TEACHER BURNOUT IN NORTH DAKOTA

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Teacher Burnout in North Dakota

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The Supervisory Committee certifies that this ***disquisition*** complies with North Dakota State University's regulations and meets the accepted standards for the degree of

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ABSTRACT

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The purpose of this mixed study dissertation was to determine if teachers in North Dakota public schools show signs of teacher burnout and the extent to which NCLB is a major stress factor. The research questions were: To what extent are teachers experiencing symptoms of burnout? What are the factors of burnout? The research hypothesis was: The policies of No Child Left Behind are the highest stress factor for teachers in North Dakota public schools.

This study used an electronic, web-based data collection procedure. This was accomplished by surveying members of the North Dakota Education Association. The target population was 2,000 teachers in public schools in North Dakota, with 687 (34% response rate) participating in this study. The data collected and analyzed basic descriptive statistics (means and standard deviations) and a one-way ANOVA test. The comments from teachers on their present job satisfaction were qualitatively coded, themed and reported.

The Maslach Burnout Inventory for educators was used for instrumentation which included 22 questions forming three sub-scales: Depersonalization, Emotional Exhaustion, and Personal Accomplishment. A seven job satisfaction variable survey was used to determine what variables may cause teacher burnout. The seven variables were: principal leadership, school funding, AYP, salaries, work environment, feedback on teaching and superintendent leadership.

Conclusions for question one were: teachers in ND do not feel good about their competency or effectiveness in the classroom: there is low teacher morale; teachers do not

exhibit depersonalization or blaming of their students; ND teachers are not cynical; and teachers have moderate levels of emotional exhaustion and struggle with factors of time on job and meetings.

Question two conclusions were: female, elementary teachers in large school districts show the most stress for making AYP, a factor for burnout; the more education a teacher has the less satisfied they are with the leadership of the principal; which is not the case for their superintendent. Teachers were satisfied with work environment and feedback on their job performance.

The Research hypothesis was rejected because teachers do not feel that the NCLB policies are the highest stress factors compared to those on the MBI-ES survey. The highest stress factors for North Dakota teachers were salaries and school funding.

Four themes emerged from the survey respondent comments: lack of time, high-stakes testing, financial concerns and control issues.

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CHAPTER I. INTRODUCTION

Many are the reasons that individuals are attracted to the profession of teaching. Sensibilities such as love, engaging with intellectual work, the hope of changing students' lives, a belief in the democratic potential of public education, and anger at the conditions of public education are at the heart of what makes excellent and caring teachers (Neito, 2003). Teacher workload demands and pressures have increased greatly (Kohn, 2005) due to federal legislation (No Child Left Behind Act of 2002) mandating that all public school students be proficient in mathematics and reading by 2014 as determined by reported test results at designated grade levels. Schools that do not make adequate yearly progress or AYP are labeled as schools needing improvement. Evidence already exists that dissatisfaction with testing mandates has increased teacher stress and lowered morale (Inman & Marlow, 2004; Noddings, 2005; Sunderman, Tracey, & Orfield, 2003) particularly among teachers assigned to highly accountable subject areas and test-reporting grade levels (Kohn, 2005; Pedulla et al., 2003; Stecher & Barron, 2001; Taylor, Shepard, Kenner, & Rosenthal, 2003).

January 8, 2002 the federal government reauthorized the Elementary and Secondary Education Act (ESEA), often referred to as No Child Left Behind, (NCLB) where students have been exposed to an unprecedented number of tests. Every year in grades 3-8 and at least once in high school, virtually all public school students take tests in math and reading and science. Students also take regular benchmark tests—supposedly to predict performance on the mandated tests—and district assessments throughout the school year.

Prior to the 1970s there was little concern about tying high-stakes outcomes to testing. The

federal government and the state used large-scale tests to monitor the status of the educational systems and to provide information that might be helpful to teachers and large groups of students. However, specific rewards or sanctions were seldom associated with performance. For example, the National Assessment of Educational Progress (NAEP), the only large scale federally commissioned achievement test, was designed solely with monitoring role in mind (Stecher, 2002).

School districts are challenged by the mandates of No Child Left Behind. This law has changed the way teachers view their accountability, but also how they view their teaching profession. Teachers feel the strain of their school making AYP, as this determines, whether a school is deemed a failing school. In North Dakota, students are tested in the fall on what was learned the year prior to testing. These scores have very high stakes attached to them and yet teachers do not receive the results from the North Dakota State Assessment (NDSA) until many months later. Students tested by the NDSA have already been put into the next grade level, and the information, often, is ineffective for teachers to use as a form of feedback on present student academic achievement (Bremer, 2007).

Today's public education crisis concerns the question of whether No Child Left Behind mandates have created an unhealthy work environment in which public school teachers responsible for teaching mathematics and reading are suffering the debilitating (Farber & Escher, 1991; Hughes, 2001; Maslach, Schaufeli, & Leiter, 2001) job-related stress of teacher burnout.

Statement of the Problem

Teachers have increased accountability standards concerning No Child Left Behind and their school making annual yearly progress (AYP). This increased accountability has stress factors which could manifest as symptoms of teacher burnout. The outcomes of symptoms have a detrimental effect on student achievement. Perhaps acknowledging the stress factors of ND teachers can be a positive force to change our schools and influence our students to even greater results.

Purpose of the Study

The purpose of this study was to determine if teachers in North Dakota public schools show signs of teacher burnout and the extent to which NCLB is a major stress factor.

Research Question(s)

The following research questions will accomplish the purpose:

1. To what extent are teachers experiencing symptoms of burnout?
2. What are factors of teacher burnout?

Research Hypothesis

The policies of No Child Left Behind are the highest stress factor for teachers in North Dakota public schools.

Definition of Terms

Accountability: the process whereby members of the teaching profession must demonstrate they are performing adequately (Popham, 2004).

Adequate yearly progress (AYP): criteria schools and districts must meet to avoid sanctions. At elementary levels the criteria are based on the percent of students in each and

all sub-groups score at proficient or at advanced levels on the NDSA, attendance (93%), and participation in testing (95%). At the secondary level, the criteria are based on the percent of students in each and all sub-groups score at proficient or advanced levels on the NDSA, graduation rate (89%), and participation in testing (95%) (Newborg, 2006).

Burnout: the multidimensional syndrome involving three dimensions, emotional exhaustion, depersonalization, and reduced personal accomplishment (inefficacy), which occur in individuals who work with people in some way (Maslach, 1996).

High stakes tests: tests that have the effect of threatening punishment or consequences to teachers, students, schools, or school districts as a means of influencing curricular and instructional practices (Margheim, 2001). Each school meets the state expectation as determined by the Department of Public Instruction. A school district may consist of several different school buildings; however, each building must make the cut score of adequate yearly progress in order for that school to not be considered a failing school. The idea that each school building is measured by AYP puts stress for student achievement. The scores of each school building are published without taking into account the diversity of the students, English as a second language issues, or other characteristics of the school environment; teachers are held accountable in this type of testing for AYP in areas they do not control.

Significance of the Study

The information that could be obtained from knowing if teachers in North Dakota are experiencing symptoms of teacher burnout are significant. A thorough survey of teachers in North Dakota will be utilized to determine if they have symptoms. The results of this study could have lasting importance for curriculum, student achievement, professional development, teacher retention, and mental /physical health concerns. These concerns impact

the future of education in North Dakota. This type of data could help many school districts, school boards, administrators and parents understand the effects of teacher burnout and other factors which impact teachers and students in North Dakota.

Organization of Remaining Chapters

This research study is presented in five chapters. Chapter I includes the background of the study, statement of the problem, purpose of the study, significance of the study, definition of terms, and the research questions.

Chapter II presents a review of the literature, which includes the issue of accountability, high-stakes testing, and burnout issues such as diagnosis symptoms and implications of teacher burnout.

Chapter III describes the methodology used for this research study. It includes the selection of participants, instrumentation, data collection, and data analysis procedures. Chapter IV presents the study's findings including demographic information, testing the research questions, hypothesis, confirmatory factor analysis, results of the data analyses for the two research questions. Chapter V provides summary of the entire study, discussion of the findings, implications of the findings for theory and practice, recommendations for further research, and conclusions.

CHAPTER II. REVIEW OF RELATED LITERATURE

Overview

The literature review structure raises essential issues and dimensions of teacher burnout: emotional exhaustion, depersonalization, and reduced personal accomplishment and other factors which could contribute to burnout (Maslach & Jackson, 1981). A study on teacher burnout and other factors which may cause burnout is warranted at this time to determine if teachers are exhibiting such symptoms. In order to address these issues raised, Chapter II reviews the literature of teacher burnout and No Child Left as a factor for teacher burnout.

Introduction

Burnout is the index of the dislocation between what people are and what they have to do. It represents erosion in values, dignity, spirit, and will, an erosion of the human soul. It is a malady that spreads gradually and continuously over time, putting people into a downward spiral from which it's hard to recover (Maslach & Leiter, 1997).

In order for readers to understand why teachers may be suffering from burnout this section includes: (a) the burnout theory; (b) the symptoms of burnout as determined by emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach, 1996); (c) the research on teacher burnout as of today; and (d) why further study of teacher burnout was necessary. Understanding the effects of burnout help readers see the effects of high-stakes- testing on teachers.

Burnout is a work-related syndrome that stems from an individual's perception of a significant discrepancy between effort (input) and reward (output), this perception being influenced by individual, organizational, and social factors. It occurs most often in those

who work face to face with troubled or needy clients and is typically marked by withdrawal from and cynicism toward clients, emotional and physical exhaustion, and various psychological symptoms, such as irritability, anxiety, sadness and lowered self-esteem (Farber, 1991).

The Burnout Theory

Burnout was initially a very slippery concept there was no standard definition of it, although there were a wide variety of opinions about what was and what could be done about it. Different people used the term to mean very different things, so there was not always a basis for constructive communication about the problems and solutions for it. However, there was actually an underlying consensus about three core dimensions of the burnout experience (Maslach et al, 2001). Those dimensions of burnout were explained as exhaustion, depersonalization, and reduced personal accomplishment.

In recent years, a great deal of progress has been made on the theoretical front. One factor that has helped facilitate this progress is the greater consensual agreement on an operational definition of burnout, largely because of the development of validated research measures. Consequently, researchers now have a common language for studying burnout and can make direct comparisons between their own findings and those of others thus allowing new studies to build on the contributions of previous ones. Good opportunities now exist for integrating empirical results within a particular conceptual framework and for carrying out theory-driven research (Maslach, 1999).

The burnout syndrome appears to be a response to chronic, everyday stress (rather than to occasional crises). The emotional pressure of working closely with people is a constant part of the daily job routine. What changes over time is one's tolerance for this

continual stress, a tolerance that gradually wears away under the never-ending onslaught of emotional tensions (Maslach, 2003).

According to Maslach and Leiter (1997) the chronic erosion of feelings and skills over time is not as striking as an immediate crisis. Consequently, people assume that burnout is no big deal, and they misjudge the risks. When burnout does set in, people tend to keep working, even if not as well as before, so there are no serious threats to general productivity. This syndrome, if experienced by teachers can have a devastating impact on teachers, students, schools, and education as a whole. Maslach and Leiter go on to argue that burnout is not a trivial problem but an important barometer of a major social dysfunction in the workplace. As such, burnout deserves serious attention. The emotional and financial costs are too high for it to be ignored or dismissed any longer.

Other literature has suggested that teacher burnout is the result of such stresses as student discipline problems, student apathy, overcrowded classrooms and shortages of available support staff, excessive paperwork, excessive testing, involuntary transfers, inadequate salaries, lack of promotional opportunities, demanding parents, lack of administrative support, role conflict and role ambiguity, and public criticism of teachers (Kyriacou & Sutcliffe, 1977, 1978).

Symptoms of Burnout

Christina Maslach (2003) divided burnout into three dimensions Emotional Exhaustion, Depersonalization, and reduced Personal Accomplishment. Upon examination of emotional exhaustion, one finds a pattern of emotional overload and subsequent emotional exhaustion is at the heart of the burnout syndrome. A person gets overly involved emotionally, over-extends him--or herself, and feels overwhelmed by the emotional demands

imposed by other people. People feel drained and used up. They lack enough energy to face another day (Maslach, 2003).

Emotional exhaustion "is a clear signal of distress in emotionally demanding work" (Maslach et al., 1996, p. 20). Characteristics associated with emotional exhaustion include feeling tired and listless (Maslach & Leiter, 1997) as well restless and nervous (Farber, 1991). Once emotional exhaustion has set in, people feel they are no longer able to give of themselves to others (Maslach, 2003).

The armor of detachment may indeed shield the individual from the strain of close involvement with others, but it can also be so thick that no feeling gets through. With increasing detachment comes an attitude of cold indifference to others' needs and a callous disregard for their feelings. The development of this detached, callous, and even dehumanized response signals a second aspect of the burnout syndrome depersonalization. It is as though the individual is viewing other people through rust colored glasses developing a poor opinion of them, expecting the worst from them, and even actively disliking them (Maslach, 2003, p. 5). Anger associated with depersonalization is directed "at those perceived as having caused the problem – for example unruly students" (Maslach & Leiter, 1997, p. 75).

Reduced personal accomplishment also referred to as, inefficacy or ineffectiveness, manifests a decline in one's feelings of competence and successful achievement in one's work (it has been described as reduced productivity or capability, low morale, withdrawal, and an inability to cope) (Maslach et al, 1999). Teachers suffering from burnout have reduced personal accomplishment "no longer feel they are contributing to students' development....both severe and enduring" (Maslach et al., 1996, p. 28).

Teacher Burnout Implications

Many professions today encounter difficult responsibilities and stress. What makes teaching, then any different from other forms of demanding work?

> Teaching is special in several regards. It demands virtually constant personal interaction with children or adolescents and further demands that such interaction be consistently tinged with helpfulness, patience, sensitivity, and expertise. It demands that such interactions be open to scrutiny, evaluation, and input from a variety of other, frequently competing sources. It demands that teachers work with individuals who may not want to work with them and who may not be benefiting from their style or expertise. It offers little opportunity to refer elsewhere those who seem to be refractory to one's best efforts. It offers little opportunity to relax with and profit from interaction with colleagues or other adults during the day. And the remuneration this work is such that outside work is often necessary in order to meet expenses (Farber, 1991, p.81).

> Consider a teacher who must educate a class of thirty students; deal with all of their personal and social needs on a daily basis; discipline, influence, shape, manage, and direct their behavior over long hours- and, then face possible friction and hostility from parents, the uncertainty of layoffs from administrators, and the ever-present threat of budget cutbacks from the community. Such a teacher is at risk for burnout (Maslach, 2003).

Barry Farber (1991, p. 85) explains that "stress and burnout affect every facet of a teacher's life – relationships with students, colleagues, administrators, family, and friends.

Maslach and Leiter (1997) have begun to formulate a model that focuses on the degree of match, or mismatch, between the person and six domains of his or her job environment. The greater the gap, or mismatch, between the person and the job, the greater the likelihood of burnout; conversely, the greater the match (or fit), the greater the likelihood of engagement with work.

The six areas of work life that encompass the central relationships with burnout:

workload, control, reward, community, fairness, and values. Burnout arises from chronic mismatches between people and their work setting in terms of some or all of these six areas. These areas of work life come together in a framework that encompasses the major organizational antecedents of burnout (Maslach, 2001). While an organization may find itself dealing with mismatches in only some of the six areas, research findings concerning the teacher's work environment suggest that each of the six mismatches may exist in the current teacher workplace, any one of which can lead to burnout (Maslach et al., 2001).

Work overload, lack of control, and lack of fairness occur when accountability measures and organizational inequities overwhelm teachers, especially teachers whose skills or ideological principles do not match work demands (Farber, 1984) A mismatch in workload is generally found as excessive overload, through the simple formula that too many demands exhaust an individual's energy to the extent that recovery becomes impossible. Emotional work is especially draining when the job requires people to display emotions inconsistent with their feelings. Generally, workload is most directly related to the exhaustion aspect of burnout (Maslach, 2001).

A mismatch in control is generally related to the inefficacy or reduced personal accomplishment aspect of burnout. Mismatches in control most often indicate that individuals have insufficient control over the resources needed to do their work or have insufficient authority to pursue the work in what they believe the most effective manner. It is distressing for people to feel responsible for producing results to which they are deeply committed while lacking the capacity to deliver on that mandate (Maslach, 2001).

A third type of mismatch according to Maslach's (2001) research involves a lack of appropriate rewards for the work people do. Sometimes these may be insufficient financial

rewards, as when people are not receiving the salary or benefits commensurate with their achievements. Also, lack of recognition, pride in doing something of importance and doing it well can also be a critical part of this mismatch. Lack of reward is closely associated with feelings of inefficacy.

Community mismatch occurs when people lose a sense of positive connection with others in the workplace. People thrive in community and function best when they share praise, comfort, happiness, and humor with people they like and respect (Maslach, 2001). Teachers often work in isolation and have limited time to visit or have community with other teachers. A teacher's day is structured in such a way that there is little or no time for collaborative interaction.

A lack of fairness mismatch exacerbates burnout in at least two ways. First, the experience of unfair treatment is emotionally upsetting and exhausting. Second, unfairness fuels a deep sense of cynicism about the workplace. The sixth and final mismatch has to do with values. In some cases, people might feel constrained by the job to do things that are unethical and not in accord with their own values. There may be a mismatch between their personal aspirations for their career and the conflicting values of the organization (Maslach, 2001).

Maslach and Leiter (1997) rephrased burnout as an erosion of engagement with the job. What started out as important, meaningful, and challenging work becomes unpleasant; unfulfilling and meaningless. Energy turns into exhaustion, involvement turns into cynicism, and efficacy turns into ineffectiveness.

For teachers and principals, then, teaching is a stressful occupation, and unmediated stress may lead to burnout; schools are not a very healthy place to work. Burnout, common-

ly perceived as a sense of emotional exhaustion, lack of accomplishment, and a negative attitude toward service recipients, may manifest in cynicism and skepticism, withdrawal and eventually, the professional's quitting the job or the profession (Farber 1991).

Isaac Friedman (1993) explains, that in the search for causes of burnout in the teaching profession certain specific work-related features were summarized by Farber (1991) as follows: student violence classroom discipline and apathy, overcrowded classrooms, mainstreaming, unreasonable or unconcerned parents, public criticism, public demands for accountability, excessive paperwork, loss of autonomy and sense of professionalism, lack of promotional opportunities, isolation from other adults and the lack of a psychological sense of community, involuntary transfers, inadequate preparation, administrative insensitivity, bureaucratic incompetence and deficiencies in the physical environment.

Teachers are socialized into a service ethic that encourages them to ignore their own needs. It is also possible that some satisfaction of teaching depend, paradoxically, on taking more care of others than of oneself. Jennifer Nias (1989) explains about four case studies she was involved in data collection for over one academic year. She repeatedly found that teachers neglect their own physical and emotional health and willing to sacrifice these to the perceived needs of their pupils. The traditional individualism of teaching may contribute to these habits.

Accountability

The North Dakota State Assessment is a criterion-referenced test of reading, mathematics, science, and language arts mandated for all students in grades 3 through 8 and grade 11 (Bremer, 2007). It is given to all public schools beginning in late October through

early November; results are given many months later. These tests have both multiple choice and constructed response items, and aligned to state content standards (Newborg, 2006).

Results are reported by content area, standard, and benchmark, although not all standards and not all benchmarks in each content area are tested. It is administered in all public schools during a testing window that extends from late October through early November, and the results are returned to the schools several months later (Bremer, 2007).

Although no studies have been published to date on the perceptions of North Dakota teachers regarding the utility of state assessment scores, a Minnesota study (Yeh, 2006) has identified four factors that limit the usefulness of state test data for teachers: (a) inadequate diagnostic information prevents teachers from using the results to improve instruction (b) delays in reporting state-mandated test results prevent teachers from using the results to improve instruction (c) lack of information about growth in student performance prevents teachers from using test results to target instruction and (d) tests designed for average students were not appropriate for low-achieving or high-achieving students (Bremer, 2007).

North Dakota has 504 schools of which, 169, did not achieve annual yearly progress (AYP) as of June 24, 2008. This number is a higher number than the previous year, which may be attributed to the fact that a timeline change was initiated. This means that the percentage of students needing to be proficient on the test significantly increased.

If you asked a roomful of educators which word or phrase best sums up high-stakes testing and NCLB, some educators would say accountability. Others might propose student achievement, proficiency, or raised expectations. Perhaps the most accurate word to encapsulate the United States' most ambitious federal education law – which proposes to close achievement gaps and aims for 100% student proficiency by 2014 – is testing. Certainly,

the focus on holding schools accountable for student achievement on standardized assessments sets NCLB apart from previous versions of the law (Guilfoyle, 2006).

McNeil and Valenzuela (2000) the myth of standardized testing is that it raises the quality of education to its highest levels and does so in ways that are measurable. Within this view, the failure of schools is a failure of management due to an inability of their "lowest level" employees (i.e., the teachers) to induce achievement in their students. The remedy derived from this view of schooling is to create a management system that will change behavior through more accountability.

Calls for accountability arise from the political community. Validity is the standard of quality that professionals place on tests. When the political community demands that tests serve as high-stakes accountability, professional testing standards are often compromised. In accountability contexts, test results decide which students are retained in grade, held back from graduation, and assigned to tracks of special classifications. Empirical evidence suggests that the use of flawed indicators produces unreliable and unrepresentative inferences and decisions. High-stakes testing produces teaching and testing practices that lead to inflated test scores and further disadvantage already disadvantaged students (Smith & Fey, 2000).

Educators are concerned that these sanctions and others, such as establishing a new curriculum, replacing school staff, or decreasing managerial authority at the school, have not been proven to raise student achievement. Others say that the need to comply with the law stifles innovation and that the limited focus on a small subset of subjects narrows the curriculum (Guilfoyle, 2006).

According to Calwelti (2006) school leaders are well aware of the curriculum

imbalance resulting from NCLB's testing focused approach. However, they are understandably fearful, not only of seeing their schools labeled a failure, but also of jeopardizing funds and public support. Teachers are becoming increasingly concerned about the effect of high-stakes testing on the teaching of curriculum.

Patricia Graham (2005) discusses the burden facing many U.S. teachers in recent years is the dramatic escalation of academic expectations for all students. There have always been high levels of academic expectations for some students, but never in U.S. history have we expected all our students to master complicated academic material. When students fail to do so, as many do, schools and their teachers are blamed. Many teachers rightly consider themselves to have taken the job under one set of expectations they were supposed to be able to accomplish with the children. The expectations changed, putting them under greater pressure to achieve, the unachievable, with children, whose family and community supports, do not include academic learning.

Joseph Pedulla (2003) reports in a study that teachers believe it necessary to use teaching methods they do not believe. Teachers in states which have high-stakes testing indicate that they spend a great deal of time preparing students for the state tests. These test preparation activities may be the activities teachers referred to in a survey as running counter to their views of good instructional practice (Pedulla, 2003).

Paul E. Barton (2006) says

> Despite all the testing, our present accountability systems do not reliably sort out effective from ineffective schools. Our current methods simply do not measure the change in the knowledge of a student from point A to point B—for example, from the beginning to the end of the school year. Thus, they fail to reflect the educational progress over time of any student, class, or school. So what do our standardized tests now measure? They measure, for example, what students know about

> a subject at the end of the 8th grade. Our current accountability system compares such scores against a level—or cut point—that someone has judged as "proficient" Then it compares these scores with the scores of 8th graders 1 or 5 or 10 years ago. But comparing what certain students know now with what different students knew at the end of past school years tells us little about the quality of instruction.

In education the culture of testing has a way of excluding many important subjects that students need for their health and well-being. Guilfoyle (2006) continues to explain that, what gets measured gets done," the question that begs asking is, what happens to what doesn't get measured? In an NCLB--driven world, the list of what's not measured far exceeds any list of what is measured. This list includes such subjects as history, art, civics, music and physical education as well as intangibles like school culture and student health and well-being. Some of these factors are hard to measure, but they nevertheless have a large effect on student achievement and are a significant piece of what we want our students to know and be able to do well.

Madaus (1988) writes that high-stakes tests drive teaching. Teaching to the test corrupts the test's ability to accurately assess the skill domain it is intended to measure and we are, thus, no longer able to make meaningful inferences from the tests to the domains that concern us. While rising scores on high-stakes tests may make policy framers feel better, they do not necessarily signify increased learning on the part of the students.

Yero (2002) writes that in one sense, the NCLB, with its high-sounding rhetoric and promise of millions of dollars for education, is like dangling a juicy chicken in front of a well-trained, but starving, bird dog. Does the dog obey the owner's command to "stay" or its own need to survive? It is the well trained and caring teachers who are most resistant to federal mandates that they know from experience are ill considered and potentially detri-

mental to student learning. If they do not help schools achieve compliance with federal demand, thus bringing in more dollars, their own jobs may be on the line.

Teachers are the ones who recognize that high expectations do not mean the same expectations for all. Educators are the ones who believe that education is about the development of the individual in addition to the transmittal of a body of knowledge. One need only read their frustrated comments on discussion boards to understand that they recognize the flawed basis of the NCLB. Yet, if they have the courage to speak out against its provisions, they are branded as lazy or unwilling to do what it takes to improve the education of the young (Yero, 2002).

Teachers are not against accountability as such, but the stress which can lead to burnout because of No Child Left Behind is striking. According to Alfie Kohn (2000, p. 29) "High stakes testing has radically altered the kind of instruction offered in American schools, to the point that teaching to the test has become a prominent part of the nation's educational landscape. Teachers often feel obliged to set aside other subjects for days, weeks, or (particularly in schools serving low-income students) even months at a time in order to devote themselves to boosting students' test scores. Indeed, both the content and the format of instruction are affected; the test essentially becomes the curriculum."

> Alfie Kohn (2001, p.7), says
> Only someone ignorant or dishonest would present a ranking of schools' test results as though it told us about the quality of teaching that went on in those schools when, in fact, it primarily tells us about the socioeconomic status and available resources.

Yet, in No Child Left Behind, test scores do indeed determine if a school is making AYP or failing. This is all reported in newspapers with percentage points listed. How can teachers

and students not be stressed about such policy?

Research evidence indicates that teachers may experience more work-related stress than many other occupational groups (Kyriacou, 1987). This has been borne out by two major studies in Australia and New Zealand which confirmed that teachers experience higher levels of stress and distress than the general population (Kyriacou, 1987).

The more curriculum is specified and defined externally, the more the role of the teacher becomes that of the technician, expected to put into play decisions made by others outside the school (Kohn, 1999). Telling teachers exactly what to do and then holding them "accountable" for the results does not reflect a commitment to excellence. It reflects a commitment to an outmoded, top-down model of control that is reminiscent of Frederick Taylor's "scientific management" method for speeding up factory production.

The use of punishments, even if referred to euphemistically as negative incentives, sanctions, or consequences, creates a climate of fear, and generates anger and resentment. It also leads people to switch into damage-control mode and act more cautiously (Kohn, 1999). Human beings simply do not think creatively and reach for excellence when they perceive themselves to be threatened. When teachers are deprived of job security and pay raises in an effort to make them perform better, they usually become demoralized rather than motivated.

Linda Darling-Hammand (2004, p. 26) states

> Just offering a high-stakes test does not provide what parents and children would call genuine accountability. Obviously, students will not learn at higher levels unless they experience good teaching, a strong curriculum, and adequate resources. Most of the students who are struggling are students who have long experienced suboptimal schooling and students who have special leaning needs that require higher levels of expertise from teachers. Because this nation has not yet invested heavily in teachers and their knowledge, the capacity to teach all students to

> high levels is not widespread. Only by investing in teaching can we improve the instruction of students who are currently struggling to learn; just adding tests and punishments will not do the trick.

Teachers across the map complain that the joy of teaching is being drained from teaching as their work is reduced to passing out worksheets and drilling children as if they were in dog obedience school. Elementary "test prep" classroom methods involve teachers snapping their fingers at children to responses, following scripted lessons where they simple recite prompts for students or have children read nonsense books devoid of plot or meaning (Wood, 2004).

It is because of No Child Left Behind and the high-stakes testing the school experience is becoming narrower. George Wood (2004, p. 42) explains, "School people are no fools. Tell them what they will be measured on and they will try to measure up. What this has meant for the curriculum and the school day is that test preparation crowds out much else that parents have taken for granted in their schools."

Corbett and Wilson (1991) found that teachers in a high-stakes testing state experienced a diminished reliance on their own professional judgment and felt greater discontinuity between what they were required to teach and what they thought should be taught. Pedroza (1997) found that high-stakes testing resulted in a reduction in teacher decision-making in the instructional process.

Margheim (2001) listed a range of outcomes for teachers was reported, including undue job stress, loss of self-esteem, loss of job satisfaction, and guilt for low student scores. Measurement-driven instruction has also been associated with a diminishment of decision-making authority on the part of teachers. Concern was expressed that teachers

with high percentages of poor or minority students may gravitate to schools where higher test results are easier to obtain. Numerous reports have indicated that some teachers (and principals) have resorted to cheating on high-stakes tests to ensure acceptable scores.

Smith and Rottenberg (1991) found that external tests negatively affected teachers. They reported teachers feeling shame and embarrassment if their students scored low on district tests or if did not achieve improvement benchmarks set by the school district. Teachers also reported feeling relieved rather than proud when their students posted high-test scores because they felt that student achievement was mostly a matter of student effort and that their contributions to eventual test results were minimal. In this environment teachers and principals continually looked for other ways to demonstrate their competence as evidenced by alternative measures of student growth. Smith and Rottenberg ended their report by stating: "Our research report shows that mandated testing programs [also] have consequences that are both problematic and contrary to the general goal of improving schools" (p. 11).

Summary

Standardized testing used as the vehicle to assess student achievement since the passage of No Child Left Behind in 2001. The stakes have risen for public schools because of the testing from NCLB which is why these tests are called "high-stakes tests." Under NCLB the consequences for test results are used to determine adequate yearly progress (AYP) which impact funding, rewards, sanctions, additional services for students, with the establishment of the criteria for disciplining schools; removing principals and teachers; and even defining appropriate curriculum, reading materials, and instructional practice. This is unprecedented practice in the history of education in this country.

The United States most ambitious federal education law, NCLB, proposes to close achievement gaps and aims for 100% student proficiency by 2014. Teachers are at the very core of this accountability in high-stakes testing. Many students are struggling in school and have been for many years because of poverty, special needs, and inadequate resources. The pressure for teachers to do high-stakes testing may produce results few have anticipated. How are the teachers faring in schools because of NCLB? Are teachers experiencing symptoms of burnout? Are there other factors which may contribute to teacher burnout?

In order to answer any of the questions previously stated, a survey of teachers in the North Dakota Education Association would need to be completed. The Maslach Burnout Inventory for Educators (MBI-ES) is the framework to accomplish the purpose of this study. The MBI-ES is an inventory of 22 items written in the form of statements about personal feelings or attitudes, and these are answered in terms of the frequency (on a 7-point scale) with which the teacher experiences them. In addition teacher satisfaction survey demographics were administered. The satisfaction survey, determined if other areas may have caused teacher burnout. The educator satisfaction survey determined if principal leadership, salaries, school funding, work environment, teaching methods feedback and the superintendent leadership, as well as, high-stakes testing associated with NCLB. The examination of other factors needed to be added to this survey to see if AYP was the only variable affecting teacher burnout. Subsequently, the demographics; levels of teaching, years of experience, gender, and district size, also helped to determine the focus of teacher burnout.

The MBI-ES is now recognized as the measure of choice for burnout, and it is used by researchers around the world in various translations. The multidimensional model un-

derlying the MBI-ES has made it particularly appropriate for theory-driven research. New studies are pointing to the causal significance of six areas of mismatch between the worker and the workplace, as well as to the importance of studying the positive opposite of burn-out, namely engagement with work (Maslach & Leiter, 1997).

Evidence shows a relationship to high-stakes testing and teacher burnout; (Moon, Callahan, Tomlinson, 2007). Factors which may contribute to teacher burnout besides high-stakes tests are a necessary research component for the quality of teachers and the achievement of students. This is evident by the research and writings of several authors (Houtman, 1994; Maslach & Leiter, 1997; Maslach, 2001)

CHAPTER III. METHODOLOGY AND PROCEDURES

The purpose of this study was to determine if teachers at North Dakota public schools show signs of teacher burnout. A statewide survey of the North Dakota Education Association was used to ascertain whether these North Dakota teachers, have symptoms of burnout. The Maslach Burnout Inventory for Educators (MBI-ES) was used to survey North Dakota teachers who are members of the North Dakota Education Association (NDEA). In addition to the MBI-ES, seven questions were asked, according to the literature review, about, causes of burnout associated with high-stakes NCLB testing. This, chapter explains the method of study, population sample, instrumentation, data collection and procedures, and data analysis techniques.

Study Method

This study was a quantitative survey, using, open-ended questions to acquire qualitative data: an electronic web-based data collection procedure was utilized. The study involved surveying a large number of teachers who are affiliated with the North Dakota Education Association.

Population and Sampling

The target population for this study was 2000 full-time teachers, male and female, who were members of the North Dakota Education Association. This group is the largest professional organization for educators in North Dakota. The NDEA president and executive director agreed to assist in securing current email addresses for all of its members (See Appendix A); any NDEA member with an email address on file was sent a survey. Approximately 2,000 members were surveyed. According to Krejcie and Morgan (1970), a target population of 2,000 would require a sample size of 322 participants.

Instrumentation

The Maslach Burnout Inventory (Maslach & Jackson 1981), which was, titled Human Services to disguise the purpose of the study, was used to measure dimensions of teacher burnout (Appendix B). It consists of 22 items forming three subscales: Depersonalization, Emotional Exhaustion, and Personal Accomplishment. Items are rated on both frequency of feeling and intensity of the feeling for each subscale producing six dimensions. The frequency scale ranges from 1 (a few times a year or less) to 6 (every day). A value of zero is given if the respondent never experiences the described attitude or feeling; a separate box labeled "never" is used in this event. The intensity scale ranges from 1 (very mild, barely noticeable) to 6 (major, very strong).

The Emotional Exhaustion subscale, consisting of nine items, describes feelings of being emotionally overextended and exhausted by one's work. The five items on the Depersonalization subscale describe unfeeling and impersonal responses to coworkers or recipients of services. The Personal Accomplishment subscale consists of eight items describing feelings of competence and success towards one's achievements. Higher mean scores on the Emotional Exhaustion and Depersonalization subscales correspond to greater degrees of experienced burnout, whereas lower scores on Personal Accomplishment correspond to greater degrees of burnout. One final score for burnout is not computed; instead, six separate scores for burnout are derived (Cadavid, 1986).

The Maslach Burnout Inventory is a copyrighted publication of Consulting Psychologists Press, Inc. (CPP). It is not permitted to be presented but may be obtained for licensed use (only) by contacting CPP, at 3803 E. Bayshore Road, Palo Alto, CA 94303 or calling 800-624-1765. The regular protocol for administering the MBI survey is by pencil

and paper only. Special permission for an online survey was acquired from Eliza McLane, CPP permissions coordinator. A permission request form and a qualification form were signed by the dissertation adviser, Dr. Ronald Stammen, on July 8, 2008. The CPP gave exclusive permission for an on-line survey of North Dakota teachers on July 25, 2008. The CPP permission extended from September 1-November 28, 2008. For time purposes an extension was granted from the CPP permission to January 29, 2009. Along with these forms and a detailed rationale for administering the MBI-ES on-line (See Appendix C) which includes all correspondence with CPP to acquire appropriate permission to administer this survey.

Research indicates whether teachers are experiencing symptoms of burnout in areas regarding the seven variables (Corbett & Wilson, 1991; Farber 1991) Kohn, 1999; Marghein, 2001; Maslach et al., 2001; Pedroza, 1997; Smith & Rottenberg, 1991; Wood, 2004). These seven variables provide the framework for the research questions.

In addition to the MBI-ES, seven satisfaction variables were ascertained from the literature review to use for determining stress levels; principal leadership, school funding, salary satisfaction, worrying about AYP, work environment, positive feedback on teaching and superintendent leadership. The seven satisfaction variables were analyzed in the same format used by the MBI-ES, thus aligning the two sections.

The three areas as defined by (Maslach and Leiter, 1997) are as follows: Depersonalization questions 5, 10, 11, 15, and 22; Emotional Exhaustion questions 1, 2, 3, 6, 8, 13, 14, 16, and 20; and Personal Accomplishment questions 4, 7, 9, 12, 17, 18, 19, and 21.

An open-ended statement about the respondent's present job satisfaction was included. This enabled the respondent, to write, personal statements pertaining to his/her job

satisfaction in a public school setting.

Procedures and Data Collection

An introductory email was sent to any NDEA members with available email addresses, to explain the purpose and the significance of this study. NDEA members were invited to a select webpage to complete the survey. This survey was to be completed within 21 days. After the 21 days, a reminder email was sent on-line to explain the significance of the deadline for results. (See Appendix D.) The response rate (34%) was an acceptable response rate (Creswell, 2005). A consent letter included a corresponding web link to be used for the electronic response.

The North Dakota State University Group Decision Center (GDC) uses the Ventana Group Systems' Workgroup Edition 2.0 software. This program is placed on a user-friendly electronic format and assigned a specific web link (See Appendix E).

Demographic and MBI-ES (Maslach et al., 1996) survey instruments were used to examine each of the study's research questions concerning burnout's three subscales, emotional exhaustion, depersonalization, and personal accomplishment as they related to teacher burnout. The demographic data for the survey included years of teaching experience, grade level taught, subject taught, and gender. These were collected and collated by GDC software after respondents' were deemed to be complete.

MBI Validity and Reliability

Internal consistency of the MBI was estimated by Cronbach's alpha (Cronbach, 1951) for two samples (n = 1316 for frequency) and (n = 1789 for intensity). The reliability coefficients for the subscales were as follows: .90 for Emotional Exhaustion Frequency, .87 for Emotional Exhaustion Intensity, .79 for Depersonalization Frequency, and .76

for Depersonalization Intensity, .71 for Personal Accomplishment Frequency and .73 for Personal Accomplishment Intensity. Data on test-retest reliability (n=53) ranged from .53 to .89 for the six dimensions of MBI and were significant beyond the .001 level. Convergent validity was established by (Maslach & Jackson, 1981). Individual MBI scores were correlated with behavior ratings made independently by persons who knew the individual well, such as a spouse or co-worker. Second, MBI scores were correlated with the presence of job characteristics that were expected to contribute to experienced burnout. Third, MBI scores were correlated with measures of outcomes that had been hypothesized to be related to burnout. All three sets of correlations provided substantial evidence for the validity of the MBI (Cadavid, 1986). The factors that best predict MBI scores can be best assessed by multiple regression techniques and structural equation modeling.

The Institutional Review Board (IRB) approval of the research study (Appendix F) was secured prior to any data collection. The raw data were obtained from the GDC, and statistical analysis procedures were used in the data analysis of the study. SAS, along with assistance from the statistics department at NDSU, was utilized to determine survey reliability.

Procedures for Data Analysis

Factor analysis was used to determine if factors besides making AYP in conjunction with high-stakes testing cause teacher burnout. An Educator Satisfaction Survey was used in this analysis. Seven variables were selected from the review of literature to ascertain the extent to which they may cause teacher burnout. The factors surveyed were teachers' feelings toward their principal's leadership, school funding, teacher salaries, teaching work environment, teaching feedback, and superintendent leadership. The frequency of educa-

tor satisfaction was determined by how often teachers exhibited these feelings on a scale similar to the MBI educator survey: a teacher who never has these feeling scores a "0": if the feeling is exhibited, a score of 1-6 (everyday) is given.

The data collected through the GDC provided basic descriptive statistics. A descriptive analysis was conducted to obtain aggregate data. Means, standard deviations, and percentages were obtained and reported as appropriate for the two research questions. These data were then exported to Microsoft Excel and SAS for further statistical analysis.

A one-way ANOVA was used to analyze the descriptive statistics to determine the levels of stress between, selected variables that the literature suggests may cause teacher burnout and the five demographic characteristics:

1. Gender
2. Education
3. Years of Experience,
4. Grade Level Taught
5. District Size

CHAPTER IV. ANALYSIS OF DATA

Introduction

This study was conducted to determine whether teachers in North Dakota are experiencing symptoms of reported levels for teacher burnout. A web-based survey was sent to members of the North Dakota Education Association (NDEA) with a current email address on file at the NDEA office located in Bismarck, North Dakota. Approximately 2,000 members were surveyed. This survey resulted in 687 responses which was 34% of the association's population during the time of the survey January 7, 2009 to January 29, 2009.

The survey was divided into three distinct sections. The first section for this survey was the Maslach Burnout Inventory for Educators (MBI-ES). The second section was a satisfaction inquiry based on seven questions focusing on satisfaction levels for teachers pertaining to their principal, school funding, salary, worry about high-stakes testing or AYP, satisfaction with work environment, feedback on their teaching ability, and their satisfaction with the school superintendent. The third section was an open-ended question to provide a qualitative analysis. This chapter presents the data analysis regarding the results of the following two research questions and the hypothesis:

1. Research Question 1: To what extent are teachers in North Dakota public schools showing signs of teacher burnout?
2. Research Question 2: What are the factors of teacher burnout?

Research Hypothesis

The policies of No Child Left Behind are the highest stress factor for teachers in North Dakota public schools.

The first research question examined the three levels of teacher burnout to deter-

mine the extent teachers in North Dakota public schools are experiencing burnout symptoms. The burnout categories are Emotional Exhaustion, Depersonalization, and Personal Accomplishment.

1. Scores that correlate with behavior for the subscale of Emotional Exhaustion.

2. Scores that correlate with job performance for the subscale of Depersonalization.

3. Scores that correlate with outcomes for the subscale of Personal Accomplishment.

The first research question examined the results of the MBI-ES to provide a distinct perspective on people's relationships to their work. MBI-ES is typically used to assess a group of staff members in an organization rather than as an individual diagnostic instrument. The MBI-ES scores for a group of respondents, such as teachers, are treated as aggregate data. Scores for each subscale are computed for the entire group and can be compared to the normative data in the MBI manual, as well as to any local norms (Zalaquett & Wood, 1997).

The items on the MBI-ES are written in the form of statements about personal feelings or attitudes. The items are answered in terms of the frequency with which the teacher experiences these feelings on a 7-point, fully anchored scale (ranging from 0, "never" to 6, "everyday"). The explicit anchoring of all seven points on the frequency dimension creates a more standardized response scale. This is to be fairly certain about the meanings assumed by the teachers for each scale value. The nine items in the Emotional Exhaustion subscale assess feelings of being emotionally overextended and exhausted by one's work; teaching. The five items on the Depersonalization subscale measure an unfeeling and impersonal response toward their students. For both the Emotional Exhaustion and Depersonalization subscales, higher mean scores correspond to higher degrees of experiencing burnout.

The eight items in the Personal Accomplishment subscale assess feelings of competence and successful achievement in one's work with his/her students. In contrast to the other two subscales, Personal Accomplishment lower mean scores on this subscale correspond to higher degrees of experienced burnout. The Personal Accomplishment subscale is independent of the other subscales and Personal Accomplishment cannot be assumed to be the opposite of Emotional Exhaustion or Depersonalization. The correlations between the Personal Accomplishment subscale and other subscales are low because they are constructed as opposite (Zalaquett & Wood, 1997).

Each score for the MBI-ES is a separate score. In order for a respondent to have burnout symptoms it is only required to have only a significant score in one the burnout areas reported. It is not necessary to score high in all three.

In Figure 1 Teacher Burnout Symptoms: Depersonalization, Emotional Exhaustion and Personal Accomplishment the cutoff points Depersonalization is 14 or higher; moderate is a mean score of 9 -- 13; and a mean score of 0 --16 is low. According to Figure 1, the teachers in North Dakota are having low symptoms of Depersonalization toward students. The mean score is 6.36. This finding indicates that teachers do not feel cynical toward their students. They do not take a cold or distant attitude toward work and the people on the job. Teachers do not minimize their involvement, and have not given up on their ideals. The teachers in this survey have the capacity to work effectively in their classrooms (Maslach & Leiter, 1997). These teachers do not blame their students and are actively engaged in the task of teaching students.

The cutoff point for Emotional Exhaustion mean score is registered as high at, 27 or above; moderate is 17-26; and low 0 – 16. Figure 1 show that teachers in North Dakota

have a mean score of 23.33, a moderate score. Teachers are feeling somewhat exhausted and overextended, both emotionally and physically. They may be feeling somewhat drained and have some difficulty unwinding and recovering from work. They may have less energy to face another project or another person. Exhaustion is the first reaction to the stress of job demands or major change (Maslach & Leiter, 1997).

However, according to Figure 1 the survey respondents would not be in the high frequency level for Emotional Exhaustion, but they are experiencing levels of moderate stress on the job. This finding indicates that teachers in this survey may invest less time and energy in their work, do only what is necessary, and may experience more absences. High quality work requires effort as well as, commitment and creativity. If a teacher is experiencing moderate Emotional Exhaustion these qualities will be less significant. A drop in the quality and quantity of work produced could be a result of Emotional Exhaustion (Maslach

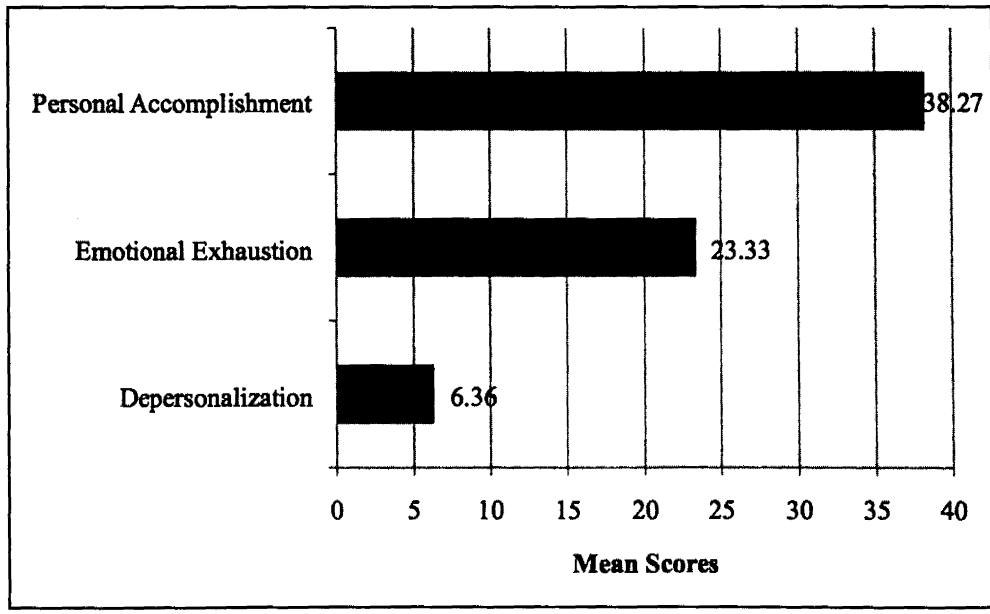

Figure 1.Teacher Burnout Symptoms

& Leiter, 1997).

The Personal Accomplishment mean scores in the opposite direction from the Depersonalization and Emotional Exhaustion mean score. A mean score of 0 – 31 is high; a moderate mean score of 32 – 38; and a 39 or over is indicating low Personal Accomplishment. In examining Figure 1, the mean score for Personal Accomplishment is 38.27. A mean score of this caliber indicates that North Dakota teachers feel ineffective and have a growing sense of inadequacy. The world seems to conspire against each of their attempts to make progress, and what little they do accomplish may seem trivial. They are losing their confidence in their ability to make a difference. As they lose confidence in themselves, others will lose confidence in them (Maslach & Leiter, 1997).

Summary of Table 1. Burnout by Gender

Table 1 shows that both female and male teachers have low levels of Depersonalization. Males have a higher mean score (8.10) than females (5.93). Therefore, males tend to depersonalize their students more than females. The Emotional Exhaustion mean score for females (24.10) is higher than males (20.74) which indicated that females are more stressed in this area. In Personal Accomplishment the female mean scores (38.42) are somewhat higher than males (37.62). This score is read in the opposite direction, meaning that females have lower Personal Accomplishment than males.

Table 1. Burnout by Gender

	Range	Female	Male
Depersonalization	Low 0-16	5.93	8.10
Emotional Exhaustion	Moderate 17-26	24.10	20.74
***Personal Accomplishment**	High 32-39	38.42	37.62

* Personal Accomplishment score is read in the opposite direction and indicates low PA.

Summary of Table 2. Burnout by Grade Level Taught

Table 2 indicates the range for Depersonalization is highest in grades 9-12 (7.56); however, this finding is still in the low range for burnout. The Emotional Exhaustion range for ND teachers is moderate with most burnout indicated in K-5 (24.19). Personal Accomplishment is highest (scored opposite) in K-5 (39.38); therefore elementary teachers in grades K-5 have the lowest Personal Accomplishment towards their teaching.

Table 2. Burnout by Grade Level Taught

	Range	K-12	K-5	6-8	9-12
Depersonalization	14+	5.09	5.48	6.52	7.56
Emotional Exhaustion	27	21.47	24.19	21.40	23.84
Personal Accomplishment	39	38.07	39.38	37.78	37.28

Summary of Table 3. Burnout by Teacher Education Level

Table 3 shows that Depersonalization is highest (8.80) when a teacher has achieved the most education. However, this mean score is still in the low range for Depersonalization. Emotional Exhaustion in the moderate level (27.31) indicates that teachers with a master's degree or higher exhibit higher levels of Emotional Exhaustion. Pertaining to Personal Accomplishment, all levels are in the low range, but higer education (MA+) indicated the lowest levels of (38.79) Personal Accomplishment.

Table 3. Burnout by Teacher Education Level

	Range	BA	BA+	MA	MA+	PhD
Depersonalization	14	7.34	6.55	6.06	5.87	8.80
Emotional Exhaustion	27	22.34	23.57	27.31	22.34	27.20
Personal Accomplishment	39	36.29	38.23	38.36	38.79	38.00

Summary of Table 4. Burnout by Years of Teaching Experience

Table 4 shows that Depersonalization is in the low range for burnout. ND teachers who have the highest burnout symptoms are teachers in the 0-5 range (6.77). Emotional Exhaustion is in the moderate range, but the greatest amount of Emotional Exhaustion is also in the 0-5 years for teaching (24.81). The least amount of Personal Accomplishment was indicated by those educators who had taught 15 years or more (38.72).

Table 4. Burnout by Years of Teaching Experience

	Range	0-5	6-10	11-15	15+
Depersonalization	14	6.77	6.58	6.72	6.03
Emotional Exhaustion	27	24.81	23.43	23.35	22.78
Personal Accomplishment	39	37.94	37.61	37.82	38.72

Summary of Table 5. Burnout by District Size

Table 5 indicates that Depersonalization is in the low range with the highest burn-out (6.88) exhibited by teachers in schools of 1000-3000. Emotional Exhaustion is highest in districts of 1000-3000 students with a mean score of (25.45). Teachers with the lowest Personal Accomplishment mean scores (38.85) taught in districts with 3000+ students.

Table 5. Burnout by District Size

	Range	0-199	200-1000	1000-3000	3000+
Depersonalization	14	6.11	5.61	6.88	6.70
Emotional Exhaustion	27	21.96	20.47	25.45	24.68
Personal Accomplishment	39	37.52	38.12	37.45	38.85

Summary of Table 6. ANOVA for Differences in Depersonalization

The ANOVA for Depersonalization was tested to see if there are any differences among of the average Depersonalization score for gender, education levels, years of experience, grade level taught, or district size. The results are given in an F-test. The additional

demographic data show significant statistical differences. These three are, therefore, identified as factors that respondents deem major causes for teacher burnout. Thus, Depersonalization has demographics that are significantly different. They are gender, grade level taught, and district size.

Table 6. ANOVA for Differences in Depersonalization (N=639; α. 0.05)

Sources of Variance	Degrees of Freedom	Sums of Squares	Mean Squares	F-Value	P-Value
Depersonalization	14	1283.0132	91.6438	3.3	0.0001
Error	625	17331.4806	27.7304		
Total	639	18614.4937			
Demographic Variables					
Gender	1	205.0877	205.0877	7.4	0.0067*
Education	4	231.6126	57.9032	2.09	0.0809
Years of Experience	3	66.1144	22.0381	0.79	0.4971
Grade Level	3	323.7115	107.9038	3.89	0.0090*
District Size	3	231.86833	77.2894	2.79	0.0400*

Summary of Table 7. ANOVA for Differences in Emotional Exhaustion

As seen in Table 7, the P-Value (.001) for overall Emotional Exhaustion indicates that the differences between means are significant among the five independent demographic variables. There is additional demographic statistical significance between three of the five demographic data. These three characteristics are, therefore, identified as factors that respondents deem as major causes for teacher burnout. Thus, Emotional Exhaustion has demographics that are significantly different among: gender, education, and district size.

Table 7. ANOVA for Differences in Emotional Exhaustion (N=633; α 0.05)

Sources of Variance	Degrees of Freedom	Sums of Squares	Mean Squares	F-Value	P-Value
Emotional Exhaustion	14	6637.7105	474.1222	3.83	0.001*
Error	619	76533.2801	1234.6402		
Total	633	83170.9905			
Demographic Variables					
Gender	1	1353.9124	1353.9124	10.95	0.0010*
Education	4	1267.2153	316.8038	2.56	0.0375*
Years of Experience	3	216.8552	72.2851	0.58	0.6252
Grade Level	3	807.9565	269.3188	2.18	0.0894
District Size	3	3282.9091	1094.3030	8.85	0.0001*

Summary of Table 8. ANOVA for Differences in Personal Accomplishment

As shown for Table 8, the P-Value (.0234) for overall Personal Accomplishment was tested to see if there are any differences in the average Personal Accomplishment score. Among the five demographic variables, there is a statistical significance in one of five variables. Thus, Personal Accomplishment has demographics that are significantly different among the grade level taught. According to the respondents, this one factor is, identified as a major cause of teacher burnout.

Table 8. ANOVA for Differences in Personal Accomplishment (N=601; α 0.05)

Sources of Variance	Degrees of Freedom	Sums of Squares	Mean Squares	F-Value	P-Value
Personal Accomplishment	14	1052.7771	75.1984	1.9	0.0234
Error	587	23175.5883	32.4814		
Total	601	24228.3655			
Demographic Variables					
Gender	1	0.1674	0.1674	0	0.9481
Education	4	143.0301	35.7575	0.91	0.4602
Years of Experience	3	163.5020	54.5007	1.38	0.2477
Grade Level	3	448.8038	149.6013	3.79	0.0104*
District Size	3	132.0778	44.0259	1.12	0.3423

Investigating Seven Variables Pertaining for Teacher Burnout

For seven questions concerning their job satisfaction were asked of the participants concerning their job satisfaction. The analysis shown in Figure 1 used the MBI-ES format based on a 7-point, fully anchored scale (ranging from 0, "never" to 6, "everyday"), thus aligning the MBI-ES with the satisfaction survey responses. As with the MBI-ES each score in the satisfaction survey is a separate score.

Summary of Table 9. Survey Question Results - Seven Satisfaction Variables

Standard deviations (SD) shown in Table 9 indicate that respondents had a similar level of agreement regarding each of the seven satisfaction variables pertaining to the stress levels used to answer.

The two mean scores showing the least satisfaction on Table 9 are Salary Satisfaction (2.64) and Funding (2.75) for North Dakota schools.

The low mean score for Worried About AYP (4.42) may indicate that teachers are worried about making AYP. Therefore these data were tested using the Analysis of variance (ANOVA) statistical procedure to investigate whether these satisfaction varaibles were present.

Table 9. Survey Question Results - Seven Satisfaction Variables

Q# Question	N	Mean	SD
Principal Leadership	680	4.77	1.77
Funding Sufficient	682	2.75	1.53
Salary Satisfaction	682	2.64	1.96
Worried About AYP	681	4.42	1.89
Work Environment	681	4.76	1.60
Positive Feedback	682	4.02	1.68
Superintendent Leadership	673	3.49	1.85

Summary of Table 10. Principal Leadership

The first ANOVA found a significant difference relative to stress factors regarding teachers'satisfaction with their principal leadership by their level of education with a (.0446) probability value. Principal leadership data indicated that the more education a teachers had attained, the less satisfied they were with their principal's leadership.

Table 10. Principal Leadership (N = 680; α 0.05)

Demographics	DF	Type I SS	Mean Square	F Value	Pr > F
Gender	1	0.8596	0.8596	0.27	0.6021
Education	4	30.7211	7.68027	2.45	0.0446*
Years of Experience	3	3.4491	1.1497	0.36	0.7796
Grade Level Taught	3	0.5686	0.1895	0.06	0.9808
District Size	3	3.9865	1.3288	0.42	0.7387

School Funding and Respondent Demographics

Summary of Table 11. School Funding

The second ANOVA found a significant difference relative to stress factors regarding burnout towards satisfaction with school funding by years of experience, with a probability (.0001) probability value. Teachers with the most teaching experience exhibited the most stress about School Funding. This finding indicated a factor towards teacher burnout due to years of experience.

Table 11. School Funding (N = 682; α 0.05)

Demographics	DF	Type I SS	Mean Square	F Value	Pr > F
Gender	1	1.9989	1.9989	0.84	0.3598
Education	4	9.8843	2.4711	1.04	0.3863
Years of Experience	3	51.3899	17.1300	7.41	<.0001**
Grade Level Taught	3	2.7430	0.9143	0.38	0.7651
District Size	3	23.5423	7.8474	3.33	0.0192

Teacher Salary and Respondent Demographics

Summary of Table 12. Teacher Salary Satisfaction

The third ANOVA found significant differences relative to stress factors regarding salary satisfaction by years of experience (.0202) and gender (.0301). Teacher salary satisfaction data indicated that the more years of experince a teachers had attained in the classroom, the less satisfied they were with their salaries. Differences in gender indicated that males and females show different levels of satisfaction with their salaries.

Tables 12. Teacher Salary Satisfaction (N= 682; α 0.05

Demographics	DF	Type I SS	Mean Square	F Value	Pr > F
Gender	1	18.3720	18.3720	4.73	0.0301*
Education	4	16.6438	4.1609	1.06	0.3731
Years of Experience	3	38.2436	12.7479	3.29	0.0202*
Grade Level Taught	3	8.4820	2.8273	0.72	0.5389
District Size	3	13.5490	4.5163	1.16	0.3258

Summary of Table 13. Making AYP or NCLB Testing

As illustrated Table 13 making AYP showed significant statistical differences in gender (.0006), grade level taught (.0001), and district size (.0066). These three areas indicated the greater stress towards burnout for making AYP or NCLB Testing

Table 13. Making AYP or NCLB Testing (N = 681; α 0.05)

Demographics	DF	Type I SS	Mean Square	F Value	Pr > F
Gender	1	41.4973	41.4973	11.88	0.0006*
Education	4	31.9988	7.9997	2.27	0.0602
Years of Experience	3	8.6039	2.8679	0.81	0.4901
Grade Level Taught	3	80.5579	26.8526	7.8	0.0001*
District Size	3	43.2243	14.4081	4.12	0.0066*

Work Environment and Respondent Demographics

Summary of Table 14. Work Environment

Table 14 indicated no statistical significant differences between teachers satisfaction in their work environment. Therefore, this table shows that work environment is not a cause for stress pertaining to teacher burnout.

Table 14. Work Environment (N= 681; α 0.05)

Demographics	DF	Type I SS	Mean Square	F Value	Pr > F
Gender	1	1.2483	1.2483	0.49	0.4861
Education	4	42.2742	10.5685	4.19	0.0023
Years of Experience	3	16.4173	5.4724	2.14	0.0938
Grade Level Taught	3	3.7888	1.2629	0.49	0.6890
District Size	3	2.4512	0.8171	0.32	0.8130

Summary of Table 15. Feedback on Teaching

Table 15 indicates no statistical significant differences for feedback pertaining to stress for teacher burnout. Therefore, this table shows that feedback for teaching is not a cause for stress pertaining to burnout.

Table 15. Feedback on Teaching (N = 682; α 0.05)

Demographics	DF	Type I SS	Mean Square	F Value	Pr > F
Gender	1	0.0004	0.0004	0	0.9905
Education	4	19.6805	4.9201	1.76	0.1357
Years of Experience	3	8.3747	2.7916	0.99	0.3958
Grade Level Taught	3	4.0250	1.3417	0.48	0.6991
District Size	3	11.9384	3.9795	1.42	0.2364

Superintendent Leadership and Respondent Demographics

Summary of Table 16. Superintendent Leadership

The leadership of the superintendent indicated no statistical significant differences in how teachers responded to this question. Therefore, this table does not show stress related to burnout for superintendent leadership.

Tables 16. Superintendent Leadership (N= 673; α 0.05)

Demographics	DF	Type I SS	Mean Square	F Value	Pr > F
Gender	1	0.9955	0.9955	0.29	0.5894
Education	4	18.8863	4.7216	1.39	0.2367
Years of Experience	3	4.3806	1.4602	0.43	0.7338
Grade Level Taught	3	6.5903	2.1968	0.64	0.5876
District Size	3	11.6028	3.8676	1.13	0.3344

Analyzing Open-ended Questions

There were four themes determined from 266 comments from section 3 of the survey pertaining to present teacher job satisfaction. The main theme that emerged was the stressors for the lack of time: in preparation for class instruction, curriculum needs, and the fact that much time is spent on meetings. One respondent said

> It is the requirements that are ever increasing and it all trickles down to the quality of instruction. If demands keep increasing, quality decreases and it only affects the students. How do we implement federal, state and local demands while still maintaining quality instruction?

Another person commented, "The lack of time resulting from the increase in clerical duties is changing this from a creative job to overwhelming tedium." The time theme emerged from another respondent who commented, "Meetings, meetings, meetings. We meet all the time to re-do curriculum to try to make sure all criteria is met for testing."

By far the most significant comments pertained to time. It is an area of great frustration and conflict. Teachers do not feel in control of their time. They also do not feel that school districts respect their time. This feeling was voiced by this comment

> I would not recommend going into the field of education to anyone. You put in very long hours, work almost every weekend and are just expected to give more and more time. Time you use to have to prepare lessons is taken up by meetings where you are told what you should be doing or programs you should implement.

The next theme ascertained from the survey pertained to high-stakes testing, No Child Left Behind, and making annual yearly progress (AYP). One such comment, "Work environment is great but NCLB is not. And frequent quantitative testing goes against best practice." Another teacher commented, "I feel that teaching is becoming too political and we can't do our jobs in a satisfying way. We are all too worried about making AYP that our jobs aren't satisfying or fun anymore." Comments such as this one were formulated: " I feel the numbers are more important than the people behind them. The test scores the important thing—not the kids or the teachers."

The third theme from the survey was a financial theme, whether it had to do with school funding or their personal salaries. Comments were made like this, "I love teaching—it is the other demands and limited training that is frustrating as well as the monetary compensation. It took me 25 years to be able to admit I would like more pay!" Another teacher claimed, "I find that the increases in expectations at work are not matched with increase in salary. Schools have greater and greater expectations for teachers and nothing greater than the regular raise in salary." There seemed to be consistency with the financial theme as characterized by this teacher comment:

> Would you feel satisfied with your salary if after 29 years at a variety of grade levels you were making $42,000 with no benefits? I'm saying no medical insurance at all, no extras! That is where I am, yet continue to give the children the best education possible, because I enjoy what I do and believe I provide a quality education.

The final theme that emerged had to do with control. This control was with parents, administrators, and policy. Several teachers commented that they feel they have little or no control over these areas. Teachers exhibited stress having to do with parents. Some parents want teachers to control a student's every move while other parents can barely check to see if homework is completed. The enigma of this situation with parents caused discomfort for many respondents as seen through their comments.

Comments about the positive relationships they had developed with their students were made. Several respondents wrote that they love teaching and the kids, but so many other factors caused them to experience stress and frustration.

Overall time, money, parents and policy caused the most frustration to teachers as illustrated by their comments. The teachers who wrote on the survey wrote to a great extent. They usually started out being positive and professional towards teaching, but later in their writing a great deal of frustration was apparent. Teachers with several years of experience were very honest and deliberate in their writing about the profession of teaching. For several teachers, teaching had started out as one thing, but lately had turned into a job that had become completely different than what it was in the beginning. Many feelings were manifested in their writing; joy, anger, pride, love, frustration, and insecurity.

Summary of Findings

Research Question 1

This research question examined the importance of determining if North Dakota teachers were experiencing teacher burnout symptoms. Teachers were asked a series of 22 questions pertaining to the 3 areas of teacher burnout. Teachers were asked questions about a variety of feelings and how often they experienced these feelings. The results indicated a burnout score for each of the three areas: Depersonalization, Emotional Exhaustion, and Personal Accomplishment. Only one of the above areas needed to show burnout in order for burnout to exist for a teacher who took the survey.

The data obtained for this research question shows in the area of Depersonalization, the mean score is 6.36 which measures "low" on the MBI-ES categorization scale. This would indicate that teachers do not feel cynical toward their students. They do not take a cold or distant attitude toward work and the people on the job. Teachers do not minimize their involvement at work, and they have not given up on their ideals.

In the area of Emotional Exhaustion the mean score of 23.33 is "moderate" on the MBI-ES categorization scale. Teachers are feeling somewhat exhausted and overextended, both emotionally and physically. They may be feeling somewhat drained and have some difficulty unwinding and recovering from work. They may have less energy to face another project or another person.

Research data in the third area of burnout on the MBI-ES deals with Personal Accomplishment or teacher efficacy. The mean score in this category is 38.27 which measures "low" and is scored in the opposite direction from Depersonalization and Emotional Exhaustion. A mean score of this caliber indicates that North Dakota teachers feel ineffective

and have a growing sense of inadequacy. Teachers are losing their confidence in their ability to make a difference.

Research Question 2

This research question explored other factors of burnout for teachers by examining satisfaction results towards teaching. The data obtained for this research question were analyzed using descriptive ranked-mean scores. A one-way ANOVA was used for the demographic data to analyze the gender, education, years of teaching experience, the grade level taught, and the district size.

The ranked mean scores from this question showed that of the seven variables, only three had significant stress levels. These variables pertained to salaries followed closely with school funding, and making AYP.

Hypothesis Summary

Teachers do not feel that the No Child Left Behind policies are the highest stress factors compared to those on the MBI survey. The highest stress factors were salaries and school funding.

Summary of Qualitative Responses

According to Figure 2. four themes emerged from the teachers' responses about their present job satisfaction: lack of time, high-stakes testing, financial, and control.

Of all the teacher comments, lack of time seemed to be the most significant. The time issue was divided into three areas: meetings, preparation for class, and curriculum needs. Teachers voiced their dissatisfaction pertaining to actual time they were allocated to do a good job for their students. Meetings seemed to be a constant annoyance for several respondents. Much of their work had to be done on weekends or in the evenings.

The curriculum needs were expressed several times. Many teachers commented that the curriculum seemed to be changing a great deal, which caused them to feel stress because they could not get everything done or were being told how to implement curriculum in a different method.

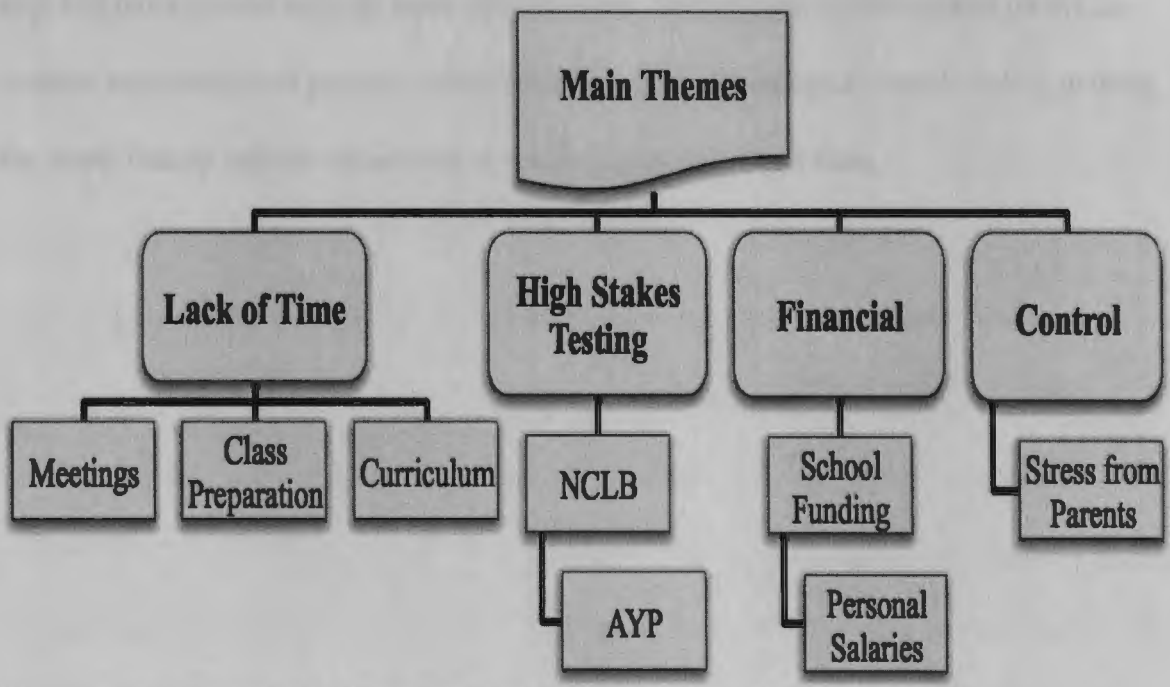

Figure 2. Themes and Subthemes from Open-ended Remarks

High-stakes testing, or making AYP was a strong theme from the respondents. Teachers voiced how NCLB had changed their teaching habits and not always to the greater good. Several people commented on spending too much time on testing instead of teaching the curriculum as they wished. Teachers felt that NCLB was political and that high-stakes testing went against what they believed to be best practice. Test scores are becoming more important than the students.

The financial theme was very clear in the respondents' comments. Expectations for

teachers continue to increase, but pay was not increasing. Frustration with the lack of compensation permeated throughout the responses. The lack of adequate school funding also caused frustration for many respondents.

The control theme focused on parents, administration, and policy. Teachers wished they had more control over all three of these areas. Several people commented on the unrealistic expectations of parents. Administration and a lack of input towards policy making for North Dakota schools caused stress according to their comments.

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CHAPTER V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This chapter highlights the purpose of the study and the research questions, in relation to the psychological syndrome of burnout as manifested by emotional exhaustion, depersonalization, and personal accomplishment. A summary of each research question was addressed by examining the connection between the findings from previous literature and the findings of this study. Next, the conclusions and recommendations of this study are presented. The chapter concludes with recommendations for further study and research which may benefit teachers and their profession.

Purpose and Research Questions

The purpose of this study was to determine if teachers in the public schools of North Dakota are experiencing signs of teacher burnout. It was accomplished by investigating teachers that are members of NDEA, to observe if symptoms of teacher burnout by the public school teachers of North Dakota were apparent. Seven other variables that may be reasons teachers experience burnout were investigated.

This study utilized the MBI-ES, one of several MBI instruments recognized for their strong validity and reliability.

Teacher Burnout

The review of the burnout theory first described the three-subscale, and the six areas of mismatch framework. Teachers suffering from emotional exhaustion experience symptoms of strain, stress work overload, and hopelessness. Teachers suffering from depersonalization become cynical towards and disinterested in their students. Teachers suffering from a reduced personal accomplishment experience a diminished sense of competence and

a loss of belief in their ability to make a difference in their students' lives.

In addition to three-subscale framework, the literature review discussed six areas of job and person mismatch that lead to burnout: work overload, lack of reward, lack of control, lack of fairness, lack of community, and value conflict.

Limitations of the Study

The result of the study to the population of teachers of the North Dakota Education Association was collected at one place and point in time. The results of the research are probably generalizable to other teachers' unions across the country.

The self-reporting nature of the MBI-ES instrument there is the potential for response bias. The survey's questions required thorough honesty that teachers might not have utilized especially when some questions involved admitting to negative feelings related to their students and their personal competence, questions related to depersonalization and personal accomplishment, respectively. The possibility that teachers responded by marking answers representing their ideal, versus true, feelings may be mitigated somewhat by Cronbach's alpha estimates of reliability generated by the study, which were consistent with those reported in previous research (Hanson, 2006).

Research Questions

The study was guided by the following research questions:

1. To what extent do teachers in North Dakota public schools show signs of teacher burnout?
2. What are the factors of teacher burnout?

Research Hypothesis

The policies of No Child Left Behind are the highest stress factor for teachers in North Dakota public schools.

Problem Statement

The problem statement for this study indicated that with increased accountability for teachers in the classroom along with the strains of No Child Left Behind do the teachers in North Dakota public schools, under enough consistent stress, exhibit signs and symptoms of teacher burnout.

Research Question 1

Summary

Research question 1 addressed the signs that teachers may exhibit if they are showing signs of teacher burnout. The literature revealed that teachers that show signs of depersonalization blame their students, exhibit signs of cynicism, and have a cold or distant attitude toward work and people on the job. Teachers in North Dakota did not show signs of depersonalization. The mean score for ND teachers was low on the scale of teacher burnout for depersonalization.

The literature for emotional exhaustion symptoms indicates that teachers feel exhausted and overextended, emotionally and physically. Teachers may feel drained and have difficulty unwinding from work. This study revealed that teachers in ND have "moderate" levels of emotional exhaustion. They may have some of the above-mentioned symptoms, but not to the extent of being labeled as "high". However, this could reveal an area of concern for school districts in the future.

In the literature review in the area of personal accomplishment indicated a teacher showing these symptoms would feel ineffective and have a sense of inadequacy. Teachers may lose the ability to have confidence in making a difference in students' lives. In this study teachers are exhibiting "low" levels of personal accomplishment.

Female teachers exhibit slightly more emotional exhaustion and even less personal accomplishment than male teachers. Female teachers tended to depersonalize their students less than male teachers. Elementary teachers (K-5) show the most emotional exhaustion and lowest score in personal accomplishment. Burnout by education level shows that ND teachers with the most education exhibited the highest level of depersonalization towards their students. Teachers in North Dakota with a master's degree showed the highest levels of emotional exhaustion. Personal accomplishment though low overall, was the lowest for teachers with a master's degree.

The largest size school district with 3000 students or more showed the least personal accomplishment of teachers. School districts of the size of 1000-3000 showed the most emotional exhaustion and the school districts of 1000-3000 exhibits the highest depersonalization of their students which still remains a low score for teachers overall.

Conclusions

The literature review and the findings of this study have been compared and synthesized to ascertain the conclusions of this research. Many of the findings of this research supported what was cited in the literature review. Teachers in North Dakota are experiencing symptoms of burnout in the area of reduced professional accomplishment. This area which scores the opposite of emotional exhaustion and depersonalization show that teachers in North Dakota do not feel good about their competency or effectiveness in their classrooms. The symptom of burnout in reduced personal accomplishment exacerbates overall teacher morale and teachers' ability to cope productively and positively on the job. However, even with these low levels of efficacy this study found that teachers are not blaming their students or exhibiting a cold or distant attitude toward work and the people they work

with. They are not cynical towards their students and have not given up on their ideals.

Teachers in ND are experiencing moderate levels of emotional exhaustion. They are overextended and struggle with the factors of time on the job and time dedicated for meetings.

Recommendations

1. Teachers need to feel their work is important and their voice is significant. They need to be listened to and consulted in areas of curriculum and policymaking. School district leaders should put teachers in leadership roles to promote feelings of efficacy in their classrooms.

2. To recruit and retain quality teachers for student achievement in North Dakota a system of Professional Learning Communities (PLC's) should be utilized in all school districts. This would help teachers to collaborate with one another and build a strong community of support for the entire school building.

3. Professional development for teachers in ND should foster leadership for veteran teachers to work comprehensively with beginning teachers. This could improve the work environment for both veteran and beginning teachers. This would require a compensation commitment for the school district for such professional service.

4. Teachers, school boards and administration should work closely together to develop an environment of trust and mutual respect. Teachers need to know they are a significant part of the overall plan for student achievement.

5. A commitment from all the stakeholders in the education of the students of North Dakota need to come together to enable teachers to feel that their profession is of significant importance, not only in the state, but in the overall success of each school's ability to influence the progress of education for all student achievement.

Research Question 2

Summary

Research question 2 addressed seven factors which may contribute to teacher burn-out in North Dakota. These areas included: leadership of principal, school funding, teaching salary, making AYP or high-stakes testing, work environment, feedback on teaching, and the leadership of the superintendent. Chi-square tests of independence revealed that the most significant of the seven factors for teacher burnout were the teaching salary, followed by school funding, and making yearly AYP with the North Dakota State Assessment. These three areas contribute the most to teacher burnout and could significantly impact the low personal accomplishment score on the MBI-ES from research question 1.

The Chi-square tests for gender in this research question revealed that males are more dissatisfied with their teaching salary than females. Years of teaching experience showed the least satisfaction with their teaching salaries, and the more education a teacher achieved the more dissatisfied they were with their salary. The size of the school district revealed that smaller schools ranging in the 0-199 in student population have the least satisfaction with their salaries. Those teachers in districts that they teach in all grades K-12, showed the least satisfaction in their teaching salaries.

In the question of school funding which is a large area and could also possibly feed into the salary issue revealed, that teachers with 11-15 years of teaching experience, are the least satisfied with school funding while again, as with teaching salaries' satisfaction, the most educated teachers felt the least satisfaction in school funding. The smaller the school district shows the least satisfaction for school funding as for teaching salaries.

Teachers were concerned about making yearly AYP which involves high-stakes test-

ing. In ND this test is the North Dakota State Assessment (NDST) and is given in the fall of the school year. Female teachers worry more about making AYP more than male teachers. Smaller school districts worried the least about making AYP while teachers of (K-5) worried the most about making AYP.

There were four main themes that emerged from the respondent comments in this section: lack of time, high-stakes testing, financial, and control. Many comments in this section acknowledged that teachers' time, or lack of it, was a source of frustration and stress.

Several teachers commented on their frustration concerning high-stakes testing or making AYP. Many teachers commented on not being able to teach the curriculum as they felt necessary for their content. Instead, teachers mentioned too much time placed on testing students or getting ready to test students.

Many comments were made in this section on the financial factor of teaching. Several teachers felt they were not adequately compensated for the amount of work and accountability in teaching. More and more responsibility was placed on teachers without the increase in salary. Teachers mentioned that schools in ND were not properly funded. Finally, teacher comments acknowledged the lack of control they felt concerning parents and administration.

Conclusions

As with research question 1, the literature review and the findings of this study have been compared and thoughtfully synthesized to ascertain the conclusions for research question 2. Many of the findings of this research supported what was cited in the literature review.

In this study of seven satisfaction variables which may induce stress leading to burnout symptoms the two areas showing the most stress levels had to do with salaries and school funding. Both of these areas may be intertwined because of their close relationship. Teacher salary satisfaction data indicated the more years of experience a teacher has in the classroom the less satisfied they were with their salaries. Differences in gender show that male teachers have less satisfaction with their salaries than female teachers. Teachers with the most experience in the classroom, as with salaries, experience the most stress concerning school funding. Female, elementary teachers in large school districts show the most stress concerning making AYP or NCLB testing. This indicated a factor towards burnout.

The more education a teacher achieved the less satisfied they were with the leadership of their principal. This was not the case with superintendent leadership as the teachers did not feel less satisfaction for their superintendent as teachers achieved more education. The leadership of the superintendent indicated no statistical differences in how teachers responded to this question.

The work environment of teachers did not indicate a reason for stress pertaining to teacher burnout. Teachers are satisfied with the environment of the school they are working in and this indicated no significance for burnout. Feedback received on a teacher's ability to teach in their content area was also not a factor for stress pertaining to teacher burnout.

Recommendations

1. Schools need to recruit highly competent teaching staffs and pay them well. This process encourages trust in public education; therefore, students thinking about going into education as a career will have a more positive influence on the profession. When teachers feel their work has no meaning; they begin to feel powerless and turn to economic consid-

erations to drive their work commitment. As long as teachers are not trusted, they are likely to burnout and be less committed to their students (Dworkin, 1987).

2. Teachers need to feel respected and this must come from administration, parents, and school boards. A leadership path for teachers should be made available. This path should be about teaching, pedagogy, and strategies in the classroom. As it is today, the only leadership path a teacher has is to leave the classroom and become a principal or district administrator. More respect should be given to the actual profession of teaching.

3. Teachers need to be involved in policy making for the vision of a school district. Educators have the closest proximity to students and therefore, know its pulse. They must be listened to by the school board and administration and they must be sought out as a positive influence in the future of a district.

4. School building incentives need to be implemented by a united faculty and school staff. Teachers and staff should set goals and work to achieve those goals as a collaborative group focused on the same outcome. Monetary rewards should be established for all school staff if goals were achieved. This would enable a high degree of trust and would be highly motivating for an entire school to reach their own goals.

5. Train administrators and other evaluators to have comprehensive communication skills. Training must be intensive and ongoing. Teachers need to have high-quality evaluations in order to help teachers understand and respond to their own strengths and weaknesses. Administrators need to be held accountable for a performance evaluation system that benefits teachers and their classroom performance.

6. Target professional development to identified teacher needs so that it helps teachers address areas where they can improve (Weisberg, Sexton, Mulhern, Keeling, 2009).

Recommendations for Further Study

Based on the findings and conclusions of this research study, the following areas are recommended for further study:

1. Further research should be conducted to determine specifically what types of compensation teachers want.
2. This study targeted teachers in one teacher's union. Future studies may include other states in different regions of the country.
3. This study was a quantitative survey study that gathered a great deal of data. This data supported the literature review and added new findings for a broader base of knowledge. Future studies may include focus groups with specific demographic groups to more thoroughly dissect the findings of this study.
4. Further research should be conducted to determine how teachers feel public schools should be funded.
5. This study targeted only teachers in ND public schools. Further research should include a comparison of administrator burnout versus teacher burnout.

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APPENDIX A: NDEA PERMISSION LETTER

North Dakota Education Association

Since 1887
www.ndea.org

Headquarters Office:
410 E. Thayer Avenue; PO Box 5006, Bismarck, ND 58502
701-223-0450 • 800-366-6332 • fax: 701-224-8535

Eastern Office:
4357 13th Avenue SW, Suite 200, Fargo, ND 58103
701-281-7235 • 800-304-6332 • fax: 701-281-7236

December 2, 2008

Erin Mowers
3669 River Dr.
Fargo, ND 58104

Dear Erin Mowers,

The NDEA would like to congratulate you on pursuing your doctorate in the area of education. Through research education is an ever changing entity, and with NCLB and the focus on scientific research we know your contribution to the field of education will be of high value.

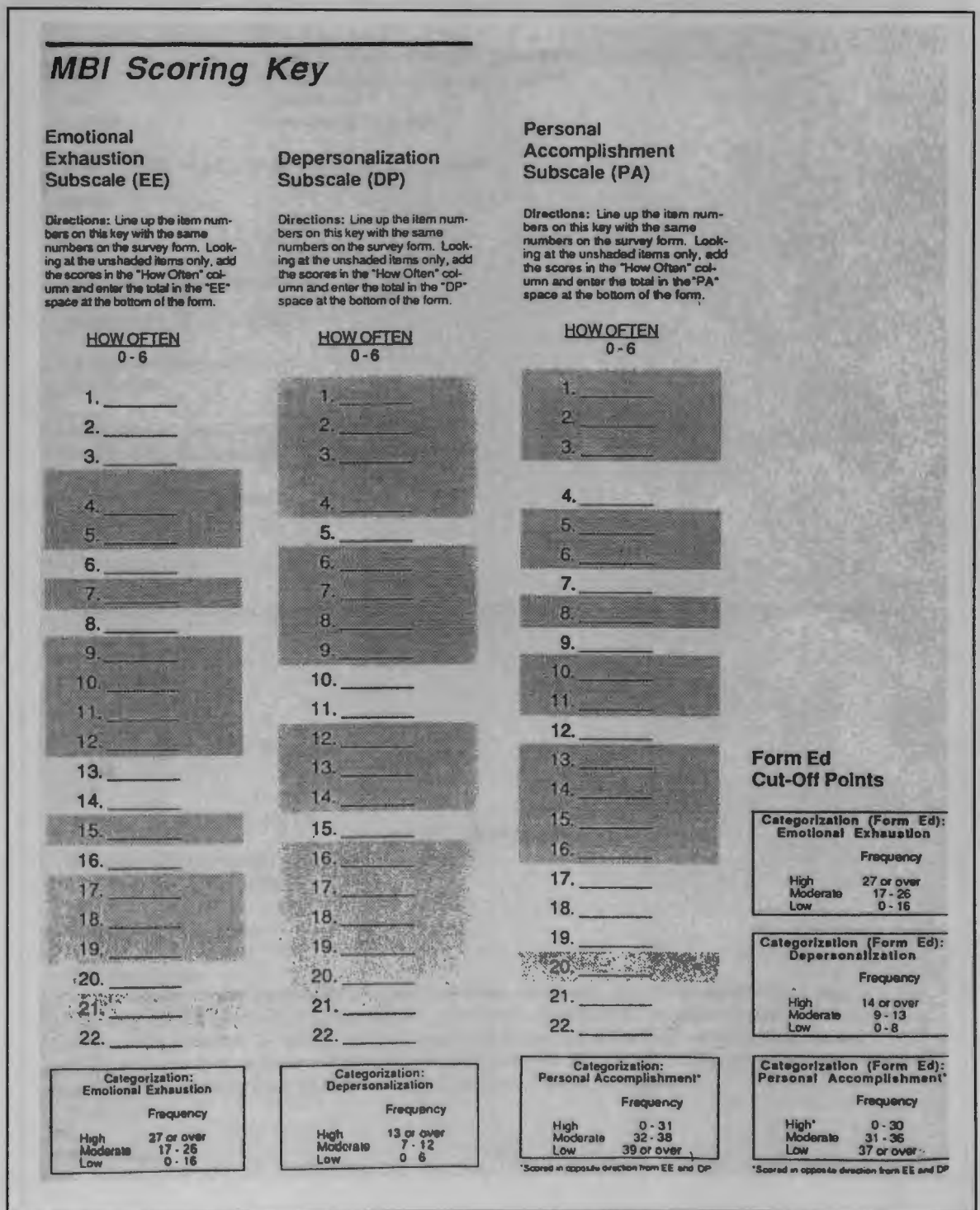
To assist you in your doctoral research, NDEA is approving your request for email addresses of NDEA teacher members. However, we do this through mutual understanding that the email addresses remain confidential and that you destroy the database once your research has been completed.

Sincerely,

Dakota Draper

Dakota Draper, NDEA President

APPENDIX B: MASLACH BURNOUT INVENTORY INSTRUMENT



MBI Scoring Key

Emotional Exhaustion Subscale (EE)

Directions: Line up the item numbers on this key with the same numbers on the survey form. Looking at the unshaded items only, add the scores in the "How Often" column and enter the total in the "EE" space at the bottom of the form.

HOW OFTEN
0 - 6

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____

Categorization: Emotional Exhaustion	Frequency
High	27 or over
Moderate	17 - 26
Low	0 - 16

Depersonalization Subscale (DP)

Directions: Line up the item numbers on this key with the same numbers on the survey form. Looking at the unshaded items only, add the scores in the "How Often" column and enter the total in the "DP" space at the bottom of the form.

HOW OFTEN
0 - 6

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____

Categorization: Depersonalization	Frequency
High	13 or over
Moderate	7 - 12
Low	0 6

Personal Accomplishment Subscale (PA)

Directions: Line up the item numbers on this key with the same numbers on the survey form. Looking at the unshaded items only, add the scores in the "How Often" column and enter the total in the "PA" space at the bottom of the form.

HOW OFTEN
0 - 6

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____

Categorization: Personal Accomplishment*	Frequency
High	0 - 31
Moderate	32 - 38
Low	39 or over

*Scored in opposite direction from EE and DP

Form Ed Cut-Off Points

Categorization (Form Ed): Emotional Exhaustion	Frequency
High	27 or over
Moderate	17 - 26
Low	0 - 16

Categorization (Form Ed): Depersonalization	Frequency
High	14 or over
Moderate	9 - 13
Low	0 - 8

Categorization (Form Ed): Personal Accomplishment*	Frequency
High*	0 - 30
Moderate	31 - 36
Low	37 or over

*Scored in opposite direction from EE and DP

APPENDIX C: CPP PERMISSION CORRESPONDENCE

From: CPP Permissions [perms@cpp.com]
Sent: Tuesday, December 09, 2008 1:43 PM
To: Erin Mowers
Subject: RE: MBI-ES Extension

Happy Holidays to you! And good luck with your research.

Eliza

From: Erin Mowers [mailto:mowerse@fargo.k12.nd.us]
Sent: Tuesday, December 09, 2008 11:37 AM
To: CPP Permissions
Subject: RE: MBI-ES Extension

Thank you and Happy Holidays!
Erin Mowers

From: CPP Permissions [mailto:perms@cpp.com]
Sent: Tuesday, December 09, 2008 1:23 PM
To: Erin Mowers
Subject: RE: MBI-ES Extension
Importance: High

Dear Ms. Mowers,

Please accept my email as permission to continue with your research distribution of the inventory until January 29th, 2008.

Thank you,

Eliza McLane
CPP Inc., Permissions Coordinator
650 691-9105

size=2 width="100%" align=center>
From: Erin Mowers [mailto:mowerse@fargo.k12.nd.us]
Sent: Tuesday, December 09, 2008 11:14 AM
To: CPP Permissions
Subject: MBI-ES Extension

Dear Eliza McLean,

My dissertation is well under way, however, I have permission from CPP for the MBI-ES through November 28, 2008. Because of various deadlines I was unable to give my survey between Sept. and Nov. I am ready now to administer the MBI-ES and have all work completed. What I am requesting from you is a two month extension through January. If there is an additional cost for this extension, I will certainly pay the amount requested. Please let me know what the conditions are so I may begin the survey.
Thank you.

Erin Mowers

MEMORY TRANSMISSION REPORT

TIME :07-26-'08 14:27
FAX NO.1 :7012809720
NAME :Hornbacher's Foods

FILE NO. : 024
DATE : 07.26 14:26
TO : 816566666666
DOCUMENT PAGES : 3
START TIME : 07.26 14:26
END TIME : 07.26 14:27
PAGES SENT : 3
STATUS : OK

*** SUCCESSFUL TX NOTICE ***

cpp

Credit Card Payment Fax Transmittal

To: Ellen McLean From: Erin Mowers
Phone: xx-xxx-xxxx Phone: 701 - XXX - XX XX
Fax: xx-xxx-xxxx Fax: 701 - XXX - XX XX (2-11)
Pages: 1 Date: July 26, 2008
Re: Permission Agreement Fee Payment E-mail: mowers.xx xx .com

Comments
Please charge my credit card for the appropriate permission fees.

Credit Card Type: X Visa ☐ MasterCard ☐ American Express
Name on Card: Erin Mowers
Card Number: XXXX XXXX XXXX ---2806
Expiration Date: Month 02 Year 2009
Cardholder's Telephone Number: 701 - XXXX-XXXX (Home)
Total Amount to be Charged: $ 120.00 U.S. Dollars
Cardholder's Signature: Erin Mowers

cpp, Inc. 12955 Jhamelin Road, 2nd Floor Minneapolis Minnesota 55441 Tel: 800-000-0000 Fax: 800-000-0000 www.cpp.com

Erin N. Mowers
North Dakota State University
3669 River Drive
Fargo, ND 58104

PERMISSION AGREEMENT FOR ADAPTATION AND ELECTRONIC DELIVERY
Agreement Issued: June 25, 2008
Customer Number:
Product Code: 3465DL
Permission Number: 17284

In response to your request of July 8, 2008, and conditioned upon CPP, Inc.'s receipt of both this signed Permission Agreement and payment of the **Permission Fee of $120.00** on or before September 10, 2008, CPP hereby grants you permission to adapt the **Maslach Burnout Inventory -Educators Survey (MBI-ES)** for electronic delivery via North Dakota State University servers. This permission is for your research use only, in connection with your Research entitled, ***"High-Stakes Testing and Teacher Burnout in North Dakota Public Schools"***. Research is to be conducted September 1, 2008 through November 28, 2008. **You may only deliver up to 500 administrations of the MBI-ES pursuant to the authority of this agreement.**

The permission granted hereunder is strictly limited to this one-time use only; it is strictly limited by the terms of this Permission Agreement; it is for research use only. The permission granted hereunder specifically excludes any right to reproduce the MBI-ES assessment in any publication, including but not limited to dissertations or theses.

This Permission Agreement is subject to the following conditions:

(a) Any material reproduced pursuant to this Permission Agreement ("Material") must be used in accordance with the guidelines of the American Psychological Association.

(b) All Material must contain the following credit lines, and you must provide CPP access to your electronic edition of the MBI-ES assessment so that CPP may confirm the appropriate use of this credit line:

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"In selecting a test and interpreting a test score, the test user is expected to have a clear understanding of the purposes of the testing and its probable consequences. The knowledgeable user has definite ideas on how to

achieve these purposes and how to avoid bias, unfairness, and undesirable consequences. In subscribing to these *Standards*, test publishers and agencies mandating test use agree to provide information on the strengths and weaknesses of their instruments. They accept the responsibility to warn against likely misinterpretations by unsophisticated interpreters of individual scores or aggregated data. However, the ultimate responsibility for appropriate test use and interpretation lies predominantly with the test user. In assuming this responsibility, the test user must become knowledgeable about a test's appropriate uses and the populations for which it is suitable. The test user must also become adept, particularly in statewide and community-wide assessment programs, in communicating the implications of test results to those entitled to receive them.

11.1 Prior to the adoption and use of a published test, the test user should study and evaluate the materials provided by the test developer. Of particular importance are those that summarize the test's purposes, specify the procedures for test administration, define the intended populations of test takers, and discuss the score interpretations for which validity and reliability data are available.

11.2 When a test is to be used for a purpose for which little or no documentation is available, the user is responsible for obtaining evidence of the test's validity and reliability for this purpose.

11.13 Test users should be alert to probable potential misinterpretations of test scores and to possible unintended consequences of test use; users should take steps to minimize or avoid foreseeable misinterpretations and unintended negative consequences."

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(h) **Erin Mowers** agrees that the **MBI-ES** assessment as modified under this Agreement is a derivative work of the **MBI-ES** assessment and hereby assigns all right, title, and interest in any such derivative work created under this Permission Agreement in perpetuity to CPP or as directed by CPP, immediately upon completion and without further consideration.

CPP, INC.

By _____
Authorized Representative

Date _____

I AGREE TO THE ABOVE CONDITIONS:

By Erin Mowers
Erin Mowers

Date July 26, 2008

cpp

Sample Item Request Form

Date: July 9, 2008

Name: Erin Mowers

Address: 3669 River Drive

Telephone Number: 701 - 293-8615 Fax Number: 701 - 446 - 1999

Email Address: mowerse@msn.com CPP Customer Number:

Specific title, form, and edition of the instrument for which sample items are needed:

MBI-ES

Sample items will be published in: (circle one) Dissertation Thesis Research Project
Other:

Title of Project or Article or Publication: High-Stakes Testing and Teacher Burnout in North Dakota Public Schools.

Terms and Conditions for Research Use

If permission is granted by CPP, Inc. ("CPP") the following terms and conditions will apply:

1. CPP will issue pre-selected sample items for the assessment requested. Only these sample items may be used.
2. Permission is limited to only the one-time use specifically described above.
3. You agree to use a credit line supplied by CPP whenever sample items appear.
4. This permission does not include any commercial or for-profit use of the sample items.
5. You assume responsibility for any misuse of the sample items you use pursuant to this agreement. CPP shall not be responsible for your use or misuse of the sample items.
6. You agree that the sample items as provided by CPP and used by you pursuant to this agreement remain the property of CPP.
7. You agree not to adapt, modify, translate, alter, or change the sample items in any way.

I hereby request permission from CPP for sample items as described above and agree to the terms outlined above for such research use:

Erin Mowers
Signature

7-9-2008
Date

CPP, Inc., hereby extends you permission under the terms stated above for the sample items you have requested.

Elsa M Evans
CPP Authorized Signature

CPP Permission number: 17285

APPENDIX D: INTRODUCTION LETTER AND REMINDER

NDSU NORTH DAKOTA STATE UNIVERSITY

School of Education
P.O. Box 5057
Fargo, ND 58105-5057

Administrative Offices
210 Family Life Center
701 231.7921
Fax 701.231.7416
www.ndsu.edu/ndsu/education

NDSU Research Study
Teacher Burnout and High-Stakes Testing in North Dakota Public Schools.

Dear NDEA Member:

My name is Erin Mowers. I am a graduate student in Institution Analysis at North Dakota State University, and I am conducting a research project to determine if teachers in ND are experiencing symptoms of teacher burnout and if this burnout is a result of high-stakes testing or other variables. Results of this study will help NDEA and other education entities deal with teacher burnout and high-stakes testing.

You are invited to participate in this research project. Your participation is entirely voluntary, and you may decline or withdraw from participation at any time, without penalty. If you decide to participate, please click on the line http://thinktank.groupsystems.com/opinio/s?s=4905 to advance to the survey questions.

It should take about 20 minutes to complete the questionnaire. You will be asked a series of 22 questions of job-related feelings. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, write a "0" (zero) in the space before the statement. If you have had this feeling, indicate how often you feel it by writing the number (from 1 to 6) that best describes how frequently you feel that way. Seven questions of a similar nature will also be included, as well, as questions on demographics.

Although you will be identified in the information we collect, your identity will not be revealed in the research results, and your responses will remain confidential. Only group comparisons will be made and reported in summary form; identifiers will be removed once the report is final.

If you have any questions about this project, please call me at 701-293-8675 or call my advisor, Dr. Ronald Stammen at NDSU, 701-231-7202, or ronald.stammen@ndsu.edu. If you have questions about the rights of human participants in research, or to report a problem, contact the NDSU IRB Office, 701-231-8909 ndsu.irb@ndsu.edu.

Thank you for your participation in this research. If you wish to receive a copy of the results, please contact me at mowerse@msn.com.

Erin Mowers

Dear NDEA Member:

Thank you to all who have filled out the survey on teacher burnout and high-stakes testing. This is a friendly reminder to those of you who have not yet completed this survey of the importance of obtaining data in this area. Please take some time and fill out this survey, which will benefit North Dakota teachers and the organization of NDEA for all members.

Sincerely,

Erin Mowers
mowerse@msn.com

APPENDIX E: TEACHER SURVEY

Close preview

Final Survey Burnout

Educator Survey:

Christina Maslach, Susan E. Jackson, Richard L. Schwab
Consulting Psychologists Press, Inc.
3803 E. Bayshore Road Palo Alto, CA 94303

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

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

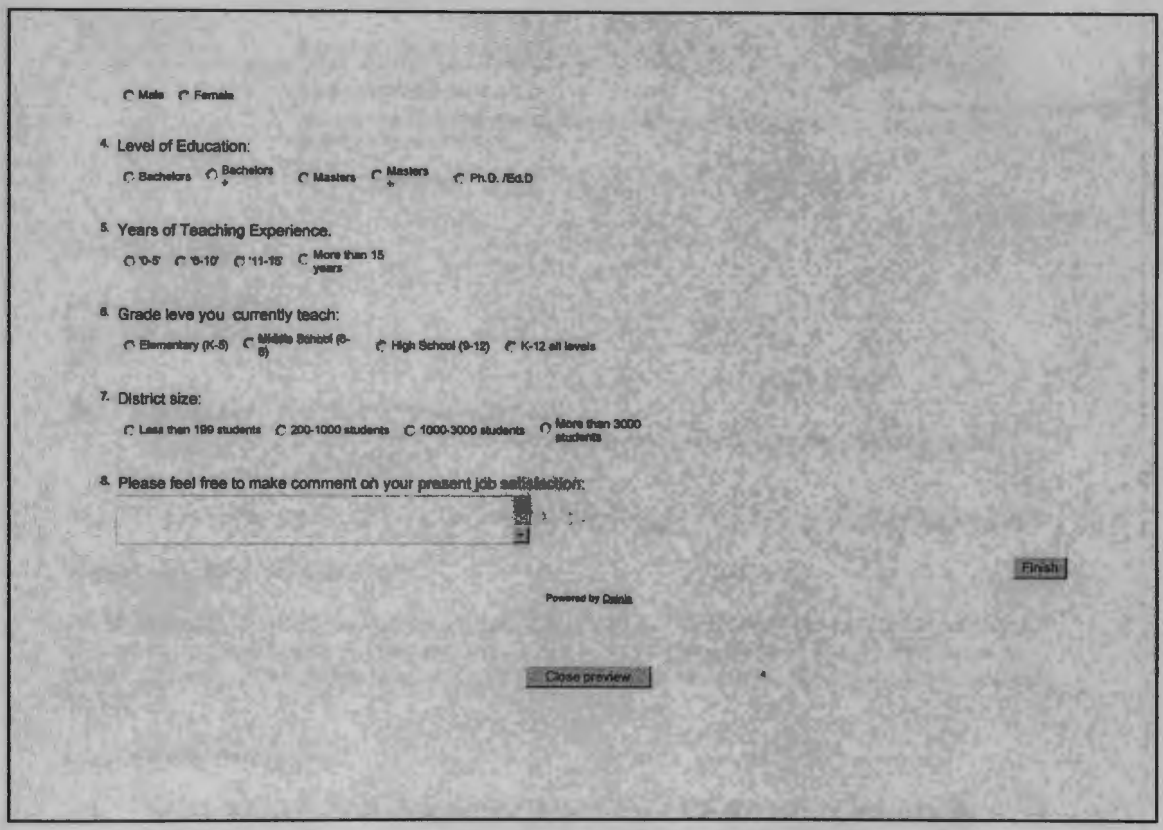
	0 Never	1 A few times a year	2 Once a month or less	3 A few times a month	4 Once a week	5 A few times a week	6 Every day
I feel emotionally drained from my work.							
I feel used up at the end of the workday.							
I feel fatigued when I get up in the morning and have to face another day on the job.							
I can easily understand how my students feel about things.							
I feel I treat some students as if they were impersonal objects.							
Working with people all day is really a strain for me.							
I deal very effectively with the problems of my students.							
I feel burned out from my work.							
I feel I'm positively influencing other people's lives through my work.							
I've become more callous toward people since I took this job.							
I worry that this job is hardening me emotionally.							
I feel very energetic.							
I feel frustrated by my job.							
I feel I'm working too hard on my job.							
I don't really care what happens to some students.							
Working with people directly puts too much stress on me.							
I can easily create a relaxed atmosphere with my students.							
I feel exhilarated after working closely with my students.							
I have accomplished many worthwhile things in this job.							
I feel like I'm at the end of my rope.							
In my work, I deal with emotional problems very calmly.							
I feel students blame me for some of their problems.							

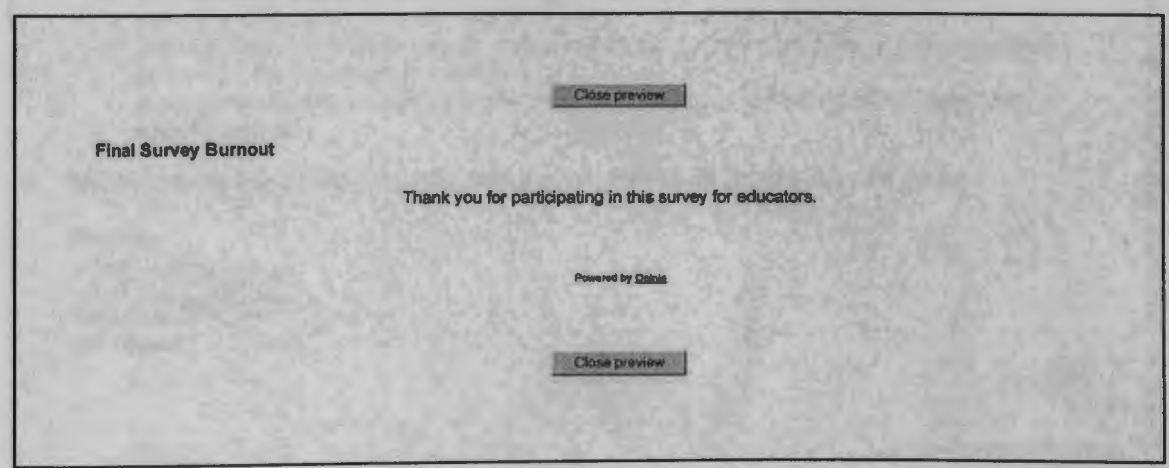
Educator Satisfaction Survey:

2. How Often

	0 Never	1	2	3	4	5	6 Everyday
I am satisfied with the leadership of my principal.							
I feel that funding for North Dakota schools is sufficient.							
I am not satisfied with my teaching salary.							
I worry about my school making Annual Yearly Progress (AYP).							
I am satisfied with my work environment.							
I feel positive with the amount of feedback I receive for my teaching.							
I am not satisfied with the leadership of my superintendent.							

3. Gender:


Male Female
4. Level of Education:
Bachelors Bachelors + Masters Masters + Ph.D. /Ed.D
5. Years of Teaching Experience.
0-5 6-10 11-15 More than 15 years
6. Grade leve you currently teach:
Elementary (K-8) Middle School (6-8) High School (9-12) K-12 all levels
7. District size:
Less than 199 students 200-1000 students 1000-3000 students More than 3000 students
8. Please feel free to make comment on your present job satisfaction:
Finish
Powered by Qstnls
Close preview


Close preview
Final Survey Burnout
Thank you for participating in this survey for educators.
Powered by Qstnls
Close preview

APPENDIX F: IRB

NDSU NORTH DAKOTA STATE UNIVERSITY

Institutional Review Board
Office of the Vice President for Research, Creative Activities and Technology Transfer
1735 NDSU Research Park Drive
P.O. Box 5756
Fargo, ND 58105-5756

701.231.8908
Fax 701.231.8098

Federalwide Assurance #FWA00002439
Expires April 24, 2011

December 3, 2008

Dr. Ronald Stammen
School of Education
216 FLC

Re: IRB Certification of Human Research Project:
"High-Stakes Testing and Teacher Burnout in North Dakota Public Schools"
Protocol #: **HE09105**

Co-investigator(s) and research team: **Erin Mowers, Kathy Enger, Myron Eighmy, Edward Deckard**

Study site(s): **NDSU online survey** Funding: **n/a**

The IRB has determined that this human subjects research project qualifies for exempt status (category # 2) in accordance with federal regulations (Code of Federal Regulations, Title 45, Part 46, *Protection of Human Subjects*). This determination is based on the original submission, with revised protocol, received 12/3/08.

Please also note the following:

- This determination of exemption expires 3 years from this date. If you wish to continue the research after 12/2/2011, submit a new protocol several weeks prior to this date.
- The project must be conducted as described in the approved protocol. If you wish to make changes, pre-approval is to be obtained from the IRB, unless the changes are necessary to eliminate an apparent immediate hazard to subjects. A *Protocol Amendment Request Form* is available on the IRB website.
- Prompt, written notification must be made to the IRB of any adverse events, complaints, or unanticipated problems involving risks to subjects or others related to this project.
- Any significant new findings that may affect the risks and benefits to participation will be reported in writing to the participants and the IRB.
- Research records may be subject to a random or directed audit at any time to verify compliance with IRB policies.

Thank you for complying with NDSU IRB procedures; best wishes for success with your project.

Sincerely,

Teryl Grosz, MS, CIP
IRB Director