

Teacher Burn-out in America: **A Study of One Public and Two Private Schools in Iowa**

by Svein Pedersen
E-mail: Svein_Pedersen@hotmail.com

A Thesis Presented to the Department of English
The Norwegian University of Science and Technology

Fall Term 1998

ACKNOWLEDGMENTS

I wish to thank my advisor, David Mauk for constructive criticism and for patiently guiding me through the process of writing this thesis. Thanks to Lånekassen for financial support that enabled me to spend a year in Iowa doing research and writing. Thanks also to Chris Jones, Maxwell Rainforth, and Terry Wise for technical support and inspiration. Assistance from the Interlibrary Loans Service at the Fairfield Public Library was invaluable, and likewise the help that librarian Jim Bates at the MUM Library gave me. The positive attitudes to my research at the Regina Education Center, the Maharishi School of the Age of Enlightenment, and the public school were necessary prerequisites to realize this thesis, and I extend gratitude to all those school officials and the 171 teachers that agreed to provide the data through questionnaires and interviews.

TABLE OF CONTENTS

INTRODUCTION	6
The American Dream	6
American Consumerism	7
Education and Social Injustice	7
Blacks and Education	8
Education and Minorities in General	9
Television as Competing Education	10
Media and Education	10
Teachers' Challenges	11
CHAPTER 1: HYPOTHESIS, BURN-OUT, AND AMERICAN LIFESTYLES	13
Research Strategies	13
Students' Background	16
Research Questions and Hypotheses	16
Models For Explaining Burn-out Among Teachers	17
The Term "Burn-out"	18
Burn-out Definitions	18
Amount of Burn-out	19
Burn-out Origins	20
Teachers and the Burn-out Problem	20
Who Leaves and Why	21
Personality Factors Related to Burn-out	22
Teaching Conditions	22
Problems Teachers Face at Work	23
Teachers' Salaries	25
Reforms in Public Education	26
Teacher Satisfaction	28
Characteristics of the Typical Teacher	28
The History of American Elementary and Secondary Education	29
Post-War History of American Education	31
Education Politics After the Early 1980s	33
American Lifestyles	34
"Fast Foods"	34
Suggested Solutions to the Burn-Out Problem	35
The Press and Education	35
Fundamental Problems Attached to the Teaching Profession	36
Education and Public Opinion	37
Concluding Remarks	38
CHAPTER 2: METHODS, PROCEDURES, FINDINGS, AND INTERVIEWS	
Research Design	37
Instrumentation	37
Sampling Techniques	39
Data Collection Methodology	39
Computerization Processes and Statistical Analysis Procedures	41
Numerical Data Testing	41
Categorical Data Testing	42
Comparisons of Means	42
HYPOTHESIZED FINDINGS	43

Analysis 43

Test on Significant Differences Between the Three Schools with Regard to
"Burnout Variables" and "Teacher Background Variables" -- One-way
ANOVA Test 44

Testing for Differences in Distributions of Gender and Teachers' Marital Status at
the Three Schools -- the Chi-square Test 45

UNHYPOTHEZIZED FINDINGS 48

Burn-out and Amount of Teaching Experience. All Groups Combined 48

Teacher Stress and Accomplishment Relative to Grade Level Taught. All Groups
Combined 48

Teacher Stress and Sense of Accomplishment at the Three Schools' Different
Levels 48

Teacher Stress and Accomplishment Relative to Class Size 49

Differences Between Female and Male Teachers. All Groups Combined 49

Differences Between Unmarried and Married Teachers. All Groups
Combined 49

Teachers' Age and Teaching Experience 50

Gender Distribution 50

Teachers' Marital Status 50

Average Class Size Taught 51

INTERVIEWS 51

Summary of the Telephone Interviews 51

Specific Complaints and Problem Areas at the Public School 52

Specific Complaints and Problem Areas at the Catholic School 53

Specific Complaints and Problem Areas at the Maharishi School of the Age of
Enlightenment (MSAE) 53

Summary of Interview Results 55

Responses to Questions on Personal Lifestyles 56

Summary of In-depth Interviews 58

Public School's "Jane Doe" 59

Catholic School's Barb Reilly 60

MSAE's Kate Wetter 61

CHAPTER 3: CONCLUSION

Review 65

Conclusions 66

How Universal is the Situation and Responses of These Groups of
Teachers 69

Suggested Implications of Findings 70

Comparing and Debating the Problem of American Lifestyles Versus Other Factors
Contributing to Teacher Burn-out 72

What the Individual Teacher Who Experiences Work Problems May Do to Improve
His or Her Situation, Especially Regarding Lifestyle Changes 74

What Ought to Be Done Through Changes in Education Politics 75

BIBLIOGRAPHY

APPENDIX 1A: MASLACH BURNOUT INVENTORY – EDUCATORS SURVEY, AND QUESTIONS ON DEMOGRAPHICS

APPENDIX 1B: QUESTIONNAIRE FOR PUBLIC AND CATHOLIC SCHOOL TEACHERS

APPENDIX 1C: QUESTIONNAIRE FOR THE MSAE TEACHERS

APPENDIX 2: TABLES

INTRODUCTION

The American Dream

One driving force behind American culture originated in what has become the concept of “the American Dream.” According to Max Weber the basis for the American Dream was laid by Puritanism and the Protestant ethic, which encouraged productivity, hard work, and material advancement.¹ After all, much of the motivation for immigration was embedded in the desire for material wealth and independence. In combination with Calvinistic theology, which emphasized predestination and salvation, the stage was set for pursuit of material success because this was seen as the key to being among the chosen. Perhaps the rationale for businessmen being among God’s chosen, was that God would not justify reprobates by granting them prosperity. To the Calvinist, Weber argues,

the calling is not a condition in which an individual is born, but a strenuous and exacting enterprise to be chosen by himself, and to be pursued with a sense of religious responsibility. Baptized in the bracing, if icy, waters of Calvinist theology, the life of business, once regarded as perilous to the soul ... [Latin phrase] ... acquires a new sanctity. Labor is not merely an economic means: it is a spiritual end.²

The progress of the nation was for a long time inspired by the urge to conquer nature and master the environment, in a land that offered great opportunities to millions of immigrants. Recently, however, in a time of great technological change and stalled economic progress, a Roper survey (1996) showed that modern Americans perceived specific threats to the Dream. Illegal drugs ranked highest (79%) among these threats, followed by crime (69%) and diminishing quality of education (66%).³

Twenty-two years ago nationwide surveys conducted by the National Education Association found that 78% of teachers surveyed indicated a considerable degree of stress.⁴ Since then serious problems attached to the teaching profession have surfaced. Still, the ideal of the American Dream promises success, wealth, contentment, and perhaps fame for all those who strive for it. Although the foundation for this dream was prepared in the nineteenth century, it was not formulated into words until 1931. James Truslow Adams then wrote:

that dream of a land in which life should be better and richer and fuller for every man, with opportunity for each according to his ability or achievement ... It is not a dream of motor cars and high wages merely, but a dream of a social order in which each man and each woman shall be able to attain to the fullest stature of which they are innately capable, and be recognized by others for what they are, regardless of the fortuitous circumstances of birth or position.⁵

To be successful in the United States one had to attain the American Dream, and success has usually meant making money and translating it into personal satisfaction, status, or even fame. But success has meant not just being wealthy but achieving material well-being, advancing beyond the occupation and income of one’s forebears, even if this meant home

¹ Joseph L. DeVitis and John M. Rich, *The Success Ethic, Education, and the American Dream*, (Albany, NY, 1996), 1.

² Max Weber, *The Protestant Ethic and the Spirit of Capitalism*, (New York, 1958), 2-3.

³ Joseph L. DeVitis and John M. Rich, *The Success Ethic, Education, and the American Dream*, (Albany, NY, 1996), 8.

⁴ "Prevents Teacher Burnout." Brochure obtained at the Maharishi University of Management Education Department, June 1998.

⁵ *Ibid.*, 4.

ownership or a college education for their children only. It has also meant having a career that allowed for continuous or at least notable progress, climbing the social ladder, and making more and more money. Like so many other professions, teaching developed over a long period of time. Unfortunately, teachers have become accustomed to lower status and less reward for their education and work than most occupations with comparable academic preparation. Also, teachers have become forced to face problems in their jobs resulting from a series of unfortunate conditions in society. The situation deteriorated so much that the two most recent presidents of the US made it one of the most important items on their agendas. In the following there will be brief descriptions of some of the most important sources of difficulties that educators have to endure.

American Consumerism

Through education the individual gains knowledge and socialized. Teachers are important factors in this process and great responsibility thus rests on them. So the question therefore becomes, are the teachers to blame for the failure of so many to adapt to social expectations, perhaps best reflected in the nation's high crime rate? And how responsible are teachers for the lack of adequate standard of living for a large percentage of the population? In the mid-nineties, 20% of all American children were poor by definition,⁶ a sign that much remains to be done to achieve just social conditions. Through the media teachers are often reminded of these questions, and they have to take the criticism from society that follows.

American culture is consumer culture, and Americans find themselves subjected to advertising that urges them to identify with brand names like Coca Cola, Disney, Nike, and GM. The average American is exposed to a full hour of advertising every day. An example of aggressive promotion of products is that the Channel One program in public schools offers free computer equipment to schools in poor areas, in exchange for a mandatory daily television program complete with commercial advertising. The message conveyed by advertising is that the consumer should want more and more. Unlike the situation in most other countries shopping in the US is facilitated by stores that are open 24 hours a day and/or seven days per week. Television, home shopping channels, interactive on-line services, mail-order catalogs, and 800-telephone numbers everyday features of life. All layers and cultures within society are affected, and the pressure to buy and consume is almost omnipresent. The free enterprise spirit of America promises everybody the opportunity to become successful and enjoy the free and good life that the Founding Fathers wanted the people to have. The production and consumption of goods fit in with this philosophy, and this creates millions of jobs, allowing for a high standard of living for the majority of the population. Many Americans have begun to question if more is always better. The debate seems more and more to depend on values. There is a strong desire for material security and personal freedom, but many have begun to wonder if all important needs in life can be satisfied by buying more and more goods. Betsy Taylor found that as many as 28% of those surveyed in a poll reported having taken a voluntary decrease in income sometime during the past five years to reduce stress and gain more balance in life.⁷

Education and Social Injustice

In the classroom teachers feel many of the effects of unfortunate social conditions. Equal opportunity for all became a major social issue under president Lyndon B. Johnson in the mid-sixties, and has since been an important gauge to counteract unjust social practices. For education to present equal opportunity to every student, just principles will have to

⁶ Susan Welch et. al., *Understanding American Government*, (St. Paul, 1995), 521.

⁷ Betsy Taylor, "Poverty, Race, and Consumerism," in *Poverty and Race*, July/Aug. 1997. [<http://www.newdream.org/discuss/taylor.html>]

govern society. In 1996 William Proefiedt pointed out two important inequalities in the US educational system: per-student expenditures by schools, and family income.⁸ Schools in affluent areas can afford much higher expenses per student than schools in poor areas can, and the distribution of wealth among American families is highly uneven. The principle of equal opportunity in education seems to be sacrificed on the altar of success-through-hard-work so central to the American Dream.

During times when the economy slowed down, the competition from abroad increased, and technological change become increasingly vital. The chance of success in the labor market therefore diminished for many and especially for non-white minorities, causing a lowering of standard of living to affect many people. Business historian Alfred Chandler asserted in 1991 that “the past two decades ... [have brought] the greatest crisis of American industry by far.”⁹ During the 1980s wealth in the United States increased tremendously, but this benefited mostly the richest one percent of the population. This happened as attaining the Dream seemed more and more unrealistic, not just in inner-city ghettos and among blue-collar workers, but also in middle-class suburbs and farm townships. Unemployment reached 7.5 percent in the early 1990s and the hopes of fulfilling the Dream faded among younger workers. Even though the US as a nation has enjoyed considerable economic growth in the 1990s, the effects of earlier economic setbacks have contributed to remind many that they have a vulnerable and weak position in society that jeopardizes their future. It takes time to erase the memory of injustice, and it takes a concerted effort among people on all levels--not only politicians--to ensure equal opportunity in education.

Blacks and Education

The largest among the minorities in the US, the African-Americans, have made some progress in America in the past generation. More blacks complete high school and graduate from college, and they join the ranks of the middle class in greater numbers than ever before. However, the average black's income compared with the average white's is only 57 percent, which is less than in 1979, when it was 59. Also, in the media there is a tendency to an increasingly hostile depiction of poor, urban youth, of which blacks make up the majority,¹⁰ and African-Americans are jailed almost four times more frequently than whites.¹¹

Education is sometimes portrayed as the ladder out of poverty, but the school system serves the already privileged better than the less fortunate. Often children of colored parents and low-income whites are tracked into the most deficient and demoralizing schools and classrooms because they live in poor areas, and blacks have a history of poor academic achievement in the US. Many researchers believe that African Americans have a distinct cultural background that has to be recognized before barriers in education can be overcome. Other scholars contend that environmental and social conditions are the primary cause of poor academic performance. Some scientists point to underlying ideologies about who and what to value, which reflect a hidden curriculum. Cornell contended that this hidden curriculum encourages conformity, docility, and separates students according to social class background, gender, and race. The stated curriculum, however, supports diversity, critical thinking, and equal opportunity.¹² The teacher, as an expert, implements the hidden curriculum by being an example of how to learn and live to serve our society the best way. All of these ideas may

⁸ Joseph L. DeVitis and John M. Rich, *The Success Ethic, Education, and the American Dream*, (Albany, NY, 1996), 6.

⁹ Alfred Chandler, “A Chat With the Dean of American Business History,” in *Financial World*, June 25, 1991, 42.

¹⁰ M. Ludwig, “Channel Surfing: Race Talk and the Destruction of Today's Youth,” in *Educational Leadership*, Vol. 55, No. 7, 1998, 88-89.

¹¹ Ben J. Wattenberg, “The Halting Progress of Blacks in the Last Generation,” *U.S. News and World Report*, Jan. 22, 1990, 28.

explain fully or in part why black students are low achievers in the classroom, and why the need for bridging the gap is pressing.

The nature of these challenges cause unfortunate work conditions for many teachers. In inner cities teachers have endured pressure on the job making their work comparable with the most stressful occupations. This in combination with many other unfortunate aspects of teaching such as long hours, expectations to take over parents' role, low pay, etc. have caused many educators to quit to have other careers or because they got ill.

Education and Minorities in General

Other non-white minorities face problems similar to those of blacks. Additionally, many do not have English as their native language. Due to interference of their native language, they are used to expressing themselves in terms that they know will not be accepted as appropriate in a classroom situation. Therefore, the essence of their arguments might get lost because they have to focus too much on speaking correct English. It takes time to acquire oral and written fluency in a new language, and as time goes by many foreign born students will lose self-esteem and judge himself or herself as not clever enough to achieve good grades. They find themselves engulfed in emotional turmoil, and do not dare to ask questions or engage in dialogue. The fear of being judged as stupid and academically unfit often makes minority students choose not to participate in classroom conversations even when they can contribute significantly. A successful high school senior articulated his experiences from the classroom situation in the following way: "I remember how nervous I was. My face got hot. My hands shook. I would put my hands under the table so no one could see. I felt so threatened, and I used to go see [the counselors]. I have always felt suffocated by being inhibited—felt oppressed by my lack of articulateness. Growth for me was very important. [But,] I was so frustrated at not being able to grasp the material. It was like a foreign language. The readings were like holding my breath and diving into ten foot of water."¹³

Traditionally, non-white minorities have been less educated than the rest of the American people. High academic achievement for minorities means that they actually distance themselves from their own background, moving toward an intimidating Caucasian-dominated society where they anticipate that they will not be welcome. Therefore some minority students feel safer by giving up on school and reverting to their own culture. In other words, they refuse to or at least are less able to conform to standards which to them are foreign and set by citizens by whom they feel judged, condemned, and threatened.

As a general rule the teacher should preferably belong to the same ethnic group as the students he or she teaches, perhaps especially in elementary school. Often classes are multiracial making this ideal unrealistic. However, it is important that minority students can associate with teachers of the same cultural background to some degree. Non-white minority students today make up more than 25% of the children enrolled in public school, and this figure rises steadily. Minority teachers made up only 17% of the teaching force in 1980, and that proportion dropped to around 10% in 1988.¹⁴ In 1996 the same figure was only 9.3%.¹⁵ At private schools minority teachers made up an even smaller share--just 8.1% in 1996.¹⁶ This unfortunate situation in American schools generates an array of problems for both students

¹² T. Cornell, "Narrative Insights into African-American School Experiences: Combating the Culture of Defeatism," in *International Journal of Educational Reform*, Vol. 6, No. 3, 1997, 324-25.

¹³ James H. Cones, III, John F. Noonan, and Denise Janha, *Teaching Minority Students*, (San Francisco, Washington, London, 1983), 8.

¹⁴ Barry A. Farber, *Crisis in Education. Stress and Burnout in the American Teacher*, (San Francisco, 1991), 99-100.

¹⁵ National Center for Education Statistics, *Digest of Education Statistics 1997*, U.S. Department of Education, Office of Educational Research and Improvement, Table 69.

¹⁶ *Ibid.*, Table 69.

and teachers that would have been eliminated if the teaching profession attracted more teachers from minority cultures.

Television as Competing Education

In 1979 Neil Postman described television and school as two competing learning systems, and he suggested that TV was rapidly becoming “the first curriculum.”¹⁷ Consequently, he exhorted educators to make sure that students study the effects of TV, its biases, and its relation to learning. Before 1980 the influence of the family was considered a major factor for socialization of youths, and the influence of classroom learning less so. Today, this situation is changed due to the much increased impact of television. Mary Hepburn reported in 1998 that more than 99% of American households have at least one television set, and children spend an average of 28 hours per week in front of a TV set.¹⁸ This way children are exposed to much violence--the Pew Research Center in 1997 surveyed the public and showed that 75% of Americans thought that TV presented too much violence.¹⁹ Along with news and violence, the electronic media flash vibrant ads, lively colorful animations, violent fearful crimes, shocking explosions, and hours of programming on celebrities in life and after death. Obviously, the traditional educational system finds a very powerful competitor in television, and this may explain in part why American twelfth graders in the Third International Mathematics and Science Study (TIMSS) compared with students from 21 countries ranked at or near the bottom. The president of the National Education Association, Bob Chase’s comment was: “Is it a surprise that US 12th graders do much less homework and watch more TV than their foreign peers?”²⁰

Media and Education

Overall, according to Mary Hepburn, educators in the US have been slow to realize the media’s powerful effect on the public.²¹ They have been quite isolated from the research done by psychologists, mass communication specialists, sociologists, and medical researchers who are studying the effects of television and other electronic media, on young people. Children are constantly bombarded by the media to create desires at the same time as they are increasingly used to market the products of desire. The stereotypes created makes it necessary to analyze the effect this has on the young generation. Compared with the media-created glamour, time spent in school may become a form of "dead-time," causing many students to develop negative attitudes to education and societal norms generally. In order to combat this trend, teachers need to be able to teach how to analyze the media’s stereotypical images. This is generally not part of teachers’ education, and this unfortunate fact may contribute to increased disciplinary problems in the classroom and student apathy.

However, the age of communication also presents new and positive challenges to educational planning. No longer is it enough to have a VCR on a cart in the classroom. Telephone lines allow for direct and instantaneous contact with the rest of the world. "Connectivity" is the key word for designers of the future classrooms. Integrated technology systems (ITS) are central systems already installed at some schools. These provide

¹⁷ Neil Postman, “The First Curriculum: Comparing School and Television,” in *Phi Delta Kappan*, Vol. 61, No. 3, 1979, 163-168.

¹⁸ Mary Hepburn, “The Power Of the Electronic Media In the Socialization Of Young Americans: Implication For Social Studies Education,” in *Social Studies*, Vol. 89, No. 2, 1998, 72.

¹⁹ Pew Research Center, “Optimism About TV Ratings,” *January 1997 News Interest Index*.
[<http://peoplepress.org/jan97mor.htm>]

²⁰ Bob Chase, “Still a Nation at Risk” in *NEA Today*, Apr. 12, 1998.
[<http://www.nea.org/society>]

²¹ Mary Hepburn, “The Power Of the Electronic Media In the Socialization Of Young Americans: Implication For Social Studies Education,” in *Social Studies*, Vol. 89, No. 2, 1998, 71-76.

coordinated operation of video, voice, and data for each classroom from a central location. The design of the classroom itself is important in order to utilize the technology well. Activities in a typical classroom vary widely, and the equipment will be very sophisticated compared with traditional teaching tools: in the centrally located control center there will be communications hardware, file servers, modem pool, telephone switch, master clock, video system, VCRs, laserdiscs, satellite equipment, and cable-TV feeds. Each classroom teacher will operate a control panel along with teaching in traditional ways that depend on the individual teacher's style of instruction.

Systematic and successful use of the new possibilities requires that teachers actively involve themselves in the planning of schools, and that they are educated to operate the system.²² So far teacher training is lagging behind, and this is regrettable because this is not a choice that one has--one is simply forced to join up with the electronic evolution that is taking place. Students need to be served and educated, and if this does not happen in accord with the needs in the surrounding world, schooling will suffer from appearing old-fashioned and irrelevant.

Teachers' Challenges

The problems mentioned above may sound familiar to many teachers but they represent only some of the challenges faced by educators, especially in the public sector. The overall impression one gets from studying the literature is that teaching conditions have worsened over the past few decades. Indeed, new problems in education have arisen. Many people may not realize how much worse the situation has become, even though sometimes exaggerations have been allowed to dominate. Gold and Roth refer to a specific study that may illustrate well the general message conveyed to the public. While the main problems teachers had with students in the 1940s were of an "innocent" nature like talking out of turn, chewing gum, making noises, running in the halls, etc., the situation had deteriorated severely by 1990. The old problems pale beside the new problems, which include the use of drugs and alcohol, pregnancy, suicide, rape, robbery, and assault.²³ However, doubt has been cast that such claims are accurate, and such assumptions may contribute to perceiving the situation as too exacerbated. Berliner and Biddle addressed the above-mentioned "research results" that supposedly originated in comparisons of the public's lists of top school problems in the 1940s and the 1980s:

No such surveys had ever been conducted. Indeed, when O'Neill was finally able to trace the story back to its roots, he found that it had been expressed, about 1982, as a set of personal opinions by one 'T. Cullen Davies of Fort Worth, a born-again Christian who devised the lists as a fundamentalist attack on public schools. Then, by a complex process of misreporting and advocacy, the lists were repeated, elaborated, and converted into 'surveys' by other members of the Religious Right (Tim LeHay, Phyllis Schlafly, and Mel and Norma Gabler), officials from the state of California, and then - literally - hundreds of different newspaper, magazine, and television accounts. And given wide circulation as news stories by the press, the tale of worsening school problems has since been repeated by many columnists, leading federal politicians (such as William Bennett), education officials (such as Joseph Fernandez, former chancellor of New York City schools), and academics (such as Derek Bok, former president of Harvard). Indeed, O'Neill suggests that these lists now have become "the most quoted 'results' of educational research, and possibly the

²² Steve Shotwell, "Connecting to the Future. Part IV - A Blueprint For the Electronic Classroom," in *Electronic Learning*, Vol. 13, No. 4, 1994, 14-15.

²³ Yvonne Gold and Robert A. Roth, *Teachers Managing Stress and Preventing Burnout: The Professional Health Solution*, (Bristol, PA, 1993), 5.

most influential." Thus, once again, public schools were given a black eye because of media "feeding frenzy."²⁴

²⁴ David C. Berliner and Bruce J. Biddle, *The Manufactured Crisis*, (Reading, MA, 1995), 169-70.

CHAPTER 1

HYPOTHESES, BURN-OUT, AND AMERICAN LIFESTYLES

The preceding describes some major historical factors and cultural innovations that have powerful effects on American education. These effects are integral parts of how students, parents, teachers, school administrators, and society perceive and evaluate the school system, the schools themselves, and the teachers that work in them. Schools are constantly influenced by change in their environment and by changing norms in society at large. It may seem as if technological progress is so rapid that it is impossible for educators to keep up-to-date, but ultimately they must if they are to survive and thrive in one of the most important occupations in society.

Chapter 1 of this thesis addresses a number of issues within education. First and foremost it explains the limited scope of this study and what the hypothesis is. Next follow definitions of the term "burnout": how scholars perceive and explain burnout; how it relates to teachers' work situations in terms of its causes, its symptoms; who gets it, who leaves the profession as a result, and who remains on the job. Also, teachers' working conditions are analyzed. Furthermore, characteristics of the American teacher and how satisfied teachers are with their occupation, are portrayed. The history of American education--both private and public--is narrated in general terms in order to understand how it developed into today's situation which many would describe as critical. Thereafter follows a section on educational politics and how the incumbent president has tried to remedy the problems and innovate new and better conditions for students and teachers. Americans' living habits are known to reflect sedentary lifestyles related to overweight and obesity and subsequent health problems for the nation, and the relationship between this cultural phenomenon and teacher burnout is explored. Also, the way the press portrays American primary and secondary education, and how conditions created long ago for teachers have created subtle but important ramifications for today's teachers, deserve attention. Finally an account of the status given to education and teachers will be given.

Chapter 2 is dedicated to the statistical methods and procedures and statistical findings relevant to the hypotheses of this study. Also, an account of unhypothesized findings relevant to the topic of this thesis is given, as for instance job stress and amount of teaching experience, differences between the sexes relative to teacher burnout, and the relationship between class size and teacher stress. Some teacher demographics are also included. Extensive interviews on the telephone and face-to-face were also essential parts of this study. These helped clarify in-depth conditions at the three schools and the results are described toward the end of the chapter.

The last chapter gives an overview of the preceding parts of this thesis followed by the conclusions derived from the statistical analysis. Also, implications of the findings are suggested along with a discussion of how valid the findings in this study are in a national context. Furthermore, attention is given to other possible causes of teacher burn-out, and what the individual teacher may do to prevent burnout from occurring. Finally, a professor Donald C. Orlich epitomizes what a practical approach to resolve problems of academic achievement and teacher burnout could be.

The topic for this thesis was inspired by the hypothesized differences of quality of teaching environments in public and private schools in the United States, and the lack of strategies for combating burn-out among school teachers. The quality of elementary and secondary schools varies tremendously according to geographical and social conditions. The private sector includes a wide array of schools from elite schools for the wealthy to Catholic

schools for those who see the value of religious education. On the other hand, the public school system has to provide educational service to all those who cannot afford to, or do not want to, send their children to private schools.

Certain problems associated with the teaching profession have led to a number of studies on burn-out among American teachers. The teaching profession is one of the largest and most visible, and it has been subjected to increased societal pressure to correct social problems among students. Additionally, because so many teachers have decided to leave their jobs, recruitment has been a problem, along with ensuing shortages in certain subject areas. Potentially there will be a shortage of teachers in the future if the problems are not heeded properly.

Burn-out among American teachers was recognized as a major problem in the early 1970s, and with that began a growing body of scientific data. Numerous causes have been mapped, and generally these are found in the educators' working environments, including problems such as disillusionment, lack of recognition, feelings of limited freedom and isolation, unruly students, and student violence. One of the discoveries was also that teacher burn-out did not start twenty-five years ago, but that it had been part of the teaching profession all along. What happened in the 1970s was that the scientific community became aware of a problem that deserved attention in order to 1) avoid physical and mental stress for teachers as a result of prolonged occupational stress, 2) improve the quality of their lives, and 3) avoid an impairment of teacher-student relationships that was damaging to the quality of teaching. Students' behavior and academic achievement are directly related to teachers' satisfaction.²⁵ In addition, factors such as administrative and supervisors' support, parental involvement, teachers' age and years of teaching experience, teachers' sense of autonomy, and grade level taught, all have influence on teacher satisfaction and school culture. Teacher burn-out reflects a fundamental challenge in the educational system, and if it could be substantially reduced, the quality of American elementary and secondary education would benefit greatly from it, both in terms of satisfaction and productivity. Some researchers have recommended different means and techniques to prevent and cure the symptoms of teacher burn-out--to improve school culture--but as the problem is still substantial, more research is needed. The question is therefore, after years of debating, if it is time to create solid recommendations and try out new ways that might provide solutions to a problem which has been very costly for society.

Traditions from the Far East teach how to dive within one's own mind and achieve a state of detachment from outer influences. One of several meditation techniques, Transcendental Meditation (TM) was launched in the US in the late 1950s as a means to reduce stress and improve one's ability to cope with challenging situations. Since then, more than one million have learnt how to practice this means to achieve increased relaxation. No other mental technique for deep rest and relaxation has been so thoroughly researched by scientists. Since initial research in 1968 around 600 studies have been conducted on the effects of TM on numerous individual and social factors, such as quality of rest, anxiety, depression, sleep disorders, tension, smoking, the use of alcohol and drugs, overweight, and cardiovascular disease.²⁶ Because all these also could be symptoms of "burn-out," the findings

²⁵ Steve Dinham, "Enhancing the Quality of Teacher Satisfaction," paper presented at the National Conference of the Australian College of Education, Launceston, Tasmania. Sept. 28-30, 1994, 22 pages, and Steve Dinham and Catherine Scott, "Modeling Teacher Satisfaction: Findings from 892 Teaching Staff at 72 Schools," paper presented at the Annual Meeting of the American Educational Research Association, Chicago, March 24-28, 1997, 21 pages.

²⁶ *Scientific Research on the Transcendental Meditation Program, Collected Papers, Volume 1*, edited by D.W. Orme-Johnson, J.T. Farrow, and L.H. Domash, Seelisberg, Switzerland, 1976, and *Scientific Research on the Transcendental Meditation Program, Collected Papers, Volumes 2-5*, edited by R. Chalmers, G. Clements, H. Schenklun, and M. Weinless, Fairfield, IA, 1990-1991.

in these areas might indicate that TM also has an effect on this syndrome. Five volumes of collected papers have been compiled, covering psychology, physiology, and sociology.

Research Strategies

Despite the supporting evidence, TM has been incorporated into only a few educational settings. Until now, however, there has been no research undertaken to find out if the practice of TM helps combat burn-out. The advantages of such research could be quite valuable in case of positive findings. Due to the need for new knowledge for how to prevent and combat burn-out, this study also aims at adding to the body of scientific knowledge in this field. To achieve this, a group of TM practicing school teachers is compared with two other groups of teachers who do not practice this technique. The three groups of teachers represent almost the entire faculty bodies at three different schools in Southeastern Iowa. All the "meditators" work at the same private school, and this group does not include "non-meditators." The two other schools include one Catholic school and one public school. This way the effect of private (Catholic) versus public school will be controlled for. This strategy has five important drawbacks: 1) the TM practicing teachers in this study all belong to the same group. Therefore this study indicates only results pertaining to uniform practice of TM by all members of a faculty body. 2) The meditating teachers are compared with only Catholic school teachers from the private sector and none of the several other categories (Christian, elite, military, etc). Also, 3) the geographical area (Southeastern Iowa) is so limited that the findings will have little relevance for teachers in many other parts in the nation, and in particular for inner-city schools. Moreover, 4) this study does not indicate results of the practice of TM among teachers in public school. Lastly, 5) the question how valid the findings will be for other Catholic school and private school settings in other geographically comparable areas of the US will remain unanswered. Therefore, more research is needed to answer the question of how universal the findings in this study are.

There were two main reasons why this particular strategy was adopted. 1) Initially the author tried to locate TM practicing teachers in both private and public schools spread all over the nation. Due to the lack of information about these individuals' addresses and telephone numbers, and the problem of locating a similar group of "non-meditators" through random sampling, this strategy was abandoned. A particular problem with regard to finding the non-meditating teachers was that schools or teacher organizations are not in the position to give away names, addresses, or telephone numbers for teachers. 2) By choosing the particular school where all the teachers practice TM, only two other groups of non-meditating teachers were needed--one from the private and one from the public sector. The advantage with this strategy was that the practice of TM could be compared with non-meditating professional teachers in both sectors.

Thus three schools were chosen for this research. One of these is a medium-sized private school in Southeastern Iowa where all the faculty members practice TM. Needed next were a comparable public and a "non-TM" private school that were willing to be compared with each other and the one where TM was practiced. Fortunately, among the very few private schools in the area, there was a Catholic school where the attitude to the research was positive. The occurrence of public schools was no problem, indeed, and fortunately enough it did not take long to find one where the superintendent welcomed the idea of being surveyed on teacher burn-out and contrasted with the two private schools.

This comparative and objective study will assess levels of teacher burn-out and its potential causes, and examine the three schools' cultures. The literature on teacher burn-out formed the background of the research, and especially important have been the books by the following authors (listed in alphabetical order): D.C. Berliner and B.J. Biddle (1995), A.J. Cedoline (1982), Joseph L. DeVitis and J.M. Rich (1996), Barry A. Farber (1991), and C.

Maslach, S.E. Jackson, and M.E. Leiter (1996). Also, the findings reported in scientific journals by these scientists have been very valuable: W.G. Cunningham (1988), M.B. Anderson and Edward F. Iwanicki (1984), T.J. Coates and C.E. Thoresen (1976), P. Holt, M.J. Fine, and N. Tollefsen (1987), and Richard L. Schwab and Edward F. Iwanicki (1982). Moreover, thirty extensive interviews with some of the teachers helped identify possible causes of the burn-out in the schools under study. The questions were asked over the telephone were based on the literature on teacher burn-out. Finally, face-to-face interviews with one teacher from each of the three schools provided even more detailed knowledge about teacher dissatisfaction.

Students' Background

Due to confidentiality concerns the identity of the public school cannot be revealed. The city where it is located is a small town. Parents belong to the middle-middle and lower-middle classes, and higher education among them is not very common. Immigration to the area has not been nearly as common as in Iowa City and Fairfield. Two-thirds of the students at this school go on to continued education after graduation in 1997.

Iowa City hosts a major university and some major industrial plants. The parents of the students at the Catholic school (the Regina Education Center) belong to the middle-middle and upper-middle classes. Most of them, approximately 75%, have moved into the area from other parts of the country to take high-income jobs. Therefore these students have been academically much more advantaged than the ones at the public school, and as a rule, nearly all go on to college after graduation.

Almost all the parents of the students at the Maharishi School of the Age of Enlightenment (MSAE) have moved to Fairfield from other areas of the nation and from other countries. Their socioeconomic situation varies--some have very high incomes, but many of the students live with single parents who have low incomes. The low incomes make many parents work as teachers at MSAE in lieu of paying its high tuition. Perhaps the most unusual fact about this school is that all of the parents, students, and teachers practice TM, and this school may therefore be termed an innovative private school. The students at this school are advantaged because many of the parents are successful business people and/or have academic degrees. Traditionally, almost all the students at MSAE go on to college after graduation.

Research Questions and Hypotheses

Quality of school culture and teachers' degree of job satisfaction are intimately connected. A good school culture may be defined as one in which students generally are academic high-achievers, and therefore provide much of what the teachers need for their sense of fulfillment. This rationale has been strongly supported by the findings of Steve Dinham in 1994, that teachers' greatest source of satisfaction clearly is students' academic achievement.²⁷ Consequently, academic low-achievers naturally will erode the foundation for teacher happiness and a good school culture. The most common reason why teachers choose their occupation is the unselfish desire to help students grow, and this fact has remained unchanged since 1971 when the question was asked the first time in an annual survey of teachers performed by NEA Research.²⁸ Therefore, teachers need to see that their students grow and develop academically and socially. However, there are dynamic interactions at work

²⁷ Steve Dinham, "Enhancing the Quality of Teacher Satisfaction," paper presented at the National Conference of the Australian College of Education, Launceston, Tasmania. Sept. 28-30, 1994, 22 pages, and Steve Dinham and Catherine Scott, "Modeling Teacher Satisfaction: Findings from 892 Teaching Staff at 72 Schools," paper presented at the Annual Meeting of the American Educational Research Association, Chicago, March 24-28, 1997, 21 pages.

²⁸ NEA Research 1995-96: Highlights, "Status of the American Public School Teacher. Sept. 1997." [<http://www.nea.org/neatoday/9709/status.html>]

between teachers, supervisors, administration, students, parents, the local community, their personal financial situation, and the school's financial situation, and these have to be accounted for when trying to determine specific factors that contribute to teacher satisfaction.

Modifying cultural aspects of life, such as habits of eating, exercising, and resting may represent significant one means of preventing burn-out or improving a teacher's ability to cope with his or her work situation. Some researchers have been aware of this, but most have neglected it. Lifestyle habits is one area over which the individual teacher may have control. Wayne Eastman in 1996 presented a paper at the Annual Conference of the Association of Canadian Community Colleges where he emphasized the importance for teachers to maintain healthy dietary and exercise habits to achieve physical well-being: "- the ability to carry out daily tasks, develop cardiovascular fitness, maintain adequate nutrition and proper body fat level and avoid abusing drugs and alcohol or using tobacco products. In general, physical health is an investment in positive lifestyle habits."²⁹ The author of this thesis expected that there was awareness among some teachers about this, and that these therefore actively tried to strengthen their resistance toward burn-out through attention to their lifestyles in terms of dietary and exercise habits. Therefore, a section on personal lifestyles was included in the questionnaire that was used for the telephone interviews to possibly indicate if this had an impact on burn-out.

A central research question of this study is, what were the causes of teacher dissatisfaction in the institutional cultures of the three schools in this study? Would there be more burn-out among the public school teachers than among those in the private schools? And would the TM practicing teachers have the lowest degree of burn-out? The hypotheses of this study are: 1) The students in the private schools, being from higher socioeconomic strata and more academically oriented than the students at the public school would achieve higher than the students at the public school. Higher academic orientation in turn should lead to higher teacher satisfaction at the Catholic school and MSAE, than at the public school. 2) Furthermore, the practice of TM at MSAE help combat burn-out, and therefore the teachers who practice this form of meditation, ought to show lower levels of burn-out on the three subscales of the Maslach Burnout Inventory-Educators Survey (MBI-ES),³⁰ than the teachers at the two other schools in this study. This research has two null hypotheses: That there might be no difference between the qualities of the three school's cultures, and therefore no differences in the levels of teacher burn-out; and that the practice of TM would prove to have no effect on teacher burn-out and so would not cause any difference in burn-out at MSAE compared with the two other schools.

Models For Explaining Burn-out Among Teachers

Several approaches have been applied in order to explain the term "burn-out." Herbert Freudenberger takes a clinical approach in his work, while Maslach and Pines use a social-psychological approach. Carrying their work further, Cary Cherniss views the problem from an organizational perspective. Finally, giving consideration to American society's traditions, values, and history, Seymour Sarason and others conclude that social and historical perspectives are of major importance in clarifying the causes of burn-out. There is reason to assume that the findings of these researchers have a degree of validity and explain in part why burn-out occurs. These authors therefore represent the conventional wisdom in this field. Even though the research that has been performed has been done in the public sector, it is logical that causes of teacher burn-out are universal and occur in the private sector for the same reasons. However, there may be differences between the two sectors in terms of

²⁹ Wayne Eastman, "Avoiding Faculty Burn-out Through the Wellness Program," paper presented to the Association of Canadian Community Colleges Annual Conference, May 26-28, 1996, 8.

³⁰ The Maslach Burnout Inventory-Educators Survey (MBI-ES) is a questionnaire developed to measure burnout.

intensity and frequency that are difficult to control for. An example of this may be that in a school with ethnic homogeneity there would be no obvious racism even though it could very well be latent. In the public sector teaching conditions vary greatly due to residential, race, and economic segregation, and according to region of the country. Urban schools have more burn-out than rural ones. Private schools offer more uniform teaching conditions which might prevent latent problems from becoming manifest. This is probably one of the most important facts which makes much of the public tend to believe that many private schools are better than public schools.

The private sector has more freedom to create its own curricula than does its public counterpart. This allows for incorporation of religious and moral norms to strengthen school culture. Also, private schools do not have to accept students that do not conform to standards set by the school. These factors probably contribute to more acceptable student behavior in the private schools in this study, and therefore to better working environments for teachers. However, private schools have disadvantages in some areas compared with public ones. For example, salaries are considerably lower, and pension plans are not as good as in public schools. Furthermore, promotion possibilities are less due smaller administrations. Therefore teachers' experiences in the two types of schools most likely differ, something the National Center for Education Statistics concluded in 1997.³¹

The Term "Burn-out"

Scientists used the term "burn-out" for the first time in the nineteen-sixties to describe the effects of chronic drug abuse. However, it did not become a popular term until after Herbert Freudenberger, a New York-based psychologist, used it to describe the state he personally experienced from too much work. In addition to working full time as a psychologist during the day, he volunteered at night at a clinic that treated drug addicts. In 1973 he gave an account of what he called the "burn-out syndrome" in a professional psychology journal. Even though others used the term earlier, Freudenberger's use of it made it a household word. Then Christina Maslach and Ayala Pines (colleagues at the University of California at Berkley) and Cary Cherniss (at University of Michigan) popularized it by applying it to the important social issue of burn-out.

Burn-out Definitions

Researchers have defined "burn-out" in a variety of ways since the early seventies, and they have used it technically to describe a stress-related syndrome. Ayala Pines and Elliot Aronson posited that "an array of symptoms accompany 'burn-out,' including physical depletion, feelings of helplessness and hopelessness, disillusionment, and by development of negative self-concept and negative attitudes [sic] toward work, people involved in the work, and life itself. In its extreme form burn-out represents a breaking point beyond which the ability to cope with the environment is severely hampered."³² Christina Maslach suggests that professionals "lose all concern, all emotional feelings for the persons they work with and come to treat them in detached or even dehumanized ways."³³ Mattingly reports that "burn-out ... is a subtle pattern of symptoms, behaviors, and attitudes that are unique for every person."³⁴ Freudenberger and Richelson discuss burn-out as a "state of fatigue or frustration brought

³¹ National Center for Education Statistics, "Statistical Analysis Report: Job Satisfaction Among America's Teachers: Effects of Workplace Conditions, Background Characteristics, and Teacher Compensation. Aug. 1997." [<http://nces.ed.gov/pubs97/97471.html>]

³² Ayala Pines and Elliot Aronson, *Career Burn-out. Causes and Cures*, (New York and London, 1988), 9-10.

³³ Christina Maslach, "Burned Out." in *Human Behavior*, Vol. 5, 1976, 16.

³⁴ M.A. Mattingly, "Sources of Stress and Burn-out in Professional Child Care work," in *Child Care Quarterly*, Vol. 6, No. 2, 1977, 131.

about by devotion to a cause, way of life, or relationship that failed to produce the expected reward."³⁵

All of these descriptions have in common that burn-out incapacitates the victims, and life becomes extremely difficult to cope with. The term "hopelessness" may be an appropriate description of the experiences of burn-out. According to Gerald Loren Fishkin, burn-out has its root in stress, which may be defined as "any demand--internal, external, or both--that forces a person to mentally and physically readjust in an effort to maintain a sense of balance in life."³⁶ He identified three stages of stress that lead to burn-out; 1) the alarm stage--a stressor must be warded off, 2) the resistance stage--we attempt to "learn to live with" the stressor, and 3) the exhaustion stage--the "survival strategy" is proved not to work, and over a period of time psychological and physical exhaustion set in. This definition is more specific with regard to the mechanics of burn-out, and therefore provides information which might help a potential victim of burn-out to recognize his or her situation at an early stage.

A "state of burn-out" is not a fixed state. Rather burn-out occurs on a scale ranging from little burn-out to severely burned out. Little burn-out is normal and has to be accepted as unavoidable for many teachers, while a state of being severely burned out requires medical attention. The definitions above may represent the conventional wisdom about burn-out, and these will in broad terms be applied to when treating the data in this research. The works by Christina Maslach have been essential in conveying the data for this research, but her perceptions of burn-out are in accord with those of other recognized scholars. Also, the subjects under study are all members of groups and therefore individuals will not be in focused. The average degree of burn-out within groups is at the core of this study and forms the basis for the analysis and conclusions.

Amount of Burn-out

There are no accurate estimates for how many teachers are burned out. One reason for this is that there is no common, agreed-upon definition that suggests when a person is burned out. Another reason is that there has been no systematic mapping of the problem on a nationwide scale. Often educators wrestle with the symptoms for years without letting anybody know. Estimates are likely to vary with school district, ethnic mix of faculty and students, region of the county, the current state of educational reform in the districts, and, as we shall see, other factors.

However, some studies report figures for stress and burn-out among teachers. In 1985 Litt and Turk reported that 79% of public school teachers felt that their jobs was a contributing source of stress.³⁷ That same year Nagy and Davies noted that about one-third of the junior high school teachers and one-tenth of the elementary teachers were experiencing high burn-out and that environment generally seemed to have a great impact on the experience of burn-out.³⁸ Over a decade earlier the National Education Association determined that 78% of the teachers were reporting moderate to considerable levels of stress.³⁹ The usefulness of approximate figures like these is obviously limited. In 1991 Dworkin found that burn-out depended upon whether or not teachers were experiencing new stresses due to educational reform, and that burn-out rates varied between one-third and two-thirds of a district's educators.⁴⁰ All of these estimates tell us

³⁵ Herbert J. Freudenberger, *Burn-out: The High Cost of High Achievement*, (New York, 1980), 13.

³⁶ Gerald Loren Fishkin, *American Dream, American Burn-out: How to Cope When It All Gets to Be Too Much*, (Grawn, MI, 1994), 67.

³⁷ M.D. Litt and D.C. Turk, "Sources of Stress and Dissatisfaction In Experienced High School Teachers," in *Journal of Educational Research*, Vol. 78, 1985, 178.

³⁸ Steven Nagy and Lorraine G. Davis, "Burn-out: A Comparative Analysis of Personality and Environmental Variables," in *Psychological Reports*, Vol. 57, 1985, 1324.

³⁹ Anthony J. Cedoline, *Job Burn-out in Public Education: Symptoms, Causes, and Survival Skills*, (New York, 1982), 94.

⁴⁰ Margareth D. LeCompte and Anthony G. Dworkin, *Giving Up on School. Student Dropouts and Teacher Burn-outs*, (Newsbury Park, CA, 1991), 98.

that burn-out is a highly nebulous phenomenon, and that much research remains to be done in order to produce accurate and reliable data.

Burn-out Origins

When the railways were developed about 150 years ago, the United States was an agricultural society where the sense of time was rather abstract. With new means of communication cities began to grow, and separated rural and urban areas. Improved communications and the Industrial Revolution resulted in a more precise sense of time, and control of time became essential in order for society to function well. Trains departed and arrived according to fixed time schedules, industrial production made luxury items common, and the market demanded an ever-widening selection of goods. However, the new sense of time in people's lives was also the source of a new feeling of pressure. This new tension may not have caused burn-out in its early stages, but as the Industrial Revolution progressed, the pressure on the individual increased. This was the seed of much of our present concept of stress. As Wayne Eastman noted, "Stress is the primary culprit in burn-out."⁴¹

In the aftermath of the Second World War many Americans thought that all problems could be solved. This increased the burden on the individual worker tremendously. Inevitably, burn-out started to occur for the first time, especially in the human services professions. As the complexity of society and the involvement of government increased, the individual human services worker became more and more constrained by rules and regulations. Workers were isolated and separated from each other because of professionalization and credentialization in their professions, dissolving the former tightly-woven groups. Since around 1950, isolation of the individual human service worker through bureaucratization has been ever-increasing, preparing the ground for the burn-out syndrome of the 1970s. For teachers, stress and burn-out were not a stylish fad which faded away or even decreased because the problem was not properly recognized, and efficient means were not applied to combat it. In trying to cope with inner conflicts related to stress and anxiety, teachers often change their personality in negative ways. In the long run the effects of this are destructive, both for those teachers and for their environments. Today, every teacher knows that burn-out is a common phenomenon, while a few decades ago there was little awareness and, subsequently, no terms to describe conditions that many had to fight. For the same reason there exists little data from before the early 1970s that can be related to teacher burn-out.

Teachers and the Burn-out Problem

Barry A. Farber holds that teacher stress and burn-out are nothing new, referring to W. Waller's report on how community pressure, the need for constant vigilance to keep control over large numbers of students, and loneliness and isolation can lead to lowered teacher morale.⁴² The incidence of various types of emotional maladjustment among teachers--anxiety in particular--has received considerable attention since early in the 20th century. In the 1930s, Hicks in a survey of 600 teachers, found that 17 percent were "unusually nervous" and another 11 percent had suffered from nervous breakdowns. Peck concluded that 33 percent of a sample of female teachers suffered from nervous symptoms, and Randall reported that 10 percent of teacher absences of 10 days or more were reported caused by "nervous conditions."⁴³ Holt, Fine, and Tollefson showed that the reported stress occurred more and

⁴¹ Wayne Eastman, "Avoiding Faculty Burn-out Through the Wellness Program," paper presented to the Association of Canadian Community Colleges Annual Conference, May 26-28, 1996, 13.

⁴² Barry A. Farber, *Crisis in Education. Stress and Burn-out in the American Teacher*, (San Francisco, 1991), 37.

⁴³ Thomas J. Coates and Carl E. Thoresen, "Teacher Anxiety: A Review with Recommendations," in *Review of Educational Research*, Vol. 46, No. 2, 1976, 160.

more often after 1938: 37.5 percent of teachers reported stress in 1938, and this figure rose to 43 by 1951. In 1967 and 1976 this percentage had risen to 78.⁴⁴

These figures paint a diffuse picture, but show that teachers' problems have increased rather dramatically over a thirty-year period of time before stabilizing. Today, teachers acknowledge that many of their physical disease symptoms are anxiety-related, such as nervous stomach, colitis, headaches, allergies, and colds, along with psychological-related symptoms such as migraine headaches, ulcers, depression, anxiety, hypertension, and insomnia.⁴⁵

Who Leaves and Why

Burn-out may have been one of the important reasons behind teacher attrition and teacher migration. "Attrition" means quitting the profession to do something different, while "migration" indicates that one leaves one's job for another similar job at another location. Surveys on teacher attrition and migration have not included the question if burn-out has been a cause, but a number of other reasons have been reported.

In the academic school year 1991 - 1992, 7.2 percent of all teachers in public and private schools migrated to a different school. The percentage that moved from private to public was more than eight times higher than the percentage that moved from the public to the private sector.⁴⁶ The main reasons for public school teachers to move were, in importance listed according to order: reduction of staff, lay-off, school closing, and school reorganization or reassignment. For private school teachers, the most important reasons were: family or personal move, and better salary and benefits. There was no sure way of telling how contributing a factor burn-out was to producing these figures, even though most of the reasons listed theoretically could be related with the burn-out syndrome.

The overall attrition rate between the academic school years 1990-1991 and 1991-1992 was six percent. The rate for teachers from the private sector was almost twice the rate from the public sector. The main reasons for public school teachers to change their field of occupation were unrelated to teaching issues, namely retirement (30.4%), family and personal reasons, health, and pregnancy/child rearing (30.3%). Teachers from the private sector cited family or personal move, health, or pregnancy/child rearing (41.6%) as their main reasons for leaving.⁴⁷ Unfortunately, the data above does not provide any basis for analyzing the importance of burn-out for teacher migration and teacher attrition. It seems as if the burn-out syndrome may play a small role in attrition, but that there was a potential for it to be a more important part of the causes for migration between schools. The cited reasons for migration, "personal move" and "health" could very well cover up burn-out as a primary cause.

According to a study in North Carolina covering the years from 1980 to 1996, male teachers were more likely to leave the teaching profession than female teachers. By the end of the second year, 20 percent of male teachers had left teaching. In contrast, the loss of female teachers for the same period was 15 percent.⁴⁸ The same study showed that a third of the teachers in the public school system had left by the end of the fifth year. It is not possible to say whether or not this is a high figure because estimates for other occupations were not available.⁴⁹

⁴⁴ P. Holt, M.J. Fine, and N. Tollefsen, "Mediating Stress: Survival of the Hardy," in *Psychology in the Schools*, No. 24, 1987, 51-58.

⁴⁵ William G. Cunningham, "Teacher Burn-out - Solutions for the 1980s: A Review of the Literature," in *The Urban Review*, Vol. 15, No. 1, 1988, 39.

⁴⁶ "Migration and Attrition of Public and Private School Teachers: 1991-1992," *National Center for Education Statistics*, Aug. 1995. [<http://nces.ed.gov/pubs/95770.html>]

⁴⁷ Ibid.

⁴⁸ M. Engin Konanc, "Teacher Attrition 1980-1996," from *Statistical Data and Research Center/Financial and Personal Services, North Carolina Department of Public Instruction*, (May 1996), 1.

⁴⁹ Ibid., 2.

The author therefore posed the question if such a degree of turnover possibly is a natural phenomenon in the general job market.

Personality Factors Related to Burn-out

Alfred M. Bloch concludes that idealism and enthusiasm are personality factors that perhaps more than anything else contribute to burn-out.⁵⁰ Anthony C. Riccio observes that teachers initially motivated by a strong desire to make a difference, when faced with students with various learning disorders easily become disappointed when they see little or no result from their efforts. These people usually have high goals and expectations, and tend to involve themselves emotionally without being able to look at their situation from a neutral point of view. The stress that they experience from lack of achievement may have a great negative impact, and could possibly, over a period of time, lead to frustration, demoralization, emotional over-extension, apathy, or cynicism.⁵¹ As Ayala Pines points out, "In our experience the most idealistic and highly committed 'social servants' are the ones who have the greatest difficulty detaching themselves and as a result tend to burn out relatively soon."⁵²

Some teachers may have strong needs of self-actualization and self-esteem, and if they feel that they meet serious obstacles in these areas, a state of burn-out could be the result. One achieves "self-actualization" through the use of one's full potential to obtain success, and "self-esteem" includes self-respect and the respect from others. Anderson and Iwanicki found that burn-out relates to such higher-order needs, and that the influence of this source of burn-out has increased since the teaching profession lost esteem after the mid sixties.⁵³

McIntyre relates burn-out to inner locus of control. Teachers who feel they have an internal locus of control are less prone to become burned out than those who do not. The people who seem to have control over the environments, prevent the building up of stress, and they do not look for reasons for problems in the environment when things go wrong. Rather they ask themselves how they failed to prevent the problems from arising. Not allowing tensions to accumulate, the teachers who are in control normally do not have to endure very bad periods. They might from time to time experience a day or two of uneasiness, but they recover quickly and are not hurt or marked by what they perceive to be of a transient nature.⁵⁴

Teaching Conditions

Teachers have been under attack from society for the last thirty years, mainly because they are expected to produce good results regardless of working conditions. The need for structural reform and reform of curriculum often does not take into account the needs of teachers, leaving their profession vulnerable and isolated. Teachers become victims of new ideas, conceived by politicians and administrators, and at the same time they are blamed for the problems that follow as a result of changes in the education system. Therefore, the experience since 1980 is that teacher attrition became both a major human problem and an economic problem.

As the problem of teacher attrition in American public schools increased, research on the situation reached a peak in the early 1980s, when several problem areas were uncovered and scrutinized. Research identified several major sources of teacher distress which explained why so many teachers regretted that they chose the occupation. Some of the most important

⁵⁰ Alfred M. Bloch, "The Battered Teacher," in *Today's Education*, Vol. 66, No. 2, 1977, 58-62.

⁵¹ Anthony C. Riccio, "On Coping with the Stresses of Teaching," in *Theory Into Practice*, Vol. 22, No. 1, 1983, 44.

⁵² Ayala Pines and Elliot Aronson, *Career Burn-out. Causes and Cures*, (New York and London, 1988), 90.

⁵³ M.B. Anderson and E.F. Iwanicki, "Teacher Motivation and Its Relationship to Burn-out," in *Educational Administration Quarterly*, Vol. 20, No. 2, 1984, 109-132.

⁵⁴ T. McIntyre, "The Relationship Between Locus of Control and Teacher Burn-out," in *British Journal of Education Psychology*, Vol. 54, No. 2, 1984, 235-238.

ones were student apathy; lack of personal support from peers, principal, and administration; low salaries pressures to undertake reforms in teaching lack of cooperation with parents; low social status; and role ambiguity. For most teachers that experienced hardships, several of these sources would contribute to a situation that became more and more unbearable and made the individual teacher feel disillusioned and isolated.

Survey-type data which compare teachers with other professions have typically found that school teachers report one of the highest, and often *the* highest, level of occupational stress.⁵⁵ In Alfred M. Bloch found that some teachers have neurosis similar to that which soldiers in combat may experience,⁵⁶ and Coates and Thoresen state that stress plague most teachers.⁵⁷ Stress has a tendency to accumulate over a period of time, and it varies widely how the individual teacher is able to cope with the situation. Many teachers find that leaving the profession is the only way out. A Rand Corporation report in 1984 revealed that after five years of teaching, over 70 percent of men and more than 50 percent of women left the profession,⁵⁸ and the 1990 Carnegie Report indicated that nearly 40 percent of teachers would decide not to become teachers if they could choose over again.⁵⁹

Anderson and Iwanicki found that demographic factors, such as gender, age, and grade level taught, are linked with teacher stress and burn-out. The same study concludes that men are more likely to become victims than are women, those under forty are more prone to stress and burn-out than those older than forty, and the same is true for those teaching from junior high school level and up compared with those teaching lower grades.⁶⁰ Also, the chance of experiencing burn-out is somewhat higher if one is single,⁶¹ if one teaches at a large school,⁶² deals with large number of students,⁶³ and works at urban rather than suburban or rural schools.⁶⁴

Problems Teachers Face at Work

When surveyed, teachers list a number of challenging factors, and disruptive student behavior often appears high up on the list. Too much time is spent on discipline, and attacks on teachers that lead to need for medical attention have become more and more common. Violence on school grounds has become more and more prevalent, and a poll in 1996 found that 20 percent of students were at least somewhat fearful of being attacked in or around their schools.⁶⁵ Conditions like these cause teachers to feel stressed and they reduce overall classroom effectiveness.

⁵⁵ Chris Kyriacou, "Teacher Stress and Burn-out: An International Review," in *Educational Research*, Vol. 29, No. 2, 1987, 147.

⁵⁶ Alfred M. Bloch, "The Battered Teacher," in *Today's Education*, Vol. 66, No. 2, 1977, 58-62.

⁵⁷ Thomas J. Coates and Carl E. Thoresen, "Teacher Anxiety: A Review with Recommendations," in *Review of Educational Research*, Vol. 46, No. 2, 1976, 160-161.

⁵⁸ Linda Darling-Hammond, *Beyond the Commission Reports: The Coming Crisis in Education*, (Santa Monica, 1984), 1-19.

⁵⁹ David F. Labaree, "A Kinder and Gentler Report: Turning Points and the Carnegie Tradition," in *Journal of Education Policy*, Vol. 5, No. 3, 1990, 249-64.

⁶⁰ M.B. Anderson and E.F. Iwanicki, "Teacher Motivation and Its Relationship to Burn-out," *Educational Administration Quarterly*, Vol. 20, No. 2, 1984, 109-32.

⁶¹ P. Holt, M.J. Fine, and N. Tollefsen, "Mediating Stress: Survival of the Hardy," in *Psychology in the Schools*, Vol. 24, No. 1, 1987, 51-58.

⁶² J. Moracco, R. D'Arienzo, and D. Danford, "Comparison of Perceived Occupational Stress Between Teachers Who Are Contented and Discontented in Their Career Choice," in *Vocational Guidance Quarterly*, Vol. 32, No.1, 1983, 44-51.

⁶³ James R. Malanowski and Peter H. Wood, "Burn-out and Self-Actualization in Public School Teachers," in *Journal of Psychology*, Vol. 117, No.1, 1984, 23-26.

⁶⁴ Barry A. Farber, *Crisis in Education: Stress and Burn-out in the American Teacher*, (San Francisco and Oxford, 1991), 49.

⁶⁵ MetLife Statistical Bulletin. [<http://www.metlife.com/Sb/Recaps/Docs/1teens.html>]

Inability to cooperate with administrators or obtain their support is also a major source of distress for many educators. Administrative personnel are often perceived as obstacles to efficient teaching, and because of this teachers often claim they tend to cause difficulties rather than alleviate them. Cooperation with parents has also frequently been reported to be one of the most problematic aspects of the job that teachers have to deal with. This difficulty may manifest in two ways--either the parents do not care, or they care too much. Parents often have expectations for their child that are unrealistic, resulting in criticism of the teacher for not being competent, or the school or the educational system had to take the blame.

Teachers often feel that they do not receive their rightful recognition from society. Newspapers in particular have expressed condemnation of the teaching profession through editorials, letters to editors, articles, and surveys. Their failures are noticed but rarely their successes. Not feeling that they receive any appreciation in return for their efforts make many teachers feel lonely and frustrated.

Another common problem is too many students in class. What "too many" is has been a controversial issue. In the 1993-94 school year, public school teachers' average class size was larger than that of their private school colleagues at both the elementary and secondary levels (24 versus 22 students and 24 versus 19 students, respectively).⁶⁶

In 1982 Cedoline found that several studies indicated that teachers with small classes provide more encouragement, attention and intimacy. Teachers of large classes devote more time to control and discipline, and behave in less conducive manners. More specifically, achievement levels increase significantly in classes with fewer than twenty children per teacher, but remain relatively the same regardless of class size when the class is larger than thirty.⁶⁷

The intentions behind putting handicapped children into regular classes are good. However, this extra burden on the teacher has serious side effects in that he or she has to divide the attention and try to serve two different needs that often are quite incompatible. Obviously, such conditions reduce the possibilities for efficient teaching.

Teachers' experience of role conflict is related to large class sizes and having children with learning disorders of some kind in ordinary classes. They know that they ought to provide an excellent educational program for all students through good planning and classroom activities. Providing equal attention to all students, and at the same time making sure that the ones with the greatest need for support, feels emotionally very frustrating and draining. Also, external expectations from for example, churches, organizations, civic groups, and parents contribute to role conflict. As demands increase, teachers become overwhelmed with the myriad of unranked priorities.

Parents often expect the school to both educate and socialize their children independently of the child's potential and previous behavior. This is a view that has been widely shared with the rest of society, and which makes teachers feel uneasy. It is natural that teachers should be held accountable and meet certain requirements at work, but for teachers to fulfill parents' desires after they themselves, and perhaps psychologists and social workers, have failed is unrealistic.

Complaints have resulted from teachers' long work weeks. While full-time public school teachers were required to be at school 33 hours per week in the 1993-94 school year, they reported working 45 hours per week. Private school teachers were required to be at school an average of 34 hours per week, but reported working 47 hours per week.⁶⁸

⁶⁶ The National Center for Education Statistics, "The Condition of Education 1997. Indicator 39." [<http://nces.ed.gov/pubs/ce/c9739a01.html>]

⁶⁷ Anthony J. Cedoline, *Job Burn-out in Public Education. Symptoms, Causes, and Survival Skills*, (New York, 1982), 102.

⁶⁸ The National Center for Education Statistics, "The Condition of Education 1998. Indicator 40." [<http://nces.ed.gov/pubs98/condition98/c9840a01.html>]

Paperwork takes much time. The National Center for Education Statistics.⁶⁹ reports that added to time spent teaching, paperwork amounted to around 50 hours per week in some states in 1994. Examples of paperwork may be preparing of report cards, working out intervention strategies, preparing documentation for and writing up parent conferences, recording of test scores, submitting lesson plans, etc. Teachers feel that they have to take care of duties which naturally belong to the administration. Additionally, this cuts into their spare time, making this an onerous aspect of teaching.

Even though teachers are professionals, they sometimes may not have much autonomy. They have to implement programs designed by others, and they are not in a position where they can choose whom to work for and with. Often they have to use books that are assigned by others, and if they choose otherwise, they risk being overruled by administrators or school boards. In general, teachers' autonomy has at best been partial, and this has caused many teachers to feel that they have to take too many orders from supervisors, administration, or school boards.

The teacher as an adult has to interact mostly with children and young individuals in performing his or her work. Cooperation with other adults is not very common, and this can cause teachers to feel isolated from peers. Even though the professional educator is mentally prepared for this situation, it may many times feels enervating to be forced into isolation from colleagues. Burke and Greenglass report that burn-out is significantly correlated with teachers' perceived lack of social support.⁷⁰

In the early days of the British colonies teaching often took place in modest buildings and other facilities that hardly could be used for any other purpose.⁷¹ The situation today may in many cases be reminiscent of historical conditions in the sense that maintenance of school buildings is inadequate. Leaking roofs, broken water closets, asbestos problems, heating problems, broken windows, and lack of equipment have been quite common. Perhaps the main reason for this has been that public schools receive most of the funding from property taxation in the local area, something which causes great shortage of means for schools in poor school districts.

Teachers' Salaries

After many years of teaching, teachers do not have many possibilities for advancement or promotion. They have to continue in the same job, facing the same work conditions and problems, receiving much the same salary. Promotion typically has meant leaving the classroom to become an administrator and through that receiving higher pay. "The further away from children you get, the more money and prestige you receive."⁷² According to Berliner and Biddle, teachers in 1995 made about 1.67 times the average pay per capita income of the nation, which was little compared with other professionals and teachers in other countries. For instance, Japanese teachers made 2.43 times the national average income of their country.⁷³ Part of the problem is that there are relatively few administrative positions available at schools, and regular upgrading of skills, graduate degrees, work experience, and political influence are required for a classroom teacher to qualify. The prospect of making relatively little money as professionals

⁶⁹ U.S. Department of Education, National Center for Education Statistics, "Schools and Staffing Survey, 1993-94." [<http://nces.ed.gov/esn/n16a.html>]

⁷⁰ R.J. Burke and E.R. Greenglass, "Psychological Burnout Among Men and Women in Teaching: An Examination of the Cherniss Model." *Human Relations*. 1989, Vol. 42, No. 3 (1989): 261-273.

⁷¹ R.N. Current, T.H. Williams, and F. Freidel, *American History: A Survey*, (New York, 1964), 565.

⁷² "Teaching in Trouble," *U.S. News and World Report*, (May 26, 1986), 55.

⁷³ David C. Berliner and Bruce J. Biddle, *The Manufactured Crisis. Myths, Fraud, and the Attack on America's Public Schools*, (Reading, MA, 1995), 103.

naturally does not attract many of the brightest students, who may prefer to make several times a teacher's salary in the private sector, according to Berliner and Biddle.⁷⁴

Most recent figures show that the average annual base salary is \$34,153 in public schools, making pay less of a reason to quit. Nevertheless, in some states public teachers' salaries are quite low, and Louisiana is at the bottom of the scale with an average pay of only \$23,894.⁷⁵ Connecticut's ranks at the top, with an average annual teacher pay of \$50,254. However, the figure for Catholic schools is only \$19,158, and for other private schools \$21,968,⁷⁶ maintaining low pay as a main reason why teachers in the private sector look for other jobs.

Reforms in Public Education

Teachers often refer to implementation of reforms as a source of problems on the job. Needs for reforms are obvious but the usefulness is often questionable, and this uncertainty imposes an extra burden on teachers. American public education has a long history of reform. In the nineteenth century change in education was necessitated by the industrialization of society, which required better educated workers in an expanding labor market. Educational reforms have been suggested by individuals, foundations, associations, governmental agencies, university boards of regents, state boards of education, and local school boards. The 1980s saw an unprecedented number of educational reform-related bills and taskforces. According to LeCompte and Dworkin, "most popular were "quick fixes," including salary increases for teachers, mandates for higher standards for student promotion and retention, establishment of more selective standards for entering the teaching profession, and raising of graduation standards and cutting scores for exit examinations."⁷⁷ The same source informs readers that "more difficult to implement, less likely to persist, and more prone to dilution have been those reforms that involve conflicts of interest or complex and ambiguous solutions, such as assessment of practicing teachers and implementation of career ladders."⁷⁸ It often seems that reforms are given up and conditions remain much the same, and that for the most part reforms have been without impact on instructional strategies and school organization. According to Donald C. Orlich, reforms have been of cosmetic nature, without important lasting effects. What generally has been true, however, and also criticized in the history of reforms, is that teachers have been little involved, and that many of the proposals were blueprints of former ones.⁷⁹

"Merit pay" has been suggested as a way to improve teachers' pay. Other "popular" proposals for reform have been certification of "master teachers," greater involvement of teachers in deciding curricula, preparation of more minority teachers, increased teacher pay in general, and ranks within the teaching profession.⁸⁰ However, many teachers resist these kinds of reform because it has been difficult to fairly evaluate the quality of a teacher's job, and because they will benefit only a small number of teachers. Moreover, teachers are afraid that there will be competitiveness and moral problems among the staff with a potential for teachers to try to curry favors with principals and other evaluators.

⁷⁴ Ibid., 103.

⁷⁵ Teleport Internet Services.

[<http://www.teleport.com/otr/taxfax-t.htm>]

⁷⁶ The Center for Education Reform, "Elementary and Secondary Education at a Glance, Sept. 1997."

[<http://edreform.com/pubs/edstats.htm>].

⁷⁷ Margaret D. LeCompte and Anthony G. Dworkin, *Giving Up on School. Student Dropouts and Teacher Burn-outs*, (Newsbury Park, CA, 1991), 202-3.

⁷⁸ Ibid., 203.

⁷⁹ Donald C. Orlich, "Education Reforms: Mistakes, Misconceptions, Miscues," in *Phi Delta Kappan*, Mar. 1989, 513.

⁸⁰ Ibid., 514.

Tyack and Hansot give four explanations for the failure of school reforms: 1) attacks on the American social philosophy that public education is a public good, 2) what the authors call the “politicization of education” during periods of retrenchment, or a more open ambivalence about actually achieving greater equality, and the value of compensatory social services for the poor and minorities, 3) over-ambitious reformers who promise effects of their programs that can not be realized, and 4) neglect of real areas of deficits in the schools while less important ones receive the attention.⁸¹

In order to achieve real reform, James W. Guthrie contends that local schools have to be re-enfranchised. American students in the 1990s are attending one of the world’s most bureaucratized school systems, and reforms have been undertaken in areas which had little impact, Guthrie claims. What really needs to be done is to empower individual schools so that these may hold the authority for instruction. Thereby local schools, and not entire school systems, will be held accountable for achieving objectives. Obviously, principals and teachers are best positioned to make teaching effective but they have the least power and cannot be held responsible for education rules over which they have control. Increasingly during the last century, Guthrie maintains, state laws, federal regulations, and court decisions have taken responsibility away from principals, superintendents, and teachers. To meet the demands of the twenty-first century, schools must be re-empowered to employ and evaluate teachers, deploy resources, and determine the means of instruction. Authorization of teachers and principals, and holding them accountable for the results, will provide viable reform of the American school system.⁸²

The 1983 report on the state of American public schools, *A Nation at Risk*, decried the increasing mediocrity in American public education. The landmark report caused an immense number of reports, commissions, summits, and conferences with the single intention to alleviate a situation that seemed out of hand. The situation today may not be improved. Recently published test results from the Third International Mathematical and Science Study (TIMSS) in 1997 showed that American twelfth graders have a long way to go to compete academically with peers in other participating countries. According to Bob Chase, the president of the National Education Association, NEA, much of the explanation is to be found in lax American standards. Moreover, according to Chase, low salaries keep qualified teachers away.⁸³ However, eighth graders from a consortium of suburban Chicago schools did so well in the TIMSS competition that if they had been a separate country, they would have ranked second in science. Also, by the same criteria they would have been among the top five nations in math. It is tempting to believe that money is at the core of the problem but, “the most pernicious inequality (between children of poor parents and children of well-off parents) is not necessarily in funding, but rather in academic expectations, goals, and requirements--in a word, standards. Schools without even minimal standards--schools that pass kids who can’t read or compute--flunk a basic moral test.”⁸⁴

This reality behind this criticism has come to the minds of politicians, and measures have been taken to remedy this problem. The National Board of Professional Teaching Standards is a response to the problem of standards in the public schools. Its mission is organized around five core propositions: 1) teachers are committed to students and their learning, 2) teachers know the subjects they teach, 3) teachers are responsible for managing and monitoring student learning, 4) teachers think systematically about their practice and learn from

⁸¹ Margareth D. LeCompte and Anthony G. Dworkin, *Giving Up on School. Student Dropouts and Teacher Burn-outs*. (Newsbury Park, CA, 1991), 195.

⁸² J.W. Guthrie, “The Paradox of Educational Power,” *Educational Week*, Vol. XVII, No. 7, 1997, 34.

⁸³ Bob Chase, “Still ‘A Nation at Risk,’” in *Education and Society, NEA Today*, Apr. 12, 1998.

[<http://www.nea.org/society/bc/bc980412.html>]

⁸⁴ Bob Chase, “Why Standards Matter. It’s a Question of Moral Wrongs and Civil Rights,” in *Education and Society, NEA Today*, Oct. 12, 1997. [<http://www.nea.org/society/bc/bc971012.html>]

experience, and 5) teachers are members of learning communities.⁸⁵ This board is developing standards in more than thirty certification fields.

Teacher Satisfaction

The majority of teachers are idealistic in their work. Having a career to gain status and make money appear to be of little importance for educators. According to a recent survey by the National Education Association, the following were the motivations for people to choose teaching as a career:

- Most teachers--68.1%--choose their profession because they want to work with young people.
- The second most important reason is that they realize the value of education in society (41.9%).
- The interest for a particular subject, and the desire to teach it, is the third most important reason (36.5%).
- The fourth is the influence of one's own teachers in elementary or secondary school (30.5%).
- Long summer vacations inspire 20.3%, and 19.3% never considered anything else.
- Family members influence the same share, and 18.1% prioritize job security through teaching as the most important reason.
- 10.9% see an opportunity for self-growth as a teacher and make this the determining factor for choosing the profession.⁸⁶

However, A.C Riccio found that idealism also is one of the factors strongly related to burn-out.⁸⁷ Therefore, fortunate as it sounds, idealism might also have its negative consequences. On the other hand, it is reasonable to assume that those who experience the greatest job satisfaction as teachers are those who would choose to become teachers again. Burn-out and job satisfaction are strongly negatively correlated. Consequently, those who would have chosen teaching as a profession over again have a low degree of burn-out. Perhaps this apparent contradiction between idealism as a cause of high burnout, and happiness on the job as an indication of low burnout, can be explained the following way: those who initially are very enthusiastic sometimes are "weeded out" due to disillusionment, leaving the idealistic ones with little experience of disillusionment happy on the job. Fiske reported that the people who fit into the category of those who would have chosen teaching over again tend to be women and minority group members, those less than 29 or older than 50, those less well educated, those who teach in elementary schools, and those who work with gifted students or who taught remedial education.⁸⁸ The percentage of teachers who would have chosen teaching again has increased steadily since 1981, indicating that teachers are increasingly satisfied with their profession.

Characteristics of the Typical Teacher

One of the greatest imbalances in the American education system is manifest in the balance of numbers of male and female teachers. About 69 percent, or 1.5 million, in 1986, were women. In 1997 the share of women had risen to 74.4 %, according to a recent National Education Association survey.⁸⁹ These facts reflect that teaching has been a profession with

⁸⁵ "Status of the American Public School Teacher 1995-96: Highlights," in *NEA Research*. [<http://www.nea.org/neatoday/9709/status.html#Who>]

⁸⁶ "Status of the American Public School Teacher, 1995-96: Highlights," in *NEA Research*. [<http://www.nea.org/neatoday/9709/status.html>]

⁸⁷ Anthony C. Riccio, "On Coping with the Stresses of Teaching," in *Theory Into Practice*, Vol. 22, No. 1, 1983, 44.

⁸⁸ E.B. Fiske, "Survey of Teachers Reveals Morale Problems," *The New York Times*, (Sept. 19, 1982), A1, A52.

⁸⁹ Sharon Draper, "What is the National Board for Professional Teaching Standards? Ready To Get Certified?" The National Board for Professional Teaching Standards, National Education Association.

little appeal to men. A related fact has been that many teachers have complained that their status in society has been too low. This has also been an important reason why so many of them have quit to start careers in other fields.

There has been limited amount of research on the characteristics of those who enjoy being teachers. However, inspired by research done on successful business people and their personality traits, Judith McEnany interviewed thirty-four teachers selected from five states in different parts of the country. She found that these teachers had much in common with accomplished business individuals.⁹⁰

Their attitudes may be epitomized in the following statement: "The surviving teachers see their mission and goals as the development of young people whom they gladly teach."⁹¹ The motivation of "surviving" teachers sounds surprisingly similar to what Freudenberger found motivate those who do not "survive": "The high achiever, the perfectionist, the one who needs to strive harder, is overly dedicated and committed; that cannot say no, is competitive and always seeks to do more than he or she could possibly accomplish, is the one personality type who is prone toward burn-out."⁹² These descriptions of teachers who succeed and teachers who do not succeed may be correct in their own rights, but they need further explanation in order not to be confusing. In the first case the teachers feel rewarded because they have succeeded in their efforts; in the latter case teachers feel that they make no difference to the students--they do not feel any reward because they fail to make the students succeed. Thus, "surviving teachers" perform their jobs on the basis of inner exuberance while "non-surviving teachers" do not have this extra and necessary surplus of energy.

The History of American Elementary and Secondary Education

A detailed history of teacher burn-out and its causes does not exist. Some records indicate that many of the problems causing burn-out for educators also occurred during the first half of this century. Some of the contemporary teachers' problems for obvious reasons did not exist in the early days of settlement in America, and these were for example cooperation with the administration and too much time spent in meetings and on paperwork. Most likely complaints about the lack of support from supervisors and colleagues did not occur due to that these were not part of the job setting. Also, the cooperation between teachers and students' parents probably was of a totally different nature than what today's norms reflect. A couple of gauges can be used, however, to shed light on teaching conditions during the early days of the British Colonies and onward. Teachers' salaries and status indicated their general standing in society. From these, other conditions as for example discipline and length of career can be estimated. It seems that these two aspects of a teacher's life always were sources of job dissatisfaction because of the higher status and salaries of other professions.

A Massachusetts act in the 1640s required every town of fifty families to appoint a schoolmaster, while towns of a hundred families or more had to found a Latin grammar school so that their children could attend Harvard College. The school system that was established in the British colonies and adopted by the new nation reflected the strong stratification of the social classes. Elementary education was generally provided by the church, and sons of those who could afford it were sent to private academies. Schools in the colonies at the secondary level were called "academies," or "grammar schools," and were for the well-to-do classes that could afford to pay the fees.

The status of teachers at this time was not very elevated. According to Fiske the Maryland Journal reported in 1776 that "a ship had arrived in Baltimore from Belfast and Cork

[<http://www.nea.org/neaoday/9802/nbpts.html>]

⁹⁰ Judith McEnany, "Teachers Who Don't Burn Out," in *The Clearing House*, Vol. 60, No. 2, 1986, 83-84.

⁹¹ *Ibid.*, 84.

⁹² Yvonne Gold, "Burn-out: A Major Problem for the Teaching Profession," in *Education*, Vol. 4, No. 3, 1984, 273.

with a cargo that included various commodities, among which are beef, pork, potatoes and schoolmasters."⁹³ Wages were rather low, comparable to those of farmers, and teachers had to do all kinds of daily chores on the job in addition to actual teaching. Most teachers were not well educated, and according to a Massachusetts parent in 1824, "If a young man can be moral enough to keep out of State prison, he will find no difficulty in getting application for a schoolmaster."⁹⁴ Teacher life as servants for the community was demanding and humiliating, and many of those entering the profession were men who aspired to the clergy. Therefore public respect was something that these men could count on only at a later stage in their careers.

Even though the Revolution handicapped intellectual life in America, it also gave way to ideas about Enlightenment--that reason can enlighten the individual--a result of the alliance between the British colonies and France. American intellectuals realized that in order to secure the new republic and its independence, the people must be literate and have access to widespread educational opportunities. Thomas Jefferson thus called for a "crusade against ignorance."⁹⁵ He regarded education as the duty of the government because "no other sure foundation can be devised, for the preservation of freedom and happiness."⁹⁶ Thomas Jefferson understood that in order for the end result of government to be the happiness of the masses based on spiritual rather than material values, education had to be provided by government rather than by churches and private individuals. For Jefferson, in order to achieve the goals of government, "to open the doors of truth, and to fortify the habit of testing everything by reason, are the most effectual manacles we can rivet on the hands of our successors to prevent their manacled the people with their own consent."⁹⁷

Teaching conditions slowly changed for around the turn of the nineteenth century. The Jeffersonian tenets opened up for increased prestige for being a teacher, at the same time as a changing society required more specialized knowledge. The increasing secularization, industrialization, and urbanization of society lead to professionalization also of teaching. The first teacher certification was introduced in New York in 1829 where a teacher college was founded, and teachers in public schools were now required to have good character and literacy qualifications.

Teacher life in the first public schools was a rather rough experience, often requiring the use of physical punishment in order to allow for actual teaching. The Calvinist doctrine of inborn wickedness prevailed, and therefore the teaching profession was best suited for men. They had greater physical strength and therefore managed the classroom better than women. However, around the middle of the century many more women entered the profession and this may have contributed to keeping salaries low and to the decline of teachers' prestige. Women actually made up the majority of teachers around 1850

By 1830 a widespread demand for state-supported primary education arose due to the fear that all illiterate immigrants would be allowed to vote, and that many Americans began to perceive education as a means for their children to get better jobs. Teachers' salaries rose, and teacher training and teaching methods improved.

Many people decided to become teachers for reasons that they needed to make money. Men needed money to get into business or farming, while women needed to make a living while waiting to get married. Teachers lived a paradoxical life, and this was well-described by one diarist in 1862: "Living in a humble sphere yet having an elevated mind; being inferior in station, yet 'content' because teaching enabled one to do good."⁹⁸

⁹³ E.B. Fiske, "Teachers May No Longer Be Lumped with Potatoes, but an Image Problem Exists," *The New York Times*, (July 19, 1989), B6.

⁹⁴ R.B. Morris and W. Greenleaf, *USA, The History of a Nation. Vol. 1*, (Chicago, 1969), 423.

⁹⁵ R.N. Current, T.H. Williams, and F. Freidel, *American History: A Survey*, (New York, 1964), 155.

⁹⁶ Charles Maurice Wiltse, *The Jeffersonian Tradition in American Democracy*, (New York, 1960), 140.

⁹⁷ *Ibid.*, 140.

⁹⁸ M. Brenton, *What Happened to the Teacher?* (New York, 1970), 64.

The demand for teachers increased with an evolving society, and as teaching attracted more and more women (men often preferred to work in factories), salaries were low. Women's salaries were approximately half of those of male teachers whom in turn made only half as much as skilled workers, like blacksmiths, painters, and carpenters. Female teachers made even less than black cooks despite the prevalent racial prejudice of the time. The majority of teachers were very young and therefore inexperienced, and by 1910 more than half were under the age of 25.⁹⁹

The pay that teachers received at the turn of the century was very low due to the fact that education did not receive much funding. In 1870 the annual spending on education per capita was a mere 1,64 dollars, while this figure had increased to only 4,64 dollars by 1910. This could also help explain why many teachers left the profession so readily. Similarly, in 1926, the average annual salary of teachers, principals, and superintendents in high school was 1,276 dollars, while trade union members made 2,402 dollars.¹⁰⁰

Teaching became a profession very slowly throughout the 19th century, and in 1845 Horace Mann, the first secretary of the Massachusetts board of education, initiated the first state association of teachers. The number of public schools continued to grow, and in 1860 there were about 300 in the nation, along with 6,000 private academies, most of them very small. Among these there were 100 public high schools, a number which had increased to 6,000 by the turn of the century.¹⁰¹ However, in order to make the increasing number of teachers professionals, better education was needed, and they also needed the sense that they belonged to a professional group. The 20th century brought further progress to the profession; educational associations that originally were founded in the first half of the nineteenth century were revived, and the National Education Association grew from 10,000 members in 1919 to 220,000 by 1932. Estimates in 1990 showed that 90-95 percent of all teachers in the US belonged to a union. Teachers had slowly become more independent of the good will of the rest of society, and they no longer had to make a vow to the community or the school board to live within social restrictions that required them to be permanently accessible for service. However, as late as in 1964, only 40 percent of the teachers surveyed believed that they were as free to participate in official public life as other citizens.¹⁰²

Post-war History of American Education

After the Second World War until 1960, American teachers enjoyed a perhaps unprecedented social standing. A booming economy after the war allowed for improvement of American schools so that the American educational system became the envy of the rest of the world. However, the optimism of the 1950s and the early 60s had to give way to increased pessimism and less economic growth as a result of the Vietnam War. Serious social problems surfaced, like civil rights and the effects of heavy migration to urban areas. The faith in schools as a means to satisfy a wide array of individual needs such as knowledge and cultural uplift, hobbies and recreational activities, and solvers of social problems, was weakening, and the educational system began to be discredited. With the economic decline and social problems of the 1970s, the public attitude changed and people no longer looked to schools as universal benefactors. Naturally, this was very unfortunate for teachers.

The development of the schooling system after the onslaught of the full fledged war in Vietnam required expanded academic programs, which in turn demanded increased funding. Because of the economic set-back in the early seventies, the need to expand was not met by

⁹⁹ R.N. Current, T.H. Williams, and F. Freidel, *American History: A Survey*, (New York, 1964), 566.

¹⁰⁰ *Ibid.*, 565.

¹⁰¹ Barry A. Farber, *Crisis in Education: Stress and Burn-out in the American Teacher*, (San Francisco and Oxford, 1991), 194.

¹⁰² David F. Labaree, "An Unloving Legacy: The Disabling Impact of the Market On American Teacher Education," in *Phi Delta Kappan*, Vol. 75, No. 8, 1994, 592.

matching funds as it had been in the fifties and sixties. Americans were less willing to pay for the education they wanted, and funding for education became strained. Other areas in need of growth were social welfare, public aid, and debt servicing, and a period of heavy inflation hardly allowed for keeping abreast with the existing conditions. Toward the end of the decade, “public education in America was facing not only a loss of confidence but also the annual need to beg for additional funds from an increasingly strained public purse.”¹⁰³

The mid-sixties brought new social conventions, and what teachers and education had gained in terms of public goodwill fell rapidly away. Grant argued that the erosion of teachers’ authority was based on four fundamentals: 1) teaching after the mid-sixties was no longer perceived as a desirable profession. Reforms were demanded by both the public and government. Teachers were blamed for not knowing what they were doing, and the “baby boomers” perceived psychology, medicine, and law as more worthwhile areas to have careers in than teaching. 2) Communities and parents were no longer supportive of teachers’ efforts in doing their jobs. 3) Agreement within the teaching profession eroded as new teachers unwilling to accept established norms, rules, and values, entered the profession. This created general uncertainty among teachers, which contributed to undermine their authority. 4) Finally, the new generation that came of age in the sixties rebelled against the “establishment,” and they questioned and criticized conventional norms and values. This gave way to the young generation’s dismissal of adult prerogatives and rights.¹⁰⁴

Strained relationships between teachers and society developed as a result of social unrest, lack of funding and the public’s dwindling faith in their schools as a source for satisfying individual needs in the local community. Teachers were expected to provide good education according to mainstream public opinion, and as the social unrest of the 1960 increased, this became an impossible task for the teaching force. Society’s impatience for change put a heavy pressure on educators. The public’s call for providing “quality education” and “equality of educational opportunity” were diffuse, and as Passow commented, these notions were not clearly defined.¹⁰⁵ The mounting problems faced by the educational system were problems that would require many years to solve, and with less and less funding in the years to follow, the task did not become easier. More and more, teachers, administrators, and unions were criticized by the media and thereby by larger and larger segments of society.

According to Berliner and Biddle, the worsened working conditions that developed after the late sixties caused less interest in making teaching a career. The result was a huge teacher shortage, especially in inner-city schools. The positive effect of this phenomenon after it was realized in the mid-eighties, was higher salaries and more power for teachers in decision making. On the negative side the burden on the individual teacher rose as a result of high turnover, lack of professional staff, and under-staffing. Those who chose to stay on found themselves isolated and disrespected, and the path to reestablish good working conditions necessarily had to be a long one.¹⁰⁶

With three periods of Republican presidents (Reagan and Bush) starting in 1981, attacks on public education and educators became commonplace. Right-wing politics and the desire to re-create conditions similar to those following WW II, lead to a heavy emphasis on the availability of private schools. With the Bush administrations’ report on publication “A Nation at Risk” in 1983, the “mother of all critiques” on public education was born.¹⁰⁷ However, the election of Bill Clinton in 1992 changed these conditions. The new president

¹⁰³ David C. Berliner and Bruce J. Biddle, *The Manufactured Crisis*, (Reading, MA, 1995), 130.

¹⁰⁴ G. Grant, "The Teachers' Predicament," in *Teachers College Record*, Vol. 84, No. 3, 1983, 593-609.

¹⁰⁵ Barry A. Farber, *Crisis in Education. Stress and Burn-out in the American Teacher*, (San Francisco, 1991), 155.

¹⁰⁶ David C. Berliner and Bruce J. Biddle, *The Manufactured Crisis*, (Reading, 1995), 139.

¹⁰⁷ Chester E. Finn Jr., “A Nation Still at Risk,” in *Commentary*, May 1989, 17.

wants to be remembered as one who contributed greatly to education, but thoughts and ideas from the time of the two Republican presidents still linger and cause pressure on educators.

Education Politics After the Early 1980s

The criticism of American education and teachers reached a peak in 1983 with the National Commission of Excellence in Education's publication of "A Nation at Risk." The report portrayed a sad picture of the academic standards in American primary and secondary education, and it became a landmark in the history of school reform. Teachers were accused of being ill-prepared, students did not work hard enough, and they studied the wrong subjects, putting the future of the nation in jeopardy. The report made many charges about recent "declines" in the academic achievement of American students. The claim was that all these charges were based on evidence, yet no study was cited in the document to support the charges, according to Berliner and Biddle.¹⁰⁸

However, following the alarming report, President George Bush and a panel of the nation's governors established six broad targets for educational improvements, stated in the "Educate America Act." This act was named "America 2000" during Bush's term, and under Clinton it has come to be known as "Goals 2000." Since 1983 education has become a permanent issue on the national agenda, rather than just a local and state issue. Presidents Bush and Clinton made "educational excellence" a major part of their campaigns, and also business interests have joined the crusade for a better-trained work force.

For his last term, in his annual State of the Union Address in February 1997, President Clinton announced that he wanted to ensure that America has the best educational system in the world.¹⁰⁹ His budget proposal and the State of the Union speech signaled the unusually strong emphasis the president is giving to education during his second term.

A general criticism of Clinton's education agenda from the Republicans is that Goals 2000 is part of a coordinated national plan to impose federal mandates, by-pass local control, and eliminate accountability to the House of Representatives and the Senate. One line in his State of the Union Address in 1997 was "greeted by stony silence ... : 'We can no longer hide behind our love of local control of the schools and use that as an excuse not to hold ourselves to high standards.'"¹¹⁰ However, Democratic politics might seem to be more fortunate to achieve satisfactory and uniform conditions for students and teachers. A strong indication of this is that even though president George Bush dedicated himself to improved education, very little was actually achieved during his term. On the other hand, President Clinton's proposals for increased spending have gained the approval also of significant numbers of Republican representatives in Congress. Most recently Congress passed a bill that allows for important improvements in areas as for example, special education, safe and drug-free schools, and professional development. Also, there will be a compounded effect of this bill in 1999.

American Lifestyles

American culture has produced lifestyles that have promoted burn-out on a large scale. The combination of the foods that Americans eat and the lack of physical activity may very well contribute to burn-out and development of serious diseases. In spite of the mistaken belief that there has been a fitness revolution in the United States, K.J. Spangler in 1997 found that nearly 80 percent of adult Americans don't engage in enough regular physical activity (such as physical recreation) to improve their health.¹¹¹ Also, recent and current trends indicate that negative personal lifestyles are on the rise. The situation has become so

¹⁰⁸ David C. Berliner and Bruce J. Biddle, *The Manufactured Crisis. Myths, Frauds, and the Attack on America's Public Schools*. (Reading, MA, 1995), 169.

¹⁰⁹ David J. Hoff, "Clinton Gives Top Billing to Education Plan," in *Education Week*, Feb. 12, 1997. [<http://www.edweek.org/ew/vol-16/20clint.h16>]

¹¹⁰ Phyllis Schlafly, "Clinton is Trying to Eliminate Local Control of Education," in *an Events*, Vol. 53, No. 9, Mar. 7, 1997, 30.

exacerbated throughout the last couple of decades that both the federal government and many state governments have taken steps to inspire people to change their living habits. The most important problem remains, however, that after decades of promoting better diet and exercise, obesity is on the rise and the vast majority of Americans still do not participate in health-supporting physical activity.

Although evidence has been accumulating about the benefits of physical activity, several societal trends involve more sedentary lifestyles. In the "information age," more and more individuals sit in front of computer screens for large portions of their work day. Public schools, hard-pressed for financial resources, devote fewer of their financial resources to physical activity instruction, playgrounds and after-school sports programs. Likewise, communities strapped for funding often have less to invest in parks and recreation facilities. Also, because of increased rates in violent crime, many people have been afraid to exercise in their own neighborhoods, and children and youth find watching television or playing video games easier than individual or group physical activity. As many as 250,000 deaths per year in the United States can be attributed to the lack of regular physical activity.¹¹² These trends are very unfortunate because medical evidence has demonstrated that physical activity reduces the risk of many diseases, including hypertension, cancer, osteoporosis, and diabetes. Exercise also improve many of the biological measures associated with health and psychological functioning.

"Fast Foods"

Obesity is closely related with both the lack of exercise and eating too much. Rich foods are easily available all over the US through "fast-food" chains. Eating out and to-go foods are big business in the America, and more than half the population use these services every day. Turnover in the industry in 1990 was approximately a thousand dollars per capita, and the industry is growing, up 458 % from 1970 to 1990. Because of the large volume of business, foods provided by these suppliers have an enormous impact on Americans dietary habits and health.

Increased awareness among customers and within the industry itself has lead to focus on the ingredients in fast foods. High sodium content, and too much fat and sugar in the items served at about thirty-five fast food chains already a long time ago gave rise to concern. Much has been done to solve these problems, and today it is possible to have so-called healthy meals--low in sodium, carbohydrates, and sugar--if the customer is well enough educated to choose rightly. However, all-you-can-eat menus and rich desserts easily tempt customers to get lost in the jungle of calories, sodium, sugar and fiber. As long as these items are on the menus, they inevitably stir the customers' appetite for the less healthy nutrition, and they become victims of their own craving for "junk foods."

Suggested Solutions to the Burn-out Problem

Research on teacher burn-out has produced several strategies for fighting it. Richard E. Barter recommends changes of a funding nature, such as: higher pay and greater production of teachers, faculty improvement funds for advanced courses in teaching, faculty cultural funds to provide tickets to opera, theater, etc.¹¹³ Besides recommendations of a funding nature, solutions fall into two main categories: techniques and strategies for behavior administered by the individual teacher only, and techniques and strategies for behavior that require cooperation with other persons.

¹¹¹K.J. Spangler, "Doing Our Part to Promote Healthy Lifestyles," in *Parks and Recreation*, Vol. 32, No. 10, 1997, 54.

¹¹²National Recreation and Park Association's Active Living/Healthy Lifestyles Program, "National Agenda," *Parks and Recreation*, Vol. 30, No. 10, 1995, 44.

¹¹³R.E. Barter, "Rejuvenating Teachers," in *Independent School*, Vol. 43, No. 3, 1984, 37-42.

Anthony C. Riccio observes that a number of people who do stress workshops are of the opinion that teachers can do very little on the job to reduce stress significantly. Rather they recommend that teachers actively avoid engaging in confrontations with peers and supervisors, and not take personally events that can threaten their sense of well-being. However, these workshop leaders also put heavy emphasis on diet and exercise to get the teacher's mind and body tough enough to withstand the rigors of teaching.¹¹⁴ A leading researcher in the field of burn-out, Edward F. Iwanicki, posits that teachers use relaxation techniques in order to deal with their role-related stress. More specifically Iwanicki recommends TM, and a simple breathing exercise, along with physical exercise and a healthful diet.¹¹⁵ Another highly recognized researcher in the field, Yvonne Gold, strongly recommends physical exercise programs that include stress reduction through the use of relaxation techniques. She also advises taking inventory of outside activities such as eating and sleeping habits.¹¹⁶

Obviously, some leading scholars assume it is possible to achieve significant results through changing habits in one's private life, and that the use of relaxation techniques adds to the ability to fight burn-out. As a response to the research in this thesis on the importance of personal lifestyle habits and their effects on teacher burn-out, the author received an e-mail from one of the foremost researchers on burn-out, Ayala Pines. Her opinion of the idea that the use of TM might be a tool to prevent burn-out was "I also think that the idea of using meditation to help cope with burn-out is a fine one."¹¹⁷ Likewise, perhaps the most renowned researcher on burn-out, Christina Maslach, sent an e-mail regarding this research saying "the issue you have identified is an interesting one, and I hope you are able to develop a reasonable project to study it."¹¹⁸

The Press and Education

The press has come to play an increasingly important role in shaping public opinion. Unfortunately enough, the press does not always aim at objectivity. Newspapers and weekly magazines tend to look for catastrophes, exaggeration, and scandals. They welcome opportunities to cause discontent, and education gets its share of unfair mocking. Myths are created by repeating the same message over and over again. A well-known example of this, according to Berliner and Biddle is that "those who enter teaching have little ability and receive a poor academic education." The fact is, according to these authors, that teachers' SAT-scores have risen since 1981, and the percentage of teachers with advanced qualifications increased sharply between 1961 and 1991. Moreover, during the same time period the number of teachers with masters and doctorate degrees climbed dramatically, and the share of these in the early 1990s stayed at about 50%.¹¹⁹ Therefore the claim that teacher-quality has declined during the past few decades may not be an accurate account of the reality of the matter. Supposedly, another well-known myth is that "student achievement has recently fallen across the nation." According to Jimmie Cook this is not true. One had to understand

¹¹⁴ Anthony C. Riccio, "On Coping with the Stresses of Teaching," in *Theory Into Practice*, Vol. 22, No. 1, 1983, 43.

¹¹⁵ Edward F. Iwanicki, "Toward Understanding and Alleviating Teacher Burn-out," in *Theory Into Practice*, Vol. XXII, No. 1, 1983, 30.

¹¹⁶ Yvonne Gold, "Burn-out: A Major Problem for the Teaching Profession," in *Education*, Vol. 104, No. 3, 1984, 273.

¹¹⁷ Ayala Pines, e-mail, Feb. 2., 1998.

[pinesa@inter.net.il]

¹¹⁸ Christina Maslach, e-mail, Jan. 14., 1998.

[maslach@socrates.berkeley.edu]

¹¹⁹ David C. Berliner and Bruce J. Biddle, *The Manufactured Crisis. Myths, Fraud, and the Attack on America's Public Schools*, (Reading, MA, 1995), 102-3.

the limitations of the SAT test that generated such an incorrect statement.¹²⁰ A third myth that has tended to recur in the media is that the US spends more money per pupil in public education than any other country in the world. In fact, according to a recent survey, America ranks number seven, and Switzerland spends twice as much (7,061 vs. 3,456 dollars).¹²¹ A fourth myth is that America does not produce enough scientists, mathematicians, and engineers. The truth is that the US produces more of these degrees in comparison of four-year degrees than any other nation. Berliner and Biddle hold that America is doing relatively well in the field of education, but that it is a problem that the media try to draw a picture that shows the opposite.¹²²

Since the early 1980s, Americans have been subjected to a massive campaign of criticism directed at their public schools and colleges. As a result, the critics charge, US students are being shortchanged and the nation is “at risk.” Unfortunately, these charges have also often been made by the White House and other prestigious sources, and they have been picked up and elaborated in the media. According to Berliner and Biddle the public tends to believe in what the media presents as truth and statistical facts, and this in turn severely influences experiences of teachers.¹²³ The media to a great extent determines the status of teachers and heavily influences educational policies and the teachers’ feelings of being recognized as worthy professionals.

Fundamental Problems Attached to the Teaching Profession

The burn-out that teachers experience has several sources, and the criticism of the profession that arises in society is one of the most important ones. The reason for this criticism is that the educational system is not able to produce what society needs. A wide-spread opinion has been that students do not learn, that economic productivity is not growing, and that the country’s economic competitiveness has declined. The teachers are called to blame for all this because they are ill prepared and do not do their jobs properly. David F. Labaree summed up complaints about teacher education in one sentence: “Schools of education have failed to provide an education for teachers that is either academically elevated or pedagogically effective.”¹²⁴

At the turn of the 20th century, when the primary school system could no longer meet the demands by society for sophisticated knowledge, there was a resulting need for rapid expansion of secondary education. The teaching profession had since the middle of the 19th century been filled mostly by women. Generally the ratio between female and male teachers stayed at two to one between 1870 and 1970.¹²⁵ Low pay and high turnover were typical for educators--women usually stayed only until they married. The increasing demand for more teachers and higher efficiency around the year 1900, led to an increased pace in educating new teachers at "normal schools" (teachers' colleges). In 1920 there were nearly six times as many women as men in the profession.¹²⁶ Labaree argues that because of the increased demand for more teachers, and the disproportionate number of women in the profession, the pay and social

¹²⁰ Jimmie Cook, “America’s Schools More Than Measure Up,” in *Teaching PreK-8*, Vol. 28, No. 7, Apr. 1998, 30-31.

¹²¹ *Ibid.*, 30-31.

¹²² David C. Berliner and Bruce J. Biddle, *The Manufactured Crisis. Myths, Fraud, and the Attack on America’s Public Schools*, (Reading, MA, 1995), 64.

¹²³ *Ibid.*, 64.

¹²⁴ David F. Labaree, “An Unloving Legacy: The Disabling Impact of the Market On American Teacher Education,” in *Phi Delta Kappan*, Vol. 75, No. 8, 1994, 593.

¹²⁵ “Historical Statistics of the United States. Colonial Times to 1970,” Washington DC, House Document Series, No 93-78, 375-76.

¹²⁶ *Ibid.*, 375.

status for educated teachers have remained low and the professional training has continued to be geared toward quantity rather than quality.¹²⁷

Labaree goes on by claiming that teacher education has been inappropriate because the market demanded that education at teachers' colleges also should provide academic degrees for the purpose of social mobility, to allow students to aspire to other occupations than just teaching. In other words, traditionally there has been confusion over which market teachers' education is meant for. Moreover, there has also been a lack of defined professional pedagogical objectives. The results, he asserts, have been thin coverage of subject matter, short and superficial programs, accessibility for everyone, low levels of difficulty, and keeping the training inexpensive.¹²⁸

Because much of these fundamental conditions still remain, society perceives the teaching profession to be something less than a fully respectable profession. The status attributed to teachers is therefore a reflection of the public's mistrust in the purposefulness of teacher preparation. Deeply rooted in history, this has been a problem hard to overcome. Teachers still have to tolerate much unfounded criticism that should have been corrected through changes in teacher education. However, the status of teachers is not fixed. After a trend of lowering of teachers' status following the late sixties, the report on education "A Nation At Risk" in 1983 helped put focus on the deteriorating conditions in the education system. As a result negative evaluation of schools and teachers started to change, and teachers' salaries started to improve. This as a forerunner to the commitment of President Clinton to further improve education and teachers' working conditions holds promise that teachers are on the move toward their rightful place on the social ladder.

Education and Public Opinion

Public opinion is determining also for much of the fulfillment teachers get from their work. It sets criteria that the teaching profession has to take seriously in its planning. The public's expectations to the educational system are therefore crucial factors that must be accounted for when trying to improve student academic standards. According to the 29th Annual Phi Delta Kappa/Gallup poll in 1997 of the public's attitudes toward the public schools, the public, in order to ensure better academic results, would like to have public schools:

- where there is a computer in every class room,
- that parents and students can choose among,
- where "troublemakers" are put into separate schools,
- where national standards for measuring academic performance are established,
- in which students are grouped in classes according to ability,
- with a national curriculum,
- that provide health care services.¹²⁹

These points are important for policy makers to heed when planning. President Clinton supported the first two of these points in his State of the Union Address in 1997, and likewise national standards was the first among ten points listed for education. There is an ongoing debate whether disruptive students should be put in separate schools (spring 1998). However, the public's desire for a national curriculum was not mentioned by the president in his speech, but the National Board of Professional Teaching Standards is a response to the problem of lacking standards in public schools. The last point in the poll, the providing of health care

¹²⁷ David F. Labaree, "An Unloving Legacy: The Disabling Impact of the Market On American Teacher Education," in *Phi Delta Kappan*, Vol. 75, No. 8, 1994, 594-95.

¹²⁸ *Ibid.*, 594.

¹²⁹ C.R. Lowell, A.M. Gallup, and S.M. Elam, "The 29th Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools," in *Phi Delta Kappan*, Vol. 79, No. 1, 1997, 41-56.

services in public schools, was not referred to by the president but has nevertheless been implemented in many schools.

After all, public schools and public school teachers are enjoying high credibility in society. High public support was indicated when people were asked to grade the public school in their community, and 46% gave them an A or a B. This poll therefore may indicate that teachers' work conditions will keep improving. Politicians' efforts to integrate the public's desires into their plans will strengthen teachers' goodwill in society. The public's acceptance of the teaching profession as a "worthy" profession will through political actions provide a good basis for better pay, more appropriate class sizes, more of the paperwork to be taken care of by administrators, better teaching materials, improved school buildings, and more teachers to handle assignments related to children with learning problems and the many different expectations from society. Probably, higher status may lure more men into teaching and provide a better balance between the sexes. Also, mocking of the teaching profession in the media most likely will diminish greatly as a result of teachers' strengthened social standing. Furthermore, parents' sense of responsibility might improve due to increased respect for teachers, and disciplinary problems and crime in schools will therefore most likely diminish, too. Lastly, the need for school option¹³⁰ and school vouchers¹³¹ will be reduced when all public schools become "good public schools."

Changes in all these areas will for many sound unrealistic. However, the simple fact is that with a concerted effort among all relevant authorities, a much more homogenous quality of schools could be achieved. With the efforts of the present White House administration, the hope is that a permanent improvement of an ailing American education system already is secured. Some problems might temporarily exacerbate the situation though, as for instance the increasing share of single mothers among parents. However, better education may ultimately influence also this unfortunate trend.

Concluding Remarks

American education suffers from a lack of consistent quality and inadequacies. It is therefore a commonly accepted fact that the average private school is better than the average public school. Teachers' problems on the job can be used as a gauge to determine the level of difficulty in a school or in a school district, and the literature attributes the term "teacher burn-out" to depict much of the price teachers have had to pay for inappropriate working conditions. Burn-out is probably responsible for some of the teacher attrition although clear-cut statistical data for this does not exist. There are numerous reasons for why teachers experience the varying degrees of discomfort and disease resulting from burn-out. Researchers conclude that the causes of this problem include for example, teachers' idealism, disruptive students, lack of cooperation with supervisors, low salaries, and implementation of reforms. Not surprisingly, American history shows that teachers today have inherited some of these problems on the job from colleagues in the distant past. In other words, some of the challenges that teachers have, always existed while some are added as a result of changes in an evolving society. One of the unfortunate results of an affluent society is the consumption of too much rich food and the lack of physical activity. These nourish sedentary lifestyles and wide-spread burn-out, not only among school teachers but also among large segments of the American people.

However, there are many positive aspects of American education. Many teachers are very happy with their choice of career, and the desire to work with children has for many years been teachers' most important motivating factor when choosing profession. Also, pay is no

¹³⁰ "School option" is the allows students/parents to choose among public schools and has gained popularity during the last ten years.

¹³¹ A "voucher" is a sum of money granted by the government to students that want to attend private schools. The money goes toward covering part of the tuition.

longer the critical issue it used to be ten years ago and earlier. Moreover, polls show that most Americans are very conscious of the importance of both public and private education, and this fact promises solutions to the existing challenges. A recent national poll by the Joint Center for Political and Economic Studies revealed that in 1998 the support for school vouchers has declined substantially.¹³² This could be a sign of increasing trust in the quality of public schools. Most importantly perhaps, the present president has made education a top priority on his agenda, and has hopefully set in motion processes that will be carried further by his successor regardless of political affiliation. Therefore, the present situation in American education holds great promise that it will achieve its rightful position in society, and that the teaching profession will attract the best teachers through their heightened status.

¹³² National Education Association. [<http://www.nea.org/>]

CHAPTER 2

METHODS, PROCEDURES, AND ANALYSIS

Research Design

In this study, three schools in the southeastern part of Iowa are compared with regard to quality of school-culture. One school is public, while the two others are private--one of these is a Catholic school. This study hypothesizes that degree of teacher job satisfaction--or teacher burnout--is a direct measure of school culture. Student achievement has been indicated to be the most important factor determining teacher satisfaction,¹³³ and therefore it is hypothesized that the public school teachers have a higher degree of burnout than their colleagues at the two private schools. Furthermore, the practice of Transcendental Meditation (TM) has been demonstrated to reduce stress and improve health in numerous studies,¹³⁴ and one of the hypotheses of this study is that the TM practicing teachers at the Maharishi School of the Age of Enlightenment (MSAE) have the lowest degree of burnout of the three samples.

The questionnaire the Maslach Burnout Inventory Educators Survey (MBI--ES) was used in order to collect quantitative data and determine degree of burnout of the three groups of faculty members--a total of 171 full-time teachers. Additionally, thirty subjects volunteered to be interviewed over the telephone to provide qualitative data. These persons were asked questions on traditional causes of burnout derived from the literature on the topic. Questions were also asked regarding their personal lifestyle habits pertaining to for example diet and exercise, plus a few questions on cultural aspects. Finally, another three volunteers were interviewed face-to-face regarding specific problem areas at the three schools. These specific problem areas appeared through the telephone interviews. The qualitative data collected allowed for a more in-depth comparison of teacher burnout and the qualities of cultures at the three schools.

Instrumentation

The well-tested and recognized Maslach Burnout Inventory--Educators Survey (MBI--ES) was used as the initial means of primary data collection. This questionnaire was developed by Christina Maslach, Susan E. Jackson, and Michael P. Leiter in order to standardize and facilitate research on burnout. Because of the high level of interest in teacher burnout, and the necessity for more research in this particular field, the Maslach Burnout Inventory has been adapted to the particular needs of measuring teacher burnout. Development of the current version of the MBI has occurred over a period of eight years (3rd ed., 1996).

The MBI measures three aspects of the effect of burnout: degrees of emotional exhaustion, depersonalization, and the sense of personal accomplishment. When "emotional exhaustion" becomes chronic, teachers find they can no longer give of themselves to students as they once could. "Depersonalization" makes educators show cynical attitudes toward students, and these may be displayed in a variety of ways: using derogatory labels, being cold or distant, and psychological withdrawing. The feeling of low "personal accomplishment" is very harmful to teachers. They entered the profession in order to help their students grow and

¹³³ Steve Dinham, "Enhancing the Quality of Teacher Satisfaction," paper presented at the National Conference of the Australian College of Education, Launceston, Tasmania. Sept. 28-30, 1994, 22 pages.

¹³⁴ D.W. Orme-Johnson, J.T. Farrow, and L.H. Domash, (Seelisberg, Switzerland, 1976), and R. Chalmers, G. Clements, H. Schenkun, and M. Weinless, (Fairfield, IA, 1990-1991), *Scientific Research on the Transcendental Meditation Program, Collected Papers, Volume 1*, and *Scientific Research on the Transcendental Meditation Program, Collected Papers, Volumes 2-5*.

achieve, and there are few other areas in which they can focus and receive rewards when they no longer see this happen. These three qualities represent the three sub-scales of the MBI. The subscales are kept separate at present and are not computed into an overall score. For example, a person who scores high on emotional exhaustion, low on depersonalization, and high on personal accomplishment, may be in a different stage or phase of burnout than someone who scores high on both emotional exhaustion and depersonalization and low on personal accomplishment. However, there is no certain cut-off score that defines a state of burnout. Rather there is a continuum between more and less burned out. Items are written in the form of statements about personal feelings or attitudes. The items are: "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."

The inter-correlation between the MBI subscales are as follows:

	Emotional Exhaustion	Depersonalization
Depersonalization	0.52	
Personal Accomplishment	-0.22	-0.26

Source: ¹³⁵

Using the MBI-ES in research studies allows for better understanding of the personal, social, and institutional variables that either promote or reduce the occurrence of teacher burnout. In addition to the significance of this knowledge for theories of emotional stress and job stress, such information will have the practical benefit of suggesting modifications in recruitment, training, and job design that may alleviate this problem. Many of the aspects that contribute to burnout among educators have been studied, such as caseload, role conflict, work pressure, lack of peer support, lack of promotion opportunity, personal expectations, motivation, and differences between the sexes. However, there might be potentially important characteristics that have not been studied yet.

The MBI-ES has the same three burnout scales as the Maslach Burnout Inventory—Human Services Survey (MBI-HSS), and they are basically identical. The only modification of items in the MBI-ES has been to change the word “recipient” to “student.” When administering the MBI-ES, the same procedures are followed as with the MBI-HSS, and the same key is used for calculating scores. The same cautions and recommendations apply to both. The reliability and validity of these two instruments are therefore identical.

Reliability of the MBI-HSS: Internal consistency has been estimated with Chronbach’s coefficient alpha (n=1,316), and the reliability coefficients for the three subscales were as follows: 0.90 for "emotional exhaustion," 0.79 for "depersonalization," and 0.71 for "personal accomplishment." The standard errors of measurement were: 3.80 for "emotional exhaustion," 3.16 for "depersonalization," and 3.73 for "personal accomplishment."¹³⁶

Validity of the MBI-HSS: Convergent validity has been demonstrated in several ways. First, an individual’s MBI-HSS scores were correlated with behavioral ratings made independently by a person who knew the individual well. Second, MBI-HSS scores were correlated with the presence of certain job characteristics that were expected to contribute to experiences of burnout. Third, MBI-HSS scores were correlated with measures of various outcomes that had been hypothesized to be related to burnout. All three correlation sets provided substantial evidence for the validity of the MBI-HSS and are presented in Appendix C in the *Maslach Burnout Inventory Manual*, Third Edition.

¹³⁵ Maslach, C., Jackson, S.E., and Leiter, M.P. *Maslach Burnout Inventory Manual*. Palo Alto: Consulting Psychologists Press, Inc., 1996, p. 44.

¹³⁶ Christina Maslach, Susan E. Jackson, and Michael P. Leiter, *Maslach Burnout Inventory. Third Edition*, (Palo Alto, 1996), 12.

Eleven questions were added to the MBI-ES to gather demographic data to correlate burnout with independent variables as for example teachers' age and class size. Also, at the end of this section, people were asked to write down their private telephone number for an in-depth interview over the telephone. This interview included 30 questions based on traditional causes of burnout described in the literature on the subject. Also, 17 questions were asked on educational issues related to politics and culture. Finally, 16 questions were asked on personal lifestyle habits like, diet, exercise, the use of alcohol, etc. The last level of obtaining data from the teachers surveyed with the MBI-ES, was done through interviewing some of the subjects interviewed on the telephone face to face. The purpose with this was to probe deeper into certain areas that seemed to be of particular interest at the schools. Other primary sources were governmental statistics and reports on education, opinion polls and surveys on teachers and education and union reports and newsletters. All these were available through both library services and the internet.

Secondary sources: The bulk of the information on teacher burnout came from books and journal articles on teacher stress and burnout, but regular history books were also valuable sources. The date of the articles ranged from the mid-seventies when teacher burnout became a widely recognized phenomenon, until the present. Considering the magnitude of attention given to teacher burnout, and also the high level of interest among many scholars and officials, it is reasonable to assume that these sources provided a well-balanced and high quality picture of a problem that has remained potent over the last quarter century.

Sampling Techniques

A public K-12 school and two private K-12 schools were needed for this research. The only American K-12 school where TM is practiced, is the Maharishi School of the Age of Enlightenment (MSAE) in Fairfield, Iowa. The private school sector includes a wide array of schools, and the most common kind, the Catholic schools, was chosen to represent the other private school in this study. The two other schools (one Catholic and one public) had to be in the same area of the country, and preferably in the same part of the state to ensure as similar conditions as possible regarding geographical environments' influences on the dependent variable, the three schools. The Regina Education Center in Iowa City, and a public school within an hour's travel by car from Fairfield, were chosen. Public schools are generally larger than private schools, and even though relatively small, the size of this public school was about twice that of the two private schools.

Data Collection Methodology

Guidelines in the Maslach Burnout Inventory Manual estimate that filling in the MBI-ES takes ten to 15 minutes. The fact that this form is a highly professional instrument strengthened the likeliness for positive responses when asking the superintendents and principals for permission to have the teachers complete this form. The surveying had to take place at the schools and preferably in meetings because the schools were not allowed to give away teachers' addresses or telephone numbers. However, the ten minutes that was suggested the assignment would take, was enough to make the school officials hesitate somewhat. In reality they were asked to postpone school matters on their agendas. Also, free time would be taken from the teachers, for which there would be no compensation. Anyhow, the requests were honored, and the surveying could proceed with the necessary support from the officials.

Grade Levels: The public school divided their grades into three levels: grades K-4 = lower school, grades 5-8 = middle school, and grades 9-12 = upper school. The Catholic school, the Regina Education Center, applied a different system: K-6 = lower school, and 7-12 = upper school. The MSAE school used the traditional way of three grade levels but different from the public school in that their K-6 = lower school, 7-9 = middle school, and 10-

12 = upper school. The teachers were not instructed to inform about grades taught. Because of only two levels at the Catholic school, the two upper levels at the two other schools had to be grouped together when analysing results.

The surveying at the public school went smoothly. The surveyor was invited to come to a collective meeting where all the teachers were gathered, and they could therefore receive exactly the same information. The drawback with this was that the teachers had to be informed orally to put down which levels they taught, and 16 teachers did not remember to give this information. Because of the large number of teachers present and time-pressure, it was not possible for the surveyor to receive the completed forms directly from all the teachers and check if they followed the instructions fully. The 16 teachers that did not indicate "grade levels taught" therefore constitute a fourth group that most likely is made up of individuals from all the three other groups (teaching lower, middle, and upper schools). Twelve teachers signed up for being interviewed over the telephone.

The collecting of data at the Regina Education Center was almost as easy as at the public school. The school had only a lower and an upper school, and the completion of the MBI-ES took place at two meetings, one for the lower school and one for the upper. Eight teachers volunteered for being interviewed over the telephone.

The completion of the MBI-ES at MSAE was a rather time-consuming and disorganized process. A meeting where all the teachers were present would have been the ideal setting. This was not possible as the school's schedule did not include such a meeting at the time of the year. Therefore, the completion of the forms had to take place in smaller meetings, and some ten individuals were not present. These teachers had to be tracked down and encouraged to complete the survey at home. Also, due to the surveyor's double-booking on one occasion, the personnel director had to take his place and instruct teachers at a small meeting how to follow the procedure recommended in the MBI Manual.

Ten teachers at the public school were interviewed on the telephone over a two-week period of time, starting May 26th, 1998. Five of these were teaching in elementary school, four in middle school, and one in upper school. Due to confidentiality concerns, information that might reveal the identity of the teacher with whom I met face-to-face, will not be given. At the Catholic school another eight teachers were interviewed by telephone during the same time period, and one, who taught upper school, was interviewed face-to-face. The twelve interviews with the MSAE teachers lasted into the summer. The reason for this was that they were difficult to reach. However, the validity of these interviews did not seem to be influenced by the fact that some were done late. Therefore, they were considered as useful for this research as the rest. One of these teachers was interviewed face-to-face.

A tape recorder was used to record the telephone interviews and the face-to-face interviews. This provided excellent quotations. A table was constructed to calculate percentages for the responses over the telephone. The figures in this table had no statistical significance but allowed for comparison of the schools in general ways (see table 6, Appendix 2).

The length of the telephone interviews varied between 20 minutes and 1 hour and 15 minutes, and most common was 40 to 50 minutes. The interviews were structured, asking all interviewees the same 63 questions. Twenty questions were added or slightly re-phrased for the teachers interviewed at MSAE to gain information pertaining to their practice of TM. Due to the nature of the telephone conversations, the questions were not always followed exactly because the overall impression was more important than statistics. More than half the questions asked on teacher satisfaction did not provide particularly interesting information. Only those which were of general common interest, and the ones that tied in with certain problem areas at the particular schools, are referred to in this text.

The face-to-face interviews were used to probe into the problem areas above in order to uncover patterns and subliminal sources of teacher dissatisfaction not apparent in the telephone interviews. Therefore, the questions asked had to be spontaneous and unstructured. The three teachers were also allowed to express what they thought was positive about their jobs.

Computerization Processes and Statistical Analysis Procedures

The SPSS statistical analysis program was used for the computerization processes. Only the data collected through the surveying of the 171 teachers qualified for statistical analysis. These data included the scores computed for the three sub-scales for each case--"Emotional Exhaustion," "Depersonalization," and "Personal Accomplishment"--plus the responses to the questions on demographics. All the information was turned into numerical data and loaded into the system as the following variables:

- Emotional Exhaustion (measuring teachers' degree of emotional fatigue). Numeric/Ratio level. Range: 0 - 54.
- Depersonalization (measuring teachers' degree of cynical attitudes toward their students). Numeric/Ratio level. Range: 0 - 30.
- Personal Accomplishment (measuring teachers' sense of achievement on the job). Numeric/Ratio level. Range: 0 - 48.
- Age (classifying teachers' age). Numeric/Ratio level. Range: 22 - 63.
- Average Number of Students in Class (classifying average class size taught). Numeric/Ratio level. Range: 4 - 94.
- Teaching Experience (classifying length of teaching experience). Numeric/Ratio level. Range: 1 - 35.
- Number of Offspring (classifying teachers' number of children). Numeric/Ratio level. Range: 0 - 4.
- Grade Level Taught (classifying the level most commonly taught). Categorical/Ordinal level. Range: 1 - 3 (1=lower school, 2=middle school, 3=upper school).
- Place (the three different schools). Categorical/Nominal level. Range: 1 - 3 (1=public school, 2=Catholic school, 3=MSAE).
- Marital Status (categorizing teachers' marital status). Categorical/Nominal level. Range: 1 - 2. (1=single/divorced, 2=married).
- Gender (categorizing teachers' sex). Categorical/Nominal level. Range: 0 - 1 (0=female, 1=male).

Numerical Data Testing

Analysis of variance (ANOVA) is a statistical technique designed to determine whether or not a particular classification of data on the interval and ratio levels is meaningful. The total variation in the dependent variable (the sum of squared differences between each observation and the overall mean) can be expressed as the sum of the variation between classes (the sum of the squared differences between the mean of each class and the overall mean, each times the number of observations in that class) and the variation within each class (the sum of the squared difference between each observation and its class mean). This decomposition is used to structure an F test to test the hypothesis that the between-class variation is large relative to the within-class variation, which implies that the classification is meaningful, i.e., that there is a significant variation in the dependent variable between classes. A list of F values is worked out and standardized so that the values can be used to determine the level of significance for the results of the ANOVA test.

A one-way ANOVA test was performed in order to detect differences between the three schools on two groups of dependent variables: one group of dependent variables in the test may be termed "burnout variables" (Emotional Exhaustion, Depersonalization, and

Personal Accomplishment), and the other group was the “teacher background variables” (Age, Offspring, Class Size, and Teaching Experience). Place (the three schools) was the independent variable. The dependent variables had to be numerical (interval or ratio level). Interval level data has no absolute zero value, but the distance between each observation has to be the same on a scale. An example of this is time expressed in years “the absolute year 0”--when time actually started--cannot be determined. Ratio level data refers to data with absolute zero values, like for instance “age.” In this study, only ratio level data expressed as dependent variables (the burnout variables and the teacher background variables) was tested by analysis of variance (ANOVA).

The reason why this particular test was chosen, is that it allowed for testing the influence of Place (the three schools) on all the numerical teacher background variables at the same time. The test indicated if there were significant differences between the three schools on the burn-out variables (Emotional Exhaustion, Depersonalization, and Personal Accomplishment), and the teacher background variables (classified by the variables Age, (Number of) Offspring, Class Size, and (Amount of) Teaching Experience).

Categorical Data Testing

The chi-square test was used to test the nominal level data in this study, classified by the dependent variables Gender and Marital Status. The test allowed for testing for significant differences in the distribution of gender and teachers’ marital status at the three schools. Only data that can be put into a cross-tabulation can be tested with the chi-square test. In the cross-tabulation, the theoretical, expected distribution the way it would be if the two variables were completely independent, represents the base line. To calculate the chi-square, one subtracts the expected value in each cell of the cross-tabulation and squares each result to eliminate the effect of minus signs. Then one divides each result by the expected value to obtain results in the form of unitless numbers, and adds the results.

Comparisons of Means

Comparison of means was used to construct the following cross-tabulations, or contingency tables (dependent variable listed first in each pair):

- Age/Teaching Experience, Gender/Place, Teachers’ Marital Status/Place.
- Emotional Exhaustion, Depersonalization, Personal Accomplishment/Teachers’ Age.
- Emotional Exhaustion, Depersonalization, Personal Accomplishment/Gender.
- Emotional Exhaustion, Depersonalization, and Personal Accomplishment/Teachers’ Marital Status.
- Emotional Exhaustion, Depersonalization, Personal Accomplishment/Amount of Teaching Experience.
- Emotional Exhaustion, Depersonalization, Personal Accomplishment/Place.
- Emotional Exhaustion, Depersonalization, Personal Accomplishment/Grade Level Taught
- Emotional Exhaustion, Depersonalization, Personal Accomplishment/Class Size.
- Class Size/Place, Teachers’ Age/Place, Class Size/Place, Teachers’ Teaching Experience/Place.

The Pearson correlation coefficient "r" was used to indicate the correlation between the variables: Emotional Exhaustion, Depersonalization, Personal Accomplishment, Age, Gender, Number of Offspring, Class Size, Amount of Teaching Experience, Grade Level Taught, and Teachers’ Marital Status.

HYPOTHESIZED FINDINGS

Analysis

The two null-hypotheses express that there is no difference between the qualities of school culture in the three schools, and that the practice of TM has no effect on teacher burnout and therefore does not cause a level of teacher burnout at MSAE to be any different from that of the two other schools. If these hypotheses are refuted, the research question in this study, what were the causes of teacher dissatisfaction in the institutional cultures of the three schools in this study, has to be answered.

In order to determine possible differences in culture between the three schools and causes of teachers' burnout, the following items are needed:

- Correlation coefficients between Place (the three schools) and all the burnout variables (Emotional Exhaustion, Depersonalization, and Personal Accomplishment) plus all the numeric teacher background variables (Age, (Number of) Offspring, Class Size, and (Amount of) Teaching Experience). A frequency table for all the correlation coefficients is also needed and put in Appendix 2.
- Chi-square coefficients to determine significant differences in the distribution of gender and teachers' marital status at the three schools.
- A correlation table for the coefficients between the "burnout variables" and the "teacher background variables."
- Bivariate tables for:
 - teacher burnout by Age (not shown due to no significant impact of Age on teacher burnout),
 - teacher burnout by (Amount of) Teaching Experience,
 - teacher burnout by (Grade) Level Taught,
 - teacher burnout by the three schools' different grade levels,
 - teacher burnout by Class Size,
 - teacher burnout by Gender,
 - teacher burnout by Marital Status,
 - Age by Place
 - (Amount of) Teaching Experience by Place,
 - Gender by Place,
 - Marital Status by Place,
 - teacher burnout by (Number of) Offspring (not shown due to no significant impact of Offspring on teacher burnout),
 - Class Size by Place.
 - A graph to visualize level of teacher burnout at the three schools.

It should be noted that teacher burnout is determined by the three scores on the MBI-ES subscales, Emotional Exhaustion, Depersonalization, and Personal Accomplishment. However, according to the *Malach Burnout Inventory Manual*, Third Edition, Emotional Exhaustion and Depersonalization depict teacher stress and have been shown to be consistently correlated with teachers' sense of accomplishment, measured with the subscale Personal Accomplishment. Therefore, "teacher burnout" refers to all three parameters of the MBI questionnaire.

Correlation coefficients that show significant differences between the three schools with regard to the "burnout variables" and the "teacher background variables" are also needed. A one-way analysis of variance test (a one-way ANOVA test) is used because it allows for testing of correlation between the independent variable Place and the numeric teacher background variables at the same time (see table 1). The two categorical/nominal level teacher background variables Gender and Marital Status were tested with the chi-square test to detect significant differences in distributions of gender and teachers' marital status at the three schools.

The correlation table for the coefficients between the "burnout variables" and the "teacher background variables" serves to determine which, if any, of the independent teacher background variables are significantly correlated (positively or negatively) with the dependent burnout variables. The correlation coefficients indicate if any of the teacher background variables cause significant variation in the burnout variables, and thereby cause differences in teacher burnout at the three schools.

The bivariate tables show:

- how burnout varies according to teachers' age, length of teaching experience, grade level taught, class size taught, gender, and marital status, and
- how teachers' age, length of teaching experience, sex, marital status, and average class size taught vary by school.

These tables were therefore helpful in explaining what factors cause teacher stress, and how the impact of certain such factors are different for the three schools.

Test on Significant Differences Between the Three Schools with Regard to the "Burnout Variables" and the "Teacher Background Variables" -- One-way ANOVA Test

Table 1. One-way ANOVA (Analysis Of Variance) test table. Percentages of total sample in parenthesis.								
Dependent Variables	Independent variable "Place"	Sum of Squares	DF	Mean Square	R ²	F-ratio	p-value	N
Emotional Exhaustion	Place Error	1717.999 15620.106	2 168	858.999 92.977	0.099	9.239	0.000*	171 (100.0)
Depersonalization	Place Error	632.059 3591.321	2 168	316.030 21.377	0.150	14.784	0.000*	171 (100.0)
Personal Accomplishment	Place Error	617.342 3981.512	2 168	308.671 23.699	0.134	13.024	0.000*	171 (100.0)
Age	Place Error	3357.086 13684.358	2 166	1678.543 82.436	0.197	20.362	0.000*	169 (98.8)
Offspring	Place Error	13.223 293.526	2 168	6.611 1.747	0.043	3.784	0.025*	171 (100.0)
Class Size	Place Error	1633.232 13495.041	2 165	816.616 81.788	0.108	9.985	0.000*	168 (98.2)

*Significant at the $p < 0.05$ level.

The test shows that the independent variable Place (the three schools) cause significant variation in all the dependent variables except for one, (Amount of) Teaching Experience. The variation in the three "burnout variables" (the average MBI scores of each of the three groups of teachers), and the "teacher background variables" (average scores on variables classifying demographic data), shows that the three schools are significantly different from one another with respect to:

- teacher stress (Emotional Exhaustion and Depersonalization scores),
- teachers' sense of accomplishment (Personal Accomplishment scores),
- their age,
- their number of offspring, and
- average class size taught.

These findings are significant on the $p < 0.05$ -level. Also, these results show that the three school cultures as they relate to the "burnout variables" and the "teacher background variables," are significantly different from one another. The influence Place has on the variation ratio for Teaching Experience (teachers' average length of teaching experience) is as close to being significant as possible ($p = 0.051$, - not listed due its insignificance).

Testing for Differences in Distributions of Gender and Teachers' Marital Status at the Three Schools -- Chi-square Test

The chi-square test is used to test for differences in the variations of the variables Gender and Marital Status (see Table 15 for the distribution of gender, and Table 16, Appendix 2, for the distribution of unmarried and married teachers at the three schools). None of the cells in the table have expected frequencies less than the required 5. The values of the dichotomous variables are for Gender: 0=Female, 1=Male, and for Marital Status: 1=Single/Divorced, 2=Married.

Result of the chi-square test on the distribution of genders at the three schools: the chi-square equals 1.86, with 2 degrees of freedom, and the p-value was 0.395.

Result of the chi-square test on teachers' marital status at the three schools: The chi-square equals 13.41, with 2 degrees of freedom. The p-value was significant at the 0.01 level. The test proved that the differences are so great that the probability of being caused by chance is less than 1:100, or one percent.

Thus, the results of the chi-square test shows that:

- the three schools are not significantly different from one another with regard to gender proportions, and
- the three schools populations of teachers are significantly different from one another with regard to marital status of their teachers

It is necessary to find out which of the teacher background variables that are significantly correlated with the burnout variables to probe deeper into how the three school cultures are different from one another. A significant correlation measure means that change in one independent variable will cause change in a corresponding dependent variable, and that the probability for this to happen by chance is indicated by the actual p-value. A positive correlation coefficient indicates that increasing values in one variable will be followed by increasing values in the other. A negative correlation coefficient means that an increase in the value in one variable will be accompanied by a decreasing value in the other.

Teacher burnout reflects the quality of school culture. Therefore the teacher background variables which are positively or negatively correlated with any of the burnout variables, will help explain the occurrences of burnout. A Pearson correlation coefficient "r" table is worked out below:

Table 2. Pearson correlation coefficients "r," expressed for the combinations of "burnout variables" (MBI sub-scale scores) and "teacher background variables."					
Burnout Variables	Teacher Background Variables				
	Gender	Class Size	Teaching Experience	Level Taught	Marital Status
Emotional Exhaustion	0.31	0.141	0.050	-0.122	0.152*
Depersonalization	0.284*	0.194*	0.155*	0.236*	0.114
* Correlation significant at the p<0.05 level (2-tailed test). Note: ¹³⁷					

Emotional Exhaustion (teachers' emotional fatigue) is positively correlated with only one variable, Marital Status (teachers' marital status). The surprising fact in this study is that

¹³⁷ Personal Accomplishment (teachers' sense of accomplishment) was not significantly correlated with any of the teacher background variables. However, this variable is strongly negatively correlated with the Emotional Exhaustion and Depersonalization. This means that by knowing scores on the Emotional Exhaustion and Depersonalization parameters, the score on the Personal Accomplishment parameter can be predicted. The "teacher background variables" Age and (Number of) Offspring were not included in the table because they were not significantly correlated with any of the "burnout variables."

the positive correlation shows that unmarried teachers have less serious experiences of emotional fatigue than those who are married. This is the opposite of what was found by Maslach, Jackson, and Leiter.¹³⁸

Depersonalization (teachers' cynical attitudes) on the other hand, is positively correlated with several variables: Gender, Class Size (average class size taught by the teachers), (Amount of) Teaching Experience (teachers' average length of teaching experience), and (Grade) Level Taught (lower, intermediate, and upper levels). Results:

- Male teachers in this study tend to experience stronger cynical attitudes when teaching than women do, and this is in accord with what was found by Maslach, Jackson, and Leiter.¹³⁹
- Larger classes seem to cause more cynicism for the teachers than smaller classes do, and this was also found by Glass and Smith.¹⁴⁰
- Teaching upper rather than lower grades causes increased degree of cynical attitudes. This finding is consistent with what Anderson and Iwanicki reported.¹⁴¹

Table 3 and Graph 1 show that the level of teacher burnout varies among the three schools. The general tendency is that the all the three burnout parameters, Emotional Exhaustion, Depersonalization, and Personal Accomplishment, indicate that teacher dissatisfaction is highest at the public school, followed by the Catholic school and MSAE (high degree of burnout = high Emotional Exhaustion and Depersonalization scores, and low Personal Accomplishment score--average degree of burnout = average scores on all three parameters--low degree of burnout = low Emotional Exhaustion and Depersonalization scores, and high Personal Accomplishment score).

Especially prominent is the difference in teachers' cynical attitudes (Depersonalization scores) between those at the public school and MSAE. Moreover, teachers' sense of achievement (Personal Accomplishment score) is lowest at public school and highest at MSAE. The overall conclusion is that the MSAE teachers experience least burnout of the three groups of teachers, and that the teachers at the public school has the highest burnout scores. The MSAE teachers also have the highest sense of achievement, followed by the Catholic school and the public school. Table 3 below shows the actual burnout scores for the three schools.

Table 3. Summaries of Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA) by school. Ranges of MBI sub-scales: See Table 2 above.							
School	EE		DP		PA		N
	Mean	SD	Mean	SD	Mean	SD	
Public	24.03	9.53	9.16	4.99	38.24	5.10	75 (43.9)
Catholic	20.04	10.68	6.72	4.99	39.79	5.13	47 (27.5)
MSAE	16.49	8.72	4.59	3.54	42.8	4.20	49 (28.7)
All Three Schools	20.77	10.10	7.18	4.98	39.97	5.20	171 (100.0)
MBI Norms	21.25	11.01	11.00	6.19	33.54	6.89	4,163

The graph below shows the same results as table 3:

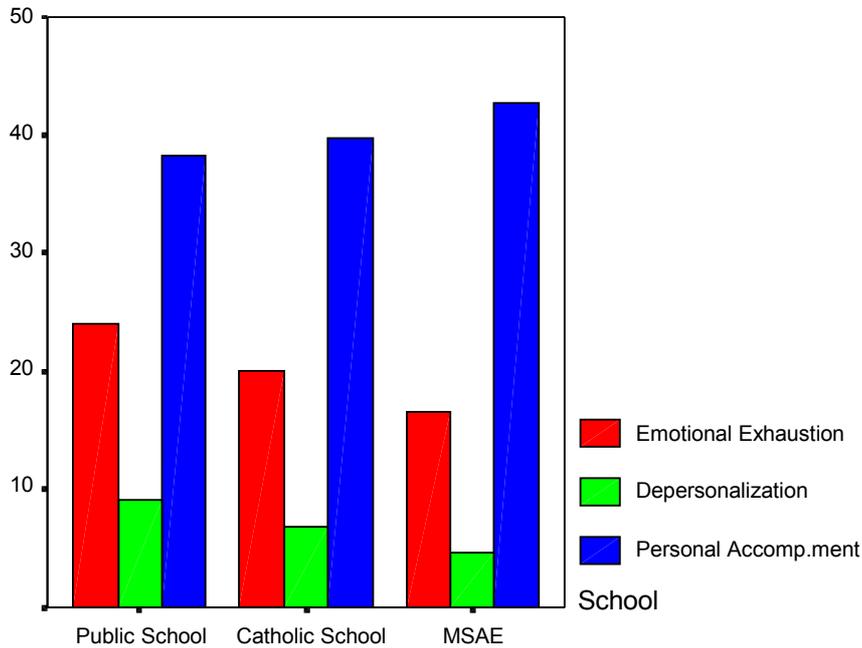
¹³⁸ Ibid., 47.

¹³⁹ Ibid., 47.

¹⁴⁰ Anthony J. Cedoline, *Job Burnout in Public Education. Symptoms, Causes, and Survival Skills*, (New York, 1982), 102.

¹⁴¹ M.B. Anderson and E.F. Iwanicki, "Teacher Motivation and Its Relationship to Burnout," in *Education Administration Quarterly*, Vol. 20, No. 2, 1984, 109-32.

Graph 1. Comparison of stress and sense of accomplishment at the three schools. Summaries of Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA) by school. Ranges of MBI sub-scales: EE=0-54 (degrees of emotional fatigue: 0-16 = low, 17-26 = average, 27-54 = high), DP=0-30 (degrees of cynical attitudes toward students: 0-8 = low, 9-13 = average, 14-30 = high), PA=48 (degrees of sense of accomplishment: 0-30 = low, 31-36 = average, 37-48 = high).



Based on the information in table 3 (and graph 1), the hypothesis that the public school has the highest level of teacher burnout and MSAE the lowest, is accepted. Also, one of the null-hypotheses, that there are no differences among the three school culture as reflected through differences in degrees of teacher burnout, is refuted for the same reason. However, it is not possible to refute the null-hypothesis that the practice of TM by itself causes lower degree of burnout for the MSAE teachers than for the two other groups. The reason for this was that even if the MSAE school teachers appear to have the lowest degree of burnout, it is not possible to determine the importance of the practice of TM due to interfering practices (see page 97).

It is highly interesting to compare this study's data with the norms established by Maslach et. al., based on their combined surveying of 4,163 teachers. In this study only the public school teachers have a higher Emotional Exhaustion mean score than the MBI norm. This means that in this study only the teachers at the public school experience feelings of being more emotionally exhausted by their work than what has been commonly reported by teachers. All the other mean scores at all three schools are more fortunate than the MBI norms. Therefore, the teachers at the three schools in this study in general have considerably more positive experiences as teachers than the average teacher surveyed by Maslach et. al.

UNHYPOTHEZIZED FINDINGS

Burn-out and Amount of Teaching Experience. All Groups Combined

In this study, the longer the teachers have taught, the higher the degrees of cynical attitudes (Depersonalization scores) (see table 8, Appendix 2). There is no clear pattern for the two other measures, emotional fatigue and sense of job accomplishment (Emotional Exhaustion and Personal Accomplishment scores). However, it is interesting to note that the group with the second longest experience has the highest scores on both Emotional Exhaustion and Personal Accomplishment, which seems like a contradiction. Perhaps this could be perceived as if hard work that results in emotional over-extension is rewarded with sense of higher accomplishment.

Teacher Stress and Accomplishment Relative to Grade Level Taught. All Groups Combined

According to Anderson and Iwanicki, those teaching at middle and upper levels are more prone to burnout than those teaching lower levels.¹⁴² The present study, however, paints a mixed picture similar to Schwab's and Iwanicki's results¹⁴³ (see table 9a, Appendix 2). Teaching middle and upper levels contrasted with teaching elementary school causes a significant variation in teachers' cynical attitudes (Depersonalization scores). The tendency seems to be the same for Emotional Exhaustion scores, although not significant. The lower school teachers have the lowest average score on this parameter, despite the MSAE lower school teachers' relative high average score (20.05, - see table 10, Appendix 2). Teaching lower school causes less emotional fatigue than teaching at the upper levels (see table 9b, Appendix 2), and this supports the findings by Anderson and Iwanicki.

Teacher Stress and Sense of Accomplishment at the Three Schools' Different Levels

As shown in table 10, Appendix 2, the MSAE lower school staff appear to have a high level of emotional fatigue (Emotional Exhaustion score) compared with the teachers at the MSAE middle and upper schools. Even though less pronounced, the same is true at the Catholic school. The pattern at the public school seems to be in accordance with the conventional wisdom, that teacher stress is higher at the upper levels than in elementary school.¹⁴⁴

The Depersonalization scores (measuring cynical attitudes) in table 10, Appendix 2 reflect what has commonly been reported in the literature on teacher burnout. However, the MSAE school teachers deviate somewhat from this because their middle school has the lowest score of the three levels. The MSAE school's middle and upper level teachers, and the Catholic school's lower level teachers, have relatively low occurrences of cynical attitudes (Depersonalization scores), while the scores on this parameter for the rest of the total sample rank considerably higher on the scale.

Teacher Stress and Accomplishment Relative to Class Size

Former secretary of the U.S. Department of Education, Chester E. Finn, argues that over the past 40 years the teacher-student ratio has fallen from 1:27 to 1:17 without proving to be helpful to improve teaching.¹⁴⁵ The figures in table 11, Appendix 2 indicate that this may not be the case in this study, even though very small classes--less than ten--cause a stress level

¹⁴² Ibid., 109-32.

¹⁴³ Richard L. Schwab and Edward F. Iwanicki, "Who are Our Burned Out Teachers?" in *Educational Research Quarterly*, Vol. 7, No. 2, 1982, 5-16.

¹⁴⁴ Steven Nagy and Lorraine G. Davis, "Burnout: A Comparative Analysis of Personality and Environmental Variables," in *Psychological Reports*, Vol. 57, 1985, 1324.

¹⁴⁵ Chester E. Finn, "The Real Teacher Crisis," in *Education Week*. Vol. XVII, No. 9, 1997, 48, 36.

slightly higher than that of class size 25-29 students. However, the number of cases in this category is so small (N=4) that one should be careful about drawing any conclusions. Also, teachers with class sizes of less than ten have a high standard deviation score for Emotional Exhaustion, something which makes the mean score for Emotional Exhaustion less useful. Not surprisingly, classes larger than 30 cause higher burnout than smaller ones but again, the number of cases in this category is so small (N=10) that one should not rely on these figures. Except for the very smallest class size, the general picture is that the feeling of accomplishment appears to be reduced with growing numbers of students in class. The group with the second highest Personal Accomplishment score (measuring teachers' sense of accomplishment) are those teachers who have the fewest students, which indicates that this group has high stress but also a high degree of accomplishment (for the same indication, see "Job Stress and Amount of Teaching Experience. All Three Schools Combined," above). But here too, the number of cases is very low, making the results uncertain.

Differences Between Female and Male Teachers. All Groups Combined

Male teachers score higher than female teachers on both emotional fatigue and cynical attitudes (Emotional Exhaustion and Depersonalization scores), and the difference between the genders on the Depersonalization scale is striking--a mean of 9.41 points for males versus 6.29 points for females (see table 12, Appendix 2). Men seem to show more frequent and negative feelings toward students considerably more so than women do. Also, women have a higher mean score on the Personal Accomplishment scale than men. The standard deviation scores are relatively alike for both sexes even though there is some more variation among men on reported scores on feelings of accomplishment. These results are in accord with what was found by Schwab and Iwanicki.¹⁴⁶ They report that male teachers experience a higher degree of stress and lower sense of fulfillment than female colleagues.

Differences Between Unmarried and Married Teachers. All Groups Combined

In this study, unmarried teachers seem to be more successful in their occupation than married ones. Also, single teachers appear to be less stressed than those who are married (reflected in the Emotional Exhaustion and Depersonalization scores) (see table 13, Appendix 2).¹⁴⁷ This is surprising in the light of another study which showed that married teachers are less burned out than unmarried ones.

Teachers' Age and Teaching Experience

The mean age of the teachers varies somewhat among the three schools. The Catholic school has the lowest mean age (35.81), and it is almost 12 years lower than at MSAE, which had the highest one (47.55). This is surprising considering the fact that the mean of the number of years of working experience at MSAE is in between that of the two other schools. According to the figures in Tables 14a and Table 14b, Appendix 2, and without taking into account that some teachers have taken breaks in their careers as teachers, the teachers at the public school started teaching at an average age of $(40.71 \text{ minus } 14.92) = 25.79$. The teachers at the Catholic began their teaching careers at an average age of $(35.81 \text{ minus } 10.81) = 25$, and the MSAE teachers did not start before they averaged $(47.55 \text{ minus } 12.60) = 34.95$. It is therefore likely that the teachers at the MSAE school in general were much older than the teachers at the two other schools when they entered the teaching profession.

¹⁴⁶ Richard L. Schwab and Edward F. Iwanicki, "Who Are Our Burned Out Teachers?" in *Educational Research Quarterly*, Vol. 7, No. 2, 1982, 5-16, and M.B. Anderson and E.F. Iwanicki, "Teacher Motivation and Its Relationship to Burnout," in *Education Administration Quarterly*, Vol. 20, No. 2, 1984, 109-132.

¹⁴⁷ P. Holt, M.J. Fine, and N. Tollefson, "Mediating Stress: Survival of the Hardy," in *Psychology in the Schools*, Vol. 24, No. 1, 1987, 51-58.

Many of the teachers at the public school represent a segment of the population that take an education and settle to have a career in an area where they were born and where they want to live. It follows that such individuals start their careers at a fairly young age. The situation at the Catholic school is dominated by the fact that perhaps as many as half of the teachers are recent graduates from the University of Iowa. These individuals teach for a limited period of time--perhaps a couple of years--before going on to better paid jobs in public schools. These "rotating" teachers keep the mean age relatively low even though the permanent faculty members grow older. The situation at MSAE probably is a unique one. These teachers are older than the teachers at the two other schools but have a similar amount of teaching experience. Therefore these teachers most likely had other careers before moving to Fairfield. They work at MSAE primarily for two reasons: they want spiritual growth, and/or they have children in this school, whose tuition they work to cover (the symbolic salaries there are too low to motivate for teaching).

In the nation as a whole the median number of years of teaching experience was 15 in 1996.¹⁴⁸ This compared with the same for the public school, 7 years for the Catholic school, and 11 years for the MSAE school.

Gender Distribution

Teaching has traditionally been a women's profession. The balances between the sexes at the public school and MSAE are much in accord with the situation at the national level where only 25.6% of all teachers in the K-12 system is male (see table 15, Appendix 2).¹⁴⁹ The proportion of male teachers at the Catholic school (36.2%) is higher than what might be expected. This fact is somewhat surprising because these men after all have chosen an occupation that traditionally has been dominated by female workers, and the surprise is further compounded by the low pay for teachers in private schools.

Teachers' Marital Status

The share of married teachers at the public school is relatively high (81.3%) compared with the national norm (75.9%--see table 16, Appendix 2).¹⁵⁰ This may be an indication that these teachers come from a stable and established part of the population for whom traditional values are important. The low percentage of married teachers at the Catholic school (68.1%) probably reflects the low mean age of these teachers, and that many of them just started to have a career at a pre-marital stage of their lives. At the MSAE school approximately half of the teachers were married, but many of the unmarried ones have children that attend this school.

Average Class Size Taught

In the initial survey the teachers were asked how many students they were teaching in class. In some cases the responses were several different class sizes. Therefore the average number of students in those cases was calculated. The class-size means are fairly alike at the public and Catholic schools (see table 17, Appendix 2). The MSAE school, on the other hand, has much lower means: 16.93 (MSAE lower school) and 15.67 (MSAE middle and upper schools) versus 21.02 (public lower school) and 23.96 (Catholic lower school), and 22.34 (public middle/upper schools) and 21.63 (Catholic upper school). The standard deviation scores indicate that classes at MSAE are consistently smaller than those of the two other

¹⁴⁸ National Center for Education Statistics, *Digest of Education Statistics 1997*, U.S. Department of Education, Office of Educational Research and Improvement, Table 69.

¹⁴⁹ *Ibid.*, Table 69.

¹⁵⁰ *Ibid.*, Table 69.

schools. Classes at the public school seem to vary much more in size than those at the Catholic and MSAE schools.

INTERVIEWS

Summary of Telephone Interviews ¹⁵¹

A striking difference between the three groups of teachers appeared in what motivated these people to become teachers. Almost all the public school teachers, and all of the Catholic school's faculty members (90% versus 100%), agreed that the desire to work with children was the most important reason. However, none of the MSAE teachers referred to this, but rather that they, 1) wanted to work to get free tuition for their children (50%), and 2) that they wanted personal spiritual evolution from being full time with the TM movement (25)%. While all the teachers in the first group said that the greatest reward about teaching came from seeing children grow, half the MSAE teachers said the same while the other half also referred to the way they were able to connect with their students. Most of the teachers (70% at the public school, 88% at the Catholic school, and 92% at MSAE) would have chosen teaching over again as a career. This was perhaps a surprising response from the MSAE teachers, because they were primarily motivated by a combination of financial and philosophical desires rather than a particular desire to teach. However, two-thirds of these teachers were experienced as teachers before coming to MSAE, suggesting that the motivation to teach had changed with moving to Fairfield.

Less than half of the interviewees had broken illusions of some sort (the public school teachers' answers were too vague to estimate a percentage), 38% at the Catholic school, and 42% at MSAE). The ones at the public school mentioned inadequate discipline and would have liked to receive more respect from parents as reasons for their disillusionment. The Catholic school teachers referred to class size, lack of physical space in classrooms, pay (this should not have been unexpected), and the lack of parent support. The MSAE teachers felt somewhat disillusioned due to problems with discipline, lack of buying power, and dissatisfaction with the administration of the school. These responses painted a general picture of the schools' problem areas and indicated some sources of burnout. It should be noted that the Catholic school seemed to be almost a "perfect" place to work if it were to be judged by the lack of serious complaints.

When asked about cooperation conditions, half the teachers at the public school referred to negative experiences with both supervisors and the school administration. For the teachers who complained about the lack of cooperation, this was clearly a major source of distress. All the teachers at the Catholic school were happy with their supervisors and the administration. At MSAE two-thirds were happy with the supervisors, and three-fourths were happy with the administration of the school. For more detailed summaries of complaints, see table 6, Appendix 2.

Specific Complaints and Problem Areas at the Public School

Specific complaints among the public school teachers centered around the policies concerning employment and allocation of funds. According to the teacher who was interviewed face-to-face, an example of better use of funds would be not to spend so much money on a new parking lot but rather "... money could have been appropriated more to benefit the students. I think there is [*sic*] some of us that feel that money is being appropriated to make things look nice at the outside, you know, appearances like a nice new parking lot over there and so on, and then they cut elsewhere." However, this subject did not perceive that

¹⁵¹ For a detailed summary of interviews, see percentages in table 6, Appendix.....

the use of money was the main complaint: "Hiring and firing is questionable sometimes ... Older teachers are loaded down and picked on, [to] get them to retire, and some people are given jobs that they are not qualified for. They seem to have some kind of inroad with the supervisors doing the hiring. I mean, perfectly qualified people don't even get an interview for a job and someone who is not even certified for a particular job will get it."

A severe problem was experienced by all of the public school teachers with both some of the students at the upper levels and many of the students' parents. The use of alcohol and, to some degree, drugs was very common: "A drug called meta-amphetamine is a big problem around here. However, I think that for the school age kids alcohol is the biggest [problem]. It starts even before that [7th, 8th grades] ... We have parents who will buy what we call kegs, these big kegs of beer that their underage kids have [a] party with Drinking is pretty casual in this area ... in my opinion the drinking problem is getting worse."¹⁵²

Paperwork, administration, and meetings appeared to be a burden at the public school. This problem was reported more frequently at the public school than at the two other schools. Such complaints is a well-known problem from the literature on the teacher burnout, and public schools are more influenced by reform demands, change of routines, etc. than are private schools. Figures reporting on the school year 1993-94 show that full-time public school teachers worked an average of 45 hours per week, which was actually less than private school teachers worked.¹⁵³ Assignments such as meetings and paperwork are naturally not considered very invigorating and might therefore often be a considerable source of tiredness for teachers. It is likely that long hours and tedious meetings and paperwork also had an impact on this study's public school teachers.

As opposed to the Catholic school teachers and their colleagues at MSAE, many of the public school teachers (60%) were unhappy with the school's facilities. Some of the buildings were located in communities far away from the main facilities, and these were not sufficiently maintained or modernized. Also, parts of the buildings at the main location had problems in terms of lighting, noise from the street, and ventilation and air-conditioning. These were factors that for some individuals--students as well as teachers--would contribute to feelings of discomfort and fatigue. This may be another part of the explanation for the high score on the Emotional Exhaustion variable at this school.

Even though teachers' salaries have improved, 50% of the teachers at the public school felt that their buying power was not good enough. Iowa ranks number 41 in the nation and that could be some of the reason why so many of these teachers were dissatisfied with their financial situation. Such difficulties induce stress, and the interviewer was informed that it was common for the teachers to take extra jobs, especially during summers. Increased pay would therefore probably help these teachers experience improved job satisfaction. However, this factor should not be given a prominent role in explaining teacher burnout at this school, as salary has been found to have a low correlation with teacher satisfaction.¹⁵⁴

While all the teachers interviewed at the Catholic school and MSAE felt that they had enough autonomy in the job, only 70% of the public school teachers did so. Therefore these teachers seemed to be somewhat disadvantaged compared with those at the two other schools. This factor was one that was pointed out by the National Center of Education Statistics to be of major significance in explaining teacher satisfaction.¹⁵⁵

¹⁵² "Jane Doe," face-to-face interview Aug. 20, 1998.

¹⁵³ National Center for Education Statistics, "The Condition of Education, August 1997." [http://nces.ed.gov/pubsold/ce96/c96007]

¹⁵⁴ National Center for Education Statistics, "Statistical Analysis Report: Job Satisfaction Among America's Teachers: Effects of Workplace Conditions, Background Characteristics, and Teacher Compensation, August 1997." [http://nces.ed.gov/pub97/97471.html]

¹⁵⁵ Ibid.

Specific Complaints and Problem Areas at the Catholic School

Except for teacher pay, and the school's financial situation, the Catholic school could act as model for how a school ought to function. None of the teachers interviewed reported any serious complaints with regard to either supervisors or administration. In fact, the teachers seemed to be very appreciative of their good cooperation with these. Aside from pay, which was perceived as a problem by 87%, there was minor concern about the cooperation with parents (29%) and the size of some of the classrooms. Also, some of teachers (50%) felt that meetings and paperwork took too much time, and this could possibly be responsible for some of the reported fatigue. This faculty experienced recurring cycles of attrition due to the low pay in Catholic schools, but the impression was that this was not a potential source of teacher dissatisfaction at this particular school. However, half the interviewees took extra jobs to make more money, which was common also among their peers, and long extra work hours naturally lead to higher levels of tiredness.

A strong positive factor in this school's culture was that the students were keenly interested in high academic achievements, and an impressive average ACT score of 25.7 indicated that these students were highly motivated.¹⁵⁶ Close to 100 percent enter college after graduation.

Specific Complaints and Problem Areas at the Maharishi School of the Age of Enlightenment (MSAE)

The MSAE school is most likely unique considering the low pay of its teachers and the high degree of teacher satisfaction as measured with the MBI-ES. Notwithstanding their good scores on the initial survey, this was also a school that had a great potential for improvement of teachers' working conditions. Although the teachers received some benefits in terms of health related products and services for rejuvenation as prescribed by ancient Ayurvedic medicine, these teachers' motivation to teach was directly or indirectly based on the desire for being part of a spiritual movement. This way they expected personal evolution that might lead to spiritual enlightenment. Many of them reported that they had children in school at MSAE, and this fact should be perceived as an effect of the parents' desire to join the TM movement. After all, in most cases all of these parents had moved into the area from far away, and the reason for their migration was the desire to join together with other followers of Maharishi Mahesh Yogi in his Transcendental Meditation movement.

The pay situation of MSAE was intricate and not easily understood by outsiders. Several Sanskrit terms were used to label benefits when explained during interviews. A small amount of cash, an average of around \$550 per month (\$250 - \$750) was all the cash the teachers received. In addition to free tuition for however many children the teacher had in school, the teachers received dental, medical, and life insurance along with alternative medical treatment rebates. The total market value of all these benefits amounted to substantial pay, but it must not be forgotten that these teachers hardly received any cash for their full-time work. Also, many of them lived in humble conditions, being accommodated in 15 year-old trailers. Subsequently, many of these teachers could not act as role models for their students who in many cases had rich parents living in luxury homes. Moreover, the free tuition for an undefined number of children seemed unfair compared with those who worked and had no children that they could "benefit" from.

The surveying with the MBI-SE resulted in surprisingly high figures for Emotional Exhaustion and low scores for Personal Accomplishment at the lower school level compared with the MSAE middle and upper schools. The same was the situation at the Catholic school but the difference was much less dramatic (see table 10, Appendix 2). This in itself is peculiar in the light of what was found by Anderson and Iwanicki, that those teaching from junior high

¹⁵⁶ Figure reported by the secretary Mary Kay, Aug. 25, 1998.

school level and up compared with those teaching lower grades, experience significantly higher degrees of burnout.¹⁵⁷ During a face-to-face interview with an experienced teacher the interviewer was informed that when the surveying took place, the lower school teachers were in the process of filing a complaint with the administration regarding their low pay. They were demanding a pay increase of several hundred percent, and their mood was aggravated. The rest of the faculty were not part of this action. This could possibly explain the high level of emotional fatigue among these teachers compared with their middle and upper school colleagues. However, "only" 83% of the MSAE teachers expressed dissatisfaction with their salaries in the telephone interviews.

Girls and boys are kept separate in class at MSAE. Some teachers preferred this arrangement while others did not. According to one teacher, the presence of girls in middle school classes help boys behave civilized to some degree.¹⁵⁸ Without their presence, boys are very difficult to handle. However, teachers at all three levels reported some degree of discipline problems. Many of the teachers were concerned about this, even though some teachers perceived the students' rowdiness as "healthy" and therefore nothing to worry about.

Some of the teachers at MSAE (42%) reported that meetings and paperwork took too much time. Use of time related to group meditation took more than an hour every afternoon, and therefore meetings and other job-related activities that cut into free time after teaching classes were experienced as a strain. The amount of complaints, however, did not give reason to perceive this as a major problem.

Due to the low pay and discipline problems, teachers have tended to come and leave quickly at MSAE. This opinion was reported by 57% of those interviewed. Over the years this situation has improved, but some people are not able to get by on the low salaries. Also, teaching certain subjects at certain grade levels has been too challenging for some, causing them to leave during the school year. Recruiting of new teachers has traditionally not been easy because of the pay situation, and these factors combined have produced extra work-loads for those who have had to replace those who quit.

Doing a good job as a teacher requires preparation, knowledge in the subject matter, and motivation. Teachers who all of a sudden are being asked to add to their jobs therefore inevitably will experience increased stress. This situation at MSAE become somewhat alleviated over the years, but one of the teachers interviewed reported that this was a major problem for her, causing extra fatigue. Most likely the frequently recurring situation of having to cover for leaving teachers was a source of added burnout for some of the faculty members.

Summary of Interview Results

Results published by the National Center for Education Statistics in 1997 indicate that several factors are strongly correlated with teachers' job satisfaction.¹⁵⁹ In short, these are:

- In both private and public schools administrative support and leadership, parental support, student behavior, school atmosphere, and teacher autonomy are working conditions associated with teacher satisfaction. Elementary school teachers tend to be more satisfied than secondary school teachers. Teacher's age and years of experience were related to teacher satisfaction, but they were not nearly as significant in explaining satisfaction as were administrative support and parental involvement.

¹⁵⁷ M.B. Anderson and E.F. Iwanicki, "Teacher Motivation and Its Relationship to Burnout," in *Education Administration Quarterly*, Vol. 20, No. 2, 1984, 109-32.

¹⁵⁸ Lynwood King, middle school teacher at the MSAE.

¹⁵⁹ National Center for Education Statistics, "Job Satisfaction Among America's Teachers: Effects of Workplace Conditions, Background Characteristics, and Teacher Compensation, August 1997," statistical analysis Report. [<http://nces.ed.gov/pubs97/97471>]

Teachers with greater autonomy show higher levels of satisfaction than teachers who feel they have less autonomy. Teacher satisfaction showed a weak relationship with salary and benefits.

- In public schools, younger and less experienced teachers have higher levels of satisfaction than older and more experienced teachers.
- Private school teachers tend to be more satisfied than public school teachers. The very youngest and very oldest private school teachers had the highest levels of satisfaction as did the least and most experienced teachers.

It is hypothesized that the working conditions at the public school is less teacher-supportive and result in greater teacher burnout than working conditions at the two other schools. Based on the above outline of the causes of problems for teachers, obviously table 4, page 102, indicates that the public school had more problem areas than the two other schools. Support from administration, supervisors, and parents is crucial in order to secure teachers' satisfaction, and these were all factors the public school teachers referred to as problem-causing. Also, some of these teachers felt that they had too little autonomy, which also reduced their jobs satisfaction. Another major problem area was the cooperation with parents, their own and their children's abuse of alcohol and to a lesser degree the abuse of drugs. Students' classroom behavior may be strongly related to parental support and alcohol abuse. All these problems made teaching more difficult and they probably had an effect on these teachers' sense of satisfaction and their burnout scores. In addition to these unfortunate conditions, this group also reported that more trivial aspects of their jobs were burdensome. For example, too much time was spent in meetings and on paperwork, they felt dissatisfied with building standards, and they complained about insufficient pay and resulting extra jobs. All these factors together represented a burden, and took away some of the joy from working.

The Catholic school teachers did not experience any of the serious conditions that are known to considerably reduce teachers' satisfaction. The problem with parental support was too much support rather than too little. The negative effect of too much parental involvement is not well debated in the literature and effects are therefore difficult to assess. Also, this was a problem mentioned by only one subject, and perhaps this individual was the only one among the entire staff with this kind of complaint. However, "minor" problems like too much time spent in meetings and on administrative responsibilities, that some of the classrooms were too small, at times high faculty turnover, low private school salaries and therefore need for additional income, are also important factors that without doubt reduce teacher satisfaction. In any case, these teachers have much less reason to develop frustration based on the information in table 4, page 102, than the public school teachers. Therefore, the hypothesis that the Catholic school's culture is better than the public school's, seems to be supported by the interviews.

The teachers at MSAE had more serious reasons for complaints than their colleagues at the Catholic school. Although the responses on dissatisfaction with the administration and supervisor support were much less intense and frequent than at the public school, they nevertheless represent some reduced teacher happiness. Also, some teachers reported the discipline problems to be quite serious, something which is supported by the fact that especially middle school grades had caused high turnover of teachers. Naturally, the ones who felt they had to leave would have been much more negative in their estimation of this school's culture, but all these were for obvious reasons not available for interviewing. Below a table listing the problem areas at the three schools in this study.

Table 4. Summaries of interviews results indicating problem areas at the different schools.			
Problem Areas	Public School	Catholic School	MSAE

Employment Policies	X		
Allocation of Funds	X		
Students and Alcohol	X		
Administration Support	X		X
Supervisor Support	X		X
Teacher Autonomy	X		
Parents and Alcohol	X		
Parental Support	X	X	
Discipline	X		X
Administration/Meetings	X	X	X
Facilities	X	X	
Attrition		X	X
Pay	X	X	X
Additional Income	X	X	X
Sum Problem Areas	13	6	7

Responses to Questions on Personal Lifestyles

The responses to the questions on personal lifestyle habits serve as indications of what could possibly be the situation for the entire faculties. Some of the figures in table 5, page 105, are better comparable with one another than others. For instance, any abuse of alcohol most likely would have been covered up by calling it social drinking, which easily would make a comparison between schools irrelevant.

The figures in table 5 suggest that the frequencies of obesity among the faculty members are much higher than the norm for the nation. But most faculty members seem to recognize the need for exercise and also so called healthy dietary habits. Types of exercise reported in this study covered a wide array of physical activities, ranging from walking to mountain climbing. Time spent watching television does not seem to interfere much with time available for exercising (average time spent in front of television was very moderate compared with the national average of more than 7 hours per day¹⁶⁰). The differences between the three schools are major, and this could indicate that the government's message to the nation that exercise is important has been accepted.

It is important for teachers to act as role models for their students. Thus, smoking was no longer permitted on any of these schools' grounds, and this had been a powerful incentive for many teachers to quit this unhealthy habit. Some interviewees reported that only a very few individuals still smoked.

Obesity has become a major health concern in the US. According to the Health and Human Services' Centers for Disease Control and Prevention, one-third of adults were overweight in 1991, and the trend was on the rise.¹⁶¹ The unhealthy eating habits in the nation, as defined by the government, are related to the fast-food culture--a culture that is still thriving but which is gradually including healthier items on its menus. A combination of too much and too rich foods, and the lack of exercise, is common in modern America. However, the teachers at the three schools in this study seem to be of a more healthy kind with regard to exercise and the awareness of what is commonly thought to be healthy dietary habits. Except for one subject at the public school, all teachers paid attention to diet, and only small amounts of red meat were eaten by all at the public school and a limited number at the Catholic school

¹⁶⁰ Mary Hepburn, "The Power Of the Electronic Media In the Socialization Of Young Americans: Implication For Social Studies Education," in *Social Studies*, Vol. 89, No. 2, 1998, 72.

¹⁶¹ NCHS HHS News, "Prevalence of Overweight Among Adolescents - United States 1998-91" for release Nov. 10, 1994, U.S. Department of Health and Human Services.
[<http://www.cdc.gov/nchswww/releases/94news/94news/nr941110.htm>]

(57%). Eighty-two percent of the MSAE teachers are vegetarians. However, 80% of the interviewees at the public school reported that they were more or less overweight, and one subject informed that the peers ate much meat. Also, as one subject expressed it, “eating is a pastime out here.”¹⁶² Sixty-three percent of the Catholic school teachers reported being more or less obese while this figure was 43% at MSAE. The meditating teachers that were overweight, however, weighed only slightly too much, and some of them weighed less than normal.

Coffee was consumed by a fair number of teachers at the public and the Catholic schools. According to Wayne Eastman, coffee in large amounts is counterproductive to good health due to a number of “side-effects,”¹⁶³ but only one teacher appeared to be a major consumer (8-10 cups per day). The rest used this drink in moderate or small amounts only, less than 4 cups per day.

Sufficient energy through enough sleep is essential in order to reduce or avoid burnout. Only half the teachers at the public school and MSAE felt they slept enough, and for the public school teachers the problem was more serious than for the meditators. TM is a technique to release stress and recover from being tired, and the MSAE teachers therefore have a means to compensate for their lack of sleep. Average bed time for the teachers at the three schools varied. The one group that went to bed latest, also had the highest percentage that reported insufficient amounts of sleep. The group that went to bed first, had the lowest frequency of those who felt they did not get enough sleep.

The overall impression from the lifestyle habits part of the interviews, is that teachers are aware of health hazards connected with diet and exercise. However, even though statistics may show that obesity, drinking much coffee, and the use of tobacco have detrimental effects to good health, it is also common that eating, coffee drinking, and smoking serve as means for relaxation for many. As mentioned above, smoking is banned at the public school, and this in itself might have increased teacher dissatisfaction for the ones that had to quit. In general, being forced to lay off old habits easily becomes a source of tension and dissatisfaction. Estimating advantages and disadvantages in this case is not possible due to the lack of data. Below a table summarizing teachers' lifestyle habits.

Table 5. Summaries of interview results indicating teachers' lifestyle habits by school.			
Lifestyle Factors	Public School	Catholic School	MSAE
Exercise - Percentage	90	75	92

¹⁶² "Jane Doe," face-to-face interview Aug. 20, 1998.

¹⁶³ Wayne Eastman, “Avoiding Faculty Burnout Through the Wellness Approach,” a paper presented to the Association of Canadian Community Colleges annual conference, May 1996, 17-18.

Average Minutes/Week	199	227	242
Smoke - Percentage	10	13	0
TV/ Day, Average Minutes	93	75	42
Social Drinking - Percentage	30	63	0
Pay Attention to Diet - Percentage	90	100	100
Eat Fast Food - Percentage	44	63	8
Coffee - Percentage	56	75	18
Soft Drinks - Percentage	50	63	8
Vegetarians - Percentage	0	0	82
Weighing too much - Percentage	80	63	42
Enough Sleep - Percentage	50	88	50
Average Bed Time	10:40	10:10*	10:22
*Excluded were two people at the Catholic school: one who went to bed at around 7 PM., and one who went to bed at 1 am. on a regular basis. Note: ¹⁶⁴			

Summary of In-depth Interviews

It became clear during the course of the telephone interviews that the three schools differed from one another with respect to specific problems. As mentioned in the rationale for my hypothesis, the average student in private school is recruited from more resourceful strata of the population than the average public school student. However, in affluent suburban areas, public schools share many qualities with private schools and provide excellent working conditions for the faculty. As previously mentioned, public high school seniors from Illinois who competed in the Third International Mathematical and Science Study (TIMSS), scored so high that Illinois would have ranked among the top five nations in the world if the state were a nation.¹⁶⁵

The public school in this study is disadvantaged because it is located in a rural area where social conditions are not comparable with those in Fairfield and Iowa City. This school therefore has to deal with local problems like widespread alcohol and drug abuse among some of the parents. This compounded the problem with their children's abuse of these substances. A problem like this does not exist among the two other groups of parents. The need for parental support for the teachers at the public school is therefore pressing. However, those parents who are the most needed for support, are the problem itself, and it follows that they are not easily accessible for cooperation. Thus, the teachers are presented a task that is almost hopeless to deal with. In the following is a short account of the highly interesting face-to-face interview with "Jane Doe," teacher at the public school.

Public School's "Jane Doe"

A new principal was hired recently and teachers had great hopes that this would work out well. The retired principal tended to give no back-up to the teachers--perhaps he did not want to "create waves," according to "Jane." She felt some dissatisfaction with the administration, which seemed to want things to look nice from the outside. She mentioned a

¹⁶⁴ Amount of consumption of so called unhealthy nutrients such as many of the fast food items, is crucial in order to determine any unfortunate effects. The same principle applies to obesity, the use of alcohol, and the drinking of coffee and soft drinks. Unfortunately enough, not enough data was collected to probe deeper into these areas.

¹⁶⁵ Bob Chase, "Why Standards Matter. It's a Question of Moral Wrongs and Civil Rights," in *NEA Today*, Oct. 12, 1997. [<http://www.nea.org/society/>]

new parking lot as an example of this. Teachers, she believed, want to spend more for the good of the children. Her main complaint, however, was the policies of hiring and firing. In some cases unqualified personnel seemed to be hired due to their inroads with some of the officials, while qualified people were not even interviewed for the jobs. Also, older teachers were burdened with work and picked on to make them retire. This of course put much extra stress on these people.

“Jane” went on to say that a major problem in the area is the abuse of alcohol and meta-amphetamine by many students and some of their parents. The casual drinking habits and that parents often purchased alcohol for their children had resulted in a lawsuit last year. A drunk high school girl who had attended a party, had fallen off a bridge and died. One of her parents had been part of a group of parents that had bought the alcohol for the party. The drinking starts in some cases before 7th grade. The police are trying to prevent this kind of behavior and come into the school to teach. The DARE program (Drug Abuse Resistance Education program) is an effort by the police to educate students about the consequences of drinking and the use of drugs. However, peer pressure, sub-cultures, and low economic levels in the area, make it difficult to curb a situation that seems to worsen. Part of the problem is that many children are left by themselves after school, with no parents at home. The time between the end of the school day and the parents’ return from work, often is the time when the children get into unfortunate situations. This in fact reflects a national trend that is reaching also this area, according to “Jane.”

In addition to alcohol and drug abuse, related disciplinary problems also seemed to be getting worse in her school district. Teachers are often left with such problems with no support from principals. Last year a principal would even tell the teachers to take care of the problem themselves if students were sent to his office for inappropriate classroom behavior. Moreover, parents tended to perceive the school as a day-care center, and teachers' backing both among younger and older parents is lessening. Giving a child detention often results in the reaction among parents that the detention is a way to punish them--not the child--because giving a child detention forces a parent to come and pick up the child. A quite common opinion among those parents is that they believe in what the child says, and not in the reason for detention given by the teacher. Thus, the teachers many times find themselves on the defensive in disciplinary matters, with regard to reactions from both supervisors and parents.

“Jane” continued that a major factor that ties in with the discipline problems in the public school is that the area has a very high incidence of single parents, divorced parents, and blended families. This results in the lack of parents’ high academic hopes for their children, and the only goal is to get by--“to collect the welfare check and run.” However, some are excellent parents, and some students are great achievers although she believed the percentage of high-achievers was relatively low compared with other schools.

Focus on well-being for the teachers is provided by health insurance rebates for those who participate in weight loss competitions, and the winner is awarded. Walking competitions are also part of this program, and rewards could be for instance tickets to ball games. The overall goal is to promote healthy living habits. As mentioned above, smoking among teachers is dramatically reduced by the fact that it is not allowed on the school’s grounds. The use of alcohol among the faculty is not a problem either, and the teachers therefore act as good role models for their students.

The faculty is very cohesive. They care for one another and show compassion if a colleague has got problems. Many teachers come from the local area, but for the last couple of years new teachers seemed to have used the school as a “stepping stone,” and had left quickly for better jobs. As a result the turnover had increased, “Jane” believed.

“Jane” gave a realistic, even though a somewhat negative, description of her and her colleagues' working conditions. She did not seem to have any illusions with regard to

expectations to the administration, student achievement and behavior, and some of the students' parents. The impression she gave was that she and other teachers have to work under strained conditions, and that they need more understanding and support from supervisors, the administration, and some parents to feel that they thrive on their jobs. The most surprising fact, however, might have been that the conditions she described concern a public school in a rural area, rather than one in an urban area where problems like these are known to occur at a higher rate.

Catholic School's Barb Reilly

The Catholic school, the Regina Education Center in Iowa City, is a well-functioning institution. Barb Reilly is one of the faculty members that have worked there for many years, and she told about the school in positive terms and a fascinating manner. She believed that Catholic schools are better simply because parents pay tuition, "if you're paying money, parents expect more from their kids when they're paying cash like that, they don't want them to fail so they're going to be more supportive at home. We have a good parent support. I think that makes a big difference." Parents therefore have a vested interest in the functioning of the school on all levels. Parents have very high expectations to their children's academic school. As Barb put it, "I think we're teaching to a more college-bound group99.9 percent of them are going to go to college, so they want to do well."

Barb believed that the moral upbringing of the students is very important to achieve good academic results. Religious morale has a strong position in the philosophy of the school, and religion is taught four days per week in all grades. Most students at this school have parents that are Catholics. Unlike the situation in big cities, Iowa City has got very good public schools, and parents do not have to ensure their children's safety by sending them to private schools. Despite the trend that religion is losing its appeal to young people, more than 50% of the students at this school go to church regularly. Also, the students have to take part in and arrange religious celebrations at the school, and a priest works on campus to help and inspire students.

Policies for enrolment are flexible at Regina. Lately no children had been denied enrolment at the school, although increasing enrolment is a trend that makes the classroom situation difficult. Sometimes the parents do not have the money for the tuition, and for these students, the school has work-study programs sponsored by the parishes. Some students are sent to Regina because of problems. Most of these succeed as good students, and only a few have to go back to public school. A few students also leave Regina in 8th and 9th grade to go public school and to save tuition.

The students have "wonderful" ACT scores (American College Testing scores), and this school like most Catholic schools serves as a preparatory college school. Social promotion--moving students up into the next grade level without being academically strong enough--does not happen here because the need never arises. Many students have enrolled in honors programs in math and science. Moreover, during the last four years, twelve students have enrolled at Notre Dame, a university with very high entrance requirements. The main reason why the students do so well, Barb believed, is the parents' influence on their children.

Only about half the teachers adhere to the Catholic faith, and some teachers meet in groups to pray. Even though many of the teachers are not religious, this is not a problem because teachers are committed to not to teach against Catholic doctrines. The philosophical foundation of the school is the Catholic faith, and this probably contributes to smooth functioning and good academic results for the students.

A classic problem at private schools is the low teacher salaries. By teaching in public school in Iowa, teachers make approximately \$10,000 more per year. Many new teachers therefore use also this school as a "stepping stone" before going on with their careers. Young

teachers at this school tend to leave for public school in "waves," and when this occurs the negative effects are felt by the remaining faculty members. The many new college graduates often stay for only a couple of years before they go on to teach at public schools. This turnover had been particularly large the most recent academic year, and had caused some dissatisfaction among the faculty: "Our problem right now, I think, is teacher turnover. We've had a lot of turnover this past year, and I think it is because of salary, you know. We are never going to be able to afford the salary at the public school.... We are lucky to have the ones [teachers] we do."

Money is a growing concern at Regina as the four parishes prefer to contribute with less than before. The need to buy more computers makes the financial situation even more challenging. One alternative is to raise tuition but this has not been tried yet. Parents, however, actually responded very positively when the school arranged a campaign and asked for donations, and many other benefactors also donated money. These sources of capital enables the school to meet the most urgent requirements for high equipment standards.

Also, according to Barb, a major problem at this school is that the school offers no vocational training program. This does not pose a problem for the majority of the students but some suffer because college preparation is not what they naturally need. Naturally, at a school where most students are focused on high academic achievements to ensure access to good colleges, the ones not fully motivated for this will experience that they do not fit in well.

However, social problems do not make many of the students use alcohol or drugs. A few do, but Barb believed the problem here is much less than what is common in most schools. Parents provide an invaluable safety measure because they are much aware of a potential problem and look out for it.

The account Barb Reilly gave of her work place was positive and optimistic in most respects. The fact that religion is at the basis of the ideology for this institution, does not seem to interfere negatively with practical aspects and the goal of most of the students—going on to college with high academic grades. Barb gave the impression that the good academic achievements resulted from committed teachers, high morale strongly inspired by Catholic faith, and strong and sincere parental support and involvement. However, as a small school with limited financial means it is hard to provide academically for all students, and the low teacher pay also generally contributes to some decreased satisfaction among the faculty members.

MSAE's Kate Wetter

Many of the teachers have been with MSAE for a number of years, and supposedly they all share the common goal of spiritual enlightenment. This great source of inspiration, however, is not something they keep thinking about when performing their jobs, according to Kate Wetter, lower school teacher and long-time practitioner of TM. The students are taught a subject called the Science of Creative Intelligence ("SCI" from here on), which is the theoretical aspect of the TM program. Learning about spiritual enlightenment is important in creating the feeling that they--both students and teachers--are moving toward it. This common ground provides a forum for agreement among the teachers, a field to explore for the young students, and sometimes something to rebel against for the high school students. Kate Wetter did not think of her job in terms of serving a guru. Her perspective is rather that TM is so clearly of benefit for both students and teachers at this school, that she pays no attention to the service aspect when working.

Teachers' low pay was a main theme of the interview. The low salaries at MSAE have been an issue since the school started, and this probably is the most important source of dissatisfaction at this school. "The dignity of our living situation is completely incompatible with the dignity of the knowledge [the SCI]," Kate Wetter stated. At the time of the surveying

with the Maslach Burnout Inventory, the teachers in the lower school were particularly frustrated with the pay situation and were filing a complaint with the administration. Kate Wetter believed that this was the reason why the lower school teachers scored so high on Emotional Exhaustion on the Maslach Burnout Inventory, when compared with the middle and the upper schools. "I would say that on a day to day basis, from what I see, the lower school is happier than the middle and upper." She went on, "there are so many things that are a problem with the way we're paid, that it's difficult to just meet with forty-some people, the issues are so ... you know ... no one has enough money. That's the bottom line thing."

One of the main reasons for turnover at MSAE is the extremely low pay. The turnover, particularly in the middle school, is huge. Especially the discipline of SCI generates this problem. This of course causes an extra burden for both the teachers that have to fill in for the ones that might leave any time during the school year, and for the administrative personnel that have to hire new teachers on short notice. Advertising is done but new teachers "just happened to come in" independently of any formal efforts. Word by mouth seems to be the common way of hiring new staff. In response to the question on how her standard of living prospects are, Kate said that she might have to leave to make money and become "responsible." Insurance and retirement are major concerns for the teachers. In the past idealism and the desire for enlightenment were enough to motivate teachers and others to work full-time in the TM movement, but this had changed with their aging (the mean age of these teachers is almost 48 years--see table 14a, Appendix 2).

Kate Wetter said that she could see that her students have qualities that she attributes to the practice of TM. These students, she said, have a shorter day than what is common at other schools; they devote time to study of SCI, and still they are able to produce excellent results comparable with those of other students. However, the middle school represents the beginning of disciplinary challenges and is another major reason for why teachers often have left so quickly. As Kate Wetter said, "Our kids are more powerful as a group because their container of consciousness is bigger. If they don't like you they'll run over you." She continued, "they're rowdy and high achievers, they're well balanced, they are confident. They don't get it from their parents that they should be orderly--you don't need an orderly classroom to produce. There are a few teachers that are concerned about the discipline." She explained the success of the students by the fact that they are self-sufficient, that they have relatively little need for support and guidance. One or two students that might need a lot of attention from the teacher, are not able to stop the rest from being productive. She said that the strength of the group-consciousness is crucial for these students to function so well, "we want enlightened individuals, and these kids have been very successful."

She also reported that the teachers in some ways are like the students. They do not always agree with one another, and want to do things their own way in the classroom. The teachers see life as unfolding in two spheres--the relative level of existence, and the transcendental or absolute level. On the relative level (the day-to-day activities) they tend to disagree with one another, but on a more refined and profound level of life they are moving together toward spiritual enlightenment. "We're moving toward enlightenment so that the wave that we're riding here, even though it has the trappings of day to day of the things that are going on. But what we're really riding is the thing that we are all aware of all the time when our attention goes there, and that's the bliss, that's the unbounded, that's the CI [Creative Intelligence, an aspect of SCI], that's the pure knowledge, that's being and that's all of that, and that we do share, and is so big"

The description that Kate Wetter gave of her job and work conditions had a dramatic character. Even though she did not normally think that she serves a guru, her narration of the value of spiritual enlightenment the way it relates to her and her colleagues lives, reminded of religious attitudes and strong faith in a belief system. This made teaching at MSAE sound as

much a mission as a regular job. Also, unruly student behavior seemed to be more acceptable than what would be expected in other educational settings, and she suggested that this might be excused because, as she said, “we want enlightened individuals, and these kids have been very successful.” Perhaps the long-time acceptance of the extreme pay-situation more than anything else indicates that religious faith is of major importance to keep these teachers on the job, and provide a basis for recruitment. The contrasts in what she portrayed are striking, and would most likely make outsiders perceive these teachers as followers of a quasi religion. However, the net result is that also these private school students are academic high achievers, and that the teachers are relatively happy with their work. These facts indicate that MSAE is a well-functioning institution in the most important respects.

CHAPTER 3

CONCLUSION

Review

Since the problem of burn-out among teachers came to the public's attention in the early 1970s, much has been done to alleviate this problem. The American educational system has been subjected to numerous reforms, especially since the landmark report on public education, "A Nation at Risk" in 1983. President Bill Clinton has given education top priority in his last term as president, and he wants to be remembered as an "education president."

However, the problem of teacher burn-out persists despite the attempts made by politicians to provide better working conditions for educators and scientists' concerted efforts to explain the phenomenon and recommend solutions. Most research has been done in public education, perhaps for the five following reasons: 1) its availability, 2) its size, 3) it is vulnerable because of accessibility as a public institution, 4) its tremendous variation in quality due to changing demographic conditions, and 5) its prominence as a focal point for White House politics over many years. The private sector has been more protected from public attention simply because private schools are private property. In addition, private education has attracted students from the more privileged strata of society. These circumstances, in turn, have made the public believe private education is better than public education, without taking into account that public schools have to accept students from all social strata. Nevertheless, many of the problems faced by public school teachers also have to be endured by their colleagues in the private sector. For instance, one major reason why there is a major migration of teachers from private schools to public schools is the low pay offered in private schools. Today, public schools in most states offer their employees reasonable wages and benefits, which is an important improvement as indicated by studies made as recently as late as a decade ago.

Changes in society have caused changes in the schools. However, many of the teachers' challenges have been part of the profession since the beginning. Teachers' status has traditionally been low and is still a concern for many educators. The widespread lack of respect for their work is one of the reasons why so many quit for "better" jobs. Other unpleasant aspects of a teacher's profession may include unruly students—assault weapons, which have become more and more common among students, lack of proper parental support, uncooperative supervisors and administrators, large classes, run-down buildings, too many administrative assignments, too many tedious meetings, isolation from peers, lack of opportunity for advancement, and pressure from society and parents to fulfill conflicting expectations. Everybody wants teachers to provide a high quality education, while the reality is often that they have to take over too much of the parents' role in order to socialize their children.

Educators enjoyed higher status in American society from the Second World War until the late 1960s. Education was seen as the means to achieve a high standard of living, and thanks to President Lyndon B. Johnson's political agenda, this opportunity was extended to the black community as well for the first time. However, social unrest, the Vietnam War, and limited governmental revenues began to have an impact on education and teachers' status in the latter half of the '60s. The following three decades became a period of struggle between the teaching profession and society. Teachers tried to reclaim lost esteem at a time when the quality of education became so questionable that many saw it as a threat to American society. President Clinton's plan for education is still in the process of implementation, and the hope is that it will lead to improved academic results and happier teachers.

Even though it is easy to draw a negative picture of the typical teacher's work situation, the fact is that many teachers are happy and feel fulfilled in their jobs. One study shows that highly successful teachers display a special quality, a locus of inner control. These people "prove" that it is possible to succeed under conditions that might cause many of their colleagues to give up. This circumstance suggests that perhaps something could be done to enhance the average teacher's ability to cope with challenges. Westerners often get stressed simply because they are too inspired to achieve goals and succeed. Perhaps the wisdom from the Far East has something to offer that could help teachers increase their coping ability. Meditation might possibly be of value to release stress, thus healing impaired emotional and physical health. Could such a change in educators' lifestyle habits enable them to succeed rather than having to suffer from the burn-out syndrome? The category of personal lifestyles also encompass areas of diet and exercise—areas given much attention by the government and health authorities particularly during the last ten years.

No sure figures for the amount of burn-out in the teaching profession exist. Estimates vary between 10 and 80 percent. Furthermore, the state of burn-out is a nebulous phenomenon which appears to varying degrees, difficult to assess. The term burn-out has been used rather haphazardly, and several definitions have been launched. Christina Maslach, as one of the foremost researchers on burn-out has suggested that victims become emotionally drained and turn callous toward their clients (or "students"), and treating them in dehumanizing ways. This is usually accompanied with a feeling of reduced accomplishment from the job. Definitions made by other researchers vary some but do by and large depict the problems experienced when burn-out has become a fact.

By comparing the cultural conditions at three different schools in Iowa, this study attempts to shed light on specific facts and conditions related to teacher burn-out. The public school that is compared with two private schools proved to have the greatest scope of conditions perceived as problems by the teachers, and it also has the highest degree of burn-out. The fact that public schools are more problem-ridden than private schools is in accord with the conventional wisdom among researchers and confirms the public belief. The Catholic school teachers appeared to enjoy a very good work environment, and have the second best scores on the burn-out measures. The other private school, MSAE, is what could be classified as an innovative school. The entire faculty, the students, and the parents practice a technique for improvement of health and attainment of spiritual enlightenment, Transcendental Meditation (TM), and it is hypothesized that these teachers are less prone to burn-out than the rest. This hypothesis was borne out, but it is uncertain to what degree the practice of meditation accounts for of this result because these teachers also use other remedies to alleviate stress.

Conclusions

The figures in table 3, page 84, show that one of the hypotheses of this study--that burn-out is highest at the public school and lowest at MSAE--can be accepted. The second hypothesis—that the practice of TM caused the teachers at MSAE to have the lowest degree of burn-out—cannot be accepted. Even though the MSAE teachers have the most favorable scores on all three subscales of the Maslach Burnout Inventory (MBI), it is not possible to conclude that these teachers' practice of the TM technique explains all of the variation in the three burn-out variables (the three subscale scores) compared with those of the two other groups of teachers. The reason for this is that during the course of the interviews, both on the telephone and face-to-face, it became clear that the MSAE teachers also apply herbs and oil massages to avoid accumulation of stress and improve health. However, the use of these supplemental factors were not structured like the practice of meditation—the use varied with

the individual while TM was practiced on a regular basis—and this might indicate that the mediation practice was the one factor which caused most of the positive effect.

Teacher stress is measured by two of the subscales of the MBI—Emotional Exhaustion and Depersonalization, and Maslach, Jackson, and Leiter found that these two are negatively correlated with the teachers' sense of accomplishment, measured by the subscale Personal Accomplishment.¹⁶⁶ The results shown in table 3 and graph 1 support this finding because teacher stress is highest at the public school and lowest at MSAE, while the sense of accomplishment was lowest among the teachers at the public school and highest at MSAE.

The average scores of the three schools were favorable compared with the MBI norms based on a survey of 4,163 teachers. This was mostly attributable to the results at the Catholic school and MSAE. The low scores of the Catholic school and MSAE necessarily suggest a relatively high burn-out rate at the public school to explain the actual combined average scores. Furthermore, the level of the teachers' job satisfaction at the Catholic school was only fair, Outstanding positive results were achieved by MSAE, and especially by the middle and upper schools.

No guidelines exist for the degree of teacher burn-out to expect in a farm state like Iowa. However, based on the research by Moracco, D'Arienzo, and Danford, who report that teacher stress increases with larger schools,¹⁶⁷ and the findings by Farber that burn-out is greater for teachers in urban schools than for teachers in suburban and rural schools,¹⁶⁸ it is natural to assume that rural conditions in Iowa would produce fewer cases of the problem than the established MBI norms. It is interesting to note that for the three schools combined, the Emotional Exhaustion scores are reversed compared with the findings by other researchers, that burn-out is higher at the upper levels than in elementary school.¹⁶⁹ However, two points should be noted: the "good" Catholic school does not have a separate middle school--grades usually referred to as middle school are divided between both the lower school and the upper school. Therefore, this school's fortunate scores might have caused the scores for the upper school in particular to turn out somewhat more negative than would have been the case if there had been a middle school. In fact, a middle school at the Catholic school might have made the "reversed" Emotional Exhaustion scores more unfavorable for the lower school as well. The causes of the "reversed" pattern of Emotional Exhaustion scores cannot be explained with the data available.

A central research question of this study is, "What are the causes of teacher dissatisfaction in the institutional cultures of the three schools in this study?" The figures in table 2, page 82, are helpful in answering this question:

- The burn-out variable, Emotional Exhaustion, (measuring emotional fatigue) is positively correlated with the teacher background variable, Marital Status. Based on the definition of values of Marital Status (unmarried=1, married=2) it can be concluded that in this study, married teachers were more prone to feeling emotionally exhausted than unmarried ones (increasing value of Marital Status causes higher scores on Emotional Exhaustion). MSAE had the lowest occurrence of married teachers, followed by the Catholic school, and this explains in part why MSAE had the lowest degree of emotional fatigue, and the public school the highest.

¹⁶⁶ Christina Maslach, Susan E. Jackson, and Michael P. Leiter, *Maslach Burn-out Inventory Manual*. Third Edition, (Palo Alto: Consulting Psychologists Press, Inc., 1996), 12.

¹⁶⁷ J. Moracco, R. D'Arienzo, and D. Danford, "Comparison of Perceived Occupational Stress Between Teachers Who Are Contented and Discontented in Their Career Choice," in *Vocational Guidance Quarterly*, Vol. 32, No.1, 1983, 44-51.

¹⁶⁸ Barry A. Farber, *Crisis in Education: Stress and Burn-out in the American Teacher*, (San Francisco and Oxford 1991), 49.

¹⁶⁹ M.B. Anderson and E.F. Iwanicki, "Teacher Motivation and Its Relationship to Burn-out," in *Educational Administration Quarterly*, Vol. 20, No. 2, 1984, 109-32.

- The burn-out variable measuring teachers' cynical attitudes, Depersonalization, is positively correlated with four of the teacher background variables: Gender, Class Size, (Amount of) Teaching Experience, and (Grade) Level Taught. The values of Gender (female=0, male=1) show that male teachers had greater degrees of cynical attitudes toward their students than female educators did (increasing value of gender causes higher scores on Depersonalization). The distributions of gender at the public school and MSAE are almost the same, and therefore do not explain any of the high Depersonalization score at the public school. The Catholic school had the greatest share of male faculty members, and this school's Depersonalization score is enhanced some by that fact.
- The Depersonalization variable's correlation with the variable Class Size indicates that large classes cause more cynical attitudes in teachers' dealing with students than smaller ones do. The exception is the very smallest classes, of 1 - 4 students, which cause approximately the same level of stress for teachers as classes of 25 - 29 students. The teachers' sense of accomplishment is actually lower for these small class sizes than for the second largest category, 25 - 29 students. The reason for the high level of teacher stress could be that these small classes are made up by students with learning difficulties and/or behavioral problems. MSAE classes averaged less than 75% of the class sizes at the two other schools, whose classes are approximately equal in average size. According to Cedoline, classes smaller than 20 students are valuable in order to produce better learning conditions for students and consequently reduce teacher stress.¹⁷⁰ Therefore, MSAE's small class size is a fortunate factor that helped reduce these teachers' cynical attitudes toward their students.
- Length of teaching experience also has an effect on the Depersonalization scores: the more experience, the higher the Depersonalization scores. Therefore, in this study a school benefit from having teachers with relatively little experience. This benefits the Catholic school more than the two others (see table 14b, Appendix 2), and puts the public school in the most unfortunate position with its teachers having a high amount of teaching experience.
- Teaching higher levels causes more cynical attitudes than teaching in elementary school.¹⁷¹ In this study this phenomenon is indicated by the positive correlation between Depersonalization and (Grade) Level Taught. Because sixteen teachers did not state what levels they teach, and the Catholic school had no middle school, it is not possible to determine whether any of the schools benefit from having a relatively large share of teachers teaching in elementary school.

The causes of teacher dissatisfaction vary between the three schools. At the public school the predominant reasons for lack of contentment are the lack of support from the supervisors, the administration, and parents. Also, classroom discipline is a major concern. Moreover, the specific uses of funds cause some frustration among these teachers, and employment policies lowered the job security of older teachers. Furthermore, too little teacher autonomy is also a concern along with too much time spent in meetings and on paperwork. The teachers at the Catholic school have a low frequency of complaints but not surprisingly, almost all the teachers agree that their pay is too low. Many have to take extra jobs for this reason. Half of the interviewees said that they have to spend a lot of time in meetings and on taking care of administrative duties, something which also may cause some dissatisfaction. The teachers at MSAE reported complaints regarding relatively few aspects of their work setting. However, the dissatisfaction with their salaries is a critical issue that causes much discontent and need for extra income. Some also said that discipline at this school is problematic, and these two aspects of the work setting probably represent the most serious detrimental factors to their happiness as teachers.

A close look at the burn-out scores for the different levels at the three schools shows that the public middle school have a much higher Emotional Exhaustion score than the two

¹⁷⁰ Anthony J. Cedoline, *Job Burn-out in Public Education: Symptoms, Causes, and Survival Skills*, (New York, 1982), 102.

¹⁷¹ M.B. Anderson and E.F. Iwanicki, "Teacher Motivation and Its Relationship to Burn-out," in *Educational Administration Quarterly*, Vol. 20, No. 2, 1984, 109-32.

other levels and therefore causes the high average Emotional Exhaustion score for this school. Its middle school's Depersonalization score is about equal to the MBI norm, and the Personal Accomplishment score is somewhat better. The conclusion from this is that the public school has a pronounced problem in the area of teachers' experiences of emotional exhaustion and fatigue, and especially in the middle school, where teachers experience more burn-out than any of the other groups. A comparison of the public school's three subscale scores with the MBI normative scores indicates that this school is not doing particularly well, except that its Personal Accomplishment score is considerably higher than the MBI norm.

The Catholic school teachers' scores are fortunate compared with the MBI norms, especially for Depersonalization and Personal Accomplishment. Because the school is private and located in a relatively small and prosperous town, low burn-out scores were expected. Therefore the question is whether the Emotional Exhaustion score is unexpectedly high, especially compared with the low score for MSAE. Could it be caused to these teachers' low salaries, or is it just normal? Paradoxically, this question might be more pertinent with regard to MSAE than the to Catholic school. The reason for this is that the Catholic school functioned better as a school than MSAE, which is reflected in the fact that these teachers have no specific problems except for the traditional low pay. Better pay most likely would have improved these teachers' job satisfaction, but normal pay would improve job satisfaction even more for the MSAE teachers. Additionally, the teachers at MSAE had greater discipline problems with students than their colleagues at the Catholic school. The question is therefore whether the MSAE teachers could have increased their jobs satisfaction significantly given normal pay and less rowdy students.

How Universal is the Situation and Responses of These Groups of Teachers

A public school and its culture in important ways represent local culture rather than objectives and goals established by policy makers elsewhere in the state or the nation. At many public schools, teachers tend to be recruited from the local population and among people that have ties with the local population. Although there are many schools where virtually all the students come from somewhere else, typically elite schools for rich students, most students take their K-12 education at schools close enough to their homes so that they can commute every day. Thus, in a nation with the huge geographical size and large population of the US, educational conditions will vary much from one school district to the next. Some studies have produced results that support this rationale: Moracco, D'Arienzo, and Danford found that teachers' burn-out rates are greater in large schools than in small ones, indicating that small-town schools in general provide better teaching conditions than schools in metropolitan areas.¹⁷² The *NYSUT Information Bulletin* reported results to the effect that teachers in urban school as opposed to those in suburban and rural schools tend to experience higher burn-out.¹⁷³ Moreover, a study by Malanowski and Wood concluded that dealing with large number of students is a burdensome experience for teachers.¹⁷⁴ This is also observed by Cedoline who found that large classes--which are more commonly found in large cities and poor areas--reduce job satisfaction for teachers.¹⁷⁵ This is an interesting fact because it points to the obvious advantage of private schools with their small classes. However, Catholic schools are not included in this group of private schools, as they have an average student-

¹⁷² J. Moracco, R. D'Arienzo, and D. Danford, "Comparison of Perceived Occupational Stress Between Teachers Who Are Contented and Discontented in Their Career Choice," in *Vocational Guidance Quarterly*, Vol. 32, No.1, 1983, 44-51.

¹⁷³ "NYSUT Stress Survey," in *NYSUT Information Bulletin*, 1979: 3.

¹⁷⁴ James R. Malanowski and Peter H. Wood, "Burn-out and Self-Actualization in Public School Teachers," in *Journal of Psychology*, Vol. 117, No.1, 1984, 23-26.

¹⁷⁵ Anthony J. Cedoline, *Job Burn-out in Public Education: Symptoms, Causes, and Survival Skills*, (New York, 1982), 102.

teacher ratio greater than that of public schools, 20.9 versus 19.1 students in elementary school, and 15.9 vs. 14.9 in secondary school.¹⁷⁶

It would be preposterous to claim that the conditions at the schools in this study are unique, with the exception that the entire staff at the MSAE practice the TM technique. The questions asked in the telephone interviews were all based on the literature on teacher burn-out. In other words, the problems these teachers experienced had been in researchers' awareness since the early 1970s, and therefore these schools are representative of many with similar problems. An attempt to compare the conditions at these three schools with other schools would require a limitation to schools in areas of similar socio-economic, geographic, and climatic conditions, and similar density of population. Such schools might be found in other Mid-Western states like Ohio, Indiana, Illinois, and Minnesota, provided the big cities in these states are not included. Also, the size of the schools should be matched, and in this study all the schools have less than 1,500 students, and are therefore relatively small. A good indication that the public school's culture belonged to the Iowa mainstream is its average ACT (American College Testing) score, which the last few years has fluctuated around the Iowa average score. Data on teacher burn-out would also be essential to calculate reliable results, but this author found that a pool of such data does not exist.

Suggested Implications of Findings

Three positive findings dominate the results of the research on the three schools: 1) the teachers' sense of accomplishment is much higher than the normative MBI data, 2) the functioning of the Regina Education Center (the Catholic school) is good and satisfying for the teachers, and 3) the MSAE teachers' burn-out scores are extremely positive compared with both the public and the Catholic school teachers, as well as with the MBI norms.

Particularly pleasing in the light of the public school's relatively high burn-out rate is its high score on Personal Accomplishment compared with the MBI norm. This shows that the feeling of achieving good results with the students is fully possible despite feeling emotionally overextended and somewhat cynical when teaching. One reason for this unexpected result could have been the long teaching experience of these teachers, but this conclusion is not supported by the low negative correlation between Teaching Experience and Personal Accomplishment (correlation coefficient -0.035).¹⁷⁷

The teachers at the Catholic school had no serious complaints about their working conditions, and this school apparently embodies qualities that could benefit many other schools due to its smooth functioning. All the teachers interviewed on the telephone felt happy with their choice of profession (see table 6, Appendix 2), and this is a strong indication of the excellent school operation. These teachers mentioned none of the traditional areas of serious teacher complaint--administrative, supervisor, parental support, student behavior, and teacher autonomy--as being issues. Although private school teachers tend to be more satisfied than teachers in public schools, the total absence of serious complaints is unexpected. Therefore, a recommendation is that a number of schools be surveyed with a questionnaire similar to the one used for the telephone interviews in this study (see Appendix 1b) in order to find schools where teachers have few complaints. Such schools could be found in both the public and the private sector and be used to set norms or act as model schools.

The low burn-out scores among the MSAE teachers are remarkable. To its advantage the school has smaller classes than the two other schools (see table 17, Appendix 2). Also, the MSAE teachers score "better" than the other two groups of teachers in the following areas: exercise, diet--almost all were vegetarians, frequency of obesity, smoking, TV watching, and very little "fast food" and coffee consumption. Of all these lifestyle factors, overweight is the

¹⁷⁶ *The Center for Education Reform*. [<http://edreform.com/pubs/edstats.htm>]

¹⁷⁷ This particular correlation coefficient was not significant and is therefore not listed.

one that possibly could have the most effect on burn-out level, but more accurate measures would have to be undertaken in order to determine effects in a case like this. Also, eating might to some degree *prevent* burn-out because for many people it provides satisfaction. It should be noted, however, that none of the three groups are extreme with regard to overweight. Therefore, concluding that this factor in combination with the actual occurrences of exercise has a major effect on burnout seems unreasonable.

Teachers have a high degree of education compared with the rest of the population. They are therefore relatively easily accessible through campaigns. Efforts through campaigns to promote healthier lifestyle habits deserve to be considered as an important means to attack the problem of teacher burn-out. The degree of obesity among teachers and their exercise habits ought to be scrutinized to estimate the seriousness of this problem in general. On the basis of the results, the Maslach Burnout Inventory could be used to control for the effects of body weight and exercise on teacher job satisfaction. The teaching profession needs such attention to produce better academic results, to increase teacher job satisfaction, and to improve teachers' qualifications as models for their students.

The need for change in the American public education system is reflected in the high number of reform proposals made in the US. More than 80% of the population want school choice, charter schools, and quality education, according to a 1997 survey. The time may seem right to be innovative to produce better educational results, which is the objective of the public schools that have become charter schools. If charter schools succeed in their innovative efforts to produce better academic results, they are granted permission to go ahead--if not, they lose their license to operate. The question whether private schools ought to be included in a school-choice program is a particularly polarizing one among politicians. The reason for this is that the choice of attending private rather than public schools is a reform alternative that involves governmental vouchers and the use of taxpayers' money. These issues have stirred a hot political debate, and the final outcome is yet to be decided on. Charter schools, however, seem to have proven their rightful place in education because they have been increasing in numbers since the idea was put into practice in 1991.

Based on the facts obtained through this research and the results achieved by MSAE students, it is recommended that the TM program be tried out as a possible reform in the American educational system. The MSAE students all supposedly practice the TM technique, and most have done so for a number of years. These students have produced an excellent academic track record over the years, and in the academic year 96/97 the following achievements were made:

- Grades 9-12 scored in the 99th percentile in the Iowa Tests of Educational Development--both nationally and in Iowa--for the second year in a row.
- Two seventh grade teams won 1st place in the Iowa Odyssey of the Mind competition to advance to the world finals.
- An eighth grader scored highest on the American Junior High School Mathematics Exam in Iowa.
- Upper school teams won first place on the American High School Mathematics Exam two years running. The AHSME is the most prestigious math competition in the nation.
- Eight-graders won the Iowa State Spelling Bee for seventh and eighth grades for the second year straight.
- The upper school team took first place in the Iowa State History Fair-Group Media Competition two years in a row.
- Two upper school students were selected as National Merit Scholar finalists.

Also, the following were arts achievements at MSAE in the academic year 96/97:

- The upper school choral reading "Visions of Light" won the Critic's Choice award in the Iowa High School Speech Association Competition as the most outstanding performance in the state.

- The upper school students won the highest honor--National Gold Key awards--in National Scholastic Art Competition.
- Upper school students took first place in the color competition at the Iowa Educational Media Association (IEMA) photography competition, and second place in the black and white competition.
- Three upper school students were selected as outstanding performers at the Iowa High School Speech Association, and appeared at the All-State Festival.¹⁷⁸

These results promise a quality education at MSAE which measures up to the expectations set by educational authorities. That these students also are being taught the philosophical aspect of the TM program, the SCI discipline, would not have to interfere with the implementation of the practice of TM anywhere else. The TM technique supposedly works independently of its philosophical aspect, and this opens the way for neutral research designs. It should also be noted that the MSAE students do not take additional health promoting treatments.

Experimenting with the TM program in both public and private schools is an interesting idea. The effect of the practice of the TM technique by itself without the interference of additional ingredients for health promotion has not been controlled for in this study. However, there is reason to assume that the practice of the TM technique provides the main effect because the rest of the other factors which may have contributed to the good burn-out results--extra meditation during weekends and summers, the use of herbal remedies, and body massages and internal cleansing--took place irregularly. On the other hand, the TM technique is strongly recommended practiced regularly in order to produce desired results.

The TM program could be tried out in different settings in both public and private education sectors. The practice of the TM technique could be kept isolated from interfering with other health-promoting approaches. Also, the TM technique could be practiced by part of a faculty body, randomly selected, and it could also include part of, or all of, the students at different schools. Furthermore, the effects of the ancient Ayurvedic treatment, which includes the use of herbs and bodily cleansing, could be scrutinized, with or without the use of the TM technique. A great number of research designs could be worked out, and the concept of charter schools and the idea of school-choice options also open up additional possibilities for trying out new ways to enhance school culture.

Comparing and Debating the Problem of American Lifestyles Versus Other Factors Contributing to Teacher Burn-out

The reasons for teacher burn-out are well documented by scholars as for example Herbert Freudenberger, Cristina Maslach, and Anthony J. Cedoline (see Chapter 1). These researchers point to a variety of causes for this serious problem among public school teachers: the lack of support from supervisors, administration, parents, and peers, student behavior, students' abuse of alcohol and drugs, student violence, and the lack of autonomy are but a few examples. Estimates for frequency of burnout vary greatly and Cedoline reports that 25 percent of public school teachers feel burnt out at any given time.¹⁷⁹ Other scholars estimate the amount of burn-out to range from 10 to 80 percent (see p. 26). Much less research has been done on burn-out in the private school sector, but these teachers are in general more satisfied with their working conditions despite their low pay.

Even though the problem of teacher burn-out has received much attention during the last two and a half decades, efforts to curb it have not been very successful. Teachers' salaries have risen and reduced attrition from the occupation, but the profession still battles much the

¹⁷⁸ Brochure published by the Maharishi University of Management in 1997.

¹⁷⁹ Anthony J. Cedoline, *Job Burn-out in Public Education: Symptoms, Causes, and Survival Skills*, (New York, 1982), 93.

same conditions as it has done for the last twenty-five years. Fortunately, all problem areas do not manifest at all schools. In this study problems of importance at the three schools are pointed out, and the nature of their particular problems varies even if the schools have certain general problem areas in common. Teachers at all three schools feel that they spend too much time in meetings and on paperwork, but these seem to be unimportant compared with more pressing problems. The desire for more pay is also present among all three groups of teachers but while this is a minor concern at the public school, its impact is more serious at the Catholic school. At MSAE this problem probably is the most important by far in causing frustration. Of other common problem areas referred to in the literature, the teachers at the public school and MSAE reported dissatisfaction with the support from both supervisors and administration. However, while this was a serious complaint at the public school, the MSAE teachers were only slightly unhappy with their supervisors and administration. By and large, in this study sources of stress and teacher burn-out seem to coincide with what has been commonly reported by other researchers. The location of the public school and the fact that two of the schools are private determine many of the problems experienced by the 171 teachers surveyed.

According to some scholars, personal lifestyle habits such as exercise and type of diet may have an effect on burn-out. Therefore, the results from surveying the 171 teachers on their personal lifestyle habits are interesting. Nationally about one-third of adult Americans weigh too much, and more than three-fourths do not exercise at all. The teachers at the three schools in this study were not expected to represent any exception. The figures in table 5, page 105, indicate higher percentages than the national norm for overweight at all three schools. Unfortunately, the research in this study did not obtain data for degree of overweight. The impression is that the number of excessive pounds per individual is within reasonable limits-- "a few pounds extra" and "ten pounds extra" were mentioned by some. One among the 171 teachers was reported to be extremely obese. However, there is reason to assume that the rate of overweight among the three faculty bodies represents a potential for potential opportunity to make changes leading to better health and less burn-out. Large percentages of teachers reported that they exercise--most of them regularly--and this may have counteracted some of the negative effects of weighing too much. When governmental authorities report that overweight plus no exercise put one at risk for serious diseases, they do not debate the value of exercise when one's weight is too high and stays that way despite regular exercise. The average figures for how much these teachers exercise are higher than what is recommended as a minimum requirement by the government. The combined effect of overweight and plentiful exercise is therefore unclear, but normal body weight for all of these teachers might have contributed to their lower their burn-out scores. However, the relative importance of obesity as a source of these teachers' job dissatisfaction compared with other factors is uncertain due to the lack of specified data. Further research is needed in order to conclude whether the actual degrees of overweight are a statistically significant problem that can be related to teachers' job satisfaction.

There is no indication that obesity among American teachers is more serious than that found among the public in general, but the results in this research indicate that it is a potential problem. Part of situation is that the amount of overweight is increasing in the nation at large, and there is no reason to believe that teachers are an exception. Therefore, there is reason to believe that teachers also develop serious health problems due to weighing too much. The figures from this research indicate that even among those who are vegetarians, there are 40% who said they weigh too much. This was surprising but care should be taken not to overestimate the consequences from it. After all, there is a major difference between weighing 5 or 10 pounds too much and being extremely obese. The case of the MSAE school can be termed an exception because so many of those teachers are vegetarians. Therefore the obesity

reported by the other teachers involved in this research most likely is more severe due to higher intakes of saturated fatty acids.

What the Individual Teacher Who Experiences Work Problems May Do to Improve His or Her Situation, Especially Regarding Lifestyle Changes

Teachers have achieved much improvement in their working conditions through organized efforts, but much remains to be done. External forces in society add to the complexity of their challenges, and even unions may have to give up in the fight for what they believe are teachers' rights and privileges. Therefore, positive changes related to teachers' work take place over long periods of time. Ironically, waiting and hoping for needed changes can often cause a build-up of stress and tension that ultimately leads to burn-out.

However, as was pointed out in chapter 1, the one area over which a individual can have control is personal lifestyle habits. One's habits outside the workplace influence how one feels when at work, and therefore spare-time may be used in constructive ways to form new and healthy habits. Physical workouts and improvement of diet are ways to strengthen health that are available to all, and avoidance of obesity would provide increased well-being for many teachers. Though much attention has been given to these issues, they still have not become integrated parts of school cultures. The application of such practices must become integral parts of the collective attitudes at the individual school. If this were the case, it would be much more difficult for those who are physically inactive to remain so.

It is difficult to estimate how realistic the idea of organized workouts and changing to a healthier diet may be. Trends in society have allowed for the ban on smoking in K-12 schools, and this is an important victory in the battle against degenerative lifestyle habits even though it may have caused increased discomfort for many smokers. Also in addition, this research indicated that the teachers' use of alcohol is low compared with that of the rest of the population, and this hopefully signal similar conditions in greater geographical areas and in comparable strata of the population. Nevertheless, habits like eating and physical activity require changes of a different nature, and perhaps it would put unacceptable strain on many of those being encouraged to adopt new habits.

This research indicates that the lifestyles of the MSAE teachers are very effective in preventing burn-out. Their lifestyles include several factors which may have helped them as teachers. The TM technique is practiced on a regular basis and therefore probably contributed to the most to resisting burnout. Also, a large amount of scientific research support this assumption. For example, sleep disturbances, tension, smoking, the use of alcohol and drugs, and overweight are some of the areas in which research has proven the use of TM to be beneficial.¹⁸⁰

In order to gain maximum benefits, teachers should apply several recommended means to combat burn-out. Therefore the combination of regular exercise, a healthy diet--not necessarily vegetarian--and the use of the TM program would probably enable the majority of teachers to avoid serious burn-out. These factors--one, two, or all three combined--would help energize teachers to manage their jobs without having to suffer from a build-up of tensions that might become very harmful in the long run. This is a practical approach for the individual teacher to solve the problem because it has nothing to do with, for instance, structural changes of school systems and extra efforts to educate parents.

What Ought to Be Done Through Changes in Education Politics

¹⁸⁰ For details, see *Scientific Research on the Transcendental Meditation Program, Collected Papers, Volume 1*, edited by D.W. Orme-Johnson, J.T. Farrow, and L.H. Domash, Seelisberg, Switzerland, 1976, and *Scientific Research on the Transcendental Meditation Program, Collected Papers, Volumes 2-5*, edited by R. Chalmers, G. Clements, H. Schenklun, and M. Weinless, Fairfield, IA, 1990-1991, recommended papers: 8, 9, 22, 30, 32, 34, 44, 65, 67, 68, 75, 78, 92, 40, 124, 126, 144, 162, 163, 233, 235, 247, 282, 287, 290, 359, and 380.

“This nation [the US] has wasted billions of dollars on poorly conceived but politically popular reform movements that have sapped the energy out of school-people. We need a national moratorium on reforms so that educators and local policy makers can analyze their own problems. This could lead to a new concept: *local system analysis*. Each local school district would systematically study its own cultures--yes, *cultures*--and *then* implement a carefully, well-coordinated, and well-funded plan for specific improvements.” This comment was made by Donald C. Orlich who is a professor in the Department of Educational Administration and Supervision at Washington State University at Pullman. The quote is taken from his article “Education Reforms: Mistakes, Misconceptions, Miscues,” and epitomizes what could be the necessary prerequisites for trying out and implementing the conclusions made in this thesis.¹⁸¹ His views are fully supported by James W. Guthrie who contends that local schools have to be re-enfranchised and regain their rights to evaluate and change their policies.¹⁸² Given cultures supportive of innovative thinking, new and old ideas could be implemented and monitored to find out what actually works with regard to preventing teacher burn-out. As Orlich also points out in the same article (p. 536), two factors work against the reform of education: 1) experienced teachers tend to think they know what is best while at the same time politicians meddle with professional aspects of teaching, and 2) the empirical knowledge base in schools is rather weak. If politicians would let go of their tendency to try to control education in their local area, and teachers would open up to new ideas, much would be gained in terms of the ability to test recommendations such as those made in this thesis. Politicians simply have to let local school boards, superintendents, principals, and teachers assume more power in decision making. If such new thinking were accompanied by scientific scrutiny of new approaches of improving education, teachers most likely would welcome the opportunity to gain more influence over their own work situation.

For more than twenty years the problem of teacher burn-out has received a great deal of attention aimed at helping teachers cope with their jobs and improve academic results. Despite all efforts including the improvement of teachers’ salaries and status, the fact is that burn-out is still a problem that plagues many educators. A possible explanation for this might be that burn-out is more prevalent in any profession than has been assumed, and that the present level of teacher burn-out is just normal. The teaching profession is large and exposed and has possibly attracted more attention than most professions with regard to work conditions. Whatever the case, in addition to mending obvious flaws in the average teacher’s work setting, new and untraditional ways to increase teachers’ job satisfaction ought to be tried out. The practice of TM is one such means which could prove to be very helpful. Other meditation techniques might be useful as well, even though few have been scientifically tested. Also, researchers have recommended an array of remedies, as for example remedies such as time management, social network support, and the monitoring of exercise and dietary habits. Initiatives on the personal level seem to hold an important potential to contribute to improved school culture. This in addition to such initiatives in combination with continued good will from society most likely would make teachers a very happy group of professionals.

BIBLIOGRAPHY

Primary Sources

¹⁸¹ Donald C. Orlich, “Education Reforms: Mistakes, Misconceptions, Miscues,” in *Phi Delta Kappan*, Mar. 1989, 517.

¹⁸² J.W. Guthrie, “The Paradox of Educational Power,” *Educational Week*, Vol. XVII, No. 7, 1997, 34.

Chase, Bob, president National Education Association. "Still a Nation at Risk" in *NEA Today*, Apr. 12, 1998. [<http://www.nea.org/society>]

Draper, Sharon. "What is the National Board for Professional Teaching Standards? Ready To Get Certified?" The National Board for Professional Teaching Standards, National Education Association. [<http://www.nea.org/neatoday/9802/nbpts.html>]

Historical Statistics of the United States. Colonial Times to 1970. House Document Series, No 93-78. Washington DC: U.S. Printing Office.

Kay, Mary. Telephone conversation, Aug. 25, 1998.

Maslach, Christina. E-mail to Svein Pedersen, Jan. 14, 1998.

National Education Association. [<http://www.nea.org/>]

NEA Research 1995-96: Highlights, "Status of the American Public School Teacher. Sept. 1997." [<http://www.nea.org/neatoday/9709/status.html>]

North Carolina Department of Public Instruction. Statistical Data and Research Center/Financial and Personal Services. *Teacher Attrition 1980-1996.* (Engin Konanz, 1996).

Pines, Ayala. E-mail to Svein Pedersen Feb. 2, 1998.

Teleport Internet Services. [<http://www.teleport.com/otr/taxfax-t.htm>]

U.S. Department of Education. The Center for Education Reform. *Elementary and Secondary Education at a Glance, Sept. 1997.* [<http://edreform.com/pubs/edstats.htm>].

U.S. Department of Education. The National Center for Education Statistics *The Condition of Education 1997. Indicator 39.* [<http://nces.ed.gov/pubs/ce/c9739a01.html>]

U.S. Department of Education, National Center for Education Statistics. *Schools and Staffing Survey, 1993-94.* [<http://nces.ed.gov/esn/n16a.html>]

U.S. Department of Education. National Center for Education Statistics. *Statistical Analysis Report: Job Satisfaction Among America's Teachers: Effects of Workplace Conditions, Background Characteristics, and Teacher Compensation.* NCES 97-471. August 1997. [<http://nces.ed.gov/pubs97/97471.html>]

U.S. Department of Education. Office of Educational Research and Improvement. National Center for Education Statistics. *Digest of Education Statistics 1997.*

U.S. Department of Education. Office of Educational Research and Improvement. National Center for Education Statistics. *Migration and Attrition of Public and Private School Teachers: 1991-1992.* Aug. 1995. [<http://nces.ed.gov/pubs/95770.html>]

U.S. Department of Health and Human Services. NCHS HHS News. *Prevalence of Overweight Among Adolescents - United States 1998-91.* Nov. 10, 1994. [<http://www.cdc.gov/nchswww/releases/94news/94news/nr941110.htm>]

INTERVIEWS

"Doe, Jane." Interview by Svein Pedersen, Aug. 20, 1998. Interview 8/20, Svein Pedersen's private collection.

Reilly, Barb. Interview by Svein Pedersen, Aug. 13, 1998. Interview 8/13, Svein Pedersen's private collection.

Telephone interviews, a total of 30, performed between May 26 and July 2, 1998. Svein Pedersen's private collection

Wetter, Kate. Interview by Svein Pedersen, Aug. 18, 1998. Interview 8/18, Svein Pedersen's private collection.

Secondary Sources

NEWSPAPER AND MAGAZINE ARTICLES

Chandler, Alfred. 1991. A Chat With the Dean of American Business History. *Financial World* (June 25): 42.

Finn Jr., Chester E. "A Nation Still at Risk." *Commentary*, May 1989, 17.

(*The New York Times*, Sept. 19, 1982).

(*USA Today*, Oct. 21, 1994).

Wattenberg, Ben J. 1990. The Halting Progress of Blacks in the Last Generation. *U.S. News and World Report*. (Jan. 22): 28.

Teaching in Trouble. *U.S. News and World Report*. (May 26, 1986): 55.

BOOKS

Balian, Edward S. *How to Design, Analyze, and Write Doctoral or Masters Research*. Lanham, New York, London: 1988.

Berliner David C., and Bruce J. Biddle. *The Manufactured Crisis*. Reading, MA: Addison-Wesley Publishing Company, 1995.

Brenton M. *What Happened to the Teacher?* New York: Coward McCann, 1970.

Cedoline, Anthony J. *Job Burn-out in Public Education: Symptoms, Causes, and Survival Skills*. New York: Teachers College Press, 1982.

Cones, James H. III, John F. Noonan, and Denise Janha. *Teaching Minority Students*, San Francisco, Washington, London: ?, 1983.

Current, R.N., T.H. Williams, and F. Freidel. *American History: A Survey*. New York: Alfred A. Knoph, Inc., 1964.

Darling-Hammond, Linda. *Beyond the Commission Reports: The Coming Crisis in Education*. Santa Monica: Rand Corporation, 1984.

DeVitis Joseph L., and John M. Rich. *The Success Ethic, Education, and the American Dream*. Albany, NY: State University of New York Press, 1996.

Farber, Barry A. *Crisis in Education. Stress and Burnout in the American Teacher*. San Francisco: Jossey-Bass Publishers, 1991.

Gall, Timothy L., and Daniel M. Lucas. *Statistics on Alcohol, Drug & Tobacco Use*. New York: ITP, 1995.

Haskins, Loren, and Kirk Jeffrey. *Understanding Quantitative History*. Cambridge, MA: The MIT Press, 1990.

Hinton, Perry R. *Statistics Explained. A Guide for Social Science Students*. London and New York: Routledge, 1995.

- Hoover, Kenneth, and Todd Donovan. *The Elements of Social Scientific Thinking*. Sixth edition. New York: St. Martin's Press, Inc., 1995.
- Kennedy, Peter. *A Guide to Econometrics*. Third edition. Cambridge, MA: The MIT Press, 1992
- LeCompte, Margaret D., and Anthony G. Dworkin. *Giving Up On School: Student Dropouts and Teacher Burnout*. Newsbury Park, CA: Corwin Press, Inc., 1991.
- Loren Fishkin, Gerald. *American Dream, American Burn-out: How to Cope When It All Gets to Be Too Much*. Grawn, MI: Loren Publications, [distributed by] Publishers Distribution Service, 1994.
- Freudenberger, Herbert J. *Burn-out: The High Cost of High Achievement*. New York: Anchor Press, 1980.
- Gold Yvonne, and Robert A. Roth. *Teachers Managing Stress and Preventing Burnout: The Professional Health Solution*. Bristol, PA: The Falmer Press, Taylor & Francis Inc., 1993.
- LeCompte Margareth D., and Anthony G. Dworkin. *Giving Up on School. Student Dropouts and Teacher Burnouts*. Newsbury Park, CA: Corwin Press, Inc., 1991.
- Maslach, Christina, Susan E. Jackson, and Michael P. Leiter. *Maslach Burnout Inventory*. Third edition. Palo Alto: Consulting Psychologists Press, Inc., 1996.
- Morris R.B., and W. Greenleaf. *USA, The History of a Nation*. Vol. 1. Chicago: Rand Mc Nally & Company, 1969.
- Orme-Johnson, D.W., J.T. Farrow, and L.H. Domash. *Scientific Research on the Transcendental Meditation Program, Collected Papers*, Volume 1. Seelisberg, Switzerland: MERU Press, 1976, and Chalmers, R., G. Clements, H. Schenkun, and M. Weinless. *Scientific Research on the Transcendental Meditation Program, Collected Papers*, Volumes 2-5. Fairfield, IA: MIU Press, 1990-1991.
- Pines Ayala, and Elliot Aronson. *Career Burn-out. Causes and Cures*. New York and London: The Free Press, 1988.
- Roth, Robert A. *How to Conduct Surveys, Follow-up Studies, and Basic Data Collection in Evaluation Studies*. Washington, D.C.: University Press of America, 1981.
- Silberman, Charles E. *Crisis in the Classroom. The Remaking of American Education*. New York: Random House, 1970.
- Weber, Max. *The Protestant Ethic and the Spirit of Capitalism*. New York: Charles Schribner's Sons, 1958.
- Welch, Susan, et. al. *Understanding American Government*. St. Paul: West Publishing Company, 1995.
- Wiltse, Charles M. *The Jeffersonian Tradition in American Democracy*. New York: Hill And Wang, Inc., 1960.

JOURNAL ARTICLES

- Anderson, M.B. and E.F. Iwanicki. "Teacher Motivation and Its Relationship to Burn-out." *Educational Administration Quarterly* 20, no. 2 (1984): 109-32.
- Barter, R.E. "Rejuvenating Teachers." *Independent School* 43, no. 3 (1984): 37-42.
- Bloch, Alfred M. "The Battered Teacher" *Today's Education* 66, no. 2 (1977): 58-62.
- Burke, Ronald J. and Esther R. Greenglass. "Career Orientation and Psychological Burnout in Teachers." *Psychological Reports* no. 63 (1988): 107-116.
- Coates, Thomas J., and Carl E. Thoresen. "Teacher Anxiety: A Review with Recommendations." *Review of Educational Research* 46 no. 2 (1976): 160.

- Cook, Jimmie. "America's Schools More Than Measure Up." *Teaching PreK-8* 28, no. 7 (1998): 30-31.
- Cornell, T. "Narrative Insights into African-American School Experiences: Combating the Culture of Defeatism." *International Journal of Educational Reform* 6, no. 3 (1997): 324-25.
- Cunningham, William G. "Teacher Burn-out - Solutions for the 1980s: A Review of the Literature." *The Urban Review* 15, no. 1 (1988): 39.
- Gold, Yvonne. "Burn-out: A Major Problem for the Teaching Profession." *Education* 4, no. 3 (1984): 273.
- Gold, Yvonne. "Does Teacher Burnout Begin with Student Teaching." *Education* 105, no. 3 (1986): 254-257.
- Gold, Yvonne. "Stress Reduction Programs to Prevent Teacher Burnout." *Education* 107, no. 3 (1987): 338-340.
- Grant, G. "The Teachers' Predicament." *Teachers College Record* 84, no. 3 (1983): 593-609.
- Guthrie, J.W. "The Paradox of Educational Power." *Educational Week* XVII, no. 7, (1997): 34.
- Hepburn, Mary. "The Power Of the Electronic Media In the Socialization Of Young Americans: Implication For Social Studies Education." *Social Studies* 89, no. 2 (1998): 72.
- Holt, P., M.J. Fine, and N. Tollefsen. "Mediating Stress: Survival of the Hardy." *Psychology in the Schools* no. 24 (1987): 51-58.
- Iwanicki, Edward F. "Toward Understanding and Alleviating Teacher Burn-out." *Theory Into Practice* XXII, no. 1 (1983): 30.
- Kyriacou, Chris. "Teacher Stress and Burn-out: An International Review." *Educational Research* 29, no. 2 (1987): 147.
- Labaree, David F. "A Kinder and Gentler Report: Turning Points and the Carnegie Tradition." *Journal of Education Policy* 5, no. 3 (1990): 249-64.
- Labaree, David F. "An Unloving Legacy: The Disabling Impact of the Market On American Teacher Education." *Phi Delta Kappan* 75, no. 8 (1994): 592.
- Labaree, David F. "An Unloving Legacy: The Disabling Impact of the Market On American Teacher Education." *Phi Delta Kappan* 75, no. 8 (1994): 593.
- Labaree, David F. "An Unloving Legacy: The Disabling Impact of the Market On American Teacher Education." *Phi Delta Kappan* 75, no. 8 (1994): 594-95.
- Litt, M.D., and D.C. Turk. "Sources of Stress and Dissatisfaction In Experienced High School Teachers." *Journal of Educational Research* 78 (1985): 178.
- Lowell, C.R., A.M. Gallup, and S.M. Elam. "The 29th Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools." *Phi Delta Kappan* 79, no. 1 (1997): 41-56.
- Ludwig, M. "Channel Surfing: Race Talk and the Destruction of Today's Youth." *Educational Leadership* 55, no. 7 (1998): 88-89.
- Malanowski, James R., and Peter H. Wood. "Burn-out and Self-Actualization in Public School Teachers." *Journal of Psychology* 117, no.1 (1984): 23-26.
- Maslach, Christina. "Burned Out." *Human Behavior* 5, (1976): 16.
- Mattingly, M.A. "Sources of Stress and Burn-out in Professional Child Care Work." *Child Care Quarterly* 6, no. 2 (1977): 131.
- McEnany, Judith. "Teachers Who Don't Burn Out." *The Clearing House* 60, no. 2 (1986): 83-84.

- McIntyre, T. "The Relationship Between Locus of Control and Teacher Burn-out." *British Journal of Education Psychology* 54, no. 2 (1984): 235-238.
- Moracco, J., R. D'Arienzo, and D. Danford. "Comparison of Perceived Occupational Stress Between Teachers Who Are Contented and Discontented in Their Career Choice." *Vocational Guidance Quarterly* 32, no.1 (1983): 44-51.
- Nagy, Steven, and Lorraine G. Davis. "Burn-out: A Comparative Analysis of Personality and Environmental Variables." *Psychological Reports* 57, (1985): 1324.
- National Recreation and Park Association's Active Living/Healthy Lifestyles Program. "National Agenda." *Parks and Recreation* 30, no. 10 (1995): 44.
- Postman, Neil. "The First Curriculum: Comparing School and Television." *Phi Delta Kappan* 61, no. 3 (1979): 163-168.
- Orlich, Donald C. "Education Reforms: Mistakes, Misconceptions, Miscues." *Phi Delta Kappan* (Mar. 1989): 513.
- Riccio, Anthony C. "On Coping With the Stresses of Teaching." *Theory Into Practice* 22, no. 1 (1983): 43.
- Riccio, Anthony C. "On Coping With the Stresses of Teaching." *Theory Into Practice* 22, no. 1 (1983): 44.
- Roness, Atle. *Utbrent? Arbeidsstress og psykiske lidelser hos mennesker i utsatte yrker*. Oslo: Universitetsforlaget, 1995.
- Schlafly, Phyllis. "Clinton is Trying to Eliminate Local Control of Education." *Human Events* 53, no. 9 (1997): 30.
- Schwab, Richard L. and Edward F. Iwanicki. "Who are Our Burned Out Teachers?" *Educational Research Quarterly* 7, no. 2 (1982): 5-16.
- Shotwell, Steve. "Connecting to the Future. Part IV - A Blueprint For the Electronic Classroom." *Electronic Learning* 13, no. 4 (1994): 14-15.
- Spangler, K.J. "Doing Our Part to Promote Healthy Lifestyles." *Parks and Recreation* 32, no. 10 (1997): 54.

PAPERS

- Dinham, Steve. "Enhancing the Quality of Teacher Satisfaction." Paper presented at the National Conference of the Australian College of Education, Launceston, Tasmania. Sept. 28-30, 1994, and Dinham, Steve, and Catherine Scott. "Modeling Teacher Satisfaction: Findings from 892 Teaching Staff at 72 Schools." Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, March 24-28, 1997.
- Eastman, Wayne. "Avoiding Faculty Burn-out Through the Wellness Program," paper presented to the Association of Canadian Community Colleges Annual Conference, May 26-28, 1996, 8.

MISCELLANEOUS

- MetLife Statistical Bulletin.
[<http://www.metlife.com/Sb/Recaps/Docs/1teens.html>]
- Pew Research Center. "Optimism About TV Ratings." *January 1997 News Interest Index*.
[<http://peoplepress.org/jan97mor.htm>]
- Taylor, Betsy. "Poverty, Race, and Consumerism," in *Poverty and Race*, July/Aug. 1997.
[<http://www.newdream.org/discuss/taylor.html>]

Hoff, David J. "Clinton Gives Top Billing to Education Plan." in *Education Week*, Feb. 12, 1997.
[<http://www.edweek.org/ew/vol-16/20clint.h16>]

Thompson, Lois J. "Partners in Encouragement." *Individual Psychology Journal of Adlerian Theory, Research and Practice*. Vol. 38, No. 4 (Dec. 1982): 315-321.

APPENDIX 1A

-

Maslach Burnout Inventory.**EDUCATORS SURVEY**

HOW OFTEN: 0 1 2 3 4 5 6

Never A few times Once a A few Once A few Every

 a year month times a a times day

 or less or less month week a a week

HOW OFTEN

0-6 Statements:

1. _____ I feel emotionally drained from my work
2. _____ I feel used up at the end of my workday.
3. _____ I feel fatigued when I get up in the morning and have to face another day on
the
job.
4. _____ I can easily understand how my students feel about things.
5. _____ I feel I treat some students as if they were impersonal objects.
6. _____ Working with people all day is really a strain for me.
7. _____ I deal very effectively with the problems of my students.
8. _____ I feel burned out from my job.
9. _____ Working with people all day is really a strain for me.
10. _____ I've become more callous toward people since I took this job.
11. _____ I worry that this job is hardening me emotionally.
12. _____ I feel very energetic.
13. _____ I feel frustrated by my job.
14. _____ I feel I'm working too hard on my job.
15. _____ I don't really care what happens with some of my students.
16. _____ Working with people all day puts too much stress on me.
17. _____ I can easily create a relaxed atmosphere with my students.
18. _____ I feel exhilarated after working closely with my students.
19. _____ I have accomplished many worthwhile things in this job.
20. _____ I feel I'm at the end of my rope.
21. _____ In my work, I deal with emotional problems very calmly.
22. _____ I feel students blame me for some of their problems.

(Administrative use only)

cat.

cat.

cat.

EE: _____ DP: _____ PA: _____

=====

Additional questions asked for demographic information:

23. Age: _____
24. Ethnic origin: _____
25. Gender: _____
26. Marital status: _____
27. Number of offspring: _____
28. Number of years teaching: _____
29. Number of years in current position: _____
30. Extra job responsibilities (e.g. department head):

31. Number of hours of volunteer work (e.g. sports, drama):

32. Number of hours usually worked each week:

33. Number of students in each class you teach:

APPENDIX 1B

SUBJECT: _____ Ph. # _____

School: _____ # of colleagues _____ Call again _____ day at _____

JOB SATISFACTION:

- 1 Why did you choose to become a teacher?.....
- 2 Are you happy as a teacher?.....
- 3 What is the greatest reward about teaching?.....
- 4 Would you become a teacher over again if you could choose?.....
- 5 Do you have broken illusions?.....
- 6 Do you feel that you get enough recognition for your work?.....
- 7 Would you change anything if you could?.....
- 8 Do you ever feel stuck as a teacher?.....
- 9 Are boredom and routine a problem?.....
- 10 Do feel you get enough support from your supervisors?.....
- 11 Is the cooperation with the administration good enough?.....
- 12 How about support from peers?.....
- 13 Are reforms, or have they been, a source of stress?.....
- 14 Is the feeling of isolation a problem?.....
- 15 Do you feel you have enough free time?
- 16 How do you feel about the discipline at your school?.....
- 17 Are classes small enough?.....
- 18 Is racism a problem at your school?.....
- 19 Is drug abuse among the students a problem?.....
- 20 How about violence?.....
- 21 Is cooperation with parents satisfactory?.....
- 22 Do you feel there is too much paperwork or administration besides teaching?.....
- 23 Do you think meetings take too much time?.....
- 24 Do you feel that you have enough autonomy?.....
- 25 How about promotion possibilities?.....
- 26 Is absenteeism a problem at your school?.....
- 27 Is it easy to fill vacancies with qualified personnell?.....
- 28 Do teachers tend to come and quit quickly?.....
- 29 Are you satisfied with the facilities?.....

CULTURE:

- 30 Do you feel that it is possible to fulfill the American Dream as a teacher (money and freedom)?.....
- 31 Do you feel that your buying power iss good enough?.....
- 32 Is teachers' pay good enough?.....
- 33 Do you have extra jobs to make more money?.....
- 34 How about your peers?.....
- 35 Do you believe in ever-increasing material achievement as a sign of success in life?.....
- 36 What do you think about American consumerism?.....

POLITICS:

- 37 Is teacher preparation in the US good enough?.....
- 38 How do feel about merit pay?.....
- 39 Do you think that Clinton's "master teachers" is a good idea?.....
- 40 Do think of Clinton as an education president?.....
- 41 Should parents be able to choose private schools instead of public schools?.....
- 42 How do you feel about charter schools?.....
- 43 What do you think about national testing?.....

44 What do you think of national standards?.....

45 Is there anything in particular you don't like about education politics these days?....

CRITICISM:

46 Do you agree with the complaints about the American school system, like students do not do well compared with students in other countries?.....

47 Is the demand to follow up on new technology in the classroom stressful?

LIFESTYLES:

48 Do you smoke?.....Peers?.....

49 Do enjoy drinking alcoholic beverages?.....Peers?.....

50 Do you exercise/practice yoga?.....Peers?.....

51 What kind of exercise?

52 Hrs./week

53 Do you drive when you could have walked or bicycled?

54 How much time do you spend watching TV per day?

55 Do you pay attention to diet?.....Peers?.....

56 Do you eat fast food?

57 How much meat do you eat per day?

58 Do you drink coffe - cups/day?.....

59 Do you drink soft drinks - how much/day?

60 Are you over-/underweight?.....Peers?.....

61 Do you get enough rest - going to bed early?.....

62 When do you normally go to bed?.....

63 Do you practice any relaxation technique?.....Peers?.....

APPENDIX 1C¹⁸³

¹⁸³ This set of interview questions were specifically meant for the teachers at the Maharishi School of the Age of Enlightenment (MSAE). The questions in bold types were asked to obtain information about their practice of Transcendental Meditation (TM),

SUBJECT: _____ Ph. # _____

School: MSAE

JOB SATISFACTION:

a (1) Why did you choose to become a teacher at the MSAE?

.....
.....

b Were you educated as a teacher at MUM? ¹⁸⁴.....

c Had you taught before coming to MSAE?

d If "yes," how do the experiences compare?

.....
.....

2 Are you happy as a teacher?.....

3 What is the greatest reward about teaching?.....

e What is the greatest source of stress at work?

f How is TM important to you?

.....
.....

g (4) Would you become a teacher over again at MSAE if you could choose? .

h Do you consider MSAE better than any other K-12 school?

i If 'yes,' why?

.....
.....

j How long have you practiced TM?

k Is it easy to find time to meditate twice per day?

l Do you feel that TM provides enough energy to avoid burnout?

m Do you think your energy level would have been considerably lower without

the practice of TM?

o Could you imagine teaching without the TM practice?

p (15) Do you feel you have enough free time?

5 Do you have broken illusions?.....

6 Do you feel that you get enough recognition for your work?.....

7 Would you change anything if you could?.....

8 Do you ever feel stuck as a teacher?.....

9 Are boredom and routine a problem?.....

10 Do feel you get enough support from your supervisors?.....

11 Is the cooperation with the administration good enough?.....

12 How about support from peers?.....

13 Are reforms, or have they been, a source of stress?.....

14 Is the feeling of isolation a problem?.....

16 How do you feel about the discipline at your school?.....

17 Are classes small enough?.....

18 Is racism a problem at your school?.....

19 Is drug abuse among students a problem?.....

20 How about violence?.....

21 Is cooperation with parents satisfactory?.....

22 Do you feel there is too much paperwork or administration besides teaching?.....

23 Do you think meetings take too much time?.....

24 Do you feel that you have enough autonomy?.....

¹⁸⁴ "MUM" is short for Maharishi University of Management, and the MSAE is located on this campus.

- 25 How about promotion possibilities?.....
- 26 Is absenteeism a problem at your school?.....
- 27 Is it easy to fill vacancies with qualified personnell?.....
- 28 Do teachers tend to come and quit quickly?.....
- 29 Are you satisfied with the facilities?.....

CULTURE:

- 30 Do you feel that it is possible to fulfill the American Dream as a teacher?.....
- 31 Do you feel that your buying power is good enough?.....
- 32 Is teachers' pay good enough?.....
- 33 Do you have extra jobs to make more money?.....
- 34 How about your peers?.....
- 35 Do you believe in ever-increasing material achievement as a sign of success in life?.....

- 36 What do you think about American consumerism?.....

POLITICS:

- 37 Is teacher preparation in the US good enough?.....
- 38 How do feel about merit pay?.....
- 39 Do you think that Clinton's "master teachers" is a good idea?.....
- 40 Do think of Clinton as an education president?.....

q What is the adavantage with private schools compared with public schools?

- 41 Should parents be able to choose private instead of public schools?.....
- 42 How do you feel about charter schools?.....
- 43 What do you think about national testing?.....
- 44 What do you think of national standards?
- 45 Is there anything in particular you don't like about education politics these days?.....

CRITICISM:

- 46 Do you agree with the complaints about the American school system, like students do not do well compared with students in other countries?.....
- 47 Is the demand to follow up on new technology in the classroom stressful?

LIFESTYLES:

- 48 Do you smoke?.....Peers?.....
- 49 Do enjoy drinking alcoholic beverages?.....Peers?.....
- 50 Do you exercise?Peers?.....
- 51 What kind of exercise?
- 52 Hrs./week
- 53 Do you drive when you could have walked or bicycled?
- 54 How much time do you spend watching TV per day?
- r Do you practice yoga asanas?**Peers?
- 55 Do you pay attention to diet?.....Peers?.....
- s Are you a vegetarian?**Peers?
- 56 Do you eat fast food?
- 57 How much meat do you eat per day?
- 58 Do you drink coffe - cups/day?.....
- 59 Do you drink soft drinks - how much/day?
- 60 Are you over-/underweight?.....Peers?.....
- 61 Do you get enough rest?
- 62 When do you normally go to bed?.....
- t Do you attend advanced TM courses?**

APPENDIX 2

	Public School	Catholic School	MSAE
Chose to become a teacher due to idealism	90	100	0
American Dream can be fulfilled as teacher	80	100	100
Happy as teacher	90	100	100
Student growth as greatest reward from teaching	100	100	50
Would become teacher over again	70	88	92
Broken illusions	vague	38	42
Get enough recognition	33	71	82
Feel stuck at times	30	14	40
Enough support from supervisors	40	100	67
Enough support from administration	50	100	75
Discipline no problem	13	75	46
Alcohol/drug abuse a problem	100	14	50
Parent support is good	56	71	92
Too much time in meetings	86	43	42
Too much time on paperwork	70	50	42
Have enough autonomy	70	100	100
Satisfied with school buildings	40	100	92
Buying power good enough	50	13	17

Burnout Variables	Teacher Background Variables						
	Age	Gender	Offspring	Class Size	Teaching Experience	Level Taught	Marital Status
Emotional Exhaustion	169	171	171	168	171	155	170
Depersonalization	169	171	171	168	171	155	170
Personal Accomplishment	169	171	171	168	171	155	170

Note: The following classes had missing cases: Age=2, Level Taught=16, Marital Status=1, Class Size=3.

Years of Teaching Experience	EE		DP*		PA		N
	Mean	SD	Mean	SD	Mean	SD	
0-4	19.80	8.10	6.20	3.77	39.90	4.47	40 (23.4)
5-12	20.20	10.33	6.69	5.00	39.82	4.63	51 (29.8)
13-24	22.54	10.86	7.83	5.34	41.13	4.92	48 (28.1)
25-38	20.25	10.90	8.22	5.61	38.56	6.91	32 (18.7)
All	20.77	10.10	7.18	4.98	39.97	5.20	171 (100.0)

*Significant at $p < 0.05$.

Table 9a. Summaries of Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA) by Lower and Middle/Upper Grades Taught. Summaries of Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA). Ranges of MBI sub-scales: EE=0-54, DP=0-30, PA=48 (degrees of emotional fatigue: 0-16 = low, 17-26 = average, 27-54 = high), DP=0-30 (degrees of cynical attitudes toward students: 0-8 = low, 9-13 = average, 14-30 = high), PA=48 (degrees of sense of accomplishment: 0-30 = low, 31-36 = average, 37-48 = high). Percentages of total sample in parenthesis.

Level(s)	EE		DP*		PA		N
	Mean	SD	Mean	SD	Mean	SD	
Lower	21.54	10.78	5.61	3.77	40.36	4.98	69 (40.4)
Middle/Upper	19.80	9.85	8.15	5.63	39.79	5.47	86 (50.3)
Total	20.57	10.28	7.02	5.04	40.05	5.25	155 (90.7)
MBI Norms	21.25	11.01	11.00	6.19	33.54	6.89	4,163

*Significant at $p < 0.05$.

Note: Sixteen teachers at the public school did not indicate which grade levels they taught, and these were not included in this table.

Table 9. Summaries of Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA) by Public and Catholic Lower and Middle/Upper Grades Taught. Summaries of Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA). Ranges of MBI sub-scales: EE=0-54, DP=0-30, PA=48 (degrees of emotional fatigue: 0-16 = low, 17-26 = average, 27-54 = high), DP=0-30 (degrees of cynical attitudes toward students: 0-8 = low, 9-13 = average, 14-30 = high), PA=48 (degrees of sense of accomplishment: 0-30 = low, 31-36 = average, 37-48 = high). Percentages of combined samples of the public and the Catholic school in parenthesis.

Levels	EE		DP		PA		N
	Mean	SD	Mean	SD	Mean	SD	
Lower	22.14	11.44	5.96	4.06	39.82	5.09	49 (46.7)
Middle/Upper	22.95	9.54	9.98	5.49	37.84	5.23	56 (53.3)
Total	22.57	10.42	8.10	5.25	38.76	5.23	105 (100.0)
MBI Norms	21.25	11.01	11.00	6.19	33.54	6.89	4,163

Table 10. Summaries of Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA) by school and Grade Level Taught. Summaries of Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA). Ranges of MBI sub-scales: EE=0-54, DP=0-30, PA=48 (degrees of emotional fatigue: 0-16 = low, 17-26 = average, 27-54 = high), DP=0-30 (degrees of cynical attitudes toward students: 0-8 = low, 9-13 = average, 14-30 = high), PA=48 (degrees of sense of accomplishment: 0-30 = low, 31-36 = average, 37-48 = high). Percentages of total sample in parenthesis.

School	Grades	EE		DP		PA		N
		Mean	SD	Mean	SD	Mean	SD	
Public	K-5	23.04	12.01	7.28	4.35	38.96	4.83	25 (14.6)
Public	6-9	27.48	9.00	11.10	5.70	36.19	5.81	21 (12.3)
Public	10-12	22.00	4.88	10.15	4.85	38.92	4.23	13 (7.6)
Catholic	1-6	21.21	10.98	4.58	3.27	40.71	5.30	24 (14.0)
Catholic	7-12	18.83	10.46	8.96	5.55	38.83	4.88	23 (13.5)
MSAE	K-5	20.05	9.08	4.75	2.86	41.70	4.53	20 (11.7)
MSAE	6-9	14.00	6.94	4.18	3.88	42.06	4.15	17 (9.9)
MSAE	10-12	14.08	8.96	4.92	4.25	45.67	2.10	12 (7.0)
Sum								155 (90.6)

Note: Sixteen teachers at the public school did not indicate which grade levels they taught, and these were not included in this table.

Table 11. Summaries of teachers' scores on Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA) by Number of Students in Class. Ranges of MBI sub-scales: EE=0-54, DP=0-30, PA=48 (degrees of emotional fatigue: 0-16 = low, 17-26 = average, 27-54 = high), DP=0-30 (degrees of cynical attitudes toward students: 0-8 = low, 9-13 = average, 14-30 = high), PA=48 (degrees of sense of accomplishment: 0-30 = low, 31-36 = average, 37-48 = high). Percentages of total sample in parenthesis.

Class Size	EE		DP*		PA		N
	Mean	SD	Mean	SD	Mean	SD	
1-9	23.75	4.38	8.25	2.87	41.75	3.59	4 (2.3)
10-14	16.00	7.24	3.96	3.87	42.25	5.28	24 (14.0)
15-19	18.00	9.11	6.71	4.38	40.83	4.60	41 (24.0)
20-24	22.10	10.54	7.60	5.57	39.40	4.39	52 (30.4)
25-29	23.38	11.19	7.84	4.87	38.76	5.89	37 (21.6)
30-	26.30	7.13	11.00	4.47	37.30	7.07	10 (5.8)
Sum							168 (98.2)

*Significant at $p < 0.05$.
Note: Three teachers at the public school did not inform about average class size taught and are missing cases.

Table 12. Summaries of teachers' scores on Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA) by Gender. Ranges of MBI sub-scales: EE=0-54, DP=0-30, PA=48 (degrees of emotional fatigue: 0-16 = low, 17-26 = average, 27-54 = high), DP=0-30 (degrees of cynical attitudes toward students: 0-8 = low, 9-13 = average, 14-30 = high), PA=48 (degrees of sense of accomplishment: 0-30 = low, 31-36 = average, 37-48 = high). Percentages of total sample in parenthesis.

Gender	EE		DP*		PA		N
	Mean	SD	Mean	SD	Mean	SD	
Female	20.57	10.11	6.29	4.75	40.45	4.70	122 (71.3)
Male	21.27	10.17	9.41	4.90	38.78	6.18	49 (28.7)
Sum	20.77	10.10	7.18	4.98	39.97	5.20	171 (100.0)

*Significant at $p < 0.05$.

Table 13. Summaries of Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA) by Marital Status for the total sample. Ranges of MBI sub-scales: EE=0-54, DP=0-30, PA=48 (degrees of emotional fatigue: 0-16 = low, 17-26 = average, 27-54 = high), DP=0-30 (degrees of cynical attitudes toward students: 0-8 = low, 9-13 = average, 14-30 = high), PA=48 (degrees of sense of accomplishment: 0-30 = low, 31-36 = average, 37-48 = high). Percentages of total sample in parenthesis.

Marital Status	EE*		DP		PA		N
	Mean	SD	Mean	SD	Mean	SD	
Single	18.43	9.34	6.32	5.16	41.02	4.48	53 (31.0)
Married	21.74	10.29	7.55	4.89	39.44	5.44	117 (68.4)
Total							170 (99.4)

*Significant at $p < 0.05$.
 Note: One teacher at the public school did not inform about marital status and is missing in this table.

Table 14a. Mean Age and Median Age by School. Percentages of total sample in parenthesis.

School	Mean Age	SD	Median Age	N
Public	40.71	10.16	43	73 (42.7)
Catholic	35.81	10.41	32	47 (27.5)
MSAE	47.55	5.12	48	49 (28.7)
All	41.33	10.07	45	169 (98.8)

Note: Two of the teachers at the public school did not inform about their age, and these represent missing cases in this table.

Table 14b. Years of Teaching Experience by School. Percentages of total sample in parenthesis.

School	Mean	SD	Median	N
Public	14.92	9.64	15	75 (43.9)
Catholic	10.81	9.02	7	47 (27.5)
MSAE	12.60	8.50	11	49 (28.7)
Total				171 (100.0)

Table 15. Gender by school. Percentages of samples in parenthesis.

School	Female	Male	N
Public	55 (73.3)	20 (26.7)	75 (100)
Catholic	30 (63.8)	17 (36.2)	47 (100)
MSAE	37 (75.5)	12 (24.5)	49 (100)
Total	122	49	171
National	(74.4)	(25.6)	

Table 16. Marital Status by school. Percentages of samples in parentheses. National norms added as percentages for comparisons.

School	Single	Married	N
Public	14 (18.7)	61 (81.3)	75 (100)
Catholic	15 (31.9)	32 (68.1)	47 (100)
MSAE	24 (49.0)	24 (49.0)	48 (98.0)
National	(25.6)	(74.4)	(100)
Total	53 (31.0)	117 (68.4)	171

Table 17. Comparisons of number of students in classes by school. National norms added.

School	Lower		Middle/ Upper	
	Mean	SD	Mean	SD
Public	21.02	7.23	22.34	12.37
Catholic	23.96	2.03	21.63	8.045
MSAE	16.93	3.70	15.67	3.13
National	24		31	

