Perceived Principal Support and Middle School Teacher Burnout

A Dissertation Presented for the
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Dedication

A dissertation, in itself, is a monumental task to undertake, and it takes exceptional people to stand behind any person who is working toward its completion. For this reason, I dedicate my dissertation to the following…

…to my accommodating committee chair, Dr. Ernest W. Brewer, for listening to my aggravations and supporting me through those

…to my cohort members, Ginger, Jennifer, Nicole, Rosemary, and Tori, for friendship and encouragement while we were all striving to achieve this challenge

…to my parents, Wayne Barnett and Mary Ann Barnett, for my foundation and their love and support, and for instilling in me the importance of hard work and perseverance

…to former co-workers and friends, Sheila Jennings and Heather Melton, who were always encouraging and even a little pushy to cheer on my continued education

…to those who thought I could not do it, and to those who always supported me

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Abstract

Burnout is a tripartite syndrome consisting of the constructs of emotional exhaustion (EE), depersonalization (DP), and reduced feelings of personal accomplishment (PA) (Azeem & Nazir, 2008; Law, 2010; Yong & Yue, 2007). Teachers in the midst of burnout are in a "state of physical, emotional, and mental exhaustion caused by long-term involvement in situations that are emotionally demanding" (Harrison, 1996, p. 25). The purpose of this study was to explore the relationship between middle school teacher burnout and perceived principal support. The combination of the constructs of burnout and principal behaviors (i.e., supportive, directive, and restrictive) provided the theoretical framework for the study. Participants included 282 middle school teachers from 9 schools in East Tennessee. Instruments utilized were the Maslach Burnout Inventory for Educators Survey (MBI-ES), the Organizational Climate Description Questionnaire—Revised for Middle Schools (OCDQ-RM); and a researcher-created demographics questionnaire. Schools were also coded as either rural or non-rural, and this classification was used as demographic information. Analyses included the calculation of Pearson *r* correlations and a three-stage hierarchical multiple regression. Of the participants, 43.6% rated themselves as experiencing high levels of EE and 45.4% reported low levels of personal accomplishment. In straight correlations, the EE factors of burnout were significant between gender of teachers, those who taught courses that were tested (i.e., math, reading/language arts, science, and social studies), and those who held

higher degrees. For teacher behaviors, those reporting collegial and disengaged behavior had a direct relationship between all factors of burnout, as were principal behaviors categorized as supportive and restrictive. This study, however, focused on the hierarchical multiple regression to determine whether principal behaviors had a greater effect on burnout than did other variables. From the findings, the researcher realized directive principal behavior had no significant effect on any of the factors of burnout; however, those teachers with principals who they perceived as supportive were less likely to exhibit EE or DP. Restrictive principal behavior was the only factor in the regression that was significant for all factors of burnout, indicating that employees of these principals exhibited higher levels of EE and DP and lower levels of PA.

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CHAPTER 1

INTRODUCTION

Education is an emotionally demanding profession, and individuals respond very differently to the stressors inherent in this field, at any level—elementary, secondary, or higher education. While some individuals are capable of handling stress in healthy ways, teacher burnout is one result of an individual's unhealthy response to long-term work stress (Yong & Yue, 2007). Teachers in the midst of burnout are in a "state of physical, emotional, and mental exhaustion caused by long-term involvement in situations that are emotionally demanding" (Harrison, 1996, p. 25). Burnout, in its most simple form, is a tripartite syndrome consisting of emotional exhaustion, depersonalization, and reduced feelings of personal accomplishment, mainly identified in individuals who appraise situations as particularly stressful, acknowledging that what may be stressful for one individual is not necessarily stressful for another (Azeem & Nazir, 2008; Law, 2010; Yong & Yue, 2007).

Because of its influence on society as a whole, education is an interest for all members of society, and community members are becoming increasingly aware of the range of critical issues facing their schools (Ulriksen, 1996). Declining academic performance, along with a growing apathy of students toward the value of education, demonstrates that students in the United States public education system do not recognize the value of a positive experience in middle schools (Evers, Tomic, & Brouwers, 2004). For this reason, one must examine all

aspects that may contribute to these students not succeeding (Evers et al., 2004). A qualified and effective classroom teacher is a key element in the success of an educational organization; therefore, it is critical that the teacher remains motivated and committed to his or her profession in order for the school and its students to be successful (Ulriksen, 1996).

Attrition of teachers is becoming more prevalent, and availability of effective teachers is waning for a variety of reasons, one of which is burnout (Ghorpade et al., 2007; Lambert, McCarthy, O'Donnell, & Wang, 2009; Yong & Yue, 2007). Teachers have cited many reasons for this shift. When teachers were asked to rank 12 occupations (e.g., teacher, physician, clergy, judge, funeral director, politician, banker, and such) in terms of contribution to society, they ranked themselves first in contribution and last in prestige (Elam, 1989). Hart (1992) further discovered that the most promising teachers left the profession expressing a lack of confidence that the school would consistently reward good teachers. In light of these facts, teachers and successful leaders must be aware of the factors that provide job satisfaction for effective teachers so they are provided an environment that encourages them to put forth their best efforts, take chances, and remain in the classroom, providing a positive learning experience to the students.

According to a previous review of literature on burnout, Chang (2009) alleged that 25% of teachers left their positions before their third year teaching, with 40% leaving during their first five years. While it is important to recognize

that attrition of teachers is an on-going problem, it is imperative to understand factors which may cause those teachers to leave the field. Dworkin (1987) suggested that teacher burnout was the main cause of this increasing teacher attrition. Pessima (1992) further investigated this claim and determined that 18.3% of teachers in Pennsylvania who left the profession cited insufficient rewards and recognition, limited opportunities for advancement, and stressful working conditions as the contributing factors to their leaving—all of which are indicators of a negative work climate. While a negative work climate does not necessarily result in teacher burnout, research findings have indicated that there is a relationship between negative work climate and burnout (Azeem & Nazir, 2008; Ghorpade et al., 2008; Yong & Yue, 2007).

Statement of the Problem

Teaching is a highly stressful and often isolating occupation (Kokkinos, 2007; Yong & Yue, 2007). For teachers to feel successful in the classroom, there should be adequate supervisory support to examine every opportunity for that success. Increased accountability requirements, along with the pressures placed on teachers to produce higher achievement scores each year, often result in high levels of stress for classroom teachers. These teachers experience a high level of burnout and, therefore, often leave the profession (Hart, 1992; Ulriksen, 1996). While principals have many responsibilities within a school, the support for their teachers is of utmost importance. Understanding the underlying causes of burnout,

along with understanding the way teachers perceive the support they receive from their principals, is valuable to keeping high quality teachers in the field.

In reviewing the literature, this researcher located a plethora of information on burnout, as well as identifying pivotal information on the role of a principal in a school. There was a remarkable lack of information, however, on how the principal's support of the teachers, or at least how the teachers perceive this support, affects burnout. Lack of principal support of classroom teachers often contributes to teacher burnout by denying the structured assistance necessary for teachers to be successful, therefore contributing to emotional exhaustion, depersonalization, and reduced feelings of personal accomplishment. These conditions are evident in those experiencing burnout (Azeem & Nazir, 2008; Ghorpade et al., 2007; Lambert et al., 2009; Yong & Yue, 2007).

Significance of the Study

Education in its most pure sense is a passionate engagement in which the teacher gets intrinsic satisfaction from the success of students (Ghorpade et al., 2007). Teacher burnout hits at the very core of this source of satisfaction. The prospect of burned-out teachers leaving the profession represents a serious threat to the entire educational process. Burnout is a problem existent in education and has been for many years, and as a result, there are many studies that have been completed on this topic.

Research findings have indicated teacher stress levels increase, therefore burnout levels vary, depending upon factors such as ineffective emotional

responses, unsuccessful coping mechanisms, and certain personality traits (Montgomery & Rupp, 2005); however, very little research was found that examined middle school teacher burnout levels in relation to the perceived principal support, resulting in a gap in relevant literature on burnout. Because of this missing link, this study focused on a relatively unexplored area of this topic by examining principals' support of those teachers feeling burnout and providing information to principals and district personnel, as well as to teachers, in order to more readily recognize burnout symptoms and possibly prevent burnout. This present study contributes to the existing body of literature on stress and burnout by providing data on the theoretical and practical implications of positive principal support on burnout.

Purpose of the Study

The purpose of the study was to explore the relationship between middle school teacher burnout and perceived principal support. In order to examine this relationship, the researcher concentrated on the factors that are associated with burnout and the responsibilities of a principal, while focusing on how perceived principal support related to the burnout phenomenon. This study was achieved by utilizing surveys to assess the teachers' perceived levels of principal support as well as the teachers' levels of burnout. Analysis was then conducted via a three-stage regression model to determine whether or not a relationship did exist and which demographic factors or teacher behaviors, if any, were better indicators of burnout.

Research Questions

The research questions of this study focused on the relationship between teacher burnout and the perceived level of principal support. This was achieved by examining the responses to the Maslach Burnout Index for Educators Survey (MBI-ES), with subscales of emotional exhaustion, depersonalization, and personal accomplishment (Maslach et al., 1996). The researcher also examined responses to the Organizational Climate Description Questionnaire—Revised for Middle Schools (OCDQ-RM), which included subscales indicating the level of principal behavior (i.e., supportive, directive, or restrictive) and the level of teacher behavior (i.e., collegial, committed, or disengaged) in the school (Hoy, 2005). Using the results of the two instruments, a determination was made about whether or not a relationship existed between the two correlates. Further, the demographics questionnaire was used to analyze the possible effects of demographic factors (i.e., age, gender, subject area taught, total years teaching, and training of teachers) on burnout. In addition, the possible relationship of perceived teacher behaviors was analyzed to identify any possible effects of these factors and teacher burnout.

Research questions were designed to guide this study. The following research questions were investigated:

1. What is the relationship between perceived principal support and the emotional exhaustion factor of teacher burnout, above and beyond any connection with the control variables of teacher behaviors and demographics?
2. What is the relationship between perceived principal support and the depersonalization factor of teacher burnout, above and beyond any connection with the control variables of teacher behaviors and demographics?

3. What is the relationship between perceived principal support and the personal accomplishment factor of teacher burnout, above and beyond any connection with the control variables of teacher behaviors and demographics?

In order to answer these research questions, particular consideration was given to the three major components of burnout: emotional exhaustion, depersonalization, and reduced feelings of personal accomplishment (Azeem & Nazir, 2008; Egyed & Short, 2006; Evers et al., 2004; Kokkinos, 2007; Yong & Yue, 2007). Each of these components was examined and compared using the responses to the MBI-ES. The level and type of perceived principal support, as well as the level and type of teacher behaviors, was identified by the responses to the OCDQ-RM.

Hypotheses of the Study

Recent studies by the Southeast Center for Teaching Quality (2005a, 2005b) indicated a significant divide in how the work climate was viewed by teachers as opposed to their principals. In addition, these same studies found a direct relationship between teacher attrition and lack of principal support, as perceived by teachers. In order to better understand these divides and create a more positive work climate, both teachers and principals must recognize the importance of positive principal support to the teachers.

Null hypotheses, or "statements that no difference exists between the populations being compared" (Huck, Cormier, & Bounds, 1974, p. 40), were developed to guide the direction of this study. Non-directional alternate hypotheses for this study regarding middle school teacher burnout and perceived

principal support were also developed to predict that a relationship did exist between the variables under review, above and beyond any connection of teacher burnout and demographic factors (Brewer & Stockton, 2010). The use of these non-directional hypotheses allowed for results to indicate both positive and negative relationships between the variables (Huck, 2009).

Null hypotheses.

$H_0$1 There will be no significant relationship between any type of perceived principal support and the emotional exhaustion factor of teacher burnout, as measured by the MBI-ES and the OCDQ-RM.

$H_0$2 There will be no significant relationship between any type of perceived principal support and the depersonalization factor of teacher burnout, as measured by the MBI-ES and the OCDQ-RM.

$H_0$3 There will be no significant relationship between any type of perceived principal support and the personal accomplishment factor of teacher burnout, as measured by the MBI-ES and the OCDQ-RM.

Alternate hypotheses.

H_A1 There will be a significant relationship between any type of perceived principal support and the emotional exhaustion factor of teacher burnout, as measured by the MBI-ES and the OCDQ-RM.

H_A2 There will be a significant relationship between any type of perceived principal support and the depersonalization factor of teacher burnout, as measured by the MBI-ES and the OCDQ-RM.

H_A3 There will be a significant relationship between any type of perceived principal support and the personal accomplishment factor of teacher burnout, as measured by the MBI-ES and the OCDQ-RM.

Assumption of the Study

An assumption is a realistic expectation that a result will happen and should be believed to be true, but it is important to realize that assumptions within studies have not necessarily been verified (Gay, Mills, & Airasian, 2009). In this study, the researcher made certain assumptions about the participants, and these assumptions are pivotal in the acceptance of accurate results. The major assumption of this study was that the teachers will respond candidly and honestly to the survey, given the assurance of confidentiality by the researcher. It was acknowledged, though, that this honesty may have been hard to achieve due to the teachers' fear of reprisal from their principals; therefore, the research attempted to lessen this factor by making statements in the teacher introduction letter to the surveys as follows (see Appendix A).

> Your participation is completely voluntary. Your decision to participate, decline, or withdraw from participation will have no effect on either your current status or your future relations with your employer or this project. There are no risks involved in participating in this survey. Your answers to all of the survey questions will remain private and confidential, with no one except the researcher having access to your individual answers.

The researcher also attempted to control for this by verbally stating to the participants, at the time the survey was administered, that all results were confidential and would only be available to those systems that requested the results and only in aggregate form.

Limitations of the Study

Limitations of a study consist of aspects that may negatively affect the results of the study but are not under control of the researcher (Gay et al., 2009). There were several noteworthy limitations of this study.

1. Much of the information gained in this study relies on the participants' answers to surveys. Due to the requirement of principals providing consent to administer the survey within a school, the researcher's accessibility to participants may have been limited.

2. The study may also have been limited by the willingness or declination of participants in the study to provide honest responses, possibly providing skewed results of those who feel strongly about the topic and/or their principal, one way or the other. The researcher attempted to control for this, however, by assuring participants of the confidentiality of the study as described above.

3. An additional limitation was the time frame of the actual study. This study examined the relationship between burnout and perceived principal support; however, it only illustrated a snapshot in time and described teachers' perceptions at that one particular time. Teachers' way of thinking may change as time continues; therefore, responses to the surveys may be different if examined at a later date. Also, teacher responses may have been different if the survey data were collected at a time earlier in the school year.

4. Due to the study's being focused on perceived principal behavior and teacher burnout, the study is limited because it may have, in essence, disregarded the relationship between teacher burnout and other factors that have not been included in the control variables.

Finally, this study collected data based on the perceptions of teachers during this particular time. Since perceptions alone only used to determine burnout of these teachers and the amount of perceived principal support they received, there was no ultimate way to answer all questions definitively.

Delimitations of the Study

Delimitations of a study are restrictions that a researcher imposes in order to narrow the scope of the study. In this research study, there were three noteworthy delimitations.

1. For this study, only general education middle school teachers in East Tennessee were included.

2. In addition, middle school teachers were chosen due to the additional stress that is often associated with these grades (Yong & Yue, 2007).

Operational Definitions

As this study is concerned with the occurrence of middle school teacher burnout and perceived principal support, the reader's general knowledge of educational terminology was assumed by the researcher. Terminology specific for this study, however, may be necessary for clarification purposes.

1. *Burnout*: A state of emotional exhaustion, depersonalization, and reduced personal accomplishment often resulting from the conditions of work (Azeem & Nazir, 2008; Egyed & Short, 2006; Maslach et al., 1996).

2. *Collegial Teacher Behavior*: Supportive of open and professional interactions among teachers (Hoy, 2005).

3. *Committed Teacher Behavior*: Directed toward helping students develop socially and intellectually (Hoy, 2005).

4. *Core curriculum classes*: Classes in a school that are mandated and evaluated, specifically language arts, math, science, and social studies.

5. *Depersonalization*: A dimension of burnout in which a teacher develops negative feelings and cynicism toward students and perhaps even the school community; ultimately may affect the students' care and instruction (Fives, Hamman, & Olivarex, 2007; Maslach et al., 1996; Kokkinos, 2007).

6. *Directive Principal Behavior*: Rigid and domineering (Hoy, 2005).

7. *Disengaged Teacher Behavior*: Lack of meaning and focus for professional activities (Hoy, 2005).

8. *Emotional exhaustion:* A dimension of burnout which includes the feeling of having given all that one can, all of one's energy and focus, into the task of teaching and having finally run out of resources; often characterized by feeling extremely overextended and drained of energy (Fives et al., 2007; Maslach et al., 1996; Kokkinos, 2007).

9. *Middle school*: For the purposes of this study, a middle school is defined as one in which the school includes students in seventh grade and at least one other contiguous grade.

10. *Non-rural schools*: All schools which do not meet the classification of rural, including urbanized areas and urban clusters; includes areas which serve communities with at least 2,500 people (U. S. Census Bureau, 2010).

11. *Organizational climate*: A series of internal psychological characteristics that differentiate one organization from another and that affects the behaviors of members of an organization (Xiaofu & Qiwen, 2007); often includes levels of principal power behaviors and teacher behaviors.

12. *Perceived*: The way an individual feels about a situation, whether those personal feelings are backed by evidence or not; in this case, focusing on the support of the principal.

13. *Personal accomplishment*: A dimension of burnout associated with feelings of competence, high self-efficacy, and sense of achievement; reduced personal accomplishment often indicates burnout (Fives et al., 2007; Maslach et al., 1996; Kokkinos, 2007).

14. *Principal*: The chief administrator of the school. For the purposes of this study, only the principals, not assistant principals or other administrators, are included.

15. *Restrictive Principal Behavior*: Not supportive; hindering teacher work rather than helping (Hoy, 2005).

16. *Rural schools*: All schools that do serve areas classified as urbanized areas or urban clusters; includes areas which serve communities with less than 2,500 people (U. S. Census Bureau, 2010).

17. *Stress*: A demand which an individual finds taxing on one's personal self, sometimes endangering one's physical well-being if not handled with effective strategies.

18. *Supportive Principal Behavior*: Helpful, providing constructive criticism and a positive example through hard work (Hoy, 2005).

Summary of Chapter 1

The first chapter herein began by laying the groundwork for this study, beginning by identifying the problem (i.e., lackluster principal support and its relationship with teacher burnout) and the significance of the study (i.e., to provide updated information on the burnout phenomenon and perceived principal support). Research questions and hypotheses of the study, used to guide the research, were also identified. A brief identification of the methods was discussed by identifying the instruments that were used in this research; however, these research instruments are further described in subsequent chapters. Assumptions, limitations, and delimitations of the study were provided for greater understanding of the confines of the proposed study. The chapter concluded with definitions of terminology that were pivotal in this study.

Organization of the Study

Chapter 2 provides a substantive review of literature related to the study, justifying the research questions and research methodology. The review indicates the relation to burnout as manifested by emotional exhaustion, depersonalization, and reduced personal accomplishment (Azeem & Nazir, 2008; Egyed & Short,

2006; Evers et al., 2004; Kokkinos, 2007; Yong & Yue, 2007). These three components of burnout are identified by the responses to the research instruments; after which, this identification is correlated to the level of perceived principal support within the school. This chapter also includes research on the role of the principal in the school and illustrates the potential relationship between this role and burnout. Due to the extensive research that identifies the three constructs of burnout as being integral to the burnout phenomenon, as well as research on the type of principal behaviors, these factors were combined and used as the theoretical framework for the study.

Following the review of literature, Chapter 3 provides a substantive description of and rationale for the methodology used in the study that examined the extent to which teacher burnout is influenced by perceived principal support. With its focus on methodology and design appropriateness, the chapter describes all aspects involved in the quantitative study, such as: (a) type and appropriateness of the design, (b) sample description, (c) data collection process, (d) study instruments, (e) external and internal validity, and (f) data analysis. This chapter also includes details of the processes used to score the surveys, as determined by the directions of each survey instrument.

In Chapter 4, the researcher's data analysis is described in detail by presenting statistical information used to determine the results of the study. The results of the study instruments are presented, along with a narrative description of the characteristics of the participants of the study. Each research question is

answered using the statistical analysis of the information gained through the research. Data analysis of each of the participating middle schools is provided in this chapter, and then the chapter concludes with an interpretation and summarization of all data collected.

The final Chapter 5 begins with a summary review of the study, followed by a narrative review of the findings. Conclusions based on the research questions are then tied to the theoretical framework for the study and presented, along with the implications and/or practical suggestions of these findings to the profession being studied—education. This chapter concludes with suggestions for future research on this or related topics, based on any findings from this study that may need further research or the lack of specific information that may not have been explored in this particular study.

As indicated, the researcher now continues with Chapter 2, a review of relevant literature on the subject to be addressed: the relationship between middle school teacher burnout and perceived principal support. By means of the three constructs of burnout and the three types of principal power behaviors, the theoretical framework provided a basis for the study.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Research reveals that human service professionals, including teachers, have struggled and perhaps are still struggling with burnout—between 5-20% at any given time—due to the increasing pressures of their job requirements (Dworkin, 1987; Evers, Tomic, & Brouwers, 2004; Hakanen, Bakker, & Schaufeli, 2006; Yong & Yue, 2007). Sometimes the peaceful balance of a teacher's job is disrupted by overwhelming responsibilities, and often the teacher continues to work without making concessions for these increased responsibilities. By doing so, the teacher's own personal health and the well-being of his/her students may be affected (Hakanen et al, 2006.). Students need mentally- and physically-fit teachers to guide them as they find their way in the world; however, teachers feeling the effects of burnout often suffer from irritability and are partially responsible for student apathy in the classroom (Evers et al., 2004; Yong & Yue, 2007).

Because of responsibility to the students and the reluctance to relinquish control, teachers are known to continue working despite burnout symptoms. Because of their not taking the time needed to refresh, behavior management often suffers in the classrooms of these teachers, who are likely feeling overwhelmed and underappreciated. These teachers who refuse to acknowledge and deal with their problems negatively affect themselves, their students, and the educational system (Ghorpade, Lackritz, & Singh, 2007).

There are many precipitators to teacher burnout (Brewer & McMahan, 2003; Egyed & Short, 2006; Fives, Hamman, & Olivarex, 2007; Hanson, 2006; Swick & Hanley, 1980; Yong & Yue, 2007), some of which are discussed herein. The purpose of the study was to explore the potential relationship between middle school teacher burnout and perceived principal support, focusing on this relatively unexplored precipitator to teacher burnout and to determine if a relationship actually existed between teacher burnout and perceived principal support. This was achieved by examining the precipitators to burnout and the factors that are associated with burnout, while focusing on a possible relationship of middle school teacher burnout and perceived principal support.

To achieve this examination, previous research, including empirical and non-empirical literature has been reviewed (see Appendix B). Results have identified the three major contributors to burnout—feelings of emotional exhaustion, depersonalization, and reduced personal accomplishment—but little information was located regarding the principal's role in the school as it relates to teacher burnout (Azeem & Nazir, 2008; Egyed & Short, 2006; Kokkinos, 2007; Maslach, Jackson, & Leiter, 1996). To support this previous research, this chapter includes a thorough discussion of the burnout phenomenon, the perspectives of burnout, and an explanation of the role of the principal in schools. In addition, other possible contributors are addressed.

This review continues with an in-depth description of the theoretical foundations of the constructs of burnout, a statement of why this knowledge is

important, and a description of the gaps in literature on burnout that were partially filled by this study. Many studies are identified indicating a relationship between stressors, but over-reliance on this research has recently neglected an important part of the burnout phenomenon—the role of the school principal and how he or she impacts burnout in teachers. The goal of this chapter is to review and discuss literature and/or studies that may indicate a relationship, or lack thereof, between teacher burnout and perceived principal support in middle schools.

Burnout Phenomenon

Burnout occurs when an individual is in a "state of physical, emotional, and mental exhaustion caused by long-term involvement in situations that are emotionally demanding" (Harrison, 1996, p. 25). It is a response to stress, both psychological and often physiological, and manifests differently from person to person, due largely to the way the individual appraises the particular stressor in the environment—real or imagined—since what one may consider a stressor, another may not (Evers et al., 2004). Evers et al. continued to explain that the environment that produces stressors is often responsible for burnout, which includes an individual's social relationships with students, colleagues, and principals.

Swick and Hanley (1980) identified the effects of stress on burnout, finding that "teaching has become such a stressful profession that many educators are experiencing physical and/or emotional health problems" (p. 5). This state often occurs due to an accumulation of rigorous demands of highly stressful

working conditions. In addition, Swick and Hanley (1980) found that "along with air traffic control and surgery, teaching is rated as one of the most stressful professions" (p. 26). In the teaching profession, early signs of burnout often begin as early as first-year teaching experiences, where the teachers often feel a great deal of stress and anxiety, though this may decrease following positive teaching practice and experience (Fives et al., 2007).

Yong and Yue (2007) discussed teacher stress and burnout and their effects on the school climate, observing that when stress and burnout are high, there is a direct relationship with educational objectives not being met. There has also been a correlation between the number of stressful events an individual experiences, the amount of social support an individual receives, and the amount of positive and/or negative feedback an individual is given (Azeem & Nazir, 2008; Brewer, Lim, & Cross, 2008). In these stressful situations, morale of the teachers is typically lower, and there is an increase in the probability of teachers leaving their posts (Azeem & Nazir, 2008; Hanson, 2006). Because stress has such an adverse effect on education, Ghorpade et al. (2007) identified three specific occasions when stress is more likely to occur: (a) when an individual's resources are threatened with loss, e.g., financial insecurity; (b) when an individual's resources are actually lost, e.g., possible loss of position; and (c) when an individual fails to gain sufficient resources following significant resource investment, e.g., not earning significant salary and/or recognition after investing time and money required for a college degree. In their study of two novice

elementary physical education teachers, Blankenship and Colern (2009) suggested that strong support from principals may have been an important factor in preventing burnout.

Origins of Burnout Theory

The study of the burnout phenomenon can be divided into three major stages. During the 1970s to the mid-1980s, case-studies were used to examine and explain what was going on with workers who were feeling some sense of disillusionment with their purpose at their jobs. In the second stage, during the mid-1980s to the end of the 1990s, many studies were conducted on this topic, with the majority of this research being cross-sectional studies that did not allow for any causal inference. During the third stage, lasting from the late 1990s to present, more longitudinal studies on employee burnout were completed, allowing researchers the opportunity to view burnout as it progressed in individuals.

The first identified use of the term "burnout" occurred in the novel *A Burnt-Out Case*, where the main character was tired, worn out, and detached and had lost his motivation to work (Greene, as cited in Hanson, 2006). This book initiated the use of the term "burnout" as being indicative of an individual who no longer feels he or she has any option in their situation but despair (Azeem & Nazir, 2008).

The description in this book effectively described an epidemic that was being studied in the mid-1970s by Freudenberger, a psychiatrist who examined health care workers who had become demoralized while caring for drug addicts.

In 1974, Freudenberger identified the mental and physical exhaustion in these public relations workers that is often caused by excessively long hours of work, a heavy workload, and excessive work intensity (Brewer & McMahan, 2003; Dworkin, 1987; Freudenberger, 1974; Hanson, 2006; Yong & Yue, 2007). Azeem & Nazir (2008) expanded on this by proposing that a heavy workload combined with an individual's loss of control in a situation often leads to feelings of extreme burnout.

Further, studies by Maslach and Pines (1977) and Maslach and Jackson (1981) found that when workers feel overextended, work productivity deteriorates. Eventually, teachers became the care-giving group most readily identified with the burnout phenomenon, largely due to the increase of responsibility and decrease of support of and respect for the profession (Farber, 1991; Ulriksen, 1996). Brewer and McMahan (2003) also suggested that "lack of organizational support was more severe than stress related to job pressures" when relating these factors to burnout among industrial and technical teacher educators (pp. 134-135).

Perspectives of Burnout

Dworkin (1987) and Yong and Yue (2007) described typical signs of burnout, including anger, anxiety, boredom, dejection, depression, indifference, restlessness, self-reproach, tension, disgust with life, and other various negative reactions. These feelings were also described in the studies of Blase and Blase (2003), as well as teachers' feelings of being beaten down, broken, defeated,

helpless, hopeless, unimportant, and worn out. Gold (1984) also studied teachers who considered themselves burned out and who described themselves as "empty, alienated, wasted, let down, and even used-up" (p. 52). People who suffer from this condition often feel inconsequential to life events, feel they are ineffective at their job (which often carries over to their personal lives), and are in a constant state of feeling worn out, lacking the energy they need to be concerned with their students' needs (Egyed & Short, 2006; Gold, 1984; Hanson, 2006; Maslach & Pines, 1977; Yong & Yue, 2007).

In fact, teachers who perceive their abilities in classroom management and discipline to be lacking are just those teachers who report a higher degree of burnout than others who feel they have these issues under control (Skaalvik & Skaalvik, 2007; Swick & Hanley, 1980). These teachers also exhibit actions that make them seem like they have some type of emotional callousness, often resulting from a diminished sense of personal accomplishment or a negative self-assessment (Azeem & Nazir, 2008; Egyed & Short, 2006; Friedman, 1993). According to their research results, Mearns and Cain (2003) found that as these conditions worsen, the individual afflicted becomes more withdrawn and begins caring less about his or her working environment and eventually less about personal life.

The way people respond to challenges from their environment can be seen as "a function of their personality, constitution, perceptions, and the context in which the stressor occurs" (Ghorpade et al., 2007, p. 242). Individuals who feel

burned out often report they are drained by continuous contact with unsupportive and/or negative people (Burke & Greenglass, 1995). Because of this, teachers' individual characteristics, as well as job-related stressors, should be taken into consideration when studying the burnout phenomenon (Kokkinos, 2007).

Personality plays an important role in terms of burnout because it can be a coping mechanism and is identified by Ghorpade et al. (2007) as a resource, noting that individuals with fewer resources are more vulnerable to not being able to handle adverse situations. These same researchers also proposed that this distinction is important because those individuals who possess more desirable personality traits for an employee are better able to appraise a situation and handle stress more effectively. Desirable personality traits identified included extroversion, conscientiousness, agreeableness, openness, and emotional stability (Ghorpade et al., 2007; Yong & Yue, 2007). Individuals who embodied these qualities are more effective stress handlers because they often fail to see the demands from the environment as problems or sometimes even reinterpret the demands as challenges.

Contributors to Burnout

While the main relationship being studied herein was middle school teacher burnout and perceived principal support, it is important to recognize that there are other factors that may contribute to burnout. To clarify this concept, an overview of such mitigating factors is included.

Teacher efficacy. One such contributor to burnout may be teacher efficacy. The theory of teacher self-efficacy refers to teachers' beliefs in their abilities to organize and execute courses of action necessary to bring about desired results (Skaalvik & Skaalvik, 2007). Teachers who place excessively high expectations on themselves often become teachers who question their abilities in the classroom, leading to a higher degree of stress and lower teacher self-efficacy. In fact, the conflict between the teachers' expectations and reality is identified as one of the main reasons for work stress and burnout (Hanson, 2006; Yong & Yue, 2007). Low levels of teacher self-efficacy are also linked both theoretically and empirically to individuals' perceived support by principals, or lack thereof (Egyed & Short, 2006; Fives et al., 2007; Skaalvik & Skaalvik, 2007). This lack of confidence and support often begins during first-year experiences, when new teachers feel overwhelmed and do not receive the support, either verbal or resource-based, from other colleagues or supervisors (Blankenship & Colern, 2009; Fives et al., 2007). The perception of lack of support, however, is not exclusive to first-year teachers but develops throughout the careers of more experienced teachers and is often related to classroom management (Egyed & Short, 2006). By understanding the relationship of self-efficacy and burnout, researchers have previously explored the likelihood of whether or not teachers stay in the teaching profession (Skaalvik & Skaalvik, 2007).

Classroom management. Classroom management techniques may also be related to stress that leads to burnout. Researchers have indicated that classroom

management is indicative of teachers' feelings, i.e., positive techniques often result in less stress for teachers while less than ideal classroom management leads to more stress for teachers (Kokkinos, Panayiotou, & Davazoglou, 2005). When teachers are more stressed in the classroom, they are less tolerant of students' misbehavior (Clunies-Ross, Little, & Kienhuis, 2008; Kokkinos et al., 2005). In addition, Clausen and Petruka (2009) found that first-year teachers often become frustrated enough to lose their tempers in the classroom due to inexperience in classroom management training while they were enrolled in teacher training.

Teacher collaboration. The level of teacher collaboration has also been linked with stress and burnout in teachers. Schlichte, Yssel, and Merbler (2005) studied teacher isolation and discovered that teachers who felt they did not have adequate support or effective mentors often felt despair, which raised their level of stress. Schlichte et al. (2005) also reported these feelings of despair when teachers experienced poor relationships with administrators and teachers; however, teachers who reported positive collegial relationships were more satisfied and less stressed than their counterparts. Clausen and Petruka (2009) and Hanson and Wentworth (2002) also found that teachers who reported collegial networks that were not functioning ideally often resulted in teacher isolation, and in turn, elevated stress.

Demographic factors. In effort to control for other factors that may influence burnout, certain demographics were examined to discover any potential relationship between these and teacher burnout. Previous research has indicated

conflicting findings between the possible connection of burnout and gender, with some researchers indicating gender is not a significant factor (Jepson & Forrest, 2006) and others reporting a positive relationship between the two (Hanson & Wentworth, 2002; Kokkinos et al., 2005). The same conflicts have been indicated in a meta-analysis of 34 studies of burnout (Brewer and Shapard, 2004). Little research has been found regarding a correlation between burnout and subject area taught, considering the present era of high accountability in which teachers have come to live.

Another significant conflict was identified when examining a teacher's years of experience and their levels of burnout. While Jepson and Forrest (2006) indicated that there was no significant relationship between the two, other research has indicated that those who have been teaching longer are often frustrated with organizational climate factors which leads to more stress (Hanson & Wentworth, 2002). In contrast, some researchers claim that novice teachers experience more stressful situations (Clausen & Petruka, 2009; Kokkinos et al., 2005).

Additionally, there is a significant lack of published data on teacher burnout in rural schools. Rural school systems, defined as those whose community population is less than 2,500 people (U.S. Census Bureau, 2010), have unique circumstances which may influence burnout to a great degree including geographic isolation, smaller enrollment, limited funding, and a lack of access to professional development and other services (Mathis, 2003; Reeves, 2003). In one

study, Huysman (2008) indicated that rural school teachers rate their job satisfaction as high, with the most significant factors to this satisfaction being intrinsic motivators. *Transplanted* teachers, or those not originating from the rural community in which they teach, however, cited an imbalance of power and influence as a hindrance in the success of their positions, while they also cited building positive relationships within the school as the primary source of success on the job (Huysman, 2008). Thus, school classification has been examined in this study.

While the factor of teacher training (i.e., degree held) was of interest in this study, no previous research was located which studied this aspect. Because of this lack of information, as well as the other conflicting findings of demographics, these were chosen as demographic components in this study.

Summary of Burnout Phenomenon

There have been many identified factors that contribute to burnout, of which, not having control over what one is required to do over extended periods of time is the most commonly identified (Hakanen et al., 2006; Kokkinos, 2007; Yong & Yue, 2007). Other contributing factors include low teacher self-efficacy, classroom management, teacher collaboration, and teacher demographic factors (Chang, 2009; Clausen & Petruka, 2009; Evers et al., 2004; Hanson & Wentworth, 2002; Jepson & Forrest, 2006; Schlichte et al., 2005).

Lack of relationships with colleagues and supervisors also contributes to a teacher's feeling of isolation and, eventually, burnout (Schlichte et al., 2005).

Parents make very high demands on schools and teachers, and because of their ability to affect other people's lives, teachers have excessively high expectations of themselves. In fact, the conflict between the teachers' expectations and reality, along with the lack of teacher training in parent communication, are also major reasons for work stress and burnout (Clausen & Petruka, 2009; Skaalvik & Skaalvik, 2007; Yong & Yue, 2007).

Teachers' methods of classroom management are often cited as causes for students' general dislike for studies. Even if a teacher has done nothing wrong but the students' academic performance fails to improve, the teacher is often blamed (Hanson & Wentworth, 2002; Yong & Yue, 2007). Work-related pressure, lack of sufficient resources, along with overpopulated classes and excessively low salaries, are environmental job demands that contribute to this condition of burnout in an occupation that already has a high rate of attrition (Azeem & Nazir, 2008; Hakanen et al., 2007).

Due to their failure to provide an environment that is conducive to learning, supportive of teachers, and responsive to the need for a firm, caring culture, principals often do not realize the power of their positions and the relationship between that power and burnout. Blase and Blase (2003) and Supovitz et al. (2010) reported that not only does the principal influence behavior and climate of the school, but his/her actions and support are directly related to the students' academic achievement and teachers' feelings of competence and achievement. The first step in creating a more positive atmosphere for a teacher to

work is identified simply as communication (Skaalvik & Skaalvik, 2007; Swick & Hanley, 1980). If a principal is perceived as competent and reliable, persuasive communication is identified as a factor in raising teacher self-efficacy, in turn reducing the potential for burnout to occur (Skaalvik & Skaalvik, 2007). While the role of the principal is important to the smooth running of the school, research has not yet considered the role of such personal variables in the manifestation of burnout in teachers.

Role of the Principal

The principal's role has been identified as pivotal in the smooth running of the school (Hart, 1992). The demands for a principal's attention are many, resulting in his or her attention being fragmented (Goldring, Huff, May, & Camburn, 2008). Goldring et al. (2008) found that principals spend a majority of their time on student affairs (e.g., attendance, discipline, counseling, hall/cafeteria monitoring, and such), followed closely by personnel issues (e.g., recruiting, hiring, supervising, evaluating, problem solving, and such). In addition to the general administrative tasks of running the school, responsibilities of the principal include evaluation of teachers' classroom performance, providing professional development opportunities for the teachers, communication among all stakeholders, behavior restrictions and reinforcements for students, and—possibly most significant—support of the teachers in the school. Principals are often plagued with the demanding responsibility of balancing the need for data-based results with the need to foster positive relationships with their staff (Blase &

Blase, 2003). Conflicts often develop due to varying operational value systems of the teachers and the administration. Because the principal's work is often decoupled from the direct activities of the classroom teacher, interaction between the two pivotal positions (i.e., the classroom teacher and the instructional leader) often breaks down.

One facet of a principal's responsibilities includes the development of a positive environment in which the teachers work (Pahnos, 2001). In 2010, Supovitz, Sirinides, and May found that the principal has an indirect influence on student learning through "fostering a climate of instructional collaboration" (p. 46) which creates a more positive work climate. Conversely, a principal's lack of social validation of the teachers indicates the absence of a strong organizational climate (Hart, 1992). Before those studies, however, Ricken (1980) had indicated that the job performance of a teacher was also tied to "security, being able to make input into the process, and opportunities for advancement" (p. 22).

In studies, principals have reported higher degrees of satisfaction with their school relationships than do teachers (Markow & Martin, 2005). In the MetLife Survey of the American Teacher, Markow and Martin (2005) reported that 77% of principals indicate they are satisfied with their relationships with their teachers; however, principals often feel they have a larger influence on teacher satisfaction than the teachers actually report, creating a divide in perceptions of experiences within the school (Ulriksen, 1996). In addition to this disconnect in the state of professional relationships, 43% of principals also expressed the belief

that a teacher's performance is independent of the overall function of the school. This lack of confidence in the teacher's contribution to the success of the school demonstrates the lack of support that principals often provide to their teachers. Without this support, teachers do not feel a sense of contribution to the whole, and, therefore, often have higher occurrences of burnout (Ulriksen, 1996).

Because principals may overlook the importance of providing a satisfying workplace and relationships within the school, as indicated in Ulriksen's (1996) study of the disconnect between teachers' and principals' perceptions, the evidence of teacher burnout is often overlooked until the damage has already been done. Pahnos (2001) argued that a principal's early assessment of indicators to teacher burnout is integral to a positive work climate. Along with the assessment, however, a principal must create an environment that provides opportunities and support to significantly reduce teacher stress (Pahnos, 2001). When principals encourage an environment that promotes collaboration and trust, school culture and climate is ultimately affected (Supovitz, Sirinides, & May, 2010).

Educational leaders are challenged to provide appropriate motivation that will foster teachers to continually seek to grow and better themselves in teaching. Motivation has been found to improve or remain high if an organization is associated with teamwork, understanding, trust, and teacher/administration participation in joint decision-making (Ulriksen, 1996). An ideal principal is one who is oriented toward not only the school system, but also the individual teachers, meeting the needs and achievement goals of both the school and the

faculty (Sergiovanni & Starratt, 1979). He or she is one who is held accountable for his/her decisions and is actively involved in promoting positive professional values, responses to problems, and effective planning (Hart, 1992). These effective principals continually seek opportunities to expand leadership roles and request on-going feedback from their teachers.

One of the most commonly identified yet the least studied relationships in work stress and burnout is the role of principal's support to teachers. A lack of support and acknowledgement from leadership causes tense interpersonal relationships within the workplace. Bandura (1997) and Fives et al. (2007) identified several venues from which an individual receives this support, the most easily obtained being from verbal persuasion, the simple encouragement the individual receives from a supervisor. In student teaching, this encouragement results from perceived support of the cooperating teacher and university supervisors. As student teaching continues and as teachers become segregated in their own classrooms, the principal's lack of recognition of teacher contribution and the teachers' overload with too many noneducational responsibilities (e.g., bus duty, chaperoning), and time pressures of the occupation, stressful situations often become unbearable (Fives et al., 2007; Hanson & Wentworth, 2002; Supovitz et al., 2010). While burnout is often the result of coping unsuccessfully with chronic stress over an extended period of time, it is not only the ineffective teacher who suffers but also "the dedicated and the most committed who [is] the

most likely to burnout as [he or she works] too much, too long, and too intensely" (Freudenberger, 1974, p. 160).

Theoretical Framework of the Study

Using the information on the phenomenon of burnout and the role of the principal, and by gaining a more thorough understanding of other contributors to burnout, a theoretical framework was identified by the researcher. This theoretical framework consisted of a meshing of the constructs of burnout and the levels of principal power behaviors, as definitions and components of theory are accepted by any scientist who uses the theory (Green & Piel, 2009). As a guide for the study, this theoretical framework was used to find answers to the identified research questions and functioned as a scaffold in building an analysis of the study. By using this framework, evidence of a relationship existing between low degrees of principal support and burnout was expected.

Constructs of burnout. While research suggests that stress often results in burnout, there is a distinct difference in the two, although it is sometimes hard to determine the difference in the early stages of burnout (Ghorpade et al., 2007; Yong & Yue, 2007). Stressful situations have both positive and negative effects; in fact, a certain amount of stress is necessary to motivate action, and sometimes even includes experiencing unpleasant emotions, frustration, or anger (Hanson, 2006). Burnout, however, is not necessarily the result of stress in general, but of unmediated stress—of being stressed and having no *out*. This results from a period of prolonged stress, often characterized by physical, emotional, and

attitudinal exhaustion (Yong & Yue, 2007). Unlike stress, which can be positive (e.g., stress of planning a wedding or starting a new job, which is stressful but essential to making carefully constructed decisions), the results of burnout are distinctly and exclusively negative (Hanson, 2006).

Research on burnout predominantly follows previous studies by Maslach and Leiter (1999, 1997), who outlined six major influences on burnout. A close examination of these six influences revealed that they were all external to the individual, with the "primary triggers of burnout assumed to lie in the environment of the individual" (Ghorpade et al., 2007, pp. 240-41). It was proposed that work burnout is manifested in three ways: emotional exhaustion, depersonalization, and reduced personal accomplishment (Azeem & Nazir, 2008; Cedoline, 1982; Egyed & Short, 2006; Evers et al., 2004; Fives et al., 2007; Hanson, 2006; Kokkinos, 2007; Maslach & Jackson, 1981; Maslach et al., 1996; Skaalvik & Skaalvik, 2007; Yong & Yue, 2007). These three dimensions of burnout are conceptually related; therefore, burnout is a relative combination of the three factors that determine one's level of burnout (see Figure 1).

Emotional exhaustion. Hanson (2006) stated, "Teachers suffering from burnout's emotional exhaustion [are] unable to give of themselves to students as they once could" (p. 51). Freudenberger (1974) described this exhaustion in the public relations sector as being both mental and physical, caused by long work hours, heavy workload, and excessive work intensity. Emotional exhaustion is further described as the feeling of having given all that one can, all of one's

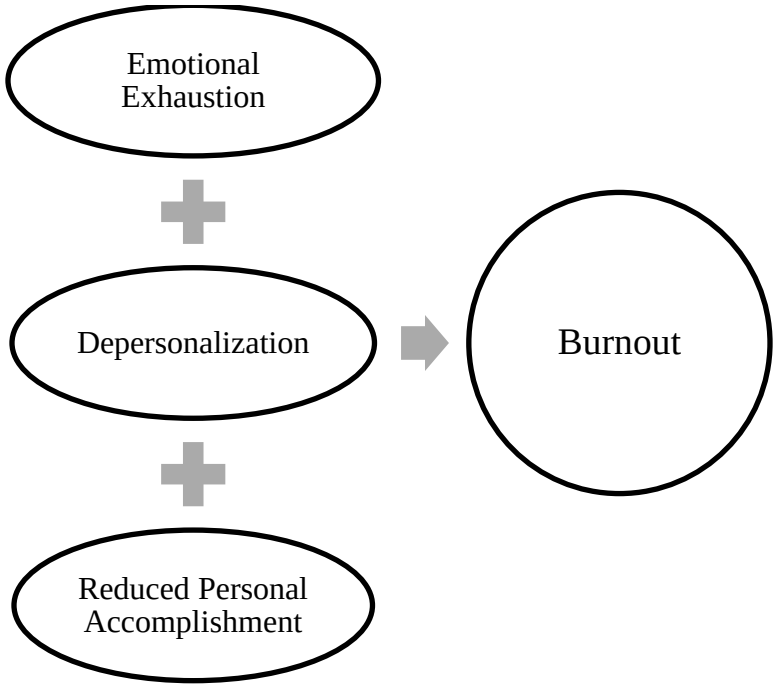


Figure 1. Dimensions of burnout.

energy and focus, into the task of teaching but having finally run out of resources (Azeem & Nazir, 2008; Egyed & Short, 2006; Fives et al., 2007; Kokkinos, 2007).

There are clear signals that teachers are in danger of distress from emotional exhaustion, including feeling tired, listless, restless, and nervous. Burnout resulting from these conditions is a consequential depletion of physiological and psychological resources that occurs when an individual continually fails to adapt positively to the chronic stress, so that educators no longer have an enthusiasm for their work and are no longer psychologically able to provide for their students (Kokkinos, 2007; Maslach et al., 1996).

Depersonalization. Depersonalization occurs when teachers develop negative feelings and cynicism toward one's students and perhaps even the school community due to the work stress (Egyed & Short, 2006; Ghorpade et al., 2007; Hakanen et al., 2006; Maslach & Jackson, 1981). This feeling of depersonalization occurs as a form of defensive withdrawal, often resulting when insufficient emotional resources are provided to an individual in a stressful situation (Kokkinos, 2007). Burke and Greenglass (1995) described it as an unfeeling and callous response toward people who are the recipients of care and service; in the case of middle schools, that would be the students.

Teachers exhibiting symptoms of depersonalization are often cynical, cold, distant, and display a detached attitude toward the persons with whom they work (i.e., students, colleagues, and supervisors) (Egyed & Short, 2006; Kokkinos, 2007). These individuals relinquish ideas of grandeur and don masks of cynical indifference, possibly to serve as a self-protecting mechanism to deal with the anger and resentment they feel for not being able to control their situations (Maslach et al., 1996). Maslach et al. (1996) identified many ways educators display this depersonalized feeling toward the students including using terms that are derogatory toward students, physically distancing themselves from the students, and generally tuning out the students in the school setting. It is important to realize, however, that teachers do not purposely act this way toward students, but rather it is a result of the burnout phenomenon.

Reduced personal accomplishment. Maslach and Jackson (1981) and Kokkinos (2007) identified reduced personal accomplishment as a negative self-evaluation, especially in regard to students and generally not being happy with teaching as a profession. This aspect of burnout is particularly crucial because most educators enter the profession to be of service to the students; however, when they no longer feel that they are contributing to the development of the students, disappointment is the natural result (Maslach et al., 1996). This disappointment results in a sense of distress and failure in the pursuit of ideals, leaving the teacher with a feeling of demoralization and abject failure (Fives et al., 2007). This lack of sense of achievement is apparent when teachers feel their efforts do not bring changes in students or they do not receive the expected compensation or recognition for their efforts in the classroom (Yong & Yue, 2007).

Individuals with reduced feelings of personal accomplishment experience a decline in feelings of accomplishment and lack the ability of successful achievement in work situations (Burke & Greenglass, 1995). Characteristics of individuals suffering from reduced personal accomplishment include a general unhappiness and dissatisfaction with themselves, their professional abilities, and their effectiveness, along with a loss of confidence and lost sense of adequacy in the classroom (Ghorpade et al., 2007; Hanson, 2006). When teachers no longer feel they are contributing to students' development, they are consequently

vulnerable to experiencing profound disappointment, both severe and enduring, often leading to burnout.

Principal power behaviors. Xiaofu and Qiwen (2007) identified organizational climate as a series of internal psychological characteristics that differentiate one organization from another and that affect the behaviors of members of an organization, in this case, middle schools. It is further described as a factor playing a critical role in "creating a work environment where employees are committed and contribute to the success of the organization" (Shepstone & Currie, 2008, p. 358). A positive school climate includes one in which teachers and staff share a sense of values, attitudes, and definitions that determine the shared expectations for that organization. The overall well-being of the organization is contingent upon positive relationships between leaders and workers, and in the case of this study, may be an indicator of burnout in middle school teachers as affected by perceived lack of principal support.

When examining organizational climate, one must consider the interactions between principals and colleagues within the school. As it is important for teachers to have quality relationships with their students, it is also imperative that they have supportive and collegial working relationships with others within the working environment. In addition, it is also imperative that school principals and teachers have an understanding of each other's needs and perceptions about the types of principal power behavior, as these perceptions often do not agree (Lymas, 1992). Various types of principal behavior, as well as

behavior among colleagues, both examined by the Organizational Climate Description Questionnaire (OCDQ-RM), are described in Table 1. While the OCDQ-RM addresses levels of principal power behaviors as well as teacher behaviors, and the teacher behaviors were addressed by the control variables, this study focused primarily on the principal portions of the study instrument.

Summary of Theoretical Framework

The constructs of burnout include three main structures: emotional exhaustion, depersonalization, and reduced personal accomplishment. As these symptoms increase in teachers, the likelihood of burnout also increases. Characteristics of those exhibiting burnout symptoms include a general unhappiness and dissatisfaction with themselves, their professional abilities, and their effectiveness in all aspects of their lives.

Lacking a quality working relationship is detrimental to being successful in one's profession. It was expected that teachers with supportive principals would have lower rates of teacher burnout, as would those with better collegial relationships within the schools. While it is not impossible to escape burnout without having a supportive principal or without having a largely collegial faculty, the chances of that happening are greatly reduced. The meshing of the levels of perceived principal behaviors and the constructs of burnout served as the theoretical framework for this study.

Table 1

Principal and Teacher Behaviors as Indicated by the OCDQ-RM

Behaviors	Characteristics
Principal Behaviors and Characteristics	
Supportive Principal Behavior	• Behavior that is "directed toward both the social needs and task achievement of faculty" (Hoy, 2005, p. 1). • Includes principals who are helpful, provide constructive criticism, set examples through hard work, and are genuinely concerned about the teachers and their needs.
Directive Principal Behavior	• Behavior that is rigid and domineering, occurring when the principal maintains "close and constant monitoring over virtually all aspects of teacher behavior" in the school (Hoy, 2005, p. 1).
Restrictive Principal Behavior	• This type of behavior hinders teachers rather than facilitates their work by burdening them with "paperwork, committee requirements, and other demands that interfere with their teaching responsibilities" (Hoy, 2005, p. 1).
Teacher Behaviors and Characteristics	
Collegial Teacher Behavior	• Open and professional behavior. • Evident by the teachers' friendliness for one another where it is obvious that they "like, respect, and help one another both professionally and personally" (Hoy, 2005, p. 1).
Committed Teacher Behavior	• Positive teacher behavior directed toward "helping students to develop both socially and intellectually," working hard to ensure the success of the students (Hoy, 2005, p. 1). • Describes behavior of the teachers toward students but has no impact on the other teachers at the school.
Disengaged Teacher Behavior	• Exhibited when teachers no longer identify meaning or focus with their professional activities. • Teachers are simply "putting in their time" without providing positive environments to students or to other teachers (Hoy, 2005, p. 1). • Often characteristic of teachers who are critical and unaccepting of students and other teachers.

Why Teacher Burnout Matters

When burnout interferes with teachers' cognitive processes and causes feelings of helplessness and psychological withdrawal, there is a marked attitudinal shift from care to indifference (Hanson, 2006). This shift has been identified as a current crisis in education (Farber, 1991; Gold, 1984; Maslach & Jackson, 1981). Teachers often have no resources to help them cope with stress through active problem solving, nor do they have readily available social and emotional support from colleagues or supervisors to help them reorganize the teaching resources, learn to cooperate with parents, or change their teaching strategy (Evers et al., 2004). "Even small numbers of seriously disaffected [burned-out] teachers may adversely influence the functioning of a school" compromising and threatening schools and their goals (Hanson, 2006, p. 7).

In addition, burnout causes absenteeism, substandard work, high turnover, and decreased employee involvement (Brewer & Shapard, 2004). Individuals experiencing burnout symptoms suffer from a disruption in their normal habits, lack of work enthusiasm and creativity, and an inability to concentrate (Yong & Yue, 2007). Inside the classrooms, burned out teachers often exhibit a loss of self-control in class and overreact to moderately stressful situations. Burned out teachers who do not like their work but continue to stay in the teaching profession often do not prepare their lessons conscientiously, behave stiffly toward students, lower their requirements of excellence, loose interest in students, and are intolerant of failure (Evers et al., 2004).

Teachers who become burned out typically resign from their jobs. This is an area identified as "detrimental to the stability of the teacher contingent, giving rise to low morale, and producing a snowball effect" (Yong & Yue, 2007, p. 80). Hall, Pearson, and Carroll (1992) surveyed a random sample of 189 teachers, of which 22% indicated they were going to quit teaching. They cited insufficient rewards and recognition, limited opportunities for advancement, and stressful working conditions as those directly affecting their decisions to leave the profession. Further, a study of Pennsylvania teachers was conducted between 1989 and 1991 and found the attrition rate for teachers after one year of teaching was 18.3% (Pessima, 1992), illustrating an alarming pattern of losing high-quality teachers.

Summary of Chapter 2

Research findings on burnout have consistently indicated that dissatisfaction, pressures, and reduced morale due to work demands compromise job effectiveness (Hanson, 2006). Low levels of teacher self-efficacy are identified as major factors contributing to teacher burnout; however, no causal relationship has been identified and more research is needed to explore these relations (Skaalvik & Skaalvik, 2007). This study attempted to identify whether or not there was a direct relationship between middle school teacher burnout and perceived principal support.

Burnout has been found to be the result of many factors in schools. Chapter 2 examined burnout in general, with teacher burnout in particular. It

reviewed origins of the concept of burnout and its constructs of emotional exhaustion, depersonalization, and reduced personal accomplishment. This chapter also described the significance of a positive working environment by identifying the important constructs of an organization as proposed by Hoy (2005), which are supportive/directive/restrictive principal behavior and collegial/committed/disengaged teacher behavior, the former of each set being characteristics of an effective organizational climate. This study attempted to show the relationship, if any, between each type of principal power behavior and middle school teacher burnout.

Chapter 3 now provides a description of and rationale for the methodology used in the study that examined the relationship between teacher burnout and perceived principal support. With its focus on methodology and design appropriateness, the chapter describes all aspects involved in the quantitative study, such as: (a) design of the study, (b) sample description, (c) study instruments, (d) data collection process, (e) external and internal validity, and (f) data analysis.

CHAPTER 3

METHODOLOGY OF STUDY

In order to achieve the purpose of exploring the relationship between middle school teacher burnout and perceived principal support, this chapter explains the study. Teachers' age, gender, subject area taught, total number of years teaching, and training served as control variables (CV), as did classification of school and teacher behaviors, categorized as collegial, committed, or disengaged. The Maslach Burnout Inventory Educator's Survey (MBI-ES), the Organizational Climate Description Questionnaire (OCDQ-RM), and a researcher-developed demographics questionnaire were instruments used to examine each of the study's research questions and hypotheses concerning burnout's three subscales (i.e., depersonalization, emotional exhaustion, and reduced personal accomplishment) and perceived principal support (i.e., supportive, directive, and restrictive principal power behaviors) as they relate to the control variables. The subscales of burnout and the levels of principal behavior served as the theoretical framework to guide the researcher in this process.

Chapter 3 explains the methodology that was used along with the type of design, data collection, and analysis strategies. Figure 2 depicts the process by which this study was conducted. This chapter also discusses the validity and reliability of the findings from the study, beginning with a description of the type and appropriateness of the study's design and a review of research hypotheses and

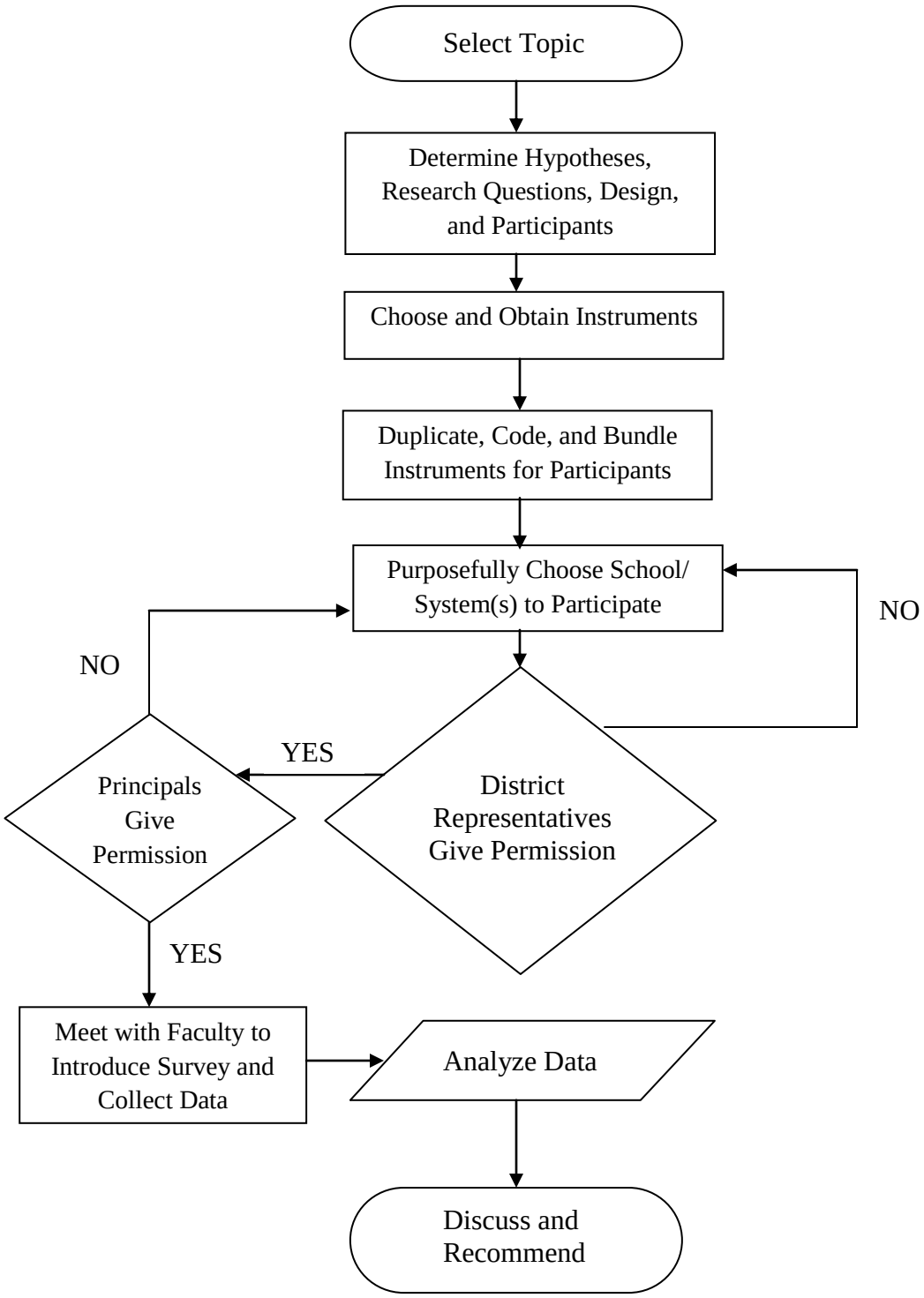


Figure 2. Process of Study Completion

guiding research questions. A detailed description of the study, which includes the sample description of the participants, and information concerning the data collection is included. This chapter further provides a comprehensive discussion of the MBI-ES, the OCDQ-RM, and the demographics questionnaire, as well as the data analysis methods for the study.

Type and Appropriateness of Design

A quantitative research design was used to examine the research questions presented. Using the theoretical perspective of the constructs of burnout, the study investigated the relationship between middle school teacher burnout and perceived principal support, as previous studies reported that organizations with a positive climate (including the level of principal support) were less likely to exhibit a high incidence of burnout (Shepstone & Currie, 2008).

Huck, Cormier, and Bounds (1974) stated, "A correlation describes a relationship [either positive, negative, or zero correlation] between two variables" (p. 30). After exploring this statement and many other many study designs, this researcher has chosen a correlational design for this study, and the correlational approach was chosen for its appropriateness to collect data "to determine whether, and to what degree, a relationship exists between two or more quantifiable variables" (Gay, Mills, & Airasian, 2009, p. 9). In addition, Gay et al. (2009) indicated that quantitative research was best utilized to collect and analyze "numerical data to describe, explain, or predict" the phenomenon being explored (p. 7). In order to gain valuable information about the incidence of occurrence,

survey research, as a type of quantitative research, was utilized for this study. By collecting quantitative data from middle school teachers at several schools and using that data to locate common factors, this approach was found to be the best.

Review of Research Questions and Hypotheses

Research questions served to indicate the direction of the study. Those research questions under review are below.

1. What is the relationship between perceived principal support and the emotional exhaustion factor of teacher burnout, above and beyond any connection with the control variables of teacher behaviors and demographics?
2. What is the relationship between perceived principal support and depersonalization factor of teacher burnout, above and beyond any connection with the control variables of teacher behaviors and demographics?
3. What is the relationship between perceived principal support and personal accomplishment factor of teacher burnout, above and beyond any connection with the control variables of teacher behaviors and demographics?

In order to answer these research questions, the following hypotheses were developed. Hypotheses have been presented in the null and non-directional alternate forms.

Null hypotheses.

$H_0$1 There will be no significant relationship between any type of perceived principal support and the emotional exhaustion factor of teacher burnout, as measured by the MBI-ES and the OCDQ-RM.

$H_0$2 There will be no significant relationship between any type of perceived principal support and the depersonalization factor of teacher burnout, as measured by the MBI-ES and the OCDQ-RM.

$H_0$3 There will be no significant relationship between any type of perceived principal support and the personal accomplishment factor of teacher burnout, as measured by the MBI-ES and the OCDQ-RM.

Alternate hypotheses.

H_A1 There will be a significant relationship between any type of perceived principal support and the emotional exhaustion factor of teacher burnout, as measured by the MBI-ES and the OCDQ-RM.

H_A2 There will be a significant relationship between any type of perceived principal support and the depersonalization factor of teacher burnout, as measured by the MBI-ES and the OCDQ-RM.

H_A3 There will be a significant relationship between any type of perceived principal support and the personal accomplishment factor of teacher burnout, as measured by the MBI-ES and the OCDQ-RM.

Design of Study

This research design employed the use of the MBI-ES, the OCDQ-RM, and a researcher-developed demographics questionnaire to collect data to determine the relationship between middle school teacher burnout and perceived principal support. This was conducted as a study of schools in East Tennessee, focusing on teacher responses, and was conducted predominantly in person at faculty meetings via the two identified survey instruments along with the demographics questionnaire. Two schools, however, requested the surveys to be left at their location and collected at a later date due to the time period; that is, survey information was collected during the last semester of schools, and some schools had no further full faculty meetings scheduled. While the correlational design was utilized to analyze data, three-stage multiple regression techniques

were employed during data analysis to determine the possible effect of CV such as teacher behaviors and demographic factors.

Control Variables (CV)

The major topic under review was teacher burnout, which included factors such as emotional exhaustion, depersonalization, and reduced levels of personal accomplishment. Burnout can be generally described as the inability to function effectively in one's job as a consequence of prolonged job-related stress. Other variables under investigation included independent variables of the level of principal power behavior and CV, including teacher behaviors and demographic data about participants such as age, gender, subject area taught, total years teaching, and training of teachers.

Sample Description

Participants in the study were full-time middle school teachers who were certified classroom instructors, tenured or non-tenured, from rural and non-rural schools in East Tennessee. Middle school teachers were investigated because burnout studies have reported that secondary teachers report higher levels of burnout than their elementary school counterparts (Gold, 1984). The rural status of the schools was included due to the lack of relevant literature on the relationship between rural school teachers and teacher burnout. The rural/non-rural status of the schools was determined based on information from the following resources: (a) U. S. Census Bureau (2010), (b) SchoolTree.org (2011), and (c) Public Schools Directory (2011).

These purposeful sampling techniques were employed to select these participants from schools in East Tennessee. To begin the selection of schools, the researcher examined all school districts within a twenty-mile radius of the supervising institution. The decision was made to use local school systems so the researcher could personally meet with all middle school faculties at school-wide meetings to present the study and surveys in order to garner a high return rate. This, in fact, provides a higher validity to the results of the survey.

After this initial identification, however, it was apparent that in order for there to be a large enough number of participants, virtually every school in that area would have to be sampled. In addition, the original purpose of this study was to examine the relationship between perceived principal support and middle school teacher burnout in rural schools. As there were few rural schools in the initially identified sampling area, the researcher instead focused on all school systems that lay within the surrounding area of the supervising institution. Since the purpose of this change was to include a larger sample of rural schools, purposeful sampling was employed. In the end, though, it was necessary to utilize results from participants employed in both rural and non-rural school systems to result in higher generalizability to schools from multiple communities.

Requests for participation were prepared and submitted to the central office representatives from the systems of selected schools (see Appendix C). These school systems were selected based on location to the sponsoring university, consisting of all counties that border the county of the university.

Requests to school districts were distributed by three sequential methods, with the following stage pursued only after the previous stage was not successful. First, letters were electronically mailed to district representatives requesting permission to conduct the study. If no response was received after seven days, the same letter was distributed by postal mail. If no response was received after seven additional days, a follow-up e-mail was sent. Finally, a personal phone call was made to systems that had ultimately not responded to the previous three attempts at contact.

After receiving written permission from schools' district representatives, a copy of the district's permission as well as a letter requesting permission to conduct the study was submitted to the individual schools along with a request to set up a time for the researcher to meet with the faculty (see Appendix D). Permission from the school level provided a pool of school participants, all of whom were surveyed.

Study Instruments

When determining the best-suited study instruments to use for this study, the researcher examined many options. For determining middle school teacher burnout, the Burnout Index ([BI], Virginia Community Association Network, 2003) the Maslach Burnout Inventory ([MBI], Maslach et al, 1996), and the Teacher Burnout Scale ([TBS], Seidman & Zager, 1986-87) were examined. The BI addressed burnout by measuring factors such as lifestyle, amount of friends, hours worked per week, vacation frequency, economical status, and such. None of

these factors, however, were chosen by the researcher as being essential variables in this study. The MBI measured burnout in relation to emotional exhaustion, depersonalization, and personal accomplishment of teachers, all of which are factors that have been identified as being integral components of determining burnout. The TBS measured the factors of career satisfaction, perceived administrator support, coping with job-related stress, and attitudes toward students. While this instrument may have seemed optimal for this study, when correlated with the MBI, the validity ranked from low to moderately high, possibly because the two instruments measure slightly different factors.

Instruments considered for perceived principal support included the Leader Behavior Description Questionnaire ([LBDQ], Halpin, 1957), the Leadership Practices Inventory ([LPI], Kouzes & Posner, 2003), and the Organizational Climate Description Questionnaire ([OCDQ], Hoy, 2005). The LBDQ measured factors such as leadership visionary behavior, visionary leadership characteristics, and visionary culture building, none of which were directly related to the components of this study. The LPI, while often used to aid in the development of leadership traits, took approximately 2-4 hours to complete. This time requirement was determined by the researcher as being too much of an investment to ask of the participants. While developed to assess the organizational climate of an organization, the OCDQ included six components: three that measure principal behavior and three which measure teacher behavior. This instrument was divided so that principal behavior could be used separately from

the teacher behavior, and it took approximately 10-15 minutes to complete, therefore rendering it the most appropriate measurement instrument for the purposes of this study.

Based on these examinations, two instruments were identified to be optimal for this study. In order to measure the level of burnout of the teachers, the MBI-ES (see Appendix E) was used, focusing on burnout's three subscales—emotional exhaustion, depersonalization, and personal accomplishment. The OCDQ-RM (see Appendix F) was identified to be the most appropriate instrument to measure the level of principal support, and a researcher-created demographics questionnaire (see Appendix G) was used to examine any other factors that may have shown a direct relationship with the results of the other surveys. The sections following provide a more thorough explanation of each of these instruments.

Maslach Burnout Inventory—Educator's Survey (MBI-ES). The MBI-ES (see Appendix E) was accepted as the leading measure of burnout (Maslach et al., 1996), and data were collected using this Likert-style survey instrument. The MBI was originally designed to measure burnout in the human services field. Due to its reliability and ability to be used in many areas to identify burnout, various forms of the MBI were created. For example, the MBI-HSS was designed for human services staff that work directly with clients, the MBI-GS is a general survey for employees in other fields, and the MBI-ES is designed for use with educators. The only modification to questions on the MBI-ES versus other

MBI surveys is its use of the word student rather than recipient (Spies & Plake, 2005). Iwanicki and Schwab (as cited in Maslach et al., 1996) reported a factor analytic study that supported the three-factor structure of the MBI-ES. Supporting the reliability of the instrument's internal consistencies were Cronback alpha estimates of .90 for EE, .76 for DP, and .76 for PA.

Burnout was measured with this Likert-style survey instrument, which took approximately 10-15 minutes for participants to complete. The selected version of the instrument measured burnout levels based on frequency, i.e., how often a feeling is experienced. In order to measure these levels, respondents rated each item on the instrument on a 6-point scale, ranging from *never* to *every day*. This survey consisted of 22 self-reported items which facilitated the collection of data related to burnout as manifested by its three subscales: emotional exhaustion (EE), depersonalization (DP), and personal accomplishment (PA) (e.g., EE–I feel emotionally drained from my work; DP–I feel I treat some students as if they were impersonal objects; PA–I feel I am positively influencing other people's lives through my work). For both the EE and DP subscales, higher scores indicated higher levels of burnout. In contrast, for the PA subscale, high scores indicated low levels of burnout and low scores represented higher levels of burnout, namely reduced PA (Brewer & Shapard, 2004; Ghorpade, Lackritz, & Singh, 2007).

Scores were converted according to directions provided by the MBI-ES instructor's manual, and each participant's mean score was compared with

normative scores to determine whether the participant ranked as high, medium, or low in each factor. Responses were analyzed to measure reported levels of EE, DP, and PA relative to the IV. Data were collected from respondents and then were entered into the Statistical Package for the Social Sciences (SPSS), version 18.0, to aid in analyses. (Note: SPSS was the original name of this software, later renamed to PASW for a brief time, then renamed as SPSS.)

Organizational Climate Description Questionnaire—Revised for Middle Schools (OCDQ-RM). Principal power behaviors were measured with the Likert-style OCDQ-RM (see Appendix F), developed by Wayne K. Hoy, a Professor in Educational Administration at The Ohio State University. This test defined a healthy school as one in which the institutional, administrative, and teacher levels worked together cohesively and the school met its functional needs, successfully handling any disruptions that may hinder the school from succeeding in its mission. Participants rated principal and teacher behavior on a scale of 1-4, each corresponding to the following: (1) *rarely occurs*, (2) *sometimes occurs*, (3) *often occurs*, or (4) *very frequently occurs*. The following three principal behavior dimensions were included, listed with pertinent questions related to the dimension (Hoy, 2005).

1. Supportive Principal Behavior: Helpful, providing constructive criticism and a positive example through hard work; e.g., Is the principal genuinely concerned with teachers and their needs?

2. Directive Principal Behavior: Rigid and domineering; e.g., Is the principal monitoring all aspects of teacher behavior closely and constantly?

3. Restrictive Principal Behavior: Not supportive, hindering teacher work rather than helping; e.g., Does the principal burden the teachers with a lot of responsibilities other than classroom instruction, such as paperwork, committee requirements, or other demands?

In addition, the following teacher behaviors were examined by the OCDQ-RM. These categories were used as control variables in the study.

1. Collegial Teacher Behavior: Supportive of open and professional interactions among teachers; e.g., Do teachers like, respect, and help each other professionally and/or personally?

2. Committed Teacher Behavior: Directed toward helping students develop socially and intellectually; e.g., Do teachers work hard to ensure student success in school?

3. Disengaged Teacher Behavior: Lack of meaning and focus for professional activities; e.g., Are teachers simply putting in their time? Are they critical and unaccepting of their colleagues?

Each dimension of the OCDQ-RM has been measured for reliability, and the scales are relatively high, with Cronbach alphas as follows: Supportive Principal Behavior (.96), Directive Principal Behavior (.88), Restrictive Principal Behavior (.89), Collegial Teacher Behavior (.90), Committed Teacher Behavior (.93), and Disengaged Teacher Behavior (.87). Validity was also accepted due to Hoy's (2005) studies that indicated a "factor analysis of the instrument supports the construct validity" of the questionnaire (para. 8).

Demographics Questionnaire. In 1989, Byrne and Hall found that "demographic variables had a stronger impact on postsecondary educators than they had on educators at other levels". Because of these findings, this study also utilized a researcher-prepared demographics questionnaire to gather relevant

background information such as age, gender, subject matter taught, total number of years teaching, and training of teachers (see Appendix G).

In selecting the demographic items to be included on the survey, other studies on burnout were examined. Brewer and Shapard (2004) conducted a meta-analysis of 34 studies, from which they concluded that age and total years teaching had very conflicting results in the research on burnout. In other research, gender was indicated as being correlated to burnout (Hanson, 2006; Kokkinos, 2007). In the research examined, however, little information was gathered about the relationships between burnout and these demographic characteristics (i.e., age and gender) or the other demographic characteristics included in this study (i.e., subject matter taught, total number of years teaching, and training of teachers). Due to the lack of significant data examining these demographics, this study sought to identify any correlation between these demographics and burnout in relation to principal power behaviors.

Data Collection Process

After determining the participating schools, a letter of introduction for the teachers was attached to the surveys (see Appendix A). This letter contained an informed consent agreement stating that completing the surveys provided consent and that participation was voluntary with the right for participants to terminate said participation at any time. The MBI-ES, the OCDQ-RM, and the demographics questionnaire were attached to this introductory letter. Each of these surveys was coded, not for the purposes of identifying participants, but for

the purposes of linking all pieces of the survey packet with the same participant to gather related data. Coding consisted of three categories—the first two digits for the district, the second two digits for the school, and the third two digits for the individual participant (e.g., 04-03-13).

Nulty (2008) reported that response rates to on-line surveys typically were much lower than with surveys administered on paper. With this in mind, and the facts that the OCDQ-RM was recommended to be administered to a group of people rather than individuals as well as the MBI-ES having to be bought individually instead of available in electronic format, these surveys were prepared in hard copy. Nulty (2008) also found that the "overall average response rate was 55.6%," while rates of "60% or more are both desirable and achievable" (p. 306). Realizing these numbers, the researcher attempted to meet or exceed the 56% response rate to determine more generalizable results.

It has been suggested that offering rewards for participation generally increases response rate (Nulty, 2008). In considering this suggestion, the researcher reflected on the following:

1. The participants were encouraged to complete the surveys during the faculty meeting in which the study was presented, resulting in a higher response rate than would have occurred with mailed surveys.

2. Teachers were encouraged to participate to simply add to the current knowledge about education and burnout in order to provide better data on the principal's role in this phenomenon, while being assured that no individual data would be released but rather would only be available in aggregate form.

3. The researcher respected the teachers' time as valuable, especially at pivotal times during the year. One of these pivotal times was considered to be when the state academic testing dates were near, and one being near the ending of the school year when teachers are wrapping up the instruction of their students. Both of these situations were occurring at the time of the survey distribution/data collection.

After considering these factors, the researcher decided to offer an opportunity for a *thank you*, not a *reward*, to those participating in the survey. For this, the researcher collected materials from vendors at professional meetings as well as received donations from a local business to offer a "goody" bag to one participant from each location, chosen by random drawing of teachers who chose to enter their names on slips of paper. These names were collected separately from the survey instruments. The "goody" bags included items such as pens, folders, stress balls, highlighters, coffee mugs, small individual dry erase boards, t-shirts, and the such.

Validity of the Study

When determining the value of a study, the validity of the information gained is considered and is understood to be the extent to which a test measures what it is supposed to measure. For the purposes of this study, external validity (a theory's accuracy) and internal validity (the principle of non-contradiction) was determined as described below.

External validity. To determine external validity, various parts of the theory should be interconnected in such a way that they are logically compatible (Green & Piel, 2009). To avoid threats to external validity, care was taken to select teachers from several schools, both rural and non-rural, so results are more

generalizable. The nature of this study versus a longitudinal study may have restricted generalizability to a greater population since results were based on one particular period of time; however, the overall results are beneficial to understanding the relationships that contribute to burnout.

Internal validity. For internal validity, it was expected that results from each school were similar in their answers, acknowledging the possibility of varying results due to the unique experiences of every teacher. SPSS 18.0 statistics software was used to analyze collected data and to identify comparable results between the middle school teachers. To minimize the threat to internal validity due to participants' fear of reprisal from school principals, teachers were assured of confidentiality for their survey responses both in writing and verbally, as described before.

Data Analysis for the Study

Several options were considered to determine appropriate data analysis methods for this study. Each of the specific measuring instruments is herein discussed in regards to its data analysis. Following that discussion, a discussion has been presented to indicate the most appropriate data analysis method.

Maslach Burnout Inventory—Educator's Survey (MBI-ES). The three subscales (i.e., EE, DP, and PA) in the MBI-ES have been identified as determinants for teacher burnout, the dependent variable (DV) in this study. Within each subscale, the resulting score is continuous, therefore allowing the researcher to determine whether the individual participant has a propensity to

exhibit that particular factor of burnout. This determination became evident by using the scoring directions provided by the publishers of the MBI-ES.

Each subscale of the MBI-ES (i.e., EE, DP, and PA) was determined by calculating individual items as determined by the directions provided with the survey instrument. To determine EE, items calculated included 1, 2, 3, 6, 8, 13, 14, 16, and 20. For the DP subscale, items calculated included 5, 10, 11, 15, and 22. For the PA subscale, items were scored in the opposite direction (since a low level of PA is often associated with burnout, while a high level of EE or DP is often associated with burnout) and included 4, 7, 9, 12, 17, 18, 19, and 21. Table 2 illustrates the categorization of subscores for the MBI-ES and lists the scores that would place a respondent in the low, moderate, or high category in each of the factors of burnout.

After scoring, items were categorized within each subscale. For each of the three subscales (i.e., EE, DP, and PA), responses to individual MBI-ES items were transformed to categories using the scoring key provided by Maslach et al. (1996).

Table 2

Categorization of MBI-ES Subscores

	Low	Moderate	High
Emotional Exhaustion	0-16	17-26	27 or over
Depersonalization	0-6	7-12	13 or over
Personal Accomplishment	39 or over	32-38	0-31

Source: *Maslach Burnout Inventory—Educator's Survey (MBI-ES)* by Maslach, Jackson, & Leiter, 1996

Organizational Climate Description Questionnaire—Revised for Middle Schools (OCDQ-RM). The OCDQ-RM was scored as directed by the manual. Respondents were guaranteed anonymity, with teachers asked to not sign the questionnaire. Each item will be scored with an appropriate number: (1) *rarely occurs*, (2) *sometimes occurs*, (3) *often occurs*, or (4) *very frequently occurs*. Mean scores for the three categories of principal power behaviors (i.e., Supportive, Directive, and Restrictive) were rounded to the nearest hundredth. After computing the mean scores, the standardized scores will be computed using a specified formula provided by the OCDQ-RM. This score was only used to place a principal into one of the power behavior categories, as perceived by the teachers, which were continuous variables within each category. The principal power behaviors were identified as IV in this study.

In addition to the principal behaviors, teacher behaviors were computed using the standard scoring formula provided by the OCDQ-RM. These behaviors, however, were used as CV in this study. Table 3 indicates the specific questions that were used to classify the participating teachers' perceptions about their principals and colleagues.

Demographics Questionnaire. According to their responses on the demographics questionnaire, teachers were placed in one category of each demographic factor. To determine whether the CV regarding demographic data may have had a direct effect on teacher burnout of the participants, each identified category was analyzed using multiple regression techniques.

Table 3

Categories of Questions in the OCDQ-RM

Category	Questions
Supportive Principal Behavior	1, 10, 11, 12, 15, 19, 24, 32, 36, 44, 49
Directive Principal Behavior	9, 20, 33, 37, 38, 41
Restrictive Principal Behavior	3, 4, 39, 42
Collegial Teacher Behavior	2, 13, 14, 16, 22, 25, 34, 35, 40, 43, 45
Committed Teacher Behavior	5, 6, 7, 17, 18, 21, 46, 47, 48
Disengaged Teacher Behavior	8, 23, 26, 27, 29, 30, 31, 50

Source: *The Organizational Climate Description Questionnaire for Middle Schools (OCDQ-RM)* by Hoy, 2005.

Discussion of Data Analysis

In order to determine the most appropriate data analysis method for the study, the following data analysis methods were considered. Justification of the decision for the data analysis method follows.

1. Analysis of Variance (ANOVA): An ANOVA can be used to compare groups in terms of mean scores (Huck, 2009; Huck et al., 1974). In order for an ANOVA to be used to analyze data, the DV must be continuous and the IV must be categorical. The DV (i.e., factors of burnout) in this case are continuous and IV (i.e., principal power behaviors and demographic data) are continuous.

2. Chi-Square: Chi-Square analysis is beneficial to determine the number of responses, objects, or people that fall in two or more categories (Huck et al., 1974). In order for a Chi-Square to be used to analyze data, both the DV and the IV must be categorical; however, the DV and the IV this case are continuous.

3. Pearson's *r*: Pearson's *r* is "arguably the most frequently used statistical measure beyond the mean and standard deviation" (Huck, 2009, p. 56). In order for a Pearson *r* to be used to analyze data, both the DV and the IV must be continuous. Both the DV and the IV are

continuous; however, the CV in this study may precipitate the use of a more optimal data analysis method.

4. Regression: A regression analysis helps a researcher determine how a dependent variable changes in relation to an independent variable. In order for regression to be used to analyze data, the DV and the IV must be continuous or dichotomous. Both the DV and the IV in this study are continuous.

5. *T*-Test: A *t*-test is used to determine whether two groups are statistically different from each other (Huck et al., 1974). In order for a *t*-test to be used to analyze data, the DV must be continuous and the IV must be one dichotomous variable. The DV in this case are continuous; however, the IV are also continuous.

After consideration of the above data analysis methods, regression analysis was determined to be the optimal data analysis method for all variables in this study. Regression techniques are useful to describe a relationship between two variables (Gravetter & Wallnau, 2008); further, multiple regression techniques help further determine not only the relationship but also the degree of that relationship (Gay et al., 2009). In hierarchical multiple regression techniques, variables of interest are analyzed by a specific order based on either past research or the current researchers order of projected significance (Field, 2008).

This study employed a three-stage hierarchical regression analysis (see Figure 3). To begin, scores for each of the IV factors of burnout were calculated. In stage one of the regression analysis, each of the CV of demographics and rural vs. non-rural school teachers were correlated with each factor of burnout. Added predictability was achieved in stages two and three. Stage two continued with the remaining CV of teacher behaviors. Finally, stage three added the DV of perceived principal power behaviors, which was the main focus of this study.

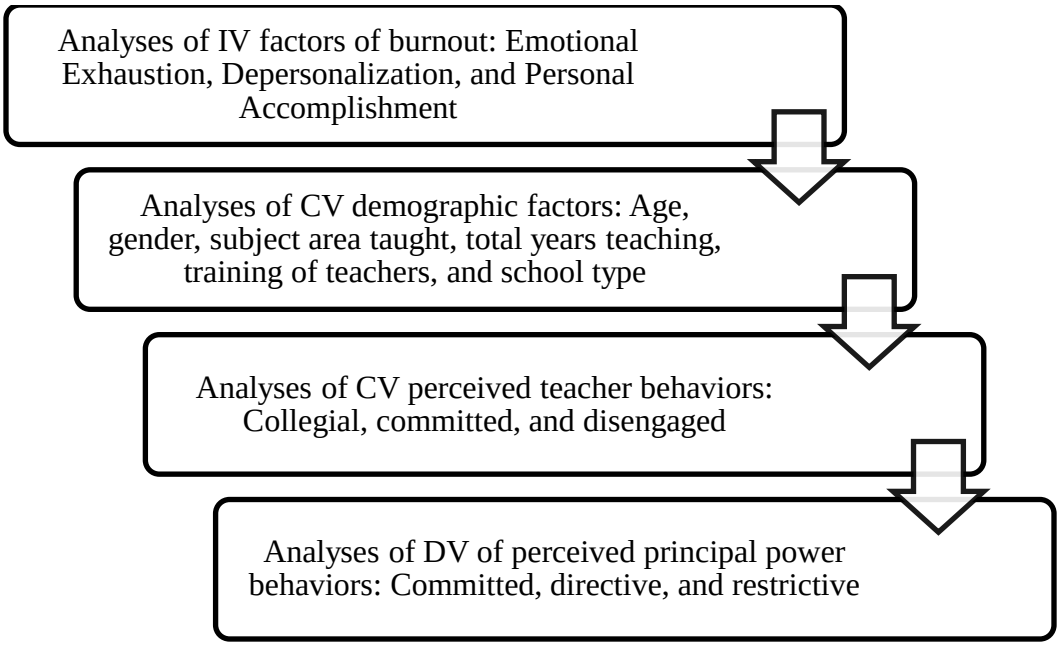


Figure 3. Three-stage hierarchical regression.

The results of the three-stage hierarchical regression were utilized by the researcher to investigate the possible correlation between middle school teacher burnout and perceived principal support. In addition to the regression analysis, *t*–tests and ANOVAs were used to further strengthen the data anlaysis. By using the control variables, it was predicted that evidence of the most significant predictors of burnout would become more evident as variables were added.

Summary of Chapter 3

Chapter 3 described and supported the methodology and research design that were used for this quantitative study. All aspects of the research process were identified, such as selecting the population and sample, data collection, and data analysis. Descriptions of both survey instruments were provided, along with an explanation of the demographic factors included. Validity and reliability of the

surveys were also described. Chapter 4 now presents detailed data analysis of the study.

CHAPTER 4

FINDINGS AND RESULTS

This descriptive study examined the relationship between perceived principal support and middle school teacher burnout. The study also investigated middle school teachers, particularly those teaching in core subject content areas (i.e., math, reading/language arts, science, and social studies). Data was collected using the Maslach Burnout Inventory—Educator's Survey (MBI-ES), the Organizational Climate Description Questionnaire—Revised for Middle Schools (OCDQ-RM), and a demographics questionnaire.

In this chapter, the researcher has presented an analysis of the data for the three research questions and their related hypotheses concerning perceived principal support and middle school teacher burnout in nine schools from seven districts in East Tennessee. Utilizing the MBI-ES and the OCDQ-RM to determine teacher perceptions, statistical analyses revealed perceptions of teacher behaviors and principal behaviors at the participants' respective schools. Results are *not* presented by school but rather by the individual factors of burnout—emotional exhaustion (EE), depersonalization (DP), and personal accomplishment (PA).

This chapter discusses the response rate achieved by the study, a profile of the sample, and analytical responses to the research questions. Tables were displayed when deemed appropriate to emphasize the particular results or distribution or to expound upon and clarify the summary in the text.

Participation Response Rate

Purposeful sampling techniques afforded the researcher a basis for selecting the population from which to sample. The school systems chosen were done so by the counties' proximity to the supervising university. After district representatives were contacted, 7 out of 12 school districts (58%) agreed to participate. Out of those districts, only 9 out of 23 total contacted schools (39%) chose to be included in the study. Of these schools, 44% were rural schools, while 56% were considered non-rural.

Out of 305 surveys distributed, 282 people returned completed survey packets for a response rate of 92%. Table 4 outlines the actual response rate achieved for the surveys administered.

Table 4

Survey Responses by School

County	School	Classification	# Teachers at School	# Teachers Completing Surveys	% Teachers Completing Surveys
01	01	Rural	21	19	90
02	01	Non-rural	32	30	94
03	01	Non-rural	51	49	96
03	02	Non-rural	51	49	96
03	03	Rural	41	37	90
04	01*	Non-rural	20	19	95
05	01*	Rural	47	44	94
06	01*	Non-rural	19	13	68
07	01	Rural	23	22	96
	Totals		305	282	92

*Schools where surveys were not administered by the researcher but rather by school personnel

Findings by Instrument

Data were collected from participants by using two survey instruments and a demographics questionnaire. Demographics data and results for each of the survey instruments were presented below.

Demographic data summary. The demographic characteristics of the 282 participants were commensurate with what was expected given the community at large. The researcher calculated the frequency and percentages for the demographic variables from the questionnaire. This information is provided in Table 5. Also included in this table is the code assigned for each category for use in the data analysis (e.g., rural schools=1; non-rural schools=0).

Teachers participating indicated that 56.7% of them taught at schools categorized as non-rural. These teachers were predominantly in the age group of 31-40, with 73% of them being female. An interesting finding was that well over half (65.2%) of participants taught in subject areas that were state tested (i.e., math, reading/language arts, science, and social studies), and the majority (25.5%) taught in seventh grade, followed closely by eighth grade teachers (25.2%).

The experience of teachers was also examined, in relation to their total years teaching and the highest degree held by the teachers. Of these participants, nearly half (48.6%) held their Master's degrees. Experience of these teachers indicated that while nearly half held their Master's degrees, only 27.3% had been

Table 5

Demographic Factors of Study Participants

	Code Assigned	Frequency	Percent	Cumulative Percentage
Type of School				
Rural	1	122	43.3	43.3
Non-rural	0	160	56.7	100.0
Age				
22-25	1	14	5.0	5.0
26-30	2	46	16.3	21.3
31-40	3	83	29.4	50.7
41-50	4	64	22.7	73.4
51-60	5	59	20.9	94.3
61+	6	16	5.7	100.0
Gender				
Female	2	206	73.0	73.0
Male	1	76	27.0	100.0
Subject Area				
Tested	1	184	65.2	65.2
Not tested	0	98	34.8	100.0
Grade Taught				
5	1	12	4.2	4.2
6	2	69	24.5	28.7
7	3	72	25.5	54.2
8	4	71	25.2	79.4
Other/Multiple	5	58	20.6	100.0
Highest Degree Held				
4-yr. (BA or BS)	1	90	31.9	31.9
Master's (MA or MS)	2	137	48.6	81.5
Edu. Spec. (EdS)	3	53	18.8	99.3
PhD	4	2	0.7	100.0
Total Years Teaching				
1-3	1	38	13.5	13.5
4-9	2	77	27.3	40.8
10-14	3	62	22.0	62.8
14-19	4	38	13.5	76.3
20-24	5	17	6.0	82.3
25+	6	50	17.7	100.0

teaching 4-9 years. This finding may indicate that teachers were pursuing higher degrees while they were in their initial teacher training, before leaving college.

As described, data from participants helped draw a picture of the norm of participants. These teachers predominantly taught at schools that were classified as non-rural, in subjects that were tested (i.e., math, reading/language arts, science, and social studies), and almost equally in grades 6, 7, & 8. They largely fell into the categories of age 31- 40, female, teaching between 4-9 years, and holding a Master's level degree.

Maslach Burnout Inventory—Educator's Survey (MBI-ES). The researcher utilized the data from the MBI-ES to determine scores of participants in relation to their emotional exhaustion (EE), depersonalization (DP), and personal accomplishment (PA). Using these three categories, data were analyzed in several phases. In the first phase, EE, DP, and PA scores were calculated as directed by the MBI-ES scoring sheet available with the surveys. Table 6 illustrates these results, indicating the number of participants as well as the percentage of participants who rated themselves, by the responses to the MBI-ES, as being low, moderate, or high in the categories as defined by the factors of burnout.

As mentioned in Chapter 2, burnout is manifested in three ways: EE, DP, and reduced PA (Azeem & Nazir, 2008; Cedoline, 1982; Egyed & Short, 2006; Evers et al., 2004; Fives et al., 2007; Hanson, 2006; Kokkinos, 2007; Maslach &

Table 6

Results of MBI-ES Subscores by Categories

	Low *N*	Low %	Moderate *N*	Moderate %	High *N*	High %
EE	68	24.1	91	32.3	123	43.6
DP	143	50.7	83	29.4	56	19.9
PA	128	45.4	99	35.1	55	19.5

Source: *Maslach Burnout Inventory—Educator's Survey (MBI-ES)* by Maslach, Jackson, & Leiter, 1996

Jackson, 1981; Maslach et al., 1996; Skaalvik & Skaalvik, 2007; Yong & Yue, 2007). The researcher identified only 8 out of 282 respondents (2.84%) who assessed themselves with combined high levels of EE, high levels of DP, and low levels of PA, indicating they were in extreme danger of becoming burned out. This low number, however, does not account for all combinations of answers, such as high EE, high DP, and moderate PA, or high EE, moderate DP, and moderate PA.

By looking at Table 6, it was apparent that nearly half of the participants reported high levels of EE. Conversely, close to the same number of participants rated themselves as having low levels of PA. This was expected as PA has an inverse relationship with EE and DP. While 43.6% of participants rated themselves as experiencing high levels of EE, only 19.9% of participants reported a high degree of DP—an interesting finding considering EE and DP scores are often very similar. The full breakdown of calculations from the MBI-ES has been presented in Appendix H.

In order to get a better picture of the results of the MBI-ES, descriptive statistics were run on the participants' responses in order to determine the mean, standard deviation, and range of scores. The results of this have been shown in Table 7.

By looking at this breakdown, it was apparent that teachers reported a wider range of emotional exhaustion than they did of depersonalization or personal accomplishment. According to Table 2, presented in Chapter 3, the mean scores of all three factors of burnout fell into the moderate range. The EE factor and the PA factor were near the top of the moderate range, with the ranges being 17-26 and 32-38 respectively. The DP factor, however, fell near the bottom of the moderate range of 7-12. This indicated that while there may have been some extreme reportings, the majority of respondents rated themselves as being moderately in the state of burnout.

Organizational Climate Description Questionnaire—Revised for Middle Schools (OCDQ-RM). Just as the teachers' own scores about how they were feeling in regards to EE, DP, and PA were calculated using the MBI-ES, teachers' perceptions of other teachers' behaviors and of principals' behaviors

Table 7

Descriptive Statistics of MBI-ES Subscores

	N	Minimum	Maximum	Range	Mean	SD
EE	282	3	53	50	24.93	10.870
DP	282	0	27	27	7.82	5.993
PA	282	13	48	35	36.99	6.576

were calculated using the OCDQ-RM. In the second phase of analysis, teacher behaviors were calculated using the OCDQ-RM, where teachers being surveyed reported their perceptions of the teachers with whom they work. Teachers behaviors were classified, as perceived by the survey participants, as follows, with their total numbers and the percentage calculated in Table 8.

In the third phase of the hierarchical multiple regression, the main focus of this study was addressed. Utilizing the OCDQ-RM, teachers also reported their perceptions of the principals for whom they work. The results from the teachers' reporting of their perceptions of principal behavior were even less divided than their reporting of the teacher behaviors. Principal behaviors were classified, as reported by the survey participants, as were the teachers. Table 8 included the results of reported perceptions.

Table 8

Categorization of OCDQ-RM Subscores

	N	%	Range	Mean	SD
Teacher Behavior					
Collegial	226	78.2	29	31.68	6.128
Committed	47	16.3	21	27.29	4.312
Disengaged	9	3.1	23	16.78	4.564
Principal Behavior					
Supportive	268	92.7	33	28.48	7.856
Directive	11	3.8	16	12.63	3.481
Restrictive	3	1.0	12	10.31	2.954

The results shown in Table 8 indicated that the range of answers about teachers' perceptions of principal and teacher behavior in their schools did not vary by a large amount in most categories. It was interesting, though, to see that perceived principal behaviors had the largest range, with only a 12-point range of teachers reporting restrictive principal behaviors (i.e., behavior that does not facilitate teacher work but rather hinders it, burdening the teachers with paperwork and other administrative tasks) (Hoy, 2005). Conversely, there was a 33-point range in teachers reporting supportive principal behavior (i.e., helpful behavior that facilitates both the social needs and task achievement of faculty) (Hoy, 2005).

Findings by Correlations

The researcher calculated a Pearson *r* to determine relationships between control variables (i.e., rural vs. non-rural schools, age, gender, tested vs. non-tested subjects, grade taught, years teaching, and teacher behaviors); dependent variables (i.e., principal behaviors); and the independent variables of the three factors of burnout (i.e., EE, DP, and PA). These are simple correlations only. Aggregate hierarchical data is discussed in the next section. Significance was determined at the .05 and .01 levels.

Demographics. When considering the relationships between control variables and the EE factor of burnout (see Table 9), significant relationships were found for gender of teachers (positive relationship), those teaching in state-tested subjects (i.e., math, reading/language arts, science, and social studies)

Table 9

Control Variable Relationships with Emotional Exhaustion Factor of Burnout

		1	2	3	4	5	6	7	8
1	EE	--							
2	Rural	.095	--						
3	Age	-.013	.008	--					
4	Gender	.124*	.025	.021	--				
5	Tested Subj	.145*	-.054	-.051	.060	--			
6	Grade Taught	-.032	.137*	.085	-.140*	-.469**	--		
7	Yrs Teaching	.009	-.049	.725**	.045	-.024	.035	--	
8	Degree	-.129*	-.140*	.129*	-.084	.012	-.005	.109	--

*Correlation is significant at the .05 level.
**Correlation is significant at the .01 level.

(positive relationship), and training/education level of teachers (negative relationship).

This meant that in these study participants, female teachers had a higher level of emotional exhaustion, as did teachers in tested classes, as determined by state mandate. Conversely, teachers with more education self-reported that they had a lower degree of emotional exhaustion. Another interesting finding was that teachers from rural schools reported they had less advanced training than those teaching in non-rural schools.

When considering the relationships between the demographics and the DP factor of burnout, no significant relationships were found (see Table 10). Finally, when considering the relationships between demographics and the PA factor of

burnout, no significant relationships were found for any of these factors (see Table 11).

Table 10

Control Variable Relationships with Depersonalization Factor of Burnout

		1	2	3	4	5	6	7	8
1	DP	--							
2	Rural	.085	--						
3	Age	-.040	.008	--					
4	Gender	.013	.025	.021	--				
5	Tested Subj	.068	-.054	-.051	.060	--			
6	Grade Taught	-.010	.137*	.085	-.140*	-.469**	--		
7	Yrs Teaching	-.074	-.049	.725**	.045	-.024	.035	--	
8	Degree	-.085	-.140*	.129*	-.084	.012	-.005	.109	--

*Correlation is significant at the .05 level.
**Correlation is significant at the .01 level.

Table 11

Control Variable Relationships with Personal Accomplishment Factor of Burnout

		1	2	3	4	5	6	7	8
1	PA	--							
2	Rural	-.036	--						
3	Age	.063	.008	--					
4	Gender	.001	.025	.021	--				
5	Tested Subj	-.083	-.054	-.051	.060	--			
6	Grade Taught	.044	.137*	.085	-.140*	-.469**	--		
7	Yrs Teaching	.078	-.049	.725**	.045	-.024	.035	--	
8	Degree	.040	-.140*	.129*	-.084	.012	-.005	.109	--

*Correlation is significant at the .05 level.
**Correlation is significant at the .01 level.

Burnout is manifested in a combination of the three factors: EE, DP, and reduced PA (Azeem & Nazir, 2008; Cedoline, 1982; Egyed & Short, 2006; Evers et al., 2004; Fives et al., 2007; Hanson, 2006; Kokkinos, 2007; Maslach & Jackson, 1981; Maslach et al., 1996; Skaalvik & Skaalvik, 2007; Yong & Yue, 2007). According to this study, it can be assumed that no significant relationships existed between the combination of these demographic control variables and middle school teacher burnout; however, there are several relationships between control factors and *only* the EE factor of burnout.

Teacher behaviors. Pearson correlations were also calculated to determine significant relationships between perceived teacher behaviors (i.e., collegial, committed, and disengaged) and the factors of burnout. Table 12 below indicated *only* the relationships between teacher behaviors and the EE, DP, and PA variables of burnout and did not reflect the regression relationships that are discussed later.

When considering the relationships between teacher behaviors and the EE factor of burnout, significant relationships were found for collegial teacher behaviors (negative relationship) and disengaged teacher behaviors (positive relationship) (see Table 12). This indicated that teachers reporting more collegial behavior were less likely to report EE, and those reporting more disengaged behavior were more likely to report EE.

Table 12

Teacher Behavior Relationships with Factors of Burnout

	EE	DP	PA
Collegial Teacher Behavior	-.145*	-.162**	.205**
Committed Teacher Behavior	-.075	-.206**	.227**
Disengaged Teacher Behavior	.153**	.292**	-.139*

*Correlation is significant at the .05 level.
**Correlation is significant at the .01 level.

As reflected in Table 12, when considering the relationships between teacher behaviors and the DP factor of burnout, negative relationships were found with collegial teacher behavior and committed teacher behavior, and a positive relationship was indicated between disengaged teacher behavior and DP. As with the EE factor of burnout, these findings indicated teachers reporting more collegial behavior and more committed teacher behavior in their schools were less likely to report DP, and those reporting more disengaged behavior in their schools were more likely to report DP.

Finally, Table 12 depicted the findings that when considering the relationships between teacher behaviors and the PA factor of burnout, it was also apparent that significant relationships were found for all of these factors of burnout. These relationships indicated that teachers reporting more collegial behavior and more committed teacher behavior were more likely to report PA, and those reporting more disengaged behavior were less likely to report PA. The results of this correlation were very important because they illustrated the

importance of collegial and committed teacher behaviors as they relate to a teacher's feeling a greater sense of personal accomplishment in the profession.

By examining this data, it became obvious to the researcher that, according to those teachers who participated in the survey, those teachers perceived as both collegial and disengaged had a direct relationship with all factors of burnout. The negative correlation between disengaged teacher behavior and PA seemed to fit with the expectations introduced in Chapter 2 suggesting that teacher collegiality lessens the feelings of burnout. Teachers who considered their colleagues' behaviors as disengaged did not exhibit a high degree of feelings of PA, while collegial and committed teachers did have a more positive correlation with those who felt a higher degree of PA.

Principal behaviors. The researcher then calculated Pearson correlations of principal behaviors (i.e., supportive, directive, and restrictive) to determine if there were any significant relationships with the factors of burnout (see Table 13). This table indicated *only* the relationships between principal behaviors and the EE, DP, and PA variables of burnout. These were calculated separate from the hierarchical multiple regression (discussed later) so the researcher could then compare the results of the direct correlations to the results of the regression after it was calculated. As they are presented in this section, however, these principal behaviors were *not* presented as the stage three regression but rather as simple correlations.

Table 13

Principal Behavior Relationships with Factors of Burnout

	EE	DP	PA
Supportive Principal Behavior	-.341**	-.294**	.251**
Directive Principal Behavior	.144*	.014	.077
Restrictive Principal Behavior	.396**	.302**	-.218*

*Correlation is significant at the .05 level.
**Correlation is significant at the .01 level.

When considering the relationships between principal behaviors and the EE factor of burnout, it was found that Pearson correlations were significant for two of the three categories of principal behavior: supportive and restrictive (see Table 13). Interesting findings uncovered the negative correlation between supportive principal support and EE, indicating that the more supportive the principal (as perceived by the teacher), the less EE the teachers were experiencing. Conversely, if principals appeared to teachers as being restrictive, the positive correlation suggested that the teachers were feeling a higher degree of EE.

According to the data in Table 13, when considering the relationships between principal behaviors and the DP factor of burnout, a positive relationship was found for those perceived to be restrictive principals. In essence, teachers working under those principals they perceived as restrictive exhibited a greater degree of DP.

Table 13 also indicated that when considering the relationships between principal behaviors and the PA factor of burnout, a positive significantly

significant relationship was found for those principals perceived to be supportive. This indicated that teachers working under those supportive principals experienced a greater degree of PA. Conversely, if principals appeared to teachers as being restrictive, the negative correlation suggested that the teachers were feeling a lower degree of PA.

Summary of Findings by Correlations

Previous researchers suggested that burnout is manifested in a combination of the three factors of burnout: EE, DP, and *reduced* PA (Azeem & Nazir, 2008; Cedoline, 1982; Egyed & Short, 2006; Evers et al., 2004; Fives et al., 2007; Hanson, 2006; Kokkinos, 2007; Maslach & Jackson, 1981; Maslach et al., 1996; Skaalvik & Skaalvik, 2007; Yong & Yue, 2007). Understanding the correlational information *only* and based on participants' perceptions, significant relationships were found for the following factors of burnout:

1. Emotional exhaustion—Variables in which correlations suggested higher levels of EE in study participants included: (a) gender, i.e., female teachers; (b) teachers in state-tested classes, i.e., math, reading/language arts, science, and social studies; (c) disengaged teacher behavior; (d) directive principal behavior; and (e) restrictive principal behavior. Variables in which correlations suggested lower levels of EE in study participants included: (a) teachers with more education; (b) collegial teacher behaviors; and (c) supportive principal behaviors.

2. Depersonalization— Variables in which correlations suggested higher levels of DP in study participants included: (a) disengaged teacher behavior; and (b) restrictive principal behavior. Variables in which correlations suggested lower levels of DP in study participants included: (a) collegial teacher behavior; (b) committed teacher behavior; and (c) supportive principal behavior. There were no significant relationships between demographics and the DP factor of burnout.

3. Personal Accomplishment— Variables in which correlations suggested higher levels of DP in study participants included: (a) collegial teacher behavior; (b) committed teacher behavior; and (c) supportive principal behavior. Variables in which correlations suggested lower levels of PA in study participants included: (a) disengaged teacher behavior; and (b) restrictive principal behavior. There were no significant relationships between demographics and the DP factor of burnout.

The only variables that had significant correlations in all the EE, DP, and PA were collegial teacher behavior, restrictive principal behavior, and supportive principal behavior. Since burnout is manifested by a combination of these three factors, it can be assumed that these variables had the greatest relationship to middle school teacher burnout.

Findings by Hierarchical Multiple Regression

The underlying premise of this study called for examination of the control variables (i.e., age, gender, tested/non-tested subjects, grade taught, highest degree, total years teaching, rural/non-rural schools, collegial teacher behavior, committed teacher behavior, and disengaged teacher behavior) and the independent variables (i.e., supportive principal behavior, directive principal behavior, and restrictive principal behavior) to determine which of these variables contributed most to the three factors of burnout. The data analysis method chosen for the ultimate results of this study was hierarchical multiple regression, which is useful to describe a relationship between two variables (Gravetter & Wallnau, 2008) and to analyze these variable according to a specific order based on the current researchers order of projected significance (Field, 2008).

Stage 1 of the hierarchical multiple regression consisted of looking at the significance of the demographic variables in relation to the EE, DP, and PA

factors of burnout. These demographic variables included age, gender, tested/non-tested subjects taught, grade taught, highest degree held, total years teaching, and rural/non-rural schools. In stage two of the hierarchical multiple regression, teacher behaviors (i.e., collegial, committed, and disengaged) were added to the equation. The final stage three included principal behaviors (i.e., supportive, directive, and restrictive). It should be noted that these results indicating relative significance were different than the before-reported simple correlations. Those previous correlations only indicated relationships for each individual set of variables, while results reported in this section illustrated the significance of each variable when combined with the remaining variables. Each factor of burnout has been reported separately.

Hierarchical regression with emotional exhaustion factor of burnout. When looking at the model summary for this factor of burnout, most of the variance in EE scores was accounted for by principal behavior (20.5%) (see Table 14). In 2009, Huck stated, "In most situations, the coefficient of determination, R^2, is a better measure of relationship strength than the correlation coefficient, r (p. 56). By looking at the adjusted R^2, the researcher determined that principal behavior is followed by teacher behavior (5.1%) and demographic factors (3.5%). While this is true, it should also be noted that the R^2 indicates that only 20.5% of the variances were accounted for in this third level of regression. This led the researcher to understand that, in fact, there were many precipitators to the EE factor of burnout (near 70%) that were unaccounted for in this study.

Table 14

Model Summary of the Emotional Exhaustion Factor of Burnout

Stage	*R*	R^2	Adjusted R^2	Std. Error of the Estimate
1 - Demographics	.243	.059	.035	10.678
2 - T Behaviors	.292	.085	.051	10.587
3 - P Behaviors	.492	.242	.205	9.692

Next, an Analysis of Variance (ANOVA) on the hierarchical regression model for the EE factor of burnout was examined. This ANOVA indicated the significance of the three stages of the hierarchical regression. By looking at Table 15, the researcher determined that while the results of the first stage were significant, as were the results of Stage 2, the most significance was found for the third stage of the hierarchical multiple regression. This indicated that the results from the end-stage of the hierarchical multiple regression for the EE factor of burnout were more significant than the first two stages.

The EE factor of burnout has been explained in relation to the significance level of the Pearson correlation coefficient. Table 16 illustrated these results in order of the stages of regression.

Table 15

ANOVA for the EE Factor of Burnout

Model		Sum of Squares	*df*	Mean Square	*F*	Sig.
1	Regression	1961.222	7	280.175	2.457	.018
Demographics	Residual	31240.214	274	114.015		
	Total	33201.436	281			
2	Regression	2825.728	10	282.573	2.521	.006
T Behaviors	Residual	30375.708	271	112.087		
	Total	33201.436	281			
3	Regression	8026.820	13	617.448	6.573	.000
P Behaviors	Residual	25174.616	268	93.935		
	Total	33201.436	281			

When examining the results of the hierarchical regression for the EE factor of burnout, several interesting findings appeared. During the first stage, only the demographic variables were included. In this stage, the only significant correlation (p = .012) was with teachers in subject that were state tested (i.e., math, reading/language arts, science, and social studies). This indicated that teachers in tested subject areas were more inclined to exhibit the EE factor of burnout. When teacher behaviors were added in stage two, tested subjects was still the only variable with a significant correlation, however the significance level dropped slightly to p = .019.

Table 16

Hierarchical Regression with Emotional Exhaustion Factor of Burnout

Stage		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	18.761	2.495		3.149	.002
Demo	Rural/non	1.779	.738	.072	1.175	.241
	T Age	-.251	.410	.034	.387	.699
	T Gender	2.579	.800	.007	.108	.914
	Tested/not	3.829	.850	.081	1.194	.233
	T Grade	.439	.328	.019	.271	.786
	Yrs Tch	.290	.315	-.086	-.992	.322
	Degree	-1.663	.501	-.070	-1.142	.254
2	(Constant)	19.309	4.314		1.631	.104
T Beh	Rural/non	.939	.736	-.000	.003	.997
	T Age	-.240	.403	.082	.949	.343
	T Gender	2.639	.773	.026	.448	.654
	Tested/not	3.552	.822	.043	.661	.509
	T Grade	.382	.316	-.004	-.063	.950
	Yrs Tch	.458	.304	-.056	-.660	.510
	Degree	-1.631	.486	-.079	-1.341	.181
	Collegial TB	-.185	.068	-.010	-.149	.881
	Committed TB	.034	.097	-.123	-1.763	.079
	Disengaged TB	.262	.086	.245	3.752	.000
3	(Constant)	21.777	7.488		2.908	.004
P Beh	Rural/non	.464	1.260	.021	.368	.713
	T Age	-.913	.687	-.107	-1.330	.185
	T Gender	.966	1.324	.040	.730	.466
	Tested/not	2.284	1.407	.100	1.623	.106
	T Grade	-.068	.537	-.008	-.126	.900
	Yrs Tch	.713	.515	.109	1.385	.167
	Degree	-.429	.852	-.029	-.504	.615
	Collegial TB	-.112	.116	-.063	-.963	.336
	Committed TB	.025	.174	.010	.142	.887
	Disengaged TB	-.110	.154	-.046	-.713	.477
	Supportive PB	-.306	.089	-.221	-3.426	.001
	Directive PB	.249	.180	.080	1.383	.168
	Restrictive PB	1.166	.223	.317	5.239	.000

Stage 3 of the hierarchical regression included principal power behaviors of supportive, directive, and restrictive. This stage indicated that after all variables were added, significant relationships were found *only* between the EE factor of burnout and both supportive principal behavior (p = .001) and restrictive principal behavior (p = .000). With supportive principal behavior having a negative correlation, this indicated that teachers who perceived their principals as being more supportive had less evidence of EE, while principals perceived as being restrictive had a greater occurrence of teacher-reported EE. It should be noted that while tested subjects seemed to be of great significance whenconsidering the control variables, when the dependent variables of principal behaviors were added, the significance of tested subjects dropped from p = .019 to p = .900. This indicated that while the subject area taught may have had an impact on the EE factor of burnout, it had a much lower effect on teacher burnout than principal behaviors.

Hierarchical regression with depersonalization factor of burnout. When looking at the model summary for this factor of burnout, most of the variance in EE scores was accounted for by principal behavior (13.7%) (see Table 17). By looking at the adjusted R^2, the researcher determined that principal behavior is followed by teacher behavior (7.7%) and demographic factors (0.3%). While this is true, it should also be noted that the R^2 indicates that only 13.7% of the variances were accounted for in this third level of regression. This led the

Table 17

Model Summary of the Depersonalization Factor of Burnout

Stage	*R*	R^2	Adjusted R^2	Std. Error of the Estimate
1 - Demographics	.150	.022	-.003	6.000
2 - T Behaviors	.331	.109	.077	5.758
3 - P Behaviors	.421	.177	.137	5.566

researcher to understand that, in fact, there were many precipitators to the DP factor of burnout (almost 80%) that were unaccounted for in this study.

Next, an ANOVA on the hierarchical regression model for the DP factor of burnout was examined. This ANOVA indicated the significance of the three stages of the hierarchical regression. By looking at Table 18, the researcher determined that the results of Stage 1 were not significant, but the results of the second two stages, adding perceived teacher behaviors and perceived principal behaviors respectively, were very strong at $p = .000$. This indicated that the results from the Stages 2 and 3 of the hierarchical multiple regression for the DP factor of burnout were more significant than Stage 1 alone.

The DP factor of burnout has been explained in relation to the significance level of the Pearson correlation coefficient. Table 19 illustrated these results in order of the stages of regression.

Table 18

ANOVA for the Depersonalization Factor of Burnout

Model		Sum of Squares	*df*	Mean Square	*F*	Sig.
1	Regression	226.264	7	32.323	.898	.509
Demographics	Residual	9864.871	274	36.003		
	Total	10091.135	281			
2	Regression	1104.688	10	110.469	3.331	.000
T Behaviors	Residual	8986.447	271	33.160		
	Total	10091.135	281			
3	Regression	1789.180	13	137.629	4.443	.000
P Behaviors	Residual	8301.955	268	30.977		
	Total	10091.135	281			

When examining the results of the hierarchical regression for the DP factor of burnout, the following findings appeared. During the first stage, only the demographic variables were included. In this stage, there were no significant correlations. This indicated that, in this study, demographic factors had no relationship with the DP factor of burnout. In stage two, teacher behaviors were added. Results indicated that disengaged teachers were significantly related to DP. Hoy (2005) described disengaged teacher behaviors as lacking meaning and focus for their professional activities. The data from this study indicated that teachers who see no meaning or purpose in what they do were often disengaged from their classroom activities.

Table 19

Hierarchical Regression with Depersonalization Factor of Burnout

Stage		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	*T*	Sig.
1	(Constant)	7.859	2.495		3.149	.002
Demo	Rural/non	.867	.738	.072	1.175	.241
	T Age	.159	.410	.034	.387	.699
	T Gender	.086	.800	.007	.108	.914
	Tested/not	1.015	.850	.081	1.194	.233
	T Grade	.089	.328	.019	.271	.786
	Yrs Tch	-.312	.315	-.086	-.992	.322
	Degree	-.572	.501	-.070	-1.142	.254
2	(Constant)	7.035	4.314		1.631	.104
T Beh	Rural/non	.003	.736	-.000	.003	.997
	T Age	.382	.403	.082	.949	.343
	T Gender	.346	.773	.026	.448	.654
	Tested/not	.543	.822	.043	.661	.509
	T Grade	-.020	.316	-.004	-.063	.950
	Yrs Tch	-.201	.304	-.056	-.660	.510
	Degree	-.652	.486	-.079	-1.341	.181
	Collegial TB	-.010	.068	-.010	-.149	.881
	Committed TB	-.171	.097	-.123	-1.763	.079
	Disengaged TB	.322	.086	.245	3.752	.000
3	(Constant)	8.720	4.300		2.028	.044
P Beh	Rural/non	-.053	.724	-.004	-.073	.942
	T Age	.100	.394	.021	.253	.800
	T Gender	-.280	.761	-.021	-.368	.713
	Tested/not	.014	.808	.001	.018	.986
	T Grade	-.203	.308	-.043	-.659	.510
	Yrs Tch	-.076	.296	-.021	-.255	.799
	Degree	-.276	.489	-.034	-.563	.574
	Collegial TB	.014	.067	.014	.204	.839
	Committed TB	-.134	.100	-.097	-1.342	.181
	Disengaged TB	.209	.089	.159	2.354	.019
	Supportive PB	-.116	.051	-.152	-2.267	.024
	Directive PB	-.063	.104	-.037	-.608	.543
	Restrictive PB	.440	.128	.217	3.443	.001

The third stage of the hierarchical regression included principal power behaviors of supportive, directive, and restrictive. This stage indicated that after all variables were added, significant relationships were found between the DP factor of burnout and disengaged teachers (p = .019), as well as supportive principals (p = 024) and restrictive principals (p = .001). Of these, however, restrictive principal behavior had a greater significance, indicating that this variable was the most strongly related to the DP factor of middle school teacher burnout. The positive correlations of disengaged teacher behavior and restrictive principal behavior with the DP factor of burnout indicated that when these teacher and principal behaviors were perceived, there was greater evidence of depersonalization reported. Conversely, those perceived as supportive principals (with a negative correlation) seemed to currently employ study participants who reported less DP in the classroom. It should be noted that while disengaged teachers seemed to be of great significance when considering the only the control variables, that significance dropped from p = .000 to p = .019, indicating that while this behavior was significant, it was much less significant when the DV of principal behaviors were added.

Hierarchical regression with personal accomplishment factor of burnout. When looking at the model summary for this factor of burnout, most of the variance in PA scores was accounted for by perceived principal behavior (9.3%) (see Table 20). By looking at the adjusted R^2, the researcher determined

Table 20

Model Summary of the Personal Accomplishment Factor of Burnout

Stage	*R*	R^2	Adjusted R^2	Std. Error of the Estimate
1 - Demographics	.123	.015	-.010	6.609
2 - T Behaviors	.274	.075	.041	6.440
3 - P Behaviors	.368	.135	.093	6.261

that principal behavior was followed by teacher behavior (4.1%). Only 1% of the variance could be accounted for by demographics alone. While this is true, it should also be noted that the R^2 indicates that only 9.3% of the variances were accounted for in this third level of regression. This led the researcher to understand that, in fact, there were many precipitators to the Pa factor of burnout (over 80%) that were unaccounted for in this study.

Next, an ANOVA on the hierarchical regression model for the PA factor of burnout was examined. This ANOVA indicated the significance of the three stages of the hierarchical regression. By looking at Table 21, the researcher determined that the results of the first stage were not significant, but the results of the second two stages, adding perceived teacher behaviors and perceived principal behaviors were very strong, at $p = .019$ and $p = .000$ respectively. This indicated that the results from the second and third stages of the hierarchical multiple regression for the DP factor of burnout were more significant than the first stage alone, with the final stage being the most significant.

Table 21

ANOVA for the Personal Accomplishment Factor of Burnout

Model		Sum of Squares	*df*	Mean Square	*F*	Sig.
1	Regression	183.067	7	26.152	.599	.757
Demographics	Residual	11966.876	274	43.675		
	Total	12149.943	281			
2	Regression	909.175	10	90.917	2.192	.019
T Behaviors	Residual	11240.769	271	41.479		
	Total	12149.943	281			
3	Regression	1643.266	13	126.405	3.224	.000
P Behaviors	Residual	10506.677	268	39.204		
	Total	12149.943	281			

The PA factor of burnout has been explained in relation to the significance level of the Pearson correlation coefficient. Table 22 demonstrates these results in order of the stages of regression. The reader should be reminded that PA has an inverse relationship with the EE and DP factors of burnout, meaning that people in serious danger of experiencing burnout usually report high levels of EE and DP along with reduced levels of PA.

When examining the results of the hierarchical regression for the PA factor of burnout, the following findings appeared. During the first stage, only the demographic variables were included. In this stage, there were no significant correlations. This indicated that, in this study, demographic factors had no relationship with the PA factor of burnout. In stage two, teacher behaviors were added. Results indicated that committed teachers were significantly related

Table 22

Hierarchical Regression with Personal Accomplishment Factor of Burnout

Stage		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	*T*	Sig.
1	(Constant)	36.087	2.748		13.130	.000
Demo	Rural/non	-.461	.813	-.035	-.567	.571
	T Age	.036	.451	.007	.080	.936
	T Gender	.107	.881	.008	.121	.904
	Tested/not	-1.097	.936	-.080	-1.173	.242
	T Grade	.049	.361	.009	.135	.893
	Yrs Tch	.260	.347	.066	.751	.453
	Degree	.262	.552	.029	.474	.636
2	(Constant)	25.800	4.825		5.347	.000
T Beh	Rural/non	.454	.823	.034	.552	.582
	T Age	.057	.451	.011	.126	.900
	T Gender	-.131	.864	-.009	-.152	.879
	Tested/not	-.767	.919	-.056	-.834	.405
	T Grade	.063	.354	.012	.177	.860
	Yrs Tch	.155	.340	.039	.456	.649
	Degree	.459	.544	.051	.844	.400
	Collegial TB	.128	.076	.119	1.684	.093
	Committed TB	.244	.109	.160	2.246	.026
	Disengaged TB	-.046	.096	-.032	-.477	.634
3	(Constant)	24.026	4.838		4.996	.000
P Beh	Rural/non	.481	.814	.036	.591	.555
	T Age	.360	.444	.070	.812	.417
	T Gender	.472	.856	.033	.552	.581
	Tested/not	-.245	.909	-.018	-.269	.788
	T Grade	.251	.347	.048	.723	.470
	Yrs Tch	.015	.333	.004	.045	.964
	Degree	.167	.550	.019	.303	.762
	Collegial TB	.111	.075	.103	1.477	.141
	Committed TB	.193	.113	.126	1.709	.089
	Disengaged TB	.055	.100	.038	.554	.580
	Supportive PB	.098	.058	.117	1.704	.090
	Directive PB	.162	.117	.086	1.392	.165
	Restrictive PB	-.480	.114	-.216	-3.336	.001

(p = .026) to PA. Hoy (2005) described committed teacher behavior was such that was directed toward helping students develop socially and intellectually. The data indicated that teachers who felt surrounded by committed teachers who were driven to help students in the classroom exhibited a greater feeling of PA.

The third stage of the hierarchical regression included principal power behaviors of supportive, directive, and restrictive. This stage indicated that after all variables were added, significant relationships were found *only* between the PA factor of burnout and principals who were perceived to be restrictive (p = .001). The negative correlation of restrictive principal behavior with the PA factor of burnout indicates that when the principal behaviors were perceived to be restrictive of the teachers, the sense of teachers' PA was greatly reduced. After the DV of principal behaviors were added to the regression, the significance of committed teachers dropped from p = .026 to p = .089, meaning that the relationship between committed teachers and burnout was less significant than the role of the principal.

Summary of Findings by Hierarchical Multiple Regression

It was accepted that burnout is manifested in a combination of the three factors of burnout: EE, DP, and *reduced* PA. Based on participants' perceptions and data from the hierarchical multiple regression, and after controlling for all demographics and teacher behaviors, the following relationships were significant for the following factors of burnout.

1. Emotional exhaustion—The variable in which correlations indicated a higher level of EE in study participants was restrictive principal

behavior. The only variable in which correlations indicated lower levels of EE in study participants included supportive principal behaviors.

2. Depersonalization—Variables in which correlations indicated higher levels of DP in study participants included: (a) disengaged teacher behavior; and (b) restrictive principal behavior. The only variable in which correlations indicated lower levels of DP in study participants was supportive principal behaviors.

3. Personal Accomplishment—The only variable in which the correlation indicated a lower level of PA was restrictive principal behavior. No variables indicated a higher level of PA.

When looking at the Model Summaries, results indicated that because the data was controlled for the variable factors, the third level of the hierarchical multiple regression followed more closely with the outcome of the study than the other two levels. In addition, the ANOVA indicated that in all three factors of burnout, teacher behaviors and principal behaviors accounted for more of the variance in these correlations. The only variable that had significant correlations in all the EE, DP, and PA was restrictive principal behavior. Since burnout is manifested by a combination of these three factors, and in the final regression after controlling for demographic variables and teacher behaviors, it can be assumed that principals who are perceived to be restrictive had the greatest relationship to middle school teacher burnout.

Findings by Research Questions and Hypotheses

A three-stage hierarchical regression analysis was employed to determine the most significant relationships between the control variables, the dependent variables (i.e., perceived principal power behaviors), and the independent variables (i.e., three factors of burnout—EE, DP, and PA). As the three-stage

multiple regression data analysis technique was designed, this research study was analyzed using its predescribed methods. To begin, scores for each of the factors of burnout were calculated. In stage one of the regression analysis, control variables were considered for their individual correlations to the three factors of burnout (i.e., EE, DP, and PA). Control variables included age of teacher, gender of teacher, subject taught (i.e., whether or not the subject is tested, as are math, reading/language arts, science, and social studies), grade taught, total years taught, highest degree obtained, rural/non-rural schools, and perceived teacher behaviors.

Added predictability was achieved in stages two and three. Stage two called for the researcher to add teacher behaviors to determine the relative significance of these variables in comparison to demographics. In stage three of the hierarchical multiple regression data analysis, the researcher added principal behaviors (i.e., supportive, directive, and restrictive) to determine the relative significance of these dependent variables in comparison to all control variables. All relationships for stages one, two, and three are presented in narrative format by research question and hypotheses.

The three research questions were identified in Chapter 1. The research questions of this study focused on the relationships between teacher burnout and the perceived level of principal support after controlling for demographic factors and perceived teacher behaviors. Analyses for these research questions were

performed by the researcher utilizing results of the MBI-ES and the OCDQ-RM. The results of these research questions are presented below.

Research question one. *What is the relationship between perceived principal support and the emotional exhaustion (EE) factor of teacher burnout, above and beyond any connection with the control variables of teacher behaviors and demographics?*

Pertaining to research question one the researcher has presented the notable findings. The hierarchical multiple regression indicated that supportive principal behavior ($p = .024$) and restrictive principal behavior ($p = .000$) were the greatest indicators of EE. No other variables in the final regression model maintained a statistically significant correlation.

Related null hypothesis $H_0$1. *There will be no significant relationship between any type of perceived principal support and the emotional exhaustion factor of teacher burnout, as measured by the MBI-ES and the OCDQ-RM.*

As found in this study, and as discussed above, this hypothesis was rejected. A hierarchical multiple regression was calculated, and relationships between perceived principal support (i.e., supportive principal behavior and restrictive principal behavior) and EE were strong in this study, with both significant to $p < .05$.

The emotional exhaustion factor has been defined as a dimension of burnout which includes the feeling of having given all that one can, all of one's energy and focus, into the task of teaching and having finally run out of resources.

EE is often characterized as feelings of extreme overextension and being drained of energy (Fives et al., 2007; Maslach et al., 1996; Kokkinos, 2007). Supportive principal behavior, defined as helpful and providing constructive criticism and a positive example through hard work (Hoy, 2005), was indicated to have a negative correlation to the emotional exhaustion factor of burnout. From these findings, the researcher has determined that those teachers who perceived their principals as being supportive possessed a minimal level of emotional exhaustion.

Conversely, positive correlations were found between the emotional exhaustion factor of burnout and restrictive principal behavior, defined as not supportive and hindering teacher work rather than helping (Hoy, 2005). These findings indicated that when principals were perceived to exhibit these behaviors, the emotional exhaustion factor for teachers was increased. These results were consistent with both the simple correlations and the hierarchical regression.

Research question two. *What is the relationship between perceived principal support and depersonalization factor of teacher burnout, above and beyond any connection with the control variables of teacher behaviors and demographics?*

Pertaining to research question two, the researcher has presented the most notable findings. The hierarchical multiple regression indicated that restrictive principal behavior (p = .001) was the greatest indicator of the DP factor of burnout. This principal behavior type has a positive relationship with the DP factor of burnout, indicating that the more teachers perceived their principals as

being restrictive, the higher level of DP was reported. Conversely, supportive principal behavior had a significance of $p = .024$, with a negative relationship, indicating that the more teachers viewed their principals as being supportive, the lower the levels of DP reported. In the final regression model, directive principal behavior did not indicate a statistically significant correlation.

Related null hypothesis $H_0$2. *There will be no significant relationship between any type of perceived principal support and the depersonalization factor of teacher burnout, as measured by the MBI-ES and the OCDQ-RM.*

As found in this study, and as discussed above, this hypothesis was rejected. The depersonalization factor of burnout has been defined as a dimension of burnout in which a teacher develops negative feelings and cynicism toward students and/or the school community and may ultimately affect the students' care and instruction (Fives, Hamman, & Olivarex, 2007; Maslach et al., 1996; Kokkinos, 2007). A positive correlation was found between the DP factor of burnout and restrictive principal behavior, defined as not supportive and hindering teacher work rather than helping (Hoy, 2005). According to the multiple regression analysis, results indicated that the greatest indicator of PA was restrictive principal behavior. These findings indicated that when principals were perceived to exhibit these behaviors, the DP factor for teachers was increased. As this was the strongest correlation, this supported the fact that the principal's type of support, or lack thereof, was related to middle school teacher burnout.

Research question three. *What is the relationship between perceived principal support and personal accomplishment factor of teacher burnout, above and beyond any connection with the control variables of teacher behaviors and demographics?*

Pertaining to research question three, a significant relationship was indicated *only* between restrictive principal behavior and the PA factor of burnout. The negative relationship between the two indicated that the more teachers perceive their principals as being restrictive, the less PA they report, accounting for a reduced level of personal accomplishment.

Related null hypothesis $H_0$3. *There will be no significant relationship between any type of perceived principal support and the personal accomplishment factor of teacher burnout, as measured by the MBI-ES and the OCDQ-RM.*

As found in this study, and as discussed above, this hypothesis was rejected. PA, as related to burnout, has been defined as a dimension of burnout associated with feelings of competence, high self-efficacy, and a sense of achievement (Fives et al., 2007; Kokkinos, 2007, Maslach et al., 1996). The PA factor of burnout has an inverse relationship with the other factors of EE and DP; with a negative relationship indicates that teachers with restrictive principals were less likely to feel a sense of personal accomplishment.

Summary of Findings by Research Questions and Hypotheses

Burnout is manifested in a combination of three factors: EE, DP, and *reduced* PA. Based on participants' perceptions and data from the hierarchical

multiple regression, and after controlling for all demographics and teacher behaviors, the following relationships were significant for the following factors of burnout. These results are presented below, looking at the three research questions as one component and the three hypotheses as another.

Research questions. The three research questions, originally listed separately by each factor of burnout, guided the study by asking about the relationships between burnout and perceived principal support. According to the findings of this study, the relationships between perceived principal support and the factors of middle school teacher burnout indicated that supportive and restrictive principal behaviors were significant for the EE and DP factors of burnout, while only restrictive principal behaviors were significant for all three factors of burnout (i.e., EE, DP, and PA).

Hypotheses. As were the three research questions, the hypotheses in both the null and alternate forms were originally listed separately by each factor of burnout and perceived principal support. These null hypotheses stated that there were no significant relationships between perceived principal support and middle school teacher burnout. According to the data from this study, all three null hypotheses for this study were rejected. The alternate hypotheses, however, stated that there were significant relationships between these variables, and the researcher failed to reject these hypotheses. There were significant relationships between all three factors of burnout and perceived principal support.

Summary of Chapter 4

This chapter presented the demographic data describing the sample and affirmed the reliability of the instrument. Based on the data collected from 282 middle school teachers selected on the basis of teacher rosters from schools that agreed to participate in the study, statistical analyses such as correlations and regressions were conducted for each of the research questions and hypotheses, and results were summarized accordingly.

In Chapter 4, the researcher introduced the results from the analysis of the study. Key findings suggest that there were significant relationships in the EE, DP, and PA factors of burnout and two categories of principal behaviors (i.e.,supportive and restrictive). Directive principal behavior had no significant effect on any of the factors of burnout. The most notable finding was that restrictive principal behavior was the strongest factor in the regression models for EE (p = .000, positive correlation), DP (p = .001, positive correlation), and PA (p = .001, negative correlation). Restrictive principal behavior was the only type of behavior that consistently maintained stronger significance than the control variables of teacher behaviors and demographics. This finding, however, was interesting because although supportive behavior correlations were statistically significant with middle school teacher burnout, they are weaker correlations than those for restrictive behavior in every category. Since the restrictive principal behavior appeared the strongest related variable, this indicated that the principal's

type of support was related to burnout because it shows how a lack of support contributes to burnout.

Chapter 5 addresses these findings in terms of their consistency with earlier research, possible interpretations based on the data and contextual considerations, and implications for practice. It also recounts the logistical concerns manifested during the administration of the survey and lessons learned in dealing with them. This discussion leads into conclusions drawn from the study and recommendations for further research.

CHAPTER 5

MAJOR FINDINGS, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS

Burnout is a tripartite syndrome consisting of emotional exhaustion, depersonalization, and reduced feelings of personal accomplishment, mainly identified in individuals who appraise situations as particularly stressful (Azeem & Nazir, 2008; Law, 2010; Yong & Yue, 2007). Teachers in the midst of burnout are often in a state of physical, emotional, and mental exhaustion caused by long-term involvement in emotionally demanding situations (Harrison, 1996). Research findings have indicated that there is often a relationship between negative work climate and burnout (Azeem & Nazir, 2008; Ghorpade et al., 2008; Yong & Yue, 2007).

Teaching, a highly stressful and often isolating occupation, requires adequate supervisory support to enhance every opportunity for a successful experience (Kokkinos, 2007; Yong & Yue, 2007). Principals have many responsibilities within a school, with supporting teachers being of utmost importance. Understanding the underlying causes of burnout, along with understanding the way teachers perceive the support they receive from their principals, is valuable to keeping high quality teachers in the field. Prior to this study, there was a remarkable lack of information on the impact of perceived principal support and middle school teacher burnout.

Thus, the researcher conducted this study in order to understand the relationship between middle school teacher burnout and perceived principal support. The study also investigated other possible relationships with burnout such as age of teacher, gender of teacher, subject area taught, training of teacher, number of years taught, rural/non-rural school status, and perceived teacher behaviors (i.e., collegial, committed, and disengaged). This chapter presents the results of this study and draws conclusions from the findings. Implications and recommendations for future study are also addressed.

Further, this chapter addresses issues encountered during the administration of the survey and what might be learned from them. This discussion leads into possible implications for practice and additional questions or areas of research proposed for future study. Chapter 5 ends with an overview of what was accomplished by this study and concluding comments about middle school teacher burnout and perceived principal support.

Based on the general finding that two of the three types of perceived principal behaviors (i.e., supportive and restrictive) have significant relationships with teacher burnout, this chapter provides further explanation of the data analyses, synthesizing them into a number of theoretical and practical implications that might be logically and statistically drawn from answering the three research questions.

Major Findings

For the emotional exhaustion factor of burnout, supportive principal behavior and restrictive principal behavior were significantly correlated. These same variables, supportive and restrictive principal behaviors, along with disengaged teacher behaviors, were significantly correlated with the depersonalization factor of burnout. The personal accomplishment factor of burnout, however, was only significantly correlated with restrictive principal behavior. From these correlations, the researcher has determined that teachers who perceived their colleagues as being disengaged were more likely to report feelings of depersonalization. Teachers who perceived their principals as being supportive, however, reported less incidence of feelings of emotional exhaustion. Principals perceived as being restrictive, however, had a direction relationship with teachers with higher levels of emotional exhaustion and depersonalization *and* lower levels of personal accomplishment, indicating that this variable's relationship was the most significant finding in this study.

Generalizability of the findings. In research involving sampling, there is usually a question of the degree to which the sample is generalizable to the target population and to other groups. The generalizability of this study to the larger population is considered to be strong for a variety of reasons. First, the researcher attempted to control for this by offering the opportunity for many schools and teacher populations to be involved in the study. While the sampling technique was not truly random, the researcher did not seek to include or exclude any population

but rather was limited by the acceptance or declination of the districts and schools to participate. The fact that only nine schools from seven different districts participated, however, leads one to believe that a more wide-range of teacher participants may result in a more generalizable sample. In light of limited participation, results should be viewed with caution.

As a cautionary note, however, the relationship between the two variables may be stronger in some populations and weaker in others if various circumstances were affecting those populations. For example, teachers who were experiencing a shift in school design (e.g., from block scheduling to multiple class periods per day, from departmentalization to teaming, and such) may be experiencing a higher level of work-related stress. Conversely, teachers who have, for several years, been in a positive working environment with little change may also vary in their responses. Again, it is assumed that the wide variety of teacher-participants would account for some of these situations.

Possible concerns. While the findings of this research are considered to be valid, credence should be given to some situations which were noted during the study. These circumstances may or may not have made a difference in the collected results.

The subjects consisted of 282 teachers from 9 schools in 7 districts in East Tennessee. The majority of the participants taught at schools that were classified as non-rural, taught in subjects that were tested (i.e., math, reading/language arts, science, and social studies), and almost equally taught in grades 6, 7, & 8. They

largely fell into the categories of age 31-40, female, teaching between 4-9 years, and holding a Master's level degree. Data collected from a more diverse group of participants may well have provided different results.

As reported before there were 282 respondents out of 305 surveys distributed. In essence, a return rate of 92% was achieved; therefore, no difference in those who chose to respond and those who did not would seem to have a large effect. A disparity may have been found, however, in those districts/schools that did not choose to participate. There is no way to calculate that difference.

Conclusions from the Study

When examining the Maslach Burnout Inventory for Educators Survey (MBI-ES), 43.6% of respondents indicated that they were experiencing high levels of emotional exhaustion (EE); 19.9% of respondents indicated that they were experiencing high levels of depersonalization (DP); and 45.4% of respondents indicated that they were experiencing low levels of personal accomplishment (PA). All three of these with their respective levels (i.e., high emotional exhaustion, high depersonalization, low personal accomplishment) are indicative of burnout.

When calculated as direct relationships with burnout, female respondents teaching in subjects that were state-tested reported a higher degree of EE, while those teachers with degrees above a Bachelor's reported lower levels of EE. This may be indicative of teachers with higher levels of training being better in control of factors that may relate to burnout, such as classroom management,

communication, and paperwork. In the multiple regression, however, demographics, used as control variables in this study, indicated that there were no significant relationships between any of these variables and any factor of burnout—not EE, DP, nor PA.

When the additional control variables of perceived teacher behaviors were examined, available from responses to the Organizational Climate Description Questionnaire—Revised for Middle Schools (OCDQ-RM), the following behaviors were reported by the respondents as being more prevalent in their respective schools: 78.2% collegial teacher behavior, 16.3% committed teacher behavior, and 3.1% disengaged teacher behavior. By examining the data in the direct correlation, teachers who perceived their colleagues as collegial reported lower levels of DP and higher levels of PA. In the final regression analysis, perceived teacher behaviors were only significant to the DP factor of burnout, indicating that those teachers who perceive their colleagues as disengaged reported higher levels of DP.

Finally, when examining the results of the OCDQ-RM in relation to the perceived principal behaviors, teachers rated their respective principals as supportive (92.7%), directive (3.8%), and restrictive (1.0%). In direct correlations, teachers who perceived their principals as being supportive reported higher levels of PA, while those who perceived their principals to be restrictive reported lower levels of PA. When the final hierarchical regression was performed, though, only those principals perceived to be restrictive had a significant correlation to PA.

Interestingly, restrictive principal behavior was the only factor that was significant in all three factors of burnout—EE, DP, and PA. When calculating these hierarchical regression statistics, it also became apparent in the Model Summaries that there was a great variance in each factor of burnout which was not explained by the results yielded. As a matter of fact, in all three factors, there was over 50% of variance explained by the variables examined.

This brings about the biggest conundrum of the study. Also, while there were relationships visible between different types of principal support and middle school teacher burnout, it is problematic that with so many different schools participating from various districts, and with the variety of answers obtained by the MBI-ES about burnout factors present and by the OCDQ-RM about the teacher collegiality, it seems unnatural that only 1.0% of principals would be exhibiting directive behaviors. This brings to the front the quandary of whether teachers answered questions about their principals honestly and without fear of reprisal, which was a limitation discussed in regards to this study. Also, restrictive principal behavior had a significant correlation with all three factors of burnout; however, with only 1% of teachers reporting their principals as being restrictive, this result may not be valid.

Logistical Aspects of the Study and Some Lessons Learned

Some of the logistics involved in the conduct of the study could have affected the survey results and subsequent decisions on how to deal with specific situations. Hindsight and recommended processes discovered too late into the

implementation certainly offered ideas for how this study could have been improved. Highlights of these issues are summarized.

Verbiage and disclaimers. For some, the use of the work "study" in the cover letter implied having to invest considerable time and resources to participate in the process. Even after being assured the study involved only the survey, most of these people had already decided they did not have the time. The disclaimers required by the Internal Review Board at the university seemed to cause concern for the others. The safeguards might have come across as being inordinately strong for a study that was purported to hold a little or no risk for the participants, and in turn, this might have tapped into the fears of a hidden agenda for some of the readers.

In addition, it was stressed in the cover letter and verbally by the researcher as the survey was administered that the respondents would remain anonymous. The question remains that the respondents may have considered this to be excessive if, in fact, that were the case. As a matter of fact, some questions were still raised by respondents, either directly to the researcher or overheard by the researcher during administration of the packet. Examples of those, not directly quoted, include questions and/or remarks such as:

1. Are we the only school in the district participating?
2. Are we the first ones in X county who have completed this survey?
3. I did not complete this part [the MBI-ES] for personal reasons.
4. [Bob], they will know what you say because you're the oldest here.

5. Oh, no, I only brought a purple pen. They will definitely know which answers were mine.

While the researcher attempted to ease these concerns, the validity of the responses may be in question when considering these examples of spoken uncertainty, acknowledging that there were most certainly at least the same amount of unspoken hesitation.

Survey packet. The survey packet itself appeared to present some difficulties. When presented to the participants, the packet included the following in this given order: the cover letter to the teachers, the demographics questionnaire, the MBI-ES, and the OCDQ-RM. As visible in the appendix of this report, these four pages were formatted drastically different. The cover letter was an introduction to the teachers, describing the study, assuring anonymity, and asserting the lack of this survey's affecting the teachers or their positions. It was noted during the administration of the survey, however, that this letter was rarely read and even more rarely retained by the teachers.

The next page, the demographics questionnaire, was in larger font with fewer questions (only 6), and with bubble circles where the teachers could bubble in their answers. The following page, the MBI-ES, consisted of a bit smaller font with teachers being instructed to write in their answers on a blank in a 1-4 ranking. The final page of the packet, the OCDQ-RM, was the longest instrument, with the answers again being presented in a *bubble* format. The researcher considered the many variations of how to present the packet, but this seemed to be the best way since the researcher was concerned that if the OCDQ-RM were

presented first, the great amount of information required may turn off the respondents and result in a lower response rate. Likewise, if the demographics page would have been presented last, the researcher worried that the teachers, tired from completing the other instruments, may skip this information all together, rendering the rest of the packet responses unusable. An easier layout may have yielded a better and/or more genuine response; however, the requirements for the use of the MBI-ES mandated that no alterations in its presentation be made.

In addition, the pages of the packet, all except the cover letter, had been coded by the researcher as described earlier. Some professionals may consider this as being a hindrance for the teachers, fearing that their responses were in fact being tracked. No list of teachers, however, was collected from any of the sites, and if asked, the researcher assured the respondents that these were only coded to keep all three parts of the packet together with the same respondent.

Recommendations for Future Research

A value inherent to descriptive research is that it can lend evidence toward causal theories and suggest directions for future research. This current study added to the current knowledge of teacher burnout, in particular middle school teacher burnout, and helped clarify work remaining to be done in learning more about this topic. This study unquestionably lends itself to further research. The following are recommendations for future research.

1. A replicate study should be conducted in another area of the state or another area of the nation. Additionally, simply repeating this study

with a larger sample would, in fact, enhance or refute the results found at present.

2. Longitudinal studies are sometimes desirable; however, for this study, it does not seem that a study of that sort would yield significant differences. As stated in the limitations of this study, however, responses are but a snapshot of what is going on at the present, and administering the survey to the same participants at a later date may, in fact, result in different findings. A longitudinal study of participants who indicate they have feelings related to the factors of burnout may indicate changes that have a relationship to their burnout.

3. In addition, a larger study may have yielded a sample which consisted of more teachers in subject areas that were tested by state mandates, and may have consisted of more teachers in rural schools. When the present study was designed, it was planned to garner responses from only those in rural schools and only those teaching those tested subjects. The hesitation of many districts and schools to participate rendered this impossible.

4. Finally, according to the Model Summaries of the hierarchical regression statistical analyses from each of the three factors of burnout, over 50% of the variance for burnout was not indicated in this study. Additional research should be considered in the area of burnout to attempt to determine other variables which may be precipitators to the burnout phenomenon.

Implications for Practice

A qualified and effective classroom teacher is a key element in the success of an educational organization; therefore, it is critical that the teacher remains motivated and committed to his or her profession in order for the school and its students to be successful (Ulriksen, 1996). According to a previous review of literature on burnout, Chang (2009) alleged that 25% of teachers left their positions before their third year teaching, with 40% leaving during their first five years. Dworkin (1987) suggested that teacher burnout was the main cause of this increasing teacher attrition. Pessima (1992) further investigated this claim and

determined that 18.3% of teachers in Pennsylvania who left the profession cited insufficient rewards and recognition, limited opportunities for advancement, and stressful working conditions as the contributing factors to their leaving—all of which are indicators of a negative work climate.

A goal of research studies is to provide results that are beneficial to others. The results of this present study have significant implications in the field of education.

1. By understanding the overarching relationships between middle school teacher burnout and factors related to that burnout, professionals from both sides of the equation can begin to work together to find a solution that will benefit all involved.

2. Teachers can use the information from this study to understand that working situation, both with their colleagues and with their administration, can have a direct effect on their feelings of emotional exhaustion, depersonalization, and personal accomplishment. Armed with this knowledge, they may be better able to recognize these predecessors to burnout and, therefore, may be able to fend off these feelings and remain in the classroom.

3. Principals who are aware of their leadership style and their relationships with their teachers may understand the role of these relationships and teachers' feelings of EE, DP, and PA. These principals can then begin to use this information to foster feelings of collaboration and a supportive work environment in order to lessen the rate of teacher attrition.

4. Supervisors and other central office representatives may use this information to being training their employees in the fields of collegial and supportive working climates, enabling all employees to have a more positive working environment. The supposition is that if teachers and principals feel more positively about their influence and impact, they will, in fact, provide a better instructional environment for the students.

Summary of Study

This descriptive study investigated the relationship between perceived principal support and middle school teacher burnout. The population selected consisted of middle school teachers in all districts in the counties surrounding the supervising institution. The sample included 282 middle school teachers from 9 schools in 7 districts that chose to participate in the study. A 92% response rate (282 out of 305 packets distributed) was achieved. These participants completed a survey packet comprised of the demographics questionnaire, the MBI-ES, and the OCDQ-RM.

In this chapter, the researcher discussed the implications, conclusions, logistical complications and/or restrictions, and recommendations generated by this study. Additionally, the overall findings and key issues regarding this topic were reviewed. A description of how the research added to the body of knowledge regarding the relationship between middle school teacher burnout and perceived principal support was also provided. The researcher offered various suggestions for future research and raised various questions regarding this topic.

In conclusion, some evidence has been gained to support the contention, when controlling for demographic factors and perceived teacher behaviors, significant correlations were identified with both perceived supportive principal behavior and perceived restrictive principal behavior. The most significant correlations discovered were as follows:

1. When considering the EE factor of middle school teacher burnout, teachers perceiving their principals as being supportive reported less

incidence of EE, while teachers perceiving their principals as being restrictive reported a higher incidence of EE.

2. When considering the DP factor of middle school teacher burnout, teachers perceiving their principals as being supportive reported less incidence of DP, while teachers perceiving their principals as being restrictive reported a higher incidence DP.

3. When considering the PA factor of middle school teacher burnout, teachers perceiving their principals as being restrictive reported less incidence of PA.

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APPENDIX

Appendix A

Introduction Letter to Teachers

To All Teachers:

You are being asked to complete this survey packet as part of a research study regarding middle school teacher burnout in rural counties in East Tennessee. The research is being conducted in your school by Cherie B. Gaines, a Ph.D. candidate from The University of Tennessee, Educational Leadership and Policy Studies Department.

To participate in this research, you are being asked to complete a survey packet which should take about 15-20 minutes. Questions asked include information about teacher demographics, working collegiality, and the school environment. Your participation is completely voluntary. Your decision to participate, decline, or withdraw from participation will have no effect on either your current status or your future relations with your employer or this project. There are no risks involved in participating in this survey.

Your answers to all of the survey questions will remain private and confidential, with no one except the researcher having access to your individual answers. Your completion of this survey packet will constitute your consent to participate. The surveys will not be linked to individual teachers in any way, and your signature is not required.

If you have any questions about this project, please contact Cherie Gaines (cbgaines@utk.edu or 865-974-0850).

Thank you for your participation!

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cc: Dr. Ernest W. Brewer, Professor and Committee Chair

Appendix B

Review of Empirical Research Used in Study

Author(s)	Sample	Methodology			Theoretical Framework	Design	Findings
		QUAN	QUAL	MIX			
Azeem & Nazir (2008)	300 teachers from central India universities	X			Constructs of Burnout	Survey analysis	Lecturers experience moderate level of burnout; low level of burnout overall
Blankenship & Colern (2009	2 novice elementary school physical education teachers		X		Workplace Conditions Framework	Constant comparative	1 important inhibitor to burnout described as principal support
Boritz (2006)	1914 employees in human services work	X			Constructs of Burnout	Intervention study	Increases in the likelihood of preventable sickness absence due to burnout
Brewer, Lim, & Cross (2008)	261 administrative health care management employees	X			Facet Satisfaction Theory	Correlation	Factors playing a key role in job satisfaction: Work location &the perception of the learning environment
Brewer & McMahan (2003)	133 industrial and technical teacher educators	X			Person-Environment Fit Theory	Correlation	Factors other than demographics contribute to burnout
Brewer & Shapard (2004)	36 studies	X			Various	Meta-analysis	Small negative correlation between employee age and emotional exhaustion

Author(s)	Sample	Methodology			Theoretical Framework	Design	Findings
		QUAN	QUAL	MIX			
Burke & Greenglass (1995)	362 school-based educators (teachers & administrators)	X			Various	Meta-analysis	Work stressors significantly correlated with levels of psychological burnout
Byrne & Hall (1989)	642 teachers at elementary, middle, secondary, and university-level teachers from Canada			X	Factors of burnout	Meta-analysis, ANOVA, categorization	Factors relating to work place stress included sex, age, and administration
Clausen & Petruka (2009)	3 teachers		X		Stress constructs	Case study	Institutional administration, intrinsic nature of teaching profession, and outside factors often result in teacher anxiety, illness, and withdrawal
Clunies-Ross, Little, & Kienhuis (2008)	97 teachers in Melbourne, Australia			X	Proactive vs. reactive discipline plans	Correlation	Stress levels of teachers increased by ineffective classroom management techniques
Evers, Tomic, & Brouwers (2004)	411 students & 41 teachers from Netherlands	X			Constructs of burnout	Regression analysis	Student & teacher reports differed significantly in their reporting DP and PA levels)

Author(s)	Sample	Methodology			Theoretical Framework	Design	Findings
		QUAN	QUAL	MIX			
Fives, Hamman, & Olivarex (2007)	49 student teachers from university in SW US	X			Constructs of burnout	Correlational analysis; MANOVA; stepwise regression	Fluid relationships between efficacy, burnout, & support through student teaching experience
Friedman (1993)	1592 teachers from 78 schools	X			Facet Theory	Factor analysis	DP, EE, and non-PA—distinct areas of burnout, not one in the same
Ghorpade, Lackritz, & Singh (2007)	265 full-time instructors from a large state university	X			Big Five Factor Model	Regression analysis	Burnout related to personality; costly to organization, teacher, & students
Goldring, Huff, May, & Camburn (2008)	46 principals	X			Contingency Leadership & Individual Attributes	Cluster analysis	Multi-faceted roles of principals; emphases by principals differ in allocation of time
Hakanen, Bakker, & Schaufeli (2006)	2038 elementary and secondary teachers from Finland	X			Job Demands-Resources Model	Cross analysis	Direct relationship between working conditions and employee well-being
Hall, Pearson, & Carroll (1992)	Two groups of teachers from large urban school district (n=189)	X			Teacher Characteristics and Activities	Stepwise discriminant function analysis	Reasons contributing to attrition include insufficient rewards and recognition, limited opportunities for advancement, and stressful working conditions

Author(s)	Sample	Methodology			Theoretical Framework	Design	Findings
		QUAN	QUAL	MIX			
Hanson (2006)	294 teachers from high- and low-stakes testing areas	X			Job-Person Mismatch	Cross-sectional ANOVA	High-stakes teachers have higher rates of burnout than low-stakes teachers
Huysman (2008)	85 teachers from 1 small Florida school district			X	"Grow Your Own"	Correlation	Teachers frustrated because of conflicting professional & social roles and being unappreciated
Jepson & Forrest (2006)	95 teachers	X			Personality Fit	Multiple regression	Positive relationships between Type A personalities, personal achievement, and stress; negative relationships between stress and occupational commitment
Kokkinos (2007)	447 teachers in Cyprus	X			Big Five Factor Model	Cross-sectional ANOVA	Personality and work-related stressors associated with burnout
Kokkinos, Panayiotou, & Davazoglou (2005)	465 primary school teachers & 141 undergraduate students	X			Big Five Personality Traits	MANOVA	Burnout and personality affect how teachers appraise student behavior

Author(s)	Sample	Methodology			Theoretical Framework	Design	Findings
		QUAN	QUAL	MIX			
Lymas (1992)	24 middle school principals and 387 tenured teachers	X					Teacher dissatisfaction associated with type of principal power
Montgomery & Rupp	65 studies between 1998-2003				Key construct relationships of stress	Correlational meta-analysis	Strongest stressors: teachers' coping mechanisms, personality mediators, and burnout potential
Schlichte, Yssel, & Merbler (2005)	5 1st yr. special education teachers		X		Relationship and support	Case study	When support is not in place, first year teachers often opt to leave their teaching positions
Skaalvik & Skaalvik (2007)	244 teachers	X			Social Cognitive Theory	Factor analysis	Teacher self-efficacy strongly related to collective teacher efficacy and burnout
Suppovitz, Sirinides, & May (2010)	721 teachers & data from 38 elementary and middle schools	X			Principal and Peer Influence	Multi-level structural equation modeling	Principal leadership and teacher peer influence is associated with teachers' instructional practices
The Southeast Center for Teaching Quality (2005a)	34,000 teachers in North Carolina	X			Working conditions	Correlation analysis	Critical aspect of working conditions which increase student achievement and retaining teachers

Author(s)	Sample	Methodology			Theoretical Framework	Design	Findings
		QUAN	QUAL	MIX			
The Southeast Center for Teaching Quality (2005a)	15,200 teachers in South Carolina	X			Working conditions	Correlation analysis	Critical aspect of working conditions which increase student achievement and retaining teachers
Ulriksen (1996)	64 teachers of grades 7-12 and 16 principals in CA			X	Motivation -Hygiene Model	Factor analysis	Job satisfaction comes from recognition, achievement, and work itself
Xiaofu & Qiwen (2007)	229 teachers in China	X			Organizational Climate	Regression analysis	Positive school climate is related to teacher job satisfaction

Appendix C

District Permission Request Letter

DISTRICT CONTACT
DISTRICT ADDRESS

Dear NAME:

Please accept this letter to request permission from you to conduct a research study in DISTRICT Schools. I would like to conduct this study regarding middle school teacher burnout in rural school in the spring semester 2011 before school dismisses for the summer.

Research has shown that teacher burnout has a direct effect on students, the teachers themselves, and the school as a whole. This research examines middle school teacher burnout in attempt to identify links between this burnout and other mitigating factors to help determine precipitators. This information can then possibly be utilized to provide effective professional development in order to intercede.

The participation will consist of the researcher (i.e., myself) to meet with the faculty in one of their regularly scheduled meetings. surveys will be administered and faculty will be asked to complete those at that time. The surveys should take 15-20 minutes to complete. No further time or effort will be required by your staff.

In order to participate, please complete the attached form and return it to me as soon as possible.

If you would like more information about this study, you may reach me via e-mail at cbgaines@utk.edu or by phone at 865-974-0850.

Sincerely,

Cherie B. Gaines
Ph.D. Candidate
The University of Tennessee
College of Education, Health, and Human Sciences
Educational Leadership and Policy Studies
314 Bailey Education Complex
Knoxville, TN 37996

cc: Dr. Ernest W. Brewer, Professor and Committee Chair

Appendix D

School Permission Request Letter

PRINCIPAL
SCHOOL ADDRESS
DATE

Dear PRINCIPAL:

Permission has been received from your school district to conduct research in the middle schools of DISTRICT. The study examines middle school teacher burnout and the possible variables which may affect this burnout. Participation in the study will include teacher completion of a survey packet which should take 15-20 minutes to complete. In order to collect data, I am requesting that I be allowed to attend an upcoming faculty meeting in order to disseminate these surveys and collect the completed packet before I leave. Teachers should be assured that their participation is completely voluntary, and their responses will be confidential.

If you have questions or concerns, or if you would like a copy of the signed permission form from your district, please contact me using the information below. I will be contacting you soon to arrange a time for me to meet with your faculty. At that time, I will ask you to sign an agreement to participate in the study.

I look forward to working with you on this project.

Sincerely,

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cc: Dr. Ernest W. Brewer, Professor and Committee Chair

Appendix E

Maslach Burnout Inventory—Educator's Survey

Educators Survey

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

HOW OFTEN 0 - 6	Statements:
1. _____	I feel emotionally drained from my work.
2. _____	I feel used up at the end of the workday.
3. _____	I feel fatigued when I get up in the morning and have to face another day on the job.
4. _____	I can easily understand how my students feel about things.
5. _____	I feel I treat some students as if they were impersonal objects.
6. _____	Working with people all day is really a strain for me.
7. _____	I deal very effectively with the problems of my students.
8. _____	I feel burned out from my work.
9. _____	I feel I'm positively influencing other people's lives through my work.
10. _____	I've become more callous toward people since I took this job.
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 to some students.
16. _____	Working with people directly puts too much stress on me.
17. _____	I can easily create a relaxed atmosphere with my students.
18. _____	I feel exhilarated after working closely with my students.
19. _____	I have accomplished many worthwhile things in this job.
20. _____	I feel like I'm at the end of my rope.
21. _____	In my work, I deal with emotional problems very calmly.
22. _____	I feel students blame me for some of their problems.

(Administrative use only)		cat.		cat.		cat.
	EE: _____	_____	DP: _____	_____	PA: _____	_____

Appendix F

Organizational Climate Description Questionnaire-RM

OCDQ-RM

Directions: The following are statements about your school, Please indicate the extent to which each statement characterizes your school.	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs
1. The principal compliments teachers.	1	2	3	4
2. Teachers have parties for each other.	1	2	3	4
3. Teachers are burdened with busywork.	1	2	3	4
4. Routine duties interfere with the job of teaching.	1	2	3	4
5. Teachers "go the extra mile" with their students.	1	2	3	4
6. Teachers are committed to helping their students.	1	2	3	4
7. Teachers help students on their own time.	1	2	3	4
8. Teachers interrupt other teachers who are talking in staff meetings.	1	2	3	4
9. The principal rules with an iron fist.	1	2	3	4
10. The principal encourages teacher autonomy.	1	2	3	4
11. The principal goes out of his/her way to help teachers.	1	2	3	4
12. The principal is available after school to help teachers when assistance is needed.	1	2	3	4
13. Teachers invite other faculty members to visit them at home.	1	2	3	4
14. Teachers socialize with each other on a regular basis.	1	2	3	4
15. The principal uses constructive criticism.	1	2	3	4
16. Teachers who have personal problems receive support from other staff members.	1	2	3	4
17. Teachers stay after school to tutor students who need help.	1	2	3	4
18. Teachers accept additional duties if students will benefit.	1	2	3	4
19. The principal looks out for the personal welfare of the faculty.	1	2	3	4
20. The principal supervises teachers closely.	1	2	3	4
21. Teachers leave school immediately after school is over.	1	2	3	4
22. Most of the teachers here accept the faults of their colleagues.	1	2	3	4
23. Teachers exert group pressure on non-conforming faculty members.	1	2	3	4
24. The principal listens to and accepts teachers' suggestions.	1	2	3	4
25. Teachers have fun socializing together during school time.	1	2	3	4
26. Teachers ramble when they talk at faculty meetings.	1	2	3	4
27. Teachers are rude to other staff members.	1	2	3	4
28. Teachers make "wise cracks" to each other during meetings.	1	2	3	4
29. Teachers mock teachers who are different.	1	2	3	4
30. Teachers don't listen to other teachers.	1	2	3	4
31. Teachers like to hear gossip about other staff members.	1	2	3	4
32. The principal treats teachers as equals.	1	2	3	4
33. The principal corrects teachers' mistakes.	1	2	3	4
34. Teachers provide strong social support for colleagues.	1	2	3	4
35. Teachers respect the professional competence of their colleagues.	1	2	3	4
36. The principal goes out of his/her way to show appreciation to teachers.	1	2	3	4
37. The principal keeps a close check on sign-in times.	1	2	3	4
38. The principal monitors everything teachers do.	1	2	3	4
39. Administrative paperwork is burdensome at this school.	1	2	3	4
40. Teachers help and support each other.	1	2	3	4
41. The principal closely checks teacher activities.	1	2	3	4
42. Assigned non-teaching duties are excessive.	1	2	3	4
43. The interactions between team/unit members are cooperative.	1	2	3	4
44. The principal accepts and implements ideas suggested by faculty members.	1	2	3	4
45. Members of teams/units consider other members to be their friends.	1	2	3	4
46. Extra help is available to students who need help.	1	2	3	4
47. Teachers volunteer to sponsor after school activities.	1	2	3	4
48. Teachers spend time after school with students who have individual problems.	1	2	3	4
49. The principal sets an example by working hard himself/herself.	1	2	3	4
50. Teachers are polite to one another.	1	2	3	4

Appendix G

Demographics Questionnaire

Teacher Demographics - K-12

1) What is your age?

- O 22-25
- O 26-30
- O 31-40
- O 41-50
- O 51-60
- O 61 or over

2) Are you male or female?

- O Male
- O Female

3) What subject area do you teach most often? (Please choose one.)

- O Reading/Language Arts
- O Math
- O Science
- O Social Studies
- O Special Education
- O Related Arts
- O Other

4) What grade do you teach most often? (Please choose one.)

- O 5
- O 6
- O 7
- O 8
- O Other

5) How many total years have you been teaching?

- O 1-3
- O 4-9
- O 10-14
- O 15-19
- O 20-24
- O 25+

6) What is the highest level of education you have completed?

- O 4-Year College Degree (BA, BS)
- O Master's Degree
- O Education Specialist's Degree
- O Doctoral Degree

Appendix H

MBI-ES Results with High, Moderate, Low Categorization

Dist	Schl	Tchr	EE Score	EE Category	DP Score	DP Category	PA Score	PA Category
1	1	1	10	Low	6	Low	44	Low
1	1	2	15	Low	3	Low	35	Moderate
1	1	3	16	Low	2	Low	43	Low
1	1	4	45	High	16	High	40	Low
1	1	7	22	Moderate	6	Low	39	Low
1	1	8	17	Moderate	11	Moderate	33	Moderate
1	1	9	25	Moderate	2	Low	39	Low
1	1	10	17	Moderate	3	Low	41	Low
1	1	11	23	Moderate	10	Moderate	43	Low
1	1	12	38	High	18	High	35	Moderate
1	1	13	27	High	0	Low	42	Low
1	1	14	19	Moderate	0	Low	48	Low
1	1	15	18	Moderate	0	Low	40	Low
1	1	16	27	High	13	High	36	Moderate
1	1	17	12	Low	2	Low	46	Low
1	1	18	31	High	4	Low	28	High
1	1	19	34	High	20	High	33	Moderate
1	1	20	43	High	16	High	31	High
1	1	21	41	High	17	High	39	Low
2	1	1	9	Low	2	Low	30	High
2	1	2	25	Moderate	6	Low	38	Moderate
2	1	4	24	Moderate	8	Moderate	44	Low
2	1	5	19	Moderate	12	Moderate	41	Low
2	1	6	20	Moderate	13	High	33	Moderate
2	1	7	26	Moderate	7	Moderate	32	Moderate
2	1	8	23	Moderate	11	Moderate	44	Low
2	1	9	28	High	16	High	30	High
2	1	10	5	Low	2	Low	37	Moderate
2	1	12	8	Low	1	Low	42	Low
2	1	14	18	Moderate	1	Low	45	Low
2	1	15	13	Low	9	Moderate	40	Low
2	1	17	13	Low	0	Low	42	Low
2	1	18	29	High	2	Low	35	Moderate

Dist	Schl	Tchr	EE Score	EE Category	DP Score	DP Category	PA Score	PA Category
2	1	19	37	High	7	Moderate	36	Moderate
2	1	20	21	Moderate	4	Low	48	Low
2	1	21	9	Low	2	Low	42	Low
2	1	22	30	High	17	High	31	High
2	1	23	26	Moderate	15	High	34	Moderate
2	1	24	18	Moderate	7	Moderate	27	High
2	1	25	12	Low	1	Low	28	High
2	1	26	16	Low	4	Low	38	Moderate
2	1	27	8	Low	0	Low	48	Low
2	1	29	45	High	18	High	33	Moderate
2	1	30	29	High	3	Low	37	Moderate
2	1	31	13	Low	3	Low	38	Moderate
2	1	32	4	Low	1	Low	46	Low
2	1	33	33	High	10	Moderate	30	High
2	1	34	4	Low	2	Low	33	Moderate
2	1	35	17	Moderate	0	Low	47	Low
3	1	1	23	Moderate	2	Low	45	Low
3	1	2	40	High	10	Moderate	37	Moderate
3	1	3	35	High	8	Moderate	32	Moderate
3	1	5	31	High	12	Moderate	32	Moderate
3	1	6	23	Moderate	5	Low	37	Moderate
3	1	7	22	Moderate	8	Moderate	38	Moderate
3	1	8	30	High	16	Moderate	39	Moderate
3	1	9	26	Moderate	14	High	30	High
3	1	10	25	Moderate	11	Moderate	36	Moderate
3	1	11	35	High	13	High	28	High
3	1	12	32	High	16	High	39	Low
3	1	13	39	High	11	Moderate	30	High
3	1	14	12	Low	10	Moderate	38	Moderate
3	1	16	21	Moderate	6	Low	42	Low
3	1	17	16	Low	2	Low	45	Low
3	1	18	36	High	11	Moderate	30	High
3	1	19	40	High	13	High	39	Low
3	1	20	6	Low	1	Low	28	High
3	1	21	32	High	11	Moderate	24	High
3	1	22	5	Low	1	Low	39	Low

Dist	Schl	Tchr	EE Score	EE Category	DP Score	DP Category	PA Score	PA Category
3	1	24	13	Low	1	Low	40	Low
3	1	25	26	High	7	Moderate	31	High
3	1	26	14	Low	1	Low	45	Low
3	1	27	16	Low	1	Low	39	Low
3	1	28	33	High	5	Low	39	Low
3	1	29	33	High	2	Low	37	Moderate
3	1	30	14	Low	0	Low	38	Moderate
3	1	31	22	Moderate	12	Moderate	34	Moderate
3	1	32	15	Low	2	Low	42	Low
3	1	33	16	Low	10	Moderate	41	Low
3	1	34	22	Moderate	13	High	35	Moderate
3	1	35	25	Moderate	10	Moderate	25	High
3	1	36	19	Moderate	9	Moderate	29	High
3	1	37	26	Moderate	5	Low	35	Moderate
3	1	38	26	Moderate	6	Low	41	Low
3	1	39	24	Moderate	14	High	45	Low
3	1	40	15	Low	0	Low	47	Low
3	1	41	34	High	6	Low	45	Low
3	1	42	14	Low	2	Low	45	Low
3	1	43	11	Low	0	Low	34	Moderate
3	1	44	22	Moderate	0	Low	47	Low
3	1	45	33	High	11	Moderate	37	Moderate
3	1	46	13	Low	8	Moderate	36	Moderate
3	1	47	8	Low	1	Low	39	Low
3	1	48	20	Moderate	6	Low	37	Moderate
3	1	49	9	Low	4	Low	40	Low
3	1	50	22	Moderate	22	High	45	Low
3	1	51	13	Low	7	Moderate	40	Low
3	1	52	9	Low	0	Low	42	Low
3	2	1	28	High	6	Low	35	Moderate
3	2	2	38	High	17	High	29	High
3	2	3	16	Low	4	Low	19	High
3	2	4	31	High	6	Low	46	Low
3	2	5	39	High	10	Moderate	34	Moderate
3	2	6	37	High	9	Moderate	41	Low
3	2	7	16	Low	4	Low	42	Low

Dist	Schl	Tchr	EE Score	EE Category	DP Score	DP Category	PA Score	PA Category
3	2	8	17	Moderate	10	Moderate	38	Moderate
3	2	9	38	High	6	Low	33	Moderate
3	2	10	28	High	16	High	33	Moderate
3	2	11	25	Moderate	6	Low	34	Moderate
3	2	12	41	High	14	High	37	Moderate
3	2	13	43	High	7	Moderate	41	Low
3	2	14	18	Moderate	9	Moderate	27	High
3	2	15	19	Moderate	9	Moderate	26	High
3	2	16	26	Moderate	9	Moderate	34	Moderate
3	2	21	18	Moderate	0	Low	41	Low
3	2	22	18	Moderate	7	Moderate	23	High
3	2	23	38	High	9	Moderate	40	Low
3	2	24	32	High	0	Low	34	Moderate
3	2	25	18	Moderate	4	Low	45	Low
3	2	26	39	High	6	Low	41	Low
3	2	26	34	High	12	Moderate	29	High
3	2	27	40	High	13	High	35	Moderate
3	2	29	14	Low	9	Moderate	33	Moderate
3	2	30	23	Moderate	5	Low	42	Low
3	2	31	35	High	12	Moderate	37	Moderate
3	2	32	24	Moderate	2	Low	34	Moderate
3	2	33	31	High	14	High	36	Moderate
3	2	34	35	High	16	High	40	Low
3	2	35	53	High	25	High	28	High
3	2	37	22	Moderate	6	Low	36	Moderate
3	2	39	6	Low	1	Low	42	Low
3	2	40	41	High	7	Moderate	29	High
3	2	41	29	High	8	Moderate	47	Low
3	2	42	33	High	9	Moderate	25	High
3	2	44	19	Moderate	12	Moderate	41	Low
3	2	45	41	High	20	High	30	High
3	2	46	32	High	6	Low	41	Low
3	2	62	32	High	6	Low	39	Low
3	2	63	25	Moderate	12	Moderate	39	Low
3	2	64	18	Moderate	9	Moderate	35	Moderate
3	2	65	29	High	16	High	35	Moderate

Dist	Schl	Tchr	EE Score	EE Category	DP Score	DP Category	PA Score	PA Category
3	2	66	30	High	2	Low	42	Low
3	2	67	21	Moderate	2	Low	33	Moderate
3	2	68	33	High	15	High	32	Moderate
3	2	69	24	Moderate	10	Moderate	35	Moderate
3	2	70	39	High	5	Low	36	Moderate
3	2	71	51	High	12	Moderate	40	Low
3	3	4	34	High	13	High	31	High
3	3	7	42	High	12	Moderate	29	High
3	3	8	7	Low	1	Low	46	Low
3	3	9	9	Low	4	Low	42	Low
3	3	10	29	High	5	Low	46	Low
3	3	11	23	Moderate	3	Low	43	Low
3	3	12	34	High	17	High	32	Moderate
3	3	13	30	High	7	Moderate	34	Moderate
3	3	14	30	High	6	Low	27	High
3	3	15	30	High	9	Moderate	43	Low
3	3	17	33	High	22	High	40	Low
3	3	18	6	Low	0	Low	48	Low
3	3	19	27	High	9	Moderate	36	Moderate
3	3	20	19	Moderate	3	Low	41	Low
3	3	21	31	High	8	Moderate	36	Moderate
3	3	22	38	High	16	High	37	Moderate
3	3	23	23	Moderate	10	Moderate	34	Moderate
3	3	24	35	High	6	Low	44	Low
3	3	25	29	High	10	Moderate	35	Moderate
3	3	26	29	High	10	Moderate	38	Moderate
3	3	27	45	High	14	High	29	High
3	3	28	33	High	10	Moderate	39	Low
3	3	29	44	High	19	High	23	High
3	3	30	42	High	27	High	13	High
3	3	31	47	High	19	High	36	Moderate
3	3	32	39	High	18	High	37	Moderate
3	3	33	36	High	8	Moderate	35	Moderate
3	3	36	43	High	14	High	21	High
3	3	37	43	High	20	High	29	High
3	3	38	31	High	5	Low	30	High

Dist	Schl	Tchr	EE Score	EE Category	DP Score	DP Category	PA Score	PA Category
3	3	51	36	High	23	High	35	Moderate
3	3	52	41	High	23	High	36	Moderate
3	3	53	44	High	21	High	25	High
3	3	54	31	High	17	High	32	Moderate
3	3	55	48	High	21	High	30	High
3	3	57	47	High	26	High	27	High
3	3	59	8	Low	1	Low	38	Moderate
4	1	1	28	High	6	Low	38	Moderate
4	1	2	22	Moderate	6	Low	42	Low
4	1	3	9	Low	3	Low	37	Moderate
4	1	6	16	Low	3	Low	43	Low
4	1	7	20	Moderate	3	Low	45	Low
4	1	9	25	Moderate	10	Moderate	41	Low
4	1	12	30	High	6	Low	46	Low
4	1	13	22	Moderate	6	Low	46	Low
4	1	14	8	Low	3	Low	47	Low
4	1	22	11	Low	3	Low	40	Low
4	1	24	38	High	1	Low	42	Low
4	1	29	27	High	2	Low	39	Low
4	1	30	18	Moderate	5	Low	36	Moderate
4	1	35	3	Low	6	Low	34	Moderate
4	1	37	19	Moderate	2	Low	48	Low
4	1	38	19	Moderate	8	Moderate	33	Moderate
4	1	39	42	High	11	Moderate	29	High
4	1	40	32	High	5	Low	34	Moderate
4	1	45	34	High	21	High	37	Moderate
5	1	1	21	Moderate	6	Low	40	Low
5	1	2	15	Low	3	Low	36	Moderate
5	1	3	43	High	15	High	24	High
5	1	4	27	High	13	High	38	Moderate
5	1	5	15	Low	3	Low	47	Low
5	1	6	25	Moderate	3	Low	36	Moderate
5	1	7	19	Moderate	5	Low	34	Moderate
5	1	8	15	Low	4	Low	33	Moderate
5	1	9	45	High	25	High	40	Low
5	1	10	42	High	6	Low	48	Low

Dist	Schl	Tchr	EE Score	EE Category	DP Score	DP Category	PA Score	PA Category
5	1	11	14	Low	9	Moderate	26	High
5	1	12	40	High	6	Low	42	Low
5	1	13	14	Low	6	Low	36	Moderate
5	1	14	3	Low	0	Low	30	High
5	1	15	21	Moderate	5	Low	42	Low
5	1	16	36	High	8	Moderate	40	Low
5	1	17	30	High	2	Low	43	Low
5	1	18	35	High	1	Low	44	Low
5	1	19	6	Low	2	Low	47	Low
5	1	20	10	Low	5	Low	38	Moderate
5	1	21	17	Moderate	3	Low	45	Low
5	1	22	39	High	1	Low	45	Low
5	1	23	20	Moderate	7	Moderate	37	Moderate
5	1	24	12	Low	9	Moderate	26	High
5	1	25	12	Low	2	Low	39	Low
5	1	26	25	Moderate	5	Low	39	Low
5	1	27	22	Moderate	10	Moderate	18	High
5	1	28	16	Low	1	Low	45	Low
5	1	29	28	High	2	Low	44	Low
5	1	30	18	Moderate	6	Low	42	Low
5	1	31	22	Moderate	4	Low	30	High
5	1	32	9	Low	0	Low	46	Low
5	1	33	21	Moderate	6	Low	37	Moderate
5	1	34	30	High	13	High	39	Low
5	1	35	30	High	5	Low	34	Moderate
5	1	36	19	Moderate	9	Moderate	44	Low
5	1	37	32	High	11	Moderate	34	Moderate
5	1	38	28	High	18	High	36	Moderate
5	1	39	41	High	19	High	26	High
5	1	40	22	Moderate	5	Low	33	Moderate
5	1	41	22	Moderate	5	Low	41	Low
5	1	42	25	Moderate	8	Moderate	34	Moderate
5	1	43	20	Moderate	10	Moderate	44	Low
5	1	44	33	High	4	Low	39	Low
6	1	1	23	Moderate	4	Low	43	Low
6	1	2	34	High	18	High	30	High

Dist	Schl	Tchr	EE Score	EE Category	DP Score	DP Category	PA Score	PA Category
6	1	3	15	Low	6	Low	45	Low
6	1	5	23	Moderate	3	Low	35	Moderate
6	1	6	27	High	15	High	25	High
6	1	7	9	Low	8	Moderate	43	Low
6	1	11	20	Moderate	8	Moderate	42	Low
6	1	14	16	Low	9	Moderate	46	Low
6	1	15	24	Moderate	10	Moderate	32	Moderate
6	1	16	17	Moderate	5	Low	43	Low
6	1	17	41	High	18	High	17	High
6	1	19	26	Moderate	3	Low	35	Moderate
6	1	20	31	High	0	Low	47	Low
7	1	1	18	Moderate	11	Moderate	19	High
7	1	2	25	Moderate	4	Low	41	Low
7	1	3	19	Moderate	10	Moderate	37	Moderate
7	1	4	15	Low	0	Low	44	Low
7	1	6	25	Moderate	7	Moderate	37	Moderate
7	1	7	30	High	8	Moderate	35	Moderate
7	1	8	12	Low	2	Low	39	Low
7	1	9	27	High	6	Low	33	Moderate
7	1	10	32	High	8	Moderate	30	High
7	1	12	31	High	17	High	32	Moderate
7	1	13	23	Moderate	10	Moderate	22	High
7	1	14	28	High	11	Moderate	28	High
7	1	15	3	Low	1	Low	44	Low
7	1	17	35	High	3	Low	31	High
7	1	23	8	Low	8	Moderate	42	Low
7	1	24	18	Moderate	1	Low	44	Low
7	1	25	20	Moderate	2	Low	42	Low
7	1	26	22	Moderate	0	Low	41	Low
7	1	27	20	Moderate	4	Low	42	Low
7	1	28	42	High	12	Moderate	42	Low
7	1	29	4	Low	1	Low	42	Low
7	1	30	13	Low	3	Low	39	Low

Vita

Cherie Barnett Gaines was born in Rockwood, Tennessee, on November 5, 1971. She was raised in Kingston, Tennessee, and went to elementary and middle school at Midway in a rural area of Kingston. After transferring to Roane County High School, she graduated in 1990. From there, she worked and went to college intermittently, earning the following degrees: A.S. in Elementary Education from Roane State Community College (RSCC) in Harriman, TN; B.S. in Multidisciplinary Studies from Tennessee Technological University (TTU) in Cookeville, TN; M.S. in Instructional Leadership from TTU; and Ed.S. in Instructional Leadership from TTU.

During the time of earning the advanced degrees, Cherie worked as an English, reading, and science teacher at middle schools in Anderson, Loudon, and Roane counties, as well as teaching as an adjunct instructor for RSCC. While a student at UTK, Cherie held positions as an Independent Contractor for the Niswonger Foundation, a Graff Scholar in ELPS, and a graduate student working in both the Pre-College Enrichment Program and the ELPS department. Cherie will receive her doctorate in Education with a concentration in Educational Administration and Supervision for the Educational Leadership and Policy Studies Department (ELPS) at The University of Tennessee in Knoxville, Tennessee (UTK).