

STRESS, BURNOUT AND BEHAVIOR PATTERN
IN WINNIPEG SPECIAL EDUCATORS

BY

RICHARD A. COCKREM

A Thesis

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in Partial Fulfillment of the Requirements
for the Degree of

MASTER OF EDUCATION

Department of Educational Psychology

University of Manitoba

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ABSTRACT

This study examined special educators in Winnipeg to see if Type A behavior pattern was a valid indicator of who was more likely to suffer from stress and the process of burnout. A total of 303 special educators in three Winnipeg school divisions were sent the Maslach Burnout Inventory, the Jenkins Activity Survey, two self report questions dealing with stress and competence to teach their current special education assignment, and a brief demographic survey. Results indicated that Type A behavior pattern is not a valid indicator of stress and burnout in special educators. Results also indicated that the special educators in the study were dealing with average amounts of stress and burnout.

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Chapter 1

Introduction

Stress and burnout have become important topics in modern society. Frequently one hears of someone who is "stressed" or "burned out." In fact, the term "burnout" has taken on negative connotations, has come to mean someone who can no longer deal with any issue at all, and is almost in an incapacitated state. Just as often, people are using these terms to describe themselves and the pressures they are under. More than one person has been heard to say that they are taking a "mental health" day off of work to sit back, rest, and gain some relief from the day to day pressures of modern life. Stress and burnout know no age boundaries. Young people are experiencing more and more verbal and physical conflicts in the home, on the play ground, and in the classroom. As these young people get older, the pressure to succeed gets greater. They are told to work hard, get a good job, and succeed. Yet the present generation of young people may be the first one who may not experience a better lifestyle than their parents' generation did. Adults find that there are fewer jobs today than there were 20 years ago. At one time there was a gas station on every corner, plenty of corner stores, as well as a wealth of jobs requiring unskilled or semi - skilled individuals. Those jobs have slowly vanished, leaving far fewer jobs for the people seeking employment. Even those with jobs find themselves under stress, as job reorganization and restructuring leave people vulnerable to unemployment or under-employment.

Coupled with the above information is the suggestion that 50 percent of all marriages end up in divorce, with all the stress that this event causes to the family unit as it

falls apart. When families fall apart, all within the family unit suffer from some degree of stress, many for prolonged periods of time. Some never get over the event and carry the stress that it caused through out their lives. We also read in our newspapers, and see on our television programs, the violent nature of our society. We are bombarded daily with murders, civil disobedience, war, famine, ethnic unrest, and similar stories. Frequently people talk about being afraid to go out at night, or visit certain parts of town, no matter what time of the day or night. Indeed, there is much in our modern society to give us cause to be concerned and cause us to be stressed or suffer from some degree of burnout.

Annually, lists are released which show the top ten most stressful jobs in North American society. The teaching profession has long occupied one of those top ten slots, along with other high stress occupations such as medicine, dentistry, policing, and air traffic control. Clearly, we are all dealing with stress of one kind or another but teachers also have the added complication of working in one of the highest stress occupations in modern society.

Background to Study

The extent of the problem of stress and teacher burnout has been identified by Landsmann (1978) who surveyed over 9000 elementary school teachers in the United States. Of the 9000 respondents, 3/4 stated that they had missed days of work due to stress and tension and over 1/3 noted that they had missed days because of fatigue or nervous strain. A majority of the teachers in the survey cited stress as the major force affecting their health. Considering the above information, Billingsley and Cross (1992) investigated the plans of teachers in the United States and found that 34 percent of teachers plan to leave teaching in the next five years. This is a tremendous loss of highly trained professionals, both in wastage in training these individuals to be teachers and in the lost experience that they gained once they were on the job. The cost to the students they teach

is also tremendous. Teachers leaving in the numbers indicated will cause a turnover that will affect the continuity of programs being taught. This continuity will be disrupted at the classroom, school, and division level. Teachers will have to be replaced with less experienced teachers entering the system out of university and not familiar with the school or the classroom in which they will be working. This potential influx of new teachers with little experience will add stress to a system already under stress.

In the United States, the federal Office of Special Education Programs reported that, for the year 1991, the attrition rate for special education teachers was 3 1/2 times the rate for regular teachers. The costs to the special education student, the remaining special education staff, and the community would also be greater than in regular education. More special educators would have to be replaced, greatly affecting the continuity and quality of programming. The new teachers coming in may not be as qualified or experienced as the outgoing staff, placing further strains on a system already under stress.

Statement of the Problem

Stress and burnout amongst special educators is increasingly being reported in the field of special education. Stress and teacher burnout have become very important issues in modern education. Teacher "wellness," which includes the issues of stress and burnout, and the positive effects that wellness has on the educational system can't be overlooked. Locally, the Winnipeg Teachers' Association offers money to school professional development committees to run inservices on teacher wellness. Burnout has led to increased turnover in the classroom. Teachers are quitting because they can no longer cope with the pressures of being in the classroom, and those that stay find they begin to distance themselves from their peers and from the students they teach, and thereby become less effective as colleagues and teachers. Special educators have a difficult job dealing with some of the educational systems' more problematic students. In the public educational

system more and more students are being identified as needing special education supports in a time when the resources available to special education classrooms are being reduced and rationalized.

Special educators are also taking off more sick time, thereby interrupting the continuity of programming. The stress does not stay on the job. Stress and burnout are factors that affect all aspects of a person's life - social, professional and domestic. The costs to the special education teacher, their students and society is potentially enormous, as these individuals continue to suffer from stress and varying degrees of burnout. What is needed is a way to identify those special education teachers who may be more prone to stress and burnout, and use that identification in a positive way. Special educators need to be empowered regarding the topic of stress, the degree and intensity of burnout they could potentially suffer, and how they can deal with these issues as a regular part of their workday. Special educators need to know how to identify if they are at risk, and how to make lifestyle changes that possibly will make them less likely to suffer from stress and burnout.

Purpose of Study

A review of the literature has found there have been no local studies done on the extent of the problem of stress and burnout impacting on special educators in Winnipeg schools. This study examined stress and the construct of burnout, as defined by Maslach, with which special educators are dealing in three Winnipeg School Divisions. Special educators in these three school divisions were assessed to see which of two behavior patterns they exhibited, Type A or Type B. The purpose of this study was to see if the Type A or Type B behavior pattern can be used to indicate if a special education teacher is more likely to suffer from stress and the process of burnout. Was one of these two behavior patterns more prone to stress and the process of burnout than the other? This

study also examined demographic information such as gender, teacher education, and age to see how these factors related to stress and burnout in special educators who were identified as Type A or Type B behavior pattern.

Educational Significance

If a link was established between Type A and Type B behavior pattern and burnout, it may be possible to identify educators who are more prone to stress and burnout. Once an educator is identified, the educational system may become more pro-active than reactive in dealing with the issues of teacher stress and teacher burnout. If an educator understands that they may be more likely to suffer from stress and burnout, they may seek options that allow them to cope with and mediate the stress in their lives. These teachers may make positive lifestyle choices that enable them to carry out their job as an educator. If a teacher is unsuccessful in dealing with stress and the process of burnout, the whole educational system suffers. If they can't fulfill their function, the students may suffer. The stress and degree of burnout may get to the point where the teacher can no longer function in the classroom at all and may have to leave the profession. The years of expensive, valuable training that the teacher received is lost to the system. Education and society lose whenever this happens.

Definition of Terms

This section defines four terms that are used in the text of the study on Type A and Type B behavior patterns and burnout.

Burnout - As defined by Maslach, it is a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment experienced by people in the human services field. It is viewed as a process rather than an a specific end product.

Stress - This is a nonspecific response of the body to any demand made upon it. The intensity of the demand made of the body is the key to the body's response. The nonspecific response means that it does not really matter whether the demand is pleasant or unpleasant, the body must make a response to it.

Type A behavior pattern - This is a behavior pattern noted by two cardiologists, Rosenman and Friedman. They defined the Type A behavior pattern as an action-emotional complex that can be observed in any person who is aggressively involved in a chronic, incessant struggle to achieve more and more in less and less time, and if required to do so, against the opposing efforts of other things or people.

Type B behavior pattern - A lack of the above quality makes one a Type B behavior pattern by default.

Organization of Study

This study is organized into five chapters, with Chapter One, "Introduction," containing Background to Study, Statement of the Problem, Purpose of the Study, Educational Significance of the Study, Definition of Terms and the Organization of the Thesis . Chapter Two contains the Literature Review. Chapter Three, "Methods," contains Population, Instruments, Collection of Data, Statistical Analysis Procedures, and the Hypotheses. Chapter Four contains the Data, Analysis of the Data and Findings section, with Chapter Five containing the Summary , Discussion, Conclusion and Points for Further Study.

Chapter 2

Literature Review

Leach (1984) defines teacher's stress as the state of the individual in which physiological and biochemical changes in the organism occur as a result of some discrepancy between the teacher's perceived work demands and ability, or an anticipation of negative consequences following a failure to cope with demands seen as important by self or others, or following the frustration of attempts to apply skills effectively to achieve goals perceived as important by factors in the school environment. The teacher does not work in a vacuum. They must interact with many people on a daily basis, from the students they teach, to fellow teachers, administrators, others in the educational system, parents and guardians, as well as members of the general public. It is these interactions that can lead to stress in a teacher's life. It is the daily effort of coping with the demands placed on the teacher in the classroom, their abilities to carry out these demands and the possibility of consequences if they don't measure up to some standard imposed on the teacher by others that can cause problems that may lead to stress.

Leach (1984) found six main clusters of sources of stress for teachers:

1. Pupil misbehavior, and its effective management.
2. Concern for pupil's learning and the effectiveness of the teaching program in reaching the desired or personally satisfying standards.
3. Poor personal relationships with colleagues or principal.
4. Too severe time pressures and work load to complete perceived demands satisfactorily.
5. Inadequate resources and facilities to teach effectively.
6. Poor personal management, and inadequate administrative policies and

procedures.

A similar finding was reported by Billingsley and Cross (1991) who found that stress among special educators can be attributed to:

1. Increased requirements resulting from Public Law 94 - 142 (Bensky, et al., 1981; Meadow, 1981)
2. Excessive paperwork (Bensky et al., 1980; Olson & Matuskey, 1982)
3. Inadequate materials and resources (Cook & Leffingwell, 1982)
4. Heavy student caseloads (Fimian & Santoro, 1983; Olson & Matuskey, 1982)
5. Isolation of the special education teacher (Chandler, 1983; Fimian & Santoro, 1983)
6. Slow student progress (Meadow, 1980)
7. Student discipline (Fimian, 1986; Fimian & Blanton, 1986; Lombardi & Donaldson, 1987)
8. Problems with administrators (Fimian, 1983; Johnson, 1982; Lawrenson & McKinnon, 1982)

Billingsley and Cross (1991) noted that teachers transferred from special education to regular education due to two main reasons: administrative factors and the stress of working with special education students. Both of these reasons for stress leading to transfer involve a teacher interacting with others, in one case the administrator, and in the second case, the special education students. The teacher is not acting by themselves but rather interacting with a great many individuals on a daily basis.

These findings suggest a variety of sources of stress exist for special education teachers but it should also be noted that stress can be seen as a positive or a negative reaction occurring when there is substantial imbalance between environmental demands and the response capability of the individual. Selye, (1956) defined stress as the

nonspecific response of the body to any demand made upon it and called stress the spice of life, for we could only avoid it by never doing anything. He states we all need a certain level of stress in order to function. In fact he states that life would be rather boring without stress. Selye (1976) formulated a model of how our body reacts to stress, called the General Adaption Syndrome (G.A.S.), which has 3 stages: alarm reaction, stage of resistance, and the stage of exhaustion.

In the alarm state the body brings its resources together to combat the stress. This is the stage where there is a realization that there is stress. The body's resistance to the stress causing event is diminished during this stage. The body is marshalling its resources to deal with the stress causing event and deal with whatever the issue is. The resistance stage involves the body trying to adapt to the stress. The stress has not been dealt with in a satisfactory way, with the body still feeling the effects that the stress is causing. The body is attempting to use different strategies to deal with the stress. If the body does not mediate the stress, the final stage, the stage of exhaustion, is entered. The body has not been able to adapt to the stress and is exhausted. The signs of the alarm reaction reappear. At this point the whole process may become irreversible and this may result in the disease of adaption, and even death for the individual. The body no longer has the capacity to deal with the stress. This is the state at which the body may be dysfunctional. The body can no longer function as it normally would as the stress causing event has now totally dominated the body's actions and responses, to the point where the body has no effective responses to the stress and is too exhausted to carry out any responses in any case. This state of unmediated stress, when chronic, has been labelled as "burnout". Burnout was first labelled as a syndrome by Freudenberger (1974). Freudenberger employed graduate students and volunteers in his work. He noted, by observing volunteers working for him, that over a period of months some became tired, depressed, and apathetic. These volunteers would start the position full of enthusiasm, and have a strong desire to work. However as time

went by he noted a qualitative change in their outlook on the job and to each other. He was distressed to see these changes happening over relatively short periods of time.

Maslach (1982) noted that burnout occurs because of a social interaction between a helper and a recipient. Maslach noted that some professionals in the "helping professions" were suffering a loss of care and commitment to their job. The helping professions were defined as those professions that are on the front lines of dealing with people on a day to day basis. These included doctors, nurses, police, social workers and many others, as well as educators. The stress of the constant and intense daily interactions of the professional and the recipient would begin to take its toll on the professional. Long hours, isolation, lack of autonomy, client neediness, insufficient resources, lack of criteria to measure accomplishments, excessive demands for productivity, inadequate job training, and administrative indifference were cited as reasons for the stress with which these human service workers were dealing. This constant stress, when unmediated, could lead to burnout. These workers found it more and more difficult to work at their jobs and deal with the public because of this unmediated stress. Maslach was the first to compile empirical data on burnout and describe burnout as a syndrome manifested by feelings of emotional exhaustion, depersonalization, and reduced personal accomplishment.

Burnout does not happen in any particular sequence of these three dimensions. The first dimension is emotional exhaustion. The professional feels drained and empty after a day at work as it is a struggle to get through the day, and they dread the fact when the day is over that they will have to go to work again the next day. The person finds that their job is no longer fulfilling. The professional does not want to face the client with whom they are dealing. The professional often feels fatigued, tired and run down. The second dimension was depersonalization. The professional begins to distance themselves from the client due to the exhaustion and the high cost of maintaining close personal contact. The professional blames the client for their own feelings of emotional exhaustion. The professional also begins to create distance from their colleagues and other

professionals with whom they work. As a professional begins to experience more and more depersonalization they begin to develop negative attitudes towards the very people they are to be helping. They begin to blame the client for the client's own problems and their own personal problems. The professional tends to lose objectivity, and sees the world as having a negative impact on them. Even if the problem lies with the professional in question, they tend to blame the client for the problem. The third dimension is lack of personal accomplishment. A professional begins to look at the job they are doing and the interactions they are having, and they begin to think of themselves in a negative fashion. They are less successful and feel that they are not moving ahead. They are not accomplishing what they think they should be. They feel they have no clear direction or mandate to do what they are supposed to be doing. The job is no longer satisfying; they are no longer accomplishing the positive things they once were. This develops into a self fulfilling prophecy, as the professional accomplishes less, feels bad about themselves, and accomplishes even less than before. The professional begins to suffer from burnout. They are no longer as functional as they once were on the job.

Maslach developed an instrument to measure the degree and intensity that a person is suffering from burnout. Maslach further refined her instrument and developed an educator's form for assessing burnout in the teaching profession. She felt this was important because education is one of the largest and most highly visible of the helping professions in society today. Teachers are being asked to deal with more and more of society's problems at a time when more and more teachers are choosing to leave the profession. It has already been identified that stress and teacher burnout were one of the main reasons why teachers were leaving the profession. Maslach wanted to quantify the degree of burnout that teachers were dealing with in the day to day interactions that they have as members of one of the helping professions.

Byrne (1991) found that gender, age, and student taught were highly salient background variables associated with burnout. Depersonalization in male teachers was significantly higher than in female teachers in elementary and high school. Emotional exhaustion is significantly higher in younger teachers than in older ones. These younger teachers tend to be less experienced as teachers and less able to cope with the pressures in their profession. When Byrne reviewed the literature regarding burnout and the type of student taught she found inconsistent results. Beck and Gargiulo (1983) found that regular classroom teachers experienced higher levels of burnout than their peers in special education. However, Olson and Matuskey (1982) found no significant differences between the two groups. Based on anecdotal studies of teacher burnout, Byrne felt that because of the intensity of direct contact by the special education teacher with special education students, the special education teacher was probably more vulnerable to burnout than the regular classroom teacher. This is based on Maslach's work that the closer the contact, the greater the chance that a situation could develop that may lead to some degree of burnout in the special education teacher.

Friedman and Rosenman (1974), two cardiology researchers, have suggested that personality factors of individual lifestyles may be one of the prime contributors to stress. Their research identified the Type A behavior pattern. They noted that this behavior pattern was associated with a higher incidence of coronary heart disease (CHD) in their patients. They observed that over a period of years there had been an increase in the CHD mortality of their patients without a corresponding increase in risk factors, such as cigarette smoking. They noted a similar pattern of behaviors in these patients, which they labelled Type A behavior pattern. They described the Type A behavior pattern as an action-emotion complex that can be observed in any person who is aggressively involved in an incessant struggle to achieve more and more in less and less time and, if required to do so, against the opposing efforts of other things or people. A person who had an absence of

these characteristics was labelled as Type B behavior pattern. This suggests that there is a stress prone behavior type; that there is a behavior pattern that may predispose an individual, by the vary nature of their actions, to stressful situations.

Glass (1978) identified the central feature of the Type A behavior pattern as a very strong need to control in general and control one's outcome in particular. This need for control puts the Type A individual under self imposed pressures and may lead to possible strong reactions when this control is threatened. They cope with stress by attempting to gain control and maintain control. In fact their degree of stress depends upon their degree of control. The less control they have, the more stress they will suffer as they try to establish control. If their position in the organization is one that will not allow them a position of control, they may deal with an ever increasing amount of stress.

Chesney and Rosenman (1980) described Type A individuals as hard driving, competitive, and achievement and work orientated. These Type A individuals can become focused on a goal and strive diligently to achieve it. Achievement becomes very important and is the measuring stick of success. Type A individuals may enjoy the competition to achieve a goal as much as the actual achieving of the goal.

In a review of the literature regarding burnout, Golembiewski (1982) suggested that Type A behavior pattern may be a precursor to burnout, although there was no direct evidence to suggest it. He suggested that the Type A individual may be more predisposed to suffer from some degree of burnout than an individual labelled as Type B. The very factors outlined above may cause the Type A individual to drive themselves into stressful situations detrimental to their personal wellbeing.

Greenburg (1984) described a teacher or administrator with a Type A personality as someone who has a chronic sense of time urgency. There never appears to be enough time to deal with the issues of the day. Schedules can't be kept, deadlines are difficult to meet, and everything appears to be a rush. Rosenman and Friedman (1974) described this as an incessant struggle to achieve more and more in less and less time. This is even more

complicated in the current field of education as teachers are asked to accomplish more with less resources than were once available. This would make the incessant struggle with time even more complicated as there will be more to do, with fewer resource, in less time.

Thoresen (1981) found Type A individuals to be ambitious, impatient, highly job involved to the extent of neglecting all aspects of their life except work, and very competitive. He also found that these people refused to recognize factors which are impeding their effectiveness, such as fatigue and stress. Thus the Type A individual may, in effect, drive themselves to the point of exhaustion and burnout in attempting to reach a certain goal. Their competitive nature, coupled with a high degree of job involvement may drive them past the point of exhaustion in their quest for achievement. Type A behavior patterns may involve a lifestyle that exposes people to unnecessary and unavoidable stress. Type A individuals may not view stress and burnout as an issue until these factors become risks to their health. Rather than attempting to mediate the stress or factors that cause burnout in their lives, they ignore it and push on, possibly to their own detriment. The Type A behavior pattern may predispose an individual to higher degrees of stress and burnout than their Type B counterparts.

Teacher self -assessment has become an essential part of a teacher's evaluation since so many teaching positions in today's schools are so highly specialized that objective evaluation of the teacher by an administrator is difficult. This is especially true of special education teachers since highly individualized programs and participation in multi-disciplinary teams makes their job difficult to define and assess. Bailey (1981) found that research into teacher self assessment was virtually non-existent at that point, yet the practice had been carried on for a good many years before 1981.

Teacher evaluation can serve two purposes. One is a guide to assist school administrators in administrative functions such as hiring, firing, and retention of teachers. The second is to help and guide teachers in improving themselves as a teacher. It is this second element in which I am most interested. Levin (1979) identified six general

approaches to teacher evaluation, one of them being self-evaluation. Self-evaluation is the process of improvement of instruction through having teachers reflect on their own teaching and instructional practices. Iwanicki and McEachern (1984) called teacher self evaluation a technique where teachers take an honest and open look at their performance, assess their strengths, and identify areas that need improvement. It is generally acknowledged that during a teacher's career, they will be expected to re-educate themselves. It is a teacher's reflection on teaching and instructional practices that should guide them in self improvement. They identify areas that need improvement through self assessment. Simpson (1966) stated that the experience of teaching is no guarantee of improvement as a teacher.

Wolf (1976) found that teachers were suspicious of self-assessment because of its association with formal teacher evaluations. Over many years the process of teacher evaluation has come to have many negative values associated with it by the teacher in the profession. Teachers felt uneasy about using self-assessment as a personal improvement tool due to the negative image they had developed over any assessment procedure involving themselves. Teachers were afraid to be open and honest because of a fear that the information may come back to haunt them at a later date.

Iwanicki and McEachern (1984) suggested that the information which can be obtained through teacher self evaluation can be broken down into four categories: the open self, the secret self, the blind self, and the undiscovered self. The open self is information that is readily apparent and shared openly by the teacher. The secret self is information that the teacher is not willing to share with other teachers or administrators. The blind self is information known to others but not the teacher involved. The undiscovered self is information not yet realized by the teacher. Burch and Danly (1978) suggested people are selective in the image they wish to create and project to others. They may not be willing to be honest in their appraisal of their abilities as a teacher and may only deal with the open self. The image they wish to project may not be what they actually practice as a teacher in

the classroom. These teachers, when self-reporting on a self-assessment, may not truly deal with the issues asked for on an open and honest basis.

I wish to investigate the relationship between identified Type A and Type B behavior patterns and the degree and intensity of burnout that special educators assessed with Type A and Type B behavior patterns are reporting. Teachers will also self-report on their control over the factors that cause stress in their lives and how competent they feel they are to teach their current assignment in a brief demographics section.

Chapter 3

Method

This chapter is organized into five major headings, Population, Instruments, Collection of Data, Statistical Analysis Procedures and Analysis of Data.

Population

The population in this study included all the special education teachers in Winnipeg School Division No. 1., Fort Garry School Division No. 5, and Seven Oaks School Division No. 10. The special education teachers in Winnipeg School Division No.1 were identified by using the Annual Division Action Plan (ADAP), a report on special education policy and programming delivered annually to the Department of Education. The special education teachers in Seven Oaks School Division No. 10 were identified by their special education coordinator. In Fort Garry School Division No. 5, the assistant superintendent in charge of special education programs identified the special education teachers who would participate in the study.

Originally, only special education teachers from Winnipeg School Division No. 1 were to be surveyed. Permission, pending review by the Winnipeg Teachers Association, was obtained in February, 1994 from the division's administration to carry out the survey with special education teachers within the division. Winnipeg Teachers Association reviewed the request and refused permission raising concerns about anonymity, and the negative aspects of teachers being labelled as "burned out." Winnipeg Teachers Association stated that permission would be granted if at least two other school divisions were included in the study. The superintendents of eight other school divisions within the Metro area were approached to consider allowing their special education teachers to participate in the study.

Seven Oaks School Division No. 10, and Fort Garry School Division No. 5 granted approval. Based upon these two school divisions participating in the study, Winnipeg Teachers Association lifted their objection and Winnipeg School Division No. 1 granted permission for the study to proceed.

Research Instruments

Offerman (1985) found the Maslach Burnout Inventory (MBI) to be the best known and most widely used questionnaire for the assessment of individual occupational burnout among human service workers and those others whose work involves intense interaction with other people. Iwanicki and Schwab (1981) concluded that, when used in education, the MBI measured the same basic constructs as those developed by Maslach in her work in the helping professions.

The MBI is a 22 item self reporting questionnaire composed of three subscales which are designed to measure the three dimensions of burnout: emotional exhaustion, depersonalization, and lack of personal accomplishment. Respondents evaluate each of the 22 questions according to frequency and intensity. The range of response for frequency is from never (0) to every day (6). The range of response for intensity is from never occurring (0) to major, very strong feeling (7).

Maslach and Jackson (1981) reported internal consistency reliability for the MBI estimated by Cronbach's alpha at .90 (frequency) and .87 (intensity) for the emotional exhaustion subscale; .79 (frequency) and .73 (intensity) for the depersonalization subscale; and .71 (frequency) and .73 (intensity) for the personal accomplishment subscale.

They reported a two to four week test-retest reliability for the MBI as .82 (frequency) and .53 (intensity) for emotional exhaustion, .60 (frequency) and .69 (intensity) for depersonalization; and .80 (frequency) and .68 (intensity) for personal

accomplishment. Abu-Hilal and Salameh (1992) used the MBI on non-western teachers and found the level of reliability to be acceptable.

Offerman (1985) reported evidence of convergent validity. Individual scores on the MBI were compared with co-workers ratings of the individual in the areas of personal accomplishment, depersonalization, and emotional exhaustion. Results were significantly correlated with the subscales of depersonalization and emotional exhaustion. Offerman also offers as evidence for convergent validity the various studies that compare hypothesized relationships between MBI scores and job characteristics. As an example, higher burnout scores on the MBI have been predicted and associated with professionals serving higher numbers of clients.

The Jenkins Activity Survey (JAS) was used to determine if a special education teacher demonstrated Type A or Type B behavior pattern. Form C of the JAS was used in this study. The JAS is a self report, multiple choice inventory designed to assess the behavior pattern known as Type A behavior. It has 39 items which are used to score an overall Type A behavior pattern and also measure three factors: speed and impatience, job involvement, and hard-driving and competitiveness. It is recommended that this form be used for individual assessment. The JAS can be completed in about 20 minutes. The manual suggests that the assessment can be completed with no supervision.

Fekken and Holden (1985) stated that two types of reliability have been determined for the JAS; test-retest and internal consistency. Jenkins (1979) reported that the test-retest reliability of the overall assessment as well as the three subscales ranged from .56 to .74. Other researchers found test-retest reliabilities of .72 (Stancak, 1983), .90 (Holden & Hickman, 1987) and .79 (Johnson & Shaper, 1983).

Validity of the JAS is a much harder topic to address. Derogatis (1982) recognized a limitation with validity but stated that the JAS had proved to be an extremely productive research instrument and represented a measurement benchmark that had been most useful. Fekker and Holden (1985) indicated concurrent validity with other measures as moderate.

The other frequently used Type A instrument, the Framingham scale, had a correlation of .54 with the JAS. Fekken and Holder also found that there was positive evidence of construct validity of the JAS.

Lee, King, and King (1987) assessed the validity of the four self-assessing measures of Type A behavior, of which the JAS was one. Their assessment supported Matthews (1982) who found no single instrument fully captured the Type A construct. They called for reassessing of the Type A construct and the instruments used to assess it. Fekken and Holden (1985) felt what may be lacking is a comprehensive theoretical model relating situational parameters to the cognitive and affective reactions of coronary prone individuals and their resultant physiological and behavioral issues.

The Jenkins Activity Survey and the Maslach Burnout Inventory were obtained from the Canadian publishers of the surveys. A separate set of demographic questions, along with the two self report questions on competence and personal control of stress were included. Each special educator received a package with one copy of the Maslach Burnout Inventory, one copy of the Jenkins Activity Survey, and one copy of the demographic questions sheet.

Collection of Data

A total of 303 surveys were sent out in the last week of January and the first week of February to the three Winnipeg school divisions. Seven Oaks School Division was sent 49 surveys. The special education coordinator distributed the surveys to the special education teachers. Fort Gary School Division received 12 surveys that were sent to the deputy superintendent in charge of special education. He distributed them to the special education teachers. The remaining 242 surveys were mailed directly to special educators in Winnipeg School Division # 1.

Each package contained a cover letter which stated the purpose of the study, and directions on how to complete the forms. The cover letter also contained the phone number of the researcher in case the special education teacher receiving the survey had any questions. All special education teachers participating in the study were informed they could get a summary of the results once the study was completed. The packages all contained a stamped, return envelope addressed to the researcher.

The returned surveys were collated by the researcher for a statistical analysis.

Statistical Analysis Procedures

Statistical procedures used to analyze the data were t-tests, one way analysis of variance, and chi-squared tests. All analysis was run on a computer using the SSPS statistical package for Windows.

Hypotheses

Based on past research literature, the following hypotheses were developed as an aid in the analysis of data:

1. Special educators assessed as Type A behavior pattern will have higher assessed burnout than teachers assessed as Type B behavior pattern.
2. Male special educators assessed as Type A behavior pattern will have a higher assessed burnout than female special educators assessed as Type A behavior pattern.
3. Male special educators assessed as Type A behavior pattern will have a higher assessed burnout than male special educators assessed as Type B.
4. Female special educators assessed as Type A behavior pattern will have a higher assessed burnout than female special educators assessed as Type B.

5. Special educators with a Special Education Certificate assessed as Type A will have a lower assessed burnout than special educators assessed as Type A who do not have the Special Education Certificate.

6. Special educators with a Special Education Certificate assessed as Type B will have a lower assessed burnout than special educators assessed as Type B who do not have a Special Education Certificate.

7. Special educators with a Special Education Certificate assessed as Type A will have a higher assessed burnout than Type B who have the Special Education Certificate.

Chapter 4

Results

Overview

The results of the investigations into the stress and degree of burnout that special educators in three Winnipeg school divisions were dealing with are presented in three sections: results, analysis of data, and findings.

Results

A total of 129 completed surveys were mailed back to the researcher as of March 24, 1995, which represents a return rate of 42.6 percent of the 303 surveys distributed to the special education teachers in the three school divisions. Of the 129 surveys returned, only 123 of them were fully completed and could be scored. Six surveys could not be scored due to lack of information. Two had no demographic information, three had incomplete sections rendering them invalid according to the manuals accompanying the surveys, and one had not been filled in, and was simply put into the return envelope and mailed back. The 123 completed surveys form the basis of the statistical analysis. This represents a return rate of 40.1 percent of the surveys distributed. Part of the agreement with the school divisions was that the teachers and the divisions would remain anonymous. Thus, there is no way to identify the differential cooperation rates of the 3 school divisions.

Of the 123 valid returns, 89 respondents (72.35 %) were female, and 32 respondents (26 %) were male, as shown in Table 1. In two cases, gender was not identified on the form. In Winnipeg School Division # 1, according to the special education department, 77.2 percent of the special education teaching staff are female and

22.8 percent of the special education teaching staff are male. This percentage breakdown of gender is approximated in the returned survey forms.

The first section of the questionnaire asked respondents to provide a variety of personal information. Ages ranged from 30 to 63 years of age, with an average of 43.64 years. Ninety - three (75.6 %) had a Bachelor of Education degree, while 28 (22.8 %) had a Master of Education degree. A total of 80 respondents (65 %) indicated that they held a Special Education Certificate.

The following table breaks down the raw data as found on the completed survey forms returned by special educators in the three Winnipeg school divisions. Table 1 contains the percentage breakdown of gender, behavior pattern and educational background.

Table 1

Respondents' Gender, Behavior Pattern, and Qualifications

	<u>Male</u>	<u>Female</u>	
Gender	26 %	72.4 %	
	<u>Type A</u>	<u>Type B</u>	
Behavior Pattern	42.3 %	55.3 %	
	<u>B. Ed.</u>	<u>M. Ed.</u>	<u>Spec. Ed. Certificate</u>
Qualifications	75.3 %	22.8 %	65 %

As seen in Table 1, of the 123 returns, 52 (42.3 %) were identified as Type A behavior pattern as measured by the Jenkins Activity Survey (JAS), and 68 (55.3 %) were identified as the Type B behavior pattern. There were 2 respondents whose score on the Jenkins Activity Scale fell exactly on the borderline between those scores that define Type A behavior pattern and Type B behavior pattern and which therefore are counted neither as Type A or Type B behavior pattern.

Respondents completed the MBI and a self-report on competence to perform their current assignment and control over the factors that cause stress in their lives. The results are shown on Table 2.

Table 2

Mean Scores on the Maslach Burnout Inventory, and Teacher Self Reports on Competence, and Control.

	<u>Mean Score</u>	<u>Range</u>
Maslach Burnout Inventory		
Depersonalization	4.81	0 - 20
Personal Accomplishment	39.95	14 - 48
Emotional Exhaustion	22.39	2 - 45
Control of Stress in Life	6.00	2 - 9
Competence to Teach Current Assignment	8.09	4 - 9

The Maslach Burnout Inventory has three dimensions of burnout that are identified as emotional exhaustion, depersonalization, and personal achievement. As seen in Table 2 the mean score on the emotional exhaustion scale was 22.39 , which fell into the moderate range of emotional exhaustion. The scoring key indicates the range of possible scores on this subscale are from zero to 54, with zero to 16 considered in the low range of experienced burnout, 17 to 26 in the moderate range of experienced burnout, and 27 or greater in the high range of experienced burnout. The mean for the respondents on the depersonalization scale was 4.81, which was in the low range. The range of possible scores on this subscale were from zero to 30, with scores under eight considered in the low range of experienced burnout, nine to 13 in the moderate range of experienced burnout, and 14 or greater in the high range of experienced burnout. The mean for the personal accomplishment scale was 39.15, which was in the high range for personal accomplishment and translates to the low range for experienced burnout. This subscale has a range of possible scores from zero to 48, with scores under 30 considered in the high range of assessed burnout, 31 to 36 in the moderate range of experienced burnout, and 37 or greater in the low range of experienced burnout. The first two scales, emotional exhaustion and depersonalization begin at zero and rise as the degree of assessed burnout increases. Therefore higher scores on these scales indicate higher assessed burnout. The third scale, personal accomplishment, runs in the reverse order to the other two scales. It begins at 48, and runs back down to zero, with the degree of assessed burnout increasing the closer you get to zero.

On the self report question of degree of personal control of stress in their lives, using a 9 point Likert scale, with 1 being no control and 9 being total control, respondents had a mean score of 6 with the range of response being from 2 to 9. There were 26 respondents (21.1%) who self reported 4 or lower on the 9 point scale. On the self report question of personal competence to teach their current assignment, using the same

Likert scale, with 1 being not competent, and 9 being competent, respondents had a mean score of 8.09, with a range of response from 4 to 9. Results are summarized in Table 2. Of the respondents, 2 teachers (1%) reported a score of 4 or less on the 9 point Likert scale. It is interesting to note that both of these special education teachers also reported a score of 4 or lower on the self report stress question, thus indicating scores in the low range on both of these scales.

Analysis of Data

Data from the Maslach Burnout Inventory (MBI) and the Jenkins Activity Survey (JAS) were analyzed using t-tests, one way analysis of variance, and chi-squared tests. These statistical procedures were run using the SPSS for Windows 95 computer program. The JAS identified the respondents as being either Type A or Type B behavior pattern, while the MBI identified the degree of burnout that the special education teachers were experiencing along three dimensions of burnout, emotional exhaustion, depersonalization, and personal accomplishment. The analysis was carried out to investigate a possible link between Type A and Type B behavior patterns and the degree of burnout which a special educator is reporting. If a link can be established between degree of burnout and behavior type, one may be able to use the JAS as an indicator of which special educator may be more at risk for dealing with the issue of teacher burnout.

t - Tests

A t-test analysis was conducted between scores for Type A and Type B behavior types and scores for emotional exhaustion, one of the three sub scales of the MBI. The

results of the analysis ($f = 1.064$, $p = .304$) indicated no statistically significant difference between these factors.

A t-test analysis was conducted between scores for Type A and Type B behavior pattern and scores for depersonalization as measured by the MBI. The results of the analysis ($f = .473$, $p = .493$) indicate no statistically significant difference between these factors.

By contrast, a t-test analysis was conducted between scores for Type A and Type B behavior pattern and scores for personal accomplishment as measured by the MBI. The results of the analysis ($f = 8.573$, $p = .004$) indicated a statistically significant difference between these factors. Respondents with Type A behavior pattern score higher on the personal accomplishment scale as measured by the MBI than their Type B counterparts.

A t-test analysis was conducted between scores for Type A and Type B behavior pattern and scores for self reported competence to teach their current assignment. The results of the analysis ($f = 1.170$, $p = .281$) indicate no statistically significant differences between these factors. Respondents assessed as Type A self reported themselves to be no more competent to teach their current assignment than their Type B counterparts.

Using a t-test, an analysis was conducted between scores for Type A and Type B behavior patterns and the scores for self reported control of stress. The results of the analysis ($f = .397$, $p = .530$) indicate no statistically significant differences between these factors. It did not matter which of the two behavior patterns a special education teacher was assessed as, either Type A or Type B, the self reported stress was the same across both of the behavior patterns.

However, a t - test analysis between scores for how much respondents felt they had control over the factors that cause stress in their lives and scores for how competent they felt to teach their current special education assignment indicated a statistically significant difference ($f = 1.170$, $p = .05$). Even when an equality of means test was run, due to only 6 cases in the mid range, statistical significance was achieved. Special educators in the mid range (4, 5, 6) of self-reported scores of competence scored lower self reported stress than teachers in the high range (7, 8, 9) of self reported competence.

There were no statistically significant differences ($f = 2.636$, $p = .107$) in an analysis between special education teachers' gender and scores for self reported control over the factors that cause stress. Analysis indicated that both genders of special educators dealt with stress equally, without one gender being more susceptible to stress.

One Way Anova

Gender, the scores for behavior type, and scores for the degree of burnout as measured by the Maslach Burnout Inventory were analyzed using a one way analysis of variance. No statistically significant differences were found ($f = 2.89$, $p = .45$). Respondents' gender had no impact on the degree of experienced burnout. The degree of burnout was equal across both genders and behavior patterns.

A one way analysis of variance was conducted between scores for personal accomplishment, a subscale on the Maslach Burnout Inventory, and the special education teachers' self -reports on how much control they had over the factors that cause stress in their lives . The results of the analysis ($f = .117$, $p = .05$) indicated a statistically significant difference between these factors. The Maslach Burnout Inventory classifies personal accomplishment scores into the following three levels: low accomplishment (31 or

lower), middle accomplishment (32 to 38) and high accomplishment (39 plus). For self reported control of stress, analysis indicated that the high accomplishment group did not control stress as well as the low or the mid range accomplishment group.

A one way analysis of variance was conducted for factors of age for respondents 50 years old or older, Special Education Certification, and scores for self reported control of stress. The analysis indicated statistically significant differences ($f = 6.486$, $p = .002$) between the three factors. The older respondents who possessed a Special Education Certificate reported more stress than their age cohort members who did not have a Certificate.

Chi - Square

A Chi-square analysis was conducted between male special education teachers and female special education teachers and their scores for self reported competence to teach their current assignment. The analysis indicated there was no statistically significant difference ($f = 6.85$, $p = .334$) between the two factors. Both genders self reported themselves equally competent to teach their current assignment.

A Chi-square analysis indicated there was no statistically significant difference between gender and self reported control over the factors that cause stress ($f = .2.636$, $p = .107$). Both genders dealt with stress equally well, with no significant differences between the genders.

A Chi-squared analysis indicated there was no statistically significant difference between qualifications to teach, including special education certification, and scores for personal accomplishment as measured by the Maslach Burnout Inventory. No significant

differences were found between personal accomplishment and Bachelor of Education ($f = .195, p = .907$), personal accomplishment and Master of Education ($f = .085, p = .959$) and personal accomplishment and Special Education Certificate ($f = 1.85, p = .395$). It appears that the process of burnout acts independent of educational background.

Table 3 indicates the correlations between Type A and Type B behavior patterns and the three subscales of the Maslach Burnout Inventory, control over the factors that cause stress, and competence to teach current assignment.

Table 3
Statistically Significant Relationships Between Type A and Type B Behavior Patterns, and Scores on the Maslach Burnout Inventory.

	Behavior Pattern	
	F	* p
Depersonalization	0.473	ns
Emotional Exhaustion	1.064	ns
Personal Achievement	8.573	p
Control of stress	0.379	ns
Competence	1.170	ns

* $p > .05$, ns = not significant

Finally, a chi - square analysis indicated there were no statistically significant differences between scores for teachers self reported competence to teach their current special education assignment and their educational background. Using a chi - square test,

no statistically significant differences were found between Bachelor of Education and self reported competence ($f = 3.15, p = .79$), Master of Education teachers and self reported competence ($f = 6.9, p = .33$) and Special Education Certificate and self reported competence ($f = 7.32, p = .29$).

Table 4 shows the interactions between respondents' self reported control over the factors that cause stress in their lives and their scores for competence to teach their current assignment, gender, and personal accomplishment.

Table 4

Correlations between Control Over Factors that Cause Stress, Competence to teach Current Assignment, Gender, And Personal Accomplishment (from MBI)

	Control of Stress	
	F	*p
Competence to Teach	1.170	p
Gender	2.636	ns
Personal Accomplishment	0.117	p

* $p > .05$, ns = not significant

Findings

The purpose of the study was to investigate whether the Type A and Type B behavior patterns would be a valid indicator of which special educator is more likely to suffer from stress and have to deal with some degree of burnout. Would someone assessed as Type A be more likely to have higher assessed burnout than someone assessed as Type B? Before an answer can be attempted for this question a review of the Maslach Burnout Inventory will provide a context for the purpose of the investigation and the following discussion of results.

The Maslach Burnout Inventory measures burnout as a continuous variable, ranging from low, through moderate to high degrees of experienced burnout in the individual being assessed. The degree of experienced burnout that a person is dealing with is derived by taking the raw score an individual gets on each of the three subscales and converting it to the low, moderate, and high ranges described above. An individual being assessed is scored on the three subscales: depersonalization, emotional exhaustion, and personal accomplishment. The scale for depersonalization runs from 0 to 30, the scale for emotional exhaustion runs from 0 to 54, with higher scores on both scales indicating higher degrees of experienced burnout by the individual being assessed. The personal accomplishment scale runs in the opposite direction from the other two, starting from 42 and running to 0, with the degree of experienced burnout in the assessed individual increasing as the scale moves down towards zero. The manual accompanying the MBI clearly states that the scores derived are not to be treated as a dichotomous scale in which a score is either in the burned out range or not. The scales are not to be used to judge if a person is burned out or not but rather to judge the degree of burnout that a person is experiencing. There is no point on the MBI scoring scales that, once crossed, signifies that a subject can be considered burned out. This is in keeping with the fact that Maslach defined burnout as a process and not an end product. Burnout happens over a period of time rather than all at once. This process is cumulative with the individual and different

with each person. With this in mind, it would be impossible to establish a point at which all assessed individuals would be declared as burned out. It is important to keep in mind that the process of burnout is unique to each and every individual who is dealing with it.

The analysis of the interaction between Type A and Type B behavior patterns and the three dimensions of burnout as measured by Maslach revealed that there was an interaction for personal accomplishment, one of the subscales on the Maslach Burnout Inventory. The analysis showed no significant differences between the Type A or Type B behavior patterns and the other two subscales of the Maslach Burnout Inventory, depersonalization and emotional exhaustion.

Hypothesis 1

Hypothesis 1 states that special educators identified as Type A would have higher assessed burnout than those identified as Type B. The analysis indicated that the respondents identified as Type A had higher personal accomplishment scores than the respondents identified as Type B. The Maslach Burnout Inventory manual states that the personal accomplishment subscale assesses feelings of competence to do one's job and successful achievement in one's work with people. As mentioned above, this scale runs the opposite of the other two scales, the higher the score on the personal achievement subscale, the lower the degrees of experienced burnout that an individual feels. The manual clearly states that even though the personal accomplishment subscale runs in the opposite direction to that of the other two subscales, depersonalization and emotional exhaustion, it can not be thought of as the opposite of these two subscales. The manual states that the higher the score in the personal accomplishment subscale the lower the degree of experienced burnout. The data indicates special education teachers who have been identified as Type A scored higher on the personal accomplishment subscale than their Type B counterparts,

and therefore experience a lower degree of experienced burnout than their Type B special education colleagues. At first glance this appears to be contradictory to the evidence in the literature review which indicated that the Type A behavior pattern was identified as the stress prone behavior pattern. The Type A behavior pattern was identified in the literature review as " hard driving, competitive, and achievement and work orientated ". These last two items would be what Maslach measures on the personal accomplishment subscale of her inventory. Type A individuals more closely exhibit the traits that the subscale is measuring. The subscale assesses how a teacher is coping with work in the classroom, the feeling being that the teacher who is suffering from some degree of burnout may not be accomplishing as much and may not feel as competent to do the job as their colleagues who are not suffering from the same degree of burnout. The scale measures whether or not a teacher has a lack of personal accomplishment and competence. By definition Type A individuals are more achievement orientated than their Type B counterparts and are more apt to rate personal achievement as a valuable personal trait, scoring those questions higher. However, it may be speculated that the Type B special education teacher may be more honest in their appraisal of their abilities and rate themselves more honestly. As previously stated the Type A behavior pattern has been identified as a possible stress prone behavior pattern. Stress and burnout are not synonymous terms. Stress is a factor of everyday life and our method of dealing with it makes it a positive or negative factor in our lives. It is when stress becomes unmediated over long periods of time that negative issues, including burnout, may arise. Therefore a stress prone behavior type does not necessarily mean that it is a burnout prone behavior type. It must be remembered that the degree of burnout as measured by the Maslach Burnout Inventory is a relative concept. Although the data suggest that Type A special educators deal with a lower degree of experienced burnout in the area of personal accomplishment than Type B special educators, both are in the low range of experienced burnout when the scores are converted to the three ranges of experienced burnout, low, moderate or high. Another way of stating this is to say that both

behavior types are in the high range of personal accomplishment, with Type A assessed teachers scoring higher in this range than their Type B counterparts. The manual states that all analysis of data should be done using the raw scores and not the three ranges of scores. The raw scores can be converted to range scores after the analysis is run. The data showed that both Type A and Type B behavior pattern special education teachers are in the low degree of burnout, and therefore the high range of personal accomplishment on the personal accomplishment subscale.

The second subscale on the Maslach Burnout Inventory is emotional exhaustion. Emotional exhaustion is described by Maslach as the feelings of being emotionally overextended and exhausted in one's work. These feelings develop from the constant interactions with the public, in the special educators case dealing with special needs students, on a daily basis. The mean emotional exhaustion score was into the moderate range of burnout, with a mean score of 22.38. To put this in perspective, the low range for emotional exhaustion is from 0 to 16, the moderate range is from 17 to 26, and the high range is 27 or over. Thus a score of 22.38 for all 123 respondents represents a mean score in the moderate range of burnout. As the analysis of the data indicated there were no significant differences between emotional exhaustion scores and Type A or Type B behavior patterns. The process of burnout is happening across both behavior patterns and not more in one than the other. Special education teachers assessed as Type A behavior pattern experienced the same degree of emotional exhaustion as teachers assessed as having the Type B behavior pattern. This degree of emotional exhaustion, as measured by the Maslach Burnout Inventory was in the moderate range of experience burnout and may have implications for the teachers, their colleagues and the students in special education whom they teach. This may lead to the beginning of the scenario that was elaborated on in the Literature Review, that valuable talent was leaving the field of special education due to stress and teacher burnout. These feelings of emotional exhaustion that these teachers

are reporting may possibly lead to increased teacher burnout and dysfunction in the classroom and in their personal lives.. The teacher may become less effective in the classroom and create a situation in the school that is not positive for them or the other people in the school.

The third subscale of burnout as measured by the Maslach Burnout Inventory is depersonalization which Maslach defines as unfeeling or impersonal responses towards the recipients of one's care or instruction. The special education teacher distances themselves from their students and colleagues and even begins to blame these same people for the problems in their lives. This distance creates major problems in education, as the teacher must interact closely with the students for gains to be made. Trust and confidence are lacking if the teacher begins to distance themselves from the students. The mean score for depersonalization was 4.81, which the manual states is in the low range of experienced burnout. This would show that this dimension of experienced burnout occurs equally across both Type A and Type B behavior pattern and not significantly more in one than the other. Therefore special education teachers in the Type A behavior pattern experienced the same low assessed burnout scores as did the special education teachers in the Type B behavior pattern for depersonalization .

Hypothesis 2

Hypothesis 2 states that male special educators assessed as Type A behavior pattern will have a higher assessed burnout than female special educators assessed as Type A behavior pattern. Analysis of the data indicated that there were no statistically significant differences between gender, Type A or Type B behavior pattern and burnout as measured by the Maslach Burnout Inventory. The data indicated that the process of burnout occurs equally across both genders and not more in one than the other.

Hypothesis 3

Hypothesis 3 states that male special educators assessed as Type A behavior pattern will have higher assessed burnout than male special educators who have been assessed as Type B behavior pattern .

Analysis of the data indicated that male special education teachers identified as either Type A or Type B behavior pattern experienced the same degree of assessed burnout and stress. It did not matter what behavior pattern the male special education teacher was, no statistically significant differences were found. The data indicated that stress and assessed burnout work independently of Type A or Type B behavior pattern.

Hypothesis 4

Hypothesis 4 states that female special educators assessed as Type A behavior pattern will have a higher assessed burnout than female special educators assessed as Type B behavior pattern.

Analysis of the data indicated that female special education teachers identified as either Type A or Type B behavior pattern experienced the same degree of stress and assessed burnout. It did not matter what behavior pattern the female special educator was, no statistically significant differences could be found between those identified as Type A behavior pattern and those identified as Type B.

Within the genders, the data indicated that it does not matter what behavior pattern the special education teacher has been identified as. Both behavior patterns, Type A or Type B, experience the same degree of stress and the process of burnout independently of a teacher's gender. Male special educators identified as Type A behavior pattern experience

the same degree of stress and assessed burnout as male special educators identified as Type B behavior pattern. The same can be said for female special educators labelled as Type A and Type B behavior pattern. Stress and the process of burnout occur independently of Type A or Type B behavior patterns within male and female special education teachers.

Hypothesis 5

Hypothesis five states that special educators with a Special Education Certificate assessed as Type A behavior pattern will have a lower assessed burnout than special educators assessed as Type A behavior pattern who do not have a Special Education Certificate. Analysis of the data indicated there was no significant interactions between Special Education Certification, behavior type and degree of burnout. Stress and the process of burnout in special educators identified as Type A behavior pattern happen independently of whether a special educator has a Special Education Certificate or not.

Hypothesis 6

Hypothesis six states that special educators with Special Education Certification assessed as Type B behavior pattern will have a lower assessed burnout than special educators without a Special Education Certificate assessed as Type B behavior pattern. Again, no statistically significant differences could be found. Among special educators identified as Type B behavior pattern, stress and the process of burnout happen independently of whether a special educator has a Special Education Certificate or not.

Hypothesis 7

Hypothesis seven states that special educators with a Special Education Certificate assessed as Type A behavior pattern will have a higher assessed burnout than special educators with a Special Education Certificate who were assessed as Type B behavior pattern. Analysis of the data indicated that there was no statistically significant differences between Type A special educators with a Special Education Certificate and Type B special educators with a Special Education Certificate.

It did not matter whether a special educator possessed a Special Education Certificate or not, the assessed burnout was the same. Analysis also indicated that it did not matter whether respondents were Type A behavior pattern or Type B behavior pattern, or whether they held a Special Education Certificate or not, their level of assessed burnout, as measured by the personal accomplishment subscale of the Maslach Burnout inventory, was the same. This is somewhat surprising, as it would be expected that teachers who have gone through a number of courses specifically designed to enhance their abilities to deliver special education programs would be more relaxed and under less stress in the classroom than the teacher who did not take the courses. As has been seen, behavior pattern does not increase a special educator's assessed level of burnout. The data also suggested that special education certification did not increase or decrease a special educators assessed level of burnout as measured on the personal accomplishment subscale. Perhaps because special education certification coursework does not deal with the topics of special educator stress and the process of burnout there can be no expectation that possession of a certificate will reduce a special educators level of experienced burnout. Given that there are lots of common professional development opportunities available to all the special educators within the city as a whole, (Council for Exceptional Children Annual

Conference, Special Area Groups annual inservice, plus numerous others), their opportunities to grow professionally are approximately equal. This may reflect on the non-significant finding in the area of special education certification, behavior type, and assessed burnout.

Self Reported Control Over Stress and Type A and Type B Behavior Pattern

No statistically significant differences were found between Type A and Type B behavior pattern and special education teachers self reported scores dealing with control over the factors that cause stress in their lives. Special education teachers were asked to rate their degree of control over the factors that cause stress in their lives using a scale that ran from zero to nine with zero being no control over the factors that cause stress and nine being total control over the factors that cause stress in their lives. The fact that there was no statistically significant difference would indicate that stress, as self reported by the special education teachers, happens equally across both Type A and Type B behavior patterns and is not more significant in one than the other. Special education teachers with either Type A or Type B behavior pattern experience the same degree of stress. Self reported stress is not more of a problem for special education teachers who were assessed as Type A than for those who assessed as Type B behavior pattern. The self reported stress is consistent across both of the behavior patterns.

Self Reported Competence to Teach and Type A and Type B Behavior Pattern

No statistically significant differences were found between a special education teachers' self reported competence to teach their current assignment and their identified behavior type, A or B. Special educators used a nine point Likert scale where one indicated that they were not competent to teach their current special education assignment and nine

indicated that they were competent to teach their current special education assignment. Teachers across both behavior patterns indicated an equal competence to teach their current assignment. This appears to be somewhat contradictory to data previously reported that shows that Type A special educators have a lower degree of assessed burnout as measured by the personal accomplishment subscale of the Maslach Burnout inventory than their Type B special education counterparts. In the manual Maslach defines one of the areas measured in the subscale of personal accomplishment as competence. This is also the focus of the question on personal competence in the demographics section as described above. The difference in results may be explained by the fact that in the Maslach Burnout Inventory the special education teacher being assessed does not know which questions are the ones associated with the concept of competence and the word competence does not appear in any of the questions. In the question on competence asked in the demographics sections, the teacher is asked to self report on their own competence, and the word is expressly used in the question. Indeed the question contains the phrase "Do you feel professionally competent to teach....". As noted earlier in the literature review, teachers have a reluctance to self evaluate themselves, because of a fear that the data may be used for purposes other than those identified. Too often self assessment is tied to teacher evaluations and all the negative connotations that subject has for teachers. Given that general feeling among teachers, it is not surprising with a question as expressly worded as the one on competence in the demographics section that the special education teachers answered as they did.

As noted in the Analysis of Data section there was an interaction between self reported control over stress by special educators and self reported competence to teach the assignment they have for the current year. In both cases they self reported using a nine point Likert scale. Special education teachers in the mid range of self reported competence, scoring four, five or six on the nine point scale, scored higher on the self

reported control of stress scale than special education teachers scoring seven, eight or nine on the self reported competence scale. The more competent a special education teacher feels about their current assignment the lower the control over stress they report they feel in their life. Perhaps these special education teachers who self report as being more competent (7, 8, or 9) set higher standards for themselves than the group scoring lower regarding competence to teach their current assignment. These higher standards may be more difficult to achieve and may require more effort and time to achieve them. These standards may even be set too high, may not easily be attainable, or may be only partially attainable. This may result in greater stress for the higher competence group than the group which self reported lower competence. The special educators in the high self reporting group for competence to teach their current assignment may be pushing themselves harder trying to attain their goals and experiencing higher stress in attaining these goals, or in failing to fully attain them, or failing to attain them at all. Their colleagues in the middle range of self reported competence may be very good teachers but not as willing to push as hard to achieve goals. They may be more realistic in the standards they set for themselves and find it easier to achieve them. They are not as stressed in reaching these more achievable goals.

The data also shows an interaction between self reported control of stress and one of the dimensions measured by the Maslach Burnout Inventory, personal accomplishment. The test manual scores personal accomplishment into three groupings. It is the reverse of the scores for the other two dimensions, that is the higher the personal accomplishment score, the lower the experienced burnout, the feeling being that teachers who are burned out, or burning out do not accomplish as much as a teacher who experiences no burnout. The ranges are high experienced burnout, and therefore low personal accomplishment, 0 - 30, moderate experienced burnout, and moderate personal accomplishment, 31 - 36, and low experienced burnout, and therefore high personal accomplishment, 37 or over. Analysis of

the data showed that special education teachers who scored in the low range for experienced burnout, 37 or over, scored lower on the self-report control over stress scale and therefore had higher stress levels than special education teachers scoring in the moderate, or high range of experienced burnout in personal accomplishment. In the preceding example, a person may set high standards, and drive themselves to maintain those standards. In this example a special education teacher may also set themselves a high standard, and furthermore, because they are high personal accomplisners, may demand a greater volume of work from themselves. As a result they may be driven to accomplish more, and suffer a greater degree of stress in doing so, than their peers who are in the moderate or low range of personal accomplishment. This would be consistent with the above discussion regarding stress and competence, except here it is stress and achievement. In both cases the more competent, or higher achieving special educator may establish higher goals for themselves and strive harder to reach them.

Age and Special Education Certification

In the analysis of variance of control of stress by age and special education certification it would appear that the older a special education teacher gets, the lower the self reported control of stress they have if they are in possession of a special education certificate. The data on special education certification indicated that stress and the process of burnout happen independently of special education certification. It has also been shown that gender has no impact on stress levels and the process of burnout. Perhaps possession of a special education certificate indicates they have been in the area of special education for a longer period of time than the special educator who does not possess a special education certificate. These teachers have taken the time to upgrade their qualifications over the period of time that they have been in special education. It may be that this longer period of time is what is working against them. They may be more aware of the current issues in

special education, such as withdrawal of resources and larger class sizes, and experience stress. These teachers have been dealing with these issues for years. Their colleagues, who are also over 50 years of age, who do not have a special education certification may be relatively new to the field of special education, may not have had the time to work towards a special education certificate and may not be as acutely aware of the issues. They therefore may not experience the same degree of stress as their certificated counterparts.

Gender

The data indicates that gender appears to play no role in self reported stress or self reported competence to teach the current assignment of the special educator. Analysis of the data indicates that there is no significant interaction between gender and self reported control over the factors that cause stress in their lives. Stress happens equally across both genders. A special educator's gender is not an indicator of how well they handle the stress in their lives. Furthermore, there was no major interaction between a special education teacher's gender and how competent they felt they were to handle the teaching assignment they have for the current year. It was noted earlier that there was an interaction between self reported stress and self reported competence to teach their current assignment. It would appear that gender is not a variable that impacts on this interaction. This may be due to the fact that both genders have a fairly similar educational background, and therefore the same set of basic skills. This could come as no surprise as most teachers will have graduated from the same faculty of education and taken similar courses on their way to gaining their teaching certificate. This may be reflected in the fact that there was no significant interaction between a special education teacher's educational background and personal accomplishment as measured by the Maslach Burnout Inventory. Personal accomplishment was high across all the various qualifications to teach, including B. Ed., M. Ed., and special education certification. Indeed with 93 of the 123 teachers, or 76 % of

the special education teachers holding a B. Ed, and 65 % holding a special education certificate this fact should not be surprising.

Self Reported Control Over the Factors that Cause Stress

There were 26 special educators who responded with a score of four or lower to the question about the degree of control they have over the factors that cause stress in their lives. This represents 21 percent of the responses to this question. This is a significant number on its own, without dealing with any of the other scores that these teachers may have received on the other survey questions. The question did not ask what these factors were, ie. personal issues, school issues, etc. However, taken as a self reported reflection on the issue of control of stress by the special education teachers involved, they may indicate the beginnings of the process that ultimately leads to burnout. These teachers do not have good control over the factors that cause stress in their lives. This may lead to increased levels of stress, which if unmitigated, may lead to chronic stress which may ultimately lead to the process of burnout.

Self-Reported Competence to Teach Current Assignment

Only two special education teachers, representing 1 percent of the total responses, reported four or lower on the question about how competent they felt they were to teach their current assignment. This is a loaded question, dealing with the very core of one's chosen career, their competence to do the job assigned to them. Based on the information in the literature review about teachers being suspicious of self assessment and wanting to put the best spin possible on the self report results, this response is not surprising.

Of interest is that these two special education teachers also reported four or lower on the question of degree of personal control over the stress in their lives. While this

represents a small portion of the total returns, 1%, it is significant in that there are teachers out there who feel they have no control over the stress in their lives and not competent to teach their current special education assignment. This number can be viewed in two ways. The first is that 99 percent of the special education teachers are not in personal crisis and have self assessed themselves as being in control of the stress in their lives and being competent to teach their special education assignment. This number sounds good and can provide comfort in the fact that the system as a whole appears to be working. However, it is not working for that 1 percent who self reported that they were not in control of the stress in their lives and were not competent to teach their current special education assignment. These special education teachers may not be functional in the classroom or the school in which they work. Their efforts may be counterproductive and the students whom they are teaching may not be getting the programming that they need to be functional members of society. Hopefully these people, through their own personal self reflection in filling out these surveys, will realize their personal limitations and seek professional counselling, a change in assignment, or explore some other option that will allow them to deal with the stress and burnout they are experiencing. We can take no comfort in the fact that the system is functioning well when we have special education teachers in it who are not functioning well within the system.

Return Rate of Completed Surveys

A phone call was received after all the surveys had been mailed out to the three school divisions. The caller identified themselves as a special education teacher and felt that the return rate would be very low because the survey had the feel of "big brother" looking over their shoulder. The caller felt the survey was inappropriate and was dangerous in the information it was collecting. This may reflect back to the review of the literature where it was stated that teachers are uneasy about self reporting because of a fear that the

information may be used for some other purpose than the one identified. Even when the purpose of the assessments is clearly stated, some teachers still have a deep seated unease with anything to do with teacher evaluation and possibly negative experiences that they have had in being evaluated. On another level, the caller may have had to confront an image of self, as a result of filling in the information asked for that did not conform with the image that they wished to project to their peers. The caller may have found this an uncomfortable and distressing event and possibly felt threatened by the results. The caller was assured that there was no way to identify who a completed survey came from; indeed the division a completed survey came from could not be identified. The caller was also reminded that the cover letter stated that the completion of the survey was voluntary and that the caller was under no obligation to do so. The caller ended the conversation by stating that they were going to follow the issue up with their principal and perhaps the Winnipeg Teachers Association. There was no follow up to this phone call. This phone call may help explain why there was only a 40 percent return rate of completed surveys. Perhaps some of the special education teachers who received the surveys were already under stress, and suffering a degree of burnout in the day to day workings of their jobs. They found it demanding, and emotionally exhausting, getting through their day. Perhaps the thought of identifying the stress, or identifying the fact that they are stressed and suffering from the process of burnout, further adds to their stress levels, and they found it easy to avoid by not filling out the survey. As stated above, they may also be afraid to fill out the surveys because of a general dislike of evaluations, and the purposes for which they may be used. Even when the purpose of the survey is stated clearly, and anonymity is clearly guaranteed, the teachers possibly cannot overcome their dislike and fear of evaluations in any form, and the purposes for which they may be used. Burnout may be an uncomfortable topic to deal with and the image that they are projecting to their peers may not match up with the information that they see when they begin to fill out the surveys. Just seeing the surveys and thinking about the topic of burnout may be enough to make them

feel uncomfortable and not proceed any further. It could be argued that this in itself is a success, in that the teacher is starting to think about the issue, at least long enough to decide not to do it. Hopefully some process of self evaluation begins around stress and burnout even if the special education teacher decides not to fill in the survey.

Chapter 5

Discussion

The results from the data obtained from special educators in the three urban school divisions may be interpreted to mean that Type A and Type B behavior patterns were not useful indicators of burnout or stress. While it is noted that Type A behavior pattern special education teachers did experience a lower degree of assessed burnout in the personal accomplishment subscale than their Type B counterparts, both behavior types still were in the low range for experienced burnout on the personal achievement subscale. It did not matter which behavior pattern was evaluated, the assessed burnout and identified self reported control of stress was equal across both of the behavior patterns. There was no data to support the contention that Type A and Type B behavior patterns are useful in identifying which special education teachers were more likely to suffer from stress or deal with the process of burnout.

The study found that two of the dimensions measured by the Maslach Burnout Inventory, depersonalisation and emotional exhaustion, occurred equally across both Type A and Type B behavior patterns. However, for the dimension of personal accomplishment a statistically significant difference between scores for Type A and Type B behavior patterns was obtained. When the raw scores for the personal accomplishment subscale were converted to ranges of experienced burnout, as suggested by the manual, special education teachers in both Type A and Type B behavior pattern were found to be experiencing the process of burnout in the low range. This did not mean that the special educators in the study were not suffering from stress and the process of teacher burnout. The data indicated a wide range of scores on the MBI and a wide range of responses on

the two self-reporting questions dealing with control over the factors that cause stress and personal competence to teach their current assignments. Special education teachers are experiencing a moderate degree of emotional exhaustion across both Type A and Type B behavior patterns. While the global scores for the other two subscales, depersonalization and personal accomplishment are in the low range, an analysis of the individual scores may be interpreted as indicating some teachers may be experiencing stress and burnout. It should be noted that there are special educators in the three divisions studied who are experiencing high measured burnout as measured by the MBI and stress as measured on the self report questions. No baselines for stress and burnout in Winnipeg special educators have been established so there is no way of knowing whether these numbers represent an increase or a decrease over the last few years. Perhaps closer monitoring of special educators over the next few years will establish whether an increasing number are dealing with stress and the process of burnout.

This study did not identify the sources of stress but there are numerous factors which may cause stress for special education teachers. These factors identified in the literature review may be classified as those relating to the task of special education teaching, expectations from administration, and interpersonal relationships. It is possible that circumstances surrounding provincial funding of education and an expected reduction of funds from the province to school boards may make the teaching of special education more stressful. Special education budgets are vulnerable. Reductions in resources, such as teachers, teacher assistants, Child Guidance Clinic support, as well as many others may cause elevated stress and the process of burnout in some teachers. The problem of stress and burnout may be magnified if resources are reduced or cut out. Perhaps those teachers who are now adequately dealing with the stress in their lives will be less able to do so. Identified stressors such as excessive paperwork, student discipline and class sizes may become greater issues during times of restraint and budget reductions. The special educator

could see their pupil/teacher ratios raised as they already have been in the regular stream. Pressures from parents and administrators to meet objectives with fewer resources may lead to increased stress levels. The issue of isolation from the regular teaching staff may increase as the special educator attempts to accomplish more tasks with fewer resources. All of these stressors may combine to cause further stress and increase the process of burnout in special educators. This is not unexpected in light of the fact that education has long been identified as one of the professions with the highest stress levels.

Based on the data obtained the interpretation is that gender is not an issue in determining who may be more prone to stress or suffer from some degree of burnout. Scores obtained from the analysis of gender, behavior pattern and Maslach Burnout Inventory were not significant. Scores obtained from the self report question dealing with gender and the control over the factors that cause stress and gender and self reported competence were not significant . These results should not be surprising, as the male and female teachers involved all receive approximately the same coursework at the universities they attended. By the fact that they are also located in the same large metropolitan area, they also have approximately the same opportunity for inservice. If stress or the process of burnout is an issue all three of the divisions also have counseling services for the teachers to use at their discretion. On the basis of these data it may be concluded that men and women do not differ in their reaction to stress factors involved in teaching.

Based on the data obtained age is not a factor in which special educator is more likely to deal with the adverse affects of stress and the process of burnout. The Literature Review indicated that the younger teachers were the ones most likely to deal with the adverse

affects of stress and the process of burnout. The youngest teacher in this study was 30 years old, with the median age being 43.6 years old. The fact that age was not a factor should not be surprising in that the population studied could be considered an experienced group of special educators well into the middle of their careers. Contrary to findings reported in the literature, teachers 50 years or older, who had a Special Education Certificate scored lower on the self report control of stress scale and therefore had higher stress levels than their colleagues who did not have a Special Education Certificate. One interpretation of these data is peers without the Special Education Certificate may not strive as hard, because they are not as knowledgeable about special education. Another explanation is that those teachers, who presumably know more about what are desirable conditions for effective special education teaching, are more prone to stress when these conditions are not attainable.

The results from the data obtained indicated that a special educator's teaching qualifications had no impact on their control over stress and whether or not they were dealing with the process of burnout. It did not matter whether a special educator had a Bachelor of Education or a Master of Education, the data indicated that the process of burnout acts independent of educational qualifications.

Summary

The analysis of the information provided by special education teachers reveals that the hypotheses were not supported by the evidence in the study. The data indicate that Type A and Type B behavior patterns are not valid indicators of stress or burnout in special educators. The literature indicated that Type A behavior pattern may be "stress prone". However, the data in this study indicate otherwise, and suggest that, in special educators, the identified Type A or Type B behavior pattern is independent of stress and assessed

burnout. This is not to say that Type A behavior pattern is not stress prone but rather that this study failed to find it so.

The analysis of the data indicate that gender does not play a role in who is more likely to suffer from stress and the process of burnout. As with behavior type, gender was independent of stress and burnout. It did not matter whether the special educator was male or female, Type A or Type B. The amount of stress and burnout was not statistically different. As such, the data indicate that a special educator's gender is no more a valid indicator of stress and the process of burnout than Type A or Type B behavior patterns.

The data indicate that special educators in the three Winnipeg school divisions studied are dealing with average amounts of burnout as defined by Maslach. The MBI manual states that mean scores in the low range for the two subscales, depersonalization and personal achievement, and a mean score in the moderate range for emotional exhaustion can be interpreted to be in the average range for experienced burnout for the population studied. While this is positive news for special educators and their students the moderate scores for emotional exhaustion may reflect the reported trend in the literature that more and more teachers are experiencing the process of burnout. Some of these teachers in the future may no longer be able to deal with these problems and ultimately may leave the field, creating a shortage of qualified, experienced special education teachers. Even if they stay in the field of special education they may become dysfunctional in the classroom and the school, lessening their effectiveness and the schools effectiveness in dealing with the special education students. It is hoped that the efforts by the Winnipeg Teachers Association in offering schools within Winnipeg School Division # 1 money to offer inservices about teacher wellness, which includes stress and burnout, will help in educating the teacher population as a whole about the topics of stress and teacher burnout, and specifically help those teachers who are already under stress and suffering in some degree

from the process of burnout. It is appropriate that teachers turn to their own education to make the educational system a better place for themselves and the students with whom they work.

Teachers must do more than educate themselves about the issues of stress and the process of burnout. If teachers are leaving the field in increasing numbers because of the effect of stress and burnout on their lives, perhaps the issue of teacher training has to be examined, with increased emphasis on issues of personal wellness, including recognizing and dealing with stress and burnout. It is not enough to train teachers if they cannot last in the field. Teachers are leaving the profession in increasing numbers, particularly in special education. It may be a sign that their training as a professional was not complete. We hear talk all the time about dealing with the "whole child". Perhaps it is time that the university begins to deal with the "whole teacher" and emphasizes coursework and issues that will better prepare a prospective teacher to deal with the modern classroom, and all the pressures that it can bring to bear on the teacher in it. Learning how and what to teach are not enough anymore. Empowerment of prospective teachers in the areas of stress and the process of burnout and how to deal with these issues may mean a longer professional life in the classroom.

Similarly, school boards must recognize that stress and teacher burnout may be problems that should not be ignored. The costs to the school boards may be significant in terms of time off and lost opportunities in the classroom. Perhaps boards need to become more pro-active in dealing with this topic and recognize that working conditions such as class sizes, in class supports for special education students, as well as many other issues are critical in keeping teachers in the classroom. Unfortunately these issues often come into conflict with budgetary realities and fail to get the attention they warrant.

Finally, special education teachers must recognize the seriousness of the situation and make sure that their own personal professional development includes recognizing and dealing with the issues of stress and the process of burnout. As professionals, teachers will have to heighten their awareness, and take the personal steps necessary to ensure that they can fulfill their job in the classroom. Part of this is dealing with their own personal wellbeing. They owe it to themselves, their students, and their significant others to make sure that they don't succumb to stress of teaching in a special education classroom and suffer from the process of burnout.

Conclusion

As a result of this investigation, the major conclusion is that Type A and Type B behavior patterns were not supported by the data to be valid indicators of stress or the process of burnout in special educators. The data indicate that special educators from the three divisions investigated are dealing with the process of burnout, at the moderate level of emotional exhaustion. The data also indicate that stress and the process of burnout in special educators occurs independently of gender. There were findings to indicate that age was a limited factor, as special educators over 50, who had a special education certificate did suffer from a higher level of stress than their counterparts who did not have the special education certificate.

The data indicates that special educators in Winnipeg do not have significant levels of stress and are dealing with average levels of burnout. While this is a positive result, it must be remembered that 48 percent of special educators receiving the surveys did not respond. The possibility exists that the special educators who did not respond may not have because they were already under stress, and did not wish to add to their personal stress levels.

From the data obtained in this study it may be inferred that the process of burnout among special educators is occurring within the average range. The data generated by this study indicate that some special educators are experiencing stress and suffering from the process of burnout. Teachers are one of the "helping professions," a profession whose members are very much at risk of suffering from the process of burnout. A pro-active stance regarding the issue of stress and burnout in special education may prevent the high turnover rates among special educators that are now being identified in the United States. Perhaps a positive, on-going program of education for the educator regarding stress and the process of burnout would benefit the teacher, the student and the division.

Teaching qualifications had no impact on a special educator's level of stress or burnout, and on their self reported competence to teach their current special education assignment. This is surprising in that it would be expected that special educators with special education certification would be more competent to teach special education than special educators without certification. Perhaps the coursework involved in gaining a special education certificate is not as valuable as the experience gained on the job, through peer interaction and professional development/in-service in special education. If special education certification has no impact on self reported competence to teach a special education assignment, perhaps its requirement to teach special education should be re-evaluated.

Suggestions for Further Research

There are some areas in which this further exploration is needed. The data suggest that special education teachers in three urban school divisions are suffering from some degree of stress and the process of burnout. Are these results different from the rest of the teaching population in these 3 urban school divisions? Also, 80 % of the surveys were sent

to Winnipeg School Division # 1, a large inner city school division that has a larger number of special education programs than the other two school divisions which are more suburban in nature. A more representative sampling from all the divisions within the Metro area may give a clearer idea as to the stress and degree of burnout special education teachers are suffering. Another area to consider is the continued introduction of school based management of all areas, including special education. Perhaps administrators should also be assessed as to their stress levels and degree of experienced burnout, as they have become an even more important piece of the special education process in the school. There is less and less central, divisional control of programs, and more control at the school level. Stress and the degree of burnout that administrators are dealing with directly impacts on the special educator.

The data in this study did not support Type A and Type B behavior patterns as valid indicators of who may be more prone to stress and the process of burnout. However, it identified a moderate level of emotional exhaustion among special educators. Perhaps there are other measures of personality or behavior patterns that may be valid indicators of who is more likely to have to deal with stress and the process of burnout. A very brief survey of "Personality Measures" in the literature turned up over 20 different concepts of personality and measurements for them. Perhaps one of these is more sensitive to the identified stress and burnout experienced by special educators and could possibly be used as an indicator of who may be more likely to suffer from stress and the process of burnout.

Another area that needs to be further explored are the stressors that are acting upon special educators in the three divisions studied. As well as identifying who may be at risk in dealing with stress and the process of burnout, it would be of value to see if the stressors leading to stress and the process of burnout could be identified. Are they the same as those identified in the literature? Perhaps the stressors affecting Winnipeg special educators are

unique to Winnipeg's economic, political, and educational climate. Identifying these stressors may help special educators identify the factors that may cause stress and the process of burnout in their lives.

Finally, if the professional association of the largest teacher group in the province feels that this is an important issue, and the literature supports this with a wide variety and number of statistics which show that increasingly, teachers are coming under more stress, and suffering to some degree from burnout, perhaps the Faculty of Education should consider some formal coursework at the undergraduate level in recognizing stress and burnout. Teachers-to-be should have information about stress and the process of burnout, how to identify it and how to deal with it. Part of the issue in understanding stress and the process of burnout is knowing what to do if you are under stress and suffering from burnout.

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Jan. 9, 1995

Dear Fellow Teacher,

I am a Masters of Education student in the Faculty of Education currently engaged in research examining the dimensions of burnout that special educators in several Winnipeg school divisions deal with as part of their normal work year. As a special educator in Winnipeg School Division # 1 I am aware of the demands placed on us on a daily basis. The purpose of my research is to examine the overall level of burnout among special educators, and relate it to a behavior pattern that has been identified as Type A. Burnout is a syndrome that has been identified as the result of continued, unmediated stress in ones life. Research has suggested that behavior factors of individual lifestyles may be prime contributors to an individuals personal level of stress. These have been labelled Type A, and Type B behavior patterns. I am interested in seeing if Type A assessed individuals have a higher incidence of assessed burnout than Type B individuals. Research such as mine is one way of identifying the dimensions of the issue of burnout. The results will be shared with the school divisions as well as the Faculty of Education.

All replies are confidential. Your participation in this survey is voluntary. Your teaching position in W.S.D. # 1 was identified using the Annual Division Action Plan (ADAP). Please take the time to fill out the 2 survey forms, as well as the brief demographic information/attitude questionnaire. This will take about 45 minutes of your time. The resultant information will give a clearer idea of the nature and degree of burnout that special educators have to deal with.

A summary of the results will be made available upon request. Please phone me at (work) or (home) and I will forward you a copy as soon as the study is completed. If you have any questions please feel free to call me at the above listed numbers.

I will be sending out a reminder notice in three weeks to all teachers who received the survey. As I have no way of knowing who has returned the survey and who hasn't, the letter will go out to all. Please ignore the letter if you have already returned the surveys.

I hope you will take the time to fill out the surveys and return them to me.

Yours Truly,

Richard Cockrem



830 POWERS STREET

WINNIPEG, MANITOBA

R2V 4E7

Telephone: (204) 586-8061

Fax: (204) 589-2504

May 12, 1994

Mr. Richard Cockrem

Winnipeg, Manitoba
R2G 4E3

Dear Mr. Cockrem:

I apologize for the late reply to your letter of April 13th; your letter was rerouted in error.

Permission is granted for you to contact special education teachers in Seven Oaks School Division to examine the dimensions of "burnout" for your Master's Thesis.

Yours truly,

David Coulter,
Acting Superintendent.

DC:eb

c.c. Schools



THE WINNIPEG SCHOOL DIVISION NO. 1
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DOUGLAS R. EDMOND
DIRECTOR OF RESEARCH, PLANNING & TECHNOLOGY

August 15, 1994

Mr. Richard Cockrem

Winnipeg, Manitoba
R2G 4E3

Dear Mr. Cockrem:

Re: Research Request - Burnout in Special Education Teachers

The Winnipeg Teachers' Association terms of conditions for approval outlined that one or two other school divisions would have to agree to participate in your research project.

Given that you have obtained approval from a number of other school divisions, the appropriate officials of the Winnipeg School Division have approved the above mentioned research project.

Participation in your research project is voluntary and participants may withdraw at any time during your data collection procedures.

A copy of your research results should be submitted to this office at its completion. Good luck with your research.

Regards,

Douglas R. Edmond
Director of Research, Planning
and Technology



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DOUGLAS R. EDMOND
DIRECTOR OF RESEARCH, PLANNING AND TECHNOLOGY

March 23, 1994

Mr. Richard Cockrem

Winnipeg, Manitoba
R2G 4E3

Dear Richard Cockrem:

Re: Research Request - Burnout in Special Education Teachers

It is the practice of the Winnipeg School Division with research requests that involve classroom teachers to seek input from the Winnipeg Teachers' Association executive. The Winnipeg Teachers' Association executive have expressed a number of concerns regarding the issues of identifying Special Education teachers as being "burnout". Another concern was that your research will only include Special Education teachers in the Winnipeg School Division and therefore, potentially jeopardize the anonymity of possible participants in your research project.

To obtain approval to conduct this research project in the Winnipeg School Division it is suggested that you seek out one or two other school divisions to address the concern regarding the anonymity of Special Education teachers that participate in your research project.

Please contact me so that we can discuss this matter.

Regards,

Douglas R. Edmond
Chairperson, Research Advisory Committee

Please fill in all of the requested information.

1. SEX: M F

2. AGE: _____

3. Qualifications: (check as many as applicable)

- Bachelor of Education - _____
- Masters of Education - _____
- Other degree (specify) - _____
- Special Education Certificate - _____

4. How much personal control do you feel you have over the factors that contribute to your own stress level? (Circle one number, with 1 being no personal control, and 9 being total personal control.)

1 2 3 4 5 6 7 8 9

5. Do you feel that you are professionally competent to do the teaching assignment that you have for this calendar year? (Circle One number, with 1 being not professionally competent and 9 being professionally competent.)

1 2 3 4 5 6 7 8 9