Theses and Dissertations

2007

The Effect of Adequate Yearly Progress on Teacher Stress and Burnout Levels in Middle Schools

Tara Shanece Raines

THE EFFECT OF ADEQUATE YEARLY PROGRESS ON TEACHER STRESS

AND BURNOUT LEVELS IN MIDDLE SCHOOLS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for

the Degree of Doctor of Philosophy in

Leadership and Education in

the Adrian Dominican School of Education

Barry University

by

Tara Shanece Raines

к~кккк

Barry University

2007

Area of Specialization: Leadership

BARRY UNIVERSITY
MIAMI, FL 33181

THE EFFECT OF ADEQUATE YEARLY PROGRESS ON TEACHER STRESS
AND BURNOUT LEVELS IN MIDDLE SCHOOLS
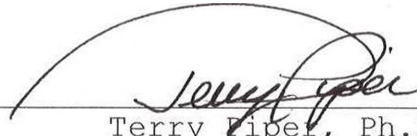
DISSERTATION

By

Tara Shanece Raines

2007

APPROVED BY:

_____
Edward Bernstein, Ed.D.
Chairperson, Dissertation Committee

_____
Patrick Gaffney, Ph.D.
Member, Dissertation Committee

_____
Sister Phyllis Superfisky, OSF., Ph.D.
Member, Dissertation Committee

_____
Terry Piper, Ph.D.
Dean, Adrian Dominican School of Education

m^s

L b

c3 Sr VO-

ᵥiW

<a<^7

ABSTRACT

THE EFFECT OF ADEQUATE YEARLY PROGRESS ON

TEACHER STRESS AND BURNOUT LEVELS

IN MIDDLE SCHOOLS

Tara Shanece Raines

Barry University, 2007

Dissertation Chairperson: Dr. Edward Bernstein

Purpose: To investigate the effect of Adequate Yearly
Progress (AYP) on teacher stress and burnout in middle
schools.

Method: The TSI and MBI-ES were sent to 260 teachers from
five randomly selected middle schools. All data was
analyzed using t-tests for independent means to compare
mean stress scores and burnout scores of teachers in
successful and unsuccessful schools.

Major Findings: A comparison of teacher stress between
successful and unsuccessful schools did not yield any
significant differences in nine tests of significance.
Therefore, the data failed to reject nine of the ten null
hypotheses.

Acknowledgements

I would like to express my deepest gratitude to my doctoral committee: Dr. Edward Bernstein, Chairperson, Dr. Patrick Gaffney, and Sister Phyllis Superfisky, OSF., PhD. Thank you to Dr. Bernstein for your expertise, support, and encouragement. Each committee member played an important role in helping in the completion of my dissertation and in my educational endeavors at Barry University.

In addition, I would like to thank Broward County principals for allowing me to collect data in their schools and the teachers who used their valuable time to complete and return the surveys.

I am grateful to my parents who have helped care for my son while I attended evening classes. They encouraged me to complete this project even when I felt like giving up.

Table of Contents

REFERENCES.

List of Tables

CHAPTER 1

THE PROBLEM

Introduction

Today, standardized testing is highly regarded as the measure used to determine achievement in schools. High test scores signify success among schools, teachers, and students. Low test scores denote that schools, teachers, and students were unsuccessful. This chapter will discuss the achievement gaps beginning in the early 1980s which prompted the current use of standardized testing.

Background

Many researchers have examined the achievement gap between African-American and European-American students. Research studies report that during the 1970s and the first half of the 1980s, there was a significant narrowing of the Black-White and Hispanic-White achievement gaps. However, these achievement gaps began to re-emerge in the late 1980s (Ikpa, 2004; Lee, 2002).

The achievement gap has been at the forefront of educational research. Researchers at the National Center for Education Statistics (NCES; 2001) assessed differences in the Black-White reading and mathematics achievement in samples of students from Grades 2, 5, 9, 12. NCES reports that the Black-White math gap is two fifths smaller in

Grade 5 than in Grade 2, one half larger in Grade 9 than in Grade 5, and remained the same size in Grades 12 and 9. This suggests a narrowing of the Black-White gap during elementary school, a widening of the gap during junior high, and little change during senior high. An examination of the Black-White reading gap revealed that the Black-White reading gap is one third smaller in Grade 9 than in Grade 2, and two fifths smaller in Grade 12 than in Grade 2. Such evidence suggests that the reading gap was narrower in the junior and senior high school sample than in the early-elementary school sample.

States began a reform movement to improve the educational achievement and reduce the gap among public-school students. Florida's focus on improving educational achievement began in the late 1960s with the first statewide assessment of students in Grades 2 and 4. In 1976 the Florida Legislature approved assessments in Grades 3, 5, 8, and 11. In 1984, 10th graders took the High School Competency Test (HSCT) which raised standards to encourage students and teachers to reach higher academic achievement. In 1996, the State Board of Education adopted academic standards for Florida students and authorized the Florida Comprehensive Assessment Test (FCAT). In 1998, the FCAT was administered for the first time, and in 1999 the Florida

Legislature passed the A+ Plan which graded schools A to F based on their FCAT scores (Florida Department of Education, 2004).

While the bar continues to be raised for student and school performance in the requirements for maintaining high achievement levels on the FCAT, the achievement gap across the nation continues to exist. The No Child Left Behind Act (NCLB) of 2001, signed into law on January 8, 2002, was the federal government's response to reduce the achievement gap between the poor and the middle class and between minorities and Whites (Fritzberg, 2004; Simpson, LaCava & Graner, 2004; Fact Sheet: No Child Left Behind Act, 2002).

The NCLB requires all states to enact educational standards in Grades 3 through 8 and 1 year in high school. Student learning is assessed against these adequate yearly progress (AYP) standards, which every student and school is expected to meet. States are required to track performance for subgroups, low income students, racial and ethnic minorities, limited-English proficient students and students with disabilities. To make AYP, 95% of students in each subgroup must be tested; all subgroups must meet the current year's minimum annual target for proficiency in reading, math, and science, and meet the minimum annual

target for attendance in elementary and middle school, and graduation rate in high school.

Under NCLB all students must be proficient in reading, mathematics, and science by the 2013-2014 school year (Fritzberg, 2004; Jacobson, Johnson, Ylimaki & Giles, 2005; Matthews, 2004; Simpson et al., 2004).

Schools and school districts that achieve the AYP goals may receive public recognition and rewards and acknowledgements for their faculty members and staff (Fact Sheet: No Child Left Behind Act; Simpson et al., 2004). Title 1 schools that fail to attain AYP for two continuous years, either school wide or in any subgroup, are designated as in need of improvement and must offer students the choice of another public school that did meet AYP. Schools that do not make AYP for three consecutive years must offer school choice and provide supplemental tutoring services to their students. Schools that fail four consecutive years require district intervention which includes revamping the curriculum, replacing the staff, or decreasing the authority of the building-level leadership. Five consecutive years without AYP equates to continued restructuring, conversion to a charter school, or state takeover (Fact Sheet: No Child Left Behind Act, 2002;

Fritzberg, 2004; Jacobson et al., 2005; Simpson et al., 2004).

Statement of the Problem and Significance

Research has suggested that teaching is one of the high-stress professions, with about one quarter of teachers regarding it as extremely stressful. One study of teacher stress found that most teachers experience periods of self-doubt, disenchantment, and reassessment as their career develops. These encounters are resolved with them continuing with their careers as teachers or deciding to leave the profession (Kyriacou, 2001). Ladd and Thomas (2000) point to evidence that pressure to assure high test scores is detrimental to teaching. Also, publishing test scores with schools' rankings pressures teachers to produce high test scores, causing teachers shame, low esteem, anxiety, and alienation (Ladd & Thomas).

The National Center for Education Statistics (1997) reported that nationally 9.3% of public-school teachers leave before completing their first year. Several reports indicated that 25-50% of teachers leave within their first three years of teaching (Certo & Fox, 2002; Howard, 2003; Inman & Marlow, 2004). Additionally, between 40 and 50% of all beginning teachers leave the profession within five years (Certo & Fox; Ingersoll & Smith, 2003).

Turnover is high for the entire teaching profession and is attributed to attrition and migration (with an annual departure rate of 14-17%). Studies on reasons teachers leave the profession have cited that stress, working conditions, and low salary were the highest ranking reasons teachers leave the field (Darling-Hammond, 2001; Certo & Fox, 2002; Howard, 2003; Ingersoll & Smith, 2003).

High teacher-attrition rates will ultimately lead to teacher shortages nationwide. Darling-Hammond (2001) reported that there is a shortage of people willing to work for the low teacher salary and under such poor working conditions. As teachers leave the profession and only 60% of newly prepared teachers become full-time teachers (Howard, 2003), the concern shifts from recruitment of teachers to retention of current teachers (Ingersoll & Smith, 2003).

Researchers point to the need for teachers throughout Florida. One report projects that Florida will need to fill an estimated 19,600 to 29,600 classroom teacher positions a year (Florida Department of Education, 2004). Placing teachers under increased pressure to ensure that students continuously improve on the FCAT has an adverse effect on teacher recruitment and retention.

Stress is seemingly the most detrimental for the beginning teacher. There will always be a need for teacher stress studies to update our data in the field and explore trends and changes in schools which are generating high levels of stress that need to be addressed (Kyriacou, 2001). However, research on the effects of accountability rankings on teacher stress is scarce.

Policymakers and district and school-level administrators could use this research data as a basis to provide interventions to reduce the sources of stress that contribute to a teacher's work-related stress level. High stress in teachers can cause teachers to develop a negative attitude toward the profession and cause subpar teaching performance. Another effect of high stress is absenteeism, which causes a rise in substitute teacher costs. Teacher stress left unmanaged results in decreases in student achievement because learning suffers when a stressed-out teacher is in the classroom. Reduction in stress sources for the beginning teacher could make the teaching profession more desirable, thus reducing the attrition rate and narrowing the teacher shortage.

Purpose

The purpose of this study was to investigate the effect of AYP on teacher stress and burnout in middle

schools. Also, stress and burnout comparisons were made based on gender and years of experience. Stress was measured by the 49 items of the Teacher Stress Inventory (TSI). Burnout was measured by 22 items of the Maslach Burnout Inventory (MBI)-Educator Survey (see Appendix).

Research Questions and Hypotheses

The dependent variables for this study were teacher stress and burnout. The independent variables for this study were the school's AYP designation, gender, and years of experience. This study attempted to answer the following research question:

1. Is there a difference in teacher stress and burnout levels between successful and unsuccessful middle schools as measured by AYP?

This research question suggested the following null hypotheses for this study:

H_{o1}: There is no difference in teacher stress levels between successful and unsuccessful middle schools as measured by AYP.

H_{o2}: There is no difference in teacher burnout levels between successful and unsuccessful middle schools as measured by AYP.

$H_{o}3$: There is no difference in teacher stress levels in male teachers between successful and unsuccessful middle schools as measured by AYP.

$H_{o}4$: There is no difference in teacher burnout levels in male teachers between successful and unsuccessful middle schools as measured by AYP.

$H_{,,}5$: There is no difference in teacher stress levels in female teachers between successful and unsuccessful middle schools as measured by AYP.

$H_{0}6$: There is no difference in teacher burnout levels in female teachers between successful and unsuccessful middle schools as measured by AYP.

$H_{0}7$: There is no difference in teacher stress levels in beginning teachers between successful and unsuccessful middle schools as measured by AYP.

$H_{q}8$: There is no difference in teacher burnout levels in beginning teachers between successful and unsuccessful middle schools as measured by AYP.

$H_{o}9$: There is no difference in teacher stress levels in experienced teachers between successful and unsuccessful middle schools as measured by AYP.

Hoio: There is no difference in teacher burnout levels in experienced teachers between successful and unsuccessful middle schools as measured by AYP.

Definitions of Terms

Stress: Defined as a score on the TSI; defined by the National Library of Medicine and the National Institutes of Health (2005) as a response from any situation or thought that makes one feel frustrated.

Burnout: Defined as a score on the MBI-ES; defined by Garden (1989) as a form of psychological distress arising from overextension of the self that manifests as a severe loss of energy and deterioration in performance.

Beginning Teacher: A teacher with less than five years of teaching experience.

Experienced Teacher: A teacher with five years or more of teaching experience.

Adequate Yearly Progress (AYP): A measure of progress toward the goal of 100% of the students achieving academic standards in reading/language arts and math. It sets the minimum level of proficiency that school districts, and schools must achieve each year on annual tests and related academic indicators (U.S. Department of Education)

Successful School: A school that attains AYP status as a result of student performance on the FCAT

Unsuccessful School: A school that does not attain AYP status as a result of student performance on the FCAT

Assumptions

There exist a few underlying assumptions for this study. The first pertains to the instrument used for data collection. It is assumed that the participants will respond truthfully to the survey. Another assumption is that the TSI is a reliable and valid measure of teacher stress levels, and the MBI is a valid and reliable measure of teacher burnout. Finally, it is assumed that the criteria for the statistical test chosen for data analysis will be satisfied.

Limitations

This study also has limitations. The first limitation pertains to generalizability. Since the instrument was only being administered to middle-school teachers in one school district, the results may only be generalizable to middle schools in similar districts. The second limitation has to do with the sample selection process. It was hoped that the population from which the sample was obtained was equally distributed. The third limitation is that the sample consisted of voluntary participants.

Summary

All states responded to the achievement gap with standardized testing. In 2002, the NCLB enacted adequate yearly progress (AYP) standards in which student learning

is assessed. Schools that do not make AYP are sanctioned each consecutive year more severely. These standardized test standards seemingly increase the stress and burnout experienced by teachers. This study attempted to answer the research question: Is there a difference in teacher stress and burnout levels between successful and unsuccessful middle schools as measured by AYP?

Chapter 2 will lead into a review of the related literature on stress studies, stress models, causes and effects of teacher stress and burnout. Chapter 3 discusses the methods for data collection. Chapter 4 follows with a discussion of the results and a conclusion in Chapter 5.

CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

Stress is a major cause for teachers with less than five years' experience to leave the profession. Therefore, the research question asks if there is a significant difference between teacher stress levels in successful and unsuccessful schools. McCormick (1997) cited studies that show stress leads to reduced productivity, absenteeism, turnover, and impaired health. This data showed that teacher stress is a relevant area of investigation for educational administrators.

Stress Research

Several definitions of stress exist. In 1974 Hans Selye (as cited by Brown & Vehara, 1999) defined stress as the nonspecific response of the body to any demand made upon it. Similarly, the National Institute for Occupational Safety and Health (1999)defined job stress as the harmful physical and emotional responses that occur when the job requirements do not match the capabilities, resources, or needs of the worker. Kyriacou (2001) posited a definition of teacher stress that relates to previous definitions. He stated that teacher stress is the experience of unpleasant,

negative emotions such as anxiety or frustration that

result from some aspect of their work as a teacher.

Stress Models

Several models exist to describe occupational stress.

According to McCormick (1997), the attribution-of-

responsibility for occupational stress model is concerned

with how teachers in an education system cognitively

organize domains to which responsibility can be attributed

for their occupational stress. An important aspect of this

model is the negative nature of distressing occupational

stress. This introduces the notion of success or failure.

For some teachers, coping with stress may equate with

personal success and failing to cope with personal failure

(McCormick, 1997).

A second approach to occupational stress is person-

environment (P-E) fit. The P-E fit theory takes into

account the nature of a person's work and the person's

characteristics. In a work environment, unmet interests,

the person's coping and defense mechanisms, social

background, and the situational constraints on particular

responses can affect the type of strain which a person

develops. Prolonged exposure to this strain can affect

health and performance. However, good P-E fit results in

increased self-worth, self-efficacy, and competence

(Pithers & Soden, 1999).

Two additional models, the job demand-control (JDC)

and job demand-control-support models, focus on two

dimensions of the work environment: job demands and job

control. Job demands refer to the workload. Job control or

decision latitude is the ability to control work

activities. Likewise, having decision latitude over the

work process reduces a worker's stress (Van der Doef &

Maes, 1999).

Van der Doef and Maes (1999) reported the strain

hypothesis of the JDC model as the most negative

psychological well-being. It is found in employees working

in high demands-low control jobs. Additionally, the authors

reported that the iso-strain hypothesis of the JDCS model

states that employees working in high demands, low-control,

and low-support jobs will experience the lowest well-being

(Van der Doef & Maes).

Similarly, the effort-reward imbalance model also

describes job-related stress. The effort-reward imbalance

model states that effort at work is ideally reciprocated by

socially defined rewards that include money, esteem, and

status control in terms of promotion prospects and job

security. An imbalance between high efforts spent and low

15

rewards received is likely to be experienced if employees
have little choice of alternative work sites, accept the
imbalance for strategic reasons, and exhibit a specific
psychological pattern of work-related overcommitment. These
high effort/low reward conditions at work elicit sustained
stressful experiences at work (Calnan, Wadsworth, May,
Smith,& Wainwright, 2004;Siegrist, 2002).

Causes and Effects of Teacher Stress

The National Institute for Occupational Safety and
Health (1999) cites the cause of job stress as the result
of the interaction of the worker and the conditions of the
work site. Differences in individual characteristics are
most important in predicting whether certain job conditions
will result in stress. However, there is greater emphasis
on working conditions as the key source of job stress.

Many authors have cited common sources of stress
facing teachers. These include teaching unmotivated
students, controlling discipline, workload, coping with
change, evaluations, administration, poor working
conditions, self-esteem, and role conflict (Hannerz,
Albertsen, & Tuchsen, 2002; Hui & Chan, 1996; Kyriacou,
2001).

The effects of teacher stress can have a negative
impact on school systems and districts. The stress may be

16

Mathei (1996) conducted a study to extend existing data on teacher stress by using a questionnaire designed to assess teacher stress in multiple testings of the same schools over a four-year period. Teachers completed the Stress in Teaching Questionnaire with six fixed response sections. Results showed that there exists a strong relationship between total stress and general stress. One fourth of the intermediate teachers felt teaching was very or extremely stressful. One fifth felt very or extremely dissatisfied with teaching. One half felt fairly or very unlikely that they would be teaching in 10 years (Manthei, 1996).

Similarly, Miller (1999) conducted a case study to identify the sources of teacher stress through the use of the Teacher Stress Inventory (TSI). The TSI identifies stress triggering events (time management, work-related stressors, professional distress, discipline and motivation, and professional investment) and stress manifestation events (emotional, fatigue, cardiovascular, gastronomical, and behavioral). The t-tests were used to analyze the data. Miller concluded that significant findings in relation to stress were the amount of experience of the teacher.

Richardson (1997) sought to answer whether a significant difference exists between male and female elementary school teachers with respect to their identifiable sources of stress. A 36-item Teacher Stress Inventory was used to assess sources of stress on seven scales: role ambiguity, role stress, organizational management, job satisfaction, life satisfaction, task stress, and supervisory support. The t statistic was applied to the mean scores of the males and females to determine the existence of any statistically significant differences on the Teacher Stress Inventory. Males rated Role Stress and Life Satisfaction as more stressful than their female counterparts.

Brown, Ralph, and Brember (2002) identified major stressors in their schools. They found that bewilderment at the scope and rate of change and the diversity of roles with which they had to cope and school management and administration were identified as major stressors by virtually every teacher.

Other Studies of Teacher Stress

Kerlin (2002) compared role/task/environment stress experienced by 24 beginning academic and 50 career-technical teachers in career-technical schools. Career-technical teachers reported greater role and task stress in

19

career-center settings whereas academic teachers reported greater school-environment stress.

Manthei (1996) and Tang (1999) investigated the relationship between teacher stress and job satisfaction and burnout. Tang reported that there are six stress sources significantly related to burnout. Manthei's study revealed that one fourth of intermediate teachers in the study felt teaching was very or extremely stressful. One fifth felt very or extremely dissatisfied with teaching, while one half felt fairly or very unlikely that they would be teaching in 10 years.

Dussault, Deaudelin, Royer, and Loiselle (1997) analyzed the relationship between professional isolation and occupational stress in 2,924 elementary, secondary, and vocational teachers. He found that isolation was positively correlated with scores on the TSI and that women seem more stressed.

A comparison study by Williams and Gersch (2004) measured stress scores for teachers in special and mainstream schools. Mainstream teachers were most stressed by pressure from inspection and having too much work to do. There was no difference between teachers in mainstream and special schools on overall stress scores. Mainstream teachers were most stressed by noisy pupils, lack of time

to spend with individual students, inspection, and pupils'
poor attitude to work. Teachers of students with special
needs were stressed by a shortage of equipment.

Burnout Defined

A construct that results from prolonged exposure to
stress is burnout. In the past burnout has been defined in
two ways. It can be a loss of interest by workers in the
persons with whom they work and feelings of failure
resulting from work overload (Friedman, 1991) or it can be
a response to interpersonal job stressors and be caused by
chronic job stress (Maslach, Schaufeli & Leiter, 2001;
Pines & Keinan, 2005). No standard definition of burnout
exists; however, there is consensus about three core
dimensions of burnout (emotional exhaustion,
depersonalization, and reduced personal accomplishment) as
measured by the MBI-ES.

The first dimension of burnout is exhaustion which
represents the basic individual stress dimension of
burnout. Cynicism or depersonalization is the second
dimension of burnout. It represents the interpersonal
context dimension of burnout. Third, the inefficacy
component represents the self- evaluation dimension of
burnout (Maslach, Jackson, & Leiter, 1997; Maslach, et al.,
2001).

Model of Burnout

The model of job-person fit is a framework for understanding burnout. The model focuses on the degree of match or mismatch between the person and six job environment domains: workload (excessive overload), control (insufficient individual control over needed resources), reward (insufficient financial rewards for achievements), community (loss of a sense of positive connection with others in the workplace), fairness (workplace perceived unfair), and values (constrained to do things that are unethical). The greater the gap, the greater the chance of burnout. The smaller the gap, the greater the likelihood of work engagement (Maslach et al., 2001).

Burnout Studies

Schwab (1983) reported the sources and consequences of burnout in two states. In a sample of 469 randomly selected Massachusetts teachers, researchers found that younger teachers had more intense feelings than their older counterparts. Concerning gender, male teachers had more negative attitudes toward their students than females. High school and middle-school teachers had more negative attitudes toward their students than elementary teachers. Elementary teachers had more frequent feelings of accomplishment than high school teachers.

A study of 459 Connecticut classroom teachers found that in organizations that did not enhance self-actualization and esteem needs, teachers were more likely to exhibit burnout. Another study of 469 special educators from Connecticut and Massachusetts found that people with a more external locus of control evidenced more feelings of burnout (Schwab, 1983).

Two other studies of 469 Massachusetts teachers and 443 Connecticut special education teachers examined the relationships among role conflict, role ambiguity, and teacher burnout. The studies found that in organizations where high levels of conflict and ambiguity existed, teachers had more frequent and intense feelings of emotional exhaustion and negative attitudes toward students. Role conflict and ambiguity had a minor effect on accomplishment (Schwab, 1983).

Friedman (1991) conducted a study using 1,485 females to identify specific background variables of teachers and organizational characteristics of high-burnout and low-burnout schools. The teachers completed the MBI and a background sheet. Results were divided into four environmental variables. In the pedagogical environment high-burnout schools have educational objectives that are well defined; low-burnout schools did not rank educational

achievements at a high level of importance. The administrative environment in high-burnout schools showed a clearly defined administrative structure; low-burnout schools had a flexible administrative structure. In the physical environment, in high-burnout schools, buildings were usually clean; low-burnout schools were not especially clean, and teachers were free to move equipment throughout the building. Finally, the social environment in high-burnout schools was not distinguishing; low-burnout schools showed a heterogeneous composition in homerooms.

Summary

Stress is a major cause for teachers to exit the profession. Prolonged stress in teachers can have physical, psychological, or behavioral consequences which negatively impact schools and districts. As studies of teacher stress suggested, teachers often reported that teaching is very or extremely stressful. High-stakes testing and accountability add a new stress source. Administrators at all levels must attend to this rising concern of teacher stress in an era of accountability and work on teacher training to manage the stress. Less stress on teachers possibly reduces the effects of absenteeism, attrition, and early retirement that negatively affect school districts and ultimately student achievement.

Chapter 3 describes the methods for data collection, reliability and validity of the survey instruments, and the proposed data analysis method.

CHAPTER 3

METHODOLOGY

Introduction

The proposed research utilized a causal-comparative

design to compare teacher stress and burnout levels of

beginning and career teachers in successful and

unsuccessful schools. The causal comparative design does

not allow for manipulation of the independent variable

because groups have already been exposed to it. In causal

comparative research, investigators attempt to determine

the cause of differences that already exist between or

among groups of individuals (Frankel & Wallen, 2003).

Sample

The participants in this study consisted of teachers

from one randomly selected successful and unsuccessful

middle school in each of the four areas within the Broward

County school district. It is expected that the population

to whom the results may be generalized are middle-school

teachers in similar Florida districts.

Description of the TSI

The 49-item Teacher Stress Inventory (TSI) assesses

the degree of strength of occupational stress experienced

by public-school teachers. The inventory contains five

stress-source factors and five stress-manifestation

factors. The five stress source factors are Time

Management, Work-Related Stressors, Professional Distress,

Discipline and Motivation, and Professional Investment; the

five stress manifestations factors are Emotional

Manifestations, Fatigue Manifestations, Cardiovascular

Manifestations, Gastronomic Manifestations, and Behavioral

Manifestations. Teachers rated their stress on a 5-point

Likert scale (1 = *no strength, not noticeable*; 5 = *major*

strength, extremely noticeable). These five stress-source

and five manifestation subscale scores were summed and

divided by 10 to derive a Total Stress Score.

TSI Reliability and Validity

TSI subscale and scale alpha reliability estimates for

3,401 regular education and special-education teachers

are .93 for total stress scores. The test-retest

reliability coefficient (2 week interval) is .99 for total

stress. Content validity, based on interrater r, is .82 for

total stress.

Description of the MBI

The MBI was designed to assess the three components of

the burnout syndrome: emotional exhaustion,

depersonalization, and reduced personal accomplishment.

There are 22 items divided into three subscales. The items

are written in the form of statements. The answers are on a

7-point scale from 0 = *never* to 6 = *everyday.* The nine

items in the emotional exhaustion subscale assess feelings

of being emotionally overextended and exhausted by one's

work. Five items in the depersonalization subscale measure

an unfeeling response toward recipients of one's own

instruction. Eight items in the personal accomplishment

subscscale assess feelings of competence and successful

achievement in one's work with people (Maslach et al.,

1997) .

MBI Reliability

Internal consistency was estimated by Cronbach's

alpha. Reliability coefficients were .90 for emotional

exhaustion, .79 for depersonalization, and .71 for personal

accomplishment. Standard error of measurement was 3.80,

3.16, and 3.73 respectively. Test-retest reliabilities for

teachers over a 1-year interval were .60 for

depersonalization, .54 for depersonalization, and .57 for

personal accomplishment

MBI Validity

Convergent validity was demonstrated in three ways.

First, an individual's MBI scores were correlated with

behavioral ratings made independently by a person who knew

the individual well. Second, MBI scores were correlated

with the presence of certain job characteristics that

contribute to burnout. Third, MBI scores were correlated

with measures of various outcomes that had been

hypothesized to be related to burnout (Maslach et al.,

1997) .

Discriminant validity was obtained by distinguishing

it from measures of other psychological constructs that

might be presumed to be confounded by burnout. Graduate

students completed the MBI and the Social Desirability (SD)

scale. If burnout is not influenced by a social

desirability response set, then the scores on the MBI and

SD Scale are uncorrelated (Maslach et al., 1997).

MBI-Educators Survey

Alternate forms of the MBI have been developed to

assess burnout in the teaching profession and burnout in

occupations other than human services. The MBI Educators

Survey (MBI-ES) was first published in 1986 due to the high

level of interest in teacher burnout and the need for more

research in the area. MBI-ES measures the same three

burnout dimensions as the original MBI; however, the word

recipient was replaced by the word students. When teachers

feel chronic fatigue they become emotionally exhausted.

Teachers who have a negative attitude toward their students

experience depersonalization. Third, when teachers no

longer feel that they can help students learn they

experience reduced personal accomplishment (Maslach et al., 1997) .

Reliability for MBI-ES

Factor analysis studies using Massachusetts and California teachers supported the three-factor structure of the MBI-ES. Two studies reported Cronbach alpha estimates of .90 and .88 for emotional exhaustion, .76 and .74 for depersonalization, and .76 and .72 for personal accomplishment! Maslach, et al., 1997).

Procedures

Prior to beginning this study authorization was obtained from the Barry University's Institutional Review Board (IRB). Upon approval from the IRB, permission to conduct the study in a school setting was granted by the Research Department of the Broward County School Board. School principals were contacted to allow the administration of the surveys anonymously to the teachers at their schools.

Surveys were placed in every teacher's mailbox at each school. A cover letter attached to the surveys explained the purpose, significance, procedures for completion, and time requirements for the study. The teachers who volunteered to participate spent 30 minutes at their work site responding anonymously to the TSI and MBI-ES

questions. The completed surveys were placed in a

collection box in the teacher planning area. The timeline

for data collection was two weeks and a response rate of 30

teachers per school was sought. A conference e-mail

reminder was sent to all participants since the response

rate was less than the 30 teachers per school anticipated.

Data analysis

To score the TSI, each subscale was summed and divided

by the number of items in each subscale. To find the total

stress score all subscale scores were totaled and divided

by 10. Scoring the MBI-ES required each respondent's test

form to be scored by using a scoring key for each subscale.

The scores for each subscale were not combined into a

single total score. Each respondent received three scores.

Each score was coded as low, average, or high by using the

numerical cutoff points listed on the scoring key. The data

was analyzed using t-tests for independent samples. Since

interactive effects were not being studied, separate

analyses were performed for each null hypothesis to

determine if significant differences existed.

After calculating the mean stress scores and the three

burnout subscale scores, t-tests were performed. The first

analysis compared the stress scores of the teachers in the

successful and the unsuccessful schools. Analysis two

compared the burnout levels of teachers in the successful and the unsuccessful schools.

The third analysis compared stress scores of the male teachers in the successful and the unsuccessful schools. The fourth analysis compared burnout scores of male teachers in the successful and the unsuccessful schools.

The fifth analysis compared the stress scores of female teachers in the successful and the unsuccessful schools. The sixth analysis compared burnout scores of female teachers in the successful and the unsuccessful schools.

The seventh analysis compared stress scores of beginning teachers between the successful and the unsuccessful schools. The eighth analysis compared burnout scores of beginning teachers between the successful schools and the unsuccessful schools.

The ninth analysis compared stress scores of experienced teachers between the successful schools and the unsuccessful schools. The tenth analysis compared burnout scores of experienced teachers between the successful schools and the unsuccessful schools.

Summary

This study utilized a causal-comparative design. The sample consisted of middle-school teachers who anonymously

completed both the TSI and MBI-ES. Mean stress scores and burnout scores of teachers in successful and unsuccessful schools were compared using a t-test for independent samples. A detailed description of how each hypothesis was tested and the results of each t-test follow in Chapter 4.

CHAPTER 4

FINDINGS

The findings of the study are reported in this
chapter. The first section reports the demographic
findings. The remainder of the chapter is a discussion of
the data from the findings related to the research question
and each of the 10 null hypotheses. The research question
asked: Is there a difference in teacher stress and burnout
levels between successful and unsuccessful middle schools
as measured by AYP?

Demographic Data

A total of 27 middle-school teachers completed the TSI
and MBI-ES questionnaires. The low response rate (10%) is
attributed to the voluntary recruitment of participants. Of
the 27 respondents, 12 (44.4%) were from successful schools
and 15 (55.6%) were from unsuccessful schools. The 27
respondents were further categorized by gender and years of
teaching experience.

Gender

The majority (70.4%) of the 27 teachers were female.
Males accounted for 29.6% of the respondents. A total of 19
females and eight males comprised the respondents for this
study, as summarized in Table 1.

r

Experience

The respondents were grouped according to their years

of experience. Of the 27 respondents, 20 (73.9%) had five

years or more of teaching experience. Seven (26.1%)

teachers had five years or less of teaching experience.

This data is summarized in Table 2.

Table 1

Frequency Distribution by Gender

Gender	Frequency	Percent
Males	8	29.6
Females	19	70.4
Total	27	100

Table 2

Frequency Distribution by Experience

Years	Frequency	Percent
5 years or more	20	74.1
5 years or less	7	25.9
Total	27	100

Statistical Analysis of Data

This study was conducted using two instruments. The

first was the Teacher Concerns Inventory (TSI) developed by

Fimian (2000). The second was the Maslach Burnout Inventory

(MBI-ES) developed by Maslach, Jackson, and Leiter (1996).

The TSI is a scale used to measure the degree of

strength of occupational stress experienced by public-

35

school teachers. The MBI-ES was used to identify burnout levels of individuals who work in a school setting. The MBI-ES gives 3 levels. The Statistical Package for Social Sciences 11.0 (SPSS) was used to analyze the data in this study. Ten t-tests were used to compare the means of teacher stress and teacher burnout between successful and unsuccessful middle schools.

Major findings

The major findings of this study are presented in relation to the previously identified null hypotheses. The Statistical Package for Social Sciences 11.0 was used to perform analysis of the data. A t-test was used to calculate the difference in the means of each group. An alpha level of .05 determined the level of significance.

Null Hypothesis 1

There is no difference in teacher stress levels between successful and unsuccessful middle schools.

Surveys were divided into two groups. A number 1 was assigned to the successful schools and a number 2 was assigned to the unsuccessful schools. In SPSS there were two variable names. Variable one was schools, labeled school types and value labeled 1 for successful and 2 for unsuccessful. Variable two was stress. Scores were entered into the appropriate cells using the value names. The first

36

t-test used the grouping variable school types defined by a

1 or 2 and tested the variable stress. In a t-test of

teacher stress, t=.654, df=25, p=.519, and the critical

value for significance=2.060. A statistically significant

difference in teacher stress did not exist between

successful and unsuccessful schools. Thus, the researcher

failed to reject the first null hypothesis.

Table 3

Group Statistics

	N	M	SD
Successful	12	2.64	. 62
Unsuccessful	15	2.44	.89

Null Hypothesis 2

There is no difference in teacher burnout levels
between successful and unsuccessful middle schools.

Surveys were divided into two groups. A number 1 was

assigned to the successful schools, and a number 2 was

assigned to the unsuccessful schools. In SPSS there were

four variable names. Variable one was schools, labeled

school types and value labeled 1 for successful and 2 for

unsuccessful. Variables 2-4 were for each dimension of

teacher burnout, i.e., emotional exhaustion,

depersonalization, and personal accomplishment. Scores were

entered into the appropriate cell using the value names.

The second t-test used the grouping variable school types defined by a 1 or 2 and tested the burnout variables. As shown in Tables 4 and 5, a statistically significant difference in teacher burnout did not exist between successful and unsuccessful schools. Thus, the researcher failed to reject the second null hypothesis.

Table 4

Group Statistics

	N	M	SD
EE Successful	12	31.42	25.00
Unsuccessful	15	24.40	15.17
DP Successful	12	11.33	7.00
Unsuccessful	15	7.47	5.96
PA Successful	12	38.00	7.37
Unsuccessful	15	34.67	11.44

Table 5

T-test For Three Dimensions of Teacher Burnout

	t	df	p
EE	.901	25	.376
DP	1.551	25	.134
PA	.873	25	.391

critical value=2.060

Null Hypothesis 3

There is no difference in teacher stress levels in male teachers between successful and unsuccessful middle schools.

Male surveys were divided into two groups. A number 1 was assigned to the successful schools, and a number 2 was assigned to the unsuccessful schools. In SPSS there were two variable names. Variable one was schools, labeled males and value labeled 1 for successful and 2 for unsuccessful. Variable two was stress. Scores were entered into the appropriate cell using the value names. The third t-test used the grouping variable school types defined by a 1 or 2 and tested the variable stress. In a t-test of male teacher stress, t=.340, df=6, p=.745, and the critical value for significance=2.447. A statistically significant difference in teacher stress did not exist between successful and unsuccessful schools. Thus, the researcher failed to reject the third null hypothesis.

Table 6

Group Statistics

males	N	M	SD
Successful	4	2.62	. 64
Unsuccessful	4	2.44	.85

Null Hypothesis 4

There is no difference in teacher burnout levels in male teachers between successful and unsuccessful middle schools.

Surveys were divided into two groups. A number 1 was assigned to the successful schools, and a number 2 was assigned to the unsuccessful schools. In SPSS there were four variable names. Variable one was schools, labeled males and value labeled 1 for successful and 2 for unsuccessful. Variables 2-4 were for each dimension of teacher burnout, i.e., emotional exhaustion, depersonalization, and personal accomplishment. Scores were entered into the appropriate cell using the value names. The fourth t-test used the grouping variable school types defined by a 1 or 2 and tested the burnout variables. As shown in Tables 7 and 8, a statistically significant difference in teacher burnout did not exist in two dimensions of burnout. However, on the depersonalization (dp) dimension a significant difference did exist between successful and unsuccessful schools. Thus, the fourth null hypothesis is rejected.

Null Hypothesis 4

There is no difference in teacher burnout levels in male teachers between successful and unsuccessful middle schools.

Surveys were divided into two groups. A number 1 was assigned to the successful schools, and a number 2 was assigned to the unsuccessful schools. In SPSS there were four variable names. Variable one was schools, labeled males and value labeled 1 for successful and 2 for unsuccessful. Variables 2-4 were for each dimension of teacher burnout, i.e., emotional exhaustion, depersonalization, and personal accomplishment. Scores were entered into the appropriate cell using the value names. The fourth t-test used the grouping variable school types defined by a 1 or 2 and tested the burnout variables. As shown in Tables 7 and 8, a statistically significant difference in teacher burnout did not exist in two dimensions of burnout. However, on the depersonalization (dp) dimension a significant difference did exist between successful and unsuccessful schools. Thus, the fourth null hypothesis is rejected.

Table 7

Group Statistics

males	N	M	SD
EE Successful	4	26.25	14.88
Unsuccessful	4	19.00	10.86
DP Successful	4	15.25	3.77
Unsuccessful	4	6.50	4.12
PA Successful	4	41.25	3.77
Unsuccessful	4	40.00	4.97

Table 8

T-test For Three Dimensions of Male Teacher Burnout

Males	t	df	P
EE	. 787	6	.461
DP	3.130	6	. 020
PA	. 401	6	. 702

critical value=2.447

Null Hypothesis 5

There is no difference in teacher stress levels in female teachers between successful and unsuccessful middle schools.

Female surveys were divided into two groups. A number 1 was assigned to the successful schools, and a number 2 was assigned to the unsuccessful schools. In SPSS there were two variable names. Variable one was schools, labeled females and value labeled 1 for successful and 2 for

unsuccessful. Variable two was stress. Scores were entered into the appropriate cell using the value names. The fifth t-test used the grouping variable school types defined by a 1 or 2 and tested the variable stress. In a t-test of female teacher stress, $t=.535$, $df=17$, $p=.599$, and the critical value for significance$=2.110$. A statistically significant difference in teacher stress did not exist between successful and unsuccessful schools. Thus, the researcher failed to reject the fifth null hypothesis.

Table 9

Group Statistics

Females	N	M	SD
Successful	8	2.65	.65
Unsuccessful	11	2.45	.94

Null Hypothesis 6

There is no difference in teacher burnout levels in female teachers between successful and unsuccessful middle schools.

Surveys were divided into two groups. A number 1 was assigned to the successful schools, and a number 2 was assigned to the unsuccessful schools. In SPSS there were four variable names. Variable one was schools, labeled

42

females and value labeled 1 for successful and 2 for unsuccessful. Variables 2-4 were for each dimension of teacher burnout, i.e., emotional exhaustion, depersonalization, and personal accomplishment. Scores were entered into the appropriate cell using the value names. The sixth t-test used the grouping variable school types defined by a 1 or 2 and tested the burnout variables. As shown in Tables 10 and 11, a statistically significant difference in teacher burnout did not exist between successful and unsuccessful schools. Thus, the researcher failed to reject the sixth null hypothesis.

Table 10

Group Statistics

	Females	*N*	*M*	*SD*
EE	Successful	8	34.00	29.40
	Unsuccessful	11	26.36	16.46
DP	Successful	8	9.38	7.60
	Unsuccessful	11	7.82	6.65
PA	Successful	8	36.38	8.38
	Unsuccessful	11	34.82	8.18

Table 11

T-test for Three Dimensions of Female Teacher Burnout

Females	t	df	p
EE	.724	17	. 479
DP	. 475	17	. 641
PA	.405	17	. 690

critical value=2.110

Null Hypothesis 7

There is no difference in teacher stress levels in beginning teachers between successful and unsuccessful middle schools.

Beginning teacher surveys were divided into two groups. A number 1 was assigned to the successful schools, and a number 2 was assigned to the unsuccessful schools. In SPSS there were two variable names. Variable one was schools labeled beginning and value labeled 1 for successful and 2 for unsuccessful. Variable two was stress. Scores were entered into the appropriate cell using the value names. The seventh t-test used the grouping variable school types defined by a 1 or 2 and tested the variable stress. In a t-test of beginning teacher stress, t=-.104, df=5, p=.346, and the critical value for significance=2.571. A statistically significant difference in teacher stress did not exist between successful and

44

unsuccessful schools. Thus, the researcher failed to

reject the seventh null hypothesis.

Table 12

Group Statistics

Beginning	N	M	SD
Successful	2	2.04	.51
Unsuccessful	5	2.91	1.09

Null Hypothesis 8

There is no difference in teacher burnout levels in

beginning teachers between successful and unsuccessful

middle schools.

Surveys were divided into two groups. A number 1 was

assigned to the successful schools, and a number 2 was

assigned to the unsuccessful schools. In SPSS there were

four variable names. Variable one was schools, labeled

beginning and value labeled 1 for successful and 2 for

unsuccessful. Variables 2-4 were for each dimension of

teacher burnout, i.e., emotional exhaustion,

depersonalization, and personal accomplishment. Scores were

entered into the appropriate cell using the value names.

The eighth t-test used the grouping variable school types

defined by a 1 or 2 and tested the burnout variables. As

shown in Tables 13 and 14, a significant difference in

teacher burnout did not exist between successful and

unsuccessful schools, Thus, the researcher failed to

reject the eighth null hypothesis

Table 13

Group Statistics

Beginning	N	M	SD
EE Successful	2	23.00	16.97
Unsuccessful	5	29.80	14.97
DP Successful	2	13.00	4.24
Unsuccessful	5	9.2	6.14
PA Successful	2	34.00	11.31
Unsuccessful	5	33.40	5.13

Table 14

T-test For Three Dimensions of Beginning Teacher Burnout

Beginning	t	df	p
EE	-.528	5	. 620
DP	.782	5	.470
PA	. 105	5	. 920

* critical value=2.571

Null Hypothesis 9

There is no difference in teacher stress levels in

experienced teachers between successful and unsuccessful

middle schools.

Experienced teacher surveys were divided into two

groups. A number 1 was assigned to the successful schools,

and a number 2 was assigned to the unsuccessful schools. In

SPSS there were two variable names. Variable one was

46

schools labeled experienced and value labeled 1 for

successful and 2 for unsuccessful. Variable two was stress.

Scores were entered into the appropriate cell using the

value names. The ninth t-test used the grouping variable

school types defined by a 1 or 2 and tested the variable

stress. In a t-test of experienced teacher stress, t=1.282,

df=18, p=.216, and the critical value for

significance=2.101. A statistically significant difference

in teacher stress did not exist between successful and

unsuccessful schools. Thus, the researcher failed to

reject the ninth hypothesis.

Table 15

Group Statistics

Experienced	*N*	*M*	*SD*
Successful	10	2.76	. 58
Unsuccessful	10	2.37	.78

Null Hypothesis 10

There is no difference in teacher burnout levels in

experienced teachers between successful and unsuccessful

middle schools.

Surveys were divided into two groups. A number 1 was

assigned to the successful schools, and a number 2 was

assigned to the unsuccessful schools. In SPSS there were

four variable names. Variable one was schools labeled

experienced and value labeled 1 for successful and 2 for unsuccessful. Variables 2-4 were for each dimension of teacher burnout, i.e., emotional exhaustion, depersonalization, and personal accomplishment. Scores were entered into the appropriate cell using the value names. The tenth t-test used the grouping variable school types defined by a 1 or 2 and tested the burnout variables. As shown in Tables 16 and 17, a significant difference in teacher burnout did not exist between successful and unsuccessful schools. Thus, the researcher failed to reject the tenth null hypothesis.

Table 16

Group Statistics

	Experienced	N	M	SD
EE	Successful	10	33.10	16.97
	Unsuccessful	10	21.70	14.97
DP	Successful	10	11.00	4.24
	Unsuccessful	10	6.60	6.14
PA	Successful	10	38.80	11.31
	Unsuccessful	10	37.60	5.13

Table 17

T-test For Three Dimensions of Beginning Teacher Burnout

Experienced	*t*	*df*	*p*
EE	1.171	18	.257
DP	1.442	18	. 167
PA	.345	18	.734

*critical value=2.101

Summary

Statistically significant differences were set at an alpha level of .05. Statistically significant differences were not found when testing 9 of the 10 null hypotheses. Therefore, the researcher failed to reject nine of the null hypotheses. Null Hypothesis 4 was rejected. Chapter 5 will discuss these results and conclude with implications for future research.

CHAPTER 5

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary of the Study

Purpose

The purpose of this study was to investigate the effect of adequate yearly progress on teacher stress and burnout in middle schools. Also, stress and burnout comparisons were made based on gender and years of experience. The sample for this study consisted of 27 middle-school teachers.

Significance

Studies of teacher stress have found that teaching is one of the most stressful professions and stress is cited as a top reason for turnover. The added pressures to attain high test scores leave teachers with feelings of shame, anxiety, and alienation. Turnover ultimately leads to teacher shortages nationwide. There will always be a need for teacher stress studies to update data in the field and explore trends and changes in schools which are generating high levels of stress that need to be addressed (Kyriacou, 2001).

Methods

The participants in this study completed the TSI developed by Fimian (2000). The 49-item TSI assesses the

degree of strength of occupational stress experienced by
public-school teachers. The second instrument used in this
study was the MBI-ES (Maslach, C., Jackson, S.E., & Leiter,
M.P., 1996). The MBI-ES was designed to assess the three
components of the burnout syndrome: emotional exhaustion,
depersonalization, and reduced personal accomplishment.
There are 22 items divided into three subscales. Each
instrument was attached to a cover letter that explained
the purpose, significance, procedures for completion, and
time requirements for the study.

Responses were hand scored by the researcher. The data
was analyzed using t-tests for independent samples. An
alpha level of .05 was set to determine if differences were
statistically significant.

Limitations

The generalizability of the results of this study is
limited for two reasons. The first limitation is the number
of middle schools that participated in the study. Of the
eight middle schools randomly selected for this study, only
five principals responded and agreed to volunteer to
participate. The second limitation is the number of
participants for this study. Salkind (2000) states that to
satisfy the criteria for a parametric test there needs to

be a sample size of about 30. This research sample
consisted of 27.

Summary of Research Findings

The purpose of this study was to determine the effect
of AYP on teacher stress and burnout levels in middle
schools. Specifically, this study attempted to determine
whether teachers in successful schools reported
significantly different levels of stress and burnout than
teachers in unsuccessful schools.

This study focused on two groups of teachers, i.e.,
those in schools that made AYP and those in schools that
did not make AYP. The independent variables were the
school's AYP designation, teacher gender, and years of
experience. The dependent variable was teacher stress and
burnout levels as measured by the TSI and MBI-ES
respectively.

The research question for this study asked: Is there a
difference in teacher stress and burnout levels in
successful and unsuccessful middle schools as measured by
AYP? This research question generated 10 null hypotheses
for this study. Ten separate t-tests were performed to test
the null hypotheses. The following discusses the findings
in light of the literature.

Null Hypothesis 1

    No significant results were found in teacher stress levels between the two groups. The mean total stress score for the successful schools was 2.64 and 2.44 for the unsuccessful schools. The TSI total score range for middle school [n = 499) at the moderate level is 2.11 to 3.39 (Fimian, 2000).

Null Hypothesis 2

    No significant differences were found in any of the three dimensions of teacher burnout levels between the two groups. For emotional exhaustion the mean in the successful schools was 31.42 and 24.40 for unsuccessful schools. Maslach, C., Jackson, S.E., & Leiter, M.P. (1996) uses 17-26 as the cut-off for moderate levels of burnout and 27 or over for high levels. Depersonalization in the successful schools yielded a mean score of 11.33 and 7.47 in unsuccessful schools. The cut-off for this dimension at the moderate level is 9-13. Personal accomplishment in successful schools had a mean burnout score of 38 and 34.67 in unsuccessful schools. The cut-off for this dimension at the moderate level is 31-36 and low at 37 or over.

Null Hypothesis 3

    No significant results were found in teacher stress levels in males between the two groups. The mean total

stress score for the successful schools was 2.62, and 2.44

for the unsuccessful schools. The TSI total score range for

middle school {*n* = 499) at the moderate level is 2.11 to

3.39 (Fimian, 2000).

Null Hypothesis 4

No significant differences were found in the emotional

exhaustion and personal accomplishment dimensions of

teacher burnout between the 2 groups. For emotional

exhaustion the mean in the successful schools was 26.25 and

19.00 for unsuccessful schools. These scores coincide with

17-26 as the cut-off for moderate levels of burnout.

Depersonalization in the successful schools yielded a mean

score of 15.25 and 6.50 in unsuccessful schools. The cut-

off for this dimension at the high level is 14 or over. At

the low level the cut-off is 0-8. Personal accomplishment

in successful schools had a mean burnout score of 41.25 and

40.00 in unsuccessful schools. The cut-off for this

dimension at the low level is 37 or over.

Null Hypothesis 5

No significant results were found in teacher stress

levels in females between the two groups. The mean total

stress score for the successful schools was 2.65, and 2.45

for the unsuccessful schools. These scores coincide with a

moderate level at a range of 2.11 to 3.39 (Fimian, 2000).

Null Hypothesis 6

No significant differences were found in any of the three dimensions of female teacher burnout levels between the two groups. For emotional exhaustion the mean in the successful schools was 34.00 and 26.36 for unsuccessful schools. Maslach, C., Jackson, S.E., & Leiter, M.P. (1996) uses 17-26 as the cut-off for moderate levels of burnout and 27 or over for high levels. Depersonalization in the successful schools yielded a mean score of 9.38 and 7.82 in unsuccessful schools. The cut-off for this dimension at the moderate level is 9-13 and at the low level. Personal accomplishment in successful schools had a mean burnout score of 36.38 and 34.82 in unsuccessful schools. The cut-off for this dimension at the moderate level is 31-36.

Null Hypothesis 7

No significant results were found in teacher stress levels in beginning teachers between the two groups. The mean total stress score for the successful schools was 2.04 and 2.91 for the unsuccessful schools. These scores coincide with a moderate stress level at a range of 2.11 to 3.39 (Fimian, 2000).

Null Hypothesis 8

No significant differences were found in any of the three dimensions of beginning teacher burnout levels

55

between the two groups. For emotional exhaustion the mean in the successful schools was 23.00 and 29.80 for unsuccessful schools. Maslach, C., Jackson, S.E., & Leiter, M.P. (1996) uses 17-26 as the cut-off for moderate levels of burnout and 27 or over for high levels. Depersonalization in the successful schools yielded a mean score of 13.00 and 9.20 in unsuccessful schools. The cut-off for this dimension at the moderate level is 9-13. Personal accomplishment in successful schools had a mean burnout score of 34.00 and 33.40 in unsuccessful schools. The cut-off for this dimension at the moderate level is 31-36.

Null Hypothesis 9

No significant results were found in teacher stress levels with experienced teachers between the two groups. The mean stress score for the successful schools was 2.76 and 2.37 for the unsuccessful schools. These scores coincide with a moderate stress level at a range of 2.11 to 3.39 (Fimian, 2000).

Null Hypothesis 10

No significant differences were found in any of the three dimensions of experienced teacher burnout levels between the two groups. For emotional exhaustion the mean in the successful schools was 33.00 and 21.70 for

unsuccessful schools. Maslach, C., Jackson, S.E., & Leiter, M.P. (1996) uses 17-26 as the cut-off for moderate levels of burnout and 27 or over for high levels. Depersonalization in the successful schools yielded a mean score of 11.00 and 6.60 in unsuccessful schools. The cut-off for this dimension at the moderate level is 9-13 and at the low level. Personal accomplishment in successful schools had a mean burnout score of 38.80 and 37.60 in unsuccessful schools. The cut-off for this dimension at the low level is 37 or over.

Conclusions

The following conclusions were reached based upon a review of the analysis of data in this study:

1. No significant differences were found in t-tests of teacher stress between successful and unsuccessful schools.

2. No significant differences were found in t-tests of burnout between successful and unsuccessful schools.

3. No significant differences were found in t-tests of stress in male teachers between successful and unsuccessful schools.

4. A significant difference was found in the depersonalization dimension of burnout in male teachers in successful schools.

5. No significant differences were found in t-tests of stress in female teachers between successful and unsuccessful schools.

6. No significant differences were found in t-tests of burnout in female teachers between successful and unsuccessful schools.

7. No significant differences were found in t-tests of stress in beginning teachers between successful and unsuccessful schools.

8. No significant differences were found in t-tests of burnout in beginning teachers between successful and unsuccessful schools.

9. No significant differences were found in t-tests of stress in experienced teachers between successful and unsuccessful schools.

10. No significant differences were found in t-tests of burnout in experienced teachers between successful and unsuccessful schools.

11. The criteria that a sample size of at least 30 from each randomly selected school to represent the population was not satisfied. This violation could make the results of this study less valid.

Recommendations for Future Research/Practice

The following are implications for future research:

1. This study should be expanded using all middle schools in Broward County so that the results are more generalizable.

2. Conduct research using only content area teachers, i.e. Reading, Mathematics, Language Arts, and Science to determine if significant differences exist among subject areas.

3. Conduct independent studies of teacher stress and burnout to reduce the length of the instrument and the time to complete the surveys.

4. Individual building level administrators should evaluate stress and burnout levels in their schools and incorporate staff development courses to help manage these levels.

5. conduct research that compares males to females in the successful and unsuccessful schools.

References

Brown, M., Ralph, S., & Brember, I. (2002). Change-linked work-related stress in British teachers. *Research in Education,* 57(1), 1-12.

Brown, Z. A., & Uehara, D. L. (1999). *Coping with teacher stress: A research synthesis for Pacific Educators.* Retrieved January 5, 2006 at http://www.prel.org/ products/products/Coping-teacherStress . PDF

Calnan, M., Wadsworth, E., May, M., Smith, A., Wainwright, D. (2004). Job strain, effort-reward imbalance, and stress at work: competing or complementary models? *Scandinavian Journal of Public Healthy 32(2),* 84-93.

Certo, J. L., & Fox, J. E. (2002). Retaining quality teachers. *High School Journal, 86(1),* 57-76.

Chan, D. W. (2002). Stress, self-efficacy, social support, and psychological distress among prospective Chinese teachers in Hong Kong. *Educational Psychology,* 22(5), 557-570.

Chaplain, R. P. (1995). Stress and job satisfaction: A study of English primary school. *Educational Psychology,* 15(4), 473-489.

Darling-Hammond, L. (2001). The challenge of staffing our schools. *Educational Leadership, 58(8),* 12-17.

Dussault, M., Deaudelin, C., Royer, N., & Loiselle, J.
    (1997, March). *Professional isolation and stress in
    teachers.* Paper presented at the annual meeting of the
    American Educational Research Association, Chicago.

Fact Sheet: No Child Left Behind Act. (2002) . Retrieved
    February 27, 2006, from http://www,whitehouse.gov/
    news/releases/2002/01/200201 0 8.html

Fimian, M. J. (2000). Retrieved February 25, 2006, from
    http://www.instructionaltech.net/tsi/

Florida Department of Education. (2004a). *Assessment and
    accountability briefing book.* Retrieved February 27,
    2006, from http://firn.edu/doe/sas/feat/pdf/
    fcataabb.pdf

Florida Department of Education (2004b). *Projected number
    of teachers needed Florida public schools.* Retrieved
    February 28, 2006 from http://firn.edu/doe/evaluation/
    pdf/proj teach.pdf

Fraenkel, J. R., & Wallen, N. E. (2003). *How to design and
    evaluate research in education* (5th ed.). New York:
    McGraw-Hill.

Garden, A. M. (1989). Burnout: The effect of psychological
    type on research findings. *Journal of Occupational
    Psychology,* 62(3), 223-234.

Howard, T. C. (2003). Who receives the short end of the shortage? Implications of the U.S. teacher shortage on urban schools. *Journal of Curriculum and Supervision, 18(2),* 142-161.

Hui, E. K. P., & Chan, D. W. (1996). Teacher stress and guidance work in Hong Kong secondary school teachers. *British Journal of Guidance & Counseling, 24(2),* 199-212

Ingersoll, R. M, & Smith, T. M. (2003). The wrong solution to the teacher shortage. *Educational Leadership, 60(8),* 30-34.

Inman, D., & Marlow, L. (2004). Teacher retention: Why do beginning teachers remain in the profession? *Education, 124(4),* 605-615.

Kerlin, T. F. (2002, March). *A comparison of role/task/environment stress experienced by beginning academic and career-technical teachers in Southwestern Ohio career-technical schools.* Paper presented at the annual meeting of the Eastern American Educational Research Association, Sarasota, FL.

Kyriacou, C. (2001). Teacher Stress: Directions for future research. *Educational Review, 53(1),* 27-36.

Ladd, M. A., & Thomas, K. F. (2000). What's at stake in

> high-stakes testing: Teachers and parents speak out.

> *Journal of Teacher Education, 51 {*5), 384-397.

Manthei, R., & Gilmore, A. (1996). Teacher stress in

> intermediate schools. *Educational Research, 38(*1), 3-

> 19.

Maslach, C., Jackson, S.E., & Leiter, M.P. (1996). Maslach

> Burnout Inventory Manual (3rd ed.). California: CPP.

Maslach, C., Jackson, S. E., & Leiter, M. P. (1997).

> Maslach Burnout Inventory. In C.P. Zalaquett & R.J.

> Wood (Eds.), Evaluating Stress: A book of resources

> (pp. 191-218). Lanham, MD: The Scarecrow Press.

Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job

> burnout. *Annual Review of Psychology, 52,* 397-422.

McCormick, J. (1997). Occupational stress of teachers:

> biographical differences in a large school system.

> *Journal of Educational Administration,* 35(1), 18-38.

Miller, G., Brown-Anderson, F., Fleming, W., Peele, T., &

> Chen, M. (1999). *Teacher stress: A case study.*

> Appalachian State University.

National Center for Educational Statistics. (1997).

> *Characteristics of stayers, movers, and leavers.*

> Retrieved February 7, 2006, from http: //rices . ed.

> gov/pubs2001/2001061A.pdf.

National Center for Educational Statistics (2001).
Statistical analysis report: Educational achievement and black-white inequality. Retrieved February 7, 2006, from http://nces.ed.gov/pubs2001/2001061A.pdf.

National Institute for Occupational Safety and Health. (1999). *Stress at work* (DHHS [NIOSH] Publication No. 99-101). Washington, DC: U.S. Government Printing Office.

Pithers, R. T., & Soden, R. (1999). Person-environment fit and teacher stress. *Educational Research, 41{*1), 51-62.

Richardson, A. G. (1997, March). *Stress in teaching: A study of elementary school teachers in the Caribbean.* Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Salkind, N. J. (2000). *Statistics for people who hate statistics.* Thousand Oaks: Sage.

Siegrist, J. (2002). Reducing social inequalities in health: work-related strategies. *Scandinavian Journal of Public Health, Supplement* 59(30), 49-53.

Tang, T., & Yeung, A. S. (1999, February). *Hong Kong teachers' sources of stress, burnout, and job satisfaction.* Paper presented at the International Conference on Teacher Education, Hong Kong.

U.S. National Library of Medicine and the National

    Institutes of Health (2005). *Medical encyclopedia:*

    Stress and anxiety. Retrieved January 23, 2007 from

    http: //www. nlrn. nih. qov/medlineplus/print/encv/article/

    003211.htm

Van der Doef, M., & Maes, S. (1999). The job demand-control

    (-support) model and psychological well-being: A

    review of 20 years of empirical research. *Work &*

    Stress, 99(13), 87-114.

Wiley, C. (2000). A synthesis of research on the causes,

    effects, and reduction strategies of teacher stress.

    Journal of Instructional Psychology, 27(1),1-9.

Wilhelm, K., Dewhurst-Savellis, J., & Parker, G. (2000).

    Teacher Stress? An analysis of why teachers leave and

    why they stay. *Teachers and Teaching: Theory and*

    *practice, 6{*3), 290-304.

Williams, M., & Gersch, I. (2004). Teaching in mainstream

    and special schools: Are the stresses similar or

    different? *British Journal of Special Education,*

    31 (3), 157-162.

Barry University

Institutional Review Board

11300 NORTHEAST SECOND AVENUE

MIAMI SHORES, FLORIDA 33161-6695

Direct (305) 899-3020

Fax (305) 899-3026

Research with Human Subjects
Protocol Review

Date: February 5, 2007

Protocol   Number   07-02-05
Title: The Effect of adequate Yearly Progress on Teacher Stress and
                                        Burnout Levels in Middle Schools

Approval Date: February 5, 2007

Name: Tara Raines
Address: 3360 NW 9 Street
                                        Lauderhill, FL 3331 1

Sponsor: Dr. Edward Bernstein

Dear Ms. Raines:

Your protocol has been accepted as exempt from further review and you may proceed with data
collection. Enclosed is the stamped Consent Cover Letter indicating that the IRB has reviewed
and accepted your protocol. Please use this form when collecting your data.

As principal investigator of this protocol, it is your responsibility to make sure that this study is
conducted as approved by the IRB. Any modifications to the protocol or consent form, initiated
by you or by the sponsor, will require prior approval, which you may request by completing a
protocol modification form.

It is a condition of this approval that you report promptly to the IRB any serious, unanticipated
adverse events experienced by participants in the course of this research, whether or not they are
directly related to the study protocol. These adverse events include, but may not be limited to,
any experience that is fatal or immediately life-threatening, is permanently disabling, requires (or
prolongs) inpatient hospitalization, or is a congenital anomaly cancer or overdose.

The approval granted expires on April, 2008. Should you wish to maintain this protocol in an
active status beyond that date, you will need to provide the IRB with and IRB Application for
Continuing Review (Progress Report) summarizing study results to date.

66

A Catholic International University

If you have questions about these procedures, or need any additional assistance from the IRB, please call the IRB point of contact, Mrs. Nildy Polanco at (305)899-3020 or send an e-mail to dparkhurst@mai 1.barry.edu . Finally, please review your professional liability insurance to make sure your coverage includes the activities in this study.

Sincerely,

Doreen C. Parkhurst, M.D., FACER
Chair Institutional Review Board
Assistant Dean, SGMS &
Program Director, PA Program
Barry University
Box SGMS
11300 NE 2 Avenue
Miami Shores, FL 33161

cc: Faculty Sponsor

Note: The investigator will be solely responsible and strictly accountable for any deviation from or failure to follow the research protocol as approved and will hold Barry University harmless from all claims against it arising from said deviation or failure.

THr; school hoard or hkoward county, Florida

KLSDARCH SKKVIO.s

Mil- .sCH; I !Il.,W I JUKIi AVKM.I * I OUT LA(rn KOAI.E, I U>KH» \ 3,010 *M2>* * 11 !/   4-321-2 Mill • FAX ?f I32.1-2722

h«. C. v i; V SUTI ON   -.Chooi. no *im

DI)t.I:U>r
m/y.st >i- browuidsthinihxom

April 20, 2007

C*n*-   BEVERLY A GAM -USHiCK
Vwr Crnir   (toe. ᵛl RAR1J.KM AN

.<4AtlU:EK$.»>IWE*
AS> TR I GOTTi.f'P
11YU iso *wm*
S n-PM AMi -VRMA KIfAKI Iaj
KOBkR 1 *t)*. P. KS.IAi f)
Pi .I A NOR SOUP I
. W'O WUUAMS

I a. ;s i- von i A
lnka'*»* Supe/t. nttmtv.-S »   :

Ms. Tara Raines
3f'jO N\\ᵀ 9th Street
Lin', iliiih IT.3331 i

Dear ;\ Is. Raines:

1 11 n! you (or submitting your proposal. #45X, *Tin f -Jjcct of Adequate Yearly* **/Vmpvvs** *on Tettchfn Stress and liurnaui l Air eh in Middle Schools,* far consideration by the Bros' ard County Public Schools (BCPS). Staff has reviev. cd your resoaich proposal and ippiovai *h a* been granted.

This approval means liui ue have found your proposed research n e.t!axis to be compatible with a public school setting and your research question •% of interest to the school district. Based on the information you hive supplied, \ our approval to conduct research will expire on *J'riday, Jane 29, 2(107.* If you are unable to complete your research by the date indiemed, ; on mud contact the Research Services Department in writing and request an ex ten -ion.

Imp'eraenting your research, howe\er. is a decision to bo reached by the .• fleeted District offices and/or schools on a strictly voluntary b e.is. To assist District offices and/or schools in their decision, please outline the operational -teps to be performed by staff at their office-; .unlA i -hums. You must also **4 me** this District Appnnal la tter signed b\ the Director of Rese »*cli Sendees, and provide a copy of the attached Principal Approval Memorandum which has been initialed by the Area Superintendent and the Director of Research Services. District offices and/or schools b >.ve been instructed no! to cooperate unless you provide both pieces of Approval Documentation.

Than)-, you for your request. Pursuant to your proposal, the intictp.ned date for submitting n electronic copy of the research findings is *Wednesday, October 3J, 2007.* If additional assistance is needed from our staff, please contact me at 754-321-2500

Sincerely,

Cary Outton

Cary SuitOi;T Bd.l)., Director
Researcb S en ices

CS. GS:bt
Attach nit tit

'Ht Yi'i/rx i'f t iinciuioiuif T\X(l1eth
ttrowurd County PttUhe Schools f.% \n **/.#/W** *Oppnriunity lutv-ut Atc>* **< /•>«/<Am «•***

68

Appr ovai Expires Friday, June 29, 2007

April 26, 2007

TO;   Principals

FROM: Car*)' Sutton, Jtd.D., Direct
             Rc-$ e*rch Servic es   ^

VIA: Verda Farrow, Ed D.
             South Central Are ASuperintendent

SUBJECT;   PRINCIPAL   APPROVAL   MEMORANDUM   FOR   RESEARCH
           PROPOSAL *458, *THE ETH.CT OF ADEQUATE YEARLY PROGRESS
           ON TEACHER STRESS Sr BURNOUTT J FATES IN MIDDLE SCHOOLS*

Staff has reviewed the research request *The Effect of Adequate Yearly Progress or; Teuch.t r Stress 6' Burnout Levels in Middle Schools* and approval has been granted for the researcher or research group to contact you requesting participation. The recent!;, completed review of the proposed research involved school- and district-based staff, Institutional Review Board (IRB) approvals, and a review of the proposed research methods. These steps were taken to determine if the proposed methods demonstrated reasonable promise of generating data/analyses that will accurately answer the main resear:h questions of interest

Your participation in this research project is voluntary. To aid in your decision, the researcher or research group has been instructed to share with each selected District office and/or school a complete description of research activities as well as the Approval Documentation. Based upon tills information, each District office and/or school would then be asked to make a derision to participate or rot-and inform; the requesting research parties of their derision.

VF/CS/G3:bt

69

Welcome to the *Teacher Stress Inventory* Site...

Thanks for your interest in the Teacher Stress Inventory (TSI). Though the Inventory is out of print, there is still considerable interest in its use among Master- and Doctoral-level students. As a support to their research activities, TSI-related information is being offered here free of charge. Also offered is the use of the Inventory, at no charge, for research purposes.

Permission for Use

Consider this memo as permission to use the TSI at no cost to you; you may want to print this for your committee and for the Graduate School. Usually, they want an need some proof that you are legally using a scale. Please honor the copyright policy by using the Inventory for only research and other not-for-profit purposes. You will need to provide us with information about who you are, however, so that we can stay in touch with you... If you haven't already done so, take a moment and log on as a user...

For the commercial version of the TSI, check out this site: Michael Courtney's Site Here...

Data Contribution

In return, we are interested in receiving a copy of your raw data file, your data bible, and the results chapter of your thesis. These can be submitted in ASCII text form (or the data in either Excel Spreadsheet or Access Database format) via email to Fimian@InstructionalTech.Net. In the future, we'll reanalyze the factor analysis and internal consistency reliabilities, and update this online TSI Manual with your findings. With your permission, a separate page on this site will be established that contains your summary chapter. Please include any references that your work may have with respect to Dissertations Abstracts or other abstract service so that your work may be reviewed online by other TSI users and potential users. A summary will also be added to the "Other Variables" section of this site. Include your email address as well, so that users who do have questions can easily get in touch with you...

User info can be proved using this information form...

Rest assured, your data will be used in no other way...

70

Barry University
Cover Letter

Dear Research Participant:

Your participation in a research project is requested. The title of the study is The Effect of Adequate Yearly Progress on Teacher Stress and Burnout Levels in Middle Schools. The research is being conducted by Tara S. Raines, a student in the Educational Leadership department at Barry University, and is seeking information that will be useful in the field of education. The aims of the research are to compare teacher stress and burnout levels of teachers in middle schools. In accordance with these aims, the following procedures will be used: Each participant will be given the Teacher Stress Inventory (TSI) and the Maslach Burnout Inventory (MBI) to complete anonymously. Participants will return the completed surveys in a collection box in the teacher planning area. We anticipate the number of participants to be 240.

If you decide to participate in this research, you will be asked to do the following: allot thirty minutes to the completion of the TSI and MBI; drop the surveys into a collection box within two weeks of receiving it.

Your consent to be a research participant is strictly voluntary and should you decline to participate or should you choose to drop out at any time during the study, there will be no adverse effects on your employment.

There are no known risks to you for participating in this study. Although there are no direct benefits to you, your participation in this study may help our understanding of the effects of high stakes accountability on teacher stress and burnout levels.

As a research participant, information you provide will be kept anonymous, that is, no names or other identifiers will be collected on any of the instruments used. Data will be kept in a locked file in the researcher's office and destroyed after five years. By completing and returning this survey you have shown your agreement to participate in the study.

If you have any questions or concerns regarding the study or your participation in the study, you may contact me, Tara S. Raines, at (954) 791-3470, my supervisor, Dr. Edward Bernstein, at (305) 899-3861, or the Institutional Review Board point of contact, Ms. Nildy Polanco, at (305) 899-3020.

Thank you for your participation.

Sincerely,

WlA. /. /[tu***

Tara S. Raines

Date: irb

                         ◢   ᵗO1

^©nature;

TEACHER CONCERNS INVENTORY

I he io Io* ng arc a ".umber 01 Ieaoo; concerns /- ease ider.i.fy Iacio'S Ir.at ceusi' you stress m your prosum |K:n ic Road ,.,ic.h sialumenl ca'Vuliy and <1e c ic <? if ycu evur fool th s way about your ,u:> Tlicr. rd catehow strung the leel.ng 15 w-.en you ox- pof once 1 by circling the apdropriaie number on ii-c 5-roi'M scale. Ii you have not cxiwie-'.ceci ;ms or ii Ihe item is i'ac- jyfopf ate for you' po'j'I.fr\. Circle nu"'I:«'i 1 |no strength; -o: rotir.uabloj. The rating sen'e is '.Itown at '.he lop r,' each p.irp:.

HO* Strong*

Fxii'hptftf.	Nc Gtionglh	Maicr 5>trenglh
I led ir.suWicmnity preoared lo« my job 1	2 3	<5 1 3 I N*

II you toul vory strong! -/ tli.il you .'.re insuf'iC onl y prep.'nod lor you' ,00. you would c-retc number .ᵉ>.

1 lee! that it 1 ote;» hack ir eii-.er cfiori 0₅ co.-uo ime'l, 1 r*&y be sunn as loss com oc tom

$$f \;)1 \; 2 \; 3 \; * \; !>$$
V. G

I' you never feel ftis way. and the lec.irg does nut have .-oticeable strength you would c rc'u rumricr 1.

HOW ,Tno\r,v 0	1 ro 5*ri.i"I)th; not rolco-ihe	2 rvild sHength Inr«!y noliceaole	3 mod u- titre- cjth; rodcroKiy nnticenb e	d great cl'ouptli very noi nimble	I* ma.o r strength Mr Hem el; net ceubl
T'-ME t.'ASAGHMENT					
1. 1 easily uviyccrn-it • *'y.a·ll				1z 3	a S
7. 1 r>eco"c maal u-l i' cine's co pings loo f. ow y				\7 3	6
3. 1 ;i<tvc lo 17 cclog nun: P-nn cr.e th r.g at 0 time				\Z 3	a 5
4. 1 nave Mile t-nm to relax/en.oy P·o hrnc of cay.				17 3	A E
5. ! Hi Ur, tvocjt jnrol.uc:l :*• rsMe'S d.r ng co-vi'enii ncr.				12 3	4 s
5. t leel uncomlorifibl* wasi ng tie-o.				1" 3	4 0
7. Thun) sn't enoun"- ti rn? in <;ei PniyS done				12 3	4 6
8. 1 rusn n rv.y r.pnech.				17 3	5

A t •: 1 luma 1 trro, gh ?; U v .! <: by t; p f.co scire n i-o ci'de.

V/0UK–RELATED f>7nr..sSOii.S

9. Tl ive s l.i; c tmu to prepare for r-y lusaona/reapo-s b M eu	17 3	1 0
10. T' o*o is too c'uch wo«'< i;> <io.	12 3	a 5
11. Tr.e pace of tf'u sohoci cay is loo \u.i	7 3	• *. 5
12. t.'y cos'.-'.u;t:l*·clAts .j too fc n	1? 3	4 0
13. f/y pe'sor&l prior lies arc Pemp 8r.o'tchaui	ftd cine 10 ti'v* dernundH	12 3	I 5
14. "nct>: Is tiso much adrrini$trniivi: paperwerx - my ,ut>.	*. 7 3	5

AdC ItC — V throng!'. 14. divide by C: obich sc.oifi ir. the circle

G

RHO'FRJtIOSAL OISIHESS

10. 1 lack promotion an cl 'or ucvi-.rir.eii cnt opportunities	12 3 4	
1fi 1 ;irn not progress ng in my .cb as rapidly ns 1 would 1 he	i 2 3 4	0
17. 1 need riiore staius a'rd 'ey pee! on my jeo	12 3 a	5
Ifl. 1 roce.ve an ir.iKto:	..nte an'ary for r.o work 1 do.	12 3 r,	5
10. 1 lack recognition lor re c*na work a no/or good tuno'iep 1 do.	12 3 4	C

Acd items *5 '.hrough 10; divide by 5; place s:oru in the circle

–O

	1	2	3	i	6
HOW .r 5i.o vo? Strong!": ?	no net rtniisiMh'fr	mrc tardy nohco.ib e	r-OCi „<TI Strength, moderately nc-hceab e	great strength. very -oticeablo	major i'.'ongth; e*.ti fin*;-/ not ccnbie

DIJiCli'L'NE AND MOTIVATION

| {Ctrl bh.SIMted . . .

2C . ixsc.njf.il of cisciplre problems it -y elnssrocm
21. .. .having to monitor pupil be.h.iv-or.
22 booniiMo some students *oulc do bettor il they ir no.
23. .. . attempting to tench students who fire poorly motivated
24 ticvrainio o! inadOQuaift/poorly defi'-cd ci.-a:i|> ire problems
? f>. . . . -.err my authority is rejected by pupi'S-[1] iOministralien

Acte it'.- —s 20 thionoh 20, Civido by 6; place sniiro in Ih* C.fC'e.

P ".or r. SolO HAL INVEST Me NT

My pfr'SO'al op nions ii'C no! sulliCiOiltly .\irec.	12	3	•1	S
a;-. I lock control uvfrf decisions mace about cl:i.-;;.ror>m/schoo matters	t ?.	3	4	5
?<* t rim. not emo' o -al'yAnte leci-d'y stimulated on the |ob.	t 2	3	<!	5
29. t lack opportunities *c.r pro'essic-nai improvir.-Tinm	7.	3	4	5

Ado items 2i> th'c ugh 2O. divide liv 4, place score in the circle.

rMO:IONA. MANIFESTATIf)NS

I respond to M'osr.

3C. .. . by -Cfiliif, i-sc;;..its	t 2	3	4	i>
31 ... by Milling vulnerable	12	3	4	5
32. ... by Iccl'ik; m rift Die to cope.	i 7	3	4	ti
33. .. by teei ng oppressed	12	3	4	5
24. . . . by leul ug anxious.	17	r>	i	i

Add Items 30 through 34; divide by p ace score in. the c ret ft.

Fatigue manirrstatior.s

mspond lo stress

ns by sleeping mo'o than usn.il.
by prr;c».iftl n.Vi'.g
07. by becoming fatigued in n vmy snort t me
as. with physic.!; e*ha_>siicn
05. with physical weakness

Add ite~s 35 through 39; divide by 5: piece sdu-o in the c rcle

C A R 01 O V AH ft IJ _ A MANhcS TATIONS

respond to sircss

40. . wi'h led figs ft* i ClOitSftO blc-od p.'OOtHIf u	t 7	3	4	6
41, . . . with leeling ol r.ca't pounding nr racing.	5 2	3	4	5
42. . .. with rapid nniN'oi s'-.n'lcw Dream.	17.	3	4	5

Add items <io through 42; divide try 3. p.:ace sccre I* (he crcle.

HOW AON O'5 7	1 -o Stfcryth; ro* rci ceabie	2 rrii tl si'e-g-.e; li.Ufily noIICO.'I.'III:	o rrooiurr. -;|r moderately noticeab e	i grool siiangib. very notice a b c	5 s%r or.c,;*'; fixl'eimiy "0:k;<ml:.i

RONCK'-ICAI MAWFES'ATIOK?

I respond lo sl'ess

43 .   . . * 111 SIC'*'icb pam cl oxieritletl :J;.r alien. 1 e 3 4 5
• u. . . Ynth Stye • ac:A cramps. 1 2 3 4 f.
w5i   with MOT* c%c etc C. 1 ? 3 4 0

Add he"'si 40 fr>«i<jli 45. device :>y 0: place score in t   ;he circle

OFMAVIO-.AI . MAHI-ES I A I tOA'S

I reapC'tti **tc sitrpns**

4S.   oy Uji' fi ovj⁻ siic-COijniftr c?r..9s.. t 2 3 4 r v
47.   . by using prescr p: or dregs 1 7 3 4 3
•IS,   by i.,s iv; alcuACl. I 2 3 .1 G
49.   . by ca lr g in sick, 1 7 3 t G

AtlrJ i'.«r**s Ai⁵: '.."rPiKih <19. ci**vice** Py -1; **p** ace score in **'.lit: circle**

101 Ai_ SCORE iact) a l c»r ulo »v div.dft by 10) .   _____

C: emofj • a ;jl i at V; i • a Ins

Year .'.fix, _____ NyirljtM years you -ive Uught?

CHRISTINA MASLACH * SUSAN E. JACKSON • RICHARD L. SCHWAB

MBi-Educators Survey

*The purpose of this survey is to discover how educators view their job
and the people with whom they worfi 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 I 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. _____ I feel depressed at work.

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

mm
nm.

1055 Joaquin Road, 2nd Floor, Mountain View, CA 94043
800-624-1765 www.cpp.com

MBI-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:

	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.
I I.	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.