The 2025 SC Teacher Working Conditions Survey

JUNE 2025

SC TEACHER | TEACHER WORKING CONDITIONS
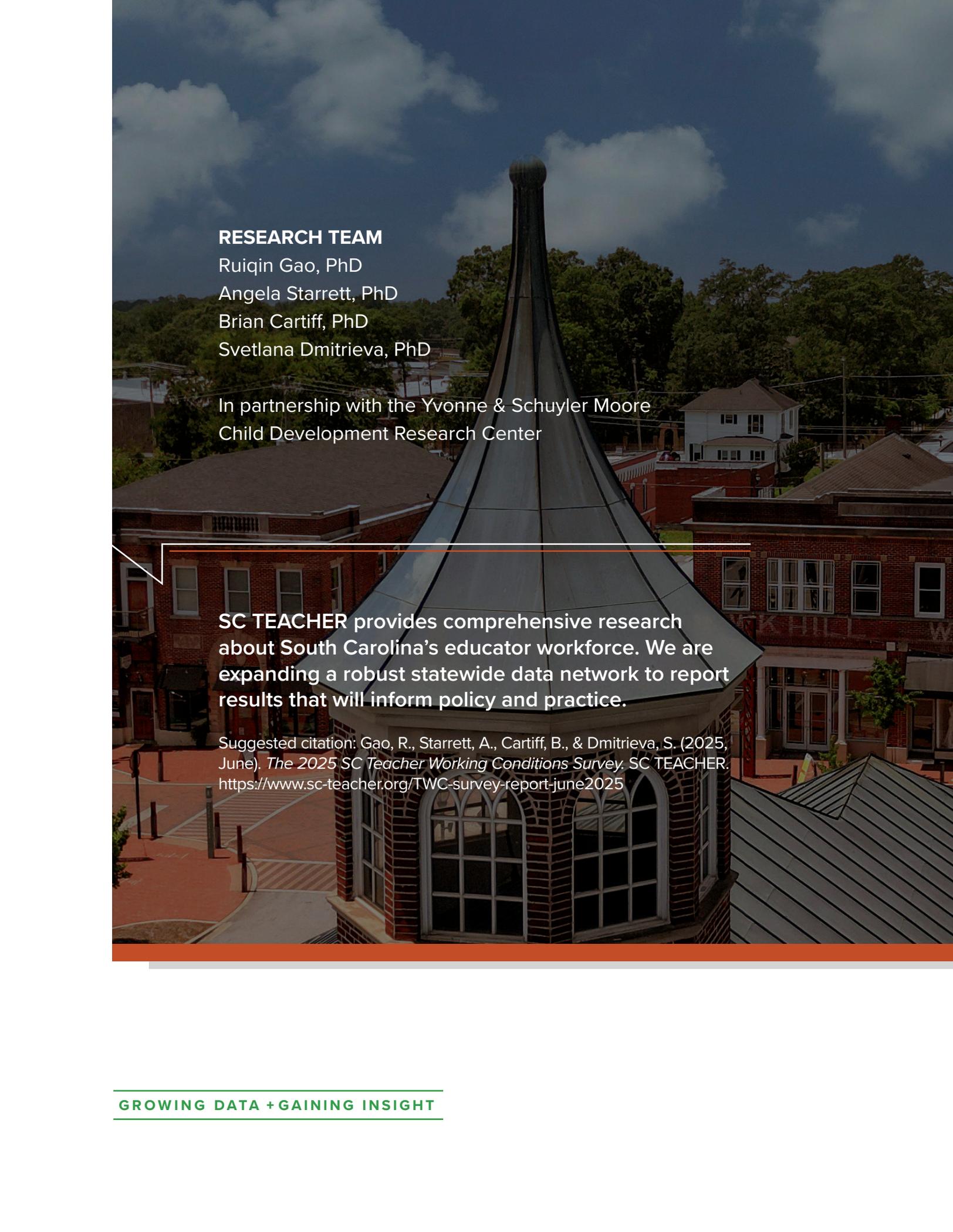
RESEARCH TEAM
Ruiqin Gao, PhD
Angela Starrett, PhD
Brian Cartiff, PhD
Svetlana Dmitrieva, PhD

In partnership with the Yvonne & Schuyler Moore
Child Development Research Center

SC TEACHER provides comprehensive research about South Carolina's educator workforce. We are expanding a robust statewide data network to report results that will inform policy and practice.

GROWING DATA + GAINING INSIGHT

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SC Teacher Working Conditions Survey

+ HIGHLIGHTS FROM THE 2025 SC TEACHER WORKING CONDITIONS SURVEY

The SC Teacher Working Conditions Survey (SCTWCS) was developed to better understand teachers' experiences in their schools and the factors that influence their workplace satisfaction and career decisions. SC TEACHER designed the SCTWCS to include 10 areas of working conditions—six resources and four demands—with job satisfaction and intent to stay in the profession as outcomes. For novice teachers, three areas of mentor support (mentor instructional support, mentor non-instructional support, and proximity) are also included.

In the 2025 administration, 54 of the state's 72 traditional school districts (75%) participated, along with five of the six specialty schools and two of the three charter districts. Of the 41,888 teachers invited to participate, 24,913 responded (59.5% response rate), providing a comprehensive picture of teaching conditions across 1,034 schools. SCTWCS results provide a clearer understanding of the working conditions for classroom teachers across the state and can be leveraged to enhance and sustain the South Carolina teacher workforce.

Main Findings Regarding Teacher Working Conditions in South Carolina

- All ten working conditions—six resources and four demands—were significantly related to both job satisfaction and intent to stay in the profession, with stronger relationships observed regarding job satisfaction.

- For resources, teachers most highly agreed with experiencing administrative and coworker support. They reported student engagement and behavior as the most frequently experienced demands. These two demands were also the most strongly associated with job satisfaction.

- Variations across school levels were most pronounced for autonomy, student behavior, and student engagement. High school and combined-level school (e.g., K–8) teachers reported more autonomy and fewer behavior issues, while elementary teachers held the most positive views of student engagement.

- Middle school teachers reported the highest levels of most demands, especially regarding organizational demands and student behavior. Elementary school teachers reported experiencing slightly more workload demands.

- Novice and experienced teachers differed in their perceptions, though most differences were small. Novice teachers viewed autonomy, professional development, shared governance, and organizational demands more positively, while experienced teachers reported more support from coworkers and parents and fewer behavior-related challenges.

- Among novice teachers, both instructional and non-instructional mentoring were moderately linked to job satisfaction and intent to stay, especially when mentors worked in the same grade level or content area.

+ INTRODUCTION

A stable teacher workforce is essential to building an effective school system. Teachers who remain in the profession over time develop advanced pedagogical skills and often become master educators. Their continued presence enables schools to cultivate strong, supportive cultures that benefit students and strengthen community ties. Research shows that working conditions significantly influence teachers' job satisfaction (Toropova et al., 2021) and their decisions to stay in their roles (Ladd, 2011). Schools with supportive environments are not only more likely to retain teachers but also to attract high-quality candidates for open positions.

Teacher working conditions are closely tied to student learning conditions (Hirsch et al., 2007; Merrill, 2021). When working conditions are positive, teachers are less likely to experience burnout (Skaalvik & Skaalvik, 2011) and are better positioned to provide high-quality instruction and support to their students (Klusmann et al., 2008; Kunter et al., 2013). While teaching is often a highly stressful profession (Agyapong et al., 2021; Herman et al., 2018), strong administrative support and a collaborative school culture can help buffer educators from the demands of the job (Borman & Dowling, 2008; Kraft et al., 2021).

Teacher working conditions have been studied in the United States for decades (Bascia & Rottmann, 2011), yet researchers have not always made clear how specific conditions are selected for investigation. In a review of the literature, Merrill (2021) noted that much of this research lacks a grounding in theory, making findings more difficult to interpret. To address this gap, the present survey was developed using the job demands-resources (JD-R) model (see Starrett et al., 2023). The JD-R theoretical framework is based on the idea that every profession has both demands (i.e., physical, social, psychological, and organizational aspects that require sustained effort for employees to address) and resources (i.e., physical, social, psychological, and organizational aspects that support employees in reaching work goals, promoting their growth, and, in some cases, reducing their job demands) (Demerouti & Bakker, 2011).

> Job demands are not inherently negative (Granziera et al., 2020).

However, employees are more likely to be stressed or burned out if they frequently experience high demands without adequate time to recover (Demerouti & Bakker, 2011; Skaalvik & Skaalvik, 2011). Resources can act as buffers against the effects of job demands (Xanthopoulou et al., 2007), though the solution is not simply supplying employees with more resources (Xu & Payne, 2020). Additionally, resources can help promote employee well-being, engagement, and resilience (Dicke et al., 2018).

Within the JD-R model, perceptions of working conditions are seen to largely reflect the balance between demands and resources. The model has been adapted for research on school settings to include demands (e.g., student misbehavior, student engagement) and resources (e.g., administrative support, parent support) largely unique to the teaching profession (e.g., Bottiani et al., 2019; Chen & Garcia, 2023; Skaalvik & Skaalvik, 2018; Sokal et al., 2020). Such research has shown important links between specific resources and outcomes. For example, Collie (2023) found that increased colleague-relatedness reduced turnover intent. Research has also revealed notable interactions among resources, demands, and outcomes. Along these lines, Bakker et al. (2007) found that when teachers reported higher amounts of administrative support, their perceptions of student misbehavior had a less harmful association with their job engagement.

Understanding teachers' perceptions of their job demands and resources is essential for predicting movement into, within, and out of the profession. These insights can inform targeted policies and practices to improve school environments for both educators and students. The survey used in this study was designed to capture teachers' perspectives on their daily working conditions in South Carolina schools. Analysis of the results highlights both areas of strength that support teacher engagement and resilience, as well as areas for improvement schools and districts can address to bolster teacher retention.

KEY QUESTIONS

This report details the development, implementation, and administration of the 2025 SC Teacher Working Conditions Survey (SCTWCS). Results from the SCTWCS can provide stakeholders with an understanding of working conditions for classroom teachers in South Carolina's public schools. Findings can be used to support and improve the stability of South Carolina's teacher workforce.

Using data collected from the 2025 SCTWCS, we examined the following key questions regarding working conditions in South Carolina schools.

1. How do teachers across South Carolina perceive their working conditions, overall job satisfaction, and intent to stay in the profession?

2. How do teachers' perceptions of working conditions vary by organizational level (i.e., elementary, middle, high, and combined-level schools)?

3. How do teachers' perceptions of working conditions vary by teaching experience (i.e., novice vs. experienced teachers), and how do novice teachers perceive their mentor support?

4. How do teachers' perceptions of working conditions relate to job satisfaction and intent to stay in the profession?

5. How do novice and experienced teachers' perceptions of working conditions relate to job satisfaction and intent to stay in the profession? How do novice teachers' perceptions of mentor support relate to job satisfaction and intent to stay in the profession?

Key terms used throughout this report are defined for clarity when used and also in the Glossary beginning on p. 29.

SURVEY INSTRUMENT

The SCTWCS was developed specifically for use with South Carolina classroom teachers. The survey was commissioned by Act 185 of 2022 to better understand the working conditions and workplace satisfaction of South Carolina teachers. The initial survey was constructed during the 2022–23 academic year through a review of existing surveys, validated scales, and prior research, with guidance from the JD-R model. The instrument was pilot tested in 2023 (see Starrett et al., 2023), and revisions were made based on analysis of the pilot results (see Starrett et al., 2024). A second pilot was conducted in 2024 to assess the revised instrument's validity and reliability. The finalized survey was administered statewide in 2025.

This current version of the SCTWCS includes ten areas of working conditions (six resources and four demands), two outcomes associated with the JD-R model (i.e., job satisfaction and intent to stay in the profession), and three areas related to mentor support for novice teachers (i.e., mentor instructional support, mentor non-instructional support, and proximity). The SCTWCS was designed for the approximately 55,000 South Carolina classroom teachers with professional certification codes of prekindergarten, kindergarten, classroom, special education (i.e., itinerant, self-contained, and resource), and retired teachers returning to teach.
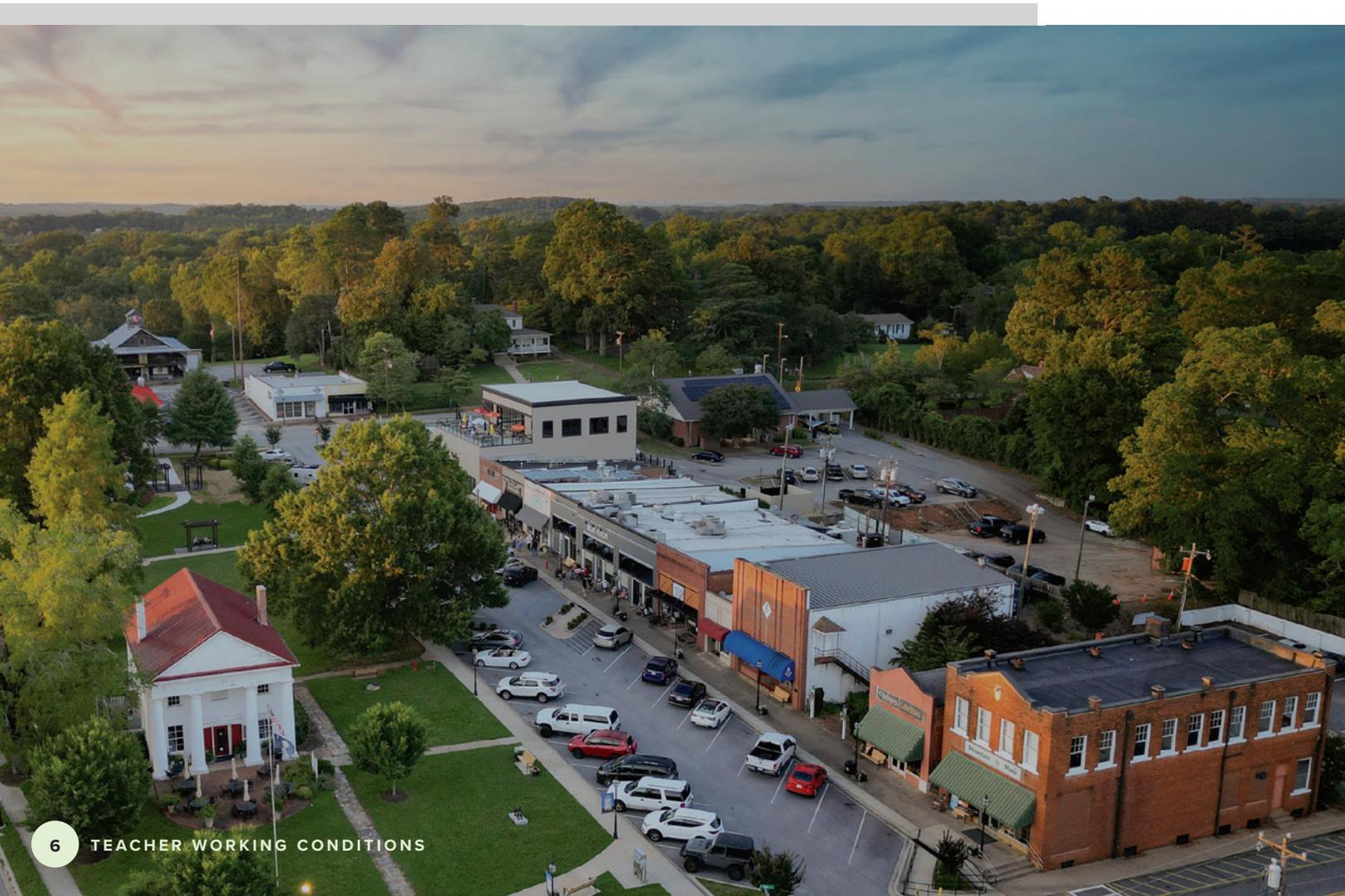
Figure 1 provides the specific working conditions, outcomes, and mentor support constructs included in the SCTWCS. The numbers in parentheses denote the number of items for each construct. The items related to job resources were measured on a 7-point agreement scale (i.e., 0 = *Strongly disagree*, 1 = *Disagree*, 2 = *Somewhat disagree*, 3 = *Neither agree nor disagree*, 4 = *Somewhat agree*, 5 = *Agree*, and 6 = *Strongly agree*). Items related to job demands were measured on a 7-point frequency scale (0 = *Never*, 1 = *At least a few times this year*, 2 = *At least once a month*, 3 = *Several times a month*, 4 = *Once a week*, 5 = *Several times a week*, and 6 = *Every day*). Outcome items for job satisfaction and intent to stay in the profession were measured on the same agreement scale as job resources. Teachers who had been teaching for no more than 3 years and had an assigned mentor were routed to the questions related to mentor support. The items for mentor instructional support and mentor non-instructional support were also measured on the same agreement scale as the job resources. Novice teachers provided information related to mentor proximity using a yes/no response scale.

Figure 1. *Constructs Included in the SCTWCS*

Resources	Demands	Outcomes	Mentor Support
Autonomy (8)	Workload (11)	Job Satisfaction (8)	Mentor Instructional Support (13)
Administrative Support (10)	Student Engagement (7)	Intent to Remain in the Profession (1)	Mentor Non-Instructional Support (6)
Professional Development Support (6)	Student Behavior (9)		Mentor Proximity (3)
Coworker Support (5)	Organizational Demands (5)		
Parent Support (4)			
Shared Governance (5)			

Note. Numbers in parentheses represent the number of items measuring the construct. Only teachers with 3 or fewer years of experience and an assigned mentor answered items related to mentor support.

SURVEY ADMINISTRATION

Prior to data collection, the Institutional Review Board at the University of South Carolina approved all survey content and administration procedures. In early October 2024, SC TEACHER sent postal letters and emails to superintendents and personnel administrators in all public school districts (including charter districts and the six specialty schools), inviting them to participate in the 2025 SCTWCS. Eligible teachers were first emailed an invitation to take the survey between January 13, 2025, and February 4, 2025, depending on when we received their information from participating districts. Once teachers received an initial invite to take the survey, they received reminder emails with the survey link until they either completed the survey or the survey closed on February 24, 2025.

DATA, VARIABLES, AND ANALYSES

Of the 72 traditional public school districts in South Carolina, 54 districts (75%) participated in the SCTWCS. Two of the three charter districts and five of the six specialty schools in the state also participated. Within these districts and schools, 41,888 classroom teachers received an email to complete the survey, and 24,913 (59.5%) participated. Responses from 19 participants were excluded from analyses due to ineligibility ($n = $ 11 adult educators) or duplication. Thus, the analyses included 24,894 teachers working at 1,034 different schools. Respondents with incomplete data were retained in the dataset to preserve the overall accuracy of the results. However, the actual number of eligible classroom teachers may be slightly lower, as some districts may have inadvertently included non-classroom educators (e.g., counselors or librarians). Final eligibility figures will be confirmed upon receipt of the 2024–25 educator workforce data from the South Carolina Department of Education.

In the survey, teachers provided information regarding their route to certification. There were 11,488 respondents who completed a traditional teacher preparation program in South Carolina and 5,958 who completed a similar program in another state. There were also 3,089 respondents who were enrolled in or had completed an alternative certification program, 1,312 who held international visiting visas (i.e., J-1 or J-2), 454 who held career and technical education work-based certification, and 146 who held international working visas (e.g., H1-B). Additionally, 568 teachers had some other route to certification, and 1,879 respondents did not provide their certification information.

Figure 2 shows participation percentages for districts and specialty schools throughout the state. Lighter shades denote lower participation rates, while darker shades show higher participation rates. Overall, district participation rates ranged from 24% to 94%. The 18 traditional school districts without percentages chose not to participate.

Figure 2. *Map of 2025 SCTWCS Participation Rates by School District*

Clover 77%
York 1 88%
Rock Hill 51%
Greenville 30%
Chester 62%
Lancaster 76%
Chesterfield 68%
Marlboro 47%
Dillon 4 74%
4 59% Anderson
1 69%
Laurens 55 74%
Laurens 56 94%
Fairfield 79%
Kershaw 70%
Darlington 57%
Dillon 3 85%
5 65%
2 72%
51 33%
Newberry 88%
Lee 68%
Marion 59%
3 27%
Abbeville
50 68%
Lex/Rich 5 68%
2 80%
2 Florence 58%
Horry 43%
Greenwood 84%
Saluda 62%
Richland 1 68%
Sumter 69%
5 24%
McCormick 55%
3 88%
Lexington 1 78%
2 67%
4 63%
Calhoun 80%
Clarendon 80%
Williamsburg 66%
Georgetown 40%
Aiken 82%
Orangeburg 68%
Berkeley 67%
Barnwell 79%
Bamberg 72%
Dorchester 4 82%
Allendale 75%
Dorchester 2 35%
Charleston 62%
Hampton 42%
Jasper 83%

Legend:
- 76–100%
- 51–75%
- 26–50%
- 1–25%
- No participation

South Carolina School for the Deaf and the Blind – 75%
Palmetto Unified School District – 76%
South Carolina Department of Juvenile Justice – 90%
South Carolina Governor's School for Science & Mathematics – 64%
SC Governor's School for Agriculture at John De La Howe – 75%
South Carolina Public Charter School District – 44%
Charter Institute at Erskine – 48%

VARIABLES

The ten identified working conditions—six job resources and four job demands—served as the focal variables for addressing the report's key questions. Each working condition was measured using multiple items with responses averaged to produce a single score. This allowed for interpretation on the same 7-point agreement and frequency scales used throughout the survey. Higher scores indicate greater agreement with the presence of a resource or more frequent experience of a demand. Job satisfaction and mentor support (both instructional and non-instructional) were also measured using multi-item scales and averaged accordingly. Additional details about items, scales, and scoring are available in the Technical Appendix.

ANALYSES

Descriptive statistics, correlation coefficients, and tests of mean differences (i.e., analyses of variance) were used to examine the key questions. Given the large sample size (approximately 25,000 teachers), even very small differences can be statistically significant without being practically meaningful. Therefore, this report focuses on medium and larger effect sizes, a measure of how substantial a difference or relationship is. In simple terms, effect sizes help indicate whether a difference is large enough to matter in practice, not just whether it is unlikely to be due to chance. For each question, we summarize the relevant variables and highlight findings with meaningful implications. A detailed technical description of all research, including statistical methods, significance levels, and effect size coefficients, can be found in the Technical Appendix.

Our Key Questions

+ KEY QUESTION 1:

How do teachers across South Carolina perceive their working conditions, overall job satisfaction, and intent to stay in the profession?

To address Key Question 1, we examined average scores for the ten working conditions included in the SCTWCS. Higher scores for resources reflect more positive perceptions of support, while lower scores for demands reflect less frequent stressors, also considered to indicate more positive perceptions.

Teacher Working Conditions in the 2024–25 Academic Year

Figure 3 displays the average scores for teachers' perceptions of job resources. Overall, participants agreed that these resources were available. Coworker support received the most favorable ratings, followed by administrative support, autonomy, and parent support. Professional development support and shared governance were rated less favorably but still reflected generally positive perceptions.

Figure 3. *Average Scores for Resources*
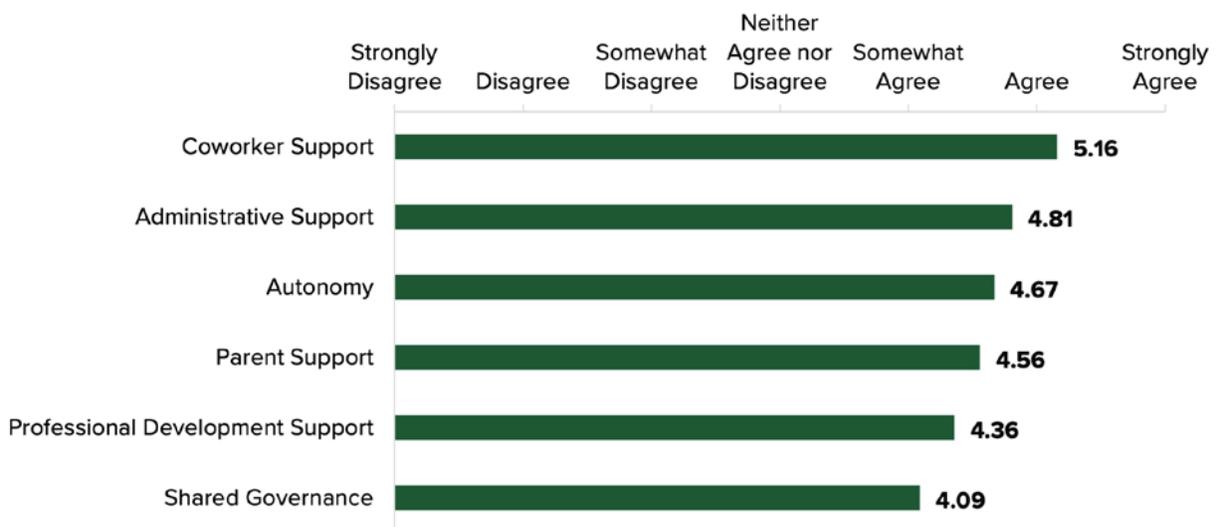
Figure 4 shows the average scores for teachers' perceptions of job demands. Scores for job demands displayed more variation than seen in resources, though this may reflect differences in the response scales. Teachers reported encountering student engagement and student behavior issues most frequently. Workload demands were experienced, on average, at least once a month. Organizational demands were the least frequent, typically occurring only a few times per year.

Figure 4. *Average Scores for Demands*
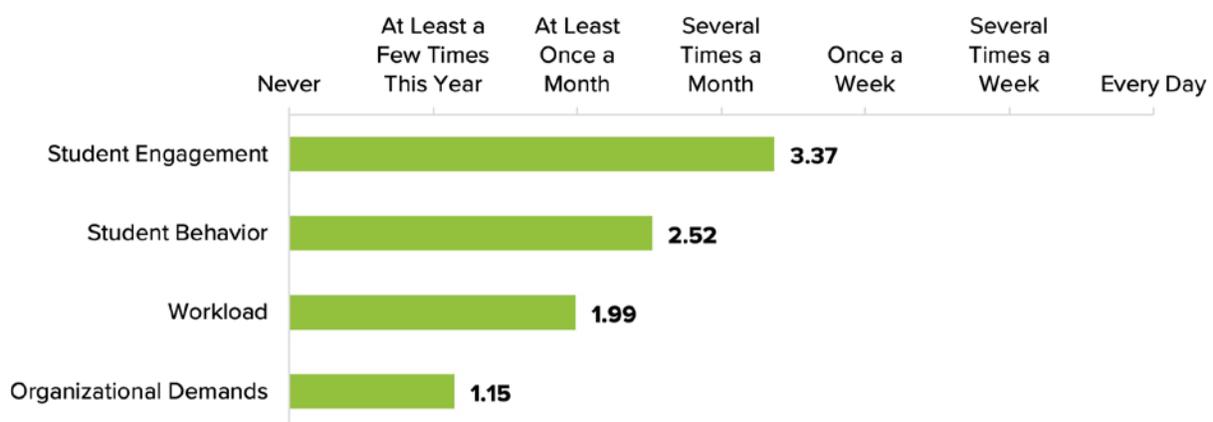
Job Satisfaction and Intent to Stay in the Profession

In addition to assessing teachers' working conditions, the SCTWCS included items related to job satisfaction and intent to stay in the profession. Job satisfaction was measured using eight items, and an average score was calculated to reflect overall satisfaction. Intent to stay was assessed with a single item. All responses were measured using the same 7-point agreement scale as the resource items, with higher scores indicating more positive outcomes.

Figure 5 presents each average score for job satisfaction and intent to stay. Both averages indicate that participating teachers, in general, were satisfied with their jobs and planned to stay in the profession. Regarding intent to stay, 70% responded *Agree or Strongly agree*.

Figure 5. *Average Scores for Job Satisfaction and Intent to Stay in the Profession*
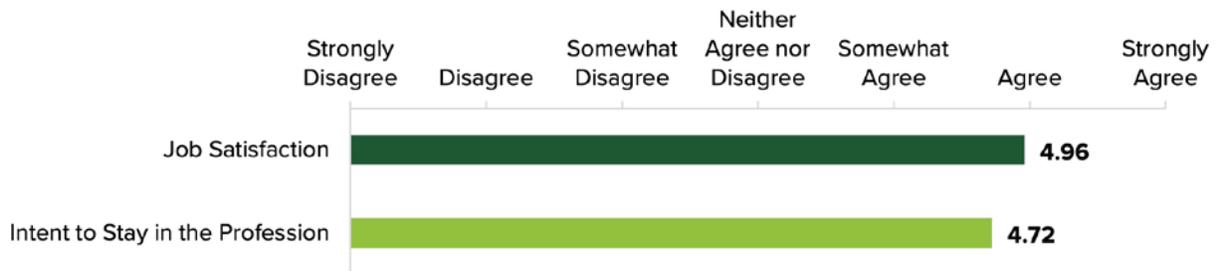
How do teachers' perceptions of working conditions vary by organizational level (i.e., elementary, middle, high, and combined-level schools)?

To address Key Question 2, we examined differences among perceptions of the ten working conditions across elementary, middle, high, and combined-level school teachers. School levels were determined using the most recent South Carolina School Report Card designations. Levels for new schools opening in 2024–25 were determined from data published by the South Carolina Department of Education (2024). Other organizational levels (e.g., early childhood centers) were excluded from this analysis due to the small number of these schools.

Of the 24,894 teachers in the full analysis, there were 24,455 with information regarding their school organizational level. Among these teachers, 41.6% worked in elementary schools, 19.5% worked in middle schools, 25.6% worked in high schools, and 9.1% worked in combined-level schools (e.g., K–8). The remaining 4.2% worked in early childhood centers or career and technology centers. Average scores for each demand and resource were calculated by school level, and statistical tests were conducted to identify differences across groups. Given the large sample size, only effect sizes medium and larger are discussed in the report, as these reflect more meaningful differences. Full statistical results, including all test statistics and effect size coefficients, are provided in the Technical Appendix.

Teacher Working Conditions by School Organizational Level

Averages for resources across the four organizational levels are shown in Figures 6 and 7. Teachers' perceptions of autonomy varied across school levels. High school teachers and combined-level school (e.g., K–8) teachers reported notably higher levels of autonomy compared to elementary school teachers, both reflecting a medium effect size. These results suggest that elementary teachers perceive having less autonomy in their roles compared to their peers in other school settings. These findings largely align with the results of previous research showing that teachers with older students tend to perceive the greatest autonomy (e.g., Narayanan et al., 2024; US Department of Education, 2021).

All other job resources, with the exception of administrative support, showed statistically significant differences across school levels. However, the effect sizes for these pairwise differences were small or negligible, indicating that the differences, while statistically detectable, may not reflect meaningful variation in teachers' day-to-day experiences.

Figure 6. *Average Scores for Autonomy, Administrative Support, and Professional Development Support Across School Organizational Levels*
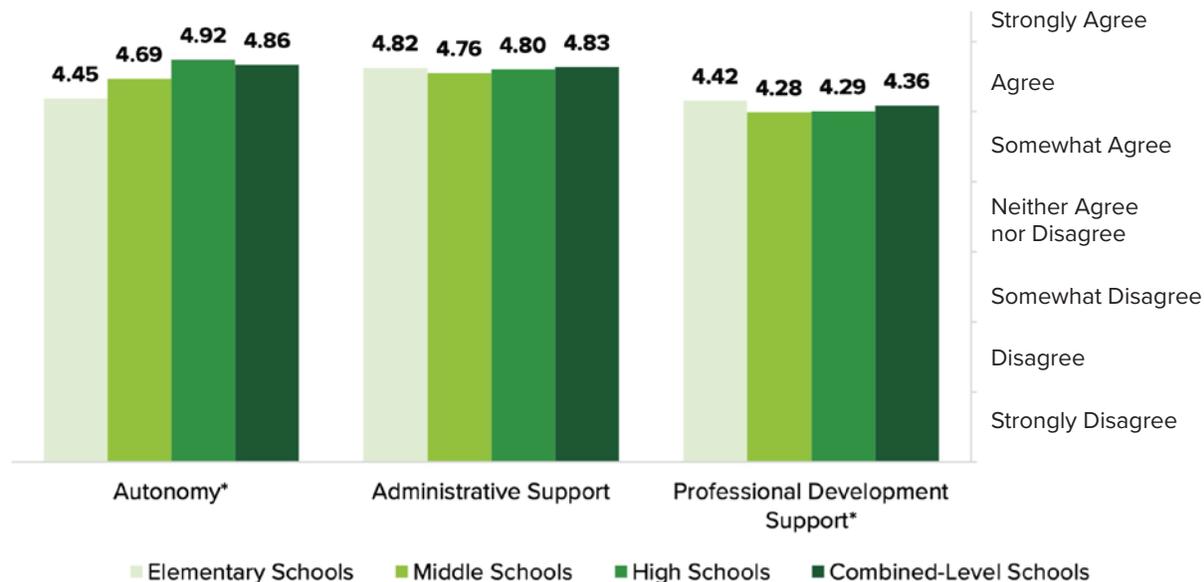
Note. * indicates statistical significance after applying the Holm-Bonferroni correction for multiple comparisons (α = .05).

Figure 7. *Average Scores for Coworker Support, Parent Support, and Shared Governance Across School Organizational Levels*
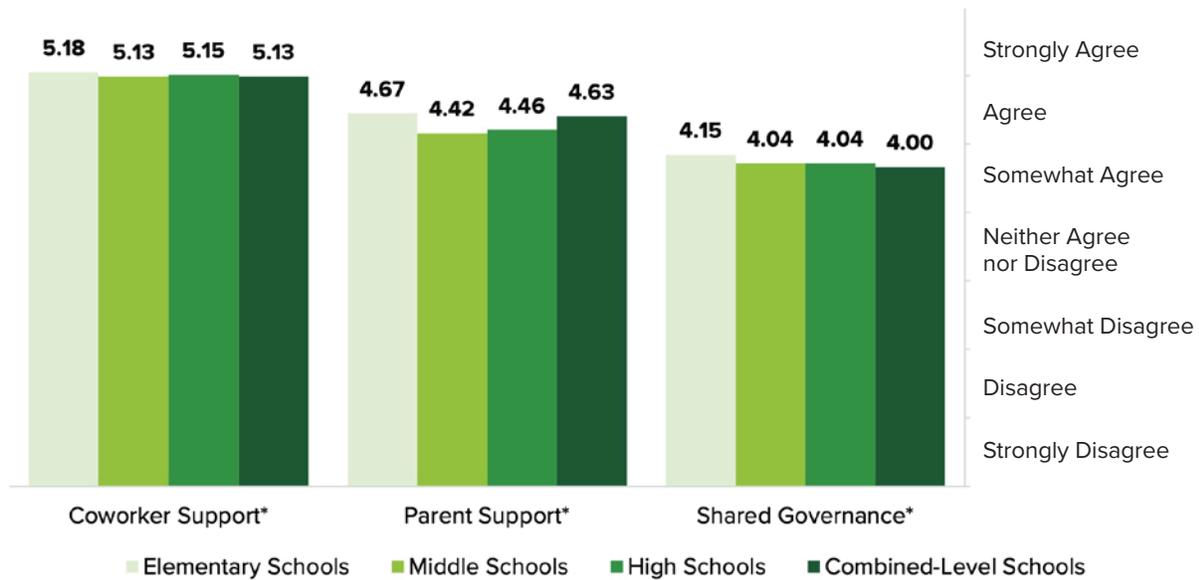
Note. * indicates statistical significance after applying the Holm-Bonferroni correction for multiple comparisons (α = .05).

The averages for job demands across organizational levels are shown in Figure 8. Teachers' perceptions of job demands varied by school level, with several notable differences. Elementary school teachers reported experiencing workload issues more frequently than high school and combined-level school teachers, with medium effect sizes indicating meaningful differences in perceived workload. This finding aligns with prior research, which found that teachers in elementary schools often report heavier workloads compared to their peers in secondary settings (Hirsch et al., 2007).

The most pronounced differences emerged in perceptions of student engagement. Elementary teachers reported significantly more positive views than teachers at all other school levels. This finding matches a well-documented pattern, sometimes referred to as the "engagement cliff," which occurs as students move into adolescence (Patall et al., 2024). The difference between elementary and middle school teachers was especially large, suggesting a substantial gap in how these groups experience student engagement. Middle school teachers also reported less favorable perceptions of student engagement than high school and combined-level school teachers, with medium to large effect sizes.

Perceptions of student behavior also differed meaningfully. Middle school teachers reported more frequent behavioral challenges than all other groups, with large effect sizes when compared to elementary and high school teachers. Researchers have noted that early adolescence is a complex period of development occurring just as teacher support is typically scaled back, and both aspects can contribute to increased student misbehavior in middle schools (Rusby et al., 2011). Additionally, elementary school teachers reported more frequent issues with student behavior than high school and combined-level school teachers, though these differences were medium in size.

Although organizational demands showed statistically significant variation across school levels, all related effect sizes were small or negligible, suggesting these differences are unlikely to have practical significance.

Figure 8. *Average Scores for Demands Across School Organizational Levels*
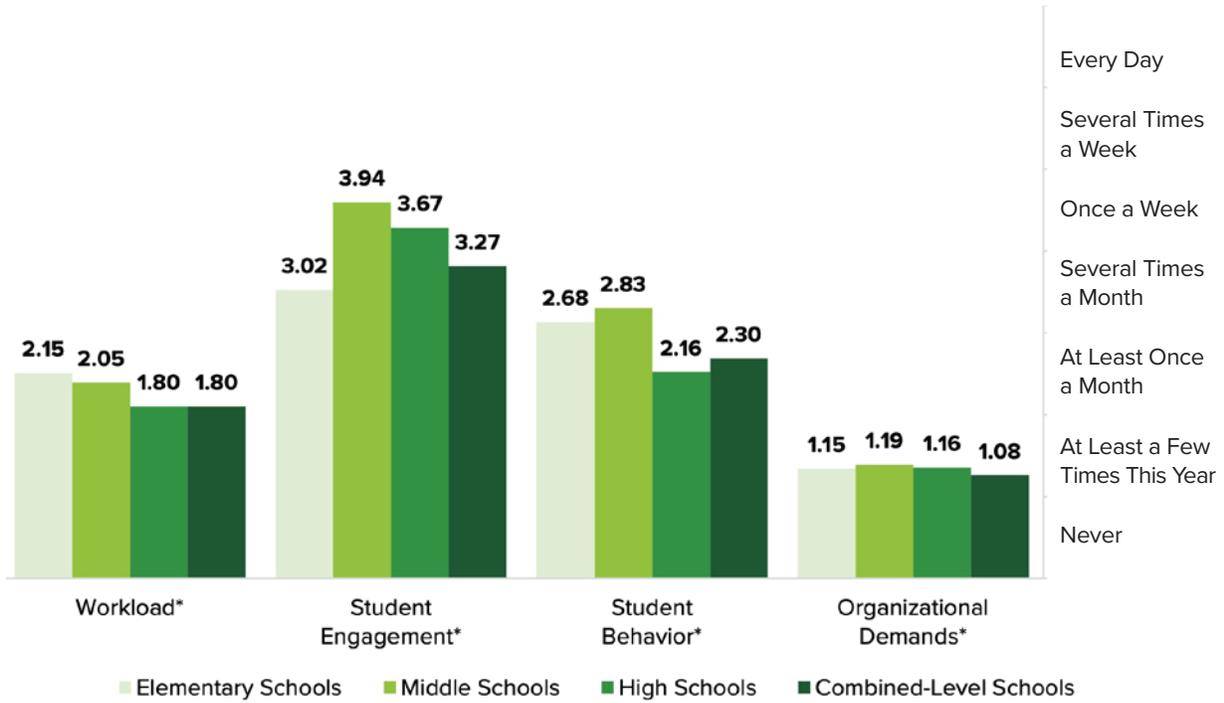
Note. * indicates statistical significance after applying the Holm-Bonferroni correction for multiple comparisons (α = .05).

How do teachers' perceptions of working conditions vary by teaching experience (i.e., novice vs. experienced teachers), and how do novice teachers perceive their mentor support?

To address Key Question 3, we compared average working condition scores between novice and experienced teachers. Novice teachers were defined as those with 3 or fewer years of classroom experience as of the 2024–25 school year. Of the 24,894 respondents included in the analysis, 4,896 were classified as novice teachers.

Among novice teachers, those who reported having a mentor during the 2024–25 school year ($n = 1,844$) also responded to items measuring three aspects of mentoring: instructional support, non-instructional support (e.g., help with administrative tasks), and mentor proximity. Measured on the 7-point agreement scale, higher scores reflected more positive perceptions of support. Responses were averaged to assess how novice teachers perceived the overall mentor support they received.

Given the large sample size, only medium and larger effect sizes are highlighted in the report, as these represent more meaningful differences. Full statistical results, including test statistics and effect size estimates, are available in the Technical Appendix.

Comparison of the Perceptions of Working Conditions Between Novice and Experienced Teachers

The averages for resources from novice and experienced teachers are shown in Figure 9. While several statistically significant differences were found between novice and experienced teachers in their perceptions of job resources, none met the threshold for a medium or larger effect size. This suggests that, although novice and experienced teachers may differ slightly in how they perceive resources like professional development or coworker support, these differences are relatively small and likely not meaningful in practice.

Figure 9. *Average Scores for Resources for Novice and Experienced Teachers*
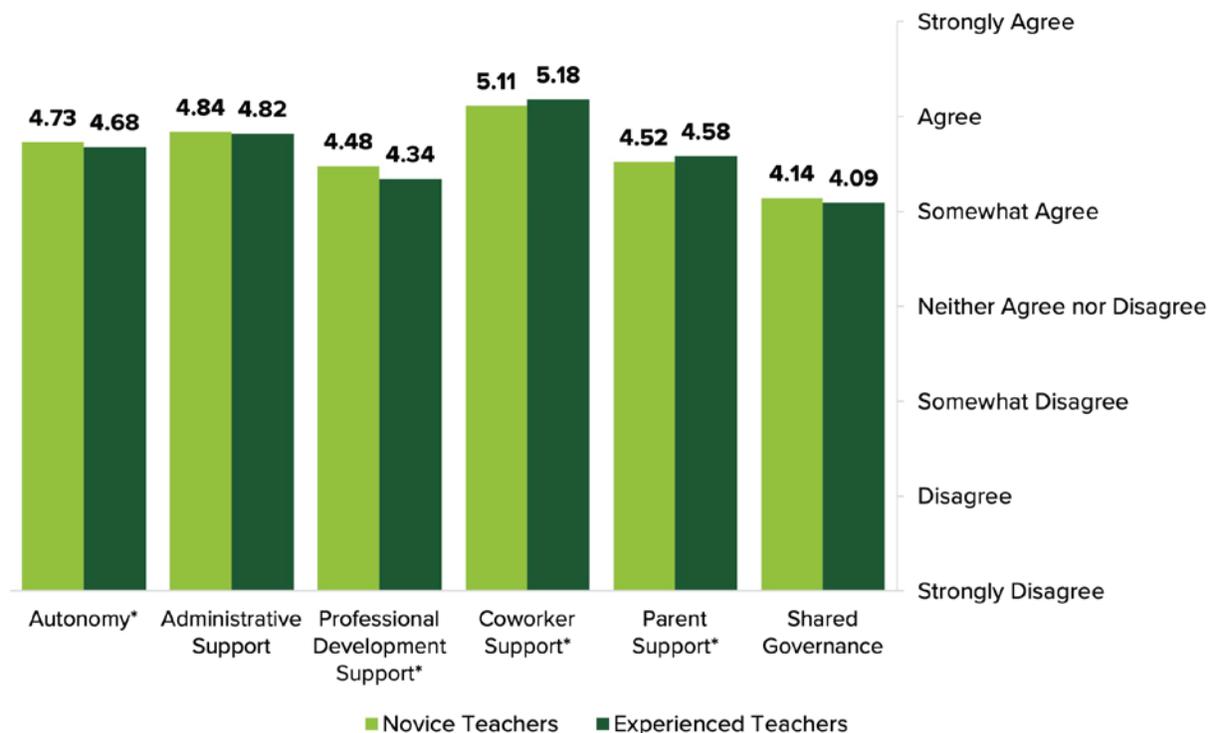
Note. * indicates statistical significance after applying the Holm-Bonferroni correction for multiple comparisons ($α = .05$).

The averages for demands from novice and experienced teachers are shown in Figure 10. Of those job demands, one area showed more substantial differences between novice and experienced teachers. Novice teachers reported encountering more frequent student behavior challenges than their experienced peers, with a small-to-medium effect size. This suggests that behavior management may be a particular area of concern for early-career teachers. Experienced teachers may have had time to develop skills and knowledge relating to monitoring, perceiving, and preventing student behavior (Stahnke & Blömeke, 2021).

The difference in perceived organizational demands between novice and experienced teachers was statistically significant. However, the effect size was negligible. While detectable in a large sample, this difference is unlikely to reflect meaningful variation in day-to-day working conditions.

The average scores for the two groups regarding student engagement were almost identical and not statistically different. Both groups indicated that they faced student engagement issues more frequently than other job demands and encountered organizational demands least frequently.

Figure 10. *Average Scores for Demands for Novice and Experienced Teachers*
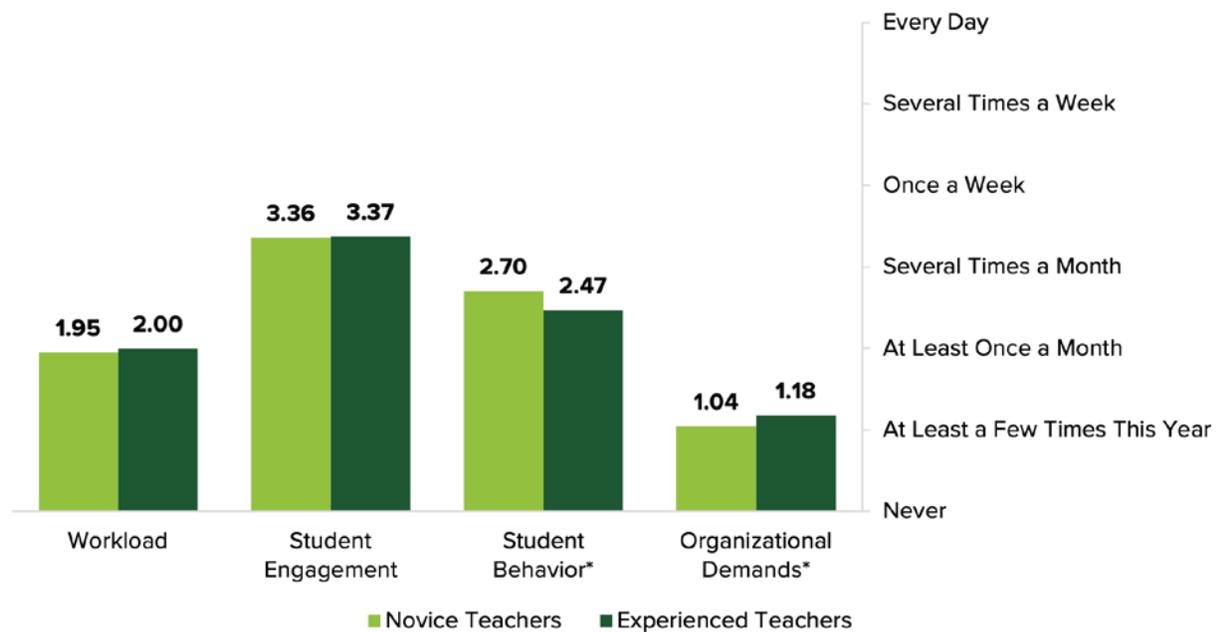
Note. * indicates statistical significance after applying the Holm-Bonferroni correction for multiple comparisons (α = .05).

Novice Teachers' Perceptions of Mentor Support and Proximity

In examining perceptions of their mentor support (Figure 11), novice teachers generally agreed they were getting support for teaching (i.e., mentor instructional support). The average score for mentor non-instructional support was even higher, indicating that novice teachers completing the survey also felt their mentors were helping them fulfill administrative duties and other tasks.

Figure 11. *Average Scores for Mentor Support for Novice Teachers*
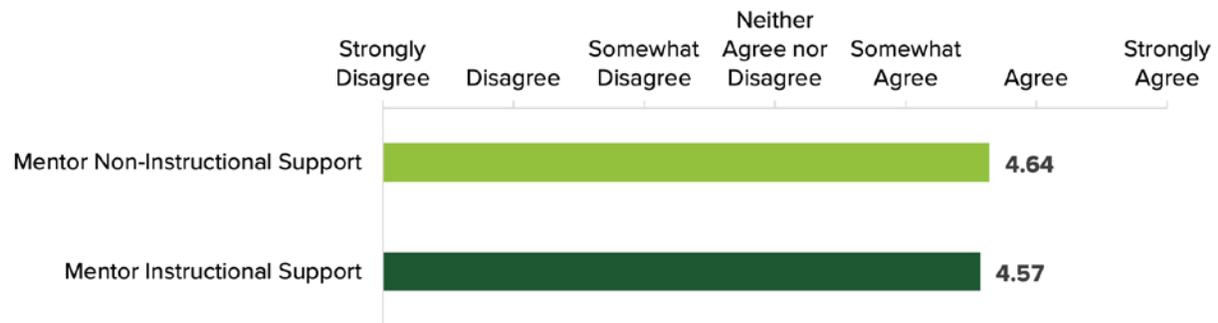
More than 90% of novice teachers participating in the survey had mentors who worked in the same building (Figure 12), which research indicates is an important factor in effective mentoring (e.g., Lozinak, 2016). This value was higher than the approximately 50% of novice teachers who had mentors working in the same content area or grade level. Meeting these criteria may be more challenging, especially in smaller schools, but they can contribute to the overall success of mentoring programs (e.g., Maready et al., 2021; Wold, 2023).

Figure 12. *Proximity of Mentors for Novice Teachers*

+ KEY QUESTION 4:

How do teachers' perceptions of working conditions relate to job satisfaction and intent to stay in the profession?

To address Key Question 4, we examined how working conditions relate to two key outcomes: job satisfaction and intent to stay in the profession. Job satisfaction was measured using a 7-item scale and analyzed as an average score, while intent to stay was assessed with a single item.

We then calculated correlations between each working condition and both outcomes for the full sample of respondents. Correlations can also be interpreted as a type of effect size, indicating the strength of association between variables. In this report, we focus on interpreting medium and larger correlations, as these are more likely to represent meaningful relationships. Full correlation tables and coefficients are available in the Technical Appendix.

Relationships Between Teachers' Perceptions of Working Conditions and Measured Outcomes

JOB SATISFACTION

All working conditions were significantly associated with job satisfaction. The strongest relationships were observed among job resources, including parent support, administrative support, and autonomy, as shown in Figure 13. While all demands were negatively associated with job satisfaction, these relationships were generally weaker than those observed with resources. This suggests that access to supportive working conditions plays a particularly important part in shaping how satisfied teachers feel in their roles.

Among resources, all correlations were in the range of what is typically considered medium strength. The lowest correlation was between coworker support and job satisfaction (0.34), and the highest was between parent support and job satisfaction (0.44). It is notable that, while teachers on average rated coworker support the highest of all resources, it was the resource least strongly related to job satisfaction. Overall, the results align with those of previous studies linking the availability of resources with job satisfaction (e.g., Perie et al., 1997; Toropova et al., 2020).

Figure 13. *Correlations Between Perceptions of Resources and Job Satisfaction*
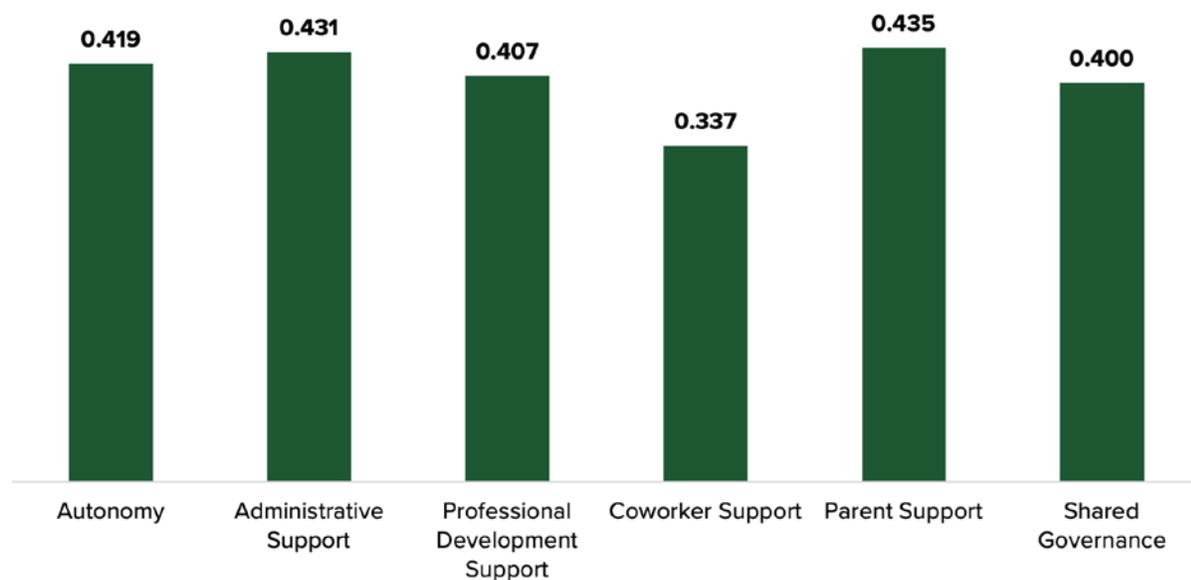
Note. All correlations are significant at *p* < .001.

Figure 14 shows the correlations between teachers' perceptions of job demands and job satisfaction. These negative correlations indicate that higher average scores for demands (i.e., teachers reporting facing demands at a higher frequency) relate to lower scores for job satisfaction. The smallest correlation was between organizational demands and job satisfaction (-0.32), and the largest was between student engagement and job satisfaction (-0.37). All these correlations would generally be considered medium strength. The results align with previous research, which has revealed meaningful connections between perceptions of demands and job satisfaction (e.g., Liu & Ramsey, 2008).

Figure 14. *Correlations Between Perceptions of Demands and Job Satisfaction*
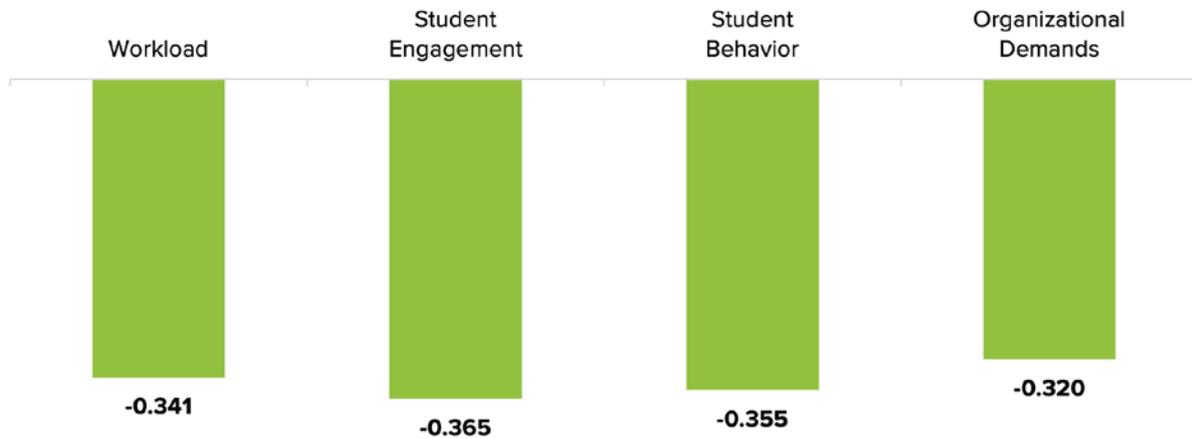
Note. All correlations are significant at *p* < .001.

INTENT TO STAY IN THE PROFESSION

The correlations between teachers' perceptions of job resources and intent to stay in the profession were all positive and statistically significant (Figure 15). These correlations were smaller than those observed between perceptions of resources and job satisfaction. The correlation was the lowest between coworker support and intent to stay (0.28) and highest between administrative support and intent to stay (0.37). All correlations, except for the one with coworker support, would generally be considered medium strength. The findings here are consistent with other research (e.g., Arnold & Rahimi, 2025) linking resource availability and intent to stay in the profession.

**Figure 15.** *Correlations Between Perceptions of Resources and Intent to Stay in the Profession*
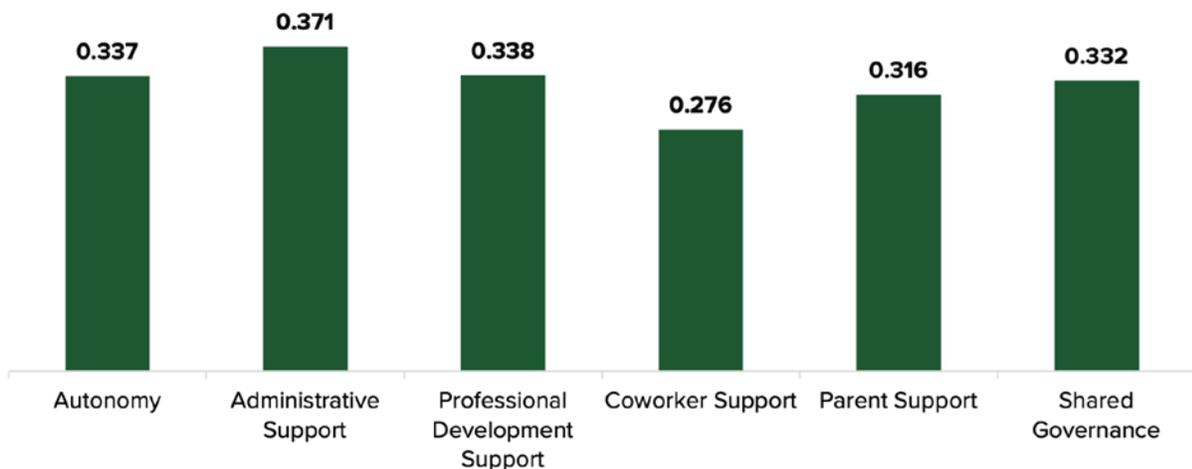
Note. All correlations are significant at *p* < .001.

Correlations between teachers' perceptions of job demands and intent to stay in the profession were negative and statistically significant, though only the correlation for workload had a medium strength (Figure 16). These correlations were all smaller in magnitude than the correlations between demands and job satisfaction. A particularly notable difference was with student engagement, which had the strongest correlation of any demand with job satisfaction (-0.37), but the weakest correlation of any demand with intent to stay in the profession (-0.26). These relationships help illustrate the complexity in understanding the factors that contribute to teachers' decisions to consider leaving the classroom.

Figure 16. *Correlations Between Perceptions of Demands and Intent to Stay in the Profession*
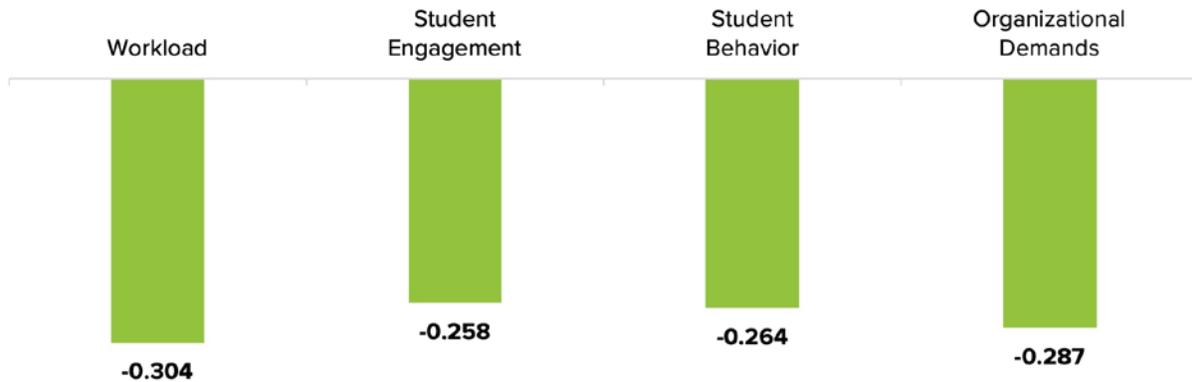
Note. All correlations are significant at *p* < .001.

Overall, these findings highlight that teachers' perceptions of supportive working conditions are more strongly related to both satisfaction and long-term commitment than their experiences of job demands. Strengthening key resources, especially support from administrators and opportunities for professional growth, may be especially effective in efforts to improve teacher retention.

+ KEY QUESTION 5:

How do novice and experienced teachers' perceptions of working conditions relate to job satisfaction and intent to stay in the profession? How do novice teachers' perceptions of mentor support relate to job satisfaction and intent to stay in the profession?

To address the first part of Key Question 5, we examined how novice and experienced teachers' working conditions relate to two key outcomes: job satisfaction and intent to stay in the profession. Job satisfaction was measured using a 7-item scale and analyzed as an average score, while intent to stay was assessed with a single item.

These correlations were calculated separately for novice and experienced teachers to explore potential group differences. For novice teachers who reported having a mentor, we examined correlations between their perceptions of mentor support and both outcomes. These data helped assess how mentoring may relate to attitudes around retention for the second part of Key Question 5.

Correlations indicate the strength of association between two specific variables. In this report, we focus on interpreting medium and larger correlations, as these are more likely to represent meaningful relationships.

Relationships Between Working Conditions and Job Satisfaction by Teaching Experience

Relationships between the two groups' perceptions of working conditions and job satisfaction are shown in Figure 17. While all correlations were statistically significant, the strength of the relationships was highly consistent across both groups, with no meaningful differences.

Figure 17. *Correlations Between Resources and Job Satisfaction for Experienced and Novice Teachers*
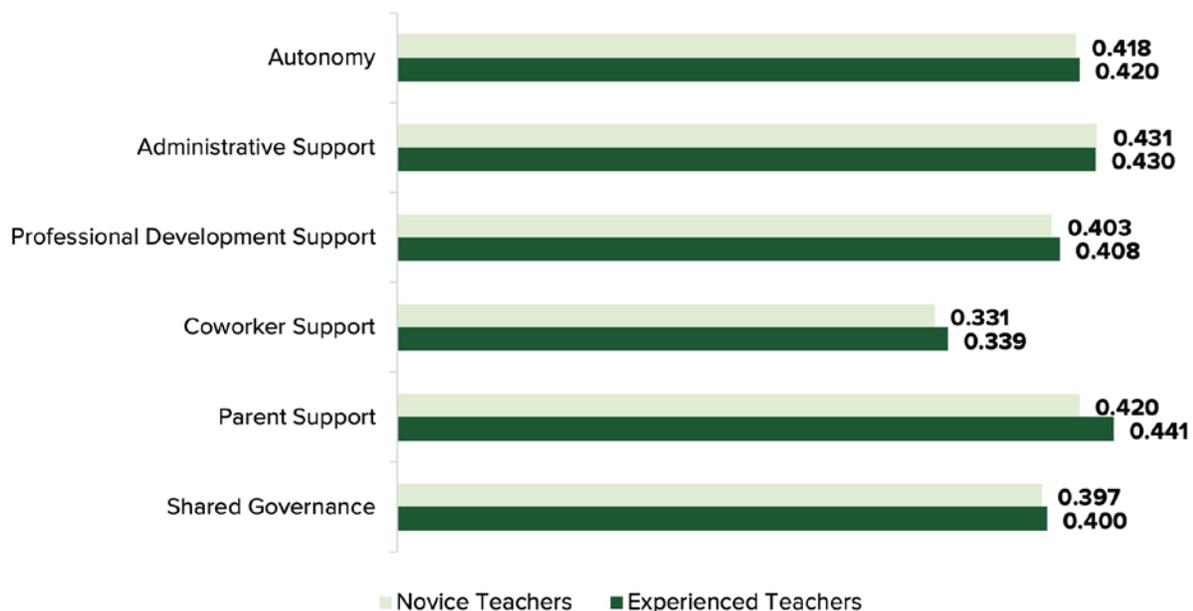
Note. All correlations are significant at *p* < .001.

For the correlations between perceptions of demands and job satisfaction, differences for the two groups were a little more pronounced (Figure 18). While all correlations were statistically significant, experienced teachers had stronger correlations across all categories. For experienced teachers, student engagement and student behavior had the strongest relationships with job satisfaction. For novice teachers, workload and student engagement had the strongest relationships with job satisfaction.

Figure 18. *Correlations Between Demands and Job Satisfaction for Experienced and Novice Teachers*
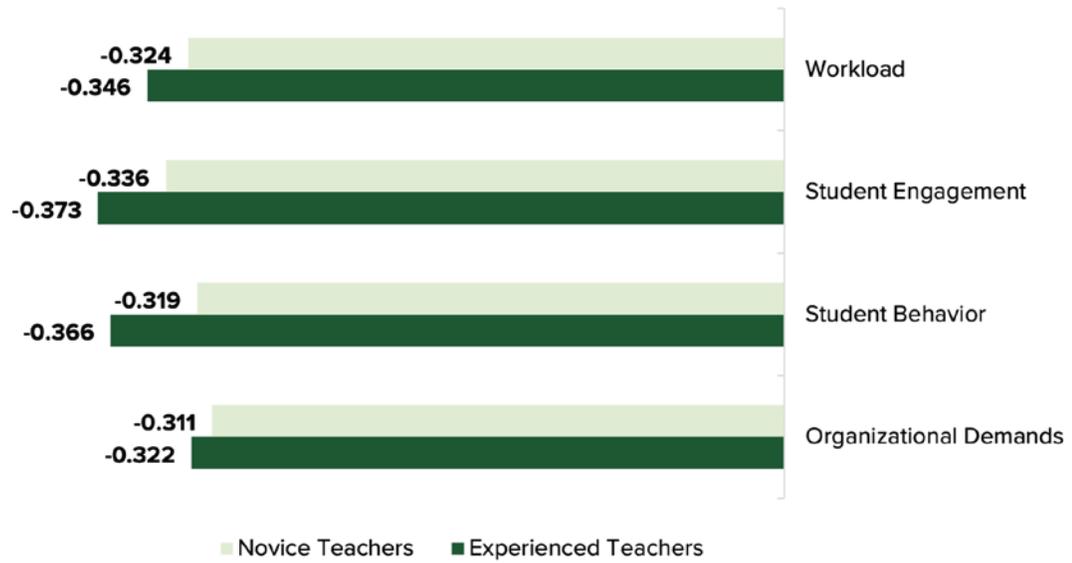
Note. All correlations are significant at *p* < .001.

Relationships Between Working Conditions and Intent to Stay in the Profession by Teaching Experience

Relationships between the two groups' perceptions of working conditions and intent to stay in the profession are shown in Figure 19. While all correlations were statistically significant, the strength of the relationships was highly consistent across both groups, with no meaningful differences. These correlations were similar for experienced and novice teachers, and the order of relationship strength followed the same pattern for both groups.

Figure 19. *Correlations Between Resources and Intent to Stay in the Profession for Experienced and Novice Teachers*
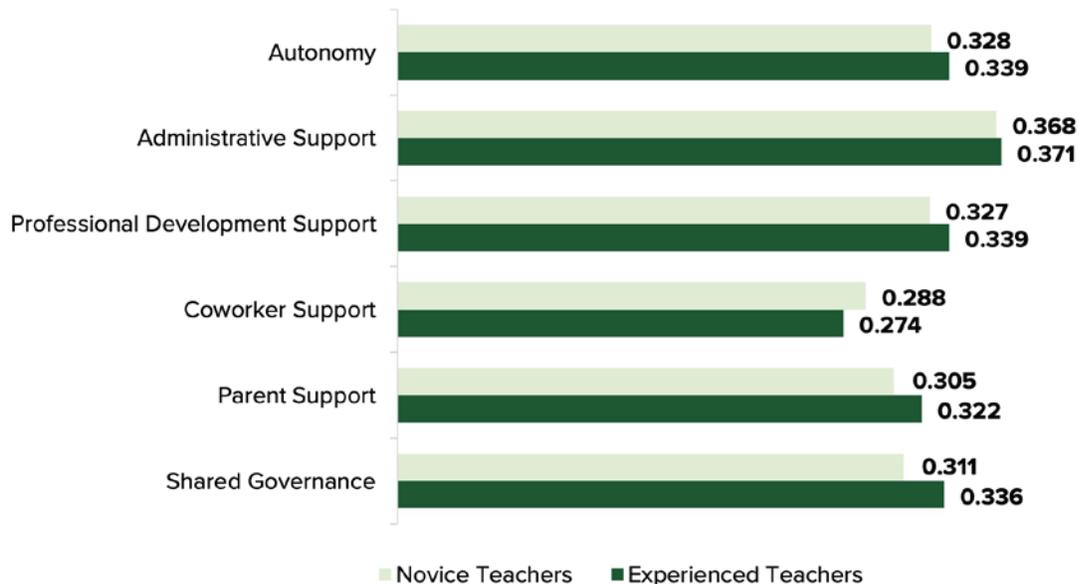
Note. All correlations are significant at *p* < .001.

Figure 20 shows the relationships between perceived job demands and teachers' intent to stay in the profession. All correlations were statistically significant. The largest differences between novice and experienced teachers were seen in the associations with student engagement and student behavior, with experienced teachers showing stronger links between these demands and their intent to stay. This suggests that how teachers experience student-related challenges may become more influential over time in shaping long-term career decisions.

Figure 20. *Correlations Between Demands and Intent to Stay in the Profession for Experienced and Novice Teachers*
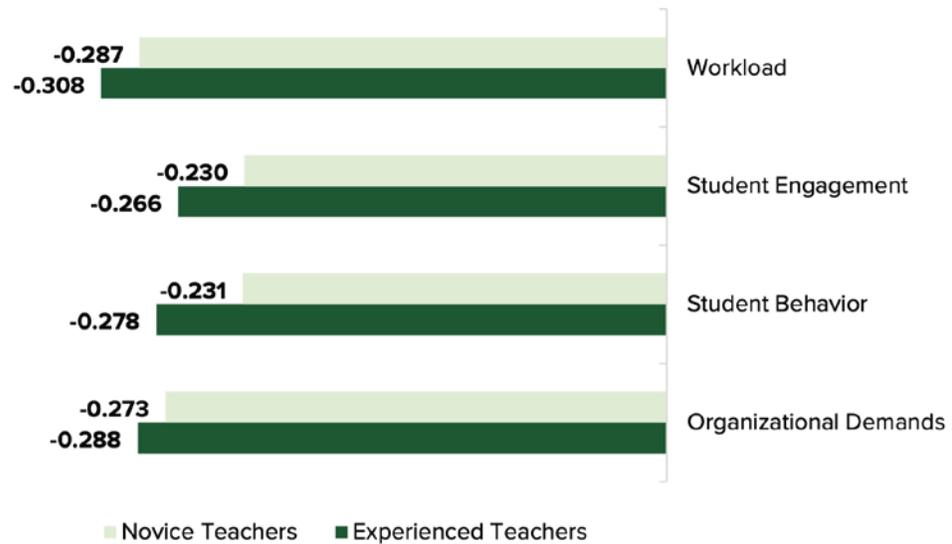
Note. All correlations are significant at *p* < .001.

Relationships Between Mentor Support and Measured Outcomes for Novice Teachers

Figure 21 shows the correlations between novice teachers' perceptions of mentor support and both outcomes. All relationships were statistically significant. Regarding both types of mentor support, instructional support was more strongly associated with job satisfaction and intent to stay in the profession than non-instructional support. These findings are consistent with prior research highlighting the critical role of mentoring in supporting novice teachers (e.g., Ingersoll & Strong, 2011; Renbarger & Davis, 2019).

Figure 21. *Correlations Between Mentor Support and Measured Outcomes*
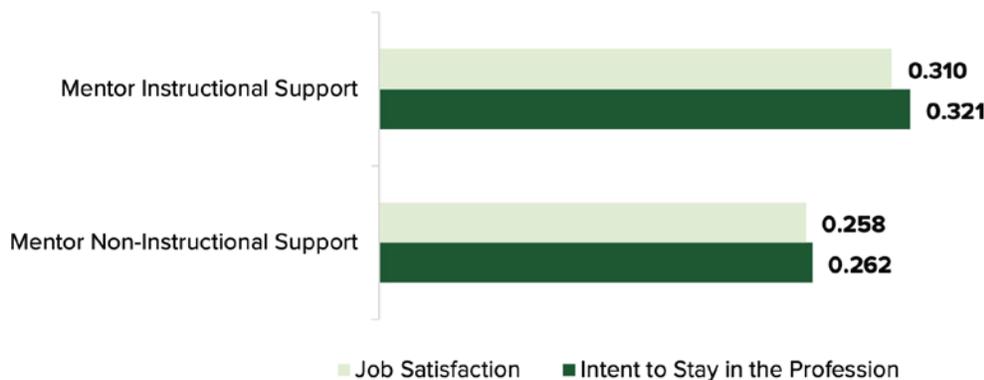
Note. All correlations are significant at *p* < .001.

+ CONCLUSION AND NEXT STEPS

Results of the 2025 SCTWCS provide a detailed look into how educators across the state experience their daily work environments. These insights are critical to understanding the conditions that shape teachers' job satisfaction and their decisions to stay in the profession. Key findings from this year's survey point to the complex and varied landscape of teacher working conditions across schools and levels of experience.

Among the most notable findings, coworker support received the highest overall rating from teachers but had the weakest relationship with job satisfaction and intent to stay. In contrast, administrative support emerged as one of the strongest predictors of both outcomes, reinforcing its importance as a leverage point for school and district leaders. While student engagement and behavior were the most frequently reported demands, workload and organizational demands had stronger links to whether teachers intended to stay in the profession. These patterns highlight the need to consider both the frequency and perceived impact of demands in efforts to improve retention.

Differences across school levels revealed that high school teachers generally had more positive perceptions of autonomy and student behavior, while elementary school teachers had more favorable views of student engagement. Although statistically significant, most other differences across organizational levels were small and likely not meaningful in practice.

When comparing novice and experienced teachers, perceptions were largely similar, particularly in the relationships between working conditions and measured outcomes. Notably, novice teachers reported more favorable views of several conditions, including autonomy and workload, while experienced teachers had more positive perceptions of parent support and student behavior. Mentor instructional support was strongly related to novice teachers' job satisfaction and intent to stay, underscoring the value of meaningful mentoring, aligned by grade level and content area.

As districts engage in work to translate these findings into action, SC TEACHER offers Data + Insight Workshops throughout the year designed to support district and school leaders in using their own SCTWCS results to inform strategic planning, improve working conditions, and enhance teacher retention efforts. SC TEACHER will continue to provide practical tools for integrating survey findings into building upon strengths, as well as continuous improvement efforts. Additionally, our team plans to bring resources and collaboration directly to local education leaders through newly developed On-Site Insight Workshops.

Looking ahead, SC TEACHER will expand its focus to include school leaders' perceptions by piloting an administrator working conditions survey in 2026 to assess the resources and demands experienced by principals and assistant principals. The working conditions of leadership are influential not only for administrators' well-being but also for the experiences of the teachers they support. This new survey will help us continue to bring into focus a clearer and more comprehensive understanding of South Carolina's educator workforce stability.

Overall, these efforts advance SC TEACHER's work to provide actionable, research-based insights to strengthen South Carolina's educational landscape. Connecting SCTWCS data with other key information, such as findings from the annual SC Teacher Exit Survey and other sources of district-specific data, will further support a nuanced and evidence-informed approach to addressing workforce development across the state.

+ GLOSSARY

The following definitions and clarifications address how terms are used in the context of this report and all SC TEACHER reports. Reports and resources published prior to 2025 may use terms differently. SC TEACHER works continuously to establish consistent terminology for the most accurate understanding and communication of our research.

Autonomy
A measure of teachers' perceptions regarding control over key instructional and classroom decisions, including content, pacing, behavior management, instructional strategies, and assessment tools.

Administrative Support
A measure of school administrators demonstrating respect, recognition, responsiveness, fairness, and engagement with teachers, as well as providing constructive feedback and ensuring consistent student discipline and rule enforcement.

Coworker Support
A measure of teachers' ability to collaborate with and rely on their colleagues, including perceptions of teamwork, collegial relationships, and openness to professional dialogue.

Demands (Job Demands)
The physical, social, psychological, and organizational aspects of a job that require sustained effort and are associated with psychological or physiological costs.

Experienced Teacher
A teacher who participated in the SC Teacher Working Conditions Survey and indicated having more than 3 years of teaching experience.

Intent to Stay in the Profession
A measure self-reported by teachers regarding their likelihood of remaining in the teaching profession.

Job Demands-Resources (JD-R) Model
A theoretical framework that explains employee well-being and occupational outcomes, such as job satisfaction and retention, as primarily shaped by the balance between job demands (i.e., physical, psychological, social, and organizational pressures) and job resources (i.e., supports that help individuals manage demands, achieve goals, and grow professionally).

Job Satisfaction
A measure regarding teachers' feelings of personal and professional fulfillment in their work, as reflected in their enjoyment of teaching, sense of purpose, emotional well-being, self-perceived success, and satisfaction with their career choice.

Mentor Proximity
The extent to which a novice teacher's assigned mentor shares key professional characteristics or logistical placement, measured by whether the mentor works in the same school building, same grade level, and/or same content area as the novice teacher.

Mentor Instructional Support
A measure of novice teachers' perceptions of mentor assistance in improving classroom instruction, including help with lesson planning, instructional strategies, classroom management, assessment and data use, curriculum alignment, content knowledge, and reflective teaching practices through observation, feedback, and modeling.

Mentor Non-Instructional Support
A measure of support provided to novice teachers by mentors outside of classroom instruction, including help with family engagement, collaboration with school staff, compliance with school policies, administrative responsibilities, and emotional support to promote teacher well-being and professional integration.

Novice Teacher
A teacher who participated in the SC Teacher Working Conditions Survey and indicated having 3 or fewer years of teaching experience.

Organizational Demands
A measure of broader school or district-level conditions that may interfere with teaching, such as limited instructional resources, policy mandates, accountability pressures, inadequate facilities, or school-wide interruptions.

Parent Support
A measure of teachers' perceptions of the respect, communication, and support they receive from parents regarding classroom practices and the curriculum.

Position Code
A numerical designation assigned by the state or district to categorize an educator's role within the school system (e.g., classroom teacher, instructional coach, administrator). For all SC TEACHER reports, teachers are those with position codes 3–9, which include PK–12 classroom teachers, special education teachers (i.e., self-contained, resource, itinerant), and retired teachers returning to teach.

Professional Development Support
A measure of teachers' perceptions regarding the availability and relevance of professional learning opportunities that support instructional improvement, content knowledge, differentiation, and technology integration.

Resources (Job Resources)
The physical, social, psychological, and organizational aspects of a job that support employees in reaching their work goals, promoting their growth, and, in some cases, reducing their job demands.

Shared Governance
A measure of teachers' perceptions regarding their involvement in school-level decision-making processes, such as policies, planning, discipline, instructional materials, and assessment practices.

Student Behavior
A measure of issues teachers must address in the classroom regarding student disruptions, conflict, and discipline management, which interfere with teaching and can require behavior-related communication with students or families.

Student Engagement
A measure of teacher encounters with unmotivated or disengaged students, including students with poor attitudes, low effort, learning loss, and disruptions due to personal technology use.

Teacher
Any public school educator in South Carolina assigned a position code of 3–9. This includes PK–12 classroom teachers, special education teachers (i.e., self-contained, resource, itinerant), and retired teachers returning to teach.

Teacher Working Conditions
Teachers' perceptions of organizational, relational, and instructional aspects of the environment in which they work, measured through 10 dimensions: six job resources (autonomy, administrative support, professional development support, coworker support, parent support, and shared governance) and four job demands (workload, student engagement, student behavior, and organizational demands).

Workload
A measure of teacher experiences regarding time-related pressures that interfere with instructional responsibilities and professional duties, including covering for absent staff, managing large classes, and fulfilling non-instructional obligations during or after the school day.

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This appendix details the research study and data analysis procedures for this report. All relevant statistical methods, hypothesis tests, tests of assumptions, and measures of results are included.

MEASURES

The 2025 SCTWCS was composed of 79 closed-ended items, to which all participants could respond. These items covered two general areas of working conditions (i.e., resources and demands), as well as job satisfaction and intent to stay in the teaching profession. Novice teachers who indicated they had a mentor were also asked to respond to an additional set of 22 closed-ended items regarding mentor support and proximity.

RESOURCES

The six job resources included in the survey were measured with 38 items on a 7-point agreement scale (i.e., 0 = *Strongly disagre*e, 1 = *Disagree*, 2 = *Somewhat disagree*, 3 = *Neither agree nor disagree*, 4 = *Somewhat agree*, 5 = *Agree*, and 6 = *Strongly agree*). A higher score on this scale indicates a more positive perception of the resources available to teachers at work. The measured resources included autonomy ($\alpha = 0.92$), administrative support ($\alpha = 0.96$), professional development support ($\alpha = 0.94$), coworker support ($\alpha = 0.93$), parent support ($\alpha = 0.92$), and shared governance ($\alpha = 0.93$). Results from measuring the Cronbach's alpha coefficient for each resource showed that items related to each resource had high internal consistency and were reliable. Items were averaged for each resource. Individual resource items are detailed in Table A4.

DEMANDS

The four job demands included in the survey were measured with 32 items on a 7-point frequency scale (0 = *Never*, 1 = *At least a few times this year*, 2 = *At least once a month*, 3 = *Several times a month*, 4 = *Once a week*, 5 = *Several times a week*, and 6 = *Every day*). A higher score on this scale generally indicates a more negative perception of the demands placed on teachers in the workplace. The four specific demands were workload ($\alpha = 0.90$), student engagement ($\alpha = 0.93$), student behavior ($\alpha = 0.91$), and organizational demands ($\alpha = 0.79$). Results from measuring the Cronbach's alpha coefficient for each demand showed that items related to each demand measured the demand consistently and reliably. Items were averaged for each demand. Individual demand items are detailed in Table A4.

JOB SATISFACTION

Teachers' job satisfaction was measured with 8 items on a 7-point agreement scale (i.e., 0 = *Strongly disagree*, 1 = *Disagree*, 2 = *Somewhat disagree*, 3 = *Neither agree nor disagree*, 4 = *Somewhat agre*e, 5 = *Agree*, and 6 = *Strongly agree*). A higher score indicates a higher level of teachers' job satisfaction. The Cronbach's alpha coefficient for the scale was high ($\alpha = 0.94$), indicating high internal consistency among the items. Items were averaged for measuring overall job satisfaction. Individual items for job satisfaction are detailed in Table A4.

INTENT TO STAY

Teachers' intent to stay in the profession was measured by one item (i.e., "I intend to remain in the profession for the foreseeable future") on the same 7-point agreement scale as job satisfaction. A higher score indicates a stronger intent to stay in the profession.

MENTOR SUPPORT AND PROXIMITY

Participants with 3 or fewer years of experience who indicated they had an assigned mentor during the 2024–25 academic year were routed to a set of 22 survey items to measure their perceptions of mentor support and proximity. Mentor instructional support was measured by 13 items on the same 7-point agreement scale as resources. Mentor non-instructional support was measured by 6 items on the same 7-point agreement scale as resources. Higher scores indicate perceptions of greater support. The remaining three items measured mentor proximity with dichotomous responses of "yes" or "no." These questions assessed whether respondents' mentors taught in the same building, the same content area, and the same grade level. Items were averaged for each type of mentor support. Individual items for mentor support and proximity are detailed in Table A4.

The Cronbach's alpha coefficients for mentor instructional support ($α = 0.98$) and mentor non-instructional support ($α = 0.95$) were high, indicating that the items consistently measured these two types of mentor support.

PARTICIPANTS

In total, 24,913 educators participated in the survey. Responses from 19 participants were excluded from analysis due to ineligibility ($n = 11$ adult educators) or duplication. The overall analysis, therefore, was conducted based on the responses of 24,894 teachers.

Teachers provided information regarding their route to certification. The routes to certification included seven categories: (a) traditional teacher preparation in South Carolina, (b) traditional teacher preparation in another US state, (c) preparation through an alternative certification program, (d) possession of an international visiting visa (i.e., J-1 or J-2), (e) possession of an international working visa (e.g., H1-B), (f) career and technical education work-based certification, and (g) another certification route. Table A1 provides details for the 23,015 participants who provided certification information.

School organizational levels were categorized into six types based on the most recent South Carolina School Report Cards: elementary schools, middle schools, high schools, combined-level schools (e.g., K–8), early childhood centers, and career and technology education (CTE) centers. Of the 24,894 teachers included in the analysis, 24,455 had available data on their school organizational level. Most participants were from elementary schools ($n = 10,162$; 41.6%), followed by high schools ($n = 6,261$; 25.6%), middle schools ($n = 4,759$; 19.5%), combined-level schools ($n = 2,219$; 9.0%), early childhood centers ($n = 753$; 3.1%), and CTE centers ($n = 301$; 1.2%).

Table A1. *Teacher Characteristics (N = 24,894)*

Variable	Level	Number	Percentage
Route to certification (self-reported)	Teacher preparation in SC	11,488	46.1%
	Teacher preparation in another US state	5,958	23.9%
	Alternative certification program	3,089	12.4%
	International visiting visa	1,312	5.3%
	CTE work-based	454	1.8%
	International working visa	146	0.6%
	Other certification route	568	2.3%
	No information provided	1,879	7.5%
Teacher experience level	Experienced teacher	18,166	78.8%
	Novice teacher	4,896	21.2%
School organizational level	Elementary school	10,162	41.6%
	Middle school	4,759	19.5%
	High school	6,261	25.6%
	CTE center	301	1.2%
	Combined-level school	2,219	9.0%
	Early childhood center	753	3.1%

A total of 23,062 teachers responded to a yes/no question asking whether they had been teaching for 3 years or fewer. Based on these responses, 4,896 teachers (21.2%) were classified as novice, and 18,166 teachers (78.8%) were classified as experienced, having more than 3 years of teaching experience. Table A2 provides details on novice teachers' self-reported certification route and organizational level.

Table A2. *Novice Teacher Characteristics (N = 4,896)*

Variable	Level	Number	Percentage
Route to certification	Teacher preparation in SC	1,877	38.5%
	Teacher preparation in another US state	833	17.1%
	Alternative certification program	1,028	21.1%
	International visiting visa	691	14.2%
	CTE work-based	143	2.9%
	Other certification route	308	6.3%
School organizational level	Elementary school	2,091	43.2%
	Middle school	948	19.6%
	High school	1,120	23.1%
	CTE center	65	1.3%
	Combined-level school	479	10.0%
	Early childhood center	136	2.8%

DATA ANALYSIS

SURVEY FACTOR STRUCTURE

As a preliminary step for addressing all research questions, we conducted confirmatory factor analyses (CFAs) to evaluate whether the hypothesized factor structures of the scales used in this report—job resources, job demands, job satisfaction, and mentor support—were supported by the data. Analyses were conducted in Mplus (Version 8.10) using robust maximum likelihood estimation to account for nonnormality. To adjust for the nested structure of the data (i.e., teachers nested within schools), we used the TYPE=COMPLEX option in Mplus to obtain robust standard errors and corrected chi-square statistics.

We tested the following models for the teacher working conditions items:

1. A one-factor model, in which all items loaded onto a single general factor representing overall teacher working conditions

2. A 10-factor model, where items loaded onto 10 distinct first-order factors: autonomy, administrative support, professional development support, coworker support, parent support, shared governance, workload, student engagement, student behavior, and organizational demands

3. A single higher-order factor model, where one second-order factor (teacher working conditions) influenced the 10 first-order factors

4. A two higher-order factor model, with two second-order factors (job resources and job demands) influencing the 10 first-order factors

These models were compared to determine the best-fitting internal structure for the working conditions portion of the survey.

In addition, we tested a one-factor model for job satisfaction. For mentor support, we tested a one-factor model and a two-factor model, distinguishing between instructional support and non-instructional support.

Model fit was assessed using several global fit indices: the chi-square statistic, the comparative fit index (CFI), the Tucker-Lewis Index (TLI), the root mean square error of approximation (RMSEA), and the standardized root mean square residual (SRMR). Acceptable model fit was defined as CFI and TLI ≥ .90, RMSEA ≤ .08, and SRMR ≤ .10. Good model fit was defined as CFI and TLI ≥ .95, RMSEA ≤ .05, and SRMR ≤ .08 (Hu & Bentler, 1999). Local fit was evaluated by examining standardized factor loadings (values ≥ 0.30 considered acceptable; Costello & Osborne, 2005) and standardized residuals (values > |3.0| indicating potential misfit; Raykov & Marcoulides, 2012). Model modification indices were reviewed to identify possible sources of local misfit when the overall model fit was inadequate.

KEY QUESTION 1: How do teachers across South Carolina perceive their working conditions, overall job satisfaction, and intent to stay in the profession?

We descriptively compared these averages to examine how teachers varied in their perceptions of different aspects of their working conditions, as well as their job satisfaction and intent to stay.

KEY QUESTION 2: How do teachers' perceptions of working conditions vary by organizational level (i.e., elementary, middle, high, and combined-level schools)?

We conducted ten analyses of variance (ANOVAs), using school organizational level as the independent variable and each of the ten working conditions as dependent variables. Prior to the analyses, we tested the assumptions for normality and homogeneity of variances. Normality was assessed using skewness and kurtosis values, while Levene's test was used to evaluate homogeneity of variance. When assumptions were met, we used Tukey's Honestly Significant Difference (HSD) test for post hoc pairwise comparisons. When assumptions were violated, we used Welch's ANOVA, which is robust to unequal variances, followed by Games-Howell post hoc tests for pairwise comparisons. In addition to significance testing, we calculated effect sizes to assess the magnitude of the observed differences. To control for the increased risk of Type I error due to multiple comparisons, we applied the Holm-Bonferroni correction to adjust the significance thresholds for the ten omnibus tests.

In addition to significance testing, we calculated effect sizes to assess the magnitude of the observed differences. Partial eta squared (η^2) was used to quantify the proportion of variance in the outcome explained by an independent variable after controlling for error and other factors in the model. According to Cohen (1988), partial η^2 should be interpreted as follows: values less than 0.01 indicate a negligible effect, 0.01 a small effect, 0.06 a medium effect, and 0.14 or higher a large effect. For pairwise comparisons, we used Cohen's *d* to estimate effect size, which represents the standardized mean difference between groups. For effect sizes, Cohen (1988) defined *d* values of 0.20 as small, 0.50 as medium, and 0.80 as large.

KEY QUESTION 3: How do teachers' perceptions of working conditions vary by teaching experience (i.e., novice vs. experienced teachers), and how do novice teachers perceive their mentor support?

To address the first part of Key Question 3, we conducted ten independent samples *t*-tests, using teacher experience level (novice vs. experienced) as the independent variable and each of the ten working conditions as the dependent variable. Prior to analysis, we evaluated assumptions of normality and homogeneity of variances. Normality was assessed using skewness and kurtosis values, and Levene's test was used to evaluate homogeneity of variances. When both assumptions were met, we used parametric *t*-tests. If the assumption of equal variances was violated, we used the Welch *t*-test, which is robust to unequal variances. To control for the risk of Type I error across the ten comparisons, we applied the Holm-Bonferroni correction. Effect sizes for each pairwise comparison were calculated using Cohen's *d*.

To answer the second part of Key Question 3, we conducted a descriptive analysis of novice teachers' perceptions of two areas of mentor support: mentor instructional support and mentor non-instructional support. The scores were compared to examine how the novice teachers differed in their perceptions of the types of mentor support they received.

KEY QUESTION 4: How do teachers' perceptions of working conditions relate to job satisfaction and intent to stay in the profession?

We used Spearman correlation to examine the relationships between teachers' perceptions of working conditions and two outcome variables: job satisfaction and intent to stay in the profession. Although the working condition scores were calculated as averages of Likert-type items, we chose Spearman correlation due to its robustness to nonnormality. Correlation coefficients can range from -1 to 1, with the sign indicating the direction of the relationship. Given the large sample size, we considered correlations of 0.30 or higher (regardless of sign) to indicate a meaningful relationship.

KEY QUESTION 5: How do novice and experienced teachers' perceptions of working conditions relate to job satisfaction and intent to stay in the profession? How do novice teachers' perceptions of mentor support relate to job satisfaction and intent to stay in the profession?

The same method from Key Question 4 was used to address Key Question 5 using data from the two subgroups. To answer the second part of Key Question 5, correlations between the two areas of mentor support (i.e., mentor instructional support and mentor non-instructional support) and each outcome were calculated and examined.

RESULTS

SURVEY FACTOR STRUCTURE

To determine the optimal factor structure for measuring teacher working conditions, we tested four competing models: a one-factor model, a single higher-order factor model, a two higher-order factor model, and a ten-factor model. Model fit statistics for each structure are presented in Table A3.

The one-factor model showed poor fit, with all indices falling outside recommended thresholds. Similarly, the single higher-order model failed to meet acceptable fit criteria, with CFI, TLI, and SRMR values indicating inadequate fit. The two higher-order factor model (Model 3), which grouped job demands and job resources under two higher-order constructs, demonstrated acceptable model fit, meeting established cutoffs for all indices. However, the ten-factor model (Model 4), representing each working condition as a distinct factor, showed superior fit compared to the two higher-order factor model.

Following this, we examined the local model fit of the ten-factor solution. One item—Q3 from the student behavior factor (see Table A5; "In your job as an educator this school year, how often have you experienced student use of personal devices [e.g., phones, watches] interfering with your teaching?")— had a factor loading less than 0.30, indicating a weak relationship with the student behavior construct. Modification indices suggested that this item aligned more closely with student engagement.

As a result, we tested a revised ten-factor model (Model 5), reassigning Q3 to the student engagement factor. This revised model demonstrated slightly improved fit, with all factor loadings higher than 0.30, supporting acceptable local model fit.

Table A3. *CFA Model Fit Statistics*

Scale	Model	χ^2 (*df*)	CFI	TLI	RMSEA (90% CI)	SRMR
Teacher working conditions	Model 1: one-factor	543,479.83** (2,435)	0.438	0.421	0.096 [0.096–0.097]	0.120
	Model 2: single higher-order factor	99,352.63* (2,335)	0.899	0.896	0.041 [0.041–0.041]	0.084
	Model 3: two higher-order factors	903,035.59* (2,334)	0.909	0.906	0.039 [0.039–0.039]	0.063
	Model 4: 10-factor	84,437.86* (2,300)	0.915	0.910	0.038 [0.038–0.039]	0.051
	Model 5: Revised 10-factor	83,353.54* (2,300)	0.916	0.912	0.038 [0.037–0.038]	0.050
Job satisfaction	Model 6: one-factor	2,673.25* (20)	0.946	0.924	0.076 [0.073–0.078]	0.029
Mentor support	Model 7: one-factor	2,121.61* (152)	0.873	0.858	0.085 [0.082–0.088]	0.043
	Model 8: two-factor	1,450.00* (151)	0.917	0.905	0.069 [0.066–0.072]	0.031

Note. χ^2 = chi-square test statistic; *df* = degrees of freedom; CFI = comparative fit index; TLI = Tucker-Lewis index; RMSEA = root mean square error of approximation; SRMR = standardized root mean square residual; CI = confidence interval. *$p < 0.05$. **$p < 0.01$. ***$p < 0.001$.

Model fit indices for job satisfaction and mentor support are also presented in Table A3. The one-factor model for job satisfaction demonstrated good model fit, supporting the interpretation of job satisfaction as a unidimensional construct.

In contrast, the one-factor model for mentor support showed inadequate fit, with all indices except SRMR falling outside recommended thresholds. A two-factor model provided a significantly better fit, supporting the conceptual distinction between two related subconstructs: mentor instructional support and mentor non-instructional support.

Standardized factor loadings for the best-fitting models—Model 5 (working conditions), Model 6 (job satisfaction), and Model 8 (mentor support)—are also reported in Table A4. For the 10-factor model of working conditions (Model 5), loadings ranged from 0.34 to 0.96, indicating positive and acceptable relationships between items and their corresponding factors. For the one-factor model of job satisfaction (Model 6), item loadings ranged from 0.75 to 0.90, suggesting strong alignment with the latent construct. For the two-factor model of mentor support (Model 8), loadings ranged from 0.76 to 0.94. The correlation between the two mentor support factors was strong and positive ($r = 0.90$), indicating that while conceptually distinct, they are closely related.

Table A4. *CFA Results: Standardized Estimates*

	Factors and items	Factor loadings	*SE*
Teacher working conditions	**Autonomy:** In your teaching this year, you have been able to…		
	Q1. Adapt the learning materials in order for students to master the content.	0.808	0.004
	Q2. Adapt the pace and the progression of your instruction.	0.801	0.004
	Q3. Change your instructional plans to incorporate current events/situations.	0.741	0.005
	Q4. Focus instruction on goals and objectives that you select yourself.	0.772	0.005
	Q5. Determine how learning standards are taught in your class.	0.823	0.004
	Q6. Be creative in your teaching.	0.828	0.004
	Q7. Decide how behavioral problems are solved in your classroom.	0.541	0.007
	Q8. Individually select or adapt classroom tests and activities used with your students.	0.764	0.005
	Administrative support: The administrators (e.g., principal, assistant principal) at your school…		
	Q1. Seem to value the work you do.	0.916	0.002
	Q2. Listen to your concerns.	0.897	0.002
	Q3. Recognize your accomplishments.	0.883	0.002
	Q4. Show confidence in your ability as a teacher.	0.853	0.003
	Q5. Provide ongoing, constructive feedback about your teaching.	0.811	0.004
	Q6. Show fairness in your teaching evaluation.	0.782	0.005
	Q7. Address major student discipline problems.	0.748	0.005
	Q8. Have positive interactions with you.	0.846	0.003
	Q9. Seem interested in your ideas.	0.896	0.002
	Q10. Fairly and equitably enforce school rules.	0.788	0.004
	Professional development support: At your school, you have access to…		
	Q1. An appropriate amount of time for professional development.	0.764	0.005
	Q2. Professional development offerings that meet your needs.	0.907	0.002
	Q3. Professional development offerings that deepen your content knowledge.	0.887	0.003
	Q4. Training to effectively utilize instructional technology.	0.778	0.005
	Q5. Professional development that enhances your ability to meet a variety of student needs (e.g., English language learners, students with disabilities, gifted students).	0.854	0.003
	Q6. Professional development that enhances your ability to improve student learning.	0.911	0.002
	Coworker support: At your school…		
	Q1. Your colleagues and you work together as a team.	0.904	0.003
	Q2. Your colleagues demonstrate a willingness to collaborate.	0.902	0.003
	Q3. You are comfortable discussing differences of opinions/ideas with your colleagues.	0.805	0.004
	Q4. You can rely on your colleagues if you need help.	0.877	0.003

	Q5. You have good relationships with other teachers in your school.	0.796	0.005
	Parent support: The parents of your students...		
	Q1. Are easy for you to communicate with.	0.871	0.003
	Q2. Show you respect.	0.836	0.004
	Q3. Provide you assistance when requested.	0.878	0.003
	Q4. Support the material and/or curriculum you teach.	0.831	0.004
	Shared governance: Administrators at your school include your input on...		
	Q1. Establishing student discipline procedures for the school.	0.883	0.003
	Q2. School improvement planning.	0.874	0.003
	Q3. Selecting instructional materials.	0.788	0.004
	Q4. Selecting student grading and assessment practices.	0.835	0.003
	Q5. Changing school policies.	0.904	0.002
	Workload: In your job as an educator this school year, how often have you experienced...		
	Q1. A lack of time to spend with individual students.	0.779	0.004
	Q2. A lack of time for differentiated instruction.	0.763	0.004
	Q3. A lack of time to collaborate with colleagues.	0.713	0.005
	Q4. Time constraints from covering responsibilities for absent teachers.	0.477	0.007
	Q5. Time constraints from having a large class (i.e., too many students).	0.605	0.006
	Q6. Time constraints from administrative work (e.g., completing forms).	0.738	0.004
	Q7. Time constraints due to extracurricular and club activities after set work hours.	0.464	0.006
	Q8. A lack of time for planning during the school day.	0.807	0.004
	Q9. A lack of time to complete most of your job-related work (e.g., grading) during the school day.	0.818	0.003
	Q10. Time constraints from addressing basic student needs (e.g., hunger, clothing, shelter).	0.580	0.006
	Q11. A lack of time for bathroom breaks during the school day.	0.686	0.004
	Student engagement: In your job as an educator this school year, how often have you experienced...		
	Q1. Students with poor attitudes toward learning.	0.937	0.002
	Q2. Students who show little interest in schoolwork.	0.956	0.001
	Q3. Students who give up once they meet a challenge.	0.866	0.003
	Q4. Student learning loss that prevents you from covering all state standards.	0.689	0.004
	Q5. Students who show little effort toward schoolwork.	0.953	0.001
	Q6. Students who come to school unprepared to learn.	0.874	0.003
	Q7. Student use of personal tech devices (e.g., phones, watches) interfering with your teaching.	0.344	0.008
	Student behavior: In your job as an educator this school year, how often have you experienced...		
	Q1. Student tardiness interfering with your teaching.	0.530	0.007
	Q2. Student absenteeism interfering with your teaching.	0.512	0.008
	Q3. Student verbal disruptions during class.	0.772	0.003
	Q4. Student physical disruptions (e.g., fighting) during class.	0.570	0.005
	Q5. A need to speak with students about inappropriate behavior.	0.864	0.002
	Q6. Classroom management interfering with your teaching.	0.804	0.003
	Q7. A need to communicate with parents about student behavior.	0.809	0.003
	Q8. A need to modify lesson plans due to behavioral issues.	0.811	0.003
	Q9. A need to address conflict among students.	0.816	0.003

	Organizational demands: In your job as an educator this school year, how often have you experienced…		
	Q1. Difficulty teaching due to a shortage of learning materials (e.g., books, technology, software).	0.501	0.009
	Q2. An emphasis on accountability and testing interfering with your teaching.	0.778	0.005
	Q3. Mandates from the school district or state interfering with your teaching.	0.775	0.006
	Q4. Inadequate facilities interfering with your teaching.	0.490	0.010
	Q5. School interruptions (e.g., school-wide events, grade-level events, preparation drills) interfering with your teaching.	0.700	0.006
Job satisfaction	Q1. You believe you can make a difference through your teaching.	0.778	0.005
	Q2. You get satisfaction from being able to teach children.	0.803	0.005
	Q3. You feel invigorated after working with those you teach.	0.745	0.005
	Q4. You like your work as a teacher.	0.865	0.003
	Q5. Your work makes you feel satisfied.	0.898	0.003
	Q6. You have happy thoughts and feelings about those you teach and how you could teach them.	0.835	0.004
	Q7. You have thoughts that you are a "success" as a teacher.	0.789	0.005
	Q8. You are happy that you chose to do this work.	0.863	0.003
Mentor support	**Mentor instructional support:** With regards to your classroom, your assigned mentor…		
	Q1. Helps you develop your lesson plans.	0.899	0.008
	Q2. Helps you develop instructional strategies.	0.930	0.006
	Q3. Invites you to observe their teaching.	0.803	0.014
	Q4. Helps you develop classroom management strategies.	0.908	0.008
	Q5. Helps you analyze student work to guide practice.	0.934	0.005
	Q6. Helps you use data to identify student needs.	0.912	0.008
	Q7. Helps you differentiate instruction based on individual student needs and characteristics.	0.940	0.005
	Q8. Prompts you to reflect on the effectiveness of your teaching.	0.878	0.011
	Q9. Provides clear, direct feedback from observations of your teaching.	0.829	0.014
	Q10. Helps you master the content you teach.	0.927	0.006
	Q11. Gives suggestions on how to address student or classroom behavioral issues.	0.860	0.012
	Q12. Helps you align your lesson planning with the state and local curriculums.	0.917	0.007
	Q13. Observes you teaching.	0.756	0.017
	Mentor non-instructional support: Outside of your classroom, your assigned mentor helps you…		
	Q1. Get parents or caregivers involved.	0.842	0.011
	Q2. Work collaboratively with other teachers at your school.	0.882	0.011
	Q3. Connect with key resource professionals (e.g., coaches, counselors).	0.914	0.007
	Q4. Comply with policies and procedures.	0.891	0.010
	Q5. Complete administrative paperwork.	0.879	0.011
	Q6. By providing emotional support.	0.816	0.015

Note. All standardized factor loadings estimated are statistically significant at the *p* < 0.001 level; *SE* = standard error.

The values of standardized correlations between resources and demands are shown in Table A5. The absolute value of these correlations ranged from 0.19 to 0.77, indicating that these latent constructs were conceptually related, yet distinct.

Table A5. *Standardized Correlations Among Teacher Working Conditions*

Subscale	1	2	3	4	5	6	7	8	9	10
Autonomy (1)	1.00									
Administrative support (2)	0.47	1.00								
Professional development support (3)	0.53	0.63	1.00							
Coworker support (4)	0.34	0.51	0.44	1.00						
Parent support (5)	0.43	0.49	0.49	0.41	1.00					
Shared governance (6)	0.53	0.77	0.68	0.48	0.53	1.00				
Workload (7)	-0.46	-0.43	-0.48	-0.29	-0.38	-0.46	1.00			
Student engagement (8)	-0.30	-0.29	-0.34	-0.19	-0.47	-0.36	0.51	1.00		
Student behavior (9)	-0.35	-0.31	-0.31	-0.21	-0.42	-0.33	0.60	0.65	1.00	
Organizational demands (10)	-0.49	-0.45	-0.49	-0.28	-0.41	-0.47	0.72	0.45	0.52	1.00

Note. All correlations were significant at the $p < 0.001$ level.

KEY QUESTION 1: How do teachers across South Carolina perceive their working conditions, overall job satisfaction, and intent to stay in the profession?

To address Key Question 1, we examined average scores for job resources, job demands, job satisfaction, and intent to stay in the profession across the full sample (Table A6). For job resources, teachers reported the most favorable perceptions of coworker support and administrative support, and the least favorable perceptions of professional development support and shared governance. For job demands, student engagement and student behavior were reported most frequently, while workload and organizational demands were experienced less often.

Average scores for job satisfaction and intent to stay in the profession were similarly high, indicating that most respondents were satisfied with their jobs and planned to continue teaching.

Table A6. *Mean Scores of Working Conditions, Job Satisfaction, and Intent to Stay in the Profession*

	Teacher working condition	Mean	Standard deviation
Resources	Autonomy	4.67	1.20
	Administrative support	4.81	1.26
	Professional development support	4.36	1.42
	Coworker support	5.16	1.00
	Parent support	4.56	1.16
	Shared governance	4.09	1.53
Demands	Workload	1.99	1.45
	Student engagement	3.37	1.71
	Student behavior	2.52	1.49
	Organizational demands	1.15	1.13
Job satisfaction		4.96	1.02
Intent to stay in the profession		4.72	1.49

KEY QUESTION 2: How do teachers' perceptions of working conditions vary by organizational level (i.e., elementary, middle, high, and combined-level schools)?

To address Key Question 2, we first evaluated the assumptions for conducting ANOVAs. The assumption of normality was met for all variables, with item-level skewness values ranging from 0.31 to 1.89 (within the acceptable range of |2|) and kurtosis values ranging from 0.08 to 4.68 (within the acceptable range of |7|). Levene's test indicated that the assumption of homogeneity of variance was met for two working conditions—administrative support and coworker support—allowing for the use of Tukey's HSD test for post hoc comparisons. For the remaining eight working conditions, the assumption was violated. In those cases, we used Welch's one-way ANOVA, which is robust to unequal variances, followed by Games-Howell post hoc tests. Both Tukey's HSD and Games-Howell tests adjust p-values to control for Type I errors.

Table A7. *Teacher Working Condition Constructs by School Organizational Level*

Teacher working condition	Organizational level	Number (n)	Mean	p-value effect size
Autonomy	Elementary school	9,648	4.45[a,b,c,]	$p < .001$* η2 = .028
	Middle school	4,584	4.69[a,d,e]	
	High school	5,979	4.92[b,d,]	
	Combined-level school	2,096	4.86[c,e]	
Administrative support	Elementary school	9,700	4.82	$p = 0.056$ η2 = .000
	Middle school	4,550	4.76	
	High school	5,954	4.80	
	Combined-level school	2,062	4.83	
Professional development support	Elementary school	9,843	4.42[a,b]	$p < .001$* η2 = .002
	Middle school	4,624	4.28[a]	
	High school	6,092	4.29[b]	
	Combined-level school	2,129	4.36	
Coworker support	Elementary school	9,879	5.18[a]	$p = 0.008$* η2 = .001
	Middle school	4,634	5.13[a]	
	High school	6,114	5.15	
	Combined-level school	2,150	5.13	
Parent support	Elementary school	9,705	4.67[a,b]	$p < .001$* η2 = .010
	Middle school	4,546	4.42[a,e]	
	High school	5,881	4.46[b,f]	
	Combined-level school	2,091	4.63[e,f]	
Shared governance	Elementary school	9,016	4.15[a,b,c]	$p < .001$* η2 = .002
	Middle school	4,319	4.04[a]	
	High school	5,719	4.04[b]	
	Combined-level school	1,975	4.00[c]	
Workload	Elementary school	9,579	2.15[a,b,c]	$p < .001$* η2 = .010
	Middle school	4,479	2.05[a,d,e]	
	High school	5,978	1.8[b,d]	
	Combined-level school	2,083	1.80[c,e]	

Student engagement	Elementary school	9,466	3.02[a,b,c]	$p < .001^*$ $\eta2 = .049$
	Middle school	4,438	3.94[a,d,e]	
	High school	5,944	3.67[b,d,f]	
	Combined-level school	2,064	3.27[c,e,f]	
Student behavior	Elementary school	9,472	2.68[a,b,c]	$p < .001^*$ $\eta2 = .032$
	Middle school	4,449	2.83[a,d,e]	
	High school	5,946	2.16[b,d,f]	
	Combined-level school	2,068	2.30[c,e,f]	
Organizational demands	Elementary school	9,430	1.15[c]	$p = .003^*$ $\eta2 = .001$
	Middle school	4,422	1.19[e]	
	High school	5,919	1.16[f]	
	Combined-level school	2,056	1.08[c,e,f]	

Note. p-values marked with * indicate statistical significance after applying the Holm-Bonferroni correction for multiple comparisons (α = .05). [a]significant results between elementary and middle schools; [b]significant results between elementary and high schools; [c]significant results between elementary and combined-level schools; [d]significant results between middle and high schools; [e]significant results between middle and combined-level schools; [f]significant results between high and combined-level schools.

Next, we examined whether teachers' perceptions of working conditions varied by school organizational level (i.e., elementary, middle, high, and combined-level schools). Mean scores were calculated for each working condition by school level (Table A7), and omnibus ANOVAs were conducted to test for significant differences. We used partial eta squared (η^2) to assess the magnitude of effects. To adjust for multiple comparisons, Holm-Bonferroni corrections were applied.

Among the ten working conditions, three showed medium or larger effects, indicating meaningful differences across school levels: student engagement (η^2 = .05), student behavior (η^2 = .03), and autonomy (η^2 = .03)

High school teachers reported significantly higher perceptions of autonomy than elementary (*d* = .46) and middle school teachers (*d* = .23). Combined-level school teachers also reported greater autonomy than elementary teachers (*d* = .41). These effect sizes represent small to medium differences, with the most substantial contrast between high school and elementary school teachers.

Perceptions of student engagement varied substantially across school levels. Elementary school teachers reported the most positive perceptions, significantly higher than those of middle (*d* = -.92), high (*d* = -.65), and combined-level school teachers (*d* = .25). Middle school teachers had notably lower perceptions than both high school (*d* = .27) and combined-level school teachers (*d* = .67). These effect sizes indicate large and meaningful differences, especially between elementary and middle schools.

Middle school teachers reported significantly more frequent behavior issues compared to elementary (*d* = .53), high (*d* = .68), and combined-level school teachers (*d* = .53). Elementary school teachers also reported more frequent behavior issues than high school (*d* = .53) and combined-level school teachers (*d* = .38). These findings reflect medium to large effect sizes, suggesting that behavior-related challenges are perceived as most severe in middle schools and least severe in high schools.

KEY QUESTION 3: How do teachers' perceptions of working conditions vary by teaching experience (i.e., novice vs. experienced teachers), and how do novice teachers perceive their mentor support?

For the first part of Key Question 3, we compared average perceptions of working conditions between novice teachers (3 or fewer years of experience) and experienced teachers (more than 3 years of experience). Means for each group are reported in Table A8. We conducted independent samples *t*-tests to examine group differences. Assumptions for normality were met, with skewness values ranging from 0.31 to 1.89 (within |2|) and kurtosis values from 0.07 to 4.69 (within |7|). The assumption of homogeneity of variance was satisfied for four working conditions (shared governance, workload, student engagement, and organizational demands), for which pooled-variance *t*-tests were used. For the remaining six working conditions, Welch's *t*-tests were applied. Holm-Bonferroni corrections were used to adjust for multiple comparisons.

Although several statistically significant differences were observed between novice and experienced teachers, only one comparison reached a medium effect size. Experienced teachers reported significantly more positive perceptions of student behavior than novice teachers, with a Cohen's *d* of 0.26, indicating a small-to-medium effect.

All other differences between novice and experienced teachers had small or negligible effect sizes and are not interpreted further here. Full statistical details are available in Table A8.

Table A8. *Teacher Working Condition Constructs by Teaching Experience*

Teacher working condition	Organizational level	Number *(n)*	Mean	*p*-value effect size
Autonomy	Novice	4,733	4.73	*p* = 0.003*
	Experienced	17,280	4.68	*d* = -.046
Administrative support	Novice	4,725	4.84	*p* = 0.399
	Experienced	17,450	4.82	*d* = -.014
Professional development support	Novice	4,838	4.48	*p* < .001*
	Experienced	17,931	4.34	*d* = -.102
Coworker support	Novice	4,880	5.11	*p* < .001*
	Experienced	18,076	5.18	*d* = .071
Parent support	Novice	4,767	4.52	*p* < .001*
	Experienced	17,654	4.58	*d* = .056
Shared governance	Novice	4,500	4.14	*p* = 0.041
	Experienced	16,782	4.09	*d* = -.034
Workload	Novice	4,871	1.95	*p* = 0.020
	Experienced	18,070	2.00	*d* =.038
Student engagement	Novice	4,877	3.36	*p* = 0.794
	Experienced	18,076	3.37	*d* =.004
Student behavior	Novice	4,883	2.70	*p* < .001*
	Experienced	18,091	2.47	*d* = -.157
Organizational demands	Novice	4,882	1.04	*p* < .001*
	Experienced	18,104	1.18	*d* = .119

Note. *p*-values marked with * indicate statistical significance after applying the Holm-Bonferroni correction for multiple comparisons (α = .05).

To address the second part of Key Question 3, we examined novice teachers' perceptions of mentor support and proximity. These results are summarized in Table A9. The mean scores in novice teachers' perceptions of mentor instructional support and mentor non-instructional support were similar, with a slightly higher average for the latter. These averages indicate novice teachers' general agreement with items regarding the presence of mentor support, both in helping conduct classes and fulfilling non-teaching duties. Novice teachers were more likely to teach in the same building as their mentor (90%) than in the same content area (51%) or grade level (52%).

Table A9. *Descriptive Analysis of Mentor Support and Proximity*

Mentor support	Number *(n)*	Mean	Standard deviation
Mentor instructional support	1,598	4.57	1.61
Mentor non-instructional support	1,609	4.64	1.53
Mentor proximity	**Number responding "yes"**	**Percentage responding "yes"**	
Mentor teaches in the same building	1,663	90.2%	
Mentor teaches in the same content area	937	50.9%	
Mentor teaches in the same grade level	958	52.0%	

We also examined correlations between mentor proximity and perceptions of mentor support. As shown in Table A10, novice teachers' perceptions of both instructional and non-instructional mentor support were significantly and positively associated with whether their mentors taught the same content area or grade level. However, the relationships between both types of mentor support and a mentor working in the same building were not statistically significant.

Table A10. *Correlation Coefficients Among Mentor Support and Proximity*

Mentor proximity	Mentor instructional support	Mentor non-instructional support
Mentor teaches in the same building	0.012	0.036
Mentor teaches in the same content area	0.197***	0.167***
Mentor teaches in the same grade level	0.124***	0.138***

Note. $*p < .05.$ $**p < .01.$ $***p < .001.$

KEY QUESTION 4: How do teachers' perceptions of working conditions relate to job satisfaction and intent to stay in the profession?

Across the full teacher sample, several working conditions demonstrated medium-sized correlations with job satisfaction and intent to stay in the profession, indicating meaningful relationships. All resources were moderately and positively associated with job satisfaction ($r = 0.34$ to 0.44). All resources, except for coworker support, also showed moderate positive correlations with intent to stay in the profession ($r = 0.32$ to 0.37), suggesting that higher perceived support in these areas was linked to greater retention intentions.

All job demands were moderately and negatively associated with job satisfaction ($r = -0.32$ to -0.37), while only workload showed a moderate negative correlation with intent to stay ($r = -0.30$). These findings suggest that teachers who experience these demands more frequently tend to report lower satisfaction and a reduced likelihood of remaining in the profession.

All other correlations were statistically significant but fell below the threshold for a medium effect size and are not interpreted here. Full correlation coefficients are provided in Table A11.

Table A11. *Correlation Coefficients Among Working Conditions and Measured Outcomes*

Teacher working conditions	Job satisfaction	Intent to stay in the profession
Autonomy	0.419	0.337
Administrative support	0.431	0.371
Professional development support	0.407	0.338
Coworker support	0.337	0.276
Parent support	0.435	0.316
Shared governance	0.400	0.332
Workload	-0.341	-0.304
Student engagement	-0.365	-0.258
Student behavior	-0.355	-0.264
Organizational demands	-0.320	-0.287

Note. All correlations are significant at $p < .001$.

KEY QUESTION 5: How do novice and experienced teachers' perceptions of working conditions relate to job satisfaction and intent to stay in the profession? How do novice teachers' perceptions of mentor support relate to job satisfaction and intent to stay in the profession?

For both novice and experienced teachers, several working conditions demonstrated moderate correlations with job satisfaction and intent to stay in the profession, indicating meaningful relationships. Among job resources, autonomy, administrative support, professional development support, parent support, and shared governance were moderately and positively associated with job satisfaction for both groups (r = 0.40 to 0.44). These same resources also showed moderate correlations with intent to stay for both novice and experienced teachers (r = 0.31 to 0.37), highlighting their importance across career stages.

For job demands, all four demands were moderately and negatively associated with job satisfaction in both groups (r = -0.31 to -0.37). However, workload was the only demand with a moderate negative correlation with intent to stay for both novice (r = -0.29) and experienced teachers (r = -0.31).

All other correlations were statistically significant but below the medium effect size threshold. Thus, they are not interpreted here. Full results are presented in Table A12.

Table A12. *Correlation Coefficients Among Working Conditions and Measured Outcomes by Teaching Experience*

Experienced teachers		
Teacher working conditions	**Job satisfaction**	**Intent to stay in the profession**
Autonomy	0.420	0.339
Administrative support	0.430	0.371
Professional development support	0.408	0.339
Coworker support	0.339	0.274
Parent support	0.441	0.322
Shared governance	0.400	0.336
Workload	-0.346	-0.308
Student engagement	-0.373	-0.266
Student behavior	-0.366	-0.278
Organizational demands	-0.322	-0.288
Novice teachers		
Teacher working conditions	**Job satisfaction**	**Intent to stay in the profession**
Autonomy	0.418	0.328
Administrative support	0.431	0.368
Professional development support	0.403	0.327
Coworker support	0.331	0.288
Parent support	0.420	0.305
Shared governance	0.397	0.311
Workload	-0.324	-0.287
Student engagement	-0.336	-0.230
Student behavior	-0.319	-0.231
Organizational demands	-0.311	-0.273

Note. All correlations are significant at $p < .001$.

Among novice teachers, mentor instructional support and mentor non-instructional support were both moderately correlated with job satisfaction (r = 0.31 and 0.32, respectively).

Correlations between mentor support and intent to stay in the profession were positive but below the threshold for a medium effect size. Full results are presented in Table A13.

Table A13. *Correlation Coefficients Among Mentor Support and Measured Outcomes*

	Job satisfaction	**Intent to stay in the profession**
Mentor instructional support	0.310	0.258
Mentor non-instructional support	0.321	0.262

Note. All correlations are significant at $p < .001$.

TEACHER WORKING CONDITIONS