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This study obtained information from 348 full-time Kansas teachers of gifted students to determine if job burnout rates are significantly different due to the model of delivering services to these students. A demographic questionnaire and a Likert-type survey were completed by these teachers. To determine if the raw scores obtained were significant a one-way anova was utilized. The results indicated that the emotional exhaustion, depersonalization, and personal accomplishment felt by teachers were not significantly affected by the service delivery model.

Burnout Among
Kansas Teachers of the Gifted

A Thesis

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by

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INTRODUCTION

Statement of the Problem

Stress, burnout, job dissatisfaction, and attrition from teaching are important issues in education (Foxworth & Karnes, 1983; McIntyre, 1983; Sutton & Huberty, 1984; Wangberg, 1982; Welskopf, 1980; Zabel, Dettmer, & Zabel, 1984; Zabel & Zabel, 1982). A teacher poll cited by McGuire (1979) revealed that one out of every three teachers would not choose teaching as a career if they could make the decision again and that four out of every ten teachers do not plan to remain in teaching until retirement. Maslash and Jackson (1986) stated that, according to a number of national reports, many teachers are leaving the profession and fewer people are choosing teaching as a profession. Of the 54 special education teachers surveyed by Lombardi and Donaldson (1987), 48% stated that if given the opportunity to begin again they would select another profession. Zabel et al. (1984) reported that many who do remain in teaching develop feelings of disillusionment and cynicism towards their profession. Furthermore, McIntyre (1983) reported that in one study over 75% of teachers questioned stated their absences from school were frequently stress or tension-related.

Too much stress can have dire effects. Mental and physical health may suffer, causing teachers to feel less satisfaction from work. This can lead to job burnout. The burnout syndrome is described as: increased feelings of being emotionally overextended and exhausted by one's work (emotional exhaustion); the development of an unsympathetic and impersonal response towards recipients of one's service, care, treatment, or instruction (depersonalization); and the feelings of incompetence or lack of successful achievement in one's work with people (lack of personal accomplishment) (Maslach & Jackson, 1986).

Zabel et al. (1984, p. 65) stated, "Many teacher trainers and school administrators believe that special education teachers suffer more than the typical amount of teaching stress." In a survey conducted by Zabel and Zabel (1982), teachers of the gifted appeared to be at a high risk for emotional exhaustion. In the study they were surpassed on the emotional exhaustion scale only by teachers of the emotionally disturbed and hearing impaired. Further analysis of the 1982 study revealed the type of service delivery for providing additional educational opportunities for gifted students affected the amount of emotional exhaustion, depersonalization, and personal accomplishment reported

by the teachers surveyed in the study (Zabel et al., 1984).

Gifted placement criteria. Education for gifted students, grades kindergarten through twelfth, is mandated in the State of Kansas. The basic criteria for placement in a program for the gifted are as follows:

> documentation of intellectual giftedness through administration of a standardized individual test of intelligence (minimum criterion for identification shall be a composite rank of not less than the 97th percentile on national or local norms, whichever is higher, or evidence that the child's standarized intelligence test score does not adequately reflect the child's high intellectual potential)
>
> AND
>
> documentation of intellectual giftedness through administration of a standarized test of academic achievement. Minimum criterion for identification of elementary children shall be a composite rank of not less than the 95th percentile on national norms or evidence that such standarized

> achievement test score does not adequately reflect the child's high intellectual potential. Minimum criteria for identification of secondary children shall be a rank of not less than the 95th percentile on national norms on two or more of the mathematics, language arts (including reading), science, and social science sections, or evidence that such standarized achievement test scores do not adequately reflect that child's high intellectual potential. (Blackburn, Freden, & Marshall, 1988, p. 6-7).

Service delivery models. Four delivery models for providing services to gifted students are employed in the State of Kansas. These are the consulting teacher plan, the itinerant teacher plan, the resource room plan, and the special classroom plan. Definitions of these models follow:

> Consulting Teacher Plan - the special teacher facilitates the maintenance of exceptional children in regular education by providing regular education teachers with assistance in educational diagnosis, prescriptive decisions and

educational interventions. No more than one-third time shall be devoted to direct instruction of students.

Itinerant Teacher Plan - special teacher provides direct service to exceptional children enrolled in the regular education classroom. The major role of the teacher shall be to provide specialized individual and small group instruction and to provide consultation to the regular education teacher(s).

Resource Room Plan - exceptional children are enrolled in a regular education program, but go to a specially equipped room to receive special education services from a special teacher. This teacher shall be responsible not only for the resource room, but also for maintaining communication with the regular classroom teacher(s).

Special Classroom Plan - exceptional children are assigned to a special education class, but may receive some academic instruction in regular education classes. The special

> classroom teacher shall be responsible for monitoring the progress of the exceptional children in regular education classes and for providing appropriate support. (Blackburn et al., 1988, p. 17).

Case load limitations. Maximum case load sizes depending upon the delivery model of gifted services have been set by the State of Kansas (KSDE, 1989). The maximum number of students to be served by a consulting teacher, with or without a full-time paraprofessional, is 75. An itinerant teacher may serve a maximum of 25 students. However, with a full-time paraprofessional this number may be increased to 30 students. With a full-time paraprofessional a resource room teacher may serve 40 students. Otherwise the maximum number to be served is 35. Self-contained gifted classrooms may consist of a maximum of 20 students, or 25 if a full-time paraprofessional is in attendance.

During the 1990-91 school year the State of Kansas had 460 certified teachers of the gifted. The breakdown according to delivery model was as follows: Consultant - 107 teachers, Itinerant - 142 teachers, Resource Room - 202 teachers, and Special Classroom - 9 teachers.

Providing additional educational opportunities for gifted students became law in Kansas beginning in 1981. In 1982, Zabel and Zabel reported that teachers of the gifted were experiencing high levels of emotional exhaustion, but felt personally rewarded in their profession. Therefore, teachers of the gifted were experiencing low job burnout at that time.

Two listings of teachers of the gifted, school years 1987-88 and 1989-90, were compared. The teachers were listed alphabetically by the name of the school district or the cooperative where employed. It was found that approximately one-fourth of the teachers were no longer working for the same employer in 1990 as in 1988. It is not known how many simply changed employers, but not professional field, or how many left the profession altogether. These positions were not deleted. The teachers who left after the 1987-88 school year had been replaced. Also, new positions in some districts had been added.

The attrition rate of Kansas gifted educators has basically declined, with some exceptions, from the years 1977 - 1989 (McKnab & Jackson, 1990). The highest attrition rate was in 1977 with 23% of the teachers leaving gifted education. As reported, in 1989 the attrition rate for gifted educators was 9%. The gifted personnel who changed school districts from

1987 to 1988 was not indicated, but those changing districts from 1988-89 to 1989-90 was reported as 3%. The 1990 attrition rates were not reflected in the study. However, according to P. McKnab (personal communication, July 10, 1991), the results of a new study indicate that the 1990 attrition rate of gifted educators in the State of Kansas was 8%, which is the lowest it has ever been.

Purpose of the Study

This study will determine if full-time teachers of the gifted in Kansas suffer from job burnout. More specifically, information will be collected to determine if the mode of delivery of special education services affects the amount of burnout if any is found. Only three of the delivery models will be considered as few school systems, as previously indicated, utilize the special classroom model.

Significance of the Study

Weiskopf (1980, p. 19) stated, "Work overload and time pressures include such tasks as planning and implementing an individualized education program (IEP) for each student, conferring with each child's parents, attending meetings, counseling parents, instructing students, and holding discussions with regular educators." Teachers of the gifted need planning time, a pleasant place to work and hold conferences,

reasonable schedules, time to communicate with classroom teachers regarding students' needs, a feeling of belonging, and opportunities for time out (Dettmer, 1982). Depending upon the delivery model for gifted services, meeting these needs may be difficult.

The teacher working in the self-contained classroom may feel drained due to the demands of spending all day with students possessing superior intellectual ability (Zabel et al., 1984). McIntyre (1983) cites a study listing stressors for self-contained classroom teachers. Ranked in order, they are: student load, preparation for and implementation of teaching, job related after school work, and interaction with parents in both placement decisions and conferences.

Large case loads as well as the high expectations of classroom teachers, administrators, and parents may negatively affect resource room teachers (Zabel et al., 1984). As reported by McIntyre (1983), some of the stressors for these teachers are: diagnosis and assessment, student load, preparation for and implementation of teaching, evaluation by supervisor, and job related after school work. Resource room teachers may have difficulty in preparing lessons if services to students are provided only once a week (Belcastro, 1987). If for some reason the regular

schedule is interrupted, the student may not attend his/her special education class for two or more weeks, thus causing a discontinuity in program instruction.

Itinerant teachers may be assigned to large geographical areas making scheduling and time management priorities. These teachers must schedule their instruction time according to each student's classroom schedule. This may be a difficult task if a teacher's assignment consists of providing services in several schools. Itinerant teachers may find difficulty in transporting materials from school to school and may have to work in whatever space is available (Dettmer, 1982). If an empty classroom is unavailable, teachers have used locker rooms, hallways, stages, lunchrooms, and/or teacher workrooms as classrooms. Zabel et al. (1984) stated that having breaks in schedules and being less responsible for interaction with school personnel may be of benefit to these teachers.

Consulting teachers many times serve large geographical areas and indirectly serve large numbers of students (Zabel et al., 1984; Zabel & Zabel, 1982). They are expected to possess good interpersonal skills in order to communicate effectively not only with students, but classroom teachers, administrators, and parents as well even though the gifted program may have

a low priority ranking within the school setting (Dettmer, 1982).

Some difficulties that lead to teacher burnout are encountered by all teachers in the gifted education field. However, some problems are specific to certain delivery models. This study will assess the amount of burnout currently being experienced by full-time Kansas teachers of the gifted. Findings of this study will be compared to the Zabel and Zabel (1982) study to determine if the burnout levels of teachers of the gifted, based upon their delivery models, have changed in the last nine years. The results will be analyzed to determine if measures need to be taken to reduce teacher burnout in this area of special education.

Research Questions

This study will determine to answer the following questions:

1. Are full-time teachers of the gifted in the State of Kansas suffering from job burnout?

2. Are there significant differences in job burnout rates for full-time Kansas teachers of the gifted based upon delivery model for gifted education services?

Statement of Research Objectives

1. This study will obtain information to determine if teachers of the gifted in the State of Kansas are suffering from job burnout.

2. This study will obtain information to determine if significiant differences in burnout rates are found among teachers of the gifted based upon their service delivery models.

Definition of Terms

BURNOUT - feelings of emotional exhaustion, depersonalization, and lack of personal accomplishment.

DEPERSONALIZATION - unfeeling and impersonal attitudes and actions towards others.

EMOTIONAL EXHAUSTION - feeling of being emotionally overextended and exhausted by one's work.

GIFTED STUDENT - a student who has been placed in the special education gifted program based upon criteria as set forth by the State of Kansas.

IEP - (acronym for Individualized Educational Program) educational program to meet the unique characteristics and learning needs of an individual student.

PARAPROFESSIONAL - a teacher's aide who works in a special education classroon.

PERSONAL ACCOMPLISHMENT - feelings of competence and successful achievement in working with people.

SPECIAL EDUCATION TEACHER - a teacher who has met the criteria and obtained certification to teach a special education exceptionality.

STRESS - severe strain upon endurance and feelings.

TEACHER OF THE GIFTED (GIFTED EDUCATOR) - a teacher who has met criteria and obtained certification to teach identified gifted students.

Chapter 2

LITERATURE REVIEW

The literature reviewed deals with stress and burnout within the teaching profession in the United States. The incidence and causes of stress and burnout in regular education, special education, and most specifically, gifted education were reviewed.

Research Strategy

A computer search using the ERIC database was employed to obtain information concerning documents and journals available pertaining to the research area of this study. The time parameters contained within the research were 1976 to the present. Variables used in the search for pertinent information were stress, stress management, job satisfaction, burnout, teachers, special education teachers, gifted teachers, teacher burnout, teacher alienation, teacher attitudes, and teacher motivation.

DISCUSSION OF THE PROBLEM

Incidence of Stress, Burnout, and Attrition

Stress is not necessarily bad. A small amount of stress can propel a person toward greater achievement (Dettmer, 1982). However, high levels of stress may eventually affect mental and physical health as well as job satisfaction (Wangberg, 1982). Teachers must realize that stress and burnout not only affects them,

but also their students, the students' parents, other school personnel, and the teachers' families (Welskopf, 1980).

Regular education. Prevalence of stress, burnout, and attrition within regular education appears to be high. McIntyre (1983) cites many studies that have been conducted in this area. As far back as 1951, 43% of the teachers surveyed by the National Education Association reported working under considerable strain and tension. A large percentage stated they would not choose teaching as a career if able to start over and did not intend to continue teaching until retirement. Walsh (1979) reported similar results.

Special education. Discrepancies have been found in studies comparing stress levels between regular education teachers and special education teachers. Bensky et al., (1980) reported that regular classroom teachers suffer from higher stress levels than special educators, while Sutton and Huberty (1984) reported no significant differences between the groups in their study. Weiskopf (1980) stated that special educators, as compared to those in regular education, may suffer from more emotional stress due to the nature of their jobs and the special problems associated with exceptional children. She states that a burned-out special education teacher could have devastating

effects upon the academic and social well-being of these special students due to the possibility that they may already have low self-concepts. Special education teachers unequipped in dealing with the strains of working with exceptional students cannot make positive contributions toward the education of these students (Dettmer, 1982).

McKnab and Jackson (1990) reported that attrition rates of special education teachers in Kansas have fluctuated over the years beginning with school year 1976-77. The 1976-77 attrition rate was 15.2%. School year 1978-79 was reported as having had the highest attrition rate in special education at 17.5%. The lowest attrition rate reported was 9.7% which was in school year 1988-89. The highest rates of attrition for 1988-89 were in the areas of dance/movement therapy, counseling, and music therapy. No art therapy teachers, audiologists, or diagnostic teachers left special education that same year.

Gifted education. Little research has been conducted comparing stress, burnout, and attrition among teachers of the gifted. Zabel et al. (1984), however, report results of an extensive survey conducted in the State of Kansas comparing levels of stress among eight special education categories including the gifted. The results indicate that

teaching the gifted is a highly emotionally exhausting occupation as compared to other special education exceptionalities. Only teachers working with behavior disordered children and hearing impaired children reported higher emotional exhaustion levels.

Attrition rates for Kansas teachers in gifted education have fluctuated from a high of 23% in 1977 (McKnab & Jackson, 1990) to a low of 8% in 1990 (P. McKnab, personal communication, July 10, 1991). The years 1978, 1979, 1980, 1981, and 1985 had relatively high rates of attrition in the gifted field. The rates for those years, in order, were 15%, 15%, 16%, 17%, and 18%. The total number of teachers employed in the gifted field from 1977 - 1989 was 4014. Teachers lost through attrition over these years number 505 or 12.6%.

Sources of Stress and Burnout

Regular education teachers. Several sources (Beasley, 1984; Coates & Thoreson, 1976; Maslach & Jackson (1986); McIntyre, 1983; Sutton & Huberty, 1984; Wangberg, 1982) list a number of factors contributing to stress and burnout among regular education teachers. The following were the most frequently named stressors: discipline and behavior control; shortage of supplies; relations with other faculty members, the school system organization, and parents; time demands; and class size. Poor public image of teachers and education in

general was reported to impact upon teacher stress and burnout (Kalker, 1984). Boy and Pine (1987) stated that noneducational responsibilities were a burden for teachers. Not only are teachers expected to provide for all students' individual needs, they are expected to encourage moral and ethical development and help correct social problems such as drug, alcohol, and sexual abuse (Maslach & Jackson, 1986).

Engelking (1986) conducted a study of job satisfaction and dissatisfaction. As reported the critical factors of job satisfaction were recognition and achievement. Factors dissatisfying to the teachers who responded to the study were relations with students and students' parents, lack of student achievement, district policies, and communication with administrators.

Maslach and Jackson (1986) reported that certain demographics may have effects on job stress and burnout. On the Maslach Burnout Inventory (MBI) Educators Survey younger teachers tend to score higher than older teachers in feelings of emotional exhaustion. High school and junior high school teachers have a tendency to report lower levels of personal accomplishment than elementary teachers. High school teachers usually report more feelings of depersonalization than elementary or junior high

teachers. Male teachers tend toward more feelings of depersonalization than female teachers. Greenglass and Burke (1988) also report that males tend toward higher feelings of depersonalization while females suffer from more headaches, depression, and role ambiguity.

Special education teachers. Many special education teachers report the same types of stressors as regular education teachers (Bensky et al., 1980; Welskopf, 1980; Zabel & Zabel, 1982). Zabel and Zabel (1982) reported that the age and experience of the special education teacher are more significantly related to burnout than are the number of pupils served, the length of the work week, and the amount of time away from students. Similar results were reported in a study among 443 urban special education teachers in that the amount of burnout varied significantly with respect to educational setting, gender, experience, and age (Crane & Iwanicki, 1986).

Welskopf (1980) indicated that some of the conditions leading to stress and burnout among teachers of exceptional children are work overload, lack of perceived success, amount of direct contact with children, staff-child ratio, program structure, and heightened responsibilities for others. However, the Zabel and Zabel (1982) study results indicated that occupational burnout is not significantly related to

the number of students served, length of the work week, or time away from students. The study did indicate that the burnout measures were affected by: age and experience of teachers; amount of external support received from administrators, other teachers, and parents; and the type of exceptional student taught.

Those teachers who see positive results from the special education services they provide would, logically, seem to experience less burnout rates. However, conflicting results (McIntyre, 1983; Sutton & Huberty, 1984; Swicord, 1987; Zabel & Zabel, 1982) have been obtained concerning this factor.

The McKnab & Jackson (1990) survey asked special education teachers to rate reasons for leaving their positions they had held during the 1988-89 school year. A rating of 1 indicated no influence, while a rating of 5 indicated a strong influence. The major reasons for leaving employment were excessive paperwork, poor administrative support, too many meetings, lack of support from colleagues, inadequate salary, and too many students. It was noted that even though these were the main reasons for leaving all mean ratings on these variables were less than 3.

Teachers of the gifted. Teachers of the gifted may be more subject to burnout than other educators due to the unique, high-profile roles of their jobs

(Dettmer, 1982). Burnout in this area of special education can cause such problems as lower productivity on the job, absences from work, and the loss of quality teachers (Swicord, 1987).

In Mississippi a study was conducted to identify professional causes of stress among teachers of the gifted (Foxworth & Karnes, 1983). The Teachers Occupational Stress Factor Questionnaire (TOSFQ) was employed to determine if stress was correlated to the following variables: years teaching gifted, age, education, sex, marital status, and school setting. The results of this survey showed no significant relationships between stress and the listed variables. However, when an item analysis was performed, eleven items were identified as extremely stressful with financial security and relationships with teachers topping the list.

If gifted children are not provided with appropriate opportunities and challenges they may become angry, disappointed, or impatient (Anderson, 1985). On the other hand, because gifted students easily learn in regular education classes they may become sloppy, develop poor study habits, learn to be lazy and complacent, and may resent their special education teacher who tries to challenge them (Belcastro, 1987). Regular classroom teachers may

resent the gifted classes if students feel they are more exciting than the regular classroom. Also, regular classroom teachers may feel hostile because of the disruptions during the academic subject periods when students are pulled out for special classes (Nicely, Small, & Furman, 1980). All of these problems lead to poor relationships between regular classroom teachers and teachers of the gifted.

The Maslach Burnout Inventory (MBI) is a self-report questionnaire that determines the amount of burnout (emotional exhaustion, depersonalization, and personal accomplishment) being experienced by those completing the survey. Maslach and Jackson (1986) stated that burnout is a continuous variable with varying degrees of experienced feelings, not a dichotomous variable which is either present or absent. Zabel and Zabel (1982) used the MBI to assess differences among three major independent variables (level of teaching responsibility, model of service delivery, and label of students) for special education teachers in the State of Kansas. Teachers of the gifted ranked high on emotional exhaustion. The extent of this exhaustion was affected by the level of students being served and the type of delivery system employed. Teachers who worked with high school age gifted students indicated the most emotional

exhaustion. Emotional exhaustion for teachers of the gifted of the remaining levels in rank order are junior high, primary, preschool, and finally, intermediate.

According to the Zabel and Zabel (1982) survey, teachers in self-contained gifted classrooms felt the highest amounts of emotional exhaustion. Resource room teachers working with the gifted felt high exhaustion levels also, possibly due to large caseloads and high levels of responsibility for communication with administrators, classroom teachers, and parents. Consulting teachers' emotional exhaustion may be due to vast geographical territories served and the size of their caseloads. However, their exhaustion levels were not extremely high. Itinerant teachers of the gifted suffered the least amount of emotional exhaustion, possibly because they have breaks in schedules and do not have to interact with others to a high degree.

Although emotional exhaustion ranked high among teachers of the gifted, depersonalization was relatively low. Teachers working with high school gifted students indicated the highest amount of depersonalization.

Of all the special education exceptionalities, teachers of the gifted felt the highest amount of personal accomplishment. It appears that although teachers of the gifted may sometimes feel emotionally

drained, and at times may feel negative about their students, they do experience a great deal of job satisfaction. According to the Zabel & Zabel (1982) survey, teachers of the gifted were experiencing a low range of job burnout.

Summary

Stress and burnout in education have been talked about, written about, and debated for years. As the previous literature indicates, conflicting views abound.

Some studies indicated that regular educators were at a higher risk of stress and burnout than special educators. Other studies refute this idea.

Regular education teachers and special education teachers reported similar stressors that lead to burnout in education. However, special education teachers were reported to have had additional responsibilities and specialized assignments. The type of exceptional student taught and the type of delivery model for services to students are two of the variables leading to stress and burnout that were experienced by special education teachers, but not regular education teachers.

The amount of emotional exhaustion, depersonalization, and lack of personal accomplishment is believed to have serious consequences for the

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The amount of emotional exhaustion, depersonalization, and lack of personal accomplishment is believed to have serious consequences for the

professionals themselves, for their clients, and for the institutions in which they work (Zabel & Zabel, 1982). The actions of one stressed teacher can have negative effects on young, impressionable lives. Stressed teachers may withhold emotional support and stability from their students. If a teacher's work performance diminishes or he/she is absent frequently, students may become disillusioned. If a teacher is not enthusiastic about what he or she is teaching, students may become less enthusiastic. As gifted facilitators work closely with students, their actions definitely influence these students' lives. This influence should be a positive one.

If moderate or high ranges of burnout are indicated from the results of this new study, intervention plans could be developed, preventing attrition of teachers from the gifted field. Also, students planning to enter the gifted education profession could be made aware of possible stressors and learn the necessary coping skills before entering the profession.

Chapter 3

RESEARCH METHODOLOGY

Target Population

The target population for this study was provisionally or fully certified full-time teachers of the gifted in Kansas.

Sampling Population

A total of 348 full-time teachers of the gifted was identified using a listing from the Special Education Section, Kansas State Department of Education (1989-90). Based on a table in Isaac and Michael (1987, p. 193) a random sample size of 181 was drawn. Each full-time teacher listed by the State Department of Education was assigned a three digit number, starting with 001. A column on a random sample table was blindly chosen. Proceeding down the column, the first three digits of each random number were analyzed. If these numbers corresponded with assigned numbers on the teacher list, these teachers were chosen for the sample. See Appendix A for listing of schools and cooperatives included in sample. Random sampling without replacement proceeded in the above manner until 181 teachers had been chosen to be included in the sample. This method of random sampling guaranteed that each member of the population had an equal probability of being selected.

Research Method

To obtain information about feelings of emotional exhaustion, depersonalization, and personal accomplishment a quasi-experimental research design was used. The Maslach Burnout Inventory (MBI) Educators Survey (Appendix B) was sent to the teachers chosen by random sampling. Also, a demographic information questionnaire specifically developed for this study was enclosed (Appendix C). Information obtained from both the survey and questionnaire was the basis for hypothesis testing. The results obtained from the surveys and questionnaires were generalized to the entire population of full-time teachers of the gifted in the State of Kansas as random sampling assured that each teacher had an equal opportunity of being included in the survey.

External Validity

The construction of the published survey eliminates the "time of year" variable as the survey asks teachers to rate statements per the following: never, a few times a year or less, once a month or less, a few times a month, once a week, a few times a week, and every day. Thus, the external validity of this thesis is sound.

Hypothesis

Ho: M1=M2=M3

The hypothesis stated in the null form is: No significant differences will be found in burnout levels of teachers of the gifted based upon their delivery model for services (resource, itinerant, or consultant).

Ha: M1≠M2≠M3

The hypothesis stated in the alternate form is: Significant differences will be found in burnout levels of teachers of the gifted based upon their delivery model for services (resource, itinerant, or consultant). The alternate hypothesis can logically be accepted if the null hypothesis is not statistically significant.

Steps and Procedures

Teachers to whom the demographic questionnaire and survey were sent were picked by random sampling without replacement. These names were highlighted on the teacher list provided by the State Department of Education. The names of the teachers and their work addresses, based upon information from the Kansas State Department of Education, Special Education Section, were inserted into a computer database in order that mailing labels could be processed. These labels were placed on size ten envelopes. Another size ten

stamped, self-addressed return envelope was placed inside ones to be sent to the sample population. As each demographic questionnaire and survey was placed into the envelope it was coded, in the lower right corner, with the random number that was assigned to the teacher to whom it was being sent. Also included was an uncoded cover letter explaining the purpose of the study and outlining the importance of returning the requested information (Appendix D). Teachers were assured confidentiality of personal information and told that results of the survey would be shared with those who so requested. The first mailing of the cover letter, demographic questionnaire, and survey was on November 21, 1990, with a requested return date of December 12, 1990.

As the questionnaires and surveys were returned, the codes were compared with the teacher list to determine necessity of mailing a second request letter (Appendix E). Checks were placed beside the names of teachers who had returned the requested information by the December deadline. Notes were placed beside teachers' names who were mailed a second request letter indicating the date the request was sent. A second request letter, along with another copy of the demographic data questionnaire and survey, was mailed January 31, 1991, to 40 teachers who had not responded.

After the final cut-off date for returning information, February 15, 1991, the questionnaires and surveys were placed in stacks based upon delivery model for servicing gifted students. Using the MBI educators scoring key, three raw scores were tabulated for each survey, one for each of the following subscales: emotional exhaustion, depersonalization, and personal accomplishment. Means and standard deviations, a one-way analysis of variance, and product-moment correlations were calculated based upon the MBI survey responses and demographic questionnaire responses.

Demographic Information

The demographic information requested was: name (optional), gender, age, marital status, educational level attained, years of teaching in regular education, years of teaching in gifted education, years in current assignment, plans to remain in present position, plans to remain in gifted education field, certification status, size of school district served, number of students served, grade levels of students, and delivery model of gifted services. A copy of the demographic questionnaire will be found in Appendix C.

Survey Instrument

The Maslach Burnout Inventory (MBI) was employed to obtain information of feelings dealing with job burnout. The MBI is a self-report inventory that

contains nine statements pertaining to emotional exhaustion, five statements pertaining to depersonalization, and eight statements pertaining to personal accomplishment. The frequencies of attitudes or feelings were rated on a seven point Likert-type scale as follows:

0 = Never

1 = few times each year

2 = once a month

3 = 2-3 times a month

4 = once a week

5 = more than once a week

6 = every day

To obtain a measurement of occupational burnout, all three raw scores were taken into account as each subscale measures a different aspect of the burnout syndrome. These scores were compared to cutoff scores of the teaching occupation subgroup to determine if low, moderate, or high levels of burnout were indicated by survey responses. See Appendix B for a sample of the MBI.

Reliability. The technical data on reliability were obtained from the Maslach Burnout Inventory Manual, Second Edition (1986). The reliability coefficients of internal consistency based on Cronback's coefficient alpha were reported as follows:

.90 for Emotional Exhaustion; .79 for Depersonalization; and .71 for Personal Accomplishment, with 3.80, 3.16, and 3.73, respectively, standard errors of measurement.

Two test-retest reliability samples were reported. In the first sample the two test sessons took place at two to four week intervals while the second test-retest sessons were a year apart. The first sample was reported to have test-retest reliability coefficients of .82 for Emotional Exhaustion, .60 for Depersonalization, and .80 for Personal Accomplishment, all being significant beyond the .001 level. The second test-retest reliabilities were reported as .60, .54, and .57 respectively.

Validity. The technical data on validity were obtained from the Maslach Burnout Inventory Manual, Second Edition (1986). Convergent validity was tested by correlating the individual's MBI scores with an independent behavorial rating by a co-worker or spouse, by correlating scores with the presence of certain job characteristics that would be expected to contribute to burnout, and by correlating various outcomes that may be related to burnout.

In the work setting, people who scored high on Emotional Exhaustion and Depersonalization were perceived by a co-worker as emotionally drained,

physically fatigued, and having more complaints about clients, No statistical significance was found when correlating Personal Accomplishment and job satisfaction scores. In another testing, workers who scored high on Emotional Exhaustion were rated by their spouses as being upset, angry, tense, and physically exhausted when returning home from work. These same participants who scored high on Personal Accomplishment were perceived by their spouses as being happy, being proud of their work, and feeling prestige from their jobs.

Certain job characteristics such as number of clients, amount of job feedback, amount of close client contact, and how much others' lives were impacted upon were predicted to affect MBI scores. The predictions were confirmed when they were compared to other assessment measures.

Predictions were made that people who felt burned out would not be interested in personal growth on the job, would feel their work was not worthwhile, would desire to change employment, would have difficulty in relationships, and would be more prone to insomnia and increased drug and alcohol use. Again these predictions seemed to bear out according to MBI scores as compared to other measuring instruments.

To determine discriminant validity, measures were taken to distinguish actual burnout from other phenomena that might be thought of as burnout. Burnout and job dissatisfaction were not found to be the same thing. Also, theoretically, MBI scores may be subject to distortions due to people reporting as they believe others expect them to or as they believe they should to keep in line with their professional ideals. This phenomenon was not found to be significant.

Statistical Test

A statistical test was performed to determine if a difference exists in burnout levels among teachers of the gifted based upon their model of delivery for services. The test used to obtain this information was a one-way analysis of variance. A .05 level of significance was employed. Computer software was used to analyze data from information reported on the questionnaires and surveys.

Limitations of the Study

The results of the study cannot be generalized for teachers of the gifted as a whole. From the study assumptions can be made only about Kansas teachers of the gifted.

Isaac and Michael (1987) list advantages and disadvantages of using mailed questionnaires as a survey method. One disadvantage is the possibility of

a low response rate. The surveyor cannot be assured that all questions were understood by the survey participants. Finally, there can be no assurance that the addressee was the one who completed the questionnaire. Maslach and Jackson (1986) state that responses may be biased by outside influences if participants discuss survey statements with peers and/or family members.

Chapter 4

ANALYSIS OF DATA

Demographic Data

Delivery model of gifted services. One hundred eighty-one full-time Kansas teachers of gifted students were randomly chosen to participate in the study of job burnout. Responses were returned by 157 (86.7%) of these teachers.

The three educational delivery groups originally to be analyzed in this study were the resource, itinerant, and consultant models. Of the 157 survey respondents, 55 (35.0%) were resource room teachers, 62 (39.5%) were itinerant, and 18 (11.5%) were consultant. However, due to the responses of the survey participants, several other classificiations of delivery models emerged.

Five responses (3.2%) were received from teachers working in self-contained classrooms, and 17 responses (10.8%) were from teachers listing more than one delivery model for their educational services to students. The 17 teachers were combined into a new group labeled combinations. The combinations group was further divided into the two following subgroups: Resource/Consultant and Miscellaneous. The four respondents in the Miscellaneous category include the following: two teachers indicated they use all four

state definition models of service delivery (self-contained, resource, itinerant, and consultant); one teacher reported service delivery by self-contained classroom, resource room, and as a consultant; and one reported working in a self-contained classroom as well as being a consultant.

Gender. The majority (87.5%) of the survey participants were female. Males comprised 12.1% of the respondents.

Age. Thirteen of the respondents did not indicate their ages. The highest percentage of teachers reported being between the ages of 40-49 years (44.6%). Other reported ages in rank order of percentages were: 30-39 years, 50-59 years, 20-29 years, and 60 years up.

Marital status. Most (79.6%) of the survey respondents were married. The next largest group consisted of single teachers, with divorced, widowed, and other in rank order. The other category was not elaborated upon by the one respondent. Three teachers did not respond as to marital status.

Education. The study participants indicated being highly educated. The majority (91.1%) of participating teachers are fully certified in the gifted education field, with only 8.9% provisionally certified. Those teachers holding a Masters degree plus at least 30

hours comprise 46.5% of those surveyed. Of these, one holds a Masters plus 62 hours, three have acquired two Masters degrees, and at least four possess Education Specialist degrees. Due to the construction of the survey instrument, an accurate count of the number of teachers who have completed an Education Specialist degree cannot be determined. At least a Masters degree has been obtained by 38.9% of the survey participants, 10.2% have Bachelors degrees, and 4.4% hold Doctorate degrees. One teacher indicated plans to be on sabbatical leave for the 1991-92 school year to complete a doctorate, and one teacher reported to be working on a doctorate in communication.

Years teaching in regular education. The highest percentage (38.9%) of study participants have taught in regular education from 0-4 years. Of this total, 13 (21.3%) have never taught in regular education. However, one worked for two years with juvenile felons and two have worked in the special education field, one for two years with trainable, multiple handicapped (TMH) students, and one for nine years with behavior disordered (BD) students. Thirty-eight (24.2%) of the survey respondents have taught in regular education for 5-9 years. One study participant who taught in regular education classrooms for six years stated as having also taught in a university for two years and having

been in administration for three years. Thirty-one (19.7%) taught in regular education 10-14 years. Those who had taught in regular education for 15 years and up numbered 27 or 17.2% of the total.

Years teaching gifted education. Study results indicated the highest number of teachers have taught in the gifted field for 5-9 years (42.7%) Teachers having taught in gifted education 10-14 years totaled 33.8% of those surveyed. Twenty-one percent have taught in the gifted field 0-4 years, with 2.5% having taught in gifted 15 years or more.

Years in current assignment. Seventy (44.6%) study participants have been in their current assignments from 0-4 years. Those who have remained in their current assignments from 5-9 years totaled 46 (29.3%) and from 10-14 years equaled 40 (25.5%). One teacher has been in the same position for at least 15 years. The majority (81.5%) of teachers surveyed indicated they plan to remain in their present positions for the 1991-92 school year. Of the 18.5% who do not plan to remain in present positions, nine plan to remain in the gifted field, but 20 plan to leave the field. Those stating future plans indicated wishing to return to the regular education field.

School district size. Twenty-six (16.6%) teachers surveyed indicated they work in more than one size of

school district. Teachers working in size 4A schools comprise 25.7% of those surveyed. The percentages of teachers working in other school district sizes were fairly evenly distributed.

Number of students served. Six teachers did not indicate the number of students served. Four of these gave no explanation for the deletion. One respondent stated working in the position of gifted coordinator for all grade levels. One stated the assignment consisted of gifted assessment for all grade levels. Rank percentages of those reporting are: 22.3% serve 20-29 students, 20.4% serve 30-39 students, 15.9% serve 40-49 students, 14.6% serve 50-59 students, 11.5% serve 70 or more students, 9.6% serve 10-19 students, and 1.9% serve 60-69 students.

Ten teachers who reported serving 70 or more students indicated very diversified assignments. Five teachers indicated they were responsible for the following number of students, but gave no further explanation of assignments: 100, 110, 145, 153, and 220. One teacher stated working with 140 elementary students in the area of foreign languages. Three teachers work not only with identified gifted, but also talent pool students. The composition of these talent pools was never stated. Only the number of students involved was listed. One assignment consisted of

working with 15 identified gifted and 88 talent pool students. Another teacher stated working with 29 identified gifted and 260 talent pool students. The third teacher works not only with 29 identified gifted students and 35 talent pool students, but also conducts seven full-class enrichment programs.

Two teachers reported working with gifted and regular education students, but did not indicate if the regular education students were classified as belonging to a talent pool. One of these teachers works with 31 gifted and 40 regular education students, while the other teacher stated working with 30 gifted and 60 regular education students.

Grade levels of students served. Grade levels were divided into the six following categories: K-6 (elementary students only), K-9 (elementary and middle school/junior high students), K-12 (all grade levels), 6-9 (middle school/junior high students only), 6-12 (middle school/junior high and senior high students), and 9-12 (senior high students only). Each survey response was placed in only one of the grade level categories so no overlapping of categories resulted.

One study participant did not indicate the grade levels of students served. Those teachers who reported working with students in the K-6 category comprised 33.8% of the study. Other grade level categories in

order of highest to lowest percentages are: K-12 (17.2%), 9-12 (15.9%), K-9 (15.3%), 6-9 (12.1%), and 6-12 (5.1%). See Table 1 for frequencies and percentages of demographic data.

Table 1

Demographic Data

	n	%
Delivery Model of Gifted Services		
Self-Contained	5	3.2
Resource	55	35.0
Itinerant	62	39.5
Consultant	18	11.5
Combinations	17	10.8
	157	100.0
Gender		
Male	19	12.1
Female	138	87.9
	157	100.0

(table continues)

	n	%
Age		
20-29	5	3.2
30-39	38	24.2
40-49	70	44.6
50-59	28	17.8
60-69	3	1.9
Not reported	13	8.3
	157	100.0
Marital Status		
Single	16	10.2
Married	125	79.6
Divorced	10	6.4
Widowed	2	1.3
Other	1	0.6
Not reported	3	1.9
	157	100.0
Education		
Bachelor degree	16	10.2
Master degree	61	38.9
Master degree + at least 30 hours	73	46.5
Doctorate degree	7	4.4
	157	100.0

(table continues)

	n	%
Years Teaching Regular Education		
0-4	61	38.9
5-9	38	24.2
10-14	31	19.7
15 up	27	17.2
	157	100.0
Years Teaching Gifted Education		
0-4	33	21.0
5-9	67	42.7
10-14	53	33.8
15 up	4	2.5
	157	100.0
Years in Current Assignment		
0-4	70	44.6
5-9	46	29.3
10-14	40	25.5
15 up	1	0.6
	157	100.0

(table continues)

	n	%
School District Size*		
1A	23	12.6
2A	23	12.6
3A	27	14.8
4A	47	25.7
5A	29	15.8
6A	34	18.6
	183	100.0
Number of Students Served		
0-9	0	0.0
10-19	15	9.6
20-29	35	22.3
30-39	32	20.4
40-49	25	15.9
50-59	23	14.6
60-69	3	1.9
70 up	18	11.5
Not reported	6	3.8
	157	100.0

(table continues)

	n	%
Grade Levels of Students Served		
K-6	53	33.8
K-9	24	15.3
K-12	27	17.2
6-9	19	12.1
6-12	8	5.1
9-12	25	15.9
Not reported	1	0.6
	157	100.0

* Teachers (26) reported working in more than one district size.

Statistical Analysis

Using the MBI scoring key, raw scores were totaled from responses to the MBI Educators survey in the three areas pertaining to job burnout. Nine questions in the survey dealt with emotional exhaustion, five dealt with depersonalization, and eight dealt with personal accomplishment. Each question was answered with a rating of 0-6. A "0" response indicated the teacher never had feelings expressed in the statement. The other ratings are as follows: 1 = a few times a year or less, 2 = once a month or less, 3 = a few times a month, 4 = once a week, 5 = a few times a week, and

6 = every day. The computed raw scores were compared to the Maslach norms.

If the total raw score of the eight emotional exhaustion questions was $\leq$16, a low rating is indicated in the range of experienced burnout. A score of 17-26 is considered in the moderate burnout range, with the high burnout range being $\geq$27 raw points. The raw score cutoff points for the low, moderate, and high burnout ranges in the area of depersonalization are $\leq$8, 9-13, and $\geq$14, respectively.

Personal accomplishment range of experienced burnout is scored in the opposite direction of the other two subscales. A raw score on this subscale totaling $\leq$30 points indicates a high range of experienced burnout. A moderate range of burnout is indicated by a total raw score of 31-36. A score of $\geq$37 indicates a low burnout range.

The three scores must be looked at together as no one score will give a complete account of job burnout. A high degree of job burnout is indicated if a respondent's answers to questions are in the high burnout range on all three subscales. On a questionnaire, the emotional exhaustion score must be $\geq$27, the depersonalization score must be $\geq$14, and the personal accomplishment score must be $\leq$30 in order to classify the respondent in the high burnout range. If

all three scores fall within the moderate ranges, an average amount of burnout is indicated. Low numerical scores on the first two subscales and a high numerical score in personal accomplishment express a low degree of job burnout.

Means and Standard Deviations

Overall study. Means and standard deviations were computed for the overall study sample, as well as for independent educational delivery model groups. The overall sample means of the emotional exhaustion, depersonalization, and personal accomplishment subscales are 20.22, 3.70, and 40.41, respectively. According to the cutoff points of the MBI scoring scale, the overall emotional exhaustion mean would fall within the moderate range, with depersonalization and personal accomplishment both falling within the low ranges of experienced burnout.

Delivery models. With the exception of the self-contained service delivery model, all of the educational delivery group means fall within the same ranges as the overall means. This is also true for the combination subgroup means. The mean for emotional exhaustion of self-contained classroom teachers falls within the high range of experienced burnout. However, the means of the other two MBI subscales fall within the low burnout ranges. See Table 2 for overall and delivery group means and standard deviations.

Table 2

Delivery Model - Means and Standard Deviations

	MBI subscales		
	*EE	DP	PA
Overall sample (N = 157)			
M	20.22	3.70	40.41
SD	10.69	3.86	5.36
Educational delivery models			
Self-contained (n = 5)			
M	27.00	4.60	43.20
SD	12.04	4.22	2.77
Resource (n = 55)			
M	17.58	3.78	40.58
SD	10.38	4.00	5.16
Itinerant (n = 62)			
M	21.87	3.39	40.74
SD	10.41	3.80	4.87
Consultant (n = 18)			
M	21.78	4.78	38.94
SD	11.38	4.12	6.35
Combinations (n = 17)			
M	19.12	3.18	39.41
SD	10.56	3.43	6.99

(table continues)

	MBI subscales		
	*EE	DP	PA
Combinations subgroups			
Resource/Consultant (n = 13)			
M	19.08	3.31	38.54
SD	11.48	3.66	7.84
Miscellaneous (n = 4)			
M	19.25	2.75	42.25
SD	8.22	2.99	0.96

* EE = Emotional Exhaustion

DP = Depersonalization

PA = Personal Accomplishment

Rank order by delivery model. Rank orders of means for the three MBI subscales were computed. See Table 3 for delivery model rank orders on all subscales.

Table 3

Rank Order - Delivery Models

	n	M	SD
Emotional Exhaustion			
Self-contained	5	27.00	12.04
Itinerant	62	21.87	10.41
Consultant	18	21.78	11.38
Combinations	17	19.12	10.56
Resource	55	17.58	10.38
Depersonalization			
Consultant	18	4.78	4.12
Self-contained	5	4.60	4.22
Resource	55	3.78	4.00
Itinerant	62	3.39	3.80
Combinations	17	3.18	3.43
Personal Accomplishment			
Self-contained	5	43.20	2.77
Itinerant	62	40.74	4.87
Resource	55	40.58	5.16
Combinations	17	39.41	6.99
Consultant	18	38.94	6.35

Gender. Both male and female mean scores indicate a moderate burnout range of emotional exhaustion with low burnout ranges for depersonalization and personal accomplishment. Although the males surveyed reported

slightly higher levels of emotional exhaustion and depersonalization, the personal accomplishment they felt is also slightly higher than the reported female scores (see Table 4).

Table 4

Gender - Means and Standard Deviations

	Male (n = 19)	Female (n = 138)
Emotional Exhaustion		
M	21.53	20.04
SD	10.54	10.74
Depersonalization		
M	3.95	3.67
SD	3.37	3.94
Personal Accomplishment		
M	42.53	40.12
SD	4.10	5.46

Years of teaching gifted. With the exception of those who have taught in gifted education for 15 or more years, all emotional exhaustion means are in the moderate burnout range, with depersonalization and personal accomplishment in the low burnout ranges. Those having taught 15 or more years have means that fall within the low burnout ranges on all subscales. The small number of respondents in this category could have affected these means however. See Table 5 for

means and standard deviations based on years of teaching in the gifted profession.

Table 5

Years Teaching Gifted - Means and Standard Deviations

		MBI Subscales					
		EE		DP		PA	
	n	M	SD	M	SD	M	SD
0-4	38	21.21	10.74	4.24	4.03	39.24	5.97
5-9	67	19.75	11.07	3.93	4.15	40.63	5.10
10-14	53	20.62	10.62	3.15	3.48	40.83	5.44
15 up	4	14.75	2.50	2.75	1.89	41.00	2.94

Rank order by years of teaching gifted. Rank orders by years of teaching gifted were computed. See Table 6 for tabulations.

Table 6

Rank order - Years Teaching Gifted

	n	M	SD
Emotional Exhaustion			
0-4	33	21.21	10.74
10-14	53	20.62	10.62
5-9	67	19.75	11.07
15 up	4	14.75	2.50

(table continues)

	n	M	SD
Depersonalization			
0-4	33	4.24	4.03
5-9	67	3.93	4.15
10-14	53	3.15	3.48
15 up	4	2.75	1.89
Personal Accomplishment			
15 up	4	41.00	2.94
10-14	53	40.83	5.44
5-9	67	40.63	5.10
0-4	33	39.24	5.97

Remain vs. leave gifted education field. The greatest majority (81.5%) of survey respondents stated they plan to remain in their current assignments during the 1991-92 school year. Of the 29 who do not plan to remain in their assignments, 20 plan to leave the gifted education field altogether. Means and standard deviations for the three MBI subscales comparing those who plan to remain in the gifted field versus those who plan to leave the field are reported in Table 7.

Table 7

Leave vs. Remain - Means and Standard Deviations

	Leave (n = 20)	Remain (n = 137)
Emotional Exhaustion		
M	27.25	19.20
SD	11.98	10.14
Depersonalization		
M	5.85	3.39
SD	4.17	3.73
Personal Accomplishment		
M	39.00	40.62
SD	5.93	5.27

Number of students served. The number of students served were divided into groups of ten beginning with 0-9 students and ending with 70+ students. No survey participants served less than 10 students. The largest number of students served was reported as 289. All means for the subscales of depersonalization and personal accomplishment fell within the low ranges of job burnout. Those teachers working with 10-19 students and 60-69 students had means on the emotional exhaustion subscale that fell within the low range. The small number of teachers who reported working with 60-69 students may have affected this mean score causing it to be much lower than any other group. The

remaining groups means for emotional exhaustion fell within the moderate burnout range (see Table 8).

Table 8

Number Students Served - Means and Standard Deviations

		MBI subscales					
		EE		DP		PA	
	n	M	SD	M	SD	M	SD
10-19	15	16.93	9.74	2.93	2.87	38.53	7.69
20-29	35	18.77	12.26	3.54	3.21	41.20	4.76
30-39	32	20.38	10.62	3.84	5.06	40.88	4.38
40-49	25	21.36	9.47	3.52	3.53	40.24	5.48
50-59	23	20.35	9.80	3.57	4.12	39.87	5.70
60-69	3	11.33	6.66	4.67	4.04	37.33	7.77
70 up	18	25.06	11.56	4.56	4.03	42.28	4.52

Rank order by number of students served. Listed on Table 9 are the rank orders by numbers of students served.

Table 9

Rank Order - Number of Students Served

	n	M	SD
Emotional Exhaustion			
70 up	18	25.06	11.56
40-49	25	21.36	9.47
30-39	32	20.38	10.62
50-59	23	20.35	9.80
20-29	35	18.77	12.26
10-19	15	16.93	9.74
60-69	3	11.33	6.66
Depersonalization			
60-69	3	4.67	4.04
70 up	18	4.56	4.03
30-39	32	3.84	5.06
50-59	23	3.57	4.12
20-29	35	3.54	3.21
40-49	25	3.52	3.53
10-19	15	2.93	2.87

(table continues)

	n	M	SD
Personal Accomplishment			
70 up	18	42.28	4.52
20-29	35	41.20	4.76
30-39	32	40.88	4.38
40-49	25	40.24	5.48
50-59	23	39.87	5.70
10-19	15	38.53	7.69
60-69	3	37.33	7.77

Grade levels of students served. The mean scores for feelings of emotional exhaustion all fell within the moderate range no matter what grade level of student was being taught. All depersonalization and personal accomplishment mean scores fell within the low burnout ranges (see Table 10).

Table 10

Grade Levels Served - Means and Standard Deviations

		MBI subscales					
		EE		DP		PA	
	n	M	SD	M	SD	M	SD
K-6	53	18.40	10.79	2.43	2.66	40.49	5.66
K-9	24	20.38	13.19	3.92	3.94	40.63	4.68
K-12	27	21.74	9.18	3.56	3.21	39.41	5.32
6-9	19	19.42	9.76	3.89	3.62	40.58	5.65
6-12	8	26.38	8.07	6.25	7.70	37.88	6.31
9-12	25	21.08	10.89	5.48	4.36	41.88	4.98

Rank order by grade levels of students served. See Table 11 for the rank order of the grade levels of students served.

Table 11

Rank Order - Grade Levels of Students Served

	n	M	SD
Emotional Exhaustion			
6-12	8	26.38	8.07
K-12	27	21.74	9.18
9-12	25	21.08	10.89
K-9	24	20.38	13.19
6-9	19	19.42	9.76
K-6	53	18.40	10.79
Depersonalization			
6-12	8	6.25	7.70
9-12	25	5.48	4.36
K-9	24	3.92	3.94
6-9	19	3.89	3.62
K-12	27	3.56	3.21
K-6	53	2.43	2.66
Personal Accomplishment			
9-12	25	41.88	4.98
K-9	24	40.63	4.68
6-9	19	40.58	5.65
K-6	53	40.49	5.66
K-12	27	39.41	5.32
6-12	8	37.88	6.31

Hypothesis Testing

A one-way analysis of variance was computed for each MBI subscale to determine if statistically significant differences exist in mean scores for the resource, itinerant, and consultant delivery models of educational services to gifted students. An alpha level of .05, with 2 and 132 degrees of freedom, was the basis of determining the critical *F* as listed on an *F* distribution table.

Emotional exhaustion. The delivery model mean scores for emotional exhaustion are resource = 17.58, itinerant = 21.87, and consultant = 21.78. Based on these scores, the calculated *F* = 1.807. The analysis of variance indicates that no significant differences in emotional exhaustion are found among these groups, $F(2, 132) = 3.07$, $p<.05$.

Depersonalization. Mean scores on the depersonalization subscale for the resource, itinerant, and consultant delivery models are 3.78, 3.39, and 4.78, in order. The calculated *F* = 1.113. The analysis of variance indicates no significant differences in reported depersonalization scores, $F(2, 132) = 3.07$, $p<.05$.

Personal accomplishment. The personal accomplishment mean scores are 40.58, 40.74, and 38.94, in order, for the resource, itinerant, and consultant

delivery models. The calculated F for this subscale is 1.221. The analysis of variance also does not indicate any significant differences in the reported personal accomplishment scores, $F(2, 132) = 3.07$, $p<.05$.

Acceptance of null hypothesis. As all three calculated F values (1.807, 1.113, and 1.221) are less than the critical F value (3.07), they do not fall within the region of rejection. Therefore, the null hypothesis must be accepted.

Additional Findings

Analysis - all delivery models. A one-way analysis of variance was also analyzed comparing all five of the delivery models that emerged from the surveys returned. On the emotional exhaustion subscale the mean scores for self-contained, resource, itinerant, consultant, and combinations were 27.00, 17.58, 21.87, 21.78, and 19.12, respectively. The calculated F for this subscale is 1.651. Mean scores for the depersonalization subscale were 4.60, 3.78, 3.39, 4.78, and 3.18 in order of self-contained, resource, itinerant, consultant, and combinations delivery models. For this subscale the calculated $F = 0.487$. On the personal accomplishment subscale, with means of 43.20, 40.58, 40.74, 38.94, and 39.41, in the same order as previously listed delivery models, the calculated $F = 1.359$. As the critical

$F(4, 152) = 2.43$, $p<.05$, there are no significant differences in job burnout scores among these groups on any of the three MBI subscales.

Analysis - years of teaching gifted. The emotional exhaustion subscale means based upon years of teaching in gifted education are 21.21, 19.75, 20.62, and 14.75. These are listed in order of 0-4 years, 5-9 years, 10-14 years, and 15 years and up. This subscale calculated $F = 0.960$. The calculated F for the depersonalization subscale is 0.400 based upon means of 4.24, 3.93, 3.15, and 2.75, in order. Personal accomplishment means, in order, are 39.24, 40.63, 40.83, and 41.00, which computes to 0.284 for the calculated F. There are no significant differences in these reported scores as the critical $F(3, 153) = 2.67$, $p<.05$.

Analysis - leave vs. remain in gifted field. Those teachers reporting plans to leave the field of gifted education have a mean of 27.25 on the emotional exhaustion subscale. Teachers planning to remain in the gifted field have a mean of 19.20. The calculated F for this subscale is 10.497. The calculated F for the depersonalization subscale is 7.383 based on means of 5.85 for those teachers leaving gifted education and 3.39 for those remaining. Personal accomplishment means for teachers reporting plans to leave the gifted

field and those planning to remain are 39.00 and 40.62, respectively. The calculated F for this subscale is 1.600. The differences in means on the personal accomplishment subscale are not statistically significant. However, on the first two subscales the differences are significant as the critical $F(1, 155) = 3.91$, $p<.05$. These means are also significantly different at the .01 alpha level as, at that level, critical $F(1, 155) = 6.81$.

Product-moment, Pearson r, correlation coefficients were computed to compare the degrees of association of the raw scores on the three MBI subscales for those teachers who indicated they plan to leave the gifted education field. If the correlations between the subscales are high, a low numerical raw score on the emotional exhaustion subscale would predict a low numerical raw score on the depersonalization subscale, but a high numerical raw score on the personal accomplishment subscale. Additionally, a low numerical raw score on the depersonalization subscale would predict a high numerical raw score on the personal accomplishment subscale. A high score on either of the first two subscales would predict a low numerical score on the third subscale. In comparing emotional exhaustion to depersonalization, $r = +.53$, which would fall within

the average range of association. The comparison of emotional exhaustion to personal accomplishment indicates that r = +.09. This would indicate a negligible to very low degree of association between these two subscales. When comparing depersonalization to personal accomplishment, r = -.23, a low association degree. From these comparisons it would seem that the depersonalization subscore could somewhat be predicted from the emotional exhaustion score. However, neither of these two subscale scores could adequately predict the personal accomplishment score. Similar results are reported in the MBI manual. As reported r = .52 when correlating emotional exhaustion to depersonalization, r = -.22 when correlating emotional exhaustion to personal accomplishment, and r = -.26 when correlating depersonalization to personal accomplishment.

Analysis - number of students served. The number of students served were divided into seven groups: 10-19, 20-29, 30-39, 40-49, 50-59, 60-69, and 70 and up. Emotional exhaustion means of these groups, in order, are 16.93, 18.77, 20.38, 21.36, 20.35, and 11.33. In order, the depersonalization means are 2.93, 3.54, 3.84, 3.52, 3.57, and 4.67. In the same order, means on the personal accomplishment subscale are 38.53, 41.20, 40.88, 40.24, 39.87, 37.33, and 42.28. The calculated F values are 1.845 for emotional

exhaustion, 0.285 for depersonalization, and 1.145 for personal accomplishment. As the critical $F(6, 144) = 2.17$, $p<.05$, no significant differences in means are found based upon the number of students served.

At least 60 (38.2%) of the survey respondents served more than the maximum number of students as specified by KSDE. Four of the five teachers who reported serving gifted students in self-contained classrooms worked with more than the maximum. One teacher reported serving more than three times the allowed number. As reported, the median number of students served was 35. The range from the least number served to the most served is 70.

Of the resource room teachers, 41.5% served more than the maximum number of students allowed. The median number served was 36, with a range of 127. Three modes are indicated from the surveys returned: 22 students, 25 students, and 30 students.

Survey results indicate that 53.3% of the itinerant teachers worked with more than the maximum number of students allowed. Of these teachers, 11.7% reported working with more than double the limit, with three reporting being responsible for 100+ students. The median number of students served was 31.5. The mode was 25 students. Teacher responses indicate that

the least number of students served was 11 and the most served was 220. This results in a range of 209.

One consultant teacher reported working with more than double the appropriate number of students. One reported being responsible for approximately four times (385%) the allowed limit. Otherwise, 87.5% of the consultant teachers' student numbers were within the limits. The median number of students served was 52. Reported information indicated modes of 52 and 75. The least number of students served by this delivery model was 20, with the highest number reported as 289. Therefore, the range of reported student numbers is 269.

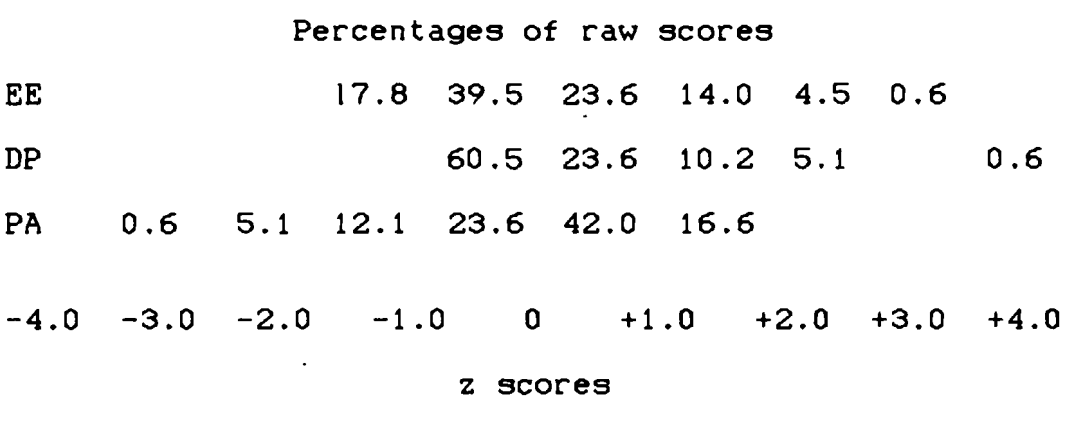
The combinations delivery model teachers' responses indicate a median of 31 and mode of 50. The range of number of students served is between 12 and 71, or 59. Because more than one delivery model for gifted services was indicated by these teachers, it is difficult to determine if the number of students served is within the allowed limits. If the service delivery is actually by the consultant model, all student numbers are appropriate. If the resource room delivery model is a more accurate description of service to students, 41.2% of the combinations model are above the limits allowed.

Analysis - grade levels of student served. Mean scores for emotional exhaustion based upon the grades of students served are 18.40, 20.38, 21.74, 19.42, 26.38, and 21.08 in order of K-6, K-9, K-12, 6-9, 6-12, and 9-12. The calculated F = 1.283. In the same order, the depersonalization mean scores are 2.43, 3.92, 3.56, 3.89, 6.25, and 5.48. This subscale calculated F = 2.588. Personal accomplishment means, in order, are 40.49, 40.63, 39.41, 40.58, 37.88, and 41.88. The calculated F for this subscale is 1.214. Critical $F(5, 150) = 2.27$, $p<.05$. There are no significant differences in means on either the emotional exhaustion subscale or the personal accomplishment subscale. However, the calculated F on the depersonalization subscale indicates there are significant differences in these reported scores.

Analysis - raw score distributions. Raw scores were converted to z scores to determine the distributions of the three subscales. Analysis of all three subscales indicates asymmetrical distributions. The emotional exhaustion and depersonalization distributions are skewed negatively (left), while the personal accomplishment distribution is skewed positively (right). Extreme scores on each subscale could have affected the shape of the distribution. See Figure 1 for distributions of the subscales.

Figure 1

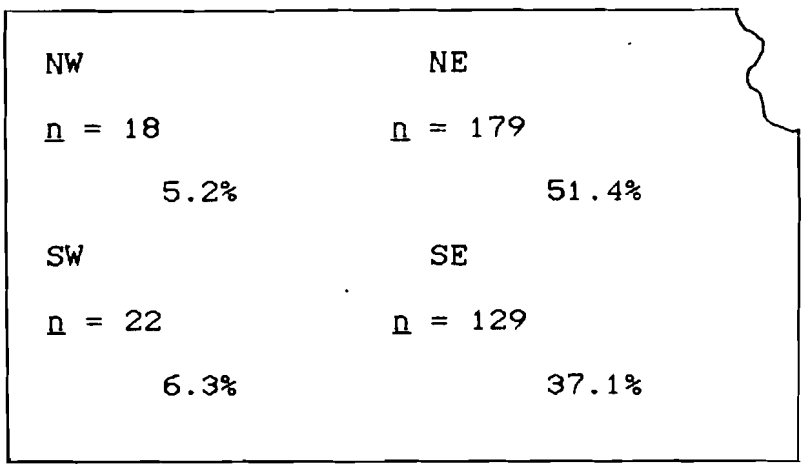
Raw Score Distributions - MBI Subscales



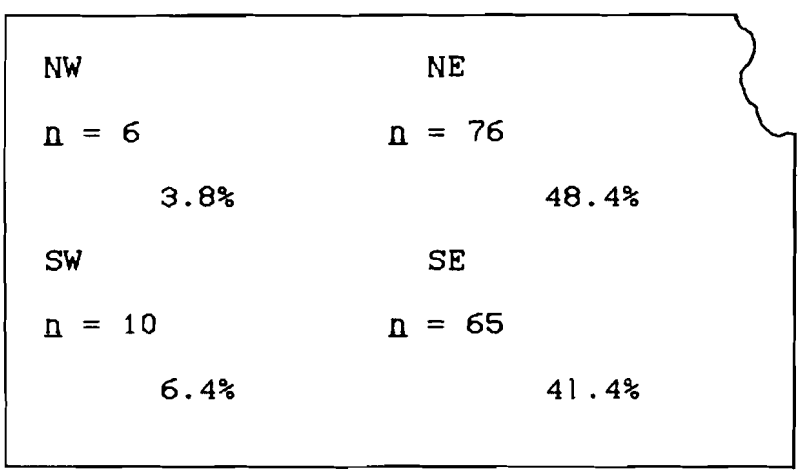
Analysis - geographic locations of survey respondents. The State of Kansas was divided into four geographic areas: northwest (NW), southwest (SW), northeast (NE), and southeast (SE). The Kansas State Department of Education list of teachers in the gifted field was employed to determine the number of full-time teachers working within each of these geographic locations. Of the 348 full-time teachers listed, the highest percentage (51.4%) taught in the NE area of the state. The SE area ranked 2nd (37.1%) in number of teachers, followed by the SW (6.3%) and the NW (5.2%). The returned surveys fairly well represented each of these geographic locations. Of the surveys returned, 48.4% were from teachers in the NE geographic area, 41.4% were from the SE, 6.4% were from the SW, and 3.8% were from the NW (see Figure 2).

Figure 2

Geographic Locations - Kansas Teachers of the Gifted



Full-time Teachers of the Gifted



Survey Respondents

Gifted scores vs. MBI norms. Information from the MBI manual indicates that 4,163 teachers, both elementary and secondary (grades K-12) were included in the survey normative sample. The mean for emotional exhaustion is 21.25 with a standard deviation of 11.01. The mean and standard deviation of the

depersonalization subscale are 11.00 and 6.19. The personal accomplishment subscale has a mean of 33.54 and standard deviation of 6.89. The scores indicate that the average amounts of emotional exhaustion, depersonalization, and personal accomplishment all fall within the moderate burnout ranges. When comparing the normative data to the current survey results, the teachers of the gifted had a similar mean (20.22) for emotional exhaustion, but a much lower mean (3.70) for depersonalization and much higher mean (40.41) for personal accomplishment. Teachers of the gifted experience much the same emotional exhaustion as the normative group, but have considerably less feelings of depersonalization and a much greater degree of personal accomplishment on the job.

Personal comments. This survey did not request personal comments from the teachers. However, several seemed compelled to qualify their responses (Appendix F). Some teachers stated that frustrations come from not only working with underachieving and unmotivated students, but also from dealing with uncaring and unresponsive administration and regular education staff. Also, excessive paperwork as a source of frustration was mentioned by several of those who commented. Not all comments were negative. Some teachers stated that working with parents, other staff members, and students was very personally rewarding.

Chapter 5

SUMMARY, CONCLUSIONS, AND DISCUSSION

This chapter summarizes the purpose of the study, the procedure used and findings. Conclusions based upon the research information are drawn. Suggestions for further study topics are presented.

Summary

Purpose of the study

The purpose of this study was to determine if teachers in the State of Kansas who are employed full-time in the teaching of gifted students suffer from job burnout. More specifically, the study was developed to determine if statistically significant differences in amounts of job burnout exist due to the type of model employed for the delivery of these services.

In the review of the research literature differing views existed as to reported job burnout rates for regular education and special education teachers. Also, no general concensus was agreed upon as to the sources of stress and burnout among these educators. However, some stressors were reported as particular to teachers working in special education fields.

Procedure and findings

Full-time Kansas teachers of gifted students included in the research study were chosen by random

sampling without replacement. Those selected teachers were mailed a demographic data sheet along with the Maslach Burnout Inventory Educators Survey and a cover letter explaining the importance of completing both and returning in a timely manner. After the second mailing cut-off date, all pertinent information was tabulated from the returned data sheets and surveys.

The demographic data were analyzed. Although only three gifted service delivery models were to be originally analyzed, two additional models emerged from survey responses. Teachers using the itinerant model of servicing gifted students comprised approximately 40% of the respondents. Resource room teachers were the next highest category followed by consultant, combinations, and self-contained, in rank order.

The majority of teachers were female. Some teachers did not report their ages. Those who did were between 20 years and 69 years old with the highest percentage being 40-49 years of age. The majority, almost 80%, of reporting teachers were married. Teachers of the gifted in Kansas are highly educated. Almost half of the respondents reported having a Masters Degree plus at least 30 additional college hours of education.

More than 60% of the teachers reported having taught in regular education for five or more years.

The percentage of teachers who have taught in gifted education for five or more years was 79%. One-fourth of the respondents have been in their current assignments for at least 10 years.

One-fourth of those surveyed work in a size 4A school district, with percentages of teachers working in other district sizes evenly distributed.

The highest percentage of teachers, approximately 43%, reported being responsible for 20-39 students. However, several teachers reported being responsible for 70 or more students.

Approximately one-third of the teachers reported their grade-level responsibility as being K-6. Other grade-level assignments were evenly distributed with the exception of the 6-12 grade category.

The MBI Educators Survey scoring key was used to tabulate raw scores. Each survey contained three raw scores, one for each of the following subscales: emotional exhaustion, depersonalization, and personal accomplishment.

Means and standard deviations were derived from these scores and analyzed to determine where the study participants fell within the ranges of experienced job burnout. With few exceptions all those surveyed fell within the moderate range for emotional exhaustion, and the low burnout ranges for depersonalization and

personal accomplishment no matter the delivery model for services or reported demographics. Teachers working in self-contained classrooms and those planning to leave the gifted education field indicated emotional exhaustion in the high burnout range. Teachers having taught 15 or more years in the gifted field and those working with 10-19 and 60-69 students reported emotional exhaustion in the low burnout range.

In computing a one-way analysis of variance with an alpha level of .05, no statistically significant differences were found among the delivery models for all three MBI subscales. Therefore, the null hypothesis was accepted.

As the information was readily available, additional findings were analyzed. With few exceptions, no significant differences were found when comparing all five service delivery models or in the demographics. The means for emotional exhaustion and depersonalization were significantly different for those planning to leave the gifted field when compared to those who plan to remain. However, these scores were poor predictors of the personal accomplishment means as these fell in the low burnout range. The depersonalization scores were significantly different based upon the grade levels of students served.

When raw scores were computed to z scores the distributions were somewhat skewed. These distributions may have been affected by extreme scores on all three subscales.

The State of Kansas was divided into four geographic localities. Percentages of gifted teachers employed in these divisions were computed. The number of survey responses received from each geographic section closely matched the reported percentages.

When comparing survey responses to the MBI normative group differences were found. The teachers of gifted who participated in this study indicated less feelings of depersonalization and more personal accomplishment than the reported norms.

Conclusions

The teachers who participated in this study do not actually fall completely within a specific burnout range as indicated by the MBI manual. Although these teachers' reported scores on emotional exhaustion indicated a moderate amount of burnout, they indicated low feelings of depersonalization on the job and a high degree of feelings of personal accomplishment. Based upon the information obtained a conclusion is drawn that, overall, these teachers most closely fall within the low range of job burnout.

Discussion

Stress and job burnout have been studied for years. The analysis of this study shows similar results to the study conducted by Zable and Zable in 1982. Although teachers of the gifted experience moderate levels in feelings of emotional exhaustion, they still feel high levels of personal accomplishment in their work and experience low levels of feelings of depersonalization towards those with whom they have contact with in the work setting.

Even though this study seemed to be of high interest to the surveyed teachers, based upon the return rate and the number of those who requested the results, no further studies need to be conducted to determine if these teachers are experiencing job burnout. However, other studies could be conducted to determine the causes of the emotional exhaustion and the reasons some teachers are leaving the field.

Although no comments were requested for this study several teachers wrote personal remarks. Some of the stated reasons for stress on the job were having to deal with unsupportive administration and regular classroom teachers, completing excessive paper work, having too large of assigned territory, dealing with state guidelines that are too restrictive, working with unmotivated students, and lacking quantitative and

qualitative time for students. Further studies could pinpoint areas of teacher concern and identify means to eliminate some of the problems and frustations in this specialized field of education.

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APPENDIX A

RANDOM SAMPLE

SCHOOL DISTRICTS

AND

SPECIAL EDUCATION COOPERATIVES

RANDOM SAMPLE

SCHOOL DISTRICTS

AND

SPECIAL EDUCATION COOPERATIVES

DISTRICT	
603	ANW Special Education Cooperative
409	Atchison Public Schools
437	Auburn Washburn
229	Blue Valley
244	Burlington
102	Cimarron-Ensign
379	Clay Center
315	Colby Public Schools
260	Derby
232	Desoto
616	Doniphan County Education Cooperative
614	East Central Kansas Cooperative
490	El Dorado
253	Emporia
225	Fowler
234	Ft. Scott
457	Garden City
231	Gardner-Edgerton-Antioch
352	Goodland
428	Great Bend

489 Hays

261 Haysville

460 Hesston

611 High Plains Education Cooperative

336 Holton Special Education Cooperative

308 Hutchinson Public Schools

475 Junction City

500 Kansas City, Wyandotte County Cooperative

321 Kaw Valley

497 Lawrence

453 Leavenworth Special Education Cooperative

405 Lyons

266 Maize

383 Manhattan

617 Marion County Special Education Cooperative

418 McPherson

263 Mulvane

373 Newton Cooperative

608 Northeast Kansas Education Services

602 Northwest Kansas Education Services

233 Olathe

290 Ottawa

368 Paola

325 Phillipsburg Special Education Cooperative

250 Pittsburg Special Education Cooperative

610 Reno County Education Cooperative

267 Renwick

407 Russell County

305 Salina

345 Seaman

450 Shawnee Heights

512 Shawnee Mission Public Schools

372 Silver Lake

605 South Central Kansas Special Education Cooperative

613 Southwest Area Cooperative

350 St. John-Hudson Education Cooperative

501 Topeka Public Schools

607 Tri-County Special Education Cooperative

262 Valley Center Public Schools

320 Wamego

353 Wellington

282 West Elk

259 Wichita

465 Winfield

APPENDIX B

MBI EDUCATORS SURVEY SAMPLE QUESTIONS

AND

PERMISSION TO PRINT

SAMPLE ITEMS FOR THE MASLACH BURNOUT INVENTORY

"Educators Survey"

by Christina Maslach, Susan E. Jackson, and Richard L. Schwab

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

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) 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.

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

---

I. Depersonalization

5. I feel I treat some students as if they were impersonal objects.

II. Personal Accomplishment

9. I feel I'm positively influencing other people's lives through my work.

III. Emotional Exhaustion

20. I feel like I'm at the end of my rope.

APPENDIX C

DEMOGRAPHIC INFORMATION QUESTIONNAIRE

EDUCATORS DEMOGRAPHIC INFORMATION

Name (optional)_____
Sex: _____Male _____Female
Age: _____years Marital status:
___Single___Married___Divorced
___Widowed___Other

Indicate highest degree level you have achieved:

__Bachelor's__Master's__Master's plus 30__Doctorate

How many years did you teach in regular education?

_____years

How many years have you been teaching in gifted education?

_____years

How many years have you been in your current assignment?

_____years

Do you plan to remain in your present position for the 1991/92 school year?

_____yes _____no

If not, do you plan to remain in the gifted education field?

_____yes _____no

Your certification status in gifted education is:

_____full certification _____provisionally certified

What is(are) the size(s) of the school district(s) you serve?

_____1A_____2A_____3A_____4A

How many students are you directly responsible for?

_____students

Please circle all grade levels you currently serve:

PreK K 1 2 3 4 5 6 7 8 9 10 11 12

Your mode of delivery of gifted services is:

_____self-contained classroom
_____resource room
_____itinerant
_____consultant

APPENDIX D

COVER LETTER

November 21, 1990

RE: Questionnaire

Dear Colleague,

This is a busy time of year for all of us. However, I would greatly appreciate a small amount of your valuable time.

I am currently working on my thesis trying to establish the amount and sources of stress experienced by teachers of the gifted and talented. Enclosed please find a short form to be completed along with a few demographic questions. If you could spend a few minutes completing the survey and return it in the enclosed envelope I will be able to gather my data effectively. I would like to have all questionnaires returned by December 12, 1990, to ensure enough time in analyzing the data.

Again, your prompt response will be very greatly appreciated. Also, if requested, I will share the results of my findings with you in the near future.

Sincerely,

Sharon K. Clelland

Sharon K. Clelland
Teacher of the Gifted/Talented
205 S. Wilson
Chanute, KS 66720
316-431-9510

APPENDIX E

SECOND REQUEST LETTER

January 31, 1991

RE: Questionnaire
SECOND REQUEST

Dear Colleague,

This is a busy time of year for all of us. However, I would greatly appreciate a small amount of your valuable time.

I am currently working on my thesis trying to establish the amount and sources of stress experienced by teachers of the gifted and talented. Enclosed please find a short form to be completed along with a few demographic questions. If you could spend a few minutes completing the survey and return it in the enclosed envelope I will be able to gather my data effectively. I would like to have all questionnaires returned by February 15, 1991, to ensure enough time in analyzing the data.

Again, your prompt response will be very greatly appreciated. Also, if requested, I will share the results of my findings with you in the near future.

Sincerely,

Sharon K. Clelland

Sharon K. Clelland
Teacher of the Gifted/Talented
205 S. Wilson
Chanute, KS 66720
316-431-9510

APPENDIX F

TEACHER COMMENTS

TEACHER COMMENTS

1. This seems like my worst year for burnout.
2. Stress comes from sources other than students. They are <u>great</u>!
3. I deal with emotional problems at work effectively, but at home feel strained and have problems dealing with other issues.
4. I feel depressed at work.
5. This survey represents my present position. It has not always been this positive.
6. Most of my stress comes from personal sources.
7. My main source of frustration is from uncaring, unresponsive administrators and regular classroom teachers, not from my students or job per se.
8. I feel compelled to qualify my responses to the questionnaire as it appears to pertain only to the teaching aspects of this job. The students are a lifeline for me when the administrative aspects of my position become oppressive. My frustration stems from wanting to teach, but having to fill out forms instead.
9. I've become more callous toward people because of administrative hassles - not the kids!
10. Paper work and being spread too thin (8 schools) are the most stressful aspects of my job.
11. I feel frustrated by my job because of too many

schools and I'd like to be able to work with unidentified bright students. Also, I feel our state guidelines are too restrictive as to whom we can work with and I think we need a federal mandate. I'd like to be an enrichment teacher and serve one building. I think gifted students need and deserve as much service and attention as learning disabled (LD) students. Why does our state mandate require us to serve more students than LD?

12. Working with people all day is really a strain for me as there are so many. At times I feel angry, estatic, and depressed, having peaks and valleys, because of my work.
13. I feel burned out from IEPs. I feel frustrated by underachievers and unmotivated students.
14. The frustrating part of my job are IEPs.
15. Paperwork is the big frustration of my job.
16. I cannot with every group every day deal effectively with students' problems.
17. I do not plan to be "gifted" my whole career - just for now. I would like to go back to being a "regular" teacher.
18. Although I feel used up at the end of the workday, it's a good feeling. Working with people all day is really a strain, but it's a good strain.

19. Although I would like to be able to deal effectively with students' problems, there is not enough time.
20. I feel I'm at the end of my rope with the gifted administrator.
21. I feel physically drained from my work.
22. I do not feel my students blame me for some of their problems with the exception of extra homework for time out of class for gifted education.
23. The job frustration I feel is because of petty paperwork. In my job, the day-to-day interactions with students, staff, and parents is rewarding and challenging. It's great! However, any stress that is job-related is due to the state treating gifted kids under the special education "treatment" model. Much of the paperwork required is senseless and cuts drastically into the "quality time" of interaction with students.
24. I'm fortunate. Our system has a long history (since 1964-65) of programs for the gifted. I have full administrative support and about 95% staff support.
25. Most of the stress I feel from my job can be attributed to lack of administrative support, uncooperative students, and inconsistent rules and requests by and from administrators.