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TEACHER JOB SATISFACTION AND TEACHER BURNOUT AS A PRODUCT OF
YEARS OF EXPERIENCE IN TEACHING

by
Kristin A. Camilli

A Thesis

Submitted in partial fulfillment of the requirements of the Master of Arts Degree
of
The Graduate School
at
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Approved by

Date Approved 5/4/04

ABSTRACT

Kristin A. Camilli

Teacher Job Satisfaction and Teacher Burnout as a Product of Years of Experience in Teaching
2004

Dr. John Klanderman and Dr. Roberta Dihoff
Master of Arts School Psychology

As job satisfaction in adulthood has become an important source of personal fulfillment, research in this area has increased in recent years. Teacher job satisfaction and burnout are among the most important factors contributing to the problem of teacher retention. The purpose of the present study was to determine whether years of teaching experience is a predictive factor of job satisfaction and burnout. The study included 60 participants ranging in teaching experience from 1 year to 44 years. It was hypothesized that teachers who have been in the profession for 1-2 or 3-10 years will be less satisfied and will have lower rates of burnout than teachers who have been in the profession 11-19 and 20 or more years. It was also hypothesized that teachers who have scored high on the burnout scale will have lower scores on the Rotter locus of control scale. A two-way analysis of variance (ANOVA) and the Pearson correlation were used to determine significance. Statistical analysis determined that each of the null hypotheses be accepted. The results of the present study support some of the previous research which found that years of teaching experience was not a significant predictor of teacher job satisfaction and burnout.

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CHAPTER ONE

NEED

This study is needed in order to gain information as to the factors that affect both burnout and job satisfaction among teachers. This study will add to the existing body of knowledge as to what differences may exist between new and established teachers in regards to job satisfaction and burnout. One important factor predicting teacher job satisfaction is time spent in the field. Teacher retention is a common problem facing school districts today, especially with the recent addition of the “No Child Left Behind” policy. Schools and educators have come under fire and are pressured to have satisfactory state testing scores from their students. New teachers are the largest group of teachers leaving the field each year. School districts are in need of some suggestions as to how to retain these teachers. Research in this area may lead to new policies being implemented in order to help new teachers adjust to the field and therefore elevating their job satisfaction.

PURPOSE

The purpose of this study is to gain information about the level of job satisfaction and burnout of teachers. Particularly to gain information as whether or not new teachers and novice teachers are less satisfied with their jobs than established teachers and veteran teachers and if new and novice teachers experience more burnout than established teachers and veteran teachers.

HYPOTHESIS

The hypothesis is that new teachers and novice teachers will be less satisfied with their jobs than established teachers and veteran teachers. Also, it is hypothesized that new teachers and novice teachers will have a lower incidence of burnout than established teachers and veteran teachers. Finally, it is hypothesized that those teachers with higher scores on the burnout survey will have lower internal locus of control scores.

Dependent Variable: Score on Teacher Job Satisfaction survey, score on Teacher Burnout Scale, and score on the Rotter scale.

Independent Variable: New Teacher, Novice Teacher, Established Teacher or Veteran Teacher

THEORY

New teachers entering the field have one important thing in common with established teachers in the career; they spend the majority of their life at work. Teachers spend a minimum of 6 hours per day directly involved with their students. They spend another minimum of 3 hours each day in related teaching activities including preparing, coaching, advising, and attending professional meetings. Therefore, any stress they experience in relation to their job carries over into the rest of their life and have a significant effect on their overall happiness. If a teacher is unhappy at work, chances are he or she is unhappy in general.

Stress and Depression have been long studied and hypothesized to go hand in hand. According to the DSM IV, Major life changes lead to stress which can contribute to

a depressive episode. When one is experiencing significant stress and possible depression, it is likely that they will not be experiencing satisfaction with their life in general and possibly with their profession in particular. New teachers and novice teachers are more likely to be in the midst of changes in their lives. Many have just graduated from college, are beginning a new career, may have relocated, and may be adjusting to a new found independence. Established teachers and Veteran teachers are less likely to be facing as many of these life changes resulting in less overall stress in their life.

There are many factors that contribute to job satisfaction. Of these, perceived stress may be the most interesting. Whether one believes that they have control over their world has a significant impact on how the stress in their life affects them. Someone who believes that they do not have control over events in their life may be affected more negatively by stress in the workplace simply because they perceive this stress as a greater threat due to the fact that they can not make it stop or go away.

This idea of Locus of Control has been the focus of much research. The Rotter Scale is one self-report measure designed to assess whether or not a person feels they have control over events in their life. Locus of Control may help to explain much about one's perceived stress in the workplace. If a teacher is feeling stressed in the workplace but feels that they have no control over this stress, it is more likely that they will be impacted more negatively by this stress and its perceived attributes.

On the opposite end, you have people who believe they control what happens in

their lives. “Internal locus-of-control individuals report lower anxiety and higher self-esteem,” (Schultz, 2001). These teachers would not suffer as greatly from stress in the workplace as they are more apt to attempt to change whatever is causing the stress.

Stress in the workplace has a direct effect on one’s job satisfaction. Stress in the workplace and low job satisfaction have one severe manifestation; burnout. Career burnout is a very real threat to virtually all members of the workforce. Burnout in teaching is a topic that has received considerable attention in research and is responsible for the loss of many teachers from the profession. Often burnout is associated with being in a certain profession for an extended amount of time, but often new teachers suffer from feelings of burnout. The stressors that new teachers may be facing in the classroom compound the other life changes that are causing additional stress. “Many teachers also experience what has been called reality shock when they take their first job and confront the harsh and rude reality of everyday classroom life,” (Woolfolk, 2001). This initial classroom experience is often very different from the teacher’s preceding training and this reality shock can manifest itself in symptoms that are classified as professional burnout.

DEFINITIONS

New Teachers: Teachers who have been employed in a faculty position for 1-5 years.

Novice Teachers: Teachers who have been employed in a faculty position for 6-12 years

Established Teachers: Teachers who have been employed in a faculty position for 13-20 years.

Veteran Teachers: Teachers who have been employed in a faculty position for 21 or more years.

ASSUMPTIONS

This study is assuming that all respondents of the survey are responding accurately and that the district sampled does not differ significantly from other districts. This study is assuming that all job satisfaction and burnout ratings are not the result of any situational factors but are an accurate description of the teacher's true feelings. This study assumes that the recent addition of the "No Child Left Behind" policy will not skew the ratings of job satisfaction and burnout. There is assumed to be no experimenter bias at work in this study, as the experimenter was the only person testing all individuals. Also, as the surveys are anonymous, it is assumed that worries about confidentiality will not affect the results of this study. This study is also assuming that there are no district wide situations that would cause a difference in job satisfaction ratings.

LIMITATIONS

This study is limited by a small sample size. One district is being used to measure job satisfaction and burnout which limits the generalizability of this study. Results of this study may be influenced by the sample district's socioeconomic status and geographic region. There may also be situations specific to this district that prevents the

results from being generalized to the general population of teachers. Finally, the recent implementation of the “No child left behind” policy may have a negative effect on the rating of job satisfaction and a positive effect on ratings of burnout on the sampled teachers.

SUMMARY

In Chapter 2, relevant research on the topic of teacher burnout and job satisfaction will be reviewed and presented in summary format. In chapter 3 the methods and design of the study will be discussed at length. In subsequent chapters the study’s results will be analyzed, summarized, and discussed.

CHAPTER TWO

STUDIES OF TEACHER JOB SATISFACTION

Beverly Klecker, and William E. Loadman presented a paper at a meeting of the Mid-western Educational Research Association entitled, "Exploring Teacher Job Satisfaction Across Years of Teaching Experience." This study explored the relationship between job satisfaction and years of experience in teaching, and was also interested in discovering which aspects of teaching were most and least satisfying. Subjects included 4,076 from Ohio schools and were asked to complete the National Survey of Teacher Education Graduates Job Satisfaction Subscale developed by Freeman, Loadman and Kennedy. This scale addressed seven different aspects of job satisfaction. There were no significant findings between job satisfaction and both salary and working conditions. Teachers with five or fewer years of teaching experience were more satisfied with the following aspects of teaching; opportunities for advancement, level of personal and professional challenge, and level of decision making/autonomy. Teachers with less teaching experience also had higher ratings on interaction factors and were found to have a significantly higher rating of job satisfaction overall. The pattern of overall job satisfaction showed a steady decline as years of experience increased. In regards to the most satisfying and least satisfying parts of teaching, all teachers were in agreement. The most satisfying aspect was student involvement, and the least satisfying was salary and benefits.

A study conducted by Malcolm A. Lowther, Stephen J. Gill, and Larry C. Coppard entitled "Age and the Determinants of Teacher Job Satisfaction" investigated the effects of teacher age on job satisfaction. Subjects were taken from earlier national studies of employment probability and totaled 182 teachers. All participants filled out three national surveys which contained questions about rewards the subjects got from work, job satisfaction, and what the subjects value in a job. Age was found to be significantly related to each of these factors. Job values were found to decrease with age, job rewards were found to increase with age, and job satisfaction was also found to increase with age. These findings agreed with findings of earlier studies in regards to the effects of age on job satisfaction.

"Job Satisfaction in Teachers," conducted by Jade A. Yezzi and David Lester attempted to replicate earlier findings where regular education teachers and special education teachers were found to have no significant differences in job satisfaction. Thirty teachers from suburban New Jersey were given questionnaires designed to measure job satisfaction and need for achievement. The needs for achievement and teacher age were both found to be significantly different between special educators and regular educators. Years of teaching experience was not significant in regards to job satisfaction. This study is limited because of the extremely small sample size; also this sample may have been skewed as there were only three male teachers included.

Ronit Bogler conducted a study called, "Two profiles of schoolteachers: a discriminant analysis of job satisfaction." This study was attempting to separate

predictors of both high job satisfaction and low job satisfaction in teaching. In particular the author focused on demographic variables and principal leadership style. The subjects, 745 teachers in Israel, were asked to complete a questionnaire that addressed both perceptions of the teachers of their principal's leadership styles and perceptions of their own job satisfaction. First the job satisfaction area of the questionnaire was scored, and only respondents scoring at the extremes were included in further analysis. A total of 222 surveys were analyzed further. Some demographic variables were found to be significantly related to job satisfaction. Gender, religion, size of school, and level of school were all found to have significant effects on job satisfaction. Specifically males were more satisfied than females, Jewish were less satisfied than other religions, small schools were more satisfied than large, and lower levels (elementary) were more satisfied than higher (high school). Age of the teacher and degree of education were not found to be statistically significant in regards to job satisfaction. The researcher explains the gender and religion variables as being an effect of the specific population tested due to skewed numbers of females versus males and of Jewish teachers versus other religions. The teachers' perception of principal leadership was also found to have a significant impact on job satisfaction with teachers having a higher level of job satisfaction when they perceived their principals as a positive leader.

“Predictors of Commitment, Job Satisfaction, and Intent to Stay in Teaching: A Comparison of General and Special Educators,” conducted by Bonnie S. Billingsley and Lawrence H. Cross examined various factors related to job satisfaction and job stress as predictive of intention to stay in teaching. Specifically, the researchers were looking at

the variables of age, years of teaching experience, role conflict, role ambiguity, and work involvement. Subjects were surveyed from the Virginia Department of Education files. They were asked to fill out a packet of surveys which included; three separate measures of commitment, a job satisfaction scale, a job involvement scale, a job stress scale, leadership support scale, role conflict and role ambiguity scales, and background information. The findings conflicted with results from earlier studies, as this study found that there was no significant relationship between years in teaching, job commitment, and job satisfaction. No explanation was offered as to these findings.

A study conducted by Xin Ma and Robert B. MacMillan, entitled “Influences of Workplace Conditions on Teachers’ Job Satisfaction” examined the effects of various demographic variables and workplace environment variables on teacher job satisfaction. Subjects were from New Brunswick, Canada and filled out a survey related to Job Satisfaction and conditions of the workplace. Demographic variables examined included age, gender, and years of teaching experience. In terms of years of teaching experience, it was found that the more years of experience in teaching, the more satisfied the teacher was in their professional role. Another significant finding of this study was that in this particular sample, conditions outside of the workplace were more predictive of satisfaction than conditions inside the school. The researchers felt this suggested that the teachers were meeting their environmental needs outside of the school because adequate conditions were not being provided inside of the school.

“Teacher Job Satisfaction and Teacher Job Stress: School Size, Age, and Teaching Experience” conducted by Shirley Green-Reese, Dewayne J. Johnson, and

Wilburn A. Campbell examined the variables named above in a specific teaching population. Secondary Physical Education teachers from Florida and Georgia were given questionnaires designed to assess their job satisfaction. The questionnaire packets consisted of two measures developed by Reese; the Reese Job Satisfaction Scale and the Reese Job-Related Stress Scale. A total of 229 surveys were returned and included in analysis. The researchers took previous evidence that cited job stress as a main contributing factor to lowered job satisfaction; therefore any variable that causes job stress they hypothesize will lower job satisfaction. The size of the school the teacher worked in was found to be significantly related to job stress and also lowered job satisfaction. Age of the teacher and years of teaching experience were not significantly related to increased job stress or to varying levels of job satisfaction.

Roland P. Chaplain conducted a study entitled, "Stress and Job Satisfaction: A Study of English Primary School Teachers." This study was examining different variables hypothesized to affect job satisfaction and job stress. A total of 267 subjects from the Eastern and Northern regions of England participated in this study. A random sample consisting of 35 of the returned surveys were used to conduct interviews with some of the participants. A stress scale, job satisfaction scale, and biographical information sheet were included in the questionnaire packets. In regards to years of teaching experience and job stressors; teachers with less experience were found to be experiencing a significantly greater amount of job stress than others. An interesting pattern was found in relation to years of experience and job satisfaction. The extremes of experience (least and most) were found to have the highest levels of job satisfaction, and

the mid-range was found to have significantly lower amounts of job satisfaction. However, years of teaching experience as a main effect on job satisfaction was not statistically significant. The relationship between job stress and job satisfaction was found to be significant, with greater job stress resulting in lower job satisfaction.

Forty-one elementary school teachers in the San Francisco Bay area served as subjects in a study conducted by Lisa Thorsen-Spano entitled, "A School Conflict Resolution Program: Relationships Among Teacher Attitude, Program Implementation, and Job Satisfaction." This study sought to gain information about job satisfaction and teacher attitudes to conflict resolution workshops and programs. Specifically, the relationship between their openness to conflict resolution programs and any interaction with their level job satisfaction was examined. Other descriptive variables were also analyzed in relationship to job satisfaction. The Minnesota Satisfaction Questionnaire, developed by Weiss in 1967, was used to test job satisfaction. The researcher also developed a questionnaire designed to measure teachers' attitudes to conflict resolution programs in the school. It was hypothesized that teachers who were more open to implementing conflict resolution programs would have higher levels of job satisfaction. This hypothesis was not supported, as job satisfaction levels were not significantly affected by openness to conflict resolution. The age of the teacher, years of teaching experience, type of level of education, and the number of years at the same school were the descriptive factors examined. None of these factors were found to have a significant effect on job satisfaction. This study had some serious limitations, as the subjects were not chosen by random sample and were all known by the author. Therefore, the author

cautions against any generalizations to the greater population.

Craig M. Mertler authored a study titled, “Job Satisfaction and Perception of Motivation among Middle and High School Teachers,” which examined the extent to which motivation levels of teachers, school organizational factors, and demographic variables affect job satisfaction. Subjects were 710 middle and high school teachers from all over the world. The motivation and job satisfaction survey was posted on the internet, and participants were led through the procedure at their own interest and leisure. Some of the variables that were studied include; gender, ethnicity, age, years of teaching experience, and geographic school setting. In regards to motivation, there were no significant findings between motivation and any of the factors studied. In reference to job satisfaction gender, ethnicity, and different school settings were not significant. The age of the teacher and years of teaching experience were statistically significant. Both age and years of experience showed younger, less experienced teachers as having significantly higher rates of job satisfaction than older, more experienced teachers.

“Increasing Teacher Job Satisfaction: A Study of the Changing Role of the Secondary Principal” conducted by Kevin S. Baughman examines both demographic and organizational factors that may affect job satisfaction in secondary school teachers. Subjects included 376 secondary school teachers from 240 school districts in New York State. Three different instruments designed to measure job satisfaction were combined and given to participants of this study. The Teacher Job Satisfaction Questionnaire (Lester, 1987), Organizational Health Inventory (Hoy and Mulhern, 1987), and the Organizational Climate Descriptive Questionnaire- Revised Secondary (Kottkamp,

Mulhern, and Hoy, 1987) were the measures included in the present study. Five factors related to the organizational atmosphere of the school were found to have a significant effect on job satisfaction. A positive morale among teachers, an absence of frustrated teacher behavior, and an emphasis on academics in the school, a supportive principal, and a supportive friendly teacher environment were all significantly related to job satisfaction. Of the demographic factors that were examined (teacher age, years of experience, gender, salary, and level of teacher education) none were found to be significantly related to job satisfaction. This study may be limited, as it only includes secondary school teachers who may differ in some significant way from teachers at other educational levels.

STUDIES OF TEACHER JOB RETENTION

Leslie Marlow, Duane Inman, and Maria Betancourt-Smith conducted a study entitled "Profiling the Likely School Leaver: An Encouraging Look at Schools in a Nine State Sample." This study attempted to identify factors that were descriptive of the teacher likely to leave the field of education. The authors separate these factors into two main categories. There are attitude factors and demographic factors. Gender and years of teaching experience were included in demographic factors. Level taught and various other school environment factors were included under the attitude factors. Nine states were included in the subject pool of this study. A total of 1200 surveys were mailed to teachers from New Mexico, North Carolina, Arizona, Georgia, Texas, Mississippi, Tennessee, Alabama, and Colorado. The analyses consisted of 602 returned surveys. The

most significant finding was in relation to the years of teaching experience. The teachers that expressed the most ideation of leaving the field of education were teachers who have been teaching for 5 years or less. The most common reason cited by teachers thinking of leaving the field was burnout and teacher stress. Another significant finding under the attitude factor was the amount of friendliness between coworkers. Teachers who reported wanting to leave the profession felt isolated and unwelcome by their peers.

“Teachers at Risk: A Profile of the Teacher Predisposed to Quit,” by Bruce W. Hall and DeLos Carroll was a study which also sought to provide a picture of the teacher likely to leave the field of education. Work conditions, demographic variables, and future plans were used to evaluate the teachers’ likelihood of quitting. A total of 310 teachers from central Florida were included in the study. Surveys were distributed which included questions addressing all of the variables of interest. The demographic portion of the survey contained questions about the teacher’s gender, age, and total years of teaching. There were no significant findings between a teachers’ likelihood of leaving the profession and total years of teaching experience. Other factors explored were work conditions and attitude towards education in general. In regards to the teachers’ work conditions, the most significant findings were related to job satisfaction, with teachers who were dissatisfied with their positions expressing more intention of leaving the profession than satisfied teachers. Teachers more likely to leave education also were found to have significantly more negative views of education and teaching in general compared to teachers not planning on leaving the profession.

“Intent to Stay in Teaching,” conducted by Kusmum Singh and Bonnie S. Billingsley examines demographic variables and work environment variables and the role they play in special education teacher retention and job satisfaction. Subjects were special education teachers from the state of Virginia. Included in the demographic variables were the total years of teaching experience. There was a significant finding between this variable and the intent to stay in education. “Teachers who had been in the profession longer were more likely to have a stronger disposition to remain,” (Singh & Billingsley, 1996). Years of teaching experience was found to relate to the special educators level of job satisfaction but this finding was not statistically significant. The authors do not disclose the total number of surveys included in the analyses, and this is an important limitation of the study.

David Miller, Mary Brownell and Stephen Smith conducted a study entitled, “Factors that Predict Teachers Staying in, Leaving, or Transferring from the Special Education Classroom.” This study was designed to examine demographic variables and school environment variables and teacher retention. Special educators from the state of Florida were sampled and a total of 1,152 educators’ surveys were included in the final study. The factors that showed significance of predicting special educator retention were age of the teacher and school climate. The authors fail to describe the specific relation between teacher retention and these significant factors and calls for more focused studies on special educator retention. This omission is a serious limitation of the present study and therefore severely restricts implications and information derived from it.

STUDIES OF TEACHER JOB BURNOUT

“Educator Burnout Revisited: Voices from the Staff Room,” conducted by Brian D. Berg is a study designed to address various demographic variables and their connection to teacher burnout. The subjects were educators from the Seattle area. In addition to demographic information, subjects filled out the Maslach Burnout Inventory developed by Schwab in 1986. Some of the variables explored included gender, age of teacher, level of school taught, and years of teaching experience. No significant findings were reported for both age of teacher and years of teaching experience. There were significant findings for both the gender variable and the level of school taught. Men were found to have more incidences of burnout than women. Teachers who taught at middle or secondary levels were significantly more burnt out than teachers educating students at the elementary level. The author never specifies exactly how many participants were tested, nor does he specify how many teachers from each sex and level were included in the study, therefore there is a question as to how valid his results are.

Yvonne Gold and Patricia Bachelor authored a paper entitled, “Signs of Burnout are Evident for Practice Teachers During the Teacher Training Period.” The authors hypothesized that students involved in their practice teaching experiences would be placed in the burnout category by their scores on the Maslach Burnout Inventory (Schwab, 1986). Subjects were 106 practice teachers from one university. Various demographic variables were explored including; age, marital status, level of school taught, and sex. Marital status, level of school taught, and sex revealed no significant correlations with burnout. Age was significantly related to teacher burnout with younger

practice teachers being less burnt out than older practice teachers. This study is limited in generalizability due to the fact that all of the subjects came from one university and may differ significantly from practice teachers in other parts of the country.

“Predisposition for Burnout Among First-Year Teachers,” by Bruce W. Hall, Melvin G. Villeme, and Steven W. Phillippy was designed to study the incidence of teacher burnout among first-year teachers. Specifically the authors sought to find out if there was a predisposition for burnout among first-year teachers in relation to the level of school they taught and their scholastic ability level as determined by GPA and SAT scores. Subjects were recent graduates of the education department from the University of South Florida. A total of 224 first year teachers filled out questionnaires which included the Teacher Burnout Scale (Lester, 1986). The level of school taught was found to be significantly related to first-year burnout with elementary school teachers being less burnt out than middle and high school teachers. There were no significant findings in regards to burnout and ability level.

“Individual, Situational Contributors to Teacher Burnout,” by Jane S. Brissie, Kathleen V. Hoover-Dempsey, and Otto C. Basler was a study which focused on individual characteristics and their relation to burnout among teachers. The personal characteristics were divided into, “individual variables and individual perceptions,” (Brissie, Hoover-Dempsey, & Basler, 1988). Years of teaching experience was included in the individual variables and teaching efficacy was included in the individual perceptions category. Elementary School teachers from eight different school districts were included in the study. The authors got permission from the principal of each school

and distributed the questionnaires at a school faculty meeting. There were no significant results found between years of teaching experience and teacher burnout found. The authors were not expecting this result, as prior studies have shown a tendency for teacher burnout to rise along with years of experience. The results of this study may not be able to be generalized to the entire population, as the final number of surveys included in the analyses was not disclosed along with the geographic location of subjects.

Isaac A. Friedman conducted a study, "High and Low-Burnout Schools: School Culture Aspects of Teacher Burnout," which was designed to explore demographic variables and school environment variables and their relation to teacher burnout. A total of 1,597 elementary school teachers were included in the study. There were two stages included in this experiment. First teachers in 78 different elementary schools filled out the Maslach Burnout Inventory (Schwab, 1986), and schools were separated into high burnout and low burnout categories based on the scores. Then 12 schools from each category were chosen for more in depth study. The most significant results were in regards to the years of teaching experience. An interesting pattern was found by the researchers. Levels of teacher burnout rose steadily with years of teaching experience and then declined among the highest years of experience. The author does not discuss the geographic region from which the sample was taken which may limit how much the results can be generalized.

"Revisiting Burnout Among Special Education Teachers: do Age, Experience, and Preparation Still Matter," by Robert Zabel and Mary Kay Zabel replicates an earlier

study of special educator burnout. Demographic variables of age, years of teaching experience, and teacher preparation were examined in relation to special educator burnout. A total of 301 special educators from Kansas participated in the present study. The questionnaire packets were made up of a demographic information sheet and the Maslach Burnout Inventory, (Schwab, 1986). There were no significant findings related to the demographic variables examined. The authors were not expecting this complete absence of statistically significant findings, and were looking to future research to provide some explanations.

STUDIES INCLUDING LOCUS OF CONTROL

Barbara M. Byrne conducted a study entitled, “Burnout: Testing for the Validity, Replication, and Invariance of Causal Structure Across Elementary, Intermediate, and Secondary Teachers.” This study differed from most other studies on teacher burnout, as it included some personality characteristics of individuals that may affect levels of burnout. Subjects were teachers of all educational levels from Canada. A total of 3,138 teachers’ questionnaires were included in the final analyses. The Maslach Burnout Inventory (Schwab, 1986) and the Rotter Scale (Rotter, 1966) were included in the questionnaire packet. The findings of this study replicated findings of earlier studies in relation to locus of control and burnout. “Findings have shown increasing evidence that teachers who manifest external locus of control are more likely to suffer from burnout,” (Byrne, 1994). The author does not specify the areas of Canada where subjects were from, therefore generalizability is limited.

CHAPTER THREE

SAMPLE

The sample consisted of elementary, middle, and high school teachers from a public school district in Southern New Jersey. The teachers represent all levels and subjects including advanced placement, general education, and special education. Four elementary schools, 1 middle school, and 1 high school participated in the study. A total of 250 packets were handed out and 60 were returned for a return rate of 24%. The new teacher category (1-5 years) was made up of 18 teachers, 12 teachers fell into the novice teacher group (6-12 years), 12 teachers fell into the established teacher group (13-20 years), and the veteran teacher group (21 years and above) was made up of 18 teachers.

MEASURES

The Teacher Burnout Scale, developed by Seidman and Zager in 1987, was used to assess teacher burnout. This survey contains 21 self-report items on a six point likert scale. This survey takes about 10 minutes to complete and assesses four factors that authors found relevant to burnout: career satisfaction, perceived administrative support, coping with job-related stress, and attitudes toward students.

The original Teacher Burnout Scale contained 65 items which were factor analyzed into the existing 21 items. Test-retest reliability coefficients were reported as; .82 for career satisfaction, .78 for perceived administrative support, .56 for coping with

significant on all four factors. Significant internal consistency was also found on this burnout scale. Scores on the Teacher Burnout Scale were also positively correlated to the Maslach Burnout Inventory.

The Teacher Job Satisfaction Questionnaire, developed in 1984 by Paula Lester, was used to assess job satisfaction. The TJSQ contains 77 self-report items on a five point likert scale. This questionnaire takes about 20 minutes to complete and explores 9 factors that the authors found to be significant to teacher job satisfaction: supervision (14 items), colleagues (10 items), working conditions (7 items), Pay (7 items), Responsibility (8 items), Work Itself (9 items), Advancement (5 items), Security (3 items), and Recognition (3 items). The TJSQ originally included 120 items which were factor analyzed into the 77 that make up the questionnaire today. The validity of the TJSQ is high and was performed through a panel of judges. From the original 120 items, any item with less than 80% agreement was rewritten or taken out. Also, half of the 77 statements in the final questionnaire are written in the positive form, while the other half are written in the negative form to avoid response bias. The reliability coefficients of each factor was significant; .92 supervision, .82 colleagues, .82 work itself, .83 working conditions, .80 pay, .73 responsibility, .81 advancement, .71 security, and .74 recognition.

The Rotter Scale was used to assess locus of control. This questionnaire was developed by Rotter in 1966 and takes about 10 minutes to complete. This scale contains 29 forced choice alternative self-report statements. Original research in formulating this scale used correlations from the questionnaire answers to a person's behaviors and personalities. Reliability and Validity are high in the present form of the Rotter Scale.

METHODS

Permission to test the teachers was obtained in a meeting with the superintendent and assistant superintendent. A letter was drafted by the researcher and distributed to the principals of the district by the assistant superintendent. The individual principals then contacted the researcher and scheduled a time for the researcher to attend a faculty meeting to explain the project and pass out the surveys.

When the survey packets were handed out, the researcher asked participants to complete the packets openly and honestly. The informed consent slip was to be signed and detached from the packet so that the questionnaires remained completely confidential. The researcher provided two envelopes, left in the main office of the school, to collect the completed survey packets. The informed consent was to be placed in one envelope and the completed survey packet in the other. The researcher then picked up all the envelopes from the schools in the district at a later date. At the meeting, the researcher answered any questions and reminded the participants that an instruction sheet was attached to each packet in case the participant needed to be reminded when he or she sat down to complete the survey.

VARIABLES

The independent variable is the number of years the participant has been teaching, (1-5 years, 6-12 years, 13-20 years, and 21 or more years).

There are three dependent variables, since the participants will be completing three surveys, (The Teacher Burnout Scale, The Teacher Job Satisfaction survey, and the Rotter Scale).

DESIGN

A two-way analysis of variance (ANOVA) will be used to assess any differences between groups on the three surveys. This study is considered correlational because the researcher was trying to identify a relationship between the independent and dependent variables. This study is not considered experimental as the researcher did not manipulate any of the variables.

TESTABLE HYPOTHESIS

JOB SATISFACTION AND BURNOUT

Null Hypothesis: No differences will be found in the job satisfaction and burnout rates between participants who have been in the teaching profession for 1-2 years, 3-10 years, 11-19 years, and 20 or more years.

Alternate Hypothesis: Teachers who have been in the profession for 1-2 or 3-10 years will be less satisfied and will have lower rates of burnout than teachers who have been in the profession 11-19 and 20 or more years.

LOCUS OF CONTROL

Null Hypothesis: No difference will be found in the locus of control scores between participants who score high on the teacher burnout scale and participants who do

not score high on the teacher burnout scale.

Alternate Hypothesis: Teachers who have scored high on the burnout scale will have lower scores on the Rotter locus of control scale.

SUMMARY

The purpose of this study was to explore the differences between teachers who have been in the profession for varying numbers of years in job satisfaction, burnout, and locus of control. The Teacher Job Satisfaction Questionnaire, The Teacher Burnout Scale, and the Rotter Scale were all used to measure these factors. Results of this study will be discussed in Chapter 4.

CHAPTER FOUR

This chapter summarizes the data analysis in relation to each hypothesis.

RESTATEMENT OF HYPOTHESES

JOB SATISFACTION AND BURNOUT

Null Hypothesis (Ho): No differences will be found in the job satisfaction and burnout rates between participants who have been in the teaching profession for 1-2 years, 3-10 years, 11-19 years, and 20 or more years.

Alternate Hypothesis (Hi): Teachers who have been in the profession for 1-2 or 3-10 years will be less satisfied and will have lower rates of burnout than teachers who have been in the profession 11-19 and 20 or more years.

LOCUS OF CONTROL

Null Hypothesis (Ho): No difference will be found in the locus of control scores between participants who score high on the teacher burnout scale and participants who do not score high on the teacher burnout scale.

Alternate Hypothesis (Hi): Teachers who have scored high on the burnout scale will have lower scores on the Rotter locus of control scale.

DATA ANALYSIS

A total of 60 participants ranged from being in the teaching profession 1- 44 years. Figure 4.1 shows the breakdown of the number of years each participant has been a

teacher. A two-way analysis of variance (ANOVA) was used to determine whether or not the number of years a teacher has been in the profession is a significant predictor of job satisfaction and burnout rates. The between subject effects were not significant for the job satisfaction survey with $F(3, 29) = .630, p = .891$, burnout survey with $F(3, 29) = .621, p = .899$, or the rotter scale with $F(3, 29) = 1.467, p = .151$.

A Pearson Correlation was used to determine whether or not there was any relationship between scores on the teacher burnout survey and the rotter scale. Results indicate a negative correlation coefficient with $r = -.072$, however this coefficient is not significant with $p = .585$. Figure 4.2 is a scatterplot showing the correlational relationship.

Figure 4.1 Participants number of years in teaching profession.

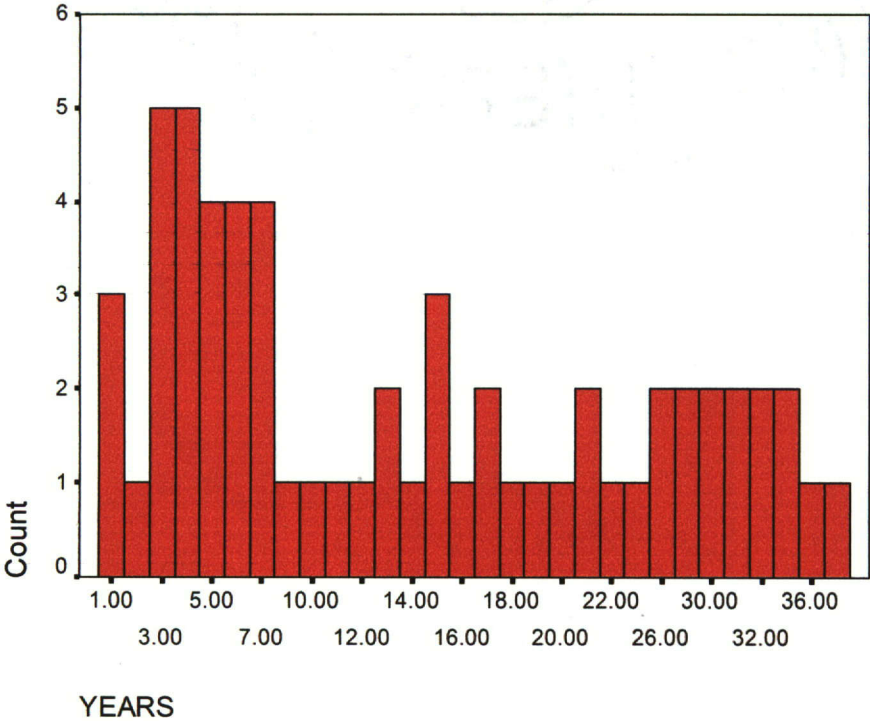
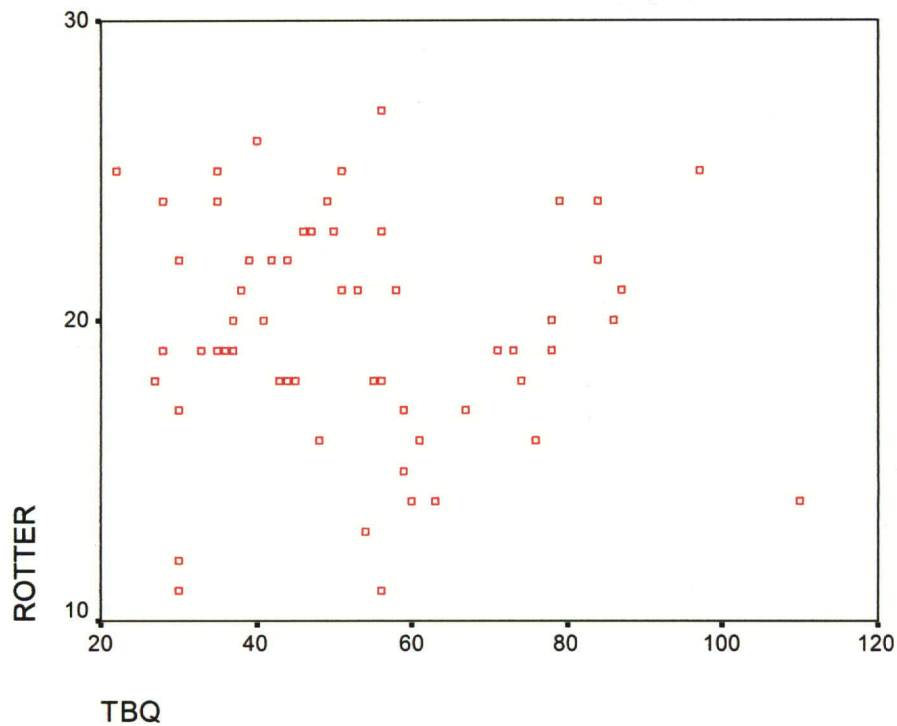


Figure 4.2 Correlation between Teacher Burnout and Rotter Scale
(TBQ= Teacher Burnout Questionnaire)



ACCEPTING OR REJECTING THE NULL HYPOTHESES

Job Satisfaction and Burnout: Null hypothesis is accepted

Locus of Control: Null hypothesis is accepted

SUMMARY

A two way analysis of variance (ANOVA) determined no significant effects for the number of years the participant has been a teacher and each of the dependent

variables. A Pearson correlation determined no significant relationship between the participants score on the Teacher Burnout Survey and the Rotter Scale. Chapter five will discuss the findings further and will present further research implications.

CHAPTER FIVE

The present chapter will summarize previous chapters and discuss the results of the present study. Conclusions of the present study will be given and future research implications will also be discussed.

SUMMARY

Job satisfaction is an important factor in all professions, however, job satisfaction and burnout relate to the specific problem of teacher retention. Teachers spend the majority of their life and work, they influence all the students that they come in contact with year after year. Therefore it is essential that teachers are sufficiently satisfied with their work and not burned out. Another related factor is locus of control. When a teacher is significantly burned out, locus of control may predict how he or she handles the environment. When one has an internal locus of control, he believes that he is in control of the environment and will attempt to make the situation better. However, when one has an external locus of control, he believes that he has no control over the environment and will subsequently do nothing to improve the situation.

Participants in the present study completed three questionnaires; the Teacher Job Satisfaction Questionnaire, the Teacher Burnout Questionnaire, and the Rotter Scale. It was hypothesized that teachers who had been in the profession for less time would score higher on the job satisfaction survey and lower on the burnout survey. It was further hypothesized that teachers who scored high on the burnout survey would score lower on

the rotter scale.

DISCUSSION

The results of the present study were consistent with some of the prior research concerning teacher job satisfaction and burnout. This study did not find any significant effects between the number of years a teacher has been in the profession and either job satisfaction or burnout. In regards to job satisfaction, Jade A. Yezzi and David Lester (2000) found that years of teaching experience was not a significant predictor of job satisfaction. Other research showed a slightly different pattern, Malcolm A. Lowther et. al. (1985) found that job satisfaction increased as years of experience increased. Other research found yet another pattern related to job satisfaction, Beverly Klecker and William E. Loadman (1997) found that job satisfaction decreased with the number of years the person has been in the profession.

Findings of the present study related to job burnout was consistent with some of the prior research. Jane S. Brissle et. al (1988) found that the number of years in the field was not significantly related to burnout. Other research, such as the study conducted by Issac A. Friedman (1991), found that levels of burnout rose with the number of years in the profession until a sharp decline found among the teachers that have been in the profession the longest.

Finally, in regards to locus of control, the present study agreed with earlier findings but failed to provide significance. Barbara M. Byrne (1994) found, "teachers who manifest external locus of control are more likely to suffer from burnout."

IMPLICATIONS FOR FUTURE RESEARCH

Future studies attempting to determine a relationship between years of experience in teaching, job satisfaction, job burnout, and locus of control may want to elaborate on the participants of the present study. Possibilities include a larger sample size, a more ethnically diverse sample, and a more geographically diverse sample. Future studies should attempt to study more than one school district and therefore control district specific effects. Expansion on the present study would allow greater knowledge into the predictors of job satisfaction and burnout in the teaching profession.

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APPENDIX A

Kristin Camilli
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(856)468-8855
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RE: Teacher Survey

To Whom It May Concern:

My name is Kristin Camilli. I graduated from Deptford High School in 1999. I attended school in Deptford's district from first grade on. I graduated from Lebanon Valley College with a B.S. in Psychology this past May. I am currently attending Rowan University for a Master's in School Psychology.

As part of my program requirements I am now working on my thesis. I have decided to conduct a study of teacher's job satisfaction and burnout. Specifically I am looking to see at what point in a teacher's career he or she is most likely to report burnout. I am also interested at what point in a teacher's career they report the highest levels of job satisfaction.

If you choose to participate by filling out this survey packet, your responses will be kept completely anonymous. The directions are as follows; after this page, there is an informed consent page, please read through it and sign the bottom, the next page asks for demographic information and contains instructions, the next three surveys each have instructions at the top of the page, please follow them being completely honest. **When you have completed the entire packet, please remove this page and the informed consent page from the packet. This page is yours to keep and the informed consent page will have its own envelope in the main office. The rest of the packet will also have a collection site in the main office.**

If you have any questions or concerns while completing this survey, please feel free to contact me.

Thanking you in advance for your consideration in this matter.

Yours Truly,
Kristin Camilli

Informed Consent

I agree to participate in a study entitled "Teacher Job Satisfaction and Burnout" which is being conducted by Kristin Camilli, Psychology Department student at Rowan University. The purpose of this study is to determine if there is a higher incidence of job satisfaction and burnout at different points in an educator's career. I understand that I will be required to complete a survey packet and my participation should not take longer than one hour.

I understand that my responses will be anonymous and that all the data gathered will be confidential. I agree that any information obtained from this study may be used in any way thought best for publication or education provided that I am in no way identified and my name is not used. I understand that there are no physical or psychological risks involved in this study, and that I am free to withdraw my participation at any time without penalty. I understand that my participation does not imply employment with the state of New Jersey, Rowan University, the principal investigator, or any other project facilitator.

If I have any questions or problems concerning my participation in this study I may contact Kristin Camilli at (856)468-8855 or via email at RULabRat@yahoo.com.

(Signature of Participant) (Date)

(Signature of Investigator) (Date)

Demographics

Instructions: Please either circle or write in the response that best describes your current teaching position.

Gender: M F

Age: _____

Total years employed as a teacher: _____

Is your teaching position considered special education (basic skills or gifted and talented) or general education? _____

What level of education do you teach? Elementary Middle Secondary
(elementary includes early childhood to grade 6)

Total number of years spent teaching your current grade level: _____

Number of years teaching in this district: _____

Highest level of education completed: _____

If you are currently attending school, what degree or certificate are you working towards? _____

THE TEACHER JOB SATISFACTION QUESTIONNAIRE

Instructions

Please use the following scale to state how much you agree or disagree with the following statements. Please be completely honest as this survey is anonymous.

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral (neither disagree or agree), 4 = Agree, 5 = Strongly Agree

- _____ 1. Teaching provides me with an opportunity to advance professionally.
- _____ 2. Teacher income is adequate for normal expenses.
- _____ 3. Teaching provides an opportunity to use a variety of skills.
- _____ 4. When instructions are inadequate, I do what I think is best.
- _____ 5. Insufficient income keeps me from living the way I want to live.
- _____ 6. My immediate supervisor turns one teacher against another.
- _____ 7. No one tells me that I am a good teacher.
- _____ 8. The work of a teacher consists of routine activities.
- _____ 9. I am not getting ahead in my present teaching position.
- _____ 10. Working conditions in my school can be improved.
- _____ 11. I receive recognition from my immediate supervisor.
- _____ 12. If I could earn what I earn now, I would take any job.
- _____ 13. I do not have the freedom to make my own decisions.
- _____ 14. My immediate supervisor offers suggestions to improve my teaching.
- _____ 15. Teaching provides for a secure future.
- _____ 16. I receive full recognition for my successful teaching.
- _____ 17. I get along well with my colleagues.

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral (neither disagree or agree), 4 = Agree, 5 = Strongly Agree

- _____ 18. The administration in my school does not clearly define its policies.
- _____ 19. My immediate supervisor gives me assistance when I need help.
- _____ 20. Working conditions in my school are comfortable.
- _____ 21. Teaching provides me the opportunity to help my students learn.
- _____ 22. I like the people with whom I work.
- _____ 23. Teaching provides me limited opportunities for advancement.
- _____ 24. My students respect me as a teacher.
- _____ 25. I am afraid of losing my teaching job.
- _____ 26. Teaching involves too many clerical tasks
- _____ 27. My immediate supervisor does not back me up.
- _____ 28. Teaching is very interesting work.
- _____ 29. Working conditions in my school could not be worse.
- _____ 30. Teaching discourages originality.
- _____ 31. The administration in my school communicates its policies well.
- _____ 32. I never feel secure in my teaching job.
- _____ 33. Teaching does not provide me the chance to develop new methods.
- _____ 34. My immediate supervisor treats everyone equitably.
- _____ 35. My colleagues stimulate me to do better work.
- _____ 36. My students come to class inadequately prepared.
- _____ 37. Teaching provides an opportunity for promotion.
- _____ 38. My immediate supervisor watches me closely.

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral (neither disagree or agree), 4 = Agree, 5 = Strongly Agree

- _____ 39. I am responsible for planning my daily lessons.
- _____ 40. Physical surroundings in my school are unpleasant.
- _____ 41. I do not have the freedom to use my judgment.
- _____ 42. I am well paid in proportion to my ability.
- _____ 43. My colleagues are highly critical of one another.
- _____ 44. I do have responsibility for my teaching.
- _____ 45. My colleagues provide me with suggestions or feedback about my teaching.
- _____ 46. Teaching provides me an opportunity to be my own boss.
- _____ 47. My immediate supervisor provides assistance for improving instruction.
- _____ 48. I do not get cooperation from the people I work with.
- _____ 49. My immediate supervisor is not afraid to delegate work to others.
- _____ 50. Behavior problems interfere with my teaching.
- _____ 51. Teaching encourages me to be creative.
- _____ 52. My immediate supervisor is not willing to listen to suggestions.
- _____ 53. Teacher income is barely enough to live on.
- _____ 54. I am indifferent toward teaching.
- _____ 55. The work of a teacher is very pleasant.
- _____ 56. I receive too many meaningless instructions from my immediate supervisor.
- _____ 57. I dislike the people with whom I work.
- _____ 58. I receive too little recognition.
- _____ 59. Teaching provides a good opportunity for advancement.

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral (neither disagree or agree), 4 = Agree, 5 = Strongly Agree

- _____ 60. My interests are similar to those of my colleagues.
- _____ 61. I am not responsible for my actions.
- _____ 62. My immediate supervisor makes available the material I need to do my best.
- _____ 63. I have made lasting friendships among my colleagues.
- _____ 64. Working conditions in my school are good.
- _____ 65. My immediate supervisor makes me feel uncomfortable.
- _____ 66. I prefer to have others assume responsibility.
- _____ 67. Teacher income is less than I deserve.
- _____ 68. I go out of my way to help my colleagues.
- _____ 69. I try to be aware of the policies of my school.
- _____ 70. When I teach a good lesson, my immediate supervisor notices.
- _____ 71. My immediate supervisor explains what is expected of me.
- _____ 72. Teaching provides me with financial security.
- _____ 73. My immediate supervisor praises good teaching.
- _____ 74. I am not interested in the policies of my school.
- _____ 75. I get along well with my students.
- _____ 76. Pay compares with similar jobs in other school districts.
- _____ 77. My colleagues seem unreasonable to me.

THE TEACHER BURNOUT SCALE

Instructions

Please use the following scale to state how much you agree or disagree with the following statements. Please be completely honest as this survey is anonymous.

1 = Strongly Disagree, 2 = Moderately Disagree, 3 = Slightly Disagree, 4 = Slightly Agree, 5 = Moderately Agree, 6 = Strongly Agree

- _____ 1. I look forward to teaching in the future
- _____ 2. I feel depressed because of my teaching experiences
- _____ 3. I get adequate praise from my supervisors for a job well done.
- _____ 4. The teaching day seems to drag on and on.
- _____ 5. I am glad that I selected teaching as a career
- _____ 6. The students act like a bunch of animals
- _____ 7. My physical illnesses may be related to my stress in this job.
- _____ 8. I feel that the administrators are willing to help me with classroom problems, should they arise.
- _____ 9. I find it difficult to calm down after a day of teaching.
- _____ 10. Teaching is more fulfilling than I had expected.
- _____ 11. I believe that my efforts in the classroom are unappreciated by the administrators
- _____ 12. If I had to do it all over again, I would not become a schoolteacher.
- _____ 13. I feel that I could do a much better job of teaching if only the problems confronting me were not so great.
- _____ 14. The stresses in this job are more than I can bear.
- _____ 15. My supervisors give me more criticism than praise.
- _____ 16. Most of my students are decent people.

1 = Strongly Disagree, 2 = Moderately Disagree, 3 = Slightly Disagree, 4 = Slightly Agree, 5 = Moderately Agree, 6 = Strongly Agree

_____ 17. Most students come to school ready to learn.

_____ 18. I feel that the administrators will not help me with classroom difficulties.

_____ 19. I look forward to each teaching day.

_____ 20. The administration blames me for classroom problems.

_____ 21. Students come to school with bad attitudes.

THE ROTTER SCALE

Instructions

Important events in our society affect different people. Each item consists of a pair of alternatives lettered a or b. Please circle the one statement of each pair (and only one) which you more strongly believe to be the case as far as you're concerned. Be sure to select the one you actually believe to be more true rather than the one you would like to be true. In some cases you may discover that you believe both statements or neither one. In such instances, be sure to select the one you more strongly believe to be the case as far as you're concerned. Also answer each item independently when making your choice; not be influenced by choices you made before.

1. a. Children get into trouble because their parents punish them too much.
b. The trouble with most children nowadays is that their parents are too easy with them.
2. a. Many of the unhappy things in people's lives are partly due to bad luck.
b. People's misfortunes result from the mistakes they make.
3. a. One of the major reasons why we have wars is because people don't take enough interest in politics.
b. There will always be wars, no matter how hard people try to prevent them.
4. a. In the long run, people get the respect they deserve in this world.
b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.
5. a. The idea that teachers are unfair to students is nonsense.
b. Most students don't realize the extent to which their grades are influenced by accidental happenings.
6. a. Without the right breaks one cannot be an effective leader.
b. Capable people who fail to become leaders have not taken advantage of their opportunities.
7. a. No matter how hard you try some people just don't like you.
b. People who can't get others to like them don't understand how to get along with others.
8. a. Heredity plays the major role in determining one's personality.
b. It is one's experience in life which determines what they're like.

9. a. I have often found that what is going to happen will happen.
b. Trusting to fate has never turned as well for me as making a decision to take a definite course of action.
10. a. In the case of the well prepared student there is rarely, if ever, such a thing as an unfair test.
b. Many times exam questions tend to be so unrelated to course work that studying is really useless.
11. a. Becoming a success is a matter of hard work; luck has little or nothing to do with it.
b. Getting a good job depends mainly on being in the right place at the right time.
12. a. The average citizen can have an influence on government decisions.
b. The world is run by the few people in power and there is not much we can do.
13. a. When I make plans, I am almost certain I can make them work.
b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.
14. a. There are certain people who are just not good.
b. There is some good in everybody.
15. a. In my case getting what I want has little or nothing to do with luck.
b. Many times we might just as well decide what to do by flipping a coin.
16. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
b. Getting people to do the right thing depends upon ability; luck has little or nothing to do with it.
17. a. As far as world affairs are concerned, most of us are victims of forces we can neither understand, nor control.
b. By taking an active part in political and social affairs the people can control world events.
18. a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
b. There really is no such thing as "luck".
19. a. One should always be willing to admit mistakes.
b. It is usually best to cover up one's mistakes.
20. a. It is hard to know whether or not a person really likes you.
b. How many friends you have depends upon how nice a person you are.

21. a. In the long run the bad things that happen to us are balanced by the good ones.
b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.
22. a. With enough effort we can wipe out political corruption.
b. It is difficult for people to have much control over the things politicians do in office.
23. a. Sometimes I can't understand how teachers arrive at the grades they give.
b. There is a direct connection between how hard I study and the grades I get.
24. a. A good leader expects people to decide for themselves what they should do.
b. A good leader makes it clear to everybody what their jobs are.
25. a. Many times I feel that I have little influence over the things that happen to me.
b. It is impossible for me to believe that chance or luck plays an important role in my life.
26. a. People are lonely because they don't try to be friendly.
b. There's not much use in trying too hard to please people; if they like you, they like you.
27. a. There is too much emphasis on athletics in High School.
b. Team sports are an excellent way to build character.
28. a. What happens to me is my own doing.
b. Sometimes I feel that I don't have enough control over the direction my life is taking.
29. a. Most of the time I can't understand why politicians behave the way they do.
b. In the long run the people are responsible for bad government on a national as well as on a local level.

