

Minnesota State University, Mankato  
**Cornerstone: A Collection of Scholarly and Creative  
Works for Minnesota State University, Mankato**

Masthead Logo

---

All Theses, Dissertations, and Other Capstone  
Projects

Theses, Dissertations, and Other Capstone Projects

---

2019

# Burnout Levels of Teachers Within a Selected School District in Minnesota

Adam Whirley

*Minnesota State University, Mankato*

Follow this and additional works at: <https://cornerstone.lib.mnsu.edu/etds>

Part of the [Elementary and Middle and Secondary Education Administration Commons](#),  
[Occupational Health and Industrial Hygiene Commons](#), and the [Teacher Education and  
Professional Development Commons](#)

---

## Recommended Citation

Whirley, Adam, "Burnout Levels of Teachers Within a Selected School District in Minnesota" (2019). *All Theses, Dissertations, and Other Capstone Projects*. 926.

<https://cornerstone.lib.mnsu.edu/etds/926>

This Thesis is brought to you for free and open access by the Theses, Dissertations, and Other Capstone Projects at Cornerstone: A Collection of Scholarly and Creative Works for Minnesota State University, Mankato. It has been accepted for inclusion in All Theses, Dissertations, and Other Capstone Projects by an authorized administrator of Cornerstone: A Collection of Scholarly and Creative Works for Minnesota State University, Mankato.

Burnout Levels of Teachers Within a Selected School District in Minnesota

By

Adam Whirley

A Thesis Submitted in Partial Fulfillment of the

Requirements for the Degree of

Master of Science

In

School Health

Minnesota State University, Mankato

Mankato Minnesota

May 2019

May 1, 2019

Burnout Levels of Teachers Within a Selected School District in Minnesota

Adam Whirley

This thesis has been examined and approved by the following members of the student's committee.

---

Dr. Marge Murray-Davis

---

Dr. Joseph Visker

---

Dr. Autumn Hamilton

## **Abstract**

Burnout Levels of Teachers Within a Selected School District in Minnesota

By

Adam Whirley

Master of Science in School Health

Minnesota State University, Mankato, 2019

The purpose of this study was to identify feelings of burnout within a selected school district in Minnesota and to identify contributing demographic factors. For this study, a random school district in Minnesota was chosen to be surveyed. By identifying feelings of burnout and demographic factors associated with these feelings, appropriate mental health interventions will be developed and implemented within school districts and the workplace. By implementing these interventions there will be a reduction in occupational burnout and stronger mental health among employees.

The study showed a significance relationship between 9-12(High School) teachers and higher levels of burnout when compared to teachers working in K-5(Elementary), and 6-8(Middle School). The mean score of teachers surveyed was 39.5, which, according to the *Teacher Burnout Scale*, means teachers surveyed in the selected district showed strong feelings of burnout. There was not a significant relationship between years taught and level of burnout feelings.

Burnout and stress prevention, management strategies, and employer implementation of mental health interventions and strategies are the key to combating occupational burnout. Future studies should look to expand the sample size and include

more school districts. Attempts should be made to replicate this study and compare data between school districts, especially the relationships between public schools, charter schools, and private schools.

## **Acknowledgments**

I would like to take this opportunity to thank my family and friends for all of their support. I would like to thank my parents Scott and Kelley, and my sister Megan and brother Michael for supporting me through this time and encouraging me to persevere through life's many challenges. I would also like to thank the members of my committee, Dr. Marge Murray-Davis, Dr. Joseph Visker, and Dr. Autumn Hamilton for supporting me through this process. I would lastly like to thank the members of my cohort Jeffrey Schafer, Audra Richards, and Katie Kennedy for providing support, suggestions, and edits.

## Table of Contents

<b>Chapter One: Introduction.....</b>	<b>1</b>
Statement of Problem and Need for Study.....	2
Questions to Be Answered.....	3
Limitations.....	4
Delimitations.....	4
Assumptions.....	4
Definitions of Terms.....	4
 <b>Chapter Two: Review of the Literature</b>	
Introduction.....	6
What is Burnout?.....	6
Vulnerable Populations.....	8
Contributing Factors to Burnout.....	10
Consequences of Burnout.....	11
Summary.....	1
 <b>Chapter Three: Research Methodology</b>	
Introduction.....	15
Participants.....	15
Instrumentation.....	16
Data Collection Procedure.....	17
Data Analysis.....	17

Summary .....	18
 <b>Chapter Four: Findings and Discussion</b>	
Introduction.....	19
Demographics Results.....	19
Research Questions and Results.....	21
Summary.....	23
 <b>Chapter Five: Summary, Conclusion and Recommendations</b>	
Summary.....	24
Conclusions.....	25
Recommendations.....	25
Recommendations for Future Research.....	27
<b>References .....</b>	<b>29</b>
<b>Appendices.....</b>	<b>36</b>
<b>Appendix A: Institutional Review Board Letter of Approval.....</b>	<b>37</b>
<b>Appendix B: Survey Consent Form.....</b>	<b>39</b>
<b>Appendix C: Survey Instrument.....</b>	<b>42</b>



## **Chapter 1: Statement of The Problem**

### **Introduction**

Burnout is defined as a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among professionals who deal directly with recipients such as students, pupils, clients or patients (Schaufeli, Leiter, & Maslach, 2009). The Mayo Clinic states that job burnout is a special type of job stress — a state of physical, emotional or mental exhaustion combined with doubts about your competence and the value of your work (Mayoclinic.org, 2018)

Burnout is perceived as a negative outcome of job stress (Downey, Whitney, & Wafald, 2008). U.S. workers have reported since the early 1990's that they have experienced higher levels of burnout while at work (Downey et al, 2008). Factors leading to burnout include such things as overload, which is having too much to do over an extended period of time (Downey et al., 2008). The most common contributing factors to work overload are: long workdays, unwanted overtime hours, inability to accomplish goals, hard using vacation time, working during nonwork time (Gryna, 2004). Emotional demands have also been attributed to burnout with the increase of demand in the human services fields such as teaching, nursing, and social work (Ladstätter & Garrosa, 2008). Another factor attributing to occupational burnout is depersonalization. Depersonalization is the dehumanization of a workplace employee relationships and duties (Shih, Jiang, Klein, & Wang, 2011). Emotional and depersonalization are considered to be the most important factors to focus on because they hurt not only individuals but the workplace as well (Shih et al., 2011). Another factor that leads to burnout is loss of personal control in the job environment (Downey et al., 2008). Other

contributing factors leading to burnout: work-nonwork balance, financial difficulties, large life events such as buying a house or marriage (Downey et al., 2008). Early studies were focused on health care and service fields because of the relationships between provider and patient (Greenhaus, 2006). Burnout is now recognized as being experienced in a larger spectrum of occupations (Greenhaus, 2006).

Burnout has consequences such as poor performance and attitude while on the job (Downey et al., 2008). Premature departure from occupation is one of the major consequences of burnout (Patel, Bachu, Adikey, Malik, & Shah, 2018). Another major consequence is emotional depression which can be a consequence and a cause (Ladstätter & Garrosa, 2008). For example, emotional consequences are seen in job satisfaction, job involvement, job commitment, organizational commitment, and increased job frustration (Downey et al., 2008). Job satisfaction is intertwined in all dimensions of burnout, the main dimension being depersonalization (Ladstätter & Garrosa, 2008). Emotional consequences usually lead to negative health and behavioral concerns such as hypertension, wants of leaving job, aggression and violence (Downey et al., 2008). Most consequences of burnout can lead to health-related physical problems which may create financial problems because of health care costs (Downey et al., 2008). Baker and Costa (2014), noted organizational consequences of burnout include employee lateness, absenteeism and high turnover rates.

### **Statement of Problem and Need for Study**

Job burnout has been identified as a Top 10 health concern in any occupation the U.S. (Downey et al., 2008). Teaching constitutes the hardest job of all in our society (Rankin, 2016). “Teacher burnout is also not a localized problem in one are it is widespread across

the United States” (Rankin, 2016, p.5). Half a million (15%) of U.S. teachers leave the profession every year (Ingersoll et al., 2014). Within the first five years of starting their careers 41% of teachers are leaving the profession, and teacher attrition has risen significantly over the last two decades (Ingersoll, et al., 2014). Of the nation’s best teachers, 66% continue to leave the profession for careers elsewhere (Ingersoll, 2014). In the U.S. occupational stress is estimated to cost employers in excess of US \$200 billion per year (Kulkarni, 2006).

### **Significance of the Problem**

Teachers are experiencing burnout, job dissatisfaction and early retirement at increasing rates (Garcia, Munoz,& Ortiz, 2005). This study will potentially help provide insight into teacher burnout by identifying feelings leading to job stress and burnout and percentage of teachers experiencing burnout in a specified school district. This study may provide valuable research and information on job stress and burnout for other occupations as well. There have been no studies on teacher burnout in Minnesota. This study is a needs assessment of feelings of burnout within a given school district and the percentage of teachers experiencing burnout in a in a specified school district.

### **Questions to Be Answered**

1. What percentage of teachers in a specified school district are experiencing feelings of burnout.
2. Does amount of years taught have an influence on feelings of burnout level.
3. Does the level being taught currently have an influence on feelings of burnout levels.

**Limitations**

1. Sampling will not be random teachers will have to volunteer to participate (Convenience Sampling).
2. Findings cannot be generalized to the whole population, but can provide insight to similar samples.

**Delimitations**

1. Study will be conducted in Minnesota mainly in the metropolitan area of the twin cities.
2. Study will only be conducted with K-12 teachers.

**Assumptions**

The main assumption of the study is that all participants will be honest in their survey responses. The second assumption is that all the participants will be teachers who will actively participate.

**Definitions of Terms**

1. “Burnout: exhaustion of physical or emotional strength or motivation usually as a result of prolonged stress or frustration” (Merriam-Webster, 2018, p.1).
2. “Contributing Factor: something that helps cause a result” (Merriam-Webster, 2018, p.1).
3. “Depersonalization: A state in which one's thoughts and feelings seem unreal or not to belong to oneself” (Oxford Dictionary, 2018, p.1).
4. “Exhaustion: A state of extreme physical or mental tiredness” (Oxford Dictionary, 2018, p.1).

5. “Employee Retention: An effort by a business to maintain a working environment which supports current staff in remaining with the company” (Business Dictionary, 2018, p.1).
6. “Occupational Burnout: a special type of job stress — a state of physical, emotional or mental exhaustion combined with doubts about your competence and the value of your work” (Mayo clinic, 2019, p.1).
7. “Stress: In a medical or biological context stress is a physical, mental, or emotional factor that causes bodily or mental tension. Stresses can be external (from the environment, psychological, or social situations) or internal (illness, or from a medical procedure)” (Medicine Net, 2018, p.1).
8. “Teacher: Someone who imparts knowledge or instructs (someone) as to how to do something” (Oxford Dictionary, 2018, p.1).

## Chapter 2: Review of Literature

### Introduction

This review of literature will examine what burnout is in all fields of occupation. It will also look at vulnerable populations or in other words “who is susceptible to burnout?” Vulnerability is not only limited to teachers but all professions. Contributing factors to burnout will also be included in the literature review. Lastly negative impacts of burnout will be analyzed in this literature review. The main focus will be the physical, psychological, and psychosocial factors when looking at the negative impacts of teacher burnout.

### What is Burnout?

The relationship between worker and work is not always positive and can often be strained and lead to the worker feeling stressed (Maslach, Schaufeli, & Leiter, 2009). Burnout is a syndrome of exhaustion, disillusionment and withdrawal in voluntary health workers (Freudenberger, 1974). This first definition focuses on the occupational field of health workers whereas the second definition encompasses all professions. According to Figley, when individuals are exposed to trauma, fear or uncertainty, loss of economic security or position, and anger over diminished control or circumstances (Figley & Baker, 2012). Burnout is an everyday reality for most workers unfortunately (Halbesleben & Bowler, 2007). Burnout is believed to be three dimensional in terms of emotional exhaustion, depersonalization and cynicism, and a lack of personal accomplishment (Greenhaus, 2006).

Extended periods of stress have been shown to have serious repercussions (Figley & Baker, 2012). When someone experiences a great demand from their job it creates a

response called emotional exhaustion (Maslach et al., 2001). This response is created when there are more demands than there are resources for someone to meet the demands (Maslach et al., 2001). Emotional exhaustion is the most obvious symptom of burnout (Maslach et al., 2001). Emotional exhaustion is the main fundamental piece when discussing burnout while also including physical and cognitive exhaustion (Downey et al., 2008). Emotional exhaustion has been closely linked to job performance (Halbesleben & Bowler, 2007). When faced with emotional exhaustion employees are less likely to seek out motivation (Halbesleben & Bowler, 2007).

Burnout has been found to be a predictor of depressive symptoms (Albieri, Melanda, Mesas, González, Gabani, Maffei, 2017). A 2013 study found that burnout patients and depressive patients had similar symptoms and ratings of depression (Bianchi, Boffy, Hingray, Truchot, Laurent, 2013). A 2012 study found that burnout symptoms were direct predictors of depressive symptoms over 3-4 years (Hakanen, & Schaufeli, 2012). Scores from the Emotional Exhaustion subscale of the Maslach Burnout Inventory, showed a strong correlation between depression and burnout levels (Maslach et al., 2001). An increased risk for use of anti-depressants was also found to be prevalent more often in males than women (Albieri et al., 2017). Burnout was also found to be a contributor to hospital visits relating to mental health issues (Albieri et al., 2017). Those experiencing depersonalization begin to treat others as objects, those lacking a sense of personal accomplishment cannot be prideful in their job (Downey et al., 2008). These workplace stressors if not cared for or addressed can lead to negative consequences mentally, physically, and cognitively (Figley & Baker, 2012).

## **Vulnerable Populations**

Of the U.S. population 30-50% of workers are exposed to stress and other factors leading to occupational burnout (Kulkarni, 2006). “Burnout research was focused in care-giving and service occupations” (Maslach, Shaufeli, & Leiter, 2001 p. 397).

A recent study has shown that 54% of physicians reported having at least 1 sign of burnout, and lower satisfaction in work/personal life balance (Ferneini & Ferneini, 2016.) Many physician experience emotional exhaustion and being drained or used up (Patel et al., 2018). There is evidence to show that many physicians begin experiencing symptoms of burnout while in medical school which in turn increases through their residencies (Ruzycki & Lemaire, 2018). Younger physicians are two times more likely to experience stress than older counterparts (Patel et al., 2018). Physicians in emergency care, general internal medicine, neurology, and family medicine are the most at risk to experience high levels of stress leading to burnout (Patel et al., 2018). Physician burnout leads to “suboptimal” care and strains the patient-provider relationship (Anagnostopouls et al., 2012). The American College of Surgeons conducted a survey in 2008 and found that of their 8,000 members, 40% reported experiencing burnout (Jarral, Baig, Shetty, & Athanasiou, 2014). Thoughts of suicide were reported by 6.4% of those 8,000 members also (Jarral et al., 2014). The American College of Surgeons study also showed a link between hours worked and burnout in surgeons, of those working 80 hours per week or more, 50% reported being burned out (Jarral et al., 2014).

Nurses are experiencing secondary trauma on daily basis (Oberleitner, 2018). According to Oberletiner (2019) “almost half of RNs under the age of 30 and 40% of nurses over the age of 30 self-report high stress levels and feelings of burnout” (p. 2510).



Nurses are prone to compassion, fatigue, and burnout because they witness death, see patients and families suffering, and other various emotional experiences (Henry, 2014). “Compassion fatigue occurs when caregivers unconsciously absorb the distress, anxiety, fears, and trauma of the patient” (Bush, 2009, p.25). Burnout is seen at very high levels in oncology nurses (Henry, 2014). Nurses have reported that the job demands outweigh job rewards which has led to emotional exhaustion (Halbesleben, 2008). Leadership has a large effect on nurses and their level of burnout (Halbesleben, 2008). Burnout has negative impact on not only nurses but affects organizational costs, patient satisfaction, job outcomes, and mortality rates (Henry, 2014).

Social workers are another occupation with a high vulnerability of occupational burnout (Soderfeldt, Soderfeldt, & Warg, 2015). Social work especially child protection is a highly stressful occupation, with high turnover rates and poor retention of employees (McFadden, Campbell, & Taylor, 2014). Most of burnout in social workers is linked to their clients (Soderfeldt et al., 2015). There are high levels of inexperience in the field of social work because of the high turnover rates (McFadden et al., 2014). Social workers in particular those in child protective services are prone to burnout because of inadequate working conditions, paperwork, long working hours, little opportunity for advancement and ineffective bureaucratic structures (McFadden et al., 2014).

Teachers in their first four years of their careers are extremely prone to stress and burnout (Kim, Youngs, Frank, 2017). When teachers are struggling to cope with stress, their relationships with students are more than likely to suffer (Meece, 2010). A 2017 study found that Early Career Teachers when coupled with peers and mentors with high levels of burnout were more susceptible to being burnt out themselves at the end of the

school year (Kim, Youngs, Frank, 2017). According to a survey conducted by the American Federation of Teachers in 2017, 58% of teachers surveyed said their mental health was not good for 7 or more of the 30 days prior to taking the survey (2017). Teachers reported experiencing lower than recommended levels of overall health and sleep at night according to The American Federation of Teachers (2017). In the *AFT* study of 830 participants, 61% of teachers reported finding their work always, or often stressful, which was found to be significantly higher to workers in other occupations (2017). The U.S. Department of Education in 2013 reported 15% of teachers are leaving or switching professions each year (2013). Teachers are three times more likely to quit their jobs than people in other similar professions (U.S. Department of Education, 2013). Teacher burnout is also costly to districts believed to be about around 2 billion each year (Alliance for Excellent Education, 2014).

### **Contributing Factors to Burnout**

Situational factors and Individual factors are the two categories of burnout causes (Bakker, Demerouti, & Vergel, 2014). Situational factors are job demands and resources. Individual factors are personality variables and socioeconomic status (Bakker et al., 2014). Job demands are those parts of the job that need constant effort (Bakker et al., 2014). “Job resources are the physical, psychological, social, or organizational aspects of the job that facilitate the achievement of work goals, reduce job demands and its costs, or stimulate personal growth through meaningful work” (Bakker & Demerouti, 2007, p. 1).

Physical exhaustion is also closely linked to burnout characterized by low energy levels and chronic fatigue on a daily basis (Genly, 2016). A link between lack of social supports and a lack of community or togetherness within schools has also been linked to

emotional exhaustion and depersonalization (Greenhaus, 2006). There are six areas in a job that contribute more than others to burnout. The first area is a workload and its intensity, time demands, and complexity (Aydemir & Icelli, 2012). The second area is lack of control of establishing and following day-to-day priorities. The next area is insufficient rewards and the accompanying feelings of continually having to do more with less (Aydemir & Icelli, 2012). The fourth area is the feeling of community, in which relationships become impersonal and teamwork is undermined (Aydemir & Icelli, 2012). The fifth is the absence of fairness, in which trust, openness, and respect are not present. The sixth and final area is conflicting values, in which choices that are made by management often conflict with their mission and core values (Aydemir & Icelli, 2012).

### **Consequences of Burnout**

There have been links made between burnout and higher accident rates while at work (Downey et.al, 2008). Burnout has also been shown to decrease job performance and with less work getting done companies are having to spend more on production costs (Greenhaus, 2006). Burnout has been linked to turnover rates and absenteeism (Genly, 2016). Teacher absenteeism leads to attenuation of school resources and the amplification of student risk factors (Bruno, 2002). Turnover and absenteeism in turn, leads to staffing issues which then create safety concerns in the workplace (Genly, 2016).

In a 2017 study the physical consequences of cardiovascular diseases (coronary heart disease (CHD) and hospitalization for cardiovascular diseases), obesity, hyperlipidemia, type 2 diabetes, large waist circumference, high body mass index (BMI), metabolic syndrome, hypertension, high triglycerides, low HDL cholesterol, high LDL cholesterol, and impaired fasting glucose were looked at closely (Albieri et al., 2017).

The results of the physical consequences saw burnout as a contributor to high cholesterol (Albieri et al., 2017). It also showed high levels of coronary heart disease among those studied, and there was a high correlation between burnout and hospitalizations due to cardiovascular disease (Albieri et al., 2017). The same study looked at the psychological consequences of depression and insomnia symptoms (Albieri et al., 2017). The study found burnout was shown to be a major contributor to depression (Albieri et al., 2017). And lastly the study looked at the occupational consequences in the categories of job satisfaction, absenteeism, new disability pension, job demands, job resources and presenteeism (Albieri et al., 2017). The study found that people will experience both absenteeism (absent from work) and also presentism (at work even when sick) (Albieri et al., 2017). The study found that job demands (workload, time) lead to negative outcomes due to burnout, while job resources (autonomy, peer support) had positive consequences such as the motivational process (Albieri et al., 2017).

Larrivee identifies three stages of teacher burnout (2012). Stage one is stress arousal, stage two is energy conservation, and stage three is exhaustion (Larrivee, 2012). In stage one the teacher experiences persistent irritability, anxiety, periods of high blood pressure, grinding teeth at night, insomnia, forgetfulness, heart palpitations, unusual heart rhythms, and headaches (Larrivee, 2012). In stage two the teacher is experiencing lateness for work, procrastination, needed three-day weekends, decreased sexual desire, persistent tiredness in the mornings, turning work in late, social withdraw from friends and family, cynical attitude, resentment, increased coffee/tea/cola consumption, increased alcohol consumption, and apathy (Larrivee, 2012). In stage three the teacher experiences chronic sadness or depression, chronic stomach or bowl problems, chronic

mental fatigue, chronic physical fatigue, chronic headaches, the desire to “drop out” of society, the inclination to move away from work/family/friends, and perhaps wishing to commit suicide (Larrivee, 2012). To be in a given stage you must experience just two of the symptoms in that given stage (Larrivee, 2012). The process usually occurs sequentially through the stages but most of the time a given teacher does not notice they are experiencing burnout until stage three (Exhaustion Stage) (Larrivee, 2012).

### **Summary**

Burnout is a syndrome of exhaustion, disillusionment and withdrawal in voluntary health workers (Freudenberger, 1974). Of our population 30-50% is exposed to stress and other factors leading to occupational burnout (Kulkarni, 2006). A recent study has shown that 54% of physicians reported having at least 1 sign of burnout, and lower satisfaction in work/personal life balance (Ferneini & Ferneini, 2016.) According to Oberletiner (2018) “Almost half of RNs under the age of 30 and 40% of nurses over the age of 30 self-report high stress levels and feelings of burnout” (p. 2510). Social work especially child protection is a highly stressful occupation, with high turnover rates and poor retention of employees (McFadden, Campbell, & Taylor, 2014). The U.S. Department of Education in 2013 reported 15% of teachers are leaving or switching professions each year (2013). The main dimensions of burnout are: emotional exhaustion, depersonalization, and low personal accomplishment (Randler, Luffer, & Muller, 2015). Burnout has also been shown to decrease job performance and with less work getting done companies are having to spend more on production costs (Greenhaus, 2006).

This study aimed to identify the major feelings associated with burnout. The study will also identify the level of burnout of teachers in a given school district. Using the

Teacher Burnout Scale, the research will be able to identify level of burnout for each teacher and the main feelings of burnout the teacher in that district are experiencing. This study will provide information to help teachers identify and target feeling and symptoms of burnout so they can cope and seek out ways to deal with their burnout.

## **Chapter III: Methodology**

### **Introduction**

This chapter discusses the Teacher Burnout Scale (Richmond, Wrench, & Gorham, 2001) and its use in this study for the purposes of identifying major factors associated with Teacher Burnout within Minnesota k-12 schools. This chapter also discusses the convenience sampling, and the selection criteria that was used in the study. And lastly, this chapter reviews how data was collected and analyzed. This study looked to answer the following questions related to teacher burnout:

1. What percentage of teachers in a specified school district are experiencing feelings of burnout.
2. Does amount of years taught have an influence on feelings of burnout level.
3. Does the level being taught currently have an influence on feelings of burnout levels.

### **Participants**

The population assessed in the study are teachers from K-12 schools in a selected school district in Minnesota. This study targeted teachers in K-12 schools in Minnesota to identify factors relating to teacher burnout within the district. The type of sampling technique being used is convenience sampling. Convenience Sampling is defined as “a selection of participants based on certain inclusion/exclusion criteria and their accessibility and proximity to the researcher” (Cottrell & Mckenzie, 2001 p.132)

The participants were contacted through district emails from K-5, 6-8, and 9-12 grade level schools. This district was selected due to its size and availability of teacher

contact through email. There were currently 630 teachers in the target district. Based on Krejcie and Morgan's (1970) table for determining sample size from a given population, approximately 242 participants were needed for an appropriate sample size based off of 650 available teachers in the selected school district in Minnesota.

### **Instrumentation**

The Teacher Burnout Scale survey is a one-page self-report (Richmond, Wrench, & Gorham, 2001). The survey is a 20 question Likert scale format. The feelings of burnout being assessed by the Teacher Burnout Scale are boredom, tiredness of students, weariness with responsibilities, loss of excitement in job, dislike of doing job, feelings of alienation at work, feeling frustrated at work, avoidance of communication with students, avoidance of communication with colleagues, communicating in a hostile manner at work, feeling ill at work, thinking of calling students ugly names, avoidance of looking at students, students causing feelings of sickness, feeling sick to stomach when thinking about work, wishing people would leave one alone at work, dreading going to school, apathetic about job, feeling stressed while at work, problems concentrating at work (Richmond, Wrench, & Gorham, 2001). The Teacher Burnout Scale has 80 possible points. Scores are interpreted as: 20-35 means you have few burnout feelings; 36-55 means you have some strong feelings of burnout; 56-70 means you have substantial burnout feelings; and 71-80 means you are experiencing burnout. The alpha reliability for the Teacher Burnout Scale is above .85 and face validity is good (Richmond, Wrench, & Gorham, 2001). Participants also answered a 4 question Demographic section at before they completed the 20 question Teacher Burnout Scale. The questions relate to sex of participant, years taught, current grade level being taught, and highest level of education.



### **Data Collection Procedure**

The Teacher Burnout Scale was sent online through the selected school district in Minnesota's email and administered online by Qualtrics.com, the results were downloaded into an excel file and then results were automatically uploaded into SPSS. Permission was granted on the use of the selected school district in Minnesota email list to distribute the survey. Teachers were asked to complete the survey one time, and had one weeks to complete the survey before the window closed. It was explained to participants that this study aimed to determine feelings leading to or related to teacher burnout and demographic factors related to burnout. Informed consent was given to teachers in the original contact email and before they took the survey with the survey link, explaining the purpose, and the benefits of this study as well as their rights involved in the data collection procedure. Based on Krejcie and Morgan's (1970) table for determining sample size from a given population, approximately 242 participants were needed for an appropriate sample size based off of 650 available teachers in the selected school district in Minnesota.

### **Data Analysis**

The data was analyzed in SPSS. To determine demographic information a frequencies analysis was completed. A frequencies distribution with measures of central tendency and dispersion was completed. A one-way ANOVA was completed to determine the differences between burnout and years of teaching. A 4-by-1 ANOVA was completed to determine burnout levels connection to sex of participant, years taught, education level, and level taught. A t-test was performed to find significant difference between male and female levels of burnout.

*Table of Specifications*

<b>Research Question (RQ)</b>	<b>Survey items or methods used to assess RQ'S</b>	<b>Level of Data (Nominal, Ordinal, Interval/Ratio)*</b>	<b>Analysis needed to assess RQ</b>
<b>1. What percentage of teachers in a specified school district are experiencing feelings of burnout.</b>	Teacher Burnout Scale Questions 7-27	Ordinal	Frequencies distribution
<b>2. Does amount of years taught have an influence on burnout level?</b>	Teacher burnout Scale and Demographic Question #4	Ordinal	One-way ANOVA
<b>3. Does the level being taught currently have an influence on burnout levels?</b>	Teacher Burnout Scale, Demographic Questions 3-6	Ordinal	4-by-1 ANOVA

### **Summary**

Participants completed the 24-question survey on Qualtrics.com. The survey identified major feelings of burnout, levels feeling related to burnout, and demographic factors that lead to burnout in a selected school district in Minnesota. The data was analyzed in SPSS using an one-way ANOVA, frequencies analysis, frequencies distribution, and a 4-by-1 ANOVA were performed, to find differences in sex of participant, years taught, education level, and level taught and burnout levels. A t-test was also performed to find significant difference between male and female levels of burnout.

## **Chapter Four: Findings and Discussion**

### **Introduction**

The purpose of this research was to determine levels of feelings related to burnout in a selected Minnesota school district. The study attempted to answer the following research questions.

1. What percentage of teachers in a specified school district are experiencing feelings of burnout.
2. Does amount of years taught have an influence on feelings of burnout level.
3. Does the level being taught currently have an influence on feelings of burnout levels.

This chapter will discuss the findings that were obtained from the quantitative analysis. The findings are organized in alignment with each research question. The findings of the study include data from and about teachers in a selected school district in Minnesota. A total of 118 surveys were completed through the process.

### **Demographics Results**

To determine demographic information a frequencies analysis was completed. Of the participants most were Female. There was an error on the survey resulting in the categories not being mutually exclusive when referring to years of teaching. Of the participants the majority or 34.7%, have been teaching for 10-20 years. The highest level of education demographics shows 78.0% of participants had a master's degree. Of the participants surveyed 40.7% are currently teaching K-5 (Elementary). The demographic characteristics of the study 118 participants are shown in table 1 below.

Table 1  
*Demographic Characteristics of Participants*

Characteristics	n	%
Gender	118	
Female	93	78.8%
Male	25	21.2%
Years Taught	118	
0-10	36	30.5%
10-20	41	34.7%
20-30	24	20.3%
30+	17	14.4%
Level of Education	118	
Associate' Degree	1	.8%
Bachelor's Degree	23	19.5%
Master's Degree	92	78.0%
Doctorate	2	1.7%
Grade Level Currently Teaching	118	
K-5 (Elementary)	48	40.7%
6-8 (Middle School)	29	24.6%
9-12 (High School)	41	34.7%

## Findings Related to Research Questions

**Research Question One: What percentage of teachers in a specified school district are experiencing feelings of burnout?** A frequencies distribution with measures of central tendency and dispersion was computed. A mean replacement was performed for all missing data within the teacher burnout scale, and then all questions on the burnout scale were computed into one burnout variable. Worst possible score of 100, best possible score was 20, the mean score was 39.5 (SD=11.4). The mean score indicates that the participants had strong feelings of burnout. The most common scores were 37 and 42 (7 each) which both fall in the category of strong feelings of burnout. The data showed 63(53.3%) reported strong feelings of burnout. The data also showed that 43(36.4%) of the participants reported few feelings of burnout. 11(9.3%) participants reported feelings of substantial burnout. While only 1(8%) of respondents reported feeling burnt out.

## **Research Question Two: Does amount of years taught have an influence on burnout level?**

One-way ANOVA was performed to determine the differences between burnout and years of teaching. There were no statistically significant differences between group means as determined by one-way ANOVA ( $f(3,108) = .518, p = >.05$ ). 39 participants reported being in the profession for 10-20 years, and 17 reported being in the profession for 30+ years.

Table 2  
*Years Taught*

# of Years Taught	N	Mean Scores
0-10	34	37.6176
10-20	17	39.2941
20-30	39	40.2564
30+	22	41.1818

**Research Question Three: Does the level being taught currently have an influence on burnout levels?**

A 4 by 1 ANOVA was performed to determine burnout levels connection to sex of participant, years taught, education level, and level taught. Significance was found between burnout level and current level of teaching. A one-way ANOVA was performed to determine the differences between current level taught and burnout level. There was a statistically significant difference between groups as determined by the one-way ANOVA ( $f(2,109) = 5.518, p = .005$ ). Participants who teach 9-12 (High School) reported significantly higher burnout levels with a mean score of 44.2. Their K-5 (Elementary) who reported a mean score of 37.5, and 6-8 (Middle School) peers reported a mean score of 36.3. The Table 5 shows the results of the One-Way ANOVA. The p-value shows there is significant difference of burnout levels in level teaching currently.

**Other Information**

A t-test was performed to find significant differences in burnout scores between males and females. There was not a significant difference in the scores for Males ( $M=43.4, SD= 12.9$ ) and Females ( $M=38.4, SD= 10.8$ ) conditions;  $t(110)=1.92, p =.057$

## **Summary**

The purpose of this study was to identify feelings of burnout within a selected school district in Minnesota and identify contributing demographic factors. The researcher examined participant's level of feelings of burnout. The researcher then compared these results to four demographics. The difference of feelings of burnout levels were compared to sex of participant, years taught, highest level of education, and level currently teaching.

Overall, all teachers who participated in this study 63 (53.3%) respondents reported strong feelings of burnout. 43 (36.4%) reported few feelings of burnout. 11(9.3%) feelings of substantial burnout. While only 1 (8%) of respondents reported experiencing burnout. Most teachers were in their early years of teaching according to the frequencies analysis. There was; however, a significance difference between level taught and level of feelings of burnout with 9-12 teachers showing the highest level of burnout.

## **Chapter Five: Summary, Conclusions, and Recommendations**

### **Summary**

Burnout is seen as a negative outcome of stress at work (Downey, Whitney, & Wafald, 2008). Burnout is defined as a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among professionals who deal directly with recipients such as students, pupils, clients or patients (Schaufeli, Leiter, & Maslach, 2009). Burnout has also been shown to decrease job performance and, with less work getting done, companies are having to spend more on production costs (Greenhaus, 2006).

Teacher burnout is also expensive, with districts estimating around 2 billion each year (Alliance for Excellent Education, 2014) in costs. Premature departure from occupation is one of the major consequences of burnout (Patel, Bachu, Adikey, Malik, & Shah, 2018). Teachers are three times more likely to quit their jobs than people in other similar professions (U.S. Department of Education, 2013). Looking at this data, it is important to explore what feelings of burnout teachers are experiencing so that further studies, and research can be done on coping methods.

In this study, teachers were asked to answer questions from the Teacher Burnout Scale assessing their feelings of burnout. Negative feelings towards teaching were assessed and compared to demographic factors to determine if there were significant differences. The results showed the higher the level of teaching, the higher the feelings of burnout reported. In a recent study burnout was found to be a contributor to high cholesterol (Albieri et al., 2017). Another study also found that 15% of educators are leaving the profession yearly (U.S. Department of Education, 2013). Depression has been



found to be contributed to by burnout (Albieri et al., 2017). This study's findings showed that teachers on average have strong feelings of burnout across all grade level and especially at the 9-12 level.

### **Conclusions**

Nearly a quarter of educators in a 2017 study said they always feel stressed while at work (American Federation of Teachers). Also, the AFT studied reported the teachers commented feeling overwhelmed, overworked, underpaid, and blamed for things outside of their control (2017).

In this study most of the participants showed strong feelings of burnout. Of teachers who participated in this study 63 (53.3%) reported strong feelings of burnout. 43 (36.4%) reported few feelings of burnout. 11(9.3%) feelings of substantial burnout. While only 1 (8%) of respondents reported experiencing burnout. The results of this study also showed that teachers who work in the 9-12 (High School) level are significantly more stressed than their peers teaching in grades K-6.

### **Recommendations for Practice**

The stigma surrounding mental health, specifically occupational burnout, poses as a barrier to mentally healthy individuals. Teachers who are burned out have a greater chance of leaving their current school district (Maslach et al., 2001). This study showed that 40.8% of teachers surveyed agreed when asked if they were weary of their responsibilities at work. While 34.8% of teachers surveyed agreed they feel frustrated at work.

The first step should be stress prevention. The U.S. Department of Health and Human Services recommends individuals should plan ahead, prioritize tasks, and prepare

themselves mental for stressful events (2018). There is considerable evidence that shows providing staff with proper trainings and workshops have been shown to be an effective prevention technique in burnout prevention (Public Health England, 2016). According to a 2016 study, employees also need to be active participants and feel comfortable, and safe in an environment for the desired outcomes to be successful according to the study (Public Health England, 2016).

Burnout and stress management is the second step after occurrence of symptoms. A 2016 study showed that relaxation and meditation techniques are beneficial interventions for stress management and prevention (Public Health England, 2016). The same study showed mindfulness as a powerful combatant to psychological effects of stress and burnout (Public Health England, 2016).

Employers can assist in preventing and managing burnout by understating of employee workload, controlling day-to-day priorities, rewarding employees, establishing a feeling of community, fair treatment of all, and maintaining consistent values (Aydemir & Icelli, 2012). The Mayo Clinic suggests that no one needs to combat stress and factors such as burnout on their own, and that people should actively seek out help from family and friends (2019). They also suggest setting time aside for one's self, maintaining a healthy lifestyle, and techniques such as tai-chi and deep breathing (Mayo Clinic, 2019). Burnout and its contributing factor of stress are not completely preventable at all times. However, we can never truly eradicate them from our lives but we can make a strong effort when it comes to preventing and managing them in a healthy way. By recognizing the causes of stress and burnout in the workplace, such as feelings and behaviors of

ourselves and others around us, we can take the first step in preventing our own personal burnout.

### **Recommendations for Future Research**

To improve the quality of this research a larger sample and response rate is needed. Other areas to look at in teacher burnout research should be expanded to a study that expands this research and looks at larger variables such as administrative, media, community contributions to burnout in teachers. The study should be expanded to more than one district, and look into post -secondary educators burnout levels as well. Getting more districts involved may increase the honesty of responses and having districts back the development of mental health research may create more positive and open conversations on the topic within the workplace.

The survey instrument could be improved in a one area. The instrument should also have question 4 in the demographic section reworked so that years taught categories are more mutually exclusive, and do not overlap as it currently does.

The need exists for future research on the topic of burnout especially in the field of education. In this study participants teaching in grades 9-12 (High School) were found to have a higher mean score than their peers in K-6, so future research geared towards high school teachers would be beneficial. In this study feelings of burnout and demographic factors associated with those feelings were explored specifically, but future studies should expand upon the topic. Future studies should look to expand the sample size and more school districts. The sample size was 630 participants but only 118 completed the survey so generating more data will help shed light on issues in other schools and districts. Attempts should be made to replicate this study and compare data

between districts especially the relationships between public schools, charter schools, and private schools. Comparing and contrasting burnout between districts, and states, and types of schools may produce valuable information on where feelings burnout occurs, types of burnout related to type of school, climate factors. Future research should expand further into the topic of burnout and its links to other topics like depression and emotional exhaustion. There is a definite correlation between burnout and emotional feelings, and depression.

The more we explore topics related to mental health especially occupational burnout, the better equipped we will be to combat issues related to this topic.

## References

- Alliance for Excellent Education. Teacher Attrition Costs United States Up to \$2.2 Billion Annually, Says New Alliance Report. (n.d.). Retrieved from <https://all4ed.org/press/teacher-attrition-costs-united-states-up-to-2-2-billion-annually-says-new-alliance-report/>
- American Federation of Teachers. (2017). 2017 Educator quality of life survey. Retrieved from <https://www.aft.org/2017-educator-quality-life-survey>
- Anagnostopoulos, F., Liolios, E., Persefonis, G., Slater, J., Kafetsios, K., & Niakas, D. (2012). Physician burnout and patient satisfaction with consultation in primary health care settings: Evidence of relationships from a one-with-many design. *Journal of Clinical Psychology in Medical Settings, 19*(4), 401-410. doi:10.1007/s10880-011-9278-8
- Aydemir, O., & Icelli, I. (2013). Burnout: Risk factors. In S. Bährer-Kohler (Ed.), *Burnout for Experts: Prevention in the Context of Living and Working* (pp. 119-143). New York, NY: Springer Science + Business Media.
- Bakker, A. B., & Costa, P. L. (2014). Chronic job burnout and daily functioning: A theoretical analysis. *Burnout Research, 1*(3), 112-119. doi:10.1016/j.burn.2014.04.003
- Bakker, A. B., & Demerouti, E. (2007). The job demands-resources model: State of the art. *Journal of Managerial Psychology, 22*(3), 309-328. doi:10.1108/02683940710733115
- Bakker, A. B., Demerouti, E., & Sanz-Vergel, A. I. (2014). Burnout and work engagement: The JD–R approach. *Annual Review of Organizational Psychology and Organizational Behavior, 1*, 389-411. <http://dx.doi.org/10.1146/annurev-orgpsych-031413-091235>

- Bianchi, R., Boffy, C., Hingray, C., Truchot, D., & Laurent, E. (2013). Comparative symptomatology of burnout and depression. *Journal of Health Psychology, 18*(6), 782–787. <https://doi.org/10.1177/1359105313481079>
- Bruno, J. E. (2002). Teacher absenteeism in urban schools. *Education Policy Analysis Archives, 10*, 32. <https://doi:10.14507/epaa.v10n32.2002>
- Burnout. (n.d.). In *Merriam-Webster*. Retrieved from <https://www.merriam-webster.com/dictionary/burnout>
- Bush, N. J. (2009). Compassion fatigue: Are you at risk? *Oncology Nursing Forum, 36*(1), 24-28. doi:10.1188/09.ONF.24-28
- Cano-García, F. J., Padilla-Muñoz, E. M., & Carrasco-Ortiz, M. Á. (2005). Personality and contextual variables in teacher burnout. *Personality and Individual Differences, 38*(4), 929-940. doi:10.1016/j.paid.2004.06.018
- Chang, M. (2009). An appraisal perspective of teacher burnout: examining the emotional work of teachers. *Educational Psychology Review, 21*(3), 193-218. doi:10.1007/s10648-009-9106-y
- Contributing factor. (n.d.). In *Merriam-Webster*. Retrieved from [https://www.merriam-webster.com/dictionary/contributing factor](https://www.merriam-webster.com/dictionary/contributing%20factor)
- Cottrell, R. R., & McKenzie, J. F. (2011). *Health promotion & education research methods: Using the five-chapter thesis/dissertation model*. Sudbury, MA: Jones and Bartlett.
- Depersonalization (n.d.). In *Oxford Dictionaries*. Retrieved from <https://en.oxforddictionaries.com/definition/depersonalization>
- Downey, R. G., Whitney, D. E., & Wefald, A. J. (2008). Burnout. *Encyclopedia of Social Problems*. (pp. 102-104). Thousand Oaks, CA: SAGE Publications.

- Employee Retention (n.d.). In *Business Dictionary*. Retrieved from <http://www.businessdictionary.com/definition/employee-retention.html>
- Exhaustion. (n.d.). In *Oxford Dictionaries*. Retrieved from <https://en.oxforddictionaries.com/definition/exhaustion>
- Ferneini, E. M., & Ferneini, A. M. (2016). Physician burnout. *The American Journal of Cosmetic Surgery*, 33(2), 57-57. doi:10.1177/0748806816636860
- Figley, C., & Baker, T. (2012). Encyclopedia of trauma: an interdisciplinary guide. doi:10.4135/9781452218595
- Freudenberger, H. J. (1974). Staff burnout. *Journal of Social Issues*, 30(1), 159-165. doi:10.1111/j.1540-4560.1974.tb00706.x
- Genly, B. (2016). Safety and job burnout: Understanding complex contributing factors. *Professional Safety*, 61(10), 45-49. Retrieved from <http://search.proquest.com/docview/1846656618/>
- Greenhaus, J. H. (2006). Burnout. *Encyclopedia of Career Development*. US: Sage Publications Inc. doi:10.4135/9781412952675.n22
- Gryna, F. M. (2004). *Work overload!: Redesigning jobs to minimize stress and burnout*. Retrieved from <https://ebookcentral.proquest.com>
- Hakanen, J., & Schaufeli, W. (2012). Do burnout and work engagement predict depressive symptoms and life satisfaction? A three-wave seven-year prospective study. *Journal of Affective Disorders*, 141(2-3), 415–424. <https://doi.org/10.1016/j.jad.2012.02.043>
- Halbesleben, J. R. B., Wakefield, B. J., Wakefield, D. S., & Cooper, L. B. (2008). Nurse burnout and patient safety outcomes: Nurse safety perception versus reporting behavior. *Western Journal of Nursing Research*, 30(5), 560-577. doi:10.1177/0193945907311322

- Halbesleben, J. R. B., & Bowler, W. M. (2007). Emotional exhaustion and job performance: The mediating role of motivation. *Journal of Applied Psychology, 92*(1), 93-106.  
doi:10.1037/0021-9010.92.1.93
- Henry, Barbara J, (2014). Nursing burnout interventions: What is being done? *Clinical Journal of Oncology Nursing, 18*(2), 211-4. Retrieved from <https://ebookcentral.proquest.com>
- Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal, 38*(3), 499-534.  
doi:10.3102/00028312038003499
- Ingersoll, R., Merrill, L., & Stuckey, D. (2012). Seven trends: The transformation of the teaching force. *Consortium for Policy Research Report*. doi:10.1037/e579212012-001
- Jarral, O. A., Baig, K., Shetty, K., & Athanasiou, T. (2014). Sleep deprivation leads to burnout and cardiothoracic surgeons have to deal with its consequences. *International Journal of Cardiology, 179*, 70-72. doi: 10.1016/j.ijcard.2014.10.020
- Krejcie, R. V., & Morgan, D. W. (1970). *Determining sample size for research activities*. Emmitsburg, MD: National Emergency Training Center.
- Kim, J., Youngs, P., & Frank, K. (2017). Burnout contagion: Is it due to early career teachers' social networks or organizational exposure? *Teaching and Teacher Education, 66*, 250–260. <https://doi.org/10.1016/j.tate.2017.04.017>
- Kulkarni, G. (2006). Burnout. *Indian Journal of Occupational and Environmental Medicine, 10*(1), 3. doi:10.4103/0019-5278.22887
- Ladstätter, F. & Garrosa, E. (2008). *Prediction of burnout: An artificial neural network approach*. Retrieved from <https://ebookcentral.proquest.com>



- Larrivee, B. (2012). *Cultivating teacher renewal: Guarding against stress and burnout*. Lanham: Rowman & Littlefield Publishers, Inc.
- Locke, E. A. (1987). Social foundations of thought and action: A social-cognitive view. *Academy of Management Review*, 12(1), 169-171. doi:10.5465/amr.1987.4306538
- Malakh-Pines, A. & Aronson, E. (1989). *Career burnout: Causes and cures*. New York: Free Press.
- Maslach, C. & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Organizational Behavior*, 2(2), 99-113. doi:10.1002/job.4030020205
- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology*, 397. Retrieved from <http://link.galegroup.com.ezproxy.mnsu.edu/apps/doc/A73232715/EAIM?u=mnamsumank&sid=EAIM&xid=a7271917>
- Manage Stress. (n.d.). Retrieved from <https://healthfinder.gov/HealthTopics/Category/health-conditions-and-diseases/heart-health/manage-stress>
- McFadden, P., Campbell, A., & Taylor, B. (2015). Resilience and burnout in child protection social work: Individual and organizational themes from a systematic literature review. *British Journal of Social Work*, 45(5), 1546-1563. doi:10.1093/bjsw/bct210
- Meece, J., Eccles, J. (2010). *Handbook of research on schools, schooling and human development*. New York: Routledge.
- Oberleitner, M. G., (2018). Nurse burnout. In J. L. Longe (Ed.), *The Gale Encyclopedia of Nursing and Allied Health* 4(5), 2510-2512. Farmington Hills, MI: Gale. Retrieved from

<http://link.galegroup.com.ezproxy.mnsu.edu/apps/doc/CX3662600798/GVRL?u=mnamsumank&sid=GVRL&xid=d8b6117a>

- Patel, R. S., Bachu, R., Adikey, A., Malik, M., & Shah, M. (2018). Factors related to physician burnout and its consequences: A review. *Behavioral Sciences*, 8(11), 98. doi:10.3390/bs8110098
- Public Health England. (2016). Interventions to prevent burnout in high risk individuals: Evidence review. Retrieved from <https://www.gov.uk/government/publications/interventions-to-prevent-burnout-in-high-risk-individuals-evidence-review>
- Randler, C., Luffer, M., & Müller, M. (2015). Morningness in teachers is related to a higher sense of coherence and lower burnout. *Social Indicators Research*, 122(2), 595-606. doi:10.1007/s11205-014-0699-2
- Rankin, J. G. (2016). *First aid for teacher burnout: How you can find peace and success*. London: Routledge.
- Richmond, V. P., Wrench, J. S., & Gorham, J. (2001). *Communication, affect, and learning in the classroom*. Acton, MA: Tapestry Press.
- Ruzycki, S. M., & Lemaire, J. B. (2018). Physician burnout. *Canadian Medical Association Journal*, 190(2), E53-E53. doi:10.1503/cmaj.170827
- Salvagioni, D. A. J., Melanda, F. N., Mesas, A. E., González, A. D., Gabani, F. L., & Andrade, S. M. d. (2017). Physical, psychological and occupational consequences of job burnout: A systematic review of prospective studies. *PloS One*, 12(10), e0185781. doi:10.1371/journal.pone.0185781

- Shih, S., Jiang, J. J., Klein, G., & Wang, E. (2013). Job burnout of the information technology worker: Work exhaustion, depersonalization, and personal accomplishment. *Information & Management, 50*(7), 582-589.  
doi:10.1016/j.im.2013.08.003
- Söderfeldt, M., Söderfeldt, B., & Warg, L. (1995). Burnout in social work. *Social Work, 40*(5), 638-646. Retrieved from  
<http://www.jstor.org.ezproxy.mnsu.edu/stable/23718210>
- Staff, Mayo Clinic. Know the signs of job burnout. (2018). Retrieved from  
<https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/burnout/art-20046642>
- Stress. (n.d.). In *Medicine Net*. Retrieved from  
<https://www.medicinenet.com/script/main/art.asp?articlekey=20104>
- Teacher (n.d.). In *Oxford Dictionaries*. Retrieved from  
<https://en.oxforddictionaries.com/definition/teacher>
- Wakim, N. (2014). Occupational stressors, stress perception levels, and coping styles of medical surgical RNs: A generational perspective. *JONA: The Journal of Nursing Administration, 44*(12), 632-639. doi:10.1097/NNA.0000000000000140

## **Appendices**

**Appendix A**  
Institutional Review Board Letter of Approval



March 26, 2019

Dear Margaret Murray-Davis, PhD:

Re: IRB Proposal entitled "[1403715-6] Teacher Burnout levels within a selected school district in Minnesota."

Review Level: Level [!]

Your IRB Proposal has been approved as of March 26, 2019. On behalf of the Minnesota State University, Mankato IRB, we wish you success with your study. Remember that you must seek approval for any changes in your study, its design, funding source, consent process, or any part of the study that may affect participants in the study (see <https://grad.mnsu.edu/irb/revision.html>). Should any of the participants in your study suffer a research-related injury or other harmful outcome, you are required to report them to the Associate Vice-President of Research and Dean of Graduate Studies immediately.

When you complete your data collection or should you discontinue your study, you must submit a Closure request (see <https://grad.mnsu.edu/irb/closure.html>). All documents related to this research must be stored for a minimum of three years following the date on your Closure request. Please include your IRBNet ID number with any correspondence with the IRB.

Cordially,

A handwritten signature in black ink that reads "Bonnie Berg".

Bonnie Berg, Ph.D.  
Co-Chair

A handwritten signature in black ink that reads "Jeffrey Buchanan".

Jeffrey Buchanan, Ph.D.  
IRB Co-Chair

A handwritten signature in black ink that reads "Mary Hadley".

Mary Hadley, Ph.D.  
IRB Coordinator

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Minnesota State University, Mankato IRB's records.

**Appendix B**  
Survey Consent Form

## TEACHER BURNOUT SURVEY CONSENT

You are requested to participate in research supervised by Adam Whirley on teacher burnout levels and factors leading to burnout. This survey should take about 5 to 10 minutes to complete. The goal of this survey is to obtain levels of burnout and identify demographic factors leading to burnout. If you have questions at any time about the study or the procedures, you may contact my research supervisor, Marge Murray-Davis via phone at (507-389-2709) or via email at [marge.murray-davis@mnsu.edu](mailto:marge.murray-davis@mnsu.edu).

Participation is voluntary. You have the option not to respond to any of the questions. You may stop taking the survey at any time by closing your web browser. The decision whether or not to participate will not affect your relationship with Minnesota State University, Mankato, and refusal to participate will involve no penalty or loss of benefits. If you have any questions about participants' rights and for research-related injuries, please contact the Administrator of the Institutional Review Board, at (507) 389-1242.

No personally identifying information will be requested or collected. Online data will be secured according to the standards in the Qualtrics security statement (<https://www.qualtrics.com/security-statement/>). Responses will be anonymous. However, whenever one works with online technology there is always the risk of compromising privacy, confidentiality, and/or anonymity. If you would like more information about the specific privacy and anonymity risks posed by online surveys, please contact the Minnesota State University, Mankato Information and Technology Services Help Desk (507-389-6654) and ask to speak to the Information Security Manager.

The risks of participating are no more than are experienced in daily life. The possible risks or discomforts of the study are minimal. Participants may feel a little uncomfortable answering personal, sensitive survey questions. Participants will encounter minimal risk, primarily associated with mental stress in considering the possibility of teacher burnout and its potential impact on their lives. Participants may also encounter minimal security risk through using the Internet to complete the online questionnaire. Risks will be minimized by not collecting direct identifiers and participants are free to skip any question or terminate their participation at any time during the survey. You have the option not to respond to any of the questions. You may stop taking the survey at any time by closing your web browser. The proposed study does not present greater risk than one would experience on a day-to-day basis.

There are no direct benefits for participating. However, your responses may help us learn more about teacher burnout levels and contributing factors related to teacher burnout.



Submitting the completed survey will indicate your informed consent to participate and indicate your assurance that you are at least 18 years of age.

Please print a copy of this page for your future reference.

**MSU IRBNet ID# 1403715**

**Date of MSU IRB approval: 3/26/2019**

**Appendix C**  
Survey Instrument

### Demographic Questions

Please read carefully and select the answer that best reflects yourself.

1. What is your Gender?

Male

Female

2. How many years have you been teaching?

0-10 years

10-20 years

20-30 years

30+ years

3. What is your highest level of education?

High school diploma or GED

Associate's degree

Bachelor's degree

At least one year of course work beyond a Bachelor's degree

Master's degree

Doctorate

4. Level of teaching currently:

K-5 (Elementary)

6-8 (Middle School)



Richmond, V. P., Wrench, J. S., & Gorham, J. (2001). *Communication, affect, and learning in the classroom*. Acton, MA: Tapestry Press.