie et al., 2015). In a 2015 study, Collie et al. drew a sample of 1,267 teachers in Canada, from two previous research projects about SEL and SEC to determine a latent profile of the participants. The outcomes of those profiles were of job satisfaction and stress. Based on the responses to the SEL instruments and a *p*LMR value of $p < .001$ for a three-class solution, participants were separated into three categories by how they answered Likert scale questions: SEL-Advocating, SEL-Striver, and SEL-Thriver. The delineation of the three categories depended on the belief the teachers and school staff held on the social-emotional competencies and environment that were in place at school. Collie et al. found that SEL-Thriver participants who had a high level of SEL comfort, commitment, and culture, had lower outcomes of stress and higher outcomes of job satisfaction. With the findings of higher levels regarding social-emotional learning, participants who had higher levels of SEL were thriving.

In a two-part study, the relationship between resilience in teachers and the components of social-emotional competence, such as social skills and personal competencies and persistence, was explored (Daniilidou & Platsidou, 2018). In the first part of the study, Daniilidou and Platsidou (2018) surveyed 136 teachers using the Connor-Davidson Resilience Scale and the Resilience Scale for Adults and conducted a confirmatory factor analysis for each item. In the second part of the study, Daniilidou and Platsidou surveyed 146 teachers using a researcher-created instrument, the Teachers' Resilience Scale with subcomponents of Personal Competencies and Persistence, Social Skills and Peer Support, Family Cohesion, and Spiritual Influences, to evaluate teachers' resilience in teaching. The second instrument was a more reliable instrument (CFI = .915, $p = .001$) with the components of Social Skills and Peer Support

statistically significant ($p < .001$) correlation with Family Cohesion ($r = 0.319$) and Spiritual Influences ($r = .347$). The implication is that resilience, specifically, social skills and peer support, are an important component of teachers' emotional well-being.

In a 2018 study, researchers examined the relationship of emotional well-being of teachers and their self-regulation strategies (Talbot & Mercer, 2018). Because burnout and attrition rates are a reason some teachers report a low emotional well-being, Talbot and Mercer conducted a qualitative study to understand the perspectives of 12 teachers' self-regulation strategies. In the semi-structured interviews, participants reported relationship with students, meaning, and the social impact of their teaching tasks as positive aspects to improve their emotional well-being. In both positive and negative references, chaos, colleagues, and collaboration were aspects that had an impact on the teachers' emotional well-being. The teachers reported savoring moments and expressing gratitude as having positive impact on their emotional well-being and self-regulation strategies. One participant mentions how positive interactions with students was "very fulfilling to me" (Talbot & Mercer, 2018, p. 417). Teachers' positive emotions and self-regulation strategies are ways for teachers to increase their emotional well-being in the classroom. By establishing connections to students and peers, and understanding how to manifest positive interactions, a person can increase their SEC.

Engagement

Job Satisfaction

Teachers who are thriving have higher levels of job satisfaction; job satisfaction as an outcome of thriving is present in other studies about thriving or well-being (Collie et al., 2015; Enns, 2021). Job satisfaction is the positive evaluation of an individual's workplace and engagement with the career choice (Ortan et al., 2021). In a study about the Romanian education

system, Ortan et al. studied teachers' self-efficacy and the impact on job satisfaction and well-being. In the quantitative study, Ortan et al. created a self-constructed survey and administered the instrument to 658 K-12 teachers about their self-efficacy, relational aspects, and working conditions. The hypothesis was statistically significant ($p = .01$) regarding how the teachers' self-efficacy had a positive impact on teachers' satisfaction in their work. Through a predictive analysis, self-efficacy, collegial collaboration, and proper workload predicted job satisfaction. Because job satisfaction is an element of thriving, Ortan et al. concluded that future research may include other variables, such as demographics, may be needed to understand thriving.

In a related study, the relationship between vitality and learning predicted job satisfaction and other variables of teacher burnout were examined (Keith, 2021). In a non-experimental, quantitative correlational study, Keith surveyed 148 teachers in the United States using Maslach Burnout Inventory for Educators, Measures of Teacher Satisfaction, and Thriving at Work Scale. In this study, thriving was defined as the lack of burnout, using Maslach Burnout Inventory, and is consistent with other studies using the burnout inventory as an inverse to thriving. In the polynomial regression model with job satisfaction as the dependent variable, both learning ($B = .41, p = < .001$) and vitality ($B = .24, p = < .01$) were positively significant in predicting job satisfaction. Teachers who not learning, or engaged with their teaching tasks, are not satisfied with their job. Teachers who are do not put in sufficient energy into their teaching tasks, or who are not engaged in the role of being a teacher, are not satisfied with their jobs.

Additionally, Habib (2020) explored the relationship between job satisfaction and how committed teachers were in their schools. In a random sample of 200 secondary teachers, the researcher used a survey with items from the Organizational Commitment Scale and Maslach Burnout Inventory – Job Satisfaction Survey. In a correlation analysis between organizational

commitment and job satisfaction, the researcher found a positive correlation ($r = 0.40, p = .01$), which means that those teachers who had higher organizational commitment were more at risk for burnout. Because of the higher organizational commitment, teachers who perceived themselves as working more and harder needed more support systems to avoid burnout. Though a potentially negative finding in this study, the implication of this study is that teachers who are more committed to their organization are more engaged in their teaching tasks.

Although conducted during the COVID-19 pandemic, Chan et al. (2021) examined the effects of support systems for teachers and elementary teachers' well-being in a mixed-method study. In a sample of 151 teachers, participants completed a combination of quantitative instruments, like Maslach Burnout Inventory, and qualitative open-ended questions. In a correlational analysis, job satisfaction and task stress were negatively correlated ($B = -0.35, p < .001$) which means the higher the task stress, the less job satisfaction in the teacher. A theme that was coded in the qualitative data was clear expectations and regular communication with administration. An implication of this study is that job demands and job resources influence teachers' well-being and satisfaction. Based on the qualitative part of the study, teachers with clear job expectations and opportunities to reduce the workload had higher levels of well-being and job satisfaction.

Confidence in Teaching

Because one of the aspects of thriving is engagement in the profession, being confident in teaching is an important aspect of engaging with the profession of teaching. In a 2017 study, Matteucci et al. assessed the impact of teacher engagement, through a personal sense of responsibility, on teacher self-efficacy, or confidence, and work engagement. After compiling parts of six other instruments to create their own instrument, Matteucci et al. surveyed 287 high

school teachers to understand the impact of teacher engagement through a quantitative study. Through a path model analysis, teacher self-efficacy ($p < .001$), or confidence, led to higher levels of self-reported mastery in teaching practices, job satisfaction, and work engagement. Teachers with higher levels of confidence in teaching, through their sense of responsibility and self-efficacy, are more engaged and have higher levels of well-being. Understanding teacher confidence in their own teaching practices is an important aspect of engagement and teacher thriving.

Confidence in teaching, or teacher self-efficacy, was compared to regulatory states of mind, such as enthusiasm, contentment, anxiety, and depression, and the impact on a teachers' well-being (Karakus et al., 2021). In the 2021 study, Karakus et al. surveyed 329 math and science secondary teachers using a teacher self-efficacy scale, Maslach Burnout Inventory, and a personality item pool to quantify teachers' self-efficacy, personality, and states of mind. In a correlation analysis, researchers found a negative statistically significant relationship between self-efficacy and stress ($B = -0.17, p < .01$), which means the more confidence a teacher has in their abilities, the less stress influences the teacher. With another correlational analysis, teachers with more confidence in their abilities were less likely to leave the profession ($B = -0.11, p < .01$). Teachers with more self-efficacy, or confidence in their teaching abilities were less likely to be stressed and were more likely to stay in the profession.

In a qualitative, phenomenological study, researchers sought to understand the relationship between self-efficacy, or confidence in teaching, and the career decisions of pre-service teachers (Dos Santos, 2021). Using focus groups, Dos Santos interviewed 80 pre-service teachers, 70 of the traditional college age and 10 as a second career, in 70–80-minute sessions. The themes of isolation, lack of response from other staff members, and lack of support from

peers were found after the data had been transcribed and coded. Pre-service teachers who reported as to having lower self-efficacy in their abilities were less likely to return to the classroom. Because of the sense of isolation, pre-service teachers reported feeling unable to perform their teaching tasks well and were less likely to continue teaching as a career. Dos Santos concluded that pre-service teachers need to have strong connections with other teachers and administration to have a positive impact on the self-efficacy of the pre-service teacher.

Another aspect of teacher confidence is a teacher's ability to manage their classroom. In a quantitative study, Bas (2019) explored the impact classroom management had on teacher confidence in their teaching abilities. After a researcher-created survey of 69 teachers, Bas conducted an ANOVA analysis of the variables of classroom management and self-confidence ($F = 2.69, p = .05$). In a correlational analysis, Bas found that there was a statistically significant correlation between classroom management and teacher self-confidence ($r = 0.47, p < .001$). Teachers who have the skills to manage their classroom are more likely to have self-confidence in their overall teaching abilities.

Positive Relationships

Relationships with Administration

Teachers need to establish and maintain numerous relationships in the classroom. Researchers explored the relationship between administration and teachers to determine the well-being of teachers, job satisfaction, and frustration (Ebersold et al., 2019). The study incorporated a quantitative mediation research design by using a collection of survey instruments, such as Work Climate Questionnaire, Basic Psychological Need Satisfaction and Frustration Scale, Maslach Burnout Inventory, and Scale of Positive and Negative Emotions, to assess 56 secondary teachers' perceptions of administration support. Ebersold et al. (2019) found that

teacher autonomy, in context of administration-teacher relationships, was a positive predictor for need satisfaction, or job satisfaction, and was statistically significant ($p < .01$). Emotional exhaustion was not a significant predictor of autonomy in the relationship between administration and teachers. However, in terms of basic psychological needs of a teacher, frustration of autonomy and competence of the administration were statistically significant mediators ($p < .01$). The relationship between teachers and administration is significant, especially as administration provides support for teachers and autonomy for teachers to run their classrooms independently.

In an exploratory qualitative study, a researcher sought to understand the relationship between the interactions between administration and teachers and the emotional resilience of the teachers (Seinfeld, 2020). The data for the study were collected through observations and interviews; the data were transcribed and coded for themes and patterns. The teachers who had more contact with administration through positive interactions were more likely to demonstrate emotional resilience. Additionally, by incorporating self-reflective and collaborative practices, teachers were able to build confidence and emotional resilience. Teachers who have stronger connections with their administration and other senior teacher-mentors are more likely to have an increase in other areas of their well-being.

Conversely, the lack of interactions between teachers and administration could have a negative impact on teacher well-being (Francis, 2019). In a qualitative study of four classroom teachers, Francis (2019) interviewed teachers using the self-determination framework to understand the factors that are attributed to teacher well-being and factors that inhibit teacher well-being. Through semi-structured interviews, the data were transcribed and coded for themes. Of the themes, such as school climate uncertainties, work/life imbalance, and governing well-

being, participants reported how administration issues were an inhibition to teacher well-being. Within the theme of school climate, teachers reported as how having a high principal and assistant principal turnover made it difficult for teachers to build relationships with administration to communicate effectively and presented lack of expectations from administration. Because the relationship between administration and teachers is an important dynamic to ensure positive teacher well-being, the lack of relationship is likely to have a negative impact on teacher well-being.

Though interactions between administration and teachers are important, human resource systems of support have been shown to also support teachers' well-being. In a quantitative study, researchers explored the relationship between well-being and performance through human resources support systems utilized in a school district (Pagan-Castano et al., 2021). In a sample of 315 secondary teachers, researchers used Maslach Burnout Inventory, in combination with other instruments, to distinguish the effects of the human resources support systems on physical and psychological well-being. The findings were reported as the support systems as having a positive relationship in increasing teacher well-being and performance. Because of the positive association between support systems and teacher well-being, administrations can institute new support systems to improve teacher well-being.

Principals have an important role in a school setting. In a quantitative study, the role of principals' interactions with teachers was explored to examine teachers' well-being (Reckmeyer, 2020). Reckmeyer (2020) defined teacher well-being as having five elements: purpose, community, physical, financial, and social. In a sample of 415 teachers surveyed through a combination of Life Evaluation and Workforce instruments, a hierarchical multiple regression analysis was conducted to examine how interactions-quality and interactions-frequency were

predictive of teachers' well-being. Both interaction quality ($F(1,294) = 18.71, p < .001$) and frequency of interactions ($F(1,295) = 6.55, p < .05$) were positively predictive of teachers' higher individual well-being. The importance of interactions as a predictor of teachers' well-being is significant because principals work as a cohesive element, by providing quality and frequent interactions, in the school climate by bringing attention to teachers' work in the classroom.

In a more targeted study examining emotional exhaustion and teacher self-efficacy, researchers examine the impact of administration organization support in school systems (Lawrence et al., 2019). With 215 teachers responding to a quantitative survey about self-efficacy, perceived organizational support, and Maslach Burnout Inventory, researchers conducted a correlational analysis between the organizational support and elements of teacher well-being. Perceived organizational support had a negative statistically significant relationship with emotional exhaustion ($B = -.48, p < .01$) and depersonalization ($B = -.35, p < .01$), which means for every one unit increase in perceived organizational support, there is a decrease in emotional exhaustion and depersonalization. By increasing organization support from administration, teachers are more likely to be satisfied in their teaching position and more likely to have higher levels of well-being.

Relationships with Colleagues

Relationships among teachers can be an important component of a teacher's well-being because collegial relationships can develop learning environments for teachers to grow as professionals (Naidoo & Wagner, 2020). In a qualitative study, Naidoo and Wagner (2020) interviewed nine teachers at disadvantaged schools to understand the perceptions of mentors and strategies for teacher support systems. The semi-structured interviews lasted between 40 and 60

minutes with 10 interview questions; data collected were coded for relevant themes in context of the research questions. From the data collected, three major themes regarding collegial relationships emerged: developed teachers' awareness of teaching in disadvantaged schools, offered teachers mentors to sharpen skills and fostered appropriate attitudes of new teachers, and provided support through mentoring systems for academic and emotional support. The implications of the study demonstrated how providing a mentor for new or pre-service teachers gives opportunities to develop a growth mindset, collaboration, and freedom to learn by doing.

Instructional support is linked with higher job satisfaction and positive overall teacher well-being (Ertesvåg, 2021). Though the original intention of this study was to assess the impact of instructional support on student learning outcomes, the relationship between emotional exhaustion, job satisfaction, and stress with instructional support strategies provided to the teacher had a positive impact on student achievement. In the quantitative study, 227 teachers were surveyed using instruments items that covered job satisfaction, emotional exhaustion, stress, instructional strategies, and student learning outcomes. In an ANOVA analysis, teachers with more instructional support had lower levels of emotional exhaustion, lower levels of stress due to workload, and higher levels of job satisfaction ($F(1) = 9.75, p = .002$). Teachers who attended professional developments and/or had colleagues that provided instructional strategies support were more likely to have lower levels of stress and emotional exhaustion. To improve a teacher's overall well-being, schools can provide instructional support systems for teachers to learn from each other and improve their teaching abilities.

Relationships with Students

Student-teacher relationships are important for both the student and teacher. For a teacher to be effective in the classroom, their own well-being is an important aspect of student

engagement. In a quantitative study, a researcher studied the effect of teacher mindfulness and classroom management self-efficacy and student engagement (Conner, 2019). With a sample of 80 teachers and using a collection of survey instruments, such as teacher sense of efficacy scale and mindfulness attention awareness scale, a multiple linear regression analysis was used to analyze the variables of the study. Overall job satisfaction was a positive statistically significant predictor of classroom management ($B = 0.32, p = .003$). Additionally, a correlation analysis between classroom management and student engagement was statistically significant ($r = 0.37, p < .001$), as well as instructional strategies and student engagement ($r = 0.58, p < .001$). Teachers with more engaging instructional strategies and higher self-efficacy with classroom management will have stronger positive student engagement. With more engagement in the classroom, the student-teacher relationship is more likely to produce higher student achievement outcomes.

In another study examining the relationship between students and teachers, a researcher explored how positive student-teacher relationships and effective classroom management effects teacher well-being and teacher stress (Greco, 2020). In the mixed-method study, Greco (2020) surveyed 276 K-12 teachers for quantitative data and conducted six interviews for qualitative data. In a correlational analysis between student-teacher relationships and job satisfaction, there was a positive statistically significant correlation ($r = 0.52, p < .001$). In the qualitative interviews, participants discussed the connectiveness they feel with students; participants also discussed how they perceive positive student-teacher relationships as having a positive impact on teachers' well-being. Because of the emotional investment teachers make to build positive relationships with students, the student-teacher relationship has a positive impact on a teacher's well-being, such as positively impacting job satisfaction and reducing stress in the teacher.

In a similar correlational analysis, researchers have found a positive relationship between effective classroom management strategies and student achievement (Nisar et al., 2019). Because the way the classroom is organized impacts student learning through the development of students' cognitive abilities and social-emotional development, teachers need to implement effective classroom practices to provide opportunities for students to be engaged in the learning process. In a correlational analysis, Nisar et al. (2019) surveyed 550 secondary teachers using a researcher-created instrument examining teaching tasks, such as lesson planning, teaching methodology, time management, student behavior, communication skills, student academic achievement, and professional skills. Nisar et al. found a statistical significance between teachers' perceived classroom management and student academic achievement ($r = 0.37, p = .03$). Nisar et al. discussed how the positive relationship between classroom management and student academic achievement was a product of a reduction of aggressive or destructive student behavior and an increase of students developing social and emotional skills to navigate new or challenging situations in the classroom. Teachers who have a positive impact on student behavior are more likely to provide opportunities for an increase in student academic achievement.

Additionally, with the creation of strong and positive student relationships, researchers have found that classrooms with autonomy-support and social-emotional skill development have positive student outcomes (Jiang et al., 2019). Using the theoretical framework of self-determination theory, researchers conducted a qualitative study by videoing classroom lessons and conducting follow-up semi-structured interviews with two teachers. The video lessons were recorded and coded for actions relating to autonomy-support and controlling interactions. The teacher who had more autonomy-support talk and error tolerance talk provided opportunities for students to become more self-regulated learners and had more positive student outcomes.

Although this study was centered on the student, the study provides insight into how teachers can create a positive learning environment, through autonomy-support talk, to build stronger student-teacher relationships.

In a qualitative study, researchers sought to understand the motivations of tertiary educators and how those motivations impacted student engagement and student well-being (Averill & Major, 2020). With semi-structured interviews with 13 college professors, researchers recorded and transcribed the interviews to code for relevant themes. The participants provided data that related to themes of innovation to improve student engagement and lower attrition rates, enhanced student autonomy for engagements, and cultivated student relationships. The participants discussed how cultivating student relationships helped keep students engaged in the learning process. Averill and Major (2020) discussed how the need for autonomy and connectedness increase the well-being of both the professor and the students. The incorporation of new innovative teaching practices, through digital or physical instructional strategies, were important in fostering student-teacher relationships.

Because the COVID-19 pandemic forced many school districts to move to remote learning, researchers investigated the motivations of teachers who taught during remote learning in 2020 and 2021 to see if teachers were thriving or surviving (Moorhouse & Kohnke, 2021). In the qualitative study, Moorhouse and Kohnke (2021) interviewed nine teachers in semi-structured interviews. Moorhouse and Kohnke collected the data from the 50–70-minute interviews and coded the data for relevant themes in context of the research question. The researchers asked participants to self-identify if they were thriving or surviving in remote teaching. The thriving group of teachers, who felt competent in remote teaching, discussed how the relationships with their students provided opportunities to relate with students and how

remote learning had a negative impact on their students' academic performance. All nine participants discussed how in-person learning was preferred because of the ability to connect with students was more available and teachers were able to provide different modalities of learning. Participants discussed how in-person learning provided opportunities for teachers to have a greater social presence in students' lives to increase the connectivity in the student-teacher relationship.

Meaning

Purpose and Commitment

The component of meaning in the PERMA framework relates to a teacher's purpose in teaching and commitment to the profession. In a 2021 survey, researchers examined the well-being of teachers, the support systems for teachers, and the retention rates of teachers during the COVID-19 pandemic (Eadie et al., 2021). In a cross-sectional survey design, 232 early childhood educators participated in a composite of two instruments: Early Childhood Professional Wellbeing scale and the Student-Teacher Relationship scale. Researchers found, in a bivariate association, that teachers with more than 30 years of experience had higher levels of well-being and were less likely to leave the profession ($B = 9.83, p = .005$). Additionally, teachers who were more invested were more likely to find more meaningful experiences in the profession and were more likely to stay ($\beta = 8.32, p = .029$). Although teachers in secondary public or charter schools may not have opportunities to own parts of the school, having ownership and investments in the school is more likely to increase the educator's well-being and reduce the rate of attrition among teachers.

In the literature regarding meaning in the educational sector, researchers have used instruments related to happiness to understand the meaning and purpose teachers have for their

jobs. In a 2019 study, researchers examined PERMA well-being and happiness in the workplace (Kun & Gadanecz, 2019). In the quantitative study, Kun and Gadanecz (2019) surveyed 297 teachers using instruments to determine variables such as resilience, happiness, well-being, meaningful work, and social relationships. Using a correlational analysis, researchers found a positive statistical relationship between happiness and PERMA ($r = 0.38, p < .01$), meaning components of PERMA well-being ($r = 0.31, p < .01$), and resilience ($r = 0.26, p < .01$). The context of the findings of this study relate to the teachers' meaningful engagement with the teaching tasks and happiness. If a teacher has found meaning in the teaching career, the teacher is more likely to be happier and is more likely to stay in the profession.

Motivations

A study that explored interconnectivity of the components that contribute to thriving incorporated parts of eight instruments to measure teachers' perceptions of some variables that contribute to thriving (Enns, 2021). In surveying 310 K-12 teachers, Enns examined the relationship between the constructs of thriving, purpose, authenticity, and identity, with the outcomes of thriving, resilience, work commitment, and satisfaction. After conducting an ANOVA and regression analysis ($p < .001$), Enns (2021) found that a sense of purpose contributed to resilience in teaching and thriving in the education profession. A teacher's sense of purpose in teaching contributed to emotional resilience and commitment to teaching in the future. Because a teacher's sense of purpose contributed to thriving among K-12 teachers, the researcher suggested exploring how a teacher's sense of purpose contributed to years of teaching and in specialized areas of teaching, such as secondary teachers.

Another relationship between the fulfillment of teaching and stress is found in a 2020 study where researchers explored the impact of PERMA well-being on stress (Ekşi et al., 2020).

With 378 teachers and a researcher-compiled instrument examining PERMA well-being, spiritual well-being, and perceived stress levels, researchers conducted a structural equation modeling and correlational analysis on the quantitative data. Ekşi et al. (2020) found a negative statistically significant correlation between stress and PERMA well-being ($r = -0.46, p < .01$), which means the higher the levels of PERMA well-being, the lower the levels of stress in the teacher's life. There was also a positive statistically significant correlation between stress and anomie, or meaninglessness ($r = 0.68, p < .01$). When a teacher has higher levels of overall meaning, within PERMA well-being, the teacher is more likely to have lower levels of stress.

Accomplishments

Personal Accomplishments

Because personal accomplishments have been researched in context of the Maslach Burnout Inventory, low personal accomplishments have been associated with low levels of thriving (Hester, 2020). In a mixed-method study, Hester (2020) developed an Educators Thriving program that included 115 teachers. The researcher used multiple instruments, such as Personal Accomplishments from the Maslach Burnout Inventory and the Job Satisfaction Scale, to identify teachers' well-being and resilience through high retention rates and lower burnout rates. In the analysis of the quantitative data collected, Hester identified how through the researcher-developed Educators Thriving program, personal accomplishments increased between the pre-survey and post-survey. . The Educators Thriving program was designed to help educators recognize their accomplishments in the classroom and practice mindfulness to become more reflective in their teaching practices. Hester discussed how one of the findings was that when teachers participated in the mindfulness training of the researcher-created program, the personal accomplishments score increased between the first and second survey ($M_1 = 37.2, M_2 =$

40.5, $p = <.01$). Districts that have programs to support teachers and bring more awareness to teachers' accomplishments will have teachers who are more likely to thrive in the classroom.

One aspect of personal accomplishments for teachers is derived through reflection on their teaching skills and practices. In a 2020 study, researchers analyzed the reflections of teachers through professional developments to help teachers improve their classroom management and pedagogical skills (Diasti & Kuswandono, 2020). Through a qualitative research method of analyzing documentation of reflective research practices, Diasti and Kuswandono (2020) discussed the advantages of reflective practices. Because the awareness of self, awareness of students, and knowledge of instructional practices, teachers who participate in reflection of classroom dynamics are more likely to thrive in the classroom. Although the researchers noted that including a reflection daily routine may be hard for teachers to incorporate into their already demanding workload, reflecting daily may help teachers recognize their own abilities in the classroom and areas to improve.

An aspect of reflection on teaching practices, mindfulness has been studied as another way for teachers to think about their own teaching practices and accomplishments in the classroom. In a quantitative regression analysis of data from 80 teachers, researchers explored how mindfulness was predictive of teacher self-efficacy (Conner, 2019). The researchers found that the higher the number of years of experiences, the decrease in student engagement and decrease in the use of new instructional strategies. Conner (2019) suggested that the increase of mindfulness, regardless of years of experience, mitigated the stagnation of student engagement and new instructional strategies. When considering the PERMA components of well-being, specifically accomplishments, Connor's study suggests a connection between mindfulness, or

reflection about teaching practices, and improvement in teaching tasks, as in instructional practices and student engagement.

An aspect of accomplishments is a teacher's ability to set goals for themselves and accomplish those goals. In a 2018 study, researchers explored how variables, such as goal orientation, application of strategies, and variety and innovation of ideas, were predictive of thriving at work (McInerney et al., 2018). With a sample of 1,109 teachers, participants completed a quantitative survey with instrument items from Educator Motivation and Attribute Profile (EdMAP), Psychological Wellbeing at Work, Turnover Intentions, and Job Satisfaction and Occupational Self-Concept. In completing a hierarchical regression analysis for teacher's psychological well-being, goal orientation ($B = .20, p < .001$), variety and innovation ($B = .20, p < .001$), and application ($B = .18, p < .001$) were positively statistically significant predictors of thriving at work. McInerney et al. (2018) also found that goal orientation ($B = .13, p < .001$) and application ($B = .25, p < .001$) were positively statistically significantly predictive of perceived recognition at work. Teachers who have goals, apply those goals, and innovate are more likely to thrive at work and are more likely to perceive recognition for their accomplishments.

Summary

The components of PERMA well-being consist of various subcomponents that equate to a secondary teachers' well-being. Though Seligman's well-being theory is the framework in which to address the well-being of secondary teachers, there are subcomponents of each PERMA category that apply to secondary teachers. The subcomponents of positive emotions are emotional stamina of the teacher, resilience, and identification and understanding of social-emotional aspects. The PERMA component of engagement includes job satisfaction and confidence in teaching. With the PERMA component of positive relationships, teachers are

expected to flourish with relationships with administration, colleagues, and students. The PERMA component of meaning describes the values and purpose in teaching. The final PERMA component of accomplishments includes the personal accomplishments of teachers within the teaching profession. With the positive indicators and optimal levels of the PERMA components, teachers are thriving in their secondary classroom.

III. METHODOLOGY

Purpose Statement

This non-experimental, quantitative survey aimed to discover secondary teachers' well-being and how the dimensions of well-being are predictive of thriving among secondary teachers in the United States.

Description of Methodology

Research Design and Methodology

A non-experimental and quantitative research design was used to address the proposed investigation of secondary teacher thriving (Edmonds & Kennedy, 2017). Survey research represented the specific methodological approach. Survey research was selected for use in the study for the benefit of scalability, flexibility, statistical power, and the ability to generate considerable amounts of data on the research topic of secondary teacher thriving.

Statistical Power Analysis

Statistical power analysis for sample size conventions was conducted using the G*Power software (3.1.9.2, Universität Düsseldorf, Germany) at the outset of the proposed study to ensure that the study would be sufficiently powered (Faul et al., 2009). The study's statistical power analysis was delimited to anticipate medium and large effects, a power ($1 - \beta$) index of .80, and a probability level of .05.

In research question one, the one sample *t*-test statistical technique was used for statistically significant testing purposed significance. An anticipated medium effect ($d = .05$) would require 27 participants to detect a statistically significant finding. An anticipated large effect ($d = .80$) would require 12 participants to detect a statistically significant finding.

In research question two, the *t*-test of independent means was used for statistical significance testing purposes for instances where two means comparisons are featured. An anticipated medium effect ($d = .50$) would require 102 participants to detect a statistically significance finding. An anticipated large effect ($d = .80$) would require 42 participants to detect a statistically significant finding. A one-way ANOVA was used for statistical significance testing purposed for instances where more than two mean scores are used for comparative purposes. An anticipated medium effect ($f = .25$) would require 159 participants to detect a statistically significant finding. An anticipated large effect ($f = .40$) would require 66 participants to detect a statistically significant finding.

In research questions three, the multiple regression (MLR) statistical technique was used for predictive and statistical significance testing purposes. An anticipated medium effect ($f^2 = .15$) would require 77 participants to detect a statistically significant finding. An anticipated large effect ($f^2 = .35$) would require 36 participants to detect a statistically significant finding.

Participants

The study's sample was defined and delimited to secondary teachers of both middle and high schools. The study's sample was accessed through a non-probability, convenience, and purposive approach (Mills & Gay, 2019). A sample size of 55 accessed the survey using a snowballing technique through social media and electronic communications.

Instrument

The study's research instrument was researcher-created, representing an adaption of existing, standardized associated with the study's constructs. Research instrument validation was conducted specifically through a three-step validation process. In the first phase, the content validity judgment phase, subject matter experts (SME's) were utilized to identify themes, such as Seligman's (2011) well-being theory and thriving, relevant to the study's construct from an existing standardized instrument as a foundation for the survey items creation.

In the second phase of the validation process, a pilot administration of the research instrument was conducted with a sample of 15 study participants to evaluate the research instrument's ability to produce data that accurately and consistently address the study's construct. In the third phase of instrument validation, the Cronbach's alpha (α) statistical technique was used to evaluate the degree to which the data produced by the research instrument accurately and consistently address the study's construct. Although Cronbach alpha levels of .60 to .70 are adequate, an alpha level of .80 was sought in the wake of the pilot phase of the study.

Validity of PERMA Well-Being

The validity of the PERMA Well-Being instrument established the creation of each question item based on the literature about the dimensions (i.e., positive emotions, engagement, positive relationships, meaning, and accomplishments) and subcomponents (i.e., emotional stamina, social-emotional competence, etc.). Because many studies draw on Maslach Burnout Inventory to measure thriving for teachers, the researcher created a survey that incorporated more dimensions of thriving.

Reliability of PERMA Well-Being

A pilot study of 15 participants was conducted for internal reliability of the survey instrument. The internal reliability of the PERMA Well-Being instrument resulted in a Cronbach's alpha of .93. A Cronbach's alpha of .80 or higher is considered excellent. After the Cronbach's alpha level was achieved, the researcher did not change the instrument and distributed the survey.

Procedures

The researcher created a Google Form with sections for each category of the PERMA Well-Being instrument: demographic, thriving, positive emotions, engagement, positive relationships, meaning, and accomplishments. Once participants had responded to the survey, the researcher converted the Google Form to a Google Sheet document. The researcher coded the answer choices where 1 represented "Strongly Disagree" and 5 represented "Strongly Agree". The question items in each category and subcomponents of the categories were average for a mean score in Google Sheets. All participant data were saved in a password-protected drive.

The data were uploaded to SPSS for analysis. The average was verified by creating category and subcomponents of the categories mean scores in SPSS. The researcher conducted analyses in line with the research questions.

Preliminary Analysis

Preliminary descriptive statistical analyses were conducted for illustrative and comparative purposes. Specifically, the evaluations of missing data/survey completion rate, internal reliability of study participant response to survey items on the research instrument was used for the final administration of the survey. Descriptive statistical analyses were conducted on the study's response set data. Specifically, mean scores, standard deviations,

minimum/maximum, standard errors of the mean, and data normality (skew; kurtosis) was featured in the reporting of findings.

Research Question 1

Using the PERMA dimensions of well-being, to what degree do secondary teachers perceive themselves as thriving?

The statistical significance of study participant mean score response to perceptions of thriving was addressed using the one sample *t*-test. The assumption of data normality was addressed through an evaluation of the dependent variable's skew and kurtosis values. A skew value within $-/+2.0$ and a kurtosis value within $-/+7.0$ was considered as satisfying of the assumption of data normality (George & Mallery, 2020).

Research Question 2

Will there be an overall effect for variables of educational background (i.e., degree, teaching certification, years of experience, teaching position, etc.) for secondary teachers' thriving?

Between-subjects inferential statistical techniques was used in addressing the statistical significance of mean score comparisons. For instances of two mean score comparisons, the *t*-test of Independent Means was used in the analyses. For instances of more than two mean score comparisons, One-Way ANOVAs was used in the analyses. The assumption of data normality in the analyses was addressed through an evaluation of the respective dependent variable's skew and kurtosis values. A skew value within $-/+2.0$ and a kurtosis value within $-/+7.0$ was considered as satisfying of the assumption of data normality (George & Mallery, 2020). The assumption of homogeneity of variances was addressed through evaluation of Levene *F* values.

Levene F values of $p > .05$ was considered as satisfying of the assumption of homogeneity of variances.

Research Question 3

Which of the dimensions of well-being is most predictive of thriving among secondary teachers?

The multiple linearity regression (MLR) statistical technique was used to assess the predictive abilities of independent variables featured in the predictive model. Assumptions of MLR was addressed through statistical means (independence of error, normality of residuals, multicollinearity, influential outliers) and visual inspection (linearity, homoscedasticity). Predictive model fitness was evaluated through interpretation of the ANOVA table F value.

Summary

The researcher created an instrument based on the literature about the PERMA Well-Being categories and subcomponents. The instrument was piloted with an internal reliability of .93, using Cronbach's alpha. The survey was distributed to a wider population of secondary teachers. All data were saved on password-protected device and coded in Google Sheets. The data were analyzed using SPSS. The data were analyzed using descriptive statistics, one-sample t -test, a one-way ANOVA, and a multiple linear regression analysis.

IV. RESULTS

Purpose Statement

This non-experimental, quantitative survey aimed to discover secondary teachers' well-being and how the dimensions of well-being are predictive of thriving among secondary teachers in the United States.

Methods of Data Collection

Chapter IV contains the formal reporting of findings achieved in the study. A non-experimental, quantitative research design was used to address the study's topic. Survey research represented the specific research methodology selected for study purposes. A standardized research instrument appropriate in addressing the study's overarching construct of thriving was selected for use in the study. Descriptive, inferential, and predictive statistical techniques were used to analyze study data at the preliminary, foundational level and for the data achieved in the research questions. The following represents the formal reporting of findings achieved in the study.

Preliminary Descriptive Statistical Findings

Demographic Information

Table 1 contains a summary of finding for the descriptive statistical analysis of the study's demographic information of study participant gender, age, years of professional experience, educational degree, educational degree.

Table 1*Descriptive Statistics Summary Table: Demographic Information about the Participants*

Variable	<i>n</i>	%	Cumulative %
Gender			
Female	45	81.82	81.82
Male	9	16.36	98.18
Missing	1	1.82	100.00
Age (Category)			
38 and Under	19	34.55	34.55
39-51	18	32.73	67.27
52 and Over	18	32.73	100.00
Missing	0	0.00	100.00
Years of Experience (Category)			
10 Years or Less	18	32.73	32.73
11-18 Years	22	40.00	72.73
19 Years or More	14	25.45	98.18
Missing	1	1.82	100.00
Educational Degree			
Bachelor	21	38.18	38.18
Masters	29	52.73	90.91
Doctorate	5	9.09	100.00
Missing	0	0.00	100.00

Table 2 contains a summary of finding for the descriptive statistical analysis of the study's demographic information of study participant educational level of professional service, geographic region of service, Title I status, school type, and professional performance level.

Table 2*Descriptive Statistics Summary Table: Demographic Information about Participants' Context*

Variable	<i>n</i>	%	Cumulative %
Educational Service Level			
Middle School	15	27.27	27.27
High School	34	61.82	89.09
Secondary (Middle/HS)	6	10.91	100.00
Missing	0	0.00	100.00
Geographic Region			
Rural	32	58.18	58.18
Urban	21	38.18	96.36
Missing	2	3.64	100.00
Title I Status			
No	16	29.09	29.09
Yes	39	70.91	100.00
Missing	0	0.00	100.00
School Classification			
Public	18	32.73	32.73
Private	9	16.36	49.09
Charter	28	50.91	100.00
Missing	0	0.00	100.00
Performance Status			
Satisfactory	1	1.82	1.82
Effective	6	10.91	12.73
Highly Effective	48	87.27	100.00
Missing	0	0.00	100.00

Descriptive Statistics: Dimensions of Thriving

Descriptive statistical techniques were used to assess the study's response set data within the identified phases for the five dimensions of thriving. The study's response set data with the dimensions of thriving were specifically addressed using frequencies (*n*), measures of typicality (mean scores), variability (minimum/maximum; standard deviations), standard errors of the mean (SE_M), and data normality (skew; kurtosis).

Table 3 contains a summary of finding for the descriptive statistical analysis of the study's response data for sense of thriving.

Table 3

Descriptive Statistics Summary Table: Sense of Thriving

Variable	<i>M</i>	<i>SD</i>	<i>n</i>	<i>SE_M</i>	Min	Max	Skew	Kurtosis
Sense of Thriving	3.77	1.06	55	0.15	1.00	5.00	-0.79	-0.27

Table 4 contains a summary of finding for the descriptive statistical analysis of the study's response data for perceptions of thriving within the five dimensions of thriving.

Table 4

Descriptive Statistics Summary Table: Dimensions of Thriving

Variable	<i>M</i>	<i>SD</i>	<i>n</i>	<i>SE_M</i>	Min	Max	Skew	Kurtosis
Positive Emotions	3.75	0.67	55	0.09	2.50	5.00	-0.08	-0.69
Engagement	4.25	0.49	55	0.07	3.11	5.00	-0.53	-0.19
Positive Relationships	4.22	0.63	54	0.09	2.08	5.00	-1.05	1.21
Meaning	4.30	0.57	53	0.08	3.22	5.00	-0.44	-1.09
Accomplishment	4.49	0.49	55	0.07	3.00	5.00	-0.96	0.40

Table 5 contains a summary of finding for the descriptive statistical analysis of the study's response data for perceptions of thriving within the components of positive emotions.

Table 5

Descriptive Statistics Summary Table: Dimensions of Thriving: Positive Emotions

Variable	<i>M</i>	<i>SD</i>	<i>n</i>	<i>SE_M</i>	Min	Max	Skew	Kurtosis
Positive Emotions								
Emotional Stamina	3.61	0.88	55	0.12	1.60	5.00	-0.31	-0.43
Socio-Emotional Competency	3.99	0.59	55	0.08	2.33	5.00	-0.36	-0.04

Table 6 contains a summary of finding for the descriptive statistical analysis of the study's response data for perceptions of thriving within the components of engagement.

Table 6*Descriptive Statistics Summary Table: Dimensions of Thriving: Engagement*

Variable	<i>M</i>	<i>SD</i>	<i>n</i>	<i>SE_M</i>	Min	Max	Skew	Kurtosis
Engagement								
Engagement	3.77	0.75	55	0.10	1.33	5.00	-0.62	1.05
Job Satisfaction	4.23	0.69	55	0.09	2.33	5.00	-0.75	-0.07
Confidence	4.75	0.38	55	0.05	3.33	5.00	-1.92	3.61

Table 7 contains a summary of finding for the descriptive statistical analysis of the study's response data for perceptions of thriving within the components of positive relationships.

Table 7*Descriptive Statistics Summary Table: Dimensions of Thriving: Positive Relationships*

Variable	<i>M</i>	<i>SD</i>	<i>n</i>	<i>SE_M</i>	Min	Max	Skew	Kurtosis
Positive Relationships								
Administration	3.96	1.23	55	0.17	1.20	5.00	-1.05	-0.24
Colleagues	4.22	0.81	54	0.11	1.50	5.00	-1.37	1.77
Students	4.58	0.41	55	0.06	3.50	5.00	-1.17	0.98

Table 8 contains a summary of finding for the descriptive statistical analysis of the study's response data for perceptions of thriving within the components of meaning.

Table 8*Descriptive Statistics Summary Table: Dimensions of Thriving: Meaning*

Variable	<i>M</i>	<i>SD</i>	<i>n</i>	<i>SE_M</i>	Min	Max	Skew	Kurtosis
Meaning								
Purpose	4.22	0.76	53	0.10	2.40	5.00	-0.80	-0.45
Motivations	4.40	0.56	55	0.08	2.50	5.00	-1.12	1.44

Table 9 contains a summary of finding for the descriptive statistical analysis of the study's response data for perceptions of thriving within the components of accomplishments.

Table 9*Descriptive Statistics Summary Table: Dimensions of Thriving: Accomplishments*

Variable	<i>M</i>	<i>SD</i>	<i>n</i>	<i>SE_M</i>	Min	Max	Skew	Kurtosis
Accomplishments								
Personal Accomplishments	4.49	0.49	55	0.07	3.00	5.00	-0.96	0.40

Missing Data

The extent of the study’s essential response set items was evaluated using descriptive statistical techniques. As a result, the extent of data missingness was minimal at 0.001% ($n = 3$) and inconsequential for the subsequent analytics associated with the study’s research questions.

Internal Reliability

The internal reliability of study participant response to all 48 survey items represented on the research instrument was addressed using the Cronbach’s alpha (α) statistical technique (Field, 2018). The internal reliability level achieved in the study was considered excellent at $\alpha = .94$ (George & Mallery, 2020).

Table 10 contains a summary of finding for the internal reliability of study participant response across the 48 survey items on the research instrument associated with the construct of thriving.

Table 10*Internal Reliability Summary Table: Secondary Teacher Sense of Thriving across All Survey Items on the Research Instrument*

Scale	# of Items	α	Lower Bound	Upper Bound
Thriving	48	.94	.93	.96

Note. The lower and upper bounds of Cronbach’s α were calculated using a 95.00% confidence interval.

Table 11 contains a summary of finding for the internal reliability of study participant response across survey items associated with the five dimensions of thriving represented on the research instrument.

Table 11

Internal Reliability Summary Table: Secondary Teacher Dimensions of Thriving across Survey Items Represented on the Research Instrument

Dimension	# of Items	α	Lower Bound	Upper Bound
Positive Emotions	8	.82	.76	.88
Engagement	9	.77	.70	.83
Positive Relationships	13	.83	.79	.88
Meaning	9	.83	.78	.88
Accomplishment	5	.67	.55	.79

Note. The lower and upper bounds of Cronbach's α were calculated using a 95.00% confidence interval.

Confirmatory Factor Analysis for Sense of Thriving

A confirmatory factor analysis (CFA) model was conducted to determine whether the latent variable (Thriving) adequately describes the data. Maximum likelihood estimation was performed to determine the standard errors for the parameter estimates. The reliability of the analysis was tested based on the sample size used to construct the model. Next, the results were evaluated using the Chi-square goodness of fit test and fit indices. Lastly, the squared multiple correlations (R^2) for each endogenous variable were examined.

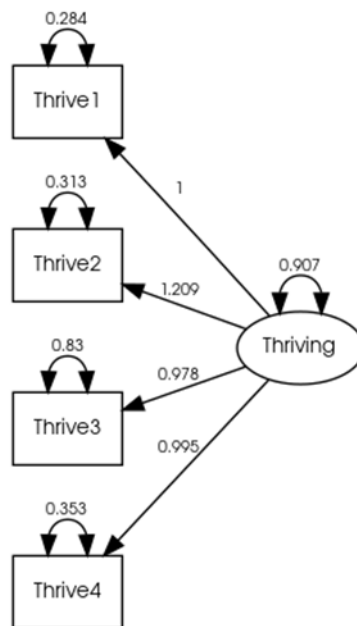
The results of the CFA model are presented in Table 12. The node diagram is shown in Figure 1.

Table 12

Unstandardized Loadings (Standard Errors), Standardized Loadings, and Significance Levels for Each Parameter in the CFA Model (N = 55)

Parameter Estimate	Unstandardized	Standardized	<i>p</i>
Loadings			
Thriving → Thrive1	1.00(0.00)	0.87	--
Thriving → Thrive2	1.21(0.14)	0.90	< .001
Thriving → Thrive3	0.98(0.16)	0.71	< .001
Thriving → Thrive4	1.00(0.12)	0.85	< .001
Errors			
Error in Thrive1	0.28(0.08)	0.24	< .001
Error in Thrive2	0.31(0.10)	0.19	.002
Error in Thrive3	0.83(0.18)	0.49	< .001
Error in Thrive4	0.35(0.09)	0.28	< .001
Error in Thriving	0.91(0.23)	1.00	< .001

Figure 1:



Sample Size

Bentler and Chou (1987) suggest that an acceptable $N:q$ ratio is 5:1. The participant to item ratio for the current analysis was approximately 6 to 1, where sample size was 55 and the number of variables included was 8. According to the $N:q$ ratio common expectation, the given sample size is acceptable.

Model Fit

The chi-square goodness of fit test (GOF) was non statistically significant, $\chi^2(2) = 4.01, p = .135$, indicating that the model fit the data well. Using the conventions of model fitness for fit indices proposed by Hooper, et. al. (2008), the TLI was greater than or equal to .95, indicating that the model is a good fit for the data. The CFI was greater than .95, indicating that the model fit the data well. The RMSEA index was greater than .10 indicating poor model, and the SRMR was less than .05, which implies that the model fits the data well. The fit indices for the CFA model are presented in Table 13.

Table 13

Fit Indices Summary Table: Sense of Thriving

NFI	TLI	CFI	RMSEA	SRMR
0.97	0.96	0.99	0.14	0.03

Note. RMSEA 90% CI = [0.00, 0.33]; -- indicates that the statistic could not be calculated.

Squared Multiple Correlations

The individual relationship between each indicator variable and latent variable were assessed by the observed variable's R^2 value. An R^2 value $\leq .20$ suggests that the observed variable does not adequately describe the factor and should be considered for removal from the model. All observed variables reflected R^2 values $\geq .20$.

The R^2 values, along with the error variances for each observed variable are presented in Table 14.

Table 14

Estimated Error Variances and R² Values for Each Indicator Variable - Latent Variable Relationship in the CFA model.

Endogenous Variable	Standard Error	R ²
Thrive1	0.28	.76
Thrive2	0.31	.81
Thrive3	0.83	.51
Thrive4	0.35	.72

Data Analysis by Research Question

Three research questions were stated to address the study’s topic and purpose.

Descriptive and inferential statistical techniques were used to analyze the research questions.

The probability level of $p \leq .05$ was adopted as the threshold value for findings achieved by research question to be considered statistically significant. The following represents the formal reporting of findings achieved for the study’s three research questions.

Research Question 1

To what degree do secondary teachers perceive themselves as thriving using the PERMA components of well-being?

Hypothesis

H_0 : There was no statistically significant degree of thriving for secondary teachers using PERMA that contributes to well-being.

H_a : The study participant perceptions of thriving was reflected at a statistically significant level.

Analysis

A one sample *t*-test was used to assess the statistical significance of study participant mean score response to sense of thriving and the PERMA dimensions of thriving. The

assumption of data normality associated with the use of the one sample *t*-test was addressed through inspection of the dependent variable's skew and kurtosis values. Using the conventions of data normality using skew and kurtosis values proposed by George and Mallery (2020), the skew value of -0.81 and kurtosis value of -0.21 were well-with the parameters of ± 2.0 for skewness and ± 7.0 for kurtosis, thereby satisfying the assumption of data normality.

Findings

Sense of Thriving

Study participants mean perceptions for thriving of 3.77 ($SD = 1.06$) were statistically significant ($t_{(54)} = 5.38; p < .001$). The magnitude of effect, moreover, for study participant perceptions of thriving was considered approaching a large effect at $d = .73$.

Table 15 contains a summary of finding for study participant sense of thriving.

Table 15

Summary Table: Study Participant Sense of Overall Thriving

Construct	<i>M</i>	<i>SD</i>	μ	<i>t</i>	<i>p</i>	<i>d</i>
Sense of Thriving	3.77	1.06	3	5.38	< .001	.73

Note. Degrees of freedom for the *t*-statistic = 54. *d* represents Cohen's *d*.

PERMA Dimensions of Thriving

Study participants mean sense for thriving of 4.16 ($SD = 0.51$) was statistically significant ($t_{(54)} = 16.90; p < .001$). The magnitude of effect, moreover, for study participant dimensions of thriving was considered a huge effect at $d = 2.28$.

Table 16 contains a summary of finding for study participant sense of thriving:

Table 16

Summary Table: Study Participant Dimensions of Thriving

Construct	<i>M</i>	<i>SD</i>	μ	<i>t</i>	<i>p</i>	<i>d</i>
Dimensions of Thriving	4.16	0.51	3	16.90	< .001	2.28

Note. Degrees of Freedom for the *t*-statistic = 54. *d* represents Cohen's *d*.

Research Question 2

Will there be an overall effect for variables of educational background (i.e., degree, teaching certification, years of experience, teaching position, etc.) for secondary teachers thriving?

Hypothesis

*H*₀: There was no overall effect for variables of educational background for secondary teacher sense of thriving.

*H*_a: There was an overall statistically significant effect for variables of educational background for secondary teacher thriving.

*H*_b: There was no statistically significant effect for years of experience of the teacher for secondary teacher thriving.

*H*_c: There was a statistically significant effect for years of experience of the teacher for secondary teacher thriving.

Analysis

The evaluation of effect exerted by the study's essential demographic identifier variables was addressed using between-subjects statistical techniques. In comparisons involving two mean scores for statistical significance testing purposes, the *t*-test of Independent Means was used. Analyses involving more than two mean scores for comparative purposes warranted the use of one-way analyses of variance (ANOVA). The following represents the statistically significant

findings achieved with respect the effects exerted by the study’s essential demographic identifier variables upon perceptions of overall thriving.

Findings

School Classification

A one-way analysis of variance (1 x 3 ANOVA) was conducting to evaluate the effect school classification might exert upon perceptions of overall thriving. As a result, the finding was statistically significant ($F(2, 52) = 10.81, p < .001$), indicating there were significant differences in perceptions of overall thriving among the levels of school classification (Table 14). The eta squared value was 0.29 indicating school classification explains approximately 29% of the variance in perceptions of overall thriving, a very large effect.

The descriptive statistics associated with the ANOVA for school classification are presented in Table 17.

Table 17

Summary Table: Effect of School Classification for Sense of Thriving

Model	SS	df	F	p	η_p^2
School Classification	17.80	2	10.81	< .001	0.29
Residuals	42.81	52			

Table 18

Summary Table: Descriptive Statistics for Sense of Thriving by School Classification

School Classification	M	SD	n
Public	2.97	0.93	18
Private	3.89	1.18	9
Charter	4.24	0.79	28

Follow-up Post-hoc Analysis

Paired *t*-tests were calculated between each pair of measurements to further examine the differences among the levels of school classification. Tukey's HSD *p*-value adjustment was used to correct for the effect of multiple comparisons on the family-wise error rate (Field, 2018). For the main effect of school classification, the mean value of overall thriving for the public-school category ($M = 2.97$, $SD = 0.93$) was statistically significantly lesser than for the private school category ($M = 3.89$, $SD = 1.18$; $p = .04$). For the main effect of school classification, the mean value of perceptions of overall thriving for the public-school category ($M = 2.97$, $SD = 0.93$) was statistically significantly lesser than for the charter school category ($M = 4.24$, $SD = 0.79$; $p < .001$).

Borderline Statistically Significant Finding

Dahiru (2008) noted that RA Fisher proposed that if the *p* value is between 0.1 and 0.9 there is certainly no reason to suspect the hypothesis has been truly tested. The threshold value, $p < .05$ is arbitrary, and as such it was the practice of Fisher to assign *p* the value of .05 as a measure of evidence against null effect. However, the significance test can be made more stringent by moving to .01 (1%) or less stringent moving the borderline to .10 (10%). The following finding represents a noteworthy "borderline" statistically significant finding achieved in research question two for the demographic identifier variable of years of professional experience.

Years of Professional Experience

A one-way analysis of variance (1 x 3 ANOVA) was conducting to evaluate the effect years of professional experience might exert upon perceptions of overall thriving. As a result, the finding non-statistically significant at the conventional .05 level, yet statistically significant at the

borderline value of $p < .10$ ($F(2, 51) = 2.68, p = .08$), indicating the differences in overall thriving among the levels of years of professional experience were all similar (Table 16). The main effect, years of professional experience was statistically significant at a borderline level ($F(2, 51) = 2.68, p = .08$), indicating the differences of overall thriving by years of professional experience levels were of a borderline nature. The eta squared value was 0.10 indicating years of professional experience explains approximately 10% of the variance in perceptions of overall thriving, a medium to large effect.

The means and standard deviations for the ANOVA are presented in Table 19.

Table 19

Summary Table: Effect of Years of Professional Experience upon Sense of Thriving

Model	<i>SS</i>	<i>df</i>	<i>F</i>	<i>p</i>	η_p^2
Years of Professional Experience	5.71	2	2.68	.08 ^t	0.10
Residuals	54.35	51			

^t $p < .10$

Table 20

Descriptive Statistics for Sense of Thriving by Years of Professional Experience

Years of Experience Category	<i>M</i>	<i>SD</i>	<i>n</i>
10 Years or Less	3.54	1.03	18
11-18 Years	3.58	1.11	22
19 Years or More	4.30	0.90	14

Geographical Region

The *t*-test of independent means was used to assess the statistical significance of mean perceptions of study participants identified as rural and urban by geographical region. The assumption of normality was addressed for the mean values associated with geographic region using the respective skew and kurtosis values. The skew value for of -1.22 and kurtosis value of 0.76 for rural mean were well within the parameters of data normality. The skew value for of -

0.24 and kurtosis value of -1.04 for urban mean were well within the parameters of data normality. As a result, the assumption of data normality was satisfied for the mean for rural and urban variables. Levene's F test was conducted to address the assumption of homogeneity of variances. The Levene's test was statistically significant ($F(1, 51) = 4.63, p = .04$) and as such, the assumption of homogeneity of variances was violated.

The result of the t -test of independent means was considered borderline statistically significant ($t_{(33.38)} = 2.00, p = .054$). The magnitude of effect in the comparison favoring the perceptions of study participants identified as rural by geographic region was considered medium at $d = .58$.

Table 21 contains a summary of finding for the comparison of perceptions of sense of thriving by geographical region.

Table 21

Two-Tailed Independent Samples t -Test for Sense of Thriving by Region

Variable	Rural		Urban		t	p	d
	M	SD	M	SD			
Sense of Thriving	4.01	0.89	3.38	1.24	2.14	.05(4)	0.58

Note. $N = 53$. Degrees of Freedom for the t -statistic = 33.38. d represents Cohen's d .

Research Question 3

Which of the dimensions of well-being is most predictive of thriving among secondary teachers?

Hypothesis

H_0 : None of the identified dimensions will represent statistically significant predictors of well-being for secondary teachers thriving.

H_a : The dimensions of well-being on secondary teacher thriving was statistically significant.

*H*_b: The well-being component of positive relationships will represent the most robust, statistically significant predictor of secondary teacher thriving.

Analysis

The multiple linear regression (MLR) statistical technique was used to assess the predictive abilities of the five dimensions of thriving for study participant perceptions of overall thriving. The assumptions of MLR were addressed and satisfied through statistical means (independence of error; multicollinearity; normality of residuals; and influential outliers) and by visual inspection of scatter plots (linearity, and homoscedasticity).

Findings

The predictive model was statistically significant ($F(5,47) = 23.54, p < .001, R^2 = .71$), indicating that 71.46% of the variance in perceptions of overall thriving is explainable by the confluence of the dimensions of positive emotions, engagement, positive relationships, meaning, and personal accomplishments. The dimension of positive emotions was statistically significant in predicting perceptions of overall thriving ($B = 0.51, t_{(47)} = 2.95, p = .005$), indicating that on average, a one-unit increase of perceptions of positive emotions will increase the mean value of overall thriving by 0.51 units.

The dimension of engagement was statistically significant in predicting perceptions of overall thriving ($B = 0.73, t_{(47)} = 2.26, p = .03$), indicating that on average, a one-unit increase in perceptions of engagement will increase the mean value of overall thriving by 0.73 units. The dimension of positive relationships was statistically significant in predicting perceptions of overall thriving ($B = 0.57, t_{(47)} = 2.94, p = .005$), indicating that on average, a one-unit increase

in perceptions of positive relationships will increase the mean value of overall thriving by 0.57 units.

Table 22 contains a summary of finding for the five dimensions of thriving predicting overall perceptions of thriving.

Table 22

Model Summary: Predicting Perceptions of Overall Thriving by Dimensions of Thriving

Model	<i>B</i>	<i>SE</i>	95.00% CI	β	<i>t</i>	<i>p</i>
(Intercept)	-3.95	0.90	[-5.76, -2.15]	0.00	-4.40	< .001
Positive Emotions	0.51	0.17	[0.16, 0.86]	0.32	2.95	.005**
Engagement	0.73	0.32	[0.08, 1.38]	0.33	2.26	.03*
Positive Relationships	0.57	0.19	[0.18, 0.96]	0.33	2.94	.005**
Meaning	-0.05	0.24	[-0.53, 0.43]	-0.03	-0.20	.84
Personal Accomplishment	0.11	0.22	[-0.33, 0.56]	0.05	0.51	.61

**p* < .05

***p* < .01

Summary

Exceptional levels of survey completion rate and overall internal reliability were achieved within the study’s essential response sets represented on the research instrument. Study participants reflected statistically significant perceptions of overall thriving. The demographic identifying variable of school classification and years of professional experience reflected the greatest degrees of effect upon study participant perceptions of overall thriving. The dimensions of positive emotions, engagement, and positive relationships reflected statistically significant predictive relationships with perceptions of overall thriving. Chapter V contains a discussion of the findings achieved in the study as reported in Chapter IV.

V. DISCUSSION

Purpose Statement

This non-experimental, quantitative survey aimed to discover secondary teachers' well-being and how the dimensions of well-being are predictive of thriving among secondary teachers in the United States.

Review of Methodology

Using Seligman's PERMA components of well-being and general thriving, secondary teacher's ability to thrive in the classroom was examined. For the purposes of this study, thriving is defined as the holistic development, support, and success in the components of well-being that leads to self-actualization and fulfillment in the performance of teaching responsibilities. This study was a non-experimental and quantitative research design that investigated secondary teacher thriving. The study covered three research questions and examined responses from 55 middle and high school teachers.

The instrument was created by the researcher with a Cronbach's alpha (α) of .93 using a pilot study of 15 participants. The instrument consisted of three sections: demographic items, sense of thriving items, and dimensions of thriving items. The data collection contained minimal missing data ($n = 3$; 0.001%) and was inconsequential for the statistical analysis associated with the research questions.

Summary of Results

Each research question analysis in this study contained a statistical significance result. In a preliminary analysis of mean scores of participants' sense of thriving and dimensions of thriving, participants scored themselves lower in their sense of thriving, as opposed to the mean score of their dimensions of thriving. Because PERMA well-being is an established theory and the internal reliability for the study's instrument was .93, the score for the dimensions of thriving is a more accurate indicator of thriving among secondary teachers than the sense of thriving question items. The sense of thriving question items seemed to be too abstract of a metric to accurately capture participants' thriving in a secondary classroom.

Discussion by Research Question

Research Question 1

To what degree do secondary teachers perceive themselves as thriving using the PERMA dimensions of well-being?

Hypothesis

H_0 : There was no statistically significant degree of thriving for secondary teachers using PERMA that contributes to well-being.

H_a : The study participant perceptions of thriving was reflected at a statistically significant level.

For the first research question in this study, a one sample t -test was used to examine the study participant mean score response to the sense of thriving. With a statistically significant result, the research found a large effect size. In a one sample t -test was used to assess the participants' perceptions of thriving using the PERMA dimensions of well-being. There was a statistical significance when using the participants' sense of thriving and dimensions of thriving.

The researcher has rejected the null hypothesis because of the statistical significance in both one sample *t*-tests. The effect size for the sense of thriving analysis was a large effect size and a huge effect size for the dimensions of thriving.

With statistical significance for both participants' sense of thriving and the PERMA dimensions of thriving, one conclusion could be drawn that the study's sample is a normally distributed sample of the large population of secondary teachers. When comparing the mean score of teachers' sense of thriving and thriving using the PERMA well-being metric, participants valued their thriving higher using the PERMA well-being model. Because of the connection between participants' sense of thriving and PERMA well-being model of thriving, the researcher can conclude when participants are given an opportunity to evaluate their thriving in a robust medium, there will be a more accurate representation of thriving. The context of understanding the sense of the thriving and using an objective metric, in this case, PERMA dimensions of thriving, researchers may have a more accurate representation of thriving for future studies.

In the literature review for this study, articles with a consistent, reliable, and holistic metric for assessing the dimensions of thriving were lacking. While the PERMA components were used in a variety of studies, the outcome of thriving was not the primary end goal of the studies. For example, Sahin et al. (2019) conducted a qualitative study to understand if teachers had a happy working environment using the PERMA components. Orłowski (2018) conducted a mixed-method study to measure the perceptions of thriving of middle school teachers using a collection of established studies for the quantitative part of the study and offers only the opportunities for thriving in the study. While Coffey et al. (2016) conducted a quantitative study assessing college students' ability to flourish using the PERMA dimensions of well-being and

provided a consistent perspective of how PERMA well-being might be used to measure flourishing, or thriving, the study does not measure secondary teachers' thriving.

While the literature review summarized previously conducted studies that include or relate to PERMA well-being and thriving, the studies did not provide a holistic representation of secondary teacher thriving using the PERMA well-being components as a metric for thriving. In this study, the researcher-created instrument established an internally reliable representation of secondary teachers' sense of thriving, a statistically significant normality of secondary teachers' sense of thriving, and a statistically significant normality of secondary teachers' PERMA dimensions of thriving, with a large and huge effect size, respectively. By establishing a consistent and reliable thriving instrument for secondary teachers, future research could be conducted to examine the relationship of convenience variables and secondary teachers' thriving and how secondary teachers' thriving may change over time and geographic locations.

Research Question 2

Will there be an overall effect for variables of educational background (i.e., degree, teaching certification, years of experience, teaching position, etc.) for secondary teachers thriving?

Hypothesis

H₀: There was no overall effect for variables of educational background for secondary teacher perceptions of thriving.

H_a: There was an overall statistically significant effect for variables of educational background for secondary teacher thriving.

H_b: There was no statistically significant effect for years of experience of the teacher for secondary teacher thriving.

H_c: There was a statistically significant effect for years of experience of the teacher for secondary teacher thriving.

In a one-way ANOVA analysis of participants' sense of thriving and demographic identifiers, two demographic identifiers were statistically significant and one demographic identifier was borderline statistically significant. School classification of what type of school the secondary teacher teaches at, such as public, charter, and private, was statistically significant with a very large effect. Additionally, geographic location of the school, either rural or urban, was statistically significant with a medium effect size. The demographic identifier with a borderline statistical significance was years of experience with a medium to large effect size. The null hypothesis was rejected because of the statistical significance of some of the demographic identifiers and acceptance of the first and third alternative hypotheses.

Because the correlation between teachers at public schools and charter schools was statistically significant, with charter schools mean score higher than public schools mean score, a conclusion could be drawn that teachers working at charter schools have a higher sense of thriving and have more opportunities to thrive. With the geographic location of the school, rural teachers reported higher sense of thriving scores than their urban counterparts. Because rural and urban living environments have different cultural ideologies in living and workings, teachers of rural communities may have higher thriving mean scores because of the cultural ideologies. Teachers of rural communities may have more support systems or may have other variables in place that contribute to thriving, such as more community-minded ideology that increases job satisfaction and engagement in teaching. For example, in rural communities, teachers may have higher job satisfaction and engagement in teaching because they know the families of the students they are teaching. Further research will need to be conducted to assess the significant

variables of rural teachers thriving more than urban teachers. Finally, in the borderline statistically significant analysis, of teachers' years of experience, the correlation between teachers with 10 or less years of experience mean sense of thriving score was significantly lower teachers with 19 years of experience or more. The conclusions that may be drawn from this analysis is that as teachers grow in experience, teachers are able to establish more internal routines to produce a higher sense of thriving. Additionally, teachers with 18 or less years of experience mean sense of thriving score was lower, when compared to 19 years or more experience, could be interpreted as teachers need to reach at least 19 years of experience to fully thrive in the classroom.

While the review of literature did not garner an extensive review of the impact of years of experience for thriving, Eadie et al. (2021) measured early childhood educators and the professional well-being scale and years of experience. Eadie et al. (2021) found that teachers with 30 years of experience, or more, had higher well-being scores. The implications of Eadie et al. study and this study are that teachers with fewer years of experience may need more support systems to have higher sense of thriving and higher well-being scores. For example, Hester's (2020) study found that support systems for teachers improve teacher well-being. While Hester's (2020) study used a compilation of instruments to assess well-being, the conclusions are consistent with this study's findings that teachers need support systems to thrive in the classroom if years of experience are not higher.

Research Question 3

Which of the dimensions of well-being is most predictive of thriving among secondary teachers?

Hypothesis

H₀: None of the identified dimensions will represent statistically significant predictors of well-being for secondary teachers thriving.

H_a: The dimensions of well-being on secondary teacher thriving was statistically significant.

H_b: The well-being component of positive relationships will represent the most robust, statistically significant predictor of secondary teacher thriving.

For the third research question, a multiple linear regression analysis was conducted to assess the predictive abilities of the PERMA dimensions of thriving for the participants overall sense of thriving. The predictive model was statistically significant with three of the five PERMA dimensions of thriving statistically significantly predictive of participants' thriving: positive emotions, engagement, and positive relationships. The null hypothesis was rejected and both alternative hypotheses were accepted.

Of the three statistically significantly predictive PERMA components, engagement was the most predicted of participants' sense of thriving. The implications of engagement being the most predictive is consistent with the literature review. Teachers who have higher job satisfaction were more likely to have higher perceptions of thriving (Habib, 2020; Keith, 2021; Ortan et al., 2021). When teachers having higher job satisfaction, they are less likely to burnout (Habib, 2020). While Habib (2020) connected the lack of burnout to the ability to thrive, the context of the present study denotes a positive affirmation of job satisfaction being predictive of thriving. With the researcher-created instrument that sought to affirm thriving scores among secondary teachers, the predictive power of secondary teacher engagement is consistent with the literature review of thriving.

For positive relationships, the relationship between teachers and administration was the statistically significant subcategory. While teacher relationships with students and colleagues is important for teacher development, these two relationships were not significantly connected to participants' sense of thriving. The implication of a statistically significant outcome for positive relationships with administration is consistent with the existing literature review because Ebersold et al. (2019) found that teacher autonomy, in context of relationships with administration, was predictive of job satisfaction. Consistent administration policies and support systems, provided by administration, were also predictive of higher teacher well-being (Francis, 2019; Pagan-Castano et al., 2021). One conclusion that might be drawn from the predictive abilities of positive relationships with administration is that teachers who feel supported and valued by administrators are more likely to thrive. Teachers that are given the autonomy to work within in the framework of the school or district expectations, because administration has allowed that type of relationship, are more likely to thrive in the secondary classroom. Teachers whose administration provides autonomy to work within in the framework of the school or district expectations are more likely to thrive in the secondary classroom.

Study Limitations

The study contained a few limitations. The first limitation is the sample size was smaller than anticipated by the researcher. A sample size of 300 participants would allow the researcher to conduct a CFA for the entire instrument, not just the sense of thriving section. Additionally, a larger sample size would allow the researcher to pull a random sample from the respondents to assess the thriving of secondary teachers more accurately. The sample of participants was collected from a non-probability, convenience, and purposive approach and was collected through a snowball technique. The approach to the sample collection limited the reach of the

study to the social media presence of the researcher and may have limited the scope of the study overall.

The study's instrument was created for the purposes of this study by the researcher. Although the research used the existing literature for the PERMA component sections within the instrument, the accomplishments section of the instrument contained the lowest internal reliability score, when viewed individually. Because the overall internal reliability was appropriate for the continuation of the study, there was no need for the researcher to rework the accomplishments section. However, the exploration of thriving of secondary teachers may have been impacted by potential issues within the accomplishments sections.

Finally, another limitation of the study was the collection of regional information. Because each state may have different laws and expectations for teachers, a more robust report of secondary teachers' thriving should include state location. While more information, such as county or city, may garner more specific information about teachers' thriving, having such specific information may limit the anonymity of the participants.

Upon reflection about the study's instrument and the collection of secondary teacher information, another limitation for this study is not expanding the study to K-5 teachers. In the original iteration of the study, the researcher wanted to collect information about secondary teachers. However, the study's instrument did not include specific question items about thriving in a secondary classroom. All questions items ended up being general to education settings and teachers in general.

Implications for Future Practice

Because thriving is the holistic development of teacher well-being that leads to self-actualization and fulfillment in performing teaching tasks, providing more information to

teachers about their well-being, and support systems for each dimension of PERMA well-being, could be beneficial to the profession. As previously stated, the sense of thriving mean score was lower than the dimensions of thriving; the contrast between the sense of thriving and dimensions of thriving may indicate a webbed spectrum of thriving. Teaching is a profession with a plethora of conflicting variables that enhance or threatened a teacher's ability to thriving in the classroom. Because teaching is a fluid profession, where daily teaching tasks may require different decisions and effort throughout year, thriving may also be fluid in how teachers perceive their own thriving and their PERMA well-being. By acknowledging the dimensions of thriving, teachers may be more self-actualized to address any issues within their PERMA well-being.

With teachers leaving the education system, because of emotional stressors and lack of support, administrators and policy makers need to provide more support for teachers to retain teachers in the classroom (Podolsky et al., 2019). With the barriers to teachers negatively impacting teacher well-being, having a targeted approach to which area teachers may not be thriving could be beneficial for all school personnel, from teachers to administration. The instrument in this study could be used as a local survey for administration to understand how their teachers are thriving as a staff or individually. Administrators or district staff could use the instrument in this study to conduct a pre-test/post-test analysis to examine how their teachers are thriving throughout the year. By exploring a pre-test/post-test analysis, school officials could examine what overall variables may be impacting teacher thriving in their school or district to address and resolve.

Recommendations for Future Research

In the literature review for this study, the many previous researchers used a collection of instruments to measure thriving for teachers. For example, in the Maslach burnout Inventory

emotional exhaustion was used in a variety of studies as a predictor of lack of thriving. While in some cases, the increase of emotional exhaustion may be an indicator of the lack of thriving, the use of a negative does not accurately indicate the presence, or not, of a positive. With the fluidity of emotions, identifying a clear opposite of an emotions is not always clear. Additionally, thriving is a webbed spectrum; teachers may be low in emotional stamina but high in the other areas and could be thriving. The complexity of thriving demanded a single, positive instrument to address thriving among secondary teachers.

In this study, one, researcher-created, instrument was used to measure thriving for secondary teachers. An additional dimension to thriving that was not explored is an intellectual dimension of thriving. An intellectual dimension of thriving could include question items that relate to the reflection, decision making, thinking process of teachers. While this study does not address an intellectual dimension of thriving, a future study could include an additional component of thriving to PERMA well-being.

Another future study could include outside variables of a teacher's life, such as physical health, mindset in life, at home environments, and economic security (Donaldson et al., 2021). By including the outside-the-classroom variables, school officials and administrators may have a more accurate representation of how teachers are thriving in a classroom. With the additional variables of items outside of the classroom, a more accurate representation of teacher thriving may be captured.

A qualitative research design could be conducted to explore the threats and barriers to thriving in a specific school setting. Researchers could isolate a single school to understand the ways teachers are thriving and the barriers to thriving at the specific school. By conducting a qualitative study for a middle school and, separately, a high school, researchers may develop an

understanding of the nuances between thriving for teachers in a middle and high school. With a qualitative study, data collected may impact the collective understanding of thriving in a secondary school setting.

Because a single PERMA well-being instrument is limited in the existing literature, future researchers could adapt the PERMA well-being instrument used in this study to explore thriving among K-5 teachers. Also, the PERMA well-being instrument used in this study could be adapted to examine thriving among secondary students and/or support staff in secondary schools.

Conclusion

Teaching is a complicated process that includes a vast number of daily decisions. The ability to thrive in a secondary classroom, requires an understanding of the aspects to thriving. Using the PERMA well-being metric, this study found how using an organized metric to examine secondary teacher thriving was informative of the dimensions of secondary teacher well-being. This study also found that positive emotions, engagement, and positive relationships are predictive of secondary teacher thriving in the classroom. While further research needs to be completed on thriving in a secondary teacher classroom, this study creates a needed framework for future research on secondary teacher thriving by providing an instrument and model to examine teacher thriving.

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Appendix A

ADULT CONSENT FORM SOUTHEASTERN UNIVERSITY

Secondary teacher thriving: Investigating secondary teacher well-being and contributing factors to thriving

INVESTIGATORS

Principal Investigator: Dr. Sarah Yates

Methodologist: Dr. Thomas Gollery

Coinvestigators: Ryan Nichols

PURPOSE

This non-experiential, quantitative survey study aims to discover secondary teachers thriving using Seligman's (2011) PERMA components of well-being to evaluate thriving and how the components of well-being are predictive of thriving among secondary teachers in the United States.

WHAT TO EXPECT

You will complete one questionnaire with six parts. The first five parts will include questions about the PERMA components of well-being (PERMA stands for **P**ositive emotions, **E**ngagement, positive **R**elationships, **M**eaning, and **A**ccomplishments.) The sixth part of the study will ask questions about your overall well-being and ability to thrive in a secondary classroom. The study is designed to be completed in approximately 30-40 minutes. The

RISK OF PARTICIPATION

There are no known risks associated with this project which are greater than those ordinarily encountered in daily life.

BENEFITS OF PARTICIPATION

If you are interested, we will send you a copy of the results of the study upon completion of the study.

COMPENSATION

There is no compensation for participating in the study.

CONFIDENTIALITY

All data in this study will be kept confidential and private. Only the principal investigator, methodologist, and coinvestigator will have access to the data. All records and data will be saved to a password-protected external hard drive and backed up to a password-protected cloud drive.

Data will be deleted after three years upon completion of the study. Participants will not be identified individually, and all data will be analyzed holistically.

CONTACTS

If you have any questions about your rights as a research volunteer, you may contact the IRB office by emailing IRB@seu.edu

You may contact any of the researchers at the following email addresses, should you desire to discuss your participation in the study and/or request information about the results of your study.

Principal Investigator: states@seu.edu

Coinvestigator: michols@seu.edu

PARTICIPANT RIGHTS

I understand that my participation is voluntary and that I am a teacher at a public or private middle or high school. I understand that there is no penalty for refusal to participate and that I am free to withdraw my consent and participation in this project at any time, without penalty.

CONSENT DOCUMENTATION

I have been fully informed about the procedures listed here. I am aware of what I will be asked to do and of the benefits of my participation. I also understand the following statements:

- **I affirm that I am 18 years of age or older;**
- **I am a teacher at a public or private school;**
- **I am a middle or high school teacher;**
- **I am currently working as a secondary school teacher in the 2022-2023 school year.**

I have read and fully understand this consent form. By clicking on the “Next” button, I am signing that I consent to participate in this project and I give my permission for my participation in this study.

Appendix B

PERMA Well-being Instrument

Demographic Information

- Gender
- Age
- Highest Level of Education
- Type of Degree
 - Bachelor's
 - Master's
 - Doctorate
- Teaching Experience
- School's Grade Levels
- Teaching Certification
- Teaching Geographic Location
- Title 1 School
- School Classification
- Last Evaluation

Overall Thriving

- Thriving is the holistic development, support, and success in the components of well-being that leads to self-actualization and fulfillment in the performance of teaching responsibilities. Based on the definition of thriving above, I am thriving teaching in a secondary classroom.

- In my current teaching assignment, the environment provides me the opportunity to thrive.
- I feel I at my optimal levels of well-being throughout the school year while I am teaching.
- I am happy teaching in my current teaching assignment.

Positive Emotions

- Emotional Stamina
 - I have a positive emotional outlook during the day when teaching.
 - When I have an emotionally stressful day, I can dispel those emotions.
 - I have a positive emotional outlook throughout the year.
 - Throughout the school year, I have a strong emotional well-being.
 - I do not allow emotional conflict in my classroom to affect me personally.
- Social-emotional competence
 - I can navigate emotional conflicts that happen in my classroom.
 - I can identify and create solutions for emotional conflicts in my classroom.
 - I do not need outside help to navigate or resolve difficult emotional situations.

Engagement

- Engagement
 - I am alert every day I am teaching.
 - I feel immersed in the task of teaching throughout the day.
 - I have energy at the end of the day teaching.
- Job Satisfaction
 - I am satisfied with teaching as my career.

- I enjoy days when I get to be in my classroom teaching.
- I am proud of my role within my organization.
- Confidence in teaching
 - I am confident in my teaching abilities.
 - I am confident that I can grow in my teaching abilities.
 - I can learn from my mistakes and improve my teaching abilities.

Positive Relationships

- Administration
 - I have a strong relationship with my administration.
 - I am clear as to the expectations for my position from my administration.
 - I can communicate effectively with my administration.
 - My administration will listen to me when I bring issues and/or ideas to them.
 - My administration gives me autonomy to complete my teaching tasks.
- Colleagues
 - I have strong relationships with my colleagues.
 - I can collaborate with my department colleagues to improve my teaching.
 - I can collaborate with my colleagues outside of my department to improve my teaching.
 - I feel connected to the other teachers and staff at my school.
- Students
 - I have strong relationships with my students.
 - I know personal facts about most (80%) of my students (i.e., favorite sports teams, extra-curricular activities, homelife, likes/dislikes, etc.).

- Most of my students are engaged in the lessons I deliver.
- I think about my current students when I create lessons and/or unit plans.

Meaning

- Purpose
 - I am happy with the decision in selecting teaching as my career path.
 - I have a clear purpose with my teaching abilities.
 - My interactions during the day have a meaningful impact on those around me.
 - I feel optimistic in my teaching career.
 - I feel proud to tell others that I am a teacher.
- Motivations
 - I am excited to start each day in the classroom.
 - I like to learn more about new teaching styles and strategies.
 - I want to improve my teaching abilities.
 - I actively reflect on my teaching abilities to improve.

Accomplishments

- Personal Accomplishments
 - Someone at my school recognizes the work I put into my teaching tasks.
 - I recognize when I accomplish something new.
 - I try new teaching strategies and lessons throughout the school year.
 - I celebrate accomplishments in my classroom, with myself and/or students.
 - I am getting better at teaching my subject area