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A narrative review of preschool teacher burnout

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Abstract

Preschool teacher burnout is a significant concern, including the lack of professionals in the field, high turnover rates, and understaffed facilities and schools. Burnout in general, has increased during the COVID-19 pandemic as preschool teacher stress is at an all-time high. Preschool teachers are an understudied population exiting the workforce at a high rate, and a lot of the focus is on attrition. The majority of literature involving teachers has focused on the K-12 sector, or the higher education population, indicating a significant need to study the pre-school population more in-depth. This narrative serves as a review of the literature in journals and educational organizational sites on burnout among early childhood educators over the last ten years. The current review of literature focused on poor wages, work-family conflict, and lack of support in the classroom. Future research should assess burnout and determine ways to counter stress among this population. The literature on burnout in the preschool and early childhood education professions are scarce, and further research is needed to understand how to combat burnout in this population.

Keywords: preschool teachers, burnout, stress, work-family conflict

A Narrative Review of Preschool Teacher Burnout

Teacher burnout is a considerable problem, and has been for many years; however, it became more prevalent following the COVID-19 pandemic. Since 2016, the United States Bureau of Labor Statistics indicates that more than 270,000 teachers have left the profession every year, and this attrition may continue through 2026 (American University, 2021; Howe, 2021). Attrition is a major problem for school districts and early childhood environments as they need more staff to teach the increasing number of children enrolling in those institutions and facilities. Previous researchers have highlighted teacher burnout from kindergarten to twelfth grade classrooms (K-12; Loewus, 2021). However, a population rarely discussed in this line of research are preschool teachers working with children under five, and in facilities that are not associated with public school systems. This population (often female-dominated) has been referred to by many titles, including teaching assistants, early childhood educators, primary care providers, preschool teachers, childcare workers, and daycare workers, depending on the preference of various online terminology. Overall, research related to early childhood teachers are limited; however, researchers have shown that preschool teachers face many stressors in their line of work due to poor wages, work-family conflict, and lack of support in the classroom (Cassidy et al., 2019, Kara et al., 2021, Further, this review aims to determine the different facets of burnout causation among early childhood professionals.

Methodology

During this review, we used the following keywords and phrases to search for scholarly articles: burnout among preschool teachers, stress and burnout among preschool teachers, pay and preschool teachers, lack of support and preschool teachers, lack of time and preschool teachers, preschool teachers and work family conflict, time management and burnout among preschool

teachers. For purposes of this review, each author was assigned a particular research section and was required to find articles from Google Scholar, ERIC, ProQuest, PsychInfo, and EBSCOhost. Our literature review includes journal articles, foundation and educational websites from 2012-2022. Articles from each author were compiled into a mass annotated bibliography separated into sections related to content. This was intended to break up the paper and to create a subject matter expert to lead that area of the discussion during our faculty-led group meetings. During our initial review, we had 62 pages of bibliographies to review as a group. Items were separated if they did not fit into preschool teachers or did not focus on aspects of attrition and teacher burnout. The difficulty of our task was finding literature related to early childhood educators, as there were many articles related to secondary or higher education, but very little related to preschool teachers. Then, we expanded our search to include early childhood educators and each key phrase. Most of the articles were chosen based upon review of abstracts, but because we completed annotated bibliographies of each article, the articles used were the items most similarly related to our review of related content.

Scope of Review

The American Psychological Association (APA) Dictionary of Psychology defines *burnout* as "physical, emotional or mental exhaustion, accompanied by decreased motivation, lowered performance and negative attitudes towards oneself and others" (para. 5). A common factor related to employee burnout are high levels of stress on the job and being overwhelmed (Scott, 2020). Burnout among helping professionals including social workers, medical personnel, counselors, police officers, clergy and teachers have been studied using Maslach's Burnout Inventory (Adams et al., 2017). While comparing differences in emotional exhaustion, social workers, emergency personnel, and police officers have low to moderate

burnout; counselors and teachers have moderate burnout, although teachers experience higher levels of emotional exhaustion and burnout compared to clergy (Adams et al., 2017).

Additionally, researchers must develop strategies to alleviate and combat burnout caused by stressors in the workplace and the profession. The majority of the literature uses Maslach's Burnout Inventory to address burnout and there are criticisms with this given the fact that it does not consider "stress, depression or work engagement" (p. 169).

Burnout among employees of early childhood and preschool facilities is becoming more prevalent (Storey, 2020). According to Storey (2020), childcare directors experience high stress-related working conditions, including, but not limited to, demands from parents, state standards, and limited funding resources. Childcare directors regularly perform required administrative duties as well as direct care in the classroom due to the lack of qualified early childhood teachers. Wang and colleagues (2020) discussed the high turnover rate in retaining primary care providers (i.e., early childhood teachers) and the need to develop strategies to address these issues and improve job satisfaction. Strategies found to increase job satisfaction were salary increase, insurance benefits, and opportunities for promotion (Wang & Yao, 2020).

Overall, research concerning early childhood teachers is minimal. Therefore, the research discussed within this review is related to teachers in general, except when it pertains directly to early childhood professionals, which will be designated throughout. We also examined factors contributing to burnout (e.g., components of the COVID-19 pandemic), limitations for research, and possible solutions for preschool teachers effected by burnout.

The McCormick Center for Early Childhood Leadership at National Louis University (2018) examined the relationship between professionals working in service occupations, specifically childcare or preschool centers, and the conditions impacting employee attitudes. The

researchers found that higher turnover was associated with a lack of pay, administrative support, involvement in decision-making, poor relationships with colleagues, and hostile workplace attitudes. Data from 2,652 childcare employees was examined using the Early Childhood Work Environment Survey (ECWES) for multiple facets of the workplace, including the environment, attitudes, expectations, and stressors in the workplace. The questionnaire asked employees to rate items based on positive and negative feelings about the workplace. Most employees were satisfied with their jobs and had positive attitudes about the workplace. At the same time, 15% exude a negative attitude and "feel trapped" in their positions, negatively affecting the quality of care (McCormick Center, 2018).

Kim and colleagues (2020) surveyed over 300 preschool teachers to determine if a stress mindset played a factor in teachers leaving during the school year. The study addressed longitudinal effects, which may predict behavior, including job turnover, and if mindset was cross-culturally robust. Administrative support and positive working conditions were found to be important factors when it comes to retaining teachers. The study demonstrated how teachers' perspectives and beliefs about stress affected behavior and mental health, and how a stress-enhancing mindset or being able to see the positive side of stress can benefit their retention. There are two types of stress, distress and eustress. Eustress is a positive form of stress and can be associated with task management, completing one's goals, and feelings of satisfactory outcomes at work (McGowan et al., 2006). Distress, or negative feelings related to stress can be detrimental to overall wellbeing. Therefore, understanding ways to mitigate distress can increase the likelihood of positive outcomes in the workplace (McGowan et al., 2006).

A more recent contributor to preschool teacher burnout was the COVID-19 pandemic, as it increased the workload on teachers, creating family conflict for female preschool teachers due

to the strain of dual roles (Hong et al., 2021). Consequently, dual roles were expanded due to preschool teachers having to care for their own children at home all day, teach their own children, while also providing support to others all at the same time. Having adequate support outside the classroom helps reduce stress on preschool teachers and prevents job demands from affecting family life (Gu & Wang, 2019). In addition, administrative support can offer a system for preschool teachers to work on competency credentialing, advocate for better resources, and offer support during the pandemic. Furthermore, turnover rates are expected to continue until 2026 due to lasting impacts from the post-COVID workplace (Addressing Teacher Burnout: Causes, Symptoms, & Strategies, 2021).

External Influences of Preschool Teacher Burnout

An examination of external influences is essential in understanding how burnout affects preschool teachers. Two of the external influences that put pressure on preschool teachers are related to parental demands and time allocation (Vourinen et al., 2019; Zydziunaite et al., 2020).

Parental Demand

Preschool teachers often face scrutiny from parents and are expected to show their competency to facilitate an environment of learning for their students (Tuba Şahin-Sak et al., 2014). Perceived competence within the workplace heavily influences the amount of perceived control the teachers have in the classroom. Preschool teachers must maintain a child-centered environment suited to age appropriate classrooms needs while maintaining control (Vourinen et al., 2019). An area related to preschool teacher competence is communicating the rules put in place when correcting or redirecting undesirable behaviors of the children in the classroom (Vourinen et al., 2019). The parental requests and demands on teachers increase the overall workload. Therefore, children misbehaving can be challenging for preschool teachers and

increase stress due to the added responsibility while trying to manage behaviors, incorporate facility rules, and guidelines provided by parents.

Another attribute related to perceived classroom competence is utilizing the available materials and resources (Doğan & Simsar, 2018). Often, preschool teachers have access to limited resources that are tied to direct allocations of the facility or district's budget for the classrooms, including equipment, classroom space, and class size (Doğan & Simsar, 2018). Parents expect teachers to play a multifunctional role in children's development, but a lack of funding from schools and awareness is needed to meet these demands. Oftentimes, the curriculum is standardized and teachers must use their own resources or time to obtain these items that are necessary to complete the tasks at hand. Teachers often have to resort to Amazon wish lists, take donations, or request support from parents to take care of basic needs. A non-profit agency called Adopt A Classroom is an organization where educators can get support for classroom supplies. In 2015-2016, the average educator spent \$600 out-of-pocket per year on supplies (Ness, 2017). Many parents do not provide a child's basic classroom needs, which leaves the teacher to provide items including: basic school supplies, food or snacks, clothes, and hygiene products (Ness, 2017).

Time Allocation

Time allocation, in this context, refers to how teachers spend long hours at work. Teachers are constantly juggling their schedules to complete tasks throughout the day and may bring their work home, or stay late and work outside of the traditional business hours (Zydzianaite et al., 2020). On average teachers spend 33% of their time teaching, 25% is spent on lesson planning, and the rest is dedicated to engaging in student/teacher interactions, supervision, meetings, and grading (Zydzianaite et al., 2020).

The time spent teaching can be taxing given the demands and necessary requirements of their curriculum. Certain class activities may not be an option, but a requirement (Zydziunaite et al., 2020). Issues with proper time allocation can lead to teacher productivity issues, which can lead to burnout. Teachers are experiencing burnout due to this workload, including the efficiency related to the facility and state documentation processes (Zydziunaite et al., 2020). Given the number of teachers resigning and retiring, and a lack of new teachers entering the field, supervision of children may suffer and can impact quality teaching (Zydziunaite et al., 2020).

Workplace Issues

Another area of influence on preschool teacher burnout is internal issues including poor wages, time pressures, and stress.

Poor Wages

Low compensation is a factor related to burnout in early childhood educators. Most preschool teachers receive poverty-level wages, which can lead to a decrease in the teacher's eagerness to continue teaching. Cassidy and others (2019) found that some teachers left the education field because it was difficult to maintain emotional and physical well-being with the lack of funds to suffice personal needs. Currently, the average early education teacher's salary is \$10.60 an hour and a median pay of \$14.70 (Cassidy et al., 2019). Low pay affects not only burnout, but teachers' willingness to pay to participate in professional development. Even though this may allow them to earn higher wages, the cost of attendance may prohibit this endeavor.

According to Johnson (2021), early childhood educators have equivalent depression rates to women living in poverty. Furthermore, early childhood educators receive significantly low wages, which can lead to economic stressors outside of their control (Johnson, 2021). Subsequently, these teachers may rely on government assistance to afford healthcare, utilities,

and food (Johnson, 2021). Researchers estimate that early childhood teachers earn roughly two-thirds of the average wage of kindergarten teachers (Johnson, 2021). These contributing factors can add additional pressure to early childhood educators, which can, in turn, increase stress levels.

Outside of the United States, China has also encountered early childhood educators leaving the field due to low compensation. Wang (2020) found that early-education teachers in China had increased levels of stress that correlated with low salaries. Teachers working in the education field in China are paid less than 3,000 yuan (\$471) a month and are expected to pay for their monthly expenses that are triple the cost. Low compensation does not just affect teachers' ability to pay bills, but also diminishes the work and dedication of educators who play a pivotal role in the development and safety of young children (Wang, 2020).

Time Pressure

Time conflicts and pressure can lead to stress from the strenuous workload and cause teachers to experience health problems such as emotional exhaustion (Maas et al., 2021). Both time pressure and emotional exhaustion play an essential part in burnout, and teachers often struggle with the effects of both. The researchers examined the association between teachers' perceived time pressures and emotional exhaustion on health effects, and whether receiving supportive actions from the principal helped combat these effects (Maas et al., 2021). Maas and colleagues (2021) determined three points of measurement: time pressure, emotional exhaustion, and social support. The researchers found a link between emotional exhaustion and time pressure due to job demands, and the impact of both results from social support from administrators such as principals and/or other supervisors. However, it was found that teachers need to receive more support from the principals to mitigate stress levels. Providing social support systems for

teachers within their work environment can reduce the effects of time pressure and emotional exhaustion. Social support from various roles assists teachers by listening to their problems, offering encouragement and respect, and assisting with their workload (Maas et al., 2021).

Workplace Stress

Loewus (2021) surveyed 700 teachers from the profession as a whole, and found that 84% of teachers reported higher levels of stress after the COVID-19 pandemic. Certain job-related requirements in the teaching field have always been a contingency for stress, but when asked about the likelihood of leaving the profession over the next two years, responses have increased from 34% to 54% from 2019 to 2021 (Loewus, 2021). Although teachers report that they love their students, they struggle with the effects of burnout and stressors from the profession, leading them to leave the profession (Loewus, 2021). To prevent this attrition, understanding methods to relieve stress are essential across the board with teachers at all levels.

Carson and colleagues (2017) examined preschool teacher burnout and a lack of job satisfaction that resulted in leaving the profession. The study explored how rejuvenation techniques are implemented to relieve workday stress throughout the day and how these methods rarely appear in childcare or preschool settings. Participants consisted of 50 female childcare workers from five non-profit childcare centers in the southern United States. The Ecological Momentary Assessment (EMA) assessment was used to measure observations and evaluations of teacher's emotions, experiences, and coping strategies. Burnout levels were measured for one week using the EMA procedures, while employing mid-morning, lunch, and end-of-day rejuvenation strategies. Methods included physical and cognitive reprieves along with adult communication. The study concluded that a significant factor in job dissatisfaction was emotional exhaustion and this factor results in an intention to leave the job permanently.

Although most teachers understand the need for stress management, time was a challenge, as 75% reported having 15 minutes or less to employ rejuvenation strategies (Carson et al., 2017). The importance of stress-reducing strategies and time go hand-in-hand regarding job satisfaction with stability in childcare.

Lee (2020) examined the working environment conditions that contributed to the stress of childcare workers in Korea. There was a critical relationship between work environment and job stress contributing to mental fatigue, stress, and dissatisfaction. Lee (2020) utilized the Modified Teacher Occupational Stress Factor Questionnaire, highlighting work-related stress, lack of support, interpersonal work relationships, and child activities. The research concluded that higher levels of stress occur because of work related fatigue, excessive workload, and long working hours. Among external pressures and workplace issues, preschool teachers may also face personal challenges that can contribute to burnout.

Teacher Challenges

Work-Family Conflict

Work-family conflict can occur when job demands interfere with adequate time spent or performance in the designated familial roles. Examples are caring for children, marriage, and other household obligations (Kara et al., 2021). Inconsistencies between work and family life balance can increase the risk of physical and mental health problems (Kara et al., 2021). Kara and others (2021) analyzed work-family conflict experienced by 17 female teachers working from home during the pandemic, who had children, and were married. The researchers found that female teachers complained about the difficulties between separating work and life balance. Additionally, the participants reported a higher burden of responsibilities at home. The results showed the majority of these female teachers working from home felt that they had received

adequate support. However, these teachers were emotionally tired of working from home; they were stressed, lacked motivation, and had difficulty balancing requirements (Kara et al., 2021). Overall, the female teacher's responses mirrored one another in that they had difficulty maintaining a work-life balance (Kara et al., 2021).

Effect of COVID- 19 on Teaching

The COVID-19 pandemic changed the way education was executed overnight. Examining how education was perceived and delivered can help us understand preschool and public-school teacher burnout. Olsen (2022) posited that the effects of COVID-19 may have long lasting effects on teachers and children. The drastic change in the number of children who were not able to attend preschool, and the effects it had on school readiness are a concern, especially when attendance in preschool or kindergarten is not mandatory in some states. According to the National Center for Education Statistics (2020) there are currently 21 states that require districts to offer full-day kindergarten programs and 25 states that require districts to offer half-day kindergarten programs (some overlap and offer both options). The required age for school attendance is also different and can range from ages five to seven years old. These discrepancies, various age groups, levels of readiness, and state requirements all play a factor in a teacher's ability to manage the classrooms. Lack of attendance in preschool and kindergarten can increase the demands of ill prepared students as they enter kindergarten or first grade. Consequently, teachers have started moving away from the profession, especially during COVID-19. According to Loewus (2021) 54% of teachers are considering leaving the field of within two years. Factors that accounted for teachers' burnout were finances, emotional stressors, and physical strains that appeared after the COVID-19 pandemic (Loewus, 2021). Moreover, methods of managing stress are needed to help the effects of burnout with early education teachers, especially during and

after the global effects of the COVID-19 pandemic. Additional stress from online learning was imposed by school districts; it was also imposed by many pre-K and early childhood education centers, which caused significant stress.

Novice and experienced teachers felt the effect of online learning, stemming from the lack of preparedness, and were also required to move online in a short timeframe with little training. According to Chen (2022) 44% of new public and private school teacher will depart during the first five years of teaching. Chen (2022) studied first-year teachers' stress, coping mechanisms, and experiences during the COVID-19 pandemic. The study was comprised of eight single female participants between the ages of 20-30 years old. Data collection consisted of in-depth interviews and included ten open-ended questions with a follow-up question for the participant to elaborate on their experiences during the pandemic. Results showed an increase in stress at the beginning of the pandemic; however, as the year went on, the implementation of self-kindness with the help of personal support systems (i.e., family and friends), professional work support systems (i.e., school leaders and colleagues), and parent reassurance, assisted the teachers' mindset positively. According to Chen (2022) a cognitive shift in mentality helped decrease teachers' stress levels, which included embracing self-kindness, emotional mindfulness, and psychological connectedness, leading to self-compassion. Moreover, the need for work and social balance during the pandemic led to more support.

Swigonski (2021) found stressors related to physical, mental, and financial aspects among early childhood educators during the COVID-19 pandemic. Financial concerns were highlighted among this group. One out of five teachers reported financial constraints by the end of the month during COVID-19. Furthermore, nearly 33% worried they would not have money left for extra expenditures after paying all current bills at the end of each month. These nuisances

contribute to economic stress, such as the ability to pay for food, utilities, and rent/mortgage payments. Additionally, these stressors resulted in a lack of sleep, poor appetite, headaches, stomach problems, chronic illnesses, and difficulty controlling anger (Swigonski, 2021). Ultimately, this may allow researchers to gather evidence to determine how the pandemic affected teachers in the past, present, and in future working conditions.

Gaps in Early Childhood Educator Research

Due to the limited research surrounding preschool and early childhood educator burnout, these areas have been identified and further investigation is needed. This includes (1) access to educational opportunities to increase pay, (2) more rigorous credentialing of early childhood educators by their employers and legislative agencies, (3) addressing mental health issues and stress in early childhood environments, and (4) early childhood teacher well-being and mindfulness.

Furthering Education

Cassidy and others (2019) evaluated the discrepancies between wage and teacher education levels. For instance, one discrepancy is obtaining further education to advance into a position that pays more. Teachers need more time and family support to return to school to earn a higher degree. If this is not a possibility, then the early education teachers need more incentives from work and an increase in minimum wages. Additionally, the researchers found that teachers showed an increase in emotional well-being when provided with higher compensation. Teachers must have higher financial compensation to care for their emotional and physical capital, such as family and personal needs which leads to emotional well-being (Cassidy et al., 2019). Low compensation and increased job training requirements are recurring concerns for early childhood education teachers. Hall-Kenyon and other researchers (2013) found that the

compensation for teachers differs from the educational attainments teachers must obtain to stay employed through various employers. Higher education requirements can incentivize teachers to attain additional credentials and stay in the field. Furthermore, researchers found that the retention of teachers has a positive correlation with the length of time a teacher had been teaching, and the higher their job ranking; consequently, it reflects a higher level of commitment (Hall-Kenyon et al., 2013). However, it warrants mentioning that the of lack of information in the early childhood and preschool sector is a significant limitation. Many articles discussed teaching as a whole and did not break down the sectors of preschool, early childhood education, public and private sectors.

Focus on Mental Health

The quality and care of young children and their education depend on the educator's capacity to work and maintain psychological well-being. Working conditions are a significant factor that might contribute and diminish educators' mental health. Corr and others (2015) examined the connections between the mental health of family childcare educators and their working conditions. The 2012 Work and Well-being in Family Day Care Study obtained data from a random sample of family childcare educators from Australia. Participants received surveys regarding their sociodemographic characteristics, job and client characteristics, work and well-being. The section on work and well-being included topics in regard to working conditions related to sickness, social support, employee stress, health, and mental well-being (Corr et al., 2015). Half of the participants surveyed at Family Day Care (FDC) planned to leave before the five-year mark. Findings revealed that one-third of the participants expressed thoughts of leaving FDC within the last month (Corr et al., 2015). The researchers further observed that many of these educators did not report poor mental health, but were experiencing moderate to severe

levels of psychological distress and believed there was an imbalance in *effort-to-reward* ratios. Factors that increased stress were job security instability, dealing with complex family problems and children, high job commitment, and lack of income. Corr and colleagues (2015) also stated that the concerns regarding child educators' well-being and turnover rates have led to conversations about changing educators' perceptions about the job and incorporating self-management or self-care exercises. However, the most effective way to support a sustainable and high-quality workforce is to promote mental health by modifying working conditions to support workers. This study showed that early childhood educators struggle with stress and support in the workforce, and precautions to ease their emotional workload are minimal (Corr et al., 2015).

Well-Being and Mindfulness

Little information is known about how teachers' reactions to events in the classroom can affect burnout. In addition, little is known about the type of support that teachers have access to, if any. In today's classrooms, students display varying levels of behavioral challenges (Jennings, 2014). Managing challenging behaviors can be tiring for teachers over time. In some cases, the teachers need support from their employers since behavior management is a required part of the job. Jennings (2014) observed that teachers with increased emotional and social competency are more effective in the classroom, and thus are less likely to experience emotional burnout when exposed to challenging student behaviors that warrant classroom management. Data was gathered from 35 preschool teachers who reported their classroom quality concerning well-being, self-compassion, and mindfulness. Findings suggested that mindfulness and self-compassion are essential contributors to social and emotional competence, thus decreasing burnout (Jennings, 2014).

Hall-Kenyon et al. (2013) focused on preschool teachers and the lack of information published in research about their well-being, stress, job satisfaction, financial stability, emotional health, physical health, and autonomy. The solutions proposed in these findings could become possibilities for future research associated with well-being, given that most items focus on “standardized practice, academic outcomes and accountability” (p. 153). While the focus is on understanding teacher satisfaction and well-being, the review of literature continues to be very limited.

Limitations

One of the main limitations in this literature is the lack of consistent terminology, making it difficult to conduct a thorough literature review. Harwood and Tukonic (2016) found inconsistencies among terminology, perception, and differences in titles among countries. Consistency lies in the realm of the age groups of the children in the early childhood education programs. A consistent designation of children served is birth to six years of age, but this only designates the age groups that the caregivers are working with, not the titles of the caregiver. Related to biases, we found very little research related to males in early childhood education. According to Anliak and Byazkurk (2008) it is very uncommon to see males in early childhood education due to social standing, poor wages, and concerns about being accused of sexual misconduct. Although men and women are taking on more equal roles in the household and career sector, there is a consistent hesitation for men to enter into this occupation. In addition, there are even fewer Black males working with young children (Meidl, 2019). The lack of males in general, and specifically males of different racial/ethnic backgrounds is concerning, as this can perpetuate the cycle of males entering this career path. Diversity is needed in this occupation and recruitment of other genders is needed among those hiring early childhood educators.

Conclusion

Stressors that early childhood professionals face often intertwine with one another. When one stressor is ignited, others may follow. Johnson (2021) discussed stressors affecting early childhood educators and quality of teaching in pre-K and kindergarten classrooms. These include economic stress, depressive symptoms, poor health, household chaos, and support. Moreover, these factors can decrease teacher performance within the classroom, eventually leading to poor teacher-child interactions and burnout. Teachers can use strategies to deescalate work stress such as: planning their workday by creating time between class, focusing on paperwork and other tasks using time management skills, and keeping their workspace organized to avoid the stress of searching for things (Gomez, 2022).

More research is needed to clearly define the issues and concerns of early childhood professionals. Studies aimed at the creation of strategies and solutions to limit stress on early childhood professionals to combat high burnout rates in this profession are essential. In addition, policies need to be proposed to ensure the future stability of the early childhood professional workforce. Future researchers should gather data to determine the risk for burnout, attrition rate causes, and potential ways to solve the high turnover among this population

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