

TEACHER STRESS AND BURNOUT

KIMBERLY VAUGHAN BUTTS

Graduate Committee:

I am submitting herewith a field study written by Kimberly Vaughan Butts entitled "Teacher Stress and Burnout." I have examined the final copy of this field study for form and content and recommend that it be accepted in partial fulfillment of the requirement for the degree of Education Specialist, with a major in Special Education.



Dr. Larry Lowrance,
Major Professor

We have read this field study
and recommend its acceptance:

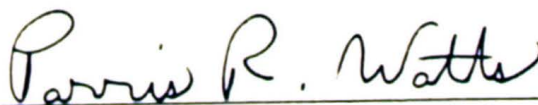


Dr. Penelope Masden



Dr. Allan Williams

Accepted for the Committee,



Dean of the Graduate School

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Permission for extensive quotation from or reproduction of this field study may be granted by my major professor, or in his absence, by the Head of the Interlibrary Services when, in the opinion of either, the proposed use of the material is for scholarly purposes. Any copying or use of the material in this field study for financial gain shall not be allowed without written permission.

Signature: Kimberly V. Butts

Date: May 30, 2000

ACKNOWLEDGEMENT

TEACHER STRESS AND BURNOUT

I wish to express my deepest appreciation to Dr. Larry Lowrance, Dr. Penelope Masden, and Dr. Allan S. Williams. Their assistance, encouragement, and understanding made this endeavor possible, and for that I

A Field Study

will be forever in their debt. I would also like to

Presented to the

acknowledge the support and assistance given

Graduate and Research Council of

unconditionally by my friends and colleagues.

Austin Peay State University

Finally, but most importantly, I wish to thank my

husband, Kenneth Butts, and my children, Matthew,

and Ethan. It is because of their sacrifices,

and support that I have been able to reach my

In Partial Fulfillment

Of the Requirements for the Degree of

Education Specialist

By

Kimberly Vaughan Butts

May, 2000

ACKNOWLEDGEMENT

ABSTRACT

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Finally, but most importantly, I wish to thank my husband, Kenneth Butts, and my children, Matthew, Mackenzie, and Ethan. It is because of their sacrifices, love, and support that I have been able to reach my goals.

ABSTRACT

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This research was designed to determine if teachers with ten or fewer years of teaching experience have a higher degree of stress and burnout than those teachers with more than ten years of teaching experience.

The study group was composed of 75 teachers from one high school, one middle school, and two elementary schools. The participants completed a demographic data sheet and the Maslach Burnout Inventory. The results were subjected to Pearson's Product Correlation Coefficient to determine significance. The hypothesis was rejected. However, analysis of the data revealed significance in one component of burnout and in three statements from the survey.

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CHAPTER I

INTRODUCTION

Nature and Purpose of the Study

Teacher effectiveness and/or attrition, caused at least in part by stress and burnout, in public schools are significant factors in undermining program stability and quality. With a predicted shortage of teachers in the next ten years, school systems cannot afford to lose experienced teachers. Teachers need a support system to help reduce their vulnerability to stress and burnout. Studies show that one third of today's teachers would choose another career if they could begin again, four out of ten will leave of teaching before retirement, and the number of teachers with 20 or more years of teaching experience has dropped by nearly half in fifteen years.

A better understanding of the factors that cause stress and burnout in local teachers can be accomplished through a review of the findings of research concerning teacher stress and burnout. Each school and community has its own characteristics; however, solutions in one locale may be helpful in other locales if the findings are based upon facts obtained similar to local situations.

Statement of the Problem

Originally the study was designed to focus on teachers with fewer than five years of teaching experience. However, due to the lack of available subjects, the study was expanded to include teachers with ten or fewer years of teaching experience. According to Sclan (1993) there is a continuing concern in the education field centered on the disproportionately higher resignation rate for beginning teachers than for teachers who have been teaching for more than ten years. He further notes that as many as 40 percent of beginning teachers resign during their first two years of teaching. Teachers, particularly those with ten or fewer years of teaching experience, need a support system to help reduce their vulnerability to stress and burnout. In order to develop a support system, it is imperative that the levels of stress and burnout be identified using a personal measurable instrument.

Research Questions

The following questions will be addressed in this study: To what extent do teachers with ten or fewer years of teaching experience exhibit symptoms of stress and burnout? How do their levels of stress and burnout

compare to those of teachers with more than ten years of teaching experience?

Hypothesis Finally, there was also the possibility that

Teachers with ten or fewer years of teaching experience have a higher degree of stress and burnout than those who have more than ten years of teaching experience.

Definition of Terms

The following definitions are provided for better understanding of certain terms that will be used in this study:

1. Stress - Mental or emotional pressure.
2. Burnout - Physical or emotional exhaustion from long-term stress.
3. Emotional Exhaustion - feeling of being emotionally overextended and exhausted by one's work
4. Depersonalization - an unfeeling and impersonal response toward recipients of one's service, care, treatment, or instruction.

5. Personal Accomplishment - feelings of competence and successful achievement in working with people.

Limitations of the Study

Several limiting factors existed in the study. The first was the availability of a significant number of

teachers with ten or fewer years of teaching experience. The subjects who responded were overwhelmingly Caucasian and female. Finally, there was also the possibility that teachers with the highest degree of burnout did not take the time to complete and return the survey.

Relationship of Study to the Problem

The results of this study could possibly have a significant effect on the way administrators and experienced teachers assist new teachers. If the study showed a significant difference in the levels of stress and burnout in teachers with ten or fewer years of experience and those with more than ten years of experience, such findings could help establish the need for a support system designed to meet the needs of new teachers. If no significant differences are found, administrators and teachers may want to look for other options to decrease stress and burnout levels for all teachers.

One type of stress is occupational stress. This is the effect of task demands that teachers face in the performance of their professional roles and responsibilities. Frequent and intense periods of stress are associated with occupational, behavioral, and physiological responses. Over a

period of time, the cumulative effect of these responses will influence a teacher's REVIEW OF LITERATURE remain in the class. There has been a great deal of research and, the subsequent literature concerning teacher stress and burnout. According to the literature there are many types of stress as well as many causes of stress. Reglin and Reitzammer (1998) define stress as an adaptive response in which a person's body prepares, or adjusts, to a threatening situation. They also note that stress is the cause of deteriorating health, lack of productivity, and depression. Furthermore, stress seems to strike those in the helping profession, such as teaching, disproportionately to other workers. For teachers who are vulnerable, because of bad habits, their stress usually gets worse and usually leads to burnout (Amen & Reglin, 1994). Major sources of stress are school violence, dealing with youth and gangs, and teacher overload (Byrne, 1992).

One type of stress is occupational stress. This is the effect of task demands that teachers face in the performance of their professional roles and responsibilities. Frequent and intense periods of stress are antecedents to attributional, behavioral, physiological, and psychological responses. Over a

period of time, the cumulative effect of these responses will influence a teacher's commitment to remain in the classroom and the teaching profession. Eventually, the level of stress being experienced may reach a condition described as "burnout" (Maslach & Jackson, 1981).

According to Cooley and Yovanoff (1996), stress and burnout constitute one set of factors that is directly influencing teacher attrition, current staffing patterns, and the quality of education. Stress and the resultant burnout call for educational reforms that focus on the needs of classroom teachers. Research also indicates that student behavior patterns may contribute to teacher burnout. In particular, Friedman (1995) reports on two studies that examined how typical student behavior patterns contributed to predicting burnout among teachers in general and among male and female teachers possessing different pupil control ideologies.

The research literature provides a substantial database regarding the relationship between stress, strain, and outcome. A stressor is defined as "the particular relationship between the person and the environment that is appraised by the person as taxing or

exceeding his or her resources and endangering his or her well-being" (Lazarus & Folkman, 1984). We emerged in the study. Between the specific stressors of an environmental setting and its outcomes is the variable of strain. Strain, the consequences of stress, is a mediating factor (Koeske & Koeske, 1993). Stress can produce both negative and positive consequences; strain is the negative consequence of stress. Inherent in all occupational settings is some degree of strain. Many educators are able to cope with the stresses and strains of professional life. However, for some, the stresses and strains of professional life are insurmountable. The teacher is unable to structure the environment and moderate the sources of stress. Frequent and prolonged periods of stress will produce feelings of emotional exhaustion, a reduction in personal accomplishment, a sense of professional failure, and a tendency to depersonalize the recipient of the services. Taken together, these symptoms are not only the specific and immediate strains of a complex work environment, but also the symptoms that define a condition often referred to as "burnout."

Burnout is the catchall term that is used to describe a syndrome of emotional exhaustion and cynicism

that occurs in response to the stressors and strains of professional life. Three features have emerged in the study of burnout (Maslach & Jackson, 1981). The first feature is emotional exhaustion; that the teacher feels that he or she has nothing left to give to others on an emotional or psychological level. also associated with burnout. The second component is depersonalization; one experiences psychological detachment and social distancing that disrupts both personal and professional life. For example, classroom teachers may distance themselves from their students. They may develop callous attitudes towards students, parents, and colleagues. They may also view personal and professional events negatively or develop cynical attitudes. Reduced personal accomplishment is the third component identified by Maslach and Jackson (1981); teachers feel that they are no longer effective in their professional responsibilities with students, colleagues, or parents. and Wisniewski and Gargiulo (1997) point out that in frequent, intense, and prolonged levels of occupational stress are the causes of professional burnout. As in burnout relates to teaching, it is a condition in which the stressors underlying emotional exhaustion, depersonalization, and personal accomplishment occur in

such frequency and intensity that they seem insurmountable. Teachers perceive these events as a direct threat to their personal well being. Teachers lose concern for and positive feelings or respect for their students. Reduced professional commitment and a desire to leave the profession are also associated with burnout. It is in this process of "burning out" that stress impairs health, leads to a deterioration in the quality of educational services, and eventually leads to unpredictable staffing patterns.

Alienating conditions are consistently viewed as source of stress and burnout among teachers (Cunningham, 1982; Farber, 1984; Farber & Miller, 1981; Holt, Fine, & Tolefson, 1987; Kirk & Walter, 1981; Pierce & Molloy, 1990). According to Dean (1961) Alienation is a multidimensional concept referring to an individual's reaction to social conditions that cause them to feel powerlessness, meaninglessness, normlessness, isolation, and self-estrangement. Alienation of teachers occurs in schools, where they typically work alone with little professional contact with peers. Their influence in schools does not usually extend beyond the walls of their classroom (Lottie, 1975; Templin, 1988; Tye & Tye, 1984).

Evidence in the literature supports the hypothesis that teachers with less than ten years of teaching experience have a higher degree of burnout than teachers with more than ten years of teaching experience.

CHAPTER III

DESIGN AND METHODOLOGY

The Sample

The sample group was comprised of 75 teachers from a small school district located in the southeastern region of the United States. The school system is composed of five elementary schools, two middle schools, and one high school. The student and teaching population is a culturally diverse group, as well as somewhat transient in nature.

The teachers surveyed were from two elementary schools, one middle school, and one high school. It is believed this sample was representative of the teaching population.

The Procedure

A proposal for research was presented to the Human Research Review Committee for approval. Once permission to conduct the study was obtained, a letter requesting permission to conduct the research was forwarded to the superintendent of the selected school system and the principal of each selected school.

Each respondent was given an informed consent statement describing the nature, purpose, and benefits of

the research being conducted. The respondents were informed of their legal rights and signed a consent form with the assurance that anonymity would be maintained.

The questionnaire survey pertained to the objectives of the study as well as requested demographic data such as age, sex, grade taught, and years of experience. All respondents were given the same questionnaire and demographic data sheet.

Instrumentation

The Maslach Burnout Inventory (MBI) was used to measure job stress. This measure, using a Likert scale, was developed by C. Maslach and S.E. Jackson and is copyrighted by the Consulting Psychologists Press, Inc., Palo Alto, California (1996). Validity and reliability of this widely used test have been established. Burnout is a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with people in some capacity. Burnout can lead to a deterioration in the quality of instruction provided by teachers. It appears to be a factor in job turnover, absenteeism, and low morale.

The MBI contains three subscales that assessed the different aspects of experienced burnout - emotional exhaustion, depersonalization, and personal

accomplishment. The Emotional Exhaustion Subscale assessed feelings of being emotionally overextended and exhausted by one's work. The Depersonalization Subscale measured an unfeeling and impersonal response toward recipients of one's service, care, treatment, or instruction. The Personal Accomplishment Subscale assessed feelings of competence and successful achievement in working with people.

Analysis of Data

Pearson's product-moment correlation was used to establish a relationship between years of experience and level of burnout as indicated on the MBI. These correlations were analyzed to determine their statistical significance. The results are presented in tabular form.

CHAPTER IV

ANALYSIS OF THE RESULTS

The hypothesis for the study stated that teachers with ten or fewer years of teaching experience have a higher degree of burnout than those teachers who have more than ten years of teaching experience. The Maslach Burnout Inventory (MBI) is designed to assess the three aspects of the burnout syndrome: emotional exhaustion, depersonalization, and lack of personal accomplishment. Each aspect is measured by a separate subscale. The Emotional Exhaustion (EE) subscale assesses feelings of being emotionally overextended and exhausted by one's work. The Depersonalization (Dp) subscale measures an unfeeling and impersonal response toward recipients of one's service, care, treatment, or instruction. The Personal Accomplishment (PA) subscale assesses feelings of competence and successful achievement in one's work with people. The frequency that the respondent experienced feelings related to each subscale was assessed using a six-point, fully anchored response format

Burnout is conceptualized as a continuous variable, ranging from low to moderate to high degrees of

experienced feeling. It is not viewed as a dichotomous variable, which is either present or absent.

- A high degree of burnout is reflected in high scores on the Emotional Exhaustion and Depersonalization subscales and in low scores on the Personal Accomplishment subscale.
- An average degree of burnout is reflected in average scores on the three subscales.
- A low degree of burnout is reflected in low scores on the Emotional Exhaustion and Depersonalization subscales and in high scores on the Personal Accomplishment subscale.

Scores were considered high if they were in the upper third of the normative distribution, average if they were in the middle third, and low if they were in the lower third. The numerical cut-off points are shown in Table 1. The scores for each subscale were considered separately and were not combined into a single, total score. Thus, three scores were computed for each respondent.

Table 1

MBI Subscales	Range of Experienced Burnout		
	Low (lower third)	Average (middle third)	High (upper third)
Teaching (K-12)			
EE	≤16	17-26	≥27
DP	≤8	9-13	≥14
PA	≥37	36-31	≤30

¹ Occupations represented in the normative samples include: 4,163 teachers (elementary and secondary, grades K-12)

Of the 188 surveys, 75 were completed and returned. The scores of two respondents, one from the group of ten or fewer years and one from the group of more than ten years, indicated a high degree of burnout. Clearly, there was not a higher degree of burnout experienced by the teachers with ten or fewer years of experience as opposed to the teachers with more than ten years of experience; therefore, the hypothesis was rejected.

Further analysis was run to see what other relationships might be found in the data. First, the data was examined to determine if there was a relationship between the number of years in education and any of the components of burnout (PA, EE, Dp). There was one significant relationship found. For teachers with ten or fewer years of teaching experience, there was a significant relationship between PA and years of experience. When using a Pearson Product Correlation Coefficient the coefficient was $-.382$ which was significant at the .05 level (see table 2). This means that there is an inverse relationship between years of experience and Personal Accomplishment, defined as feelings of competence and successful achievement in one's work with people. No other significant relationships were found.

Table 2
Descriptive Statistics

	Mean	Std. Deviation	N
Number of years in education	6.27	2.81	26
Personal Accomplishment	39.58	5.82	26

Correlations

Pearson Correlation	Number of years in education	Personal Accomplishment
Number of years in education	1.000	-.382
Personal Accomplishment	-.382	1.000

Secondly, the data was examined to determine if there were any significant relationships between years of experience and any of the 22 items on the questionnaire. Three items were found to have significance. The first item was statement number eight: *I feel burned out from my work*. Those with ten or fewer years teaching experience marked between once a month and a few times per year and this score was significant, meaning it was unlikely to have occurred by chance (see table 3).

Table 3
Descriptive Statistics

	Mean	Std. Deviation	N
Number of years in education	6.27	2.81	26
Question 8	1.69	1.78	26

Table 3 Continued
Correlations

Pearson Correlation	Number of years in education	Question 8
Number of years in education	1.000	-.401*
Question 8	-.401*	1.000

*Correlation is significant at the 0.05 level (2-tailed).

The second item found to have significance was statement number twelve: *I feel very energetic*. Again, those with ten or fewer years teaching experience marked they feel very energetic a few times a week and this score was significant, meaning it was unlikely to have occurred by chance (see table 4).

Table 4
Descriptive Statistics

	Mean	Std. Deviation	N
Number of years in education	6.27	2.81	26
Question 12	5.04	1.04	26

Correlations

Pearson Correlation	Number of years in education	Question 12
Number of years in education	1.000	-.429*
Question 12	-.429*	1.000

*Correlation is significant at the 0.05 level (2-tailed).

The third item found to have significance was statement number six: *Working with people all day is really a strain for me*. Those respondents with more than ten years of teaching experience marked between once a month and a few times a year and this score was significant, meaning it was unlikely to have occurred by chance (see table 5).

Table 5
Descriptive Statistics

	Mean	Std. Deviation	N
Number of years in education	21.60	5.93	47
Question 6	1.40	1.31	47

Correlations

Pearson Correlation	Number of years in education	Question 6
Number of years in education	1.000	-.277
Question 6	-.277	1.000

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The primary purpose of this study was to determine if teachers with ten or fewer years of teaching experience had a higher degree of burnout than those teachers with more than ten years of teaching experience. Subjects involved in the study were from one high school, one middle school, and two elementary schools. One hundred and eighty eight subjects were given a demographic data sheet and a 22-item survey to complete. Seventy-five completed surveys were returned.

The review of literature and related research materials supported the hypothesis that teachers with fewer than ten years of experience would have a higher degree of burnout than those teachers with more than ten years of teaching experience. The findings showed that there was no difference between the two groups and a higher degree of burnout. Further analysis did find significance with specific statements and years of experience.

The initial plan of the field study proposal was to conduct a survey focusing on teachers with five or fewer years of teaching experience and those with more than

five years of teaching experience. The lack of subjects with fewer than five years of teaching experience forced the study to be expanded to teachers with ten or fewer years of teaching experience and those with more than ten years of teaching experience.

Several factors may have played a role in the findings of very little burnout among teachers who responded to this survey. First, the school system surveyed has a higher than average pay scale for the area in which it is located. Second, the district has a strong administrative and leadership component as well as a strong teacher's union. Finally, a majority of the teachers hold a Master's Degree or higher. It is also a possibility that teachers experiencing burnout were not willing to take the time to complete and return the survey. All of these factors may be viewed in a positive light, which could explain the findings of the study.

Conclusions

Based on the analysis of the data, the following conclusions are drawn:

1. The degree of burnout in teachers with ten or fewer years of teaching experience was not as high as anticipated.
2. It would be beneficial to have a larger sample.

3. The results would be more accurate if all subjects within a school or school district completed the survey.
4. It is likely that many of the teachers with a high degree of burnout did not respond to the survey.

Recommendations

A study of the entire school district would be beneficial in detecting potential problems. The measure provides a crucial perspective on the health of an organizational climate for teachers as well as students. The MBI could be administered to all members of a school district anonymously, then analyzed by various populations.

The subscales could be used to help guide interventions, create internships, and assign mentors.

It would also be beneficial to conduct a study of school districts in surrounding areas.

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APPENDICES

APPROVAL TO CONDUCT RESEARCH

Butts, Kimberly

From: Stewart, J. Gary
Sent: Friday, March 31, 2000 3:21PM
To: Butts, Kimberly
Subject: RE: Field Study

Kim:

Permission granted for conducting the study. Since it is a volunteer matter where teachers choose to be a part of the study, the usual rules governing this issue do not apply. Good luck on the completion of your Ed. S.

Gary Stewart

**Austin Peay State University
Institutional Review Board**

April 24, 2000

Kimberly Butts
c/o Education Dept.
APSU Box 4545
Clarksville, TN 37044

RE: Your application dated March 31, 2000 regarding study number 00-068: Teacher Stress and Burnout (Austin Peay State University)

Dear Ms. Butts:

Thank you for your response to requests from a prior review of your application for the new study listed above.

Congratulations! This is to confirm that your application is now fully approved. The protocol is approved through one calendar year. The consent form as most recently revised is approved. You must obtain signed written consent from all subjects. This approval is subject to APSU Policies and Procedures governing human subjects research. You may want to review this policy which can be viewed on the APSU website at : www2.apsu.edu/www/computer/policy/2002.htm

You are granted permission to conduct your study as most recently described effective immediately. The study is subject to continuing review on or before April 17, 2001, unless closed before that date.

Please note that any changes to the study as approved must be promptly reported and approved. Some changes may be approved by expedited review; others require full board review. If you have any questions at all do not hesitate to contact Linda S. Freed or Sarah Lundin-Schiller (931-221-7881; fax 931-221-7304; email: grants@apsu.edu) or any member of the APIRB.

Again, thank you for your cooperation with the APIRB and the human research review process. Best wishes for a successful study!

Sincerely,



Ms. Linda Freed
Manager, Office of Grants and Sponsored Programs

REQUEST TO CONDUCT THE RESEARCH

964 Butts Road
Clarksville, TN 37042
(931)647-9704
March 20, 2000

Dr. Ray McMullen, Superintendent
Fort Campbell Dependent Schools
77 Texas Avenue
Fort Campbell, KY 42223-5127

Dear Dr. McMullen:

I am currently enrolled in Austin Peay State University as a graduate student working towards my Ed.S. degree. I am requesting permission to conduct my field study and collect data in your school system.

The targeted subjects will be the faculty of Fort Campbell High School, Wassom Middle School, Jackson Elementary School, and Lucas Elementary School. The focus of my study is teacher stress and burnout, particularly in teachers with five or fewer years of teaching experience compared to those teachers with more than five years of teaching experience. After a faculty meeting, the faculty will be given the Educators Demographic Data Sheet and the Maslach Burnout Inventory. The purpose of the survey is to discover how educators view their job and the people with whom they work closely. The survey and data sheet will take approximately ten minutes for the teachers to complete.

There are minimal risks involved to the participants of the study. The risk of discovery is the greatest and will be reduced by having participants place their completed surveys in an unmarked envelope and then in an unmarked box. Because there are no names, all subjects will remain anonymous when the final results are tabulated and published.

The application for project approval has been submitted to the University Institutional Review Board, and is currently under consideration. Enclosed you will find a copy of the application and the project proposal. Please contact me if you have any questions, or you may contact Dr. Larry Lowrance, Faculty Supervisor at APSU, at 221-6153, or Linda Freed, Manager of the Grants and Sponsored Programs Office at APSU, at 221-7881. Thank you in advance for your consideration of this proposal.

Sincerely,

Kimberly V. Butts
Ed.S. Candidate – APSU

Cc: Dr. Larry Lowrance, Field Study Director
Austin Peay State University Institutional Review Board for Project Approval
Enclosures

964 Butts Road
Clarksville, TN 37042
(931)647-9704
March 20, 2000

Mr. Ken Killebrew, Principal
Fort Campbell High School
1101 Bastogne Avenue
Fort Campbell, KY 42223

Dear Mr. Killebrew:

I am currently enrolled in Austin Peay State University as a graduate student working towards my Ed.S. degree. I am requesting permission to conduct my field study and collect data in your school.

The targeted subjects will be the faculty of Fort Campbell High School. The focus of my study is teacher stress and burnout, particularly in teachers with five or fewer years of teaching experience compared to those teachers with more than five years of teaching experience. After a faculty meeting, the faculty will be given the Educators Demographic Data Sheet and the Maslach Burnout Inventory. The purpose of the survey is to discover how educators view their job and the people with whom they work closely. The survey and data sheet will take approximately ten minutes for the teachers to complete.

There are minimal risks involved to the participants of the study. The risk of discovery is the greatest and will be reduced by having participants place their completed surveys in an unmarked envelope and then in an unmarked box. Because there are no names, all subjects will remain anonymous when the final results are tabulated and published.

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Kimberly V. Butts
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Austin Peay State University Institutional Review Board for Project Approval
Enclosures

964 Butts Road
Clarksville, TN 37042
(931)647-9704
March 20, 2000

Dr. Renee' Butler, Principal
Wassom Middle School
3066 Forrest Avenue
Fort Campbell, KY 42223

Dear Dr. Butler:

I am currently enrolled in Austin Peay State University as a graduate student working towards my Ed.S. degree. I am requesting permission to conduct my field study and collect data in your school.

The targeted subjects will be the faculty of Wassom Middle School. The focus of my study is teacher stress and burnout, particularly in teachers with five or fewer years of teaching experience compared to those teachers with more than five years of teaching experience. After a faculty meeting, the faculty will be given the Educators Demographic Data Sheet and the Maslach Burnout Inventory. The purpose of the survey is to discover how educators view their job and the people with whom they work closely. The survey and data sheet will take approximately ten minutes for the teachers to complete.

There are minimal risks involved to the participants of the study. The risk of discovery is the greatest and will be reduced by having participants place their completed surveys in an unmarked envelope and then in an unmarked box. Because there are no names, all subjects will remain anonymous when the final results are tabulated and published.

The application for project approval has been submitted to the University Institutional Review Board, and is currently under consideration. Enclosed you will find a copy of the application and the project proposal. Please contact me if you have any questions, or you may contact Dr. Larry Lowrance, Faculty Supervisor at APSU, at 221-6153, or Linda Freed, Manager of the Grants and Sponsored Programs Office at APSU, at 221-7881. Thank you in advance for your consideration of this proposal.

Sincerely,

Kimberly V. Butts
Ed.S. Candidate – APSU

Cc: Dr. Larry Lowrance, Field Study Director
Austin Peay State University Institutional Review Board for Project Approval
Enclosures

964 Butts Road
Clarksville, TN 37042
(931)647-9704
March 20, 2000

Dr. Don Rush, Principal
Jackson Elementary School
675 Mississippi
Fort Campbell, KY 42223

Dear Dr. Rush:

I am currently enrolled in Austin Peay State University as a graduate student working towards my Ed.S. degree. I am requesting permission to conduct my field study and collect data in your school.

The targeted subjects will be the faculty of Jackson Elementary School. The focus of my study is teacher stress and burnout, particularly in teachers with five or fewer years of teaching experience compared to those teachers with more than five years of teaching experience. After a faculty meeting, the faculty will be given the Educators Demographic Data Sheet and the Maslach Burnout Inventory. The purpose of the survey is to discover how educators view their job and the people with whom they work closely. The survey and data sheet will take approximately ten minutes for the teachers to complete.

There are minimal risks involved to the participants of the study. The risk of discovery is the greatest and will be reduced by having participants place their completed surveys in an unmarked envelope and then in an unmarked box. Because there are no names, all subjects will remain anonymous when the final results are tabulated and published.

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Sincerely,

Kimberly V. Butts
Ed.S. Candidate – APSU

Cc: Dr. Larry Lowrance, Field Study Director
Austin Peay State University Institutional Review Board for Project Approval
Enclosures

964 Butts Road
Clarksville, TN 37042
(931)647-9704
March 20, 2000

Mr. Harold Haggard, Principal
Lucas Elementary School
2115 Airborne Street
Fort Campbell, KY 42223

Dear Mr. Haggard:

I am currently enrolled in Austin Peay State University as a graduate student working towards my Ed.S. degree. I am requesting permission to conduct my field study and collect data in your school.

The targeted subjects will be the faculty of Lucas Elementary School. The focus of my study is teacher stress and burnout, particularly in teachers with five or fewer years of teaching experience compared to those teachers with more than five years of teaching experience. After a faculty meeting, the faculty will be given the Educators Demographic Data Sheet and the Maslach Burnout Inventory. The purpose of the survey is to discover how educators view their job and the people with whom they work closely. The survey and data sheet will take approximately ten minutes for the teachers to complete.

There are minimal risks involved to the participants of the study. The risk of discovery is the greatest and will be reduced by having participants place their completed surveys in an unmarked envelope and then in an unmarked box. Because there are no names, all subjects will remain anonymous when the final results are tabulated and published.

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Sincerely,

Kimberly V. Butts
Ed.S. Candidate – APSU

Cc: Dr. Larry Lowrance, Field Study Director
Austin Peay State University Institutional Review Board for Project Approval
Enclosures

INFORMED CONSENT STATEMENT

Informed Consent Statement

Project Title: Teacher Stress and Burnout

Description of purpose and explanation of procedures:

Teachers, particularly those with five or fewer years of teaching experience, need a support system to help reduce their vulnerability to burnout. In order to develop a support system, it is imperative that the levels of burnout be identified using an instrument that specifically measures burnout. The purpose of this study is to discover how educators view their jobs and the people with whom they work closely in order to establish burnout levels and to detect potential problems. Studies that have examined the relationships of teacher demographics with burnout have constantly found that certain background factors predict a small but significant amount of variance in burnout subscales. The demographics data will be used to determine if this relationship exists within the Fort Campbell School District. The Field Study is a requirement necessary for the completion of an Education Specialist Degree, from Austin Peay State University by Kimberly Vaughan Butts, Fort Campbell High School. Participants in the study will complete two short surveys.

The first is a short demographic survey that takes approximately three minutes to complete and requests information such as sex, age, ethnicity, highest degree level, years in education, etc. The second is the Maslach Burnout Inventory for Educators (MBI). The MBI consists of 22 questions that are answered utilizing a Likert Scale from "never" to "every day". The survey takes approximately five minutes to complete.

The potential risk involves the possibility of the participants' identity not remaining anonymous. The risk is greatly reduced due to the fact that surveys will be conducted in total anonymity; at no time will your name appear on any forms or in any documentation related to this study. The data will be evaluated and conclusions developed. Results will only be presented in the form of averages (i.e. data from a single individual will not be presented). Results will be provided to the schools participating in the field study.

If you choose to take part in this learning opportunity, please complete the demographic data sheet and the Educator's Survey. Once you have completed the information, please place the data sheet and the survey in the unmarked envelope, seal it, and drop it in the field study box. If you choose not to participate, please place the unanswered data sheet and the survey in the unmarked envelope, seal it, and drop it in the field study box. You do not have to answer any question that you do not want to answer. You may choose to withdraw from the study during the time you are filling out the survey and demographics data sheet. Once the forms are completed and turned in, your data becomes indistinguishable from any other data and cannot be removed from the group. Your participation is totally voluntary.

If you have any questions about this study you may contact me at 431-5056. You may also contact Dr. Larry Lowrance, Faculty Supervisor at APSU, at 221-6153, or Linda Freed, Manager of the Grants and Sponsored Programs Office at APSU, at 221-7881. Thank you for your time and consideration.

DEMOGRAPHIC DATA SHEET

Educators Demographic Data Sheet

Your sex:

_____ (1) male _____ (2) female

Your age:

_____ years

Are you (check only one group)

_____ (1) Asian, Asian American

_____ (2) Black

_____ (3) Latino, Hispanic, Mexican American

_____ (4) Native American, American Indian

_____ (5) White, Caucasian

_____ (6) Other (please specify _____)

What is your religion?

_____ (1) Protestant (specify denomination _____)

_____ (2) Roman Catholic

_____ (3) Jewish

_____ (4) Other (please specify _____)

_____ (5) None, no religion

How religious do you consider yourself to be? (Circle the appropriate number.)

1	2	3	4	5	6	7
very						
religious						not at all
						religious

Marital status:

_____ (1) single

_____ (2) married

_____ (3) divorced

_____ (4) widowed

_____ (5) other (please specify _____)

If married, for how long have you been married to your current spouse?

_____ years

If you have children, how many of them are now living with you?

_____ children live with me

_____ I have no children

Please indicate the **highest** degree level you have achieved:

_____ (1) Bachelor's

_____ (2) Master's

_____ (3) Master's plus 30

_____ (4) Doctorate

What is your primary assignment? (Check only one answer.)

_____ (1) regular classroom teacher

_____ (2) special educator

_____ (3) specialist (i.e., reading, hearing, speech, etc.)

_____ (4) social worker

_____ (5) aide

_____ (6) counselor / psychologist

_____ (7) principal

_____ (8) assistant / vice principal

_____ (9) department chairperson

_____ (10) college / university faculty member

_____ (11) other (specify _____)

Please circle your primary grade level(s) assignment(s):

pre-K K 1 2 3 4 5 6 7 8 9 10 11 12 post-secondary

How many students are you directly responsible for?

_____ students

How many years have you been in your current assignment?

_____ years

How many years have you been in education?

_____ years

EDUCATORS SURVEY

Educators Survey

The purpose of this survey is to discover how educators view their job and the people with whom they work closely.

On the following page there are 22 statements of job-related feelings. Please read each statement carefully and decide if you ever feel this way *about your job*. If you have *never* had this feeling, write a "0" (zero) in the space before the statement. If you have had this feeling, indicate *how often* you feel it by writing the number (from 1 to 6) that best describes how frequently you feel that way. An example is shown below.

Example:

HOW OFTEN:	0	1	2	3	4	5	6
	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

HOW OFTEN

0 - 6

Statement:

I feel depressed at work.

If you *never* feel depressed at work, you would write the number "0" (zero) under the heading "HOW OFTEN." If you *rarely* feel depressed at work (a few times a year or less), you would write the number "1." If your feelings of depression are fairly frequent (a few times a week, but not daily) you would write a "5."



Consulting Psychologists Press, Inc.

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Educators Survey

HOW OFTEN:	0	1	2	3	4	5	6
	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

HOW OFTEN
0 - 6

Statements:

1. _____ I feel emotionally drained from my work.
2. _____ I feel used up at the end of the workday.
3. _____ I feel fatigued when I get up in the morning and have to face another day on the job.
4. _____ I can easily understand how my students feel about things.
5. _____ I feel I treat some students as if they were impersonal objects.
6. _____ Working with people all day is really a strain for me.
7. _____ I deal very effectively with the problems of my students.
8. _____ I feel burned out from my work.
9. _____ I feel I'm positively influencing other people's lives through my work.
10. _____ I've become more callous toward people since I took this job.
11. _____ I worry that this job is hardening me emotionally.
12. _____ I feel very energetic.
13. _____ I feel frustrated by my job.
14. _____ I feel I'm working too hard on my job.
15. _____ I don't really care what happens to some students.
16. _____ Working with people directly puts too much stress on me.
17. _____ I can easily create a relaxed atmosphere with my students.
18. _____ I feel exhilarated after working closely with my students.
19. _____ I have accomplished many worthwhile things in this job.
20. _____ I feel like I'm at the end of my rope.
21. _____ In my work, I deal with emotional problems very calmly.
22. _____ I feel students blame me for some of their problems.

(Administrative use only)

EE: _____ cat. DP: _____ cat. PA: _____ cat.

VITA

Graduate School

Austin Peay State University

Name: Kimberly Vaughan Butts

Home Address: 964 Butts Road, Clarksville, TN 37042

Education

I. Austin Peay State University

Bachelor of Science

Major: English/Biology

II. Austin Peay State University

Master of Arts

Major: Curriculum and Instruction, Administration
and SupervisionCertifications

Kentucky 7-12 English & Biology

Tennessee 7-12 English & Biology