

**PRESET TEACHERS' ATTITUDES TOWARD INCLUSION
AND EDUCATOR BURNOUT**

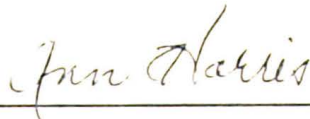
KIMMIE LEE SMITH SUCHARSKI

PRESET TEACHERS' ATTITUDES TOWARD INCLUSION
AND EDUCATOR BURNOUT

A Field Study Presented for the
Education Specialist
Degree
Austin Peay State University

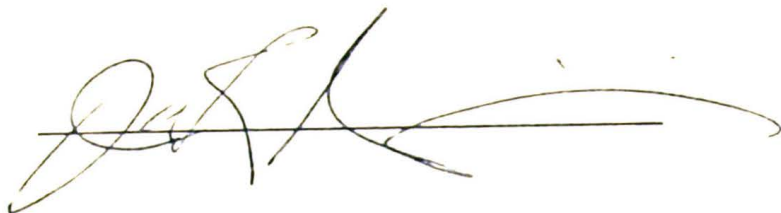
Kimmie Lee Smith Sucharski
December 1998

To the Graduate Committee: I am submitting herewith a field study written by Kimmie Lee Smith Sucharski entitled "Preset Teachers' Attitudes Towards Inclusion and Educator 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 Administration and Supervision.



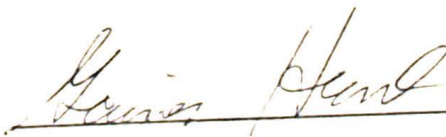
Dr. Ann Harris, Major Professor

We have read this field study
And recommend its acceptance:



George M. Rawlin

Accepted for the Committee,



Dean of The Graduate School

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Signature: Kimberly Sucharski

Date: December 1998

DEDICATION

To the Lord.

To my family and friends who offered continuous
encouragement and good cheer.

ACKNOWLEDGEMENT

The completion of this Field Study was made possible by the unending and patient counsel of the Graduate Committee; Dr. Ann Harris, Dr. James Groseclose, and Dr. George Rawlins. I would also like to acknowledge the tremendous contributions of my friends and colleagues, within the Clarksville/Montgomery School System and at Austin Peay State University, who contributed greatly appreciated advice and support, especially Beverly Lynn Smith. Above all, I want to thank my husband Patrick Sucharski and our children. Patrick's unconditional love and support through the long tedious hours of research and publishing has been cherished beyond words.

ABSTRACT

The study researched and analyzed the burnout levels of regular education classroom teachers within the inclusion classroom environment and the relationship to preset attitudes toward inclusion. The primary focus centered on the positive or negative philosophical dispositions of educators toward the inclusion concept and related it to their level of burnout.

The study group was composed of 98 regular education, elementary school teachers involved with the inclusionary program in the targeted school system. The participants completed two survey instruments designed to measure attitude and burnout levels, and one demographic instrument. Analysis of the data revealed there was no significant correlation between preset teachers' attitudes toward inclusion and educator burnout.

Conclusions, generated from the study, noted attitudes toward the inclusion model were extremely positive within the designated school system. Increased training programs to assist regular education teachers with the development of curriculum and activities for special needs students are needed. Additionally, it was recommended a study be created to determine the precursors to the development of emotional and general exhaustion catalysts to burnout.

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CHAPTER I

INTRODUCTION

Nature and Purposes of the Study

The ever-changing trend of education towards a more global instructional environment reemphasizes the necessity for schools to prepare all children with real-life academic skills. With the adoption of this educational philosophy, teachers are faced with the monumental task of developing a curriculum, which will meet the needs of all the students with a focus towards a wide dimension of abilities.

As early as 1935, educational researchers were placing an emphasis on the development of schools that had the inherent responsibility of meeting the academic needs of all the children. However, it was not until 1975 and the adoption of PL94-142, The Education for All Handicapped Children Act, schools began to seriously address the problem of educating all the children, regardless of ability, in the least restrictive environment (McCarthy, 1994).

Legislation in 1990, modified PL94-142 resulting in the adoption of The Individuals with Disabilities Act (IDEA). The concept of least restrictive environment was enhanced by IDEA to encompass the philosophy: children with disabilities would be educated with nondisabled children. Further, the civil rights argument states segregated education is inherently unequal and, therefore, a violation of the rights of children

who are segregated, regardless of the reason (McCarthy, 1994). The educational model of inclusion evolved from these precepts.

Inclusion encompasses the philosophy that all children are entitled to participate in the school community. It pertains to all students whose abilities, mental or physical, are recognized as below, above, or at-risk towards established norms. Essentially, the premise of inclusion implies, students will not be pulled out of the regular classroom simply because they learn at a different rate or style.

The advantage of the new inclusion vision is that many of the criteria necessary for the success of the program are already in place. Many school systems have had a long-standing tradition of interdepartmental and interagency cooperation. For example, special education and regular education teachers have been working together while addressing issues related to students participating in pull-out programs. Within the inclusion model, they would address the same concerns, but in terms of team-teaching. Systems develop in-service training to address issues and needs of concern to teachers and administrators. Often this entails cooperation between the special education and curriculum agencies.

However, before full implementation, it is paramount that educational systems address barriers to attainment of a

full inclusion public school system. Departments of education, in many states, offer only vague and general guidelines for implementation of inclusion. These nebulous guidelines have left many educators overwhelmed.

Primary to the success of inclusion will be the regular education classroom teachers. However, they are left in a quagmire of widely varying strategies. Many are unsure of how to proceed and find themselves highly stressed. The current increase of teacher burnout appears related to the recent adoption of the inclusion model with its ambiguous teacher roles in public schools.

The purpose of this research was to analyze burnout levels of regular education classroom teachers within the inclusion classroom environment and the relationship to preset attitudes. The study focused on two distinct phases associated with this burnout. The first phase was centered on the positive or negative philosophical dispositions of educators toward the inclusion concept. The second phase concentrated on burnout levels of educators within inclusionary environments.

Statement of the Problem

The major problem was to determine the effects of regular education, elementary school classroom teachers' preset attitudes toward inclusion classrooms and the relationship to the level of teacher burnout. Specifically, the problem was to test for a significant relationship

concerning the following hypothesis:

Hypothesis

There will be no significant relationship between regular education elementary school classroom teachers' preset attitudes toward inclusion classrooms and educator burnout as measured by the Jerabek's Burnout Inventory (JBI) and an adaptation of the Survey of Teachers' Attitudes on Inclusion South Carolina (SAIS).

Importance of the Problem

The inherent goal of education is to instill in all students, regardless of their ability level, the skills necessary to become contributing members of society. The adoption of the inclusion philosophy has challenged teachers with the monumental task of developing a curriculum which will meet the needs of students possessing a wide dimension of abilities. This additional responsibility places increased stress levels on educators. The major importance of this study was to determine the relationship of either positive or negative attitudes toward inclusion and educators' burnout in the presence of these additional stressors.

The identification of a correlation of teachers' attitudes toward inclusion and burnout would prove beneficial to school administrators. Understanding the variables, which influence the development of positive or negative attitudes toward the inclusion model and the relationship to burnout,

would provide avenues for the creation of meaningful burnout interventions.

Definition of Terms

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

Burnout: The subtle but progressive erosion of behavior, attitude, health, and vitality that eventually inhibits an individual's ability to function effectively at work(Jerabek, 1997).

Inclusion: An educational philosophy based on the belief that all students are entitled to fully participate in the school community. Inclusion encompasses students whose mental or physical abilities 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, will be placed in and receive all services in the regular education classroom(McCarthy, 1994).

Negative attitudes: Attitudes developed opposing the inclusion classroom models.

Positive attitudes: Attitudes developed supporting the inclusion classroom models.

Regular education classroom teacher: Teachers who have received little or no special education training.

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 study was completed within a single educational system and contains those limitations unique to the geographical community. Educators participating in the study were regular education, elementary (K-5) teachers involved with inclusion. Stress due to preparation of students for Terra Nova State Achievement Test may have contributed to the exhaustion levels of participants at the time surveys were completed. The final limitation was the subjective interpretation of the survey.

CHAPTER II

REVIEW OF LITERATURE

Extant literature related to the effects of regular education, elementary school classroom teachers' attitudes toward the inclusion model and the relationship to educator burnout is limited. The focus of attention in the studies towards a singular attribute, either attitudes toward inclusion or educator burnout, narrowed research literature selections considerably. Review of the available literature does provide a means for drawing some preliminary conclusions, though limited in scope, concerning the relationship between teachers' preset attitudes toward the inclusion model and educator burnout.

Teachers' attitudes towards the inclusion model were addressed in several studies. Many of these studies were limited in scope. However, two studies with significant contribution were the National 1996 Project Innovation and South Carolina 1996 Project Innovation.

The National 1996 Project Innovation mailed questionnaires to 500 regular education public school teachers in the United States. The questionnaire, an attitude scale entitled Opinions Relative to the Integration of Students with Disabilities (ORI), consisted of 50 items with six response options ranging from strong agreement to strong disagreement.

Less than 50% of the original 182 subjects, completed and returned the questionnaires. The respondents represented teachers in 44 states and the District of Columbia. The returned surveys were analyzed using analysis of variance, factor analysis and Pearson's correlation coefficients. Noteworthy is the fact many of the questionnaires contained teachers' unsolicited written comments.

The results revealed that teachers' attitudes toward inclusion are rather neutral in nature. Reassuring is the evidence that teachers in the study did not possess strongly negative attitudes toward the inclusion model. The unsolicited comments do reveal many teachers' responses may have been more negative in nature if specific disabilities had been noted. The reoccurring theme was inclusion will work for some students, but not for all. This position was also revealed in the South Carolina 1996 Project Innovation.

Monahan, Marino and Miller (1996) replicated the National 1996 Project Innovation in South Carolina by mailing surveys to 364 randomly selected regular education teachers across the state. The survey, an attitude scale entitled Survey on Teachers Attitudes on Inclusion South Carolina (SAIS) was a modified version of the ORI. The questionnaire consisted of 25 items with a five response Likert Scale ranging from strongly agree to strongly disagree.

More than 90% of the participants answered and returned the questionnaires. The data received was analyzed in terms

of three domains: regular education teachers (roles, attitudes and knowledge); collaboration and team teaching; special education (roles and resources); and students (rights, skills and perceptions).

The results revealed 72% of the respondents believe the inclusion of students with special needs will not succeed as a result of resistance from regular education teachers. The lack of instructional skills and educational background necessary for working with special needs students was the number one factor cited for the development of negative attitudes of varying degrees toward the inclusion model. More than 70% of the teachers surveyed felt stressed by the idea of working with students they felt ill equipped to teach. This was an element in the development of negative attitudes toward inclusion.

The stress factor created by inclusion cited in the attitude studies provides insight into the relationship to educator burnout. Extensive research is available on educator burnout. However, research focused on the recent escalation of teacher burnout is limited. In 1994, Brian Berg, completed a project which evaluated numerous factors effecting educator burnout.

Regular education teachers from small suburban schools in the state of Washington were surveyed. The participants completed a three-part assessment tool, which included: a ten-question demographic section; The Educator Survey, form

ED, from Maslach's Burnout Inventory, and a list of 30 individual burnout interventions.

The study evaluated the assessment tool to determine and identify (a) current burnout levels, (b) the significance of demographic variables, (c) interventions currently employed, and (d) factors influencing burnout development.

The study revealed 43% of the respondents placed in the high range of educator burnout, even though implementing many suggested burnout interventions. Change without preparation was considered a major influencing factor. The current trend to implement full inclusion into the regular education classrooms by the year 2000 presents tremendous change for teachers.

In 1995, Marlow and Leslie completed a study involving 212 regular education teachers located in the northwestern United States. The study revealed 44% of the teachers suffered high rates of educator burnout and were seriously considering leaving the profession. Several contributing factors were considered influential including teachers' participation in programs for which they felt ill-equipped. This study was duplicated in eleven states throughout the south, southeast and midwest with similar results.

Schumm, Vaughn, Gordon and Rothlein (1994) completed a study, which focused on the relationship of the effects of teachers' beliefs, skills and practices on students' academic achievement. The study was completed in a metropolitan city

in a southeastern state. The sample was drawn from 10 elementary schools, 5 middle schools and 3 high schools. The schools selected mirrored the ethnic composition of the local community. Sixty teachers were selected through a method of peer and supervisor nomination and from this pool 12 volunteers were selected.

The instrument utilized was "The Teachers' Beliefs and Attitudes Towards Planning for Mainstreaming Students." The survey device was composed with a Likert scale for recording answers. The study concluded inclusion to be successful and teachers positive toward its incorporation into the academic program. Teachers attributed success to the utilization of preservice and inservice training in methodologies which have proven successful in the inclusionary environment, with training continuing, until teachers reach a state of fluency in methods. Further, teachers stated limiting classroom size and ratios of identified students to regular education students enhanced the success of inclusion.

Limitations within the study stemmed from the utilization of teachers who were proven successful inclusion classroom teachers with preset positive attitudes. Further classroom size was dramatically reduced to 12 to 15 students, with an identified student ratio to regular education ratio of 1:13 and 1:14. This is not comparable to the majority of schools across the nation. Teachers within the study received full support while team teaching with a special education

teacher for extended periods of time, unlike most programs which provide only 45 to 60 minutes per day of teaching support for the regular education teacher.

The longitudinal study of psychological burnout in teachers, completed in 1995 by Burke and Greenglass, evaluated work stressors which were found to be contributing factors to burnout. The study group consisted of 362 teachers and administrators within a singular school system. Participants completed a demographic survey, The Maslach Burnout Inventory, and a work stressor assessment scale based on Cherniss Work Stressors. The surveys completed by the participants were administered on two separate occasions one year apart.

The demographic survey evaluated a variety of individual variables including age, years of teaching experience, schools' classification, marital status, education level and home environment. The Maslach Burnout Inventory was utilized to determine the level of burnout within a framework of three constructs; emotional exhaustion, depersonalization, and lack of personal accomplishment. The work stressor assessment scale identified and evaluated the presence of precursors of burnout including; (a) inadequate orientation, (b) workload, (c) lack of stimulation, (d) scope of client contact, (e) unclear institutional goals, (f) lack of autonomy, (g) leadership, (h) supervision and (i) social isolation.

The results of the study supported Burke and Greenglass'

general hypothesis: Teachers and administrators experiencing higher levels of psychological burnout would also report negative work attitudes. Work stressors were found to positively influence the degree of burnout, while social support systems and individual demographics were revealed to have little or no significant impact.

This study, like many empirical studies of educator burnout, tried to identify or narrow the individual characteristics which are relevant to the development of burnout. Evaluation of various work stressors in relation to educators, including teachers' professional roles and teaching practices, revealed negative preset attitudes towards the stressors rather than the individual stressors were the predominate influence on psychological burnout.

Garvar-Pinhas and Schmelkin (1989) completed a survey evaluating teachers' and administrators' attitudes toward the inclusion model. The study revealed negative preset attitudes towards inclusion existed in teachers rather than administrators. This suggested the further removed individuals were from actually participating in the inclusion model the more positive the attitude.

The beliefs of those with negative perceptions toward inclusion encompassed the following concerns: The inclusion of students with special needs negatively affected the performance of regular education students. Students with special needs perform better academically in special

education classrooms rather than regular classrooms. Students with special needs do not benefit from inclusion in the regular education classroom as a result of teachers overly modifying assignments and grades.

Noted within the research was the factor of teacher training. The majority of teachers participating within the inclusion model felt ill-equipped to work with special needs students. Many had little or no in-service or teacher education courses focused on addressing the concerns of special needs students. Participants felt this contributed to emotional and general exhaustion, as well as negative opinions towards inclusion.

The review of literature on teacher's attitudes toward inclusion and educator's burnout provides a basis for the evaluation of the relationship between the two variables. Evidence presented in the literature provides merit to the hypothesis: There is no significant relationship between preset attitudes of regular education, elementary school classroom teachers toward inclusion and educator's burnout.

CHAPTER III

METHODOLOGY

The research and field study completed was briefly described in the Introduction. This section will outline in greater detail the methods, procedures, and study group utilized.

Research Instruments

The survey instruments utilized for the field study were the Jerabek's Burnout Inventory (JBI), an adaptation of the Survey of Teachers Attitudes on Inclusion South Carolina (SAIS), and a short demographic survey. 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 disinterest in job. The exhaustion scale evaluated and measured the frequency the respondent felt overextended by the demands of work. The depersonalization scale evaluated and measured the frequency the respondent felt they related to students and colleagues in an impersonal manner. The disinterested scale evaluated and measured the level of interest and control the respondent retained toward their workload. The instrument has an internal consistency with the split-half reliability of 0.62 and Spearman-Brown of 0.77. The inter-item consistency as determined utilizing the Cronbach's Coefficient Alpha was 0.74 with a standard error of measurement 0.87. (Jerabek, 1997).

The SAIS was composed of 25 statements to which the respondents replied, 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 (expected role of teacher and program); and students (rights, performance/skills and perceptions). Evaluation of the results of the participants' responses revealed attitude and perceptions toward the inclusionary model (Monahan, Marino & Miller, 1996).

The demographic survey was composed of 10 questions of an impersonal nature related to classroom experiences. The survey was structured for the respondent to answer utilizing a multiple-choice format. Evaluations of the survey provided demographic information that was considered in relationship to the JBI and SAIS.

Procedures

A letter requesting permission for the completion of the proposed field study in the targeted school system was submitted to the current Director of Schools and building administrators (see appendix A). Permission was obtained from Austin Peay State University. Participants in the proposed study were requested to complete the Informed Consent Statement (see appendix A). A statement of permission necessary for the utilization of JBI was acquired.

A list of the elementary schools 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 for the proposed field study and requested to complete the JBI, SAIS and demographic survey instruments.

The returned surveys were hand-scored as needed and computer-scored as possible to tabulate data for analysis. Since the proposed study was evaluating a correlation between attitude toward inclusion model and educator burnout levels, a comparison of the following values was conducted: 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 validity of attitude scales was directly related to the validity of the responses made by the individuals participating in the study. The utilization of anonymity and clear appropriate directions for the instruments assisted with instrument validity.

The nominal data is presented in tabular form when possible for the purposes of clarity and facilitating analysis. The data generated was based upon the hypothesis: There is no significant relationship between preset attitudes of regular education, elementary school classroom teachers toward inclusion and educator burnout as measured by the

Jerabek Burnout Inventory and the Survey of Attitudes on Inclusion. Comparisons of the data were evaluated to determine if a simple correlation existed between the variable of teacher's attitudes and educator burnout.

Study Group

Regular education elementary school teachers involved with the inclusionary program in the targeted school system served as subjects for this study. The participants were licensed to teach elementary education in the state of Tennessee. The randomly selected 100 participants from designated elementary schools in the targeted system, were requested to complete two survey instruments designed to measure attitude and burnout levels, and one demographic instrument.

The surveys were distributed to the 100 randomly selected participants through the designated school system's courier delivery program on March 30, 1998. There were 68 surveys returned after the initial distribution. A follow-up inquiry on May 4, 1998, resulted in the return of an additional 30 surveys for a total 98% returned.

CHAPTER IV

ANALYSIS OF SURVEY RESPONSES

The primary purpose of this study was to determine if there was a correlation between elementary school teachers' preset attitudes toward the inclusion classroom model and educator burnout. The initial focus was to determine the positive or negative philosophical dispositions of the teachers toward the inclusion concept. The secondary focus was concentrated on evaluating the burnout levels of the educators within the inclusionary environments.

The review of related research materials and literature, disclosed a variety of tenets and attitudes exist within the educational community in respect to the inclusion issue and educator burnout. The lack of a true consensus lent merit to the hypotheses: There is no significant relationship between preset attitudes of regular education, elementary school classroom teachers toward inclusion and educator's burnout.

The instruments utilized for the purpose of this study included a demographic survey, an attitude survey and a burnout inventory. The demographic survey was utilized to present a cursory overview of the characteristics of the teachers participating in the inclusionary model and their classroom environments. The attitude survey evaluated the positive or negative opinions of the educators toward the inclusion concept. The burnout inventory measured the

presence of burnout indicators within the educators. The survey packets were distributed to 100 elementary school regular education teachers working with the inclusion model within the designated school system.

Classification and Description of Responses

The demographic characteristics of the study group are presented in Tables 1-5. Respondents consisted of ninety-six female and two male elementary regular education teachers employed in eighteen different elementary schools within the designated school system. Tabulations of the data revealed a wide range of responses to the various demographic variables.

<p>TABLE 1 DEMOGRAPHIC SURVEY RESULTS SEX AND AGE</p>	
VARIABLE	RESULTS
1. Sex	
A. Male	4
B. Female	96
2. Age	
A. 20-29 years	28
B. 30-39 years	25
C. 40-49 years	30
D. 50-59 years	17
E. 60-69 years	0

Note: Results reported in percentiles.

TABLE 2 DEMOGRAPHIC SURVEY RESULTS EDUCATIONAL BACKGROUND, YEARS TEACHING, YEARS INCLUSION	
VARIABLE	RESULTS
1. Educational Background	
A. BA	24
B. BA+	24
C. MA	40
D. MA+	12
E. EDS	0
F. EDD	0
2. Years Teaching	
A. 1-3 years	29
B. 4-6 years	17
C. 7-15 years	25
D. 16-20 years	8
E. 21-30 years	17
F. 30+ years	4
3. Years Teaching Inclusion	
A. 1 years	37
B. 2-3 years	42
C. 4-5 years	11
D. 6-10 years	10
E. 11 or more years	0

Note: Results reported in percentiles.

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

VARIABLE	RESULTS
1. How participants became involved in inclusion.	
A. Volunteered	68
B. Asked to	24
C. Told to	8
D. Their Turn	0
2. Special Education Training Received	
A. In-Service Level Training	44
B. No In-Service Training	56
3. Special Education Training Received	
A. College Level 1-6 hours	37
B. College Level 7-12 hours	4
C. College Level 13-18 hours	13
D. College Level more than 19 hours	8
E. No College Level Training	38

Note: Results reported in percentages.

TABLE 4
DEMOGRAPHIC SURVEY RESULTS
COOPERATIVE TRAINING TIME, NUMBER OF STUDENTS,

VARIABLE	RESULTS
1. Cooperative Teaching Time Per Day with Special Education Teacher	
A. Less than one hour	18
B. 1 hour	18
C. 1-2 hours	59
D. 3-4 hours	1
E. 4-6 hours	4
F. all day	0
2. Number of Students in Class	
A. less than 20	77
B. 21-25 students	23
C. 26-30 students	0
D. 30+ students	0

Note: Results reported in percentiles.

TABLE 5
DEMOGRAPHIC SURVEY RESULTS
NUMBER OF SPECIAL NEEDS STUDENTS IN CLASS AND TEACHING METHOD
UTILIZED

VARIABLE	RESULTS
1. Number of Special Needs Students in Class	
A. 1-3 students	32
B. 4-6 students	41
C. 7-10 students	27
D. 11-12 students	0
2. Teaching Method Utilized	
A. Traditional Textbook Approach	0
B. Whole Language Approach	0
C. Integrated and/or Thematic Units	2
D. A Combination of Several Methods	98

Note: For interpretation purposes results reported in percentiles.

Two analysis devices were administered to participants. The first, an attitude survey, evaluated the negative and positive perspective of the participants toward the inclusionary classroom model. Concerns addressed within the survey were tenets 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, and 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 and 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.	100%
B. Moderate signs of burnout.	0%
C. Presence of burnout.	0%
2. Emotional Exhaustion Burnout Subscores	
A. No signs of emotional exhaustion.	50%
B. Moderate signs of emotional exhaustion	35%
C. Presence of extreme emotional exhaustion	15%

Note: Results reported in percentiles.

TABLE 7
JERABEK BURNOUT INVENTORY RESULTS

1. Detachment/Dehumanization of students/Colleagues Subscores	
A. Fully in touch with students and colleagues.	67%
B. Moderate detachment/dehumanization	33%
C. Extreme detachment/dehumanization	0%
2. Disinterest and Loss of Control Burnout Subscores	
A. Feeling in control and interested in teaching.	77%
B. Feeling moderately overwhelmed and disinterested	23%
C. Feeling overwhelmed and disinterested	0%
3. General Exhaustion Subscores	
A. Extremely high energy level.	44%
B. Signs of general exhaustion.	49%
C. Extreme general exhaustion.	5%

Note: 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. Questions twelve, thirteen, seventeen and eighteen, were designed around the current criticisms aimed at the inclusion model by those who oppose its adoption within the educational community.

Consistent responses, considered negative, reveal those participants opposed to inclusion and possess a negative

preset attitude toward inclusion. The results of the data tabulations are presented in Tables 8. Participants were required to respond utilizing a Likert Scale with SA = Strongly Agree, A = Agree, N= Neutral, D = Disagree and SD = Strongly Disagree.

TABLE 8
EVALUATION OF PRESET ATTITUDES TOWARD INCLUSION

Question	SA	S	N	D	SD
<u>Attitude Survey Question 12</u>	3	0	7	45	43

The inclusion of students with special needs negatively affects the performance of regular education students.

<u>Attitude Survey Question 13</u>	42	37	15	3	0
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Students with special needs have a basic right to receive their education in the regular education classroom.

<u>Attitude Survey Question 17</u>	19	53	2	1	5	0
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Students with special needs do better academically in inclusive classrooms.

<u>Attitude Survey Question 18</u>	36	55	7	0	0
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Students with special needs benefit from inclusion in the regular education classroom.

Note: Data reported in actual number of responses.

Participants with negative preset attitudes toward the inclusion model 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 reveals a negative preset attitude. Evaluation of the responses to the four survey questions, reveals no participants with negative preset attitudes toward inclusion.

In order to address the null hypothesis: There is no significant relationship between regular education, elementary school classroom teachers' preset attitudes toward inclusion classrooms and educator burnout, the following variable 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 tabulations are presented in Table 9.

TABLE 9
RELATIONSHIP BETWEEN ATTITUDE TOWARD INCLUSION
AND BURNOUT LEVEL

1. Positive attitude-low burnout level	100%
2. Positive attitude-moderate burnout level	0%
3. Positive attitude-high burnout level	0%
4. Negative attitude-low burnout level	0%
5. Negative attitude-moderate burnout level	0%
6. Negative attitude-high burnout level	0%

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 preset teachers' attitudes and exhaustion levels were completed. Notable results are presented in Table 10, complete results are in appendix.

TABLE 10
RELATIONSHIP BETWEEN TEACHERS' ATTITUDES TOWARD INCLUSION AND EXHAUSTION LEVELS

1. Positive attitude and no signs of emotional exhaustion	50%
2. Positive attitude and moderate signs of emotional exhaustion	35%
3. Positive attitude and presence of extreme emotional exhaustion	15%
4. Positive attitude and no signs of general exhaustion	44%
5. Positive attitude and moderate signs of general exhaustion	49%
6. Positive attitude and presence of extreme general exhaustion	5%

Note: Results reported in percentiles.

SUMMARY OF FINDINGS

Summary of Findings

The central concern of this study was to determine if a relationship existed between preset teachers' attitudes toward inclusion and educator burnout. The study includes a review of literature which evaluated a body of previous empirical research focused on tenets toward inclusion and correlation to burnout. The review of the literature did not readily and conclusively indicate the precise conditions or stressors which were catalyst to the development of educator burnout. On those occasions where relationships were determined, they tended to be both inconsistent and weak.

The survey packet utilized for this study consisted of the Jerabek Burnout Inventory (JBI), an adaptation of the Survey of Teachers' Attitudes on Inclusion South Carolina (SAIS), and a short demographic survey. A total of 100 participants were randomly selected from the designated school system. Participants consisted of regular education, K-5 elementary school teachers currently participating in the inclusionary classroom model. Of the 100 surveys distributed, ninety-eight were returned, yielding a response percentage rate of 98%. The findings in this section are based upon an evaluation of the surveys.

A comparison of the following variables 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; negative attitude-moderate burnout level;
- (e) negative attitude-high burnout level.

Evaluation of the survey items revealed none of the 98 participants possessed negative preset attitudes toward inclusion. Although eleven participants had a response within the considered indicators of negative attitudes, they were not consistent with the requirement of three or four appropriate responses. This resulted in the determination there were no participants in the study with negative preset attitudes toward inclusion.

An analysis of the Jerabek Burnout Inventory disclosed no participants were experiencing burnout. Within the subscores of the burnout inventory, there was evidence of the presence of emotional and general exhaustion. Half of the participants were experiencing some level of emotional exhaustion, with 15% experiencing extreme emotional exhaustion. Slightly more participants, 54%, were experiencing general exhaustion with 5% enduring extreme general exhaustion.

The demographic survey revealed 96% of the teachers within elementary school inclusion classrooms were female. This is consistent to the entire elementary regular education teacher population where less than 5% are male. Approximately

50% of the participants had been teaching less than ten years with 79% working with the inclusion program less than three years. The majority of the study group (68) volunteered for involvement in the inclusion classroom.

Evaluation of related research literature listed lack of special education training as a major stressor and precursor for educator burnout. Within this study, the demographic survey revealed 56% of the participants had no special education methodology in-service training and 38% with no college level special education training. Of the total participants with little or no special education training, 33% possessed moderate to extreme levels of emotional and general exhaustion.

Based on an analysis of the data, the following conclusions, related to the relationship between preset teachers' attitudes toward inclusion and educator burnout, are drawn.

1. There is no significant correlation between preset teachers' attitudes toward inclusion and educator burnout.
2. There are some inconsistencies within teachers' perspectives towards the inclusion model.
3. Lack of appropriate special education training impacts upon teachers' exhaustion levels, a precursor to burnout.
4. Attitudes towards the inclusion classroom are extremely positive among elementary school teachers within the designated school system.

Recommendations

The recommendations generated from this study are as follows:

1. Training programs to assist regular education teachers with the development of curriculum and activities for special needs students should be presented on a regular basis.
2. Universities should seriously consider the incorporation and requirement of additional special education methodology courses within the teacher education program. Currently, only an introductory special education course is required for licensure in elementary education in many states.
3. An in-depth study should be developed to determine the precursors to the development of emotional and general exhaustion amongst regular education teacher participating in the inclusion model.

APPENDIX A


APPROVAL OF RESEARCH

SURVEY OF ATTITUDES RESULTS

RELATIONSHIP BETWEEN ATTITUDE TOWARD INCLUSION AND BURNOUT LEVEL RESULTS

MEMORANDUM

To: Kimmie Sucharski, Teacher
Kenwood Elementary School

From: Frank Hodgson 

Date: 7 January 1998

Re: Approval of Research Request For Ed.S Degree at APSU.

I have read your proposal as submitted to Mr. Baker, Director of Schools. As Director of Research and Development, I am approving your proposal for the research topic. Please be aware that you are required to follow all Human Rights requirements from your university as well as local system requirements. (See Attached Policy)

Good luck with your research study. If you have any further questions call me at my office (648-5600 x 286).

FHLrj

Attachment
cc: File

CONSENT FORM

Project Title: Preset Teachers' Attitudes Toward Inclusion and Educator Burnout.

Description of purpose and explanation of procedures:

This study will evaluate the relationship between K-5, elementary school teachers' attitudes toward the Inclusion concept and the rate of teachers' burnout. The Field Study is a requirement necessary for the completion of an Education Specialist Degree, from Austin Peay state university, by Kimmie Lee Smith Sucharski, Kenwood Elementary School. Participants in the study will complete three short surveys.

The first is a short demographic survey of 10 questions which requires no more than check marks to answer and takes approximately 2 minutes to complete. The second is a Survey of Teachers' Attitudes on Inclusion (STAI). The STAI consists of 25 questions which are answered utilizing a Likert Scale from "strongly disagree" to "strongly agree." The survey takes approximately 5 minutes to answer. The final survey is the Jerabek burnout Inventory (JBI). The JBI is a 35 item self-assessment survey which measures burnout levels. The inventory takes approximately 5 minutes to complete.

The surveys will be completed in total anonymity. The data will be evaluated and conclusion developed. Results will be provided to the schools participating in the field study.

I, _____, state I am over 18 years of age and wish to voluntarily participate in the Field Study.

SURVEY OF ATTITUDES ON INCLUSION

NOTE: Data presented in percentages.

	SA	A	N	D	SD
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.	12	17	3	44	24
2. Regular education teachers have the instructional skills and educational background to teach students with special needs in the regular education classroom.	14	33	22	18	13
3. Special education and regular education Teachers should demonstrate collaboration with all students with special needs in the regular education classroom.	53	35	6	4	2
4. The regular education teacher receives Little assistance from special education teachers in modifying instructions for special needs students.	4	23	12	31	30
5. Bringing special education teachers into regular education classrooms can cause serious difficulties in determining "Who is in charge?"	1	13	6	46	34

SURVEY OF ATTITUDES ON INCLUSION RESULTS CONTINUED

ITEM	SA	A	N	D	SD
6.Regular education teachers are comfortable co-teaching content area with special education teachers.	29	32	25	14	0
7.Regular education teachers prefer sending students with special needs to special education teachers rather than having services in their classroom.	9	11	12	40	28
8.Special education teachers provide educational support for all students.	43	53	4	0	0
9. The special education teacher only provides assistance to those students with special needs.	0	0	0	45	55
10. Regular education teachers have the primary responsibility for the education of students with special needs in their classroom.	29	35	3	9	23
11. The redistribution of special education resources into the regular education classroom decreases the instructional load of the regular education teacher.	28	28	18	12	13
12. The inclusion of students with special needs negatively affects the performance of regular education students.	3	0	7	46	44

SURVEY OF ATTITUDES ON INCLUSION RESULTS CONTINUED

ITEM	SA	A	N	D	SD
13. Students with special needs have a basic right to receive their education in the regular education classroom.	43	37	16	4	0
14. Students with special needs to improve their social skills when placed in a regular education classroom.	39	51	10	0	0
15. Students with special needs lose the label of being "stupid," "strange" or "failures" when placed in regular education classroom.	19	39	23	1	63
16. Gifted students are neglected in inclusive classrooms.	13	19	6	34	29
17. Students with special needs do better academically in inclusion.	19	53	22	6	0
18. Students with special needs benefit from inclusion in the regular education classroom.	36	56	8	0	0
19. Students with special needs require more attention and assistance than the regular education teacher can provide.	10	58	14	9	9
20. Students with special needs demonstrate more behavior problems than regular education students.	13	20	15	33	19

SURVEY OF ATTITUDES ON INCLUSION RESULTS CONTINUED

ITEM	SA	A	N	D	SD
21. Students with special needs adjust well when placed in regular education classrooms.	20	44	22	9	5
22. Peers are not accepting of students with special needs in regular education classrooms.	1	1	8	49	41
23. The study skills of students with special needs are inadequate for success in the regular education classroom.	0	10	29	36	25
24. Although inclusion of students with special needs is important, the necessary resources are not available for it to succeed.	7	17	22	39	15
25. Families are supportive of inclusion.	27	50	23	0	0

RELATIONSHIP OF ATTITUDES TOWARD INCLUSION AND EXHAUSTION

Variable	Percentage of participants
1. Positive attitude and no signs of emotional exhaustion	50%
2. Positive attitude and moderate signs of emotional exhaustion	35%
3. Positive attitude and presence of extreme emotional exhaustion	15%
4. Negative attitude and no signs of emotional exhaustion	0%
5. Negative attitude and moderate signs of emotional exhaustion	0%
6. Negative attitude and presence of extreme emotional exhaustion	0%
7. Positive attitude and no signs of general exhaustion	44%
8. Positive attitude and moderate signs of general exhaustion	49%
9. Positive attitude and presence of extreme general exhaustion	5%
10. Negative attitude and no signs of general exhaustion	0%
11. Negative attitude and moderate signs of general exhaustion	0%
12. Negative attitude and presence of extreme general exhaustion	0%

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