

**PRESET REGULAR EDUCATION TEACHERS' ATTITUDES TOWARDS
INCLUSION AND TEACHER BURNOUT**

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PRESET REGULAR EDUCATION TEACHERS' ATTITUDES TOWARDS
INCLUSION AND TEACHER BURNOUT

A Field Study Proposal
Presented for the
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Degree
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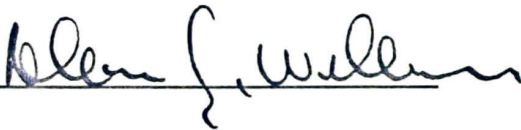
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I am submitting herewith a field study written by Beverly Smith entitled "Inclusion As A Factor In Teacher Burnout." I have examined the final copy of this field study for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Education Specialist, with a major in Administration and Supervision.

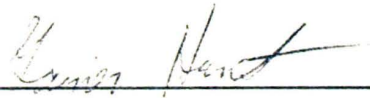


Dr. J. R. Groseclose

We have read this field study and
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Signature: Beverly Smith

Date: January 1999

DEDICATION

This field study is dedicated to my children,
Jeremy, Matthew and Mikaila,
Who gave up their mother for
countless hours without reservation.

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Finally, special thanks to all my colleagues who assisted me in collecting data and proofreading this field study.

ABSTRACT

This study was to determine the effects of regular middle school classroom teachers' attitudes toward inclusion and the relationship to the level of teacher burnout. The study focused on two areas associated with this burnout. The first area was centered on the positive or negative attitudes of educators toward the inclusion model. The second point concentrated on burnout levels of educators within inclusionary classrooms.

The participants consisted of 64 licensed middle school educators involved in the inclusion program within the targeted school system. They were required to complete two survey instruments. The first was designed to measure burnout levels and the second measured attitude. They were also asked to complete a short demographic survey. Evaluation of the data revealed no significant relationship between teachers' attitudes toward inclusion and teacher burnout.

Conclusions and implications generated from this research determined a more in-depth study focused on the attitudes of male educators versus female educators toward the inclusion concept is needed. It was further noted additional inclusion training programs are needed.

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CHAPTER I

INTRODUCTION

Nature and Purposes of the Study

The pursuit of academia to develop a learning program effective with all students has led to a variety of educational trends. One recent trend resulted from issues raised throughout the years concerning special education students appears to coincide with the current rise in teacher burnout. Teachers of inclusion are expected to adapt and participate in numerous roles in the classroom, often without preparation or support.

Special Education classes were first instituted in the early 1920's under the belief special education students could not be effectively instructed within the regular education classroom environment. The segregated classes were developed and instituted with trained teachers, appropriate curriculum, and afforded protection from social ostracism by regular education students.

During subsequent years numerous research programs were instituted and conducted to evaluate the effectiveness of these segregated programs; however, there was a liberal educational atmosphere developed throughout the decades to incorporate the concept of mainstreaming or "pull-out" programs; special

education students spent portions of their day in regular education classrooms with the majority of academic time relegated to a resource program.

The issue of how to educate special needs students appropriately was not seriously addressed until the mid 1970's when PL94-142 was adopted. PL94-142, The Education for All Handicapped Children Act, revised public schools to educate all children, regardless of ability, in the least restrictive environment (Rogers, 1993). In 1990, PL94-142 was modified resulting in The Individuals With Disabilities Act (IDEA). This legislation enhanced the issue of least restrictive environment to embrace the concept that special needs students would be educated with regular education students (Rogers, 1993). The inclusion classroom philosophy soon developed.

Inclusion encompasses the ideal in which all children are entitled to participate in their home school community. Inclusion programs are designed to include students whose abilities, physical and mental, are identified as above, below, or at-risk of established norms. Initially, inclusion did not encompass students with violent behavioral disorders (which placed them or others at-risk of danger), or students who were medically delicate and at-risk of dying when placed in the regular classroom (McLaughlin, 1995).

Research in the early 1990's revealed special education students who remained in the regular education classrooms did not necessarily receive appropriate curriculum modifications since many regular education teachers considered themselves ill-prepared to deal with disabilities. Regardless, schools continued to adopt and implement the inclusion model without fully evaluating program objectives or receiving consensus of regular education classroom teachers. Current research into why teachers were leaving the profession at increased rates revealed high levels of teacher burnout. Is there a correlation between inclusion and the increased burnout rates?

The purpose of this study was to examine burnout levels of regular education teachers within the inclusion classroom atmosphere and the relationship to teachers' attitudes. The first stage encompassed the attitude of educators toward inclusion. The second stage was centered on burnout levels of educators within inclusionary surroundings.

Statement of the Problem

The primary problem was to determine the effects of regular middle school classroom teachers' attitudes toward inclusion, and the relationship to the level of teacher burnout. The problem was to test for a significant relationship concerning the following hypothesis.

Hypothesis

The relationship between attitudes of regular middle school classroom teachers toward inclusion and educator burnout will be positive.

Importance of the Problem

Trends and issues of today's educational environment have changed the role and responsibilities of regular education classroom teachers. These changes appear to be an influence in the increased teacher burnout; however, research is limited concerning the exact variable which has resulted in a growth in the burnout rate. It is important to isolate the precise determinate and develop measures to reduce educator burnout rates and maintain veteran classroom teachers.

Educators are concerned the current move to accept and implement the full inclusion model, without investigating teachers' attitudes or addressing their issues, may lead to a decline in experienced classroom professionals as a result of educator burnout. By investigating the attitudes of teachers toward inclusion and the relationship to burnout rates in the local public school system, generalizations to the national public education system can be determined.

Definition of Terms

The following terms are used throughout this proposal in the stated context:

Burnout: Educator burnout is the subtle, but progressive, erosion of behavior, attitude, health, and spirit that eventually inhibits an individual's ability to function effectively at work.

Inclusion: An educational philosophy based on the belief that all students are entitled to participate fully in the school community. Inclusion encompasses students whose abilities, mental or physical, are below, above, or at-risk of the established norms.

Full-Inclusion: Entails all students, except those who have violent behavioral disorders which place them at-risk or danger, or students who are medically fragile and at-risk of dying, being placed in and receiving all services in the regular classroom.

Negative Attitudes: Attitudes opposing the inclusion classroom models.

Positive Attitudes: Attitudes supporting the inclusion classroom models.

Regular Education Classroom Teacher: Teachers not certified in special education.

Stressors: Those conditions which negatively or positively affect an individual. These may include, but are not limited to, elements of the classroom environment, quality of administration, institutional expectations, level of participation in decision making and adoption of new methodologies.

Limitations

Several limiting factors existed in the study.

The first limitation was the geographical periphery of surveying only teachers in the targeted school system.

The second limitation was the surveying of only regular education teachers in grades 5-8 middle schools.

The third limitation was the surveying of only regular education middle school teachers involved with classrooms identified as inclusion.

The fourth limitation was the time frame in which the surveys were completed. Preparation of students for the Tera Nova state achievement test and the end of the year paperwork may have contributed to the exhaustion levels of the participants.

The final limitation was the subjective interpretation of the survey.

CHAPTER II

REVIEW OF LITERATURE

Current literature concerning the effects of regular education middle school teachers' attitudes toward the implementation and utilization of the inclusion model and the relationship to teacher burnout is limited. The majority of studies focuses on only one of the variables. Review of the literature does furnish a vehicle for development of conclusions concerning the relationship between teachers' attitudes toward the inclusionary concept and teacher burnout.

Numerous professional educational periodicals have questioned the recent rise in teacher burnout. However, insufficient research is available. In 1994, high school teacher, Brian Berg, addressed this issue in his study "Educator Burnout Revisited: Voices From the Staff Room."

Berg utilized a three-part assessment to evaluate for burnout. This included a ten-question demographic, "The Educator Survey" from Maslach's Burnout Inventory and a burnout intervention list. The study was completed in four small suburban school districts in the state of Washington. Certificated non-administrative personnel in 19 schools were surveyed with 193 returns.

The study responses revealed a moderate level of emotional exhaustion burnout. Additionally, low levels of depersonalization and personalization accomplishment burnout were evident. Nearly half the respondents scored in the high level range of the Maslach's Burnout Inventory scale for emotional exhaustion. Recent, overwhelming changes in the system's curriculum were felt by many teachers as an instrumental influence in their current emotional burnout. One of the models implemented into the curriculum was inclusion.

Concerned over the high rate of teachers leaving the profession, Marlow and Leslie, in 1995, conducted a research project in the Northwestern United States. A teacher survey was administered to 212 teachers certified K-12. Results revealed 44% of the teachers were experiencing high rates of burnout. Contributing factors noted included participation in innovative programs for which the teachers felt ill-prepared to participate. The inclusion model was one of the new programs instituted within the systems.

A burnout stress study was completed in Whatcom County in Washington State. Burnout inventories were completed by 120 rural, regular education classroom teachers. The surveys revealed high rates of teacher burnout which were attributed to lack of support within the classrooms for innovative programs such as

inclusion. Teachers felt abandoned and ill-prepared to deal with the inclusionary method and students.

Early research into inclusion often failed to consider the effects of the regular education classroom teachers' attitudes toward the inclusionary concept. Current studies, such as Schumm, Vaughn, Gordon, and Rothlein, 1994, which focused on the relationship of the effects of teachers' beliefs, skills, and practices in relationship to inclusion failed to consider the value of volunteerism. The teachers who voluntarily participated in the studies had personal agendas and goals, negative or positive, which affected their responses to surveys.

The National 1996 Project Innovation randomly mailed 500 attitude scale questionnaires to regular education teachers throughout the United States. The attitude scale examined teachers' attitudes toward the total inclusionary model. Questions addressed benefits of inclusion, management issues of dealing with special needs students, teacher preparation necessary for dealing with these students, as well as, a global measurement of attitudes toward the whole inclusion concept. Results revealed teachers to be rather neutral toward inclusion. Unsolicited remarks notated on the questionnaires revealed that results would have been more negative in nature if the survey had addressed specific disabilities and inclusion

program implementation.

This project was replicated by Monahan, Marino, and Miller (1996) in a South Carolina school system with similar results.

Monahan, Marino, and Miller created a 25 item questionnaire utilizing a Likert Scale. The questionnaire evaluated teachers' attitudes toward inclusion. The instrument was randomly distributed to 364 regular education teachers throughout the state. A total of 342 questionnaires was returned for a 94% response rate. Results revealed 72% of the respondents believed regular education teachers' attitudes toward inclusion would negatively affect the success of the inclusion model in the state. Reasons noted for the negative attitudes toward inclusion included stresses created by the lack of appropriate teacher preparation, lack of classroom support, and increased responsibilities.

Review of literature concerning teachers' attitudes toward inclusion and teacher burnout provides evidence for the support of the hypothesis: There is a positive relationship between attitudes of regular middle school classroom teachers toward inclusion and teacher burnout.

CHAPTER III

METHODOLOGY

Research Instrument

The survey instruments utilized for the field study were the Survey of Teachers Attitudes on Inclusion South Carolina (SAIS), the Jerabek Burnout Inventory (JBI) and a short demographic survey. The SAIS contained 25 statements to which the respondents were to reply based on a five-point Likert Scale from "strongly agree" to "strongly disagree." The survey addressed four major areas: regular education teacher (role, attitudes, and knowledge); collaboration and team teaching; special education; and students (rights, performance/skills, and perceptions). Evaluation of the participants' responses revealed attitude and perceptions toward the inclusionary program (Monahan, Marino, & Miller, 1996).

The JBI was a 35 item self-assessment survey which measured the four burnout elements primary to Jerabek's model of burnout: emotional exhaustion, general exhaustion, depersonalization, and loss of interest in job. The exhaustion scale measured and evaluated the frequency the respondent felt overextended by the demands of work. The depersonalization scale measured and evaluated the frequency the respondent believed students and

colleagues were treated in an impersonal manner. The disinterested scale evaluated and measured the interest and control the respondent felt toward his or her workload (Jerabek, 1997).

The demographic survey consisted of ten questions of an impersonal nature related to education and professional experience. The survey was structured for the respondent to answer utilizing a multiple choice format. Survey evaluations provided demographic information that was instrumental in determining a relationship to the JBI and SAIS.

Procedures

A letter soliciting permission for the completion of the field study was submitted to the current director of schools and all building administrators in the targeted school system (see appendix). The *Checklist For Research Involving Human Subjects* was submitted, and permission was obtained from Austin Peay State University. Participants in the study were asked during a faculty meeting to complete the Informed Consent Statement (example in appendix) attached to the survey prior to completing the survey. A statement of permission necessary for the utilization of the JBI was acquired.

A list of the middle schools (see appendix) in the targeted school system which have regular education teachers involved with the inclusionary

program was compiled for the purpose of the study. Participants were randomly selected and asked to complete the SAIS, JBI and the demographic survey instruments (see appendix).

The returned surveys were hand-scored as needed and computer-scored as possible to formulate data for analysis. Since the study was evaluating a relationship between attitude toward the inclusion model and educator burnout levels, a comparison between the following values was conducted: (a) positive attitude-low burnout level; (b) positive attitude-moderate burnout level; (c) positive attitude-high burnout level; (d) negative attitude-low burnout level; (e) negative attitude-moderate burnout level; and (f) negative attitude-high burnout level.

The data are represented in tabular form whenever possible for the purposes of clarity and facilitating analysis. The data generated was based upon the hypothesis: There is a positive relationship between attitudes of regular middle school teachers toward inclusion and educator burnout. The comparisons of the data were evaluated to determine if a simple correlation exists between the variable of teachers' attitudes and educator burnout.

The Study Group

Regular middle school teachers involved with the

inclusionary program for at least eighteen months in the targeted school system served as subjects for this study. The participants were certified to teach middle school education in Tennessee. The 100, randomly selected participants from designated middle schools were requested to complete three short surveys.

The three survey instruments were distributed through the targeted school system courier service on March 30, 1998. There were 50 questionnaires of the original 100 mailings returned. A reminder phone call on May 4, 1998 brought in an additional 14 which made a total of 64 questionnaires returned, or 64%.

Specific information obtained from the demographic survey made it possible to delineate the following characteristics of the group:

1. Middle school inclusion teachers responding to the survey consisted of 27% males and 73% female.

2. The educational background of the participants ranged from 20% with a Bachelor's degree, 20% with a Bachelor's degree plus additional hours, 39% with a Master's degree, to 20% with a Master's degree plus additional hours.

3. Teaching experience of the participants varied from 23% with one to three years experience, 21% with four to six years experience, 22% with seven to fifteen years experience, 9% with sixteen to twenty years experience, 21% with twenty to thirty years

experience, to 8% with thirty plus years experience.

4. Years instructing in an inclusionary classroom ranged from entry level to highly experienced with 39% first year participants, 25% second and third year participants, 11% fourth and fifth year participants, 21% six to ten year participants, to 6% sixteen year participants.

5. Involvement in the inclusionary classroom resulted from one of the four methods with 8% volunteering, 11% being asked, 53% being told, 2% reporting it was their turn, and 15% who were undecided about how they were assigned to inclusion.

6. Special Education training received by participants varied to include 42% with in-service training, 58% without in-service training, 45% with one to six hours of college level training, 6% with seven to twelve hours of college level training, 7% with thirteen to eighteen hours of college level training, and 41% without college level training.

CHAPTER IV
ANALYSIS OF RESPONSES TO SURVEYS
CONCERNING INCLUSION AS A FACTOR
IN TEACHER BURNOUT

Introduction:

The primary objective of this study was to determine if there was a relationship between middle school teachers' attitudes toward inclusion and teacher burnout. The first part of this study was to ascertain the positive or negative attitudes of teachers toward the inclusionary model. The second part of the study was to examine burnout levels of middle school educators in inclusionary surroundings.

The review of related literature and research material exposed a variety of opinions and beliefs existed in middle school teachers' attitudes toward inclusion and educator burnout. Inconsistency of data from previous studies gave possible merit to the hypothesis: The relationship between attitudes of regular middle school classroom teachers toward inclusion and educator burnout will be positive.

The instruments used for this study included a demographic survey, an attitude survey, and a burnout inventory. The demographic survey was utilized to gain a perspective of the characteristics of the teachers participating in the inclusionary classroom model. The

attitude survey examined the positive and negative convictions of the educators toward the inclusion concept. The burnout inventory tested for the presence of burnout indicators. The survey packets were distributed to 100 regular education middle school teachers within the designated school system.

Classification and Description of Responses

The demographic attributes of the study group are presented in Tables 1-5. Respondents consisted of 47 female and 17 male middle school regular education teachers employed in four different middle schools within the designated school system. Tabulations of the data indicated a broad spectrum of reactions to the various demographic variables.

TABLE 1 DEMOGRAPHIC SURVEY RESULTS GENDER AND AGE	
VARIABLE	RESULTS
1. Gender	
A. Male	17
B. Female	47
2. Age	
A. 20-29 yrs.	11
B. 30-39 yrs.	13
C. 40-49 yrs.	26
D. 50-59 yrs.	1
E. 60-69 yrs.	3

Note: For interpretation purposes, results reported in actual responses.

TABLE 2
DEMOGRAPHIC SURVEY RESULTS
EDUCATIONAL BACKGROUND YEARS
TEACHING, AND YEARS TEACHING INCLUSION,

VARIABLE	RESULTS
1. Educational Background	
A. BA	13
B. BA+	13
C. MA	25
D. MA+	13
E. EDS	0
F. EDS+	0
G. EDD	0
2. Years Teaching	
A. 1-3 yrs.	15
B. 4-6 yrs.	12
C. 7-15 yrs.	14
D. 16-20 yrs.	6
E. 21-30 yrs.	12
F. 30+ yrs.	5
3. Years Teaching Inclusion	
A. 1 yr.	25
B. 2-3 yrs.	16
C. 4-5 yrs.	7
D. 6-10 yrs.	12
E. 11-15 yrs.	0
F. 16+ yrs.	4

Note: For interpretation purposes, results reported in actual responses.

TABLE 3
DEMOGRAPHIC SURVEY RESULTS
HOW PARTICIPANTS BECAME INVOLVED IN INCLUSION,
AND SPECIAL EDUCATION TRAINING

VARIABLE	RESULTS
1. How participants became involved in inclusion.	
A. Volunteered	5
B. Asked to	10
C. Told to	34
D. Their Turn	1
E. Undecided	14
2. Special Education Training Received	
A. In-Service Level Trainings	27
B. No in-Service Training	36
3. Special Education Training Received	
A. College Level 1-6 hours	29
B. College Level 7-12 hours	4
C. College Level 13-18 hours	5
D. College Level more than 19 hours.	0
E. No college level training	0
F. Undecided	26

Note: For interpretation purposes, results are reported in actual responses.

TABLE 4
DEMOGRAPHIC SURVEY RESULTS
COOPERATIVE TEACHING TIME, NUMBER OF REGULAR EDUCATION
STUDENTS AND SPECIAL NEEDS STUDENTS IN CLASS

VARIABLE	RESULTS
1. Cooperative teaching time per day with Special Education Teacher	
A. Less than one hour	46
B. 1 hour	11
C. 1-2 hours	2
D. 3-4 hours	0
E. 4-6 hours	0
F. All day	1
G. Undecided	4
2. Number of students in class	
A. 20 or less	3
B. 21-25 students	10
C. 26-30 students	19
D. 30+ students	30
E. Undecided	2
3. Number of special needs students in class	
A. 1-3 students	20
B. 4-6 students	18
C. 7-10 students	9
D. 11-12 students	4
E. 13+ students	10
F. Undecided	3

Note: For interpretation purposes, results reported in actual responses.

TABLE 5
DEMOGRAPHIC SURVEY RESULTS
TEACHING METHOD UTILIZED

VARIABLE	RESULTS
1. Teaching Method Utilized	
A. Traditional textbook approach	8
B. Whole language approach	1
C. Integrated and/or thematic units	1
D. A combination of several methods	53
E. Undecided	1

Note: For interpretation purposes, results reported in actual responses.

Two analyses devices were administered to participants. The first, an attitude survey, evaluated the negative and positive perspective of the participants toward cooperative or team teaching, availability of necessary resources, and perceptions of special education students' performance and acceptance within the regular education classroom environment. Participants were required to respond utilizing a Likert Scale with SA = Strongly Agree, A= Agree, N = Neutral, D = Disagree, SD = Strongly Disagree. The tabulations of the hand-scored data for the attitude survey are presented in the appendix.

The second device, a burnout inventory, measured the presence of four burnout indicators: (a) emotional exhaustion, (b) general exhaustion, (c) depersonalization/ disinterest in job, and

(d) detachment/dehumanization levels. Computer scored, these indicators were evaluated to determine an overall burnout level. The results of the evaluations are presented in Table 6-7.

TABLE 6 JERABEK BURNOUT INVENTORY RESULTS	
1. Overall Burnout Inventory Scores	
A. No major signs of burnout	99%
B. Slight major signs of burnout	0%
C. Presence of burnout	1%
2. Emotional Exhaustion Burnout Subscores	
A. No signs of emotional exhaustion	64%
B. Moderate signs of emotional exhaustion	33%
C. Presence of extreme emotional exhaustion	3%
3. Detachment/Dehumanization of Students/Colleagues Burnout Subscores	
A. Fully in touch with students	89%
B. Slight detachment/dehumanization	11%
C. Extreme detachment/dehumanization	0%
4. Disinterest and Loss of Control Burnout Subscores	
A. Feeling in control and interested in teaching	89%
B. Feeling slightly overwhelmed and disinterested in teaching	11%
C. Feeling overwhelmed and disinterested in teaching	0%

TABLE 7
JERABEK BURNOUT INVENTORY RESULTS

1. General Exhaustion Subscores	
A. Extremely high energy level.	45%
B. Signs of general exhaustion.	50%
C. Extreme general exhaustion.	5%

Note: For interpretation purposes, results reported in percentiles.

Within the attitude survey, several questions were specifically targeted toward the identification of negative perspectives in relation to the inclusion model. For purposes of this study, it was determined questions twelve, thirteen, seventeen, and eighteen were designed around the current criticisms aimed at the inclusion system by those who oppose its adoption within the educational community.

Consistent responses which were considered negative revealed those participants opposed to inclusion and those who possessed a negative attitude toward inclusion. The results of the data are presented in Table 8. Participants were required to respond utilizing a Likert Scale with SA = Strongly Agree, A= Agree, N= Neutral, D = Disagree, SD = Strongly Disagree.

TABLE 8
EVALUATION OF ATTITUDES TOWARD INCLUSION

	SA	A	N	D	SD
<u>Attitude Survey Question 12</u>	8	18	11	18	9
The inclusion of students with special needs negatively affects the performance of regular education students.					
<u>Attitude Survey Question 13</u>	13	28	10	10	3
Students with special needs have a basic right to receive their education in the regular education classroom.					
<u>Attitude Survey Question 17</u>	4	16	23	18	3
Students with special needs do better academically in inclusive classrooms.					
<u>Attitude Survey Question 18</u>	5	37	12	9	1
Students with special needs benefit from inclusion in the regular education classroom.					

Note: Data reported in actual number of responses.

Participants with negative attitudes toward the inclusion concept responses were classified as follows: Strongly Agree or Agree on survey question twelve; Disagree or Strongly Disagree on survey

question thirteen; Disagree or Strongly Disagree on survey question seventeen; and Disagree or Strongly Disagree on survey question eighteen. Concurrence on three or four of the survey questions revealed a negative attitude. Evaluation of the responses to the four survey questions revealed 14% of the participants with negative attitudes toward inclusion.

Addressing the hypothesis of the study, the following variables were evaluated: (a) positive attitude-low burnout level; (b) positive attitude-moderate burnout level; (c) positive attitude-high burnout level; (d) negative attitude-low burnout level; (e) negative attitude-moderate burnout level; (f) negative attitude-high burnout level. The results of the data are presented in Table 9.

TABLE 9
RELATIONSHIP BETWEEN ATTITUDE TOWARD
INCLUSION AND BURNOUT LEVEL

VARIABLE	RESULTS
1. Positive attitude-low burnout level	54%
2. Positive attitude-moderate burnout level	1%
3. Positive attitude-high burnout level	0%
4. Negative attitude-low burnout level	8%
5. Negative attitude-moderate burnout level	0%
6. Negative attitude-high burnout level	1%

Note: For interpretation purposes, results reported in percentiles.

Emotional and general exhaustion are often contributing factors to educators leaving the teaching profession. These factors are often misinterpreted as actual burnout rather than exhaustion. An evaluation of the teachers' attitudes and exhaustion levels was compiled. Notable results are presented in Table 10-11, with complete results in appendix.

TABLE 10 RELATIONSHIP BETWEEN TEACHERS' ATTITUDES TOWARD INCLUSION AND EXHAUSTION LEVELS	
VARIABLE	RESULTS
1. Positive attitude and no signs of emotional exhaustion	64%
2. Positive attitude and presence of extreme emotional exhaustion	19%
3. Negative attitude and no signs of emotional exhaustion	6%
4. Negative attitude and presence of extreme emotional exhaustion	8%
5. Positive attitude and no signs of general exhaustion	42%
6. Positive attitude and moderate signs of general exhaustion	41%
7. Positive attitude and presence of extreme general exhaustion	3%

Note: For interpretation purposes, results reported in percentiles.

TABLE 11
RELATIONSHIP BETWEEN TEACHERS' ATTITUDES
TOWARD INCLUSION AND EXHAUSTION LEVELS

VARIABLE	RESULTS
1. Negative attitude and no signs of general exhaustion	5%
2. Negative attitude and moderate signs of general exhaustion	8%
3. Negative attitude and presence of extreme general exhaustion	2%

Note: For interpretation purposes, results reported in percentiles.

CHAPTER V
SUMMARY OF FINDINGS, CONCLUSIONS,
AND RECOMMENDATIONS

Summary of Findings

The initial intent of this study was to reveal if a relationship between teachers' attitudes toward inclusion and educator burnout existed. The study includes a review of literature which analyzed previous empirical research, focused on opinions toward inclusion and correlation to burnout. Review of the literature did not readily and conclusively indicate the precise conditions or stressors which were contributors to the development of educator burnout. Relationships were determined but were inconsistent.

The survey instruments utilized for the field study were the Survey of Teachers Attitudes on Inclusion South Carolina (SAIS), the Jerabek Burnout Inventory (JBI) and a short demographic survey. A total of 100 participants were randomly selected from the targeted school system. Participants were regular education grades 5-8 middle school teachers currently participating in the inclusionary classroom program. Of the 100 distributed, 64 were returned, yielding a response percentage rate of 64%. This section contains findings based upon results of the surveys.

A comparison of the following variables was pursued:

(a) positive attitude-low burnout level; (b) positive attitude-moderate burnout level; (c) positive attitude-high burnout level; (d) negative attitude-low burnout level; (e) negative attitude-moderate burnout level; (f) negative attitude-high burnout level.

Examination of specific survey items indicated nine of the 64 participants expressed negative attitudes toward inclusion. Another 16 responded to at least two to three of the items considered indicators of negative attitudes. This data revealed there were several participants with negative attitudes toward inclusion.

An evaluation of the Jerabek Burnout Inventory implied there was one participant who was experiencing major burnout. Among subscores of the burnout inventory, there was documentation of the presence of emotional and general exhaustion. Nearly half of the respondents were experiencing some level of emotional exhaustion with 3% experiencing extreme emotional exhaustion. There was 50% of the participants experiencing general exhaustion and 5% enduring extreme general exhaustion.

The demographic survey indicated 73% of the teachers within the middle school inclusion classrooms were female. It also revealed 67% had been teaching

for less than 10 years and 64% had been working within the inclusion program less than three years. The majority of the group (69%) had no choice in working within the inclusionary classroom.

Assessing related research material revealed lack of special education training as the major stressor and predictor for educator burnout. The demographic survey in this study indicated 44% of the respondents had special education methodology in-service training and 59% had at least one to six hours of college level special education training. Of those participants who received little to no special education training, 43% possessed moderate to extreme levels of emotional and general exhaustion.

Information obtained in regards to the relationship of inclusion as a factor in teacher burnout lends credence to the following conclusions.

1. Teachers' philosophies toward the inclusion model are volatile.
2. Middle school teachers within the designated school system are mixed on their attitudes toward the inclusion concept.
3. Lack of training programs on the inclusion concept has an enormous affect upon teachers' exhaustion levels.
4. Negative attitudes and high exhaustion levels among male educators occurred more often in comparison

to female educators.

5. The evidence obtained in this research does not support the hypothesis: The relationship between attitudes of regular middle school classroom teachers toward inclusion and educator burnout will be positive.

Recommendations

This study has produced the following suggestions:

1. A more in-depth study focused on the attitudes of men educators versus women educators toward the inclusion concept should be sought.
2. Additional training programs on the inclusion concept is needed in order to provide special needs students with an appropriate education.
3. The incorporation of additional courses for special education methodology (other than an introduction to special education) in relation to inclusion is needed at the university level.

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APPENDIX A

PERMISSION LETTER FROM DIRECTOR
OF MONTGOMERY COUNTY SCHOOLS


SURVEY OF ATTITUDES RESULTS

RELATIONSHIP BETWEEN ATTITUDE TOWARD
INCLUSION AND BURNOUT LEVEL RESULTS

INFORMED CONSENT STATEMENT

POPULATION FOR
TARGETED SCHOOL SYSTEM

MEMORANDUM

TO: Middle School Principals
FROM: Frank Hodgson 
DATE: May 5, 1998
RE: Field Study - "Preset Teachers' Attitudes Towards Inclusion and Educator Burnout"

Ms. Beverly Smith from New Providence Middle School has permission to proceed with her Field Study in the Clarksville-Montgomery County Middle Schools. The schools that have given permission for her to proceed are: Kenwood Middle School, Montgomery Central Middle School, New Providence Middle School, and Northeast Middle School. Ms. Smith will be in contact with you concerning her study.

cc: Beverly Smith
File

SURVEY OF ATTITUDES ON INCLUSION RESULTS

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Although inclusion of students with special needs is a good idea, one reason it will not succeed is too much resistance from regular education teachers.	2	13	11	28	10
2. Regular education teachers have the instructional skills and educational background to teach students with special needs in the regular classroom.	1	19	9	28	7
3. Special education and regular education teachers should demonstrate collaboration with all students with special needs in the regular education classroom.	17	39	5	2	1
4. The regular education teacher receives little assistance from special education teachers in modifying instruction for students with special needs.	12	19	8	18	7

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5. Bringing special education teachers into regular education classrooms can cause serious difficulties in determining " Who is in charge?".	0	14	10	29	12
6. Regular education teachers are comfortable co-teaching content area with special education teachers.	5	21	21	14	3
7. Regular education teachers prefer sending students with special needs to special education teachers rather than having them deliver services in their classroom.	10	26	10	15	3
8. Special education teachers provide educational support for all students.	5	22	8	20	9
9. The special education teacher only provides assistance to those students with special needs.	11	23	6	20	4

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
10. Regular education teachers have the primary responsibility for the education of students with special needs in their classroom.	14	29	10	8	3
11. The redistribution of special education resources into the regular education classroom decreases the instructional load of the regular education teacher.	5	7	11	27	14
12. The inclusion of students with special needs negatively affects the performance of regular education students.	8	18	11	18	9
13. Students with special needs have a basic right to receive their education in the regular education classroom.	3	28	10	10	3
14. Students with special needs improve their social skills when placed in a regular education classroom.	11	28	15	8	2

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
15. Students with special needs lose the label of being "stupid," "strange" or "failures" when placed in regular education classrooms.	7	17	13	19	8
16. Gifted students are neglected in inclusive classrooms.	18	26	9	6	5
17. Students with special needs do better academically in inclusive classrooms.	4	16	23	18	3
18. Students with special needs benefit from inclusion in the regular education classroom.	5	37	12	9	1
19. Students with special needs require more attention and assistance than the regular education teacher can provide.	22	25	5	11	1
20. Students with special needs demonstrate more behavior problems than regular education students.	12	23	11	17	1

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
21. Students with special needs adjust well when placed in regular education classrooms.	1	18	28	16	1
22. Peers are not accepting of students with special needs in the regular classroom.	1	5	14	37	7
23. The study skills of students with special needs are inadequate for success in the regular education classroom.	6	25	12	19	2
24. Although inclusion of students with special needs is important, the necessary resources are not available for it to succeed.	14	15	14	19	2
25. Families are supportive of inclusive school programs.	3	18	34	7	2

Jerabek Burnout Inventory

Read each statement and indicate the answer which is most appropriate for you.

	Almost Never	Rarely	Sometimes	Quite Often	Most of the time
1. There is too much weight on my shoulders.	0	0	0	0	0
2. It is important for me to do my work well.	0	0	0	0	0
3. I feel frustrated with my work.	0	0	0	0	0
4. I have lost interest for my work.	0	0	0	0	0
5. I could not handle my job if I saw my students as unique individuals.	0	0	0	0	0
6. I feel alienated.	0	0	0	0	0
7. I have enough energy to give a satisfactory job performance.	0	0	0	0	0
8. My life is way too stressful.	0	0	0	0	0

9. I cannot allow myself to 0 0 0 0 0
respond to my students individual
needs.
10. The emotional charge of my 0 0 0 0 0
work is more than I can take.
11. Considering my workload, 0 0 0 0 0
there is no way I could do my
job properly.
12. At the end of my working 0 0 0 0 0
I find myself emotionally empty.
13. I feel that what I do makes 0 0 0 0 0
a difference.
14. I have enough strength to 0 0 0 0 0
perform all my duties.
15. I tend to look at my 0 0 0 0 0
students as if they were
objects.
16. Just getting up in the 0 0 0 0 0
morning and facing the work
that awaits me makes me tired.

- | | | | | | |
|--|---|---|---|---|---|
| 17. My work is too demanding. | 0 | 0 | 0 | 0 | 0 |
| 18. I don't really care what happens to my students. | 0 | 0 | 0 | 0 | 0 |
| 19. I find my work to be emotionally exhausting. | 0 | 0 | 0 | 0 | 0 |
| 20. It's possible for me to understand how my students feel. | 0 | 0 | 0 | 0 | 0 |
| 21. The simple fact of working with people all day long makes me sick. | 0 | 0 | 0 | 0 | 0 |
| 22. I feel I am as sensitive as ever. | 0 | 0 | 0 | 0 | 0 |
| 23. I feel energetic. | 0 | 0 | 0 | 0 | 0 |
| 24. I would burst if I didn't detach myself from my work. | 0 | 0 | 0 | 0 | 0 |
| 25. I cannot allow myself to care for the quality of my work anymore. | 0 | 0 | 0 | 0 | 0 |
| 26. I think I work way too much. | 0 | 0 | 0 | 0 | 0 |

27. My work brings me satisfaction.	0	0	0	0	0
28. I view my students as complex human beings.	0	0	0	0	0
29. Generally, I feel exhausted.	0	0	0	0	0
30. I am able to provide personalized service.	0	0	0	0	0
31. I find joy in my work.	0	0	0	0	0
32. The work I do drains all my emotional energy.	0	0	0	0	0
33. I feel overwhelmed by the amount of work expected of me.	0	0	0	0	0
34. Facing my students makes me very stressed.	0	0	0	0	0
35. I feel that others have realistic expectations of my job performance.	0	0	0	0	0

TARGETED SCHOOL SYSTEM
MIDDLE TENNESSEE

<u>SCHOOL</u>	<u>POPULATION</u>
A	1250
B	1210
C	1183
D	1457

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Field Study Title

Inclusion As A Factor In Teacher Burnout

Advisor

Dr. Ron Groseclose