The purpose of this action study was to examine teachers' beliefs about the causes of stress and burnout in a rural Arkansas school district in 2004. One hundred thirty teachers of all grade levels of the school district were sampled with a Likert survey of 45 items. Subscales of the survey include stressor associated with administration, stressors associated with students, job satisfaction, professional self-esteem, and demographic information about the participants. Results indicated that overall respondents were very positive about being teachers; given the opportunity, almost 79% would choose teaching again as a career. Negatives included anxieties about student violence as expressed by a majority of teachers on three of the 45 items, and that the teachers believed that teaching is not respected by those outside the profession. The researchers concluded that overall the teachers in the district had very positive attitudes about teaching. Recommendations included (1) that the administration as teachers what works with students instead of asking textbook companies and administration (2) encouraging teaching input into curricular decisions (3) holding students and parents accountable for student achievement (4) making professional development opportunities more relevant.

Strategies to Prevent Teacher Stress

and Burnout

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Introduction

In the film *Dead Poet's Society* Robin Williams portrays Mr. Keating, a young, exciting, poetry teacher. Keating inspires his young pupils through his teaching of poetry, motivating them to make changes in their own lives (Haft, Witt, Thomas, & Weir, 1989). While fictional, this movie represents society's rose-colored view of the teaching profession. In reality, teachers are coping with increasing levels of stress, job dissatisfaction, and, ultimately, burnout.

In June of 2002, the Educational Testing Service released its findings on the issue of teacher quality. In response to survey items addressing characteristics of quality teaching, thirty-one percent of those surveyed ranked enthusiasm for the job as the number one quality a teacher must have (Perkins-Gough, 2002). Unfortunately, according to Byrne (1998), over fifty percent of beginning teachers will leave the field of education within seven years and never teach again. Even more alarming, more than two-thirds of beginning teachers will leave at some point during the first four years. These numbers are similar to more recent statistics put forth by Wilkins-Cantor, Edwards, and Young (2000), who assert that forty percent of teachers leave the teaching profession in the first five years. Correspondingly, DeCicco and Allison (1999) found it is often the best and brightest who flee the field, with eighty percent of those in the top quartile of academics leaving education in the first five years. This is not a problem limited to novice teachers. According to Byrne (1998), many experienced teachers leave the profession because they feel unable to deal with the myriad problems of modern teaching.

While a certain level of stress is to be expected in any profession, Abel and Sewell (1999) suggest that teachers experience more work-related stress than non-

teachers. Additionally, research finds the causes of teacher stress vary. Nisbet (1999) asserts that contributing factors including a lack of administrative support, low pay, and crowded classrooms add to teacher stress. Other research states that problems with student behavior or confrontations with students are the primary cause of teacher stress (Abel & Sewell, 1999; Byrne, 1998; Morris, 1998; Woods & Weasmer, 2002).

Statement of the Problem

The purposes of this study are to ascertain what teachers believe contributes to the phenomena of teacher stress and burnout in schools in the Arkansas River Valley in North Central Arkansas, and to identify some possible solutions to stress and burnout.

Review of Related Literature

The relationship between stress and teaching is not a new concept. According to Adams, Heath-Camp, and Camp (1999), stress in educators was studied as early as the 1930s when the National Education Association published a series of articles on the health and happiness of educators. In fact, some studies have shown that certain levels of stress are positive and can actually serve as a motivating force (Adams, Heath-Camp, & Camp, 1999; Sheesley, 2001). Furthermore, stress is an inherent part of the pedagogy of teaching because the profession is replete with stress factors such as social status, uncertainty, and everyday routine (Rean & Baranov, 1998). This is unfortunate, according to Morris (1998), because stress undermines physical, emotional and intellectual energies, generally when they are needed most. With a growing national focus on the need for quality teachers, understanding the factors that lead to teacher dissatisfaction, stress, and burnout is important.

In general terms, stress is defined as a process in which external forces threaten an individual's well-being (Abel & Sewell, 1999). Stress is defined as "an adaptive response by the body to an external action that places physical or psychological demands on an individual" (Adams, Heath-Camp, & Camp, 1999, p.133). Teacher stress is further defined as a condition where negative effects, such as frustration and anxiety, result from aspects inherent to teaching which are perceived by teachers to threaten their psychological or physical well-being (Abel & Sewell, 1999). According to Adams, Heath-Camp, and Camp (1999), teachers face a growing level of occupationally-related stress with over half of all teachers reporting extreme levels of stress. With increasing frequency, teachers report experiencing health problems which are directly related to occupational stress and burnout (DeCicco & Allison, 1999).

According to Woods and Weasmer (2002), there appears to be a significant relationship between the causes of teacher stress and the causes of teacher job dissatisfaction. In fact, teacher job satisfaction appears to be a predictor of teacher retention, teacher commitment, and school effectiveness. The cause of teacher stress is a topic much discussed in education research. Generally, most research addresses administration issues, student misbehavior, inordinate time demands, limited opportunity for promotion, substandard pay, lack of resources, large class size, and fear of violence (Abel & Sewell, 1999; Adams, Heath-Camp, & Camp, 1999; Byrne, 1998; Embich, 2001; Fredricks, 2001; Roper, 1998; Sheesley, 2001; Weisberg & Sagie, 1999). Other research points to society's growing dependence on schools to not only teach children but to nurture them as well adding to the stress that many teachers feel (DeCicco & Allison,

1999). While the causes of teacher stress vary, much of the research shares common factors.

Urban teachers cite a lack of administrative support as the number one cause of their job dissatisfaction (Woods & Weasmer, 2002). Correspondingly, numerous studies have found a lack of administrative support to be a key factor in the levels of stress faced by teachers (Adams, Heath-Camp, & Camp, 1999; Byrne, 1998; Fredrick, 2001; Hartsell, Ricker, & Calmes, 2002; Sheesley, 2001). For instance, Fredrick (2001) asserts that a school's administration is the key determinate in whether a teacher stays or leaves the profession. This is in part due to the fact that administrators set the tone for the entire working environment, being involved in such divergent issues as student discipline and staff conflict. In one study at John Dewey High School in Brooklyn, New York, ninety-three percent of respondents cited administrative causes as the source of the stress they suffered (Byrne, 1998).

Administrative stressors take various forms (Byrne, 1998; Davis & Wilson, 2000; Hartsell, Ricker, & Calmes, 2002). Many teachers feel administrators and principals are often inclined to back parents against teachers. Accordingly, some research has found that administrations may even encourage community criticisms that effectively lower faculty self-esteem (Hartsell, Ricker, & Calmes, 2002). Another area teachers often cite as troubling is a lack of control in the decision-making process (Byrne, 1998). Generally, educational research maintains that teachers experience greater job satisfaction when they share in the decision-making process. However, contradictory research asserts that the opportunity for conflict between teachers and administrators actually increases when teachers are involved in decision making. This is due in part to the disclosure of personal

beliefs in the decision making process that would not normally occur (Davis & Wilson, 2000).

A second significant stressor cited by many educators is conflict with students (Abel & Sewell, 1999; Byrne, 1998; Morris, 1998; Woods & Weasmer, 2002). Abel and Sewell (1999) suggest that relationships with students and dealing with student misbehavior are the primary sources of stress for teachers. Several studies examined by Able and Sewell point to disruptive pupil behavior as a consistent predictor, if not the best, of teacher stress. In agreement with this, Morris (1998) asserts that the most challenging and difficult times in teaching involve hostile confrontations with students. However, Able and Sewell (1999) cite research which found it was the misbehavior of a few students and not the overall behavior of pupils that teachers found stressful.

Another theory points to the educational system and the myriad roles teachers must play in it as a stressor. DeCicco and Allison (1999) attribute the growing level of teacher stress to something they term "mission clutter" (p. 273). Mission clutter is defined as doing too many tasks and playing too many roles to be effective. DeCicco and Allison use this term to describe the expanding, and sometimes divergent, roles schools and teachers are required to fill in student's lives. Any problem or issue faced by modern society has become the problem of schools and, as a result, its teachers. To make matters worse, decision and policy makers have overloaded teachers with numerous responsibilities, many of which no longer relate directly to teaching. The burden of being expected to excel in numerous roles demoralizes and debilitates teachers. Further, the mission clutter associated with teaching often drives the best and brightest from the profession.

According to Abel and Sewell (1999) and Sheesley (2001), prolonged levels of stress may develop into a condition termed teacher burnout. Research differs slightly on the definition of burnout. Weisberg and Sagie (1999) define burnout as "a feeling of physical, emotional, and mental exhaustion resulting from a chronic state of cumulative pressure at work" (p. 333).

According to Embich (2001), burnout is a three-dimensional psychological syndrome encompassing emotional exhaustion, depersonalization, and a reduced sense of accomplishment. Furthermore, Sheesley (2001) suggests that stress, distress, and burnout are on a continuum starting with feelings of well-being, moving to a sense of imbalance corrected through the use of effective coping strategies. Next on the continuum is the loss of physical and mental resources resulting from the use of inappropriate coping strategies, spiraling downward to a feeling of loss of control, and ending in burnout.

In general terms, the warning signs of burnout may include feelings of frustration, withdrawal, health problems, alienation, and increased drug and alcohol use (Roper, 1998). Burnout resulting in physical exhaustion may manifest itself through frequent headaches, nausea, body pain, changes in eating habits, and weight gain or loss. Burnout resulting in emotional exhaustion may be exhibited by feelings of depression, hopelessness, and a feeling of being trapped. Mental exhaustion is internalized as negative feelings about oneself, feelings of inadequacy and incompetence. Mental exhaustion is externalized by arriving late to work, leaving early, and the negative treatment of clients (students), the deterioration of personal relationships and marital difficulties (Weisberg & Sagie, 1999). While two of the labels may differ, Maslach's

three-dimensional definition of burnout exhibits most of the same external indicators (Embich, 2001).

Furthermore, the presence of burnout in the field of education may be inherent. According to Embich (2001) burnout has been approached as a specific occupational hazard for human service providers including teachers. Burnout is a result of the demands of the relationship between any service provider and recipient. Studies have found that burnout affects high school teachers more than any other public service professionals (Adams, Heath-Camp, & Camp, 1999). The causes of stress and burnout in educators are the same, as burnout is the culmination of prolonged stress.

The implications of stress and burnout in educators are significant. Burnout results in a significant decrease in the quality of teaching, frequent absenteeism, and, ultimately, teachers moving into other careers (Weisberg & Sagie, 1999). Sheesley (2001) observed that the effect of burnout is multidimensional. First, it precipitates a lowering of goals and aspirations, a blaming of clients (students) when helping efforts were not effective, and an overall increasing cynicism regarding clients (students) and people in general. There is also a marked emotional detachment in the relationship with the client (student) resulting in a decline for the welfare of others.

As the causes of burnout vary from individual to individual, teaching is a much debated subject in literature (Weisberg & Sagie, 1999). This may be due to a theory in educational research that burnout is a convenient label for administrators to use when good teachers leave education. This theory argues that the term burnout implies that there is a weakness within the individual, thus absolving administrators, parents, and students of any responsibility (Weld, 1998).

Research Question

Research demonstrates that there are certain factors inherent in teaching that cause teacher stress and burnout. What do teachers in the Arkansas River Valley believe are contributing factors to teacher stress and burnout?

Participants

In an effort to find out the answer to this question, participants chosen for this study consisted of the total population of teachers in a small, rural school district in north central Arkansas. The district is comprised of a kindergarten and first grade school, an elementary school housing grades two through six, a middle school for grades seven and eight, and a high school comprising grades nine through twelve. The school district serves 1,764 students with approximately 46% in the elementary school and kindergarten, approximately 25% in the middle school, and 29% attending the high school. In this district, there is one certified teacher per every fifteen students.

District-wide, 43% of the student population pays for lunch, 13% receive reduced-price lunches and 44% receive free lunch. The district's student population, while predominately Caucasian, is growing in diversity with an influx of Hispanic and Asian families to the area. The kindergarten and first grade student population is 77% Caucasian, 18% Hispanic, and 5% African American. The elementary student population is 83% Caucasian, 13% Hispanic, 4% African American, and 1% Asian. The middle school student population is 85% Caucasian, 11% Hispanic, 3% African American, and 1% Asian. The high school student population is 88% Caucasian, 8% Hispanic, 3% African American and 1% Asian. Regular classroom instruction is given to 71% of the

total student population, while 15% receive special education instruction, 12% are identified as gifted, and less than 1% receives special instruction.

This study utilized the convenience sampling method. The sample was comprised of the district's total population of certified faculty. The district faculty consists of 130 certified staff. These are predominately veteran teachers with five years or more teaching experience. Teachers in this district are encouraged to further their professional development with salary enhancements for graduate levels of course completion.

Instrument

A Likert survey was used to measure teacher's opinions regarding the causes of teacher stress and burnout. The instrument contains four ranking sections to measure teacher beliefs regarding administrative support, students, job satisfaction, and professional self-esteem. The survey contains forty-five items to which teachers respond. Participants respond to statements on a five-point scale ranging from "5" (*strongly agree*) to "1" (*strongly disagree*).

Section A of the survey contains ten items addressing administration issues as a stress or burnout indicator. Examples of administrative items to which teachers respond are: "I feel my administration supports my curricular decisions" and "I believe that I can go to my administration for assistance." Next, Section B of the survey contains eleven items measuring participant attitudes toward students. Examples of statements from this section are: "I feel my students care about learning" and "I fear certain students." After that, Section C of the survey measures teacher's feelings of job satisfaction. The following are examples of the ten items measuring job satisfaction: "My job does not excite me anymore" and "I am frustrated by the work I must do outside normal school

hours." Next, in Section D, participants respond to eleven items which measure their feelings of professional self-esteem. Examples from this section are: "I believe I am respected by my colleagues" and "I am a good teacher."

Finally in Section E, respondents are provided with space in which they can add comments or additional information they feel is relevant but was not addressed in the actual survey. Furthermore, the survey instrument collects demographic information from the participants, such as grade level taught and number of years of teaching experience.

Design

The research design used in this study is a descriptive survey design. A Likert survey was used to identify teacher opinions as to the causes of teacher stress and burnout. The design of the survey focused on and measured the causal factors of administration, students, job satisfaction, and professional self-esteem. The survey data were analyzed by calculating the mean to measure the central tendency of responses. To establish a stable measurement of consistency, the calculation of the split-half reliability was utilized.

Procedures

After the initial survey and cover letter were developed, they were reviewed by three classroom teachers. They completed a pilot survey containing ten items to ascertain if the survey has any significant problems and to check if the survey's directions and statements were clear and understandable. This pilot test determined the reliability of the questions and instructions provided by the researcher. A split-half correlation, bases on responses of the odd questions and even questions resulted in a

0.87334 correlation. The correlation was indicative that the survey results were acceptable for analysis of the descriptive survey.

The attached cover letter explained the purpose of the study and encouraged the participation of the teachers. As part of the research emphasis, a statement of confidentiality assured respondents that every measure would be taken to insure anonymity, as the school administration will receive a copy of the findings.

Additionally, participants signed a consent form, which indicated their understanding of the survey and provided permission to be a participant in the survey. A separate return envelope for the consent form was included.

Distribution of the survey package was through the interschool mail system to all participants. The package included the cover letter, the survey, and a self-addressed envelope for return. Respondents were instructed to return completed surveys through the interschool mail system no later than one week from the date of receipt. Since the teacher population is slightly more than one hundred teachers, a response rate of 75% was hoped for as an adequate sample size for the given population.

Analysis of the Data

A limitation of the survey surfaced on the number of responses received by the researcher. The survey responses indicated a 37% return rate from the 123 surveys distributed to the sampling population. This lower-than-expected rate of return may have indicated that the teachers were experiencing such little stress and burnout that they felt no need to return the questionnaires. On the other hand, they could have been so overwhelmed in stress-producing stimuli that they didn't have time to answer the survey.

The analysis of the results used the mean and standard deviation for each of the 42 questions described in the Instrument section of the research study. The areas addressed in the survey are administrative support (*statements 1-10*), attitudes about students (*statements 11-21*), job satisfaction (*statements 22-31*), and professional self-esteem (*statements 32-42*). The final open-ended question asked for any suggestions the respondents had for addressing the issue of teacher stress and burnout. Their statements are described in the recommendations section of this paper.

Results

The descriptive research proposed the question: "What do teachers in the Arkansas River Valley specifically believe are contributing factors to teacher stress and burnout?" The investigation of the survey statements utilized the statistical results of the mean and standard deviation.

Table 1

Mean and Standard Deviation Calculated from Survey Responses

#	Question	Mean	Standard Deviation
1.	I feel my administration supports my curricular decisions.	3.659	1.339
2.	I feel my administration supports my decisions in the area of student discipline.	4.000	0.932
3.	My administration encourages teacher input in decision making.	3.297	1.283

4.	My administration supports me in situations with parents.	4.191	0.850
5.	I feel comfortable going to my administration with professional problems.	3.914	1.138
6.	Overall, my administration is supportive of me.	4.000	1.103
7.	The administration acknowledges good work performance by teachers.	3.891	1.016
8.	Disciplinary policies are enforced fairly and consistently by the administration.	3.404	1.0966
9.	Disciplinary policies are enforced fairly and consistently by the school board.	3.489	0.997
10.	My district superintendent is aware of the problems faced by the classroom teachers.	3.521	1.005
11.	I like my students.	4.531	0.545
12.	I spend too much time dealing with discipline problems.	3.191	1.209
13.	I feel physically threatened by certain students at times.	4.404	0.851
14.	I fear certain students.	4.340	0.866
15.	I have students who would like to cause me harm if possible.	4.148	0.977
16.	I feel my students care about learning.	3.021	0.846
17.	I spend very little time addressing problems with students.	2.510	1.081
18.	I look forward to seeing my students.	4.170	0.601

19.	I avoid negative interaction with students.	3.212	0.954
20.	I avoid positive interaction with students.	4.425	0.541
21.	I feel my expectations of students are too high.	4.021	0.988
22.	I am glad I chose teaching as my profession.	4.361	0.673
23.	If given the option, I would choose the teaching profession again.	4.085	0.996
24.	My job does not excite me anymore.	3.787	0.954
25.	I am frustrated by the work I must do outside normal school hours.	3.063	1.205
26.	I enjoy teaching my subject.	4.489	0.585
27.	I feel too much is expected of me.	3.042	1.301
28.	I feel my role is clearly defined.	3.595	0.992
29.	I look forward to each new school year.	4.148	0.884
30.	Teaching is what I thought it would be.	3.234	1.271
31.	I dread going to work.	4.106	0.758
32.	I am a good teacher.	4.340	0.730
33.	I am trained to meet the diverse needs of today's students.	3.936	0.844
34.	I have the skills to handle almost any classroom problem.	4.106	0.633
35.	I feel professionally secure to speak my mind.	3.446	1.247
36.	I do not have any staff or colleagues in whom I feel safe confiding.	3.957	0.883

37.	I avoid interaction with colleagues.	4.106	0.698
38.	I am respected by my colleagues.	3.829	0.669
39.	I am respected by my administration.	3.638	0.870
40.	I am respected by my students.	4.085	0.544
41.	I believe this school district values its teachers.	3.553	0.951
42.	I believe teaching is respected by those outside the profession.	2.914	1.059

Note: Questions 1-10 relate to administrative support. Questions 11-21 speak to attitudes about students. Questions 22-31 relate to job satisfaction. Questions 32-42 address professional self-esteem.

Overall the results of the survey indicated a positive attitude in the area of administrative support. For the purpose of the survey, administration was defined as the individual who manages and directs the faculty in each building. Respondents agreed (46.8%) that their administration supports their curricular decisions, with 27.6% strongly agreeing. The teachers agreed that their administration supports student discipline decisions (51%), encourages teacher input in decision making (46.8%), and supports them in situations with parents (48.9%). In response to an item regarding feeling comfortable going to their administration with professional problems, 38.3% agreed with 36% strongly agreeing. Teachers agreed that disciplinary policies are enforced fairly and consistently by their administration (44.6%) and by their school board (44.6%). Respondents agreed that the district superintendent is aware of the problems faced by classroom teachers (45.6%). Finally, respondents agreed that their administration acknowledges good work performance by teachers (43.4%) and felt their administration is supportive overall, with 38.3% agreeing and 38.3% strongly agreeing.

The next section of the research assessed attitudes about students. Of those responding, 97.8% of the teachers reported liking their students with 42.5% agreeing and 55.3% strongly agreeing. Furthermore, 68% look forward to seeing their students despite being neutral on the issue that their students care about learning (42.5%). Respondents agreed that their expectations of students are often too high (57.4%). Overall, 46.7% of the teachers felt they spend too much time dealing with disciplinary problems, disagreeing that they spend little time addressing problems (53%). Rather disturbing were their responses to items regarding student violence. Respondents strongly agreed (57.4%) that they feel physically threatened by students at times, they fear certain students at times (55%), and they have students who would cause them harm if possible (44.6%). This was identified as a stress/burnout area.

The research next addressed the topic of job satisfaction. Overall, teachers agree they are glad they chose the teaching profession (93.5%) with 48.9% agreeing and 44.6% strongly agreeing. If given the option, the majority (78.7%) would choose the teaching profession again. Of the respondents, 95.6% report enjoying teaching their subjects, with 53% strongly agreeing, 80.8% look forward to each new school year, and 48% have found teaching to be what they thought it would be. Respondents also report that their job does not excite them anymore (68%), too much is expected of them (40.4%), and they dread going to work (59%). Job satisfaction was also identified as a stressor.

The final section of the survey addressed the issue of professional self-esteem. Overall, 95.6% of the respondents believed they are good teachers, with 53.1% agreeing and 42.5% strongly agreeing. The teachers also believed they are trained to meet the diverse needs of students (82.9%) and have the skills to handle almost any classroom

problem (89.3%). Further, they also feel professionally secure to speak their minds

(59.5%). In the area of respect, 80.8% believe they are respected by their colleagues,

89.3% feel their students respect them, and 70.2% believe their administration respects

them. Lesser numbers believe the district values its teachers (63%) and the majority

believe teaching is not respected by those outside the profession (42.5%).

Conclusions

The purposes of this study related directly to teacher attitudes and beliefs toward

the causes of teacher stress and burnout. A review of related literature defined stress and

burnout in a general sense as well as identifying general causes of teacher stress and

burnout including administrative support, attitudes regarding students, job satisfaction,

and professional self-esteem.

From the standpoint of this study, teachers indicated positive attitudes about their

building administrators. They believed their administration supportedtheir curricular

decisions, student discipline decisions, encouraged their input in decision making and

supported them in situations with parents. Teachers further felt the administration and

school board enforced disciplinary policies fairly and consistently. They also believed

the district superintendent was aware of the problems they faced in their classrooms.

Overall, administrative support or a lack thereof did not appear to be a problem

concerning those teachers who responded.

Teachers in this district had positive attitudes regarding students, but also voiced

some concerns. The teachers liked their students and looked forward to seeing them each

day. Despite these positive attitudes, teachers in this district were not immune to the

modern problem of student violence, as this was clearly a concern. The majority of

respondents felt physically threatened by their students, fearing certain students and believing they have certain students who would cause them harm if possible.

On five items about job satisfaction, respondents appeared to experience a high degree of job satisfaction. Most reassuring was the large percentage who reported they were glad they chose the teaching profession and would choose it again. Also encouraging was the fact that almost all enjoy teaching their subject and have found teaching to be what they thought it would be. But on three items, they evinced burnout about the lack of excitement for the job, having too much expected of them, and dreading going to work.

Professional self-esteem did not seem to be a problem for most. Almost all of the respondents (95.6%) believed they were good teachers, believed they are trained to meet the needs of today's students, and felt comfortable with their ability to handle almost any classroom problem. Additionally, respondents felt respected by their colleagues, their students, and the administration. Interestingly there were differences between those who felt respected and those who felt the district valued its teachers. A distressing majority believe teaching is not respected by those outside the profession, a finding reflected in the literature.

Respondents to this survey do not appear to feel teacher stress and burnout or do not experience stress and burnout in the areas to which the research pointed as traditional stressors. The major concern for teachers in this district appears to be in the area of student violence, student aggression toward teachers, and boredom or disenchantment with the workplace itself..

Recommendations

As part of this research, participants were asked for any suggestions they had for addressing the issue of teacher stress and burnout. The following are their responses:

- More positive administrative support

- Less academic advising responsibility on the high school level

- More willingness by building administration to listen to their teachers and address their concerns in a thoughtful manner

- More teacher and student appreciation

- Lower the student-teacher ratio

- Respect teachers as professionals

- Value and include teacher opinions

- Ask teachers what works with students instead of textbook companies and administration

- Make teachers a part of the selection process for the programs they teach

- When a curriculum requires certain activities, all resources should be available to complete these required activities

- Consistent discipline

- Encourage teacher input into curricular decisions

- Students and parents should join teachers in being held accountable for student achievement

- Better pay and insurance

- Encourage parental support

- Eliminate unnecessary and unbeneficial teacher in-service

- Give teachers more time to work and less time in meetings

- Make school more enjoyable on the middle and high school levels for students

- Foster more school spirit on the middle and high school level

- Increased opportunities for collegial support and interaction

- Create situations, events, activities that will force families into the process of educating their children

- More relevant professional development opportunities, especially motivational speakers throughout the year

- Consistent, fair distribution of budget

- More money placed into academics, not athletics

This study only provides a partial representation of the factors leading to teacher stress and burnout. It served to raise additional questions about the effect teacher input in curriculum, student violence or the fear of it, and the need for increased teacher benefits have on local teachers. Subsequent research particularly in the areas of student violence/threat and job satisfaction would be helpful in defining stress and burnout factors more exactly.

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