A CAUSAL COMPARATIVE STUDY OF BURNOUT AMONG PUBLIC AND CHARTER ELEMENTARY SCHOOL TEACHERS IN NORTH CAROLINA

by

Kaleatha Roberts

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

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ABSTRACT
The purpose of this study was to examine the difference between the Maslach Burnout Inventory-Educators Survey (MBI-ES) scores of traditional public school teachers and those of public charter school teachers as measured by the three subscale levels of exhaustion, depersonalization, and personal accomplishment. A sample of 138 teachers from two school districts in North Carolina participated in this study by completing a demographic questionnaire and the MBI-ES. The total number of public schools in both districts totaled 118 and over 10 charter schools. The overall results of the independent t-tests indicate that there is no significant difference between traditional public (TPS) teachers and public charter school (PCS) teacher’s burnout scores. However, based on the results included in this study, it can be concluded that both TPS teachers and PCS teachers experience a high level of self-esteem and a sense of achievement in the workplace. Public charter school teachers showed a slightly higher score on this subscale. Findings are presented and discussed with a recommendation that further research provides a robust and expansive study of the impact of teacher burnout on the mental well-being and sustainability of teachers in public, charter, and private school settings.

Keywords: burnout, cynicism, exhaustion, reform, self-efficacy, stress, sustainability
Dedication

This dissertation is dedicated to my aunt, Sally Thompson, who has been my biggest cheerleader through all my academic and professional endeavors. Without her support throughout the years, I would not be where I am today. I hope I can one day “Pay it Forward” the way she has done for so many others.
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Secondly, I would like to acknowledge family members whose support was relevant to my success. To my mom, Carol Roberts, my aunts, Sally Thompson and Karen Smith, there are not enough words to express my level of gratitude for all you have done to help make this dream come true. To my siblings and other family members, know that you also played a very important role in my success throughout the years.

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Finally, I would like to give thanks and gratitude to my Abba Father. Were it not for His grace and mercies, this dissertation would not be possible. I am thankful for the following promises found in Jeremiah 29:11 (KJV), “For I know the thoughts that I think toward you, saith the LORD, thoughts of peace, and not of evil, to give you an expected end” and Philippians 1:6, “Being confident of this very thing, that he which hath begun a good work in you will perform it until the day of Jesus Christ.”
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List of Abbreviations

Charter Public School (CPS)

Department of Education and Early Childhood Development (DEECD)

Institutional Review Board (IRB)

Maslach Burnout Inventory (MBI)

Maslach Burnout Inventory-Educators Survey (MBI-ES)

National Alliance for Public Charter Schools (NAPCS)

National Charter School Research Program (NCSRP)

Negative Mood Regulation (NMR)

North Carolina Teachers of Excellence for All Children (NCTEACH)

Performance and Development (P&D)

Public Charter Schools (PCS)

The Performance and Development (P&D)

Traditional Public School (TPS)
CHAPTER ONE: INTRODUCTION

Overview

This dissertation relates to burnout and its impact on the sustainability of traditional public school (TPS) teachers in comparison to its impact on the sustainability of public charter school (PCS) teachers. The study was based on the results of the Maslach Burnout Inventory-Educators Survey (MBI-ES) distributed to all participants. The data from each elementary school was compared to determine which school environment was prone to a high-level of burnout symptoms among teachers. The first chapter of the dissertation presents the background of the study, reviewing the increased attrition rate of teachers in America, specifically North Carolina. The first chapter also specifies the problem of the study, which is a gap in literature identifying stressors that extend beyond pay increases and performance incentives. This chapter further identifies the purpose, providing a more rigorous assessment of individual and contextual conceptualizations that negatively impact both novice and master teachers. The conclusion of this chapter provides a description of its significance, lists research questions, and defines specific terms used.

Background

The current U.S. education reform movement seeks to provide sustainable options that will enhance quality, learning opportunities for all students. Various vehicles drive this initiative, specifically the presence of highly effective teachers. Adnot, Dee, Katz, & Wyckoff (2017) imply that effective teachers can greatly modify the outcome of a student’s educational and economical success. Yet, thousands of high-quality teachers are leaving the profession from various states and for various reasons. Alliance for Excellent Education (2014) suggests that 13% of American public school teachers either move or leave the profession on a yearly basis. Ingersoll’s (2003a) study provides a breakdown of novice teachers from various districts that
leave the profession: 14% left within one year, 33% after three years, and 46% within five years. Ronfeldt, Loeb, & Wyckoff (2013) further indicate that this percentage of novice teachers leaving is “about 50% higher in high-poverty schools as compared to more affluent ones” (p. 1). Papay, J., Bacher-Hicks, A., Page, L., & Marinell, W. (2017) conducted a study that concludes that the rate of novice teachers leaving the profession has increased to 55% across the districts they most recently examined. This is a 5% to15% increase in comparison to that of Ingersoll’s 2003 study that estimated 40% to 50% of novice teachers leaving the profession.

Ingersoll (2003a) advise that teachers associate their decision to leave these schools to one of the following: low salaries, lack of support from administration, discipline problems and lack of autonomy. Denton, Chaplin & Wall, (2013) suggest that even though the reasons teachers leave the profession might differ, the experience of burnout is repeatedly cited. Pucella (2011) is another of many researchers that confirm that burnout is a common reason for teachers leaving the profession. Even though Pucella’s (2011) study seeks to qualify the achievement of a National Board Certification as buffer to teacher burnout, it more importantly suggests “Alleviating burnout will also improve the quality of education provided to students by reenergizing teachers and keeping them focused on why they entered the profession—teaching children” (p. 17). With burnout being one of the greatest contributors to the decrease in the number of teachers, researchers seek to clearly distinguish its impact on highly qualified teachers and the need to remove ineffective teachers. Adnot, Dee, Katz, & Wyckoff (2017) allude that the positive effect of turnover is experienced when low-performing teachers are accurately identified and replaced. Considerable effort must then be given to the removal of ineffective teachers and the retention of highly qualified teachers, regardless of a school’s affluent or high-poverty demographics. Barnes, Crowe, & Schaefer (2007) propose that “low performing schools
rarely close the student achievement gap because they never close the teaching quality gap” (p. 2).

In addition to the negative impact on student achievement and the increased burnout level of teachers, the increased attrition rate of effective teachers generates a substantial financial loss to various districts, as the process of recruiting and training replacement teachers can become a costly endeavor. Snyar & Maiden (2012), reference Benner’s $2.1 billion in Texas, Alliance for Excellent Education $4.9 billion, and National Commission of Teaching and America’s Future $7.3 billion to further confirm how the price tag of teacher turnover varies based on different factors, specifically the loss of quality teachers. Early researchers addressed three cost categories: separation costs, replacement costs, and training costs to determine the fundamental cost of turnover (Snyar & Maiden, 2012). After decades of discussing this concern among educators and policy makers, Snyar, et al. (2012) suggest that very little change in educational policy is visible and teachers are still leaving in record numbers.

District leaders and policy makers are encouraged to give serious consideration to the pervasive cost of teacher attrition and its impact on the educational success of each student. To effectively address this concern, the provision of multiple public school choice was provided to districts throughout the United States. Hanushek, Kain, Rivkin, & Branch (2007) refer to one of those choices, public charter schools (PCSs), as a popular instrument for reforming public schools, while generating new interest and incentives. Over the past two decades, the implementation of PCSs has generated a rigorous debate as to whether or not PCSs are effectively closing the gap between student learning and teacher productivity. Finn, C., Manno, B., & Wright, B. (2017) declare that PCSs provide both positive and negative results. The PCSs declare sometimes disappointing outcomes on Caucasian and Asian students.
Another area of concern is the extent to which charter schools inadvertently contribute to ‘dropout burnout factories’ a term howled by previous school reform movement (Fusco, 2017). Hence, the need to thoroughly examine educational research that address both external stressors, such as demanding teaching environments, and internal stressors, such as feelings of negative self-efficacy and level of exhaustion, that directly contribute to the increased attrition rate of teachers from both TPS and PCS. This study will consist of research based on the burnout scores of teachers from eight elementary schools from various geographic parts of the triad district, a geographical region in North Carolina.

The use of Maslach’s (1981) burnout theory and Bandura’s (1994) self-efficacy theory as a framework for factors contributing to teacher burnout may assist in determining why elementary teachers, in both traditional and public charter schools, are leaving the profession. Maslach, Leiter, and Schaufeli (2008) stated, “The phenomenon of “burnout” emerged as a major social issue in the United States in the mid-1970s, and its importance has grown significantly over the past thirty years” (p. 86). Maslach, Schaufeli, & Leiter, (2001) confirms that “the relevance of burnout, as a social problem, was highlighted by both practitioners and social supporters prior to it becoming a focus of systematic study by researchers” (p. 400).

Maslach’s burnout theory and Bandura’s self-efficacy theory are both important to this study because each theory validates the importance of teachers’ internal well-being, as it has a direct impact on their level of motivation, effectiveness, and sustainability. Teachers, who demonstrate a high level of motivation, effectiveness and sustainability, develop a sense of confidence in their skills and ability to overcome challenges. These traits positively impact working environments and the academic development of a teacher’s students (Bandura, 2010). Researchers who assess teacher quality confirm that effective teachers have a lasting impact on
student productivity. Strong (2018) theorize that substantial research also supports the notion that teachers’ characteristics and behaviors impact student achievements and other covetable results, such as a student’s likeliness to attend college while making productive life-long decisions, including saving for retirement. Teachers with lower teaching effectiveness, on the other hand, are less committed to the profession and are more prone to leave employment (North Carolina’s State Board of Education, 2016-17).

Experienced teachers on the other, are more pruned to stay the course amidst the challenges. This is an admirable trait commonly found among TPS teachers. According to the U.S. Department of Education’s Schools and Staffing Survey (2012), PCS teachers had, on average, nine years of teaching experience, whereas TPS teachers had 14 years of experience. Stronge (2018) suggests that, “Experienced teachers have a greater repertoire from which to incorporate and organize routines for monitoring students and creating flowing, meaningful lessons” (p. 31).

Even though there are noticeable differences between TPS teachers and PCS teachers, there is one element that remains constant, the experience of burnout (Denton, Chaplin, & Wall, 2013). School officials and policymakers must remain committed to addressing the continuous concerns about the external stressors and more specifically, internal stressors, such as burnout, that greatly contribute to elementary teachers leaving a profession for which they once shared a passion.

**Problem Statement**

Over the past few decades, there are many studies that have been conducted regarding the investigation of the increased attrition rate of TPS teachers. Sutcher, Darling-Hammond, and Carver-Thomas (2016) suggest high achieving jurisdictions such as Finland, Singapore, and Ontario, Canada, record a minimum of only 3% to 4% of teacher attrition on a yearly basis.
The United States, on the other hand, experienced attrition rates nearing 8% over the last decade (Sutcher et al., 2016). Newberry & Allsop (2017) validates this percentage of attrition rate by referencing other researchers’ (Cochran-Smith, 2004; Darling-Hammond & Sykes, 2003; Gouldring, Taie, & Riddles, 2014; Ingersoll, 2001, 2002) findings, suggesting “that up to 30-46% of new teachers quit teaching within the first 5 years and nearly 8–14% of all teachers leave teaching in any given year” (p. 1). An elevated level of concern exists among American educators as this trend continues (Ryan, Cooper, & Bolick, 2016). NYU Steinhardt (2017) suggested that factors contributing to the mass exit of teachers are predominantly a result of mediocre working conditions, incompetent school leaders, and limited peer support.

This study researched the burnout scores of elementary TPS teachers and elementary PCS teachers, using MBI-ES. Current research findings have shown that over 90% of the studies measuring teachers’ burnout use the MBI-ES. Skaalvik (2011) encouraged future research that would explore alternative stressors that contribute to burnout among teachers. He addressed contextual dissonance or consonance, in relation to an individual’s sense of belonging and his working environment. Researchers of this study also highlighted the importance of examining other school context variables in future research. Skaalvik’s (2011) study was designed to focus primarily on participants that were teachers in senior high schools. A similar study needs to be conducted including elementary and middle school teachers.

To thoroughly address the high stress levels and burnout rate of elementary teachers, there needs to be a better understanding of the relationship between exhaustion, cynicism and perceived efficacy in regard to elementary teachers in TPSs compared to elementary teachers in PCSs. The problem is the need to address whether or not there a difference between the level of emotional exhaustion, depersonalization, and personal accomplishment scores, between TPS
teachers and PCS teachers as determined by the Maslach Burnout Inventory-Educators Survey (MBI-ES).
Purpose Statement

The purpose of this quantitative causal comparative study was to determine whether there was a difference in burnout between traditional public school teachers and their counterparts in PCSs. The assessment of this difference was based on the difference in scores on the MBI-ES of elementary teachers teaching in TPSs and those teaching in PCSs in two triad districts of North Carolina (independent variables). The dependent variable is burnout which is made up of three components: (1) emotional exhaustion, (2) depersonalization, (3) and personal accomplishments. Maslach, Jackson, Leiter, Schaufeli, and Wilmar (1996) state that emotional exhaustion measures feelings of being emotionally overextended and exhausted by one’s work; depersonalization measures an unfeeling and impersonal response toward recipients of one’s instruction and is a type of relational distancing and inability to connect with colleagues and customers; and personal accomplishment measures feelings of competence and successful achievement in one’s work. Adesina, Raimi, Bolaji, and Adesina (2016) suggested that when teachers are confident in their abilities, their levels of effectiveness are increased, compared to when teachers have a low sense of self-efficacy, their levels of teaching effectiveness eventually diminish.

To promote an increased level of sustainability among TPS teachers and PCS teachers, a thorough research of various intrinsic and extrinsic components of burnout should be explored. Ryan et al. (2016) referenced a survey from Recruiting New Teachers Inc.:

The survey shows the results of a turn-of-the-century public opinion that asked which of eight professions (including physician, lawyer, nurse, and journalist) ‘provides the most important benefit to society’. Respondents put teaching first by close to a four-to-one margin over physicians (62% versus 17%), (p. 5).
Considering the survey’s results, the impact of effective teachers is monumental to a successful society. Upon completion of this study, North Carolina educators, district leaders and policy makers will have a better understanding of the factors that generate a high-level of burnout among TPS teachers compared to PCS teachers.

**Significance of the Study**

An investigation into why 8.7% of teachers left the profession in 2016-17, from the state of North Carolina (North Carolina State Board of Education, 2018) is essential to bridging the gap in literature. Identifying internal stressors that limit the effectiveness of elementary teachers across America is also critical to providing insight into burnout. Ronfeldt, Loeb, & Wyckoff (2013) submit that a growing body of research confirms that teachers with a high-level of self-efficacy will remain committed to the profession. This commitment extends beyond the challenges of low-performing, low-income and high-minority schools (Ronfeldt, et al, 2013). Yu, Wang, Zhai, Hong, & Yang (2015) noted that one of the greatest factors that weaken a teacher’s level of effectiveness is the high-level of stress teachers experience daily. When these stressors are ignored, the burnout level of teachers increase and the greater chance of a teacher leaving profession escalate (Yu et al., 2015).

The significance of this study is that it helps to provide a better understanding of how internal stressors and burnout contributes to the increased dropout rates among teachers in two triad districts of North Carolina. Even though there is not a perfect solution to “recruiting and retaining a 3-million person teaching workforce, serving more than 50 million public school students across 50 states, there are policies and strategies that district officials can pursue to encourage teachers to stay” (Podolsky, Kini, Bishop, & Darling-Hammond, 2016, p. 4).

The results of this study provide empirical data on whether TPS or PCS, greatly impact the emotional exhaustion, depersonalization, and personal accomplishment of public school
teachers, through the administering of MBI-ES. This study should provide some additional justification for the immediate transformation of college and university teacher education programs. Zeichner, Payne, and Brayko (2015) suggested that this transformation will further strengthen a program’s clinical components, while helping to better prepare teacher candidates to effectively streamline the needs of schools and local communities.

**Research Questions**

**RQ1:** Is there a difference between the level of emotional exhaustion scores, as determined by the Maslach Burnout Inventory-Educators Survey (MBI-ES), between teachers in traditional public schools compared to teachers in public charter schools?

**RQ2:** Is there a difference between the level of depersonalization scores, as determined by the Maslach Burnout Inventory-Educators Survey (MBI-ES), between teachers in traditional public schools compared to teachers in public charter schools?

**RQ3:** Is there a difference between the level of personal accomplishment scores, as determined by the Maslach Burnout Inventory-Educators Survey (MBI-ES), between teachers in traditional public schools compared to teachers in public charter schools?

**Definitions**

1. **Burnout** - A state of fatigue or frustration brought about by devotion to a cause, way of life, or relationship that failed to produce the expected reward (Gold & Roth, 1993).

2. **Cynicism** - Refers to an individual’s negative or inappropriate attitude towards clients, irritability, loss of idealism, and withdrawal from people (Maslach, & Leiter, 2016).

3. **Depersonalization** – Refers to the development of negative, callous, and cynical attitudes towards the recipients of one’s service (Shen et al., 2015).
4. Emotional Exhaustion - Depletion of emotional energy and a feeling that one's emotional resources are inadequate to deal with the pressures encountered (Cooper, 2002).

5. Exhaustion - Depletion of emotional energy and a feeling that one's emotional resources are inadequate to deal with the pressures encountered (Cooper, 2002).

6. Maslach Burnout Inventory-Educators Survey (MBI-ES) - The Maslach Burnout Inventory includes three subscales treated as three separate outcomes for teachers: emotional exhaustion, depersonalization, and personal accomplishment (Maslach et al., 1996a). These dimensions differ from the Maslach Burnout Theory subscales due to the fact that MBI-ES subscales are measurable, and the theories components are not.

7. Personal Accomplishment - Personal accomplishment, which leads to feelings of competence and productivity at work (Cooper, 2002).

8. Personalization – Personalization is a type of relational distancing and inability to connect with colleagues and customers (Cropanzano, Rupp, & Byrne, 2003).

9. Public Charter Schools – Public charter schools are public schools that operate independently through a contract (or charter) developed between state education officials and community or school leaders. The charter sets goals and metrics for which the school will be held accountable (National Alliance for Public Charter Schools, 2017).

10. Stress - Stress is revealed by the inability of an individual to cope with its environment, a phenomenon that is often reflected in a failure to achieve genetic potential (Dobson & Smith, 2000).
11. Traditional Public Schools - Traditional schools generally stress basic educational practices and expect mastery of academic learning in the core subjects of math, reading, writing, science, and social studies (Huson, 2017).
CHAPTER TWO: LITERATURE REVIEW

Overview

The current literature review highlights topics that provide insight into the discussion of teacher burnout. A lack of effort to thoroughly investigate and address these stressors and symptoms will continue to contribute to the increased attrition rate of North Carolina teachers. Educational leaders are encouraged to extend their efforts by implementing educational reforms that are conducive to not only retaining quality teachers, but to sustaining quality teachers beyond the average three to five year’s longevity. One notable educational reform is the implementation of charter schools to offset challenges faced within traditional schools. There are several positive and negative effects of charter schools. A review of this reform was conducted to determine whether it contributes to the following burnout domains: (a) exhaustion, (b) cynicism, and (c) professional efficacy identified in the MBI theory. The goal of this study was to provide further insight into burnout and its impact on elementary teachers, both in TPSs and PCSs, as they seek to successfully obtain achievable outcomes.

Theoretical Framework

This research is grounded in the self-efficacy theory of Bandura (1994) and the burnout theory of Maslach (1981) as they relate to the factors that influence the burnout level and increased attrition rate of both novice and veteran teachers. Kardong-Edgren (2013) suggested that self-efficacy enables a person to implement the procedures needed to accomplish set goals. Maslach, Wilmar, Schaufeli, and Leiter (2001) highlighted the three dimensions of burnout: exhaustion, cynicism, and inefficacy and their impact on an individual’s prolonged response to on-the-job stressors (Maslach et al., 2001).

Bandura’s Theory of Self-Efficacy

Bandura (1977) provided further insight on how people’s belief about their efficacy is
influenced by four main sources: mastery experience, personal success, vicarious experiences and social persuasion. Bandura (1994) also provided four processes that activate efficacy. The first is known as the cognitive process, which is regulated by careful consideration towards valued goals. These goals are defined as “personal goal setting, which is influenced by self-appraisal of capabilities. The stronger the perceived self-efficacy, the higher the goal challenges people set for themselves and the firmer is their commitment to them” (p. 3). Self-efficacy beliefs have also connected a teacher’s level of effectiveness to variables such as job satisfaction, intention to quit the job, and needed adjustments in beginning teachers (Bray-Clark & Bates, 2003).

These variables continue to impact the external and internal stability of both novice and veteran teachers. Ruble and McGrew (2015) further suggest that the following internal factors can lead to higher attrition rate among teachers: level of self-efficacy, stress, and burnout. Wentzel & Miele (2016) references Badura’s (1997) definition of self-efficacy as “One’s perceived capabilities for learning or performing actions at designated levels” (p. 34). Bandura (1986) first associated self-efficacy to psychology; researchers have since explored its role in other domains, including education. The impact of self-efficacy in educational settings is paramount to a teacher’s success, as it is directly correlated to student achievements or lack thereof (Wentzel & Miele, 2016). Bandura (1986, 1997) further theorize that self-efficacy is a catalyst that determines the level of commitment and resilience a student and a teacher give to an activity when faced with challenges. Wentzel & Miele (2016) also references that researchers have confirmed that “Teachers with lower self-efficacy for classroom management are more likely to experience emotional exhaustion and burnout” (p. 38).

Ruble and McGrew (2015) also supports the idea that the level of teacher self-efficacy
and the level of teacher burnout greatly impacts their retention. Watson, Miller, and Carter (2010) suggested that future research is needed to not only validate the definition of teacher perceived self-efficacy, but to challenge future researchers to investigate teachers’ own perception of teacher effectiveness. Upon further research by Watson et al. (2010), they found that educators align perceived effectiveness to the following character traits: caring, fair, enthusiastic and motivated. These teachers interact positively with students, have a positive attitude toward teaching, and engage in reflective practices. Further research confirms the importance of a teacher’s level of self-efficacy, as it relates to students’ academic achievement (Usher & Pajares, 2008).

Usher and Pajares (2008) also referenced Bandura’s (1977) theory, suggesting that an individual’s personal assessment of his capabilities greatly impact his current behavior. According to Bandura’s (1986) social cognitive theory, these self-efficacy beliefs help determine the choices people make, the effort they put forth, the persistence and perseverance they display in the face of difficulties, and the degree of anxiety or serenity they experience as they engage the myriad tasks that comprise their life.

Pajares (1996) suggested that the tenets of self-efficacy have been tested in varied disciplines and settings and have received support from a growing body of findings from diverse fields. One of these fields directs its studies towards “clinical problems such as phobias, depression, social skills, and assertiveness. During the past decade, self-efficacy beliefs have received increasing attention in educational research, primarily in the area of academic motivation” (p. 545). Pajares (1996) suggested that the theorists noted above “argue that the potent nature of beliefs makes them a filter through which a new phenomenon is interpreted and subsequent behavior mediated” (p. 544).
The major function of thought that allows individuals to predict events and to develop ways to control those that affect their lives is the foundation of the cognitive process. Bandura (1994) states, “This process also identifies those who maintain a resilient sense of efficacy. They set themselves challenging goals and use good analytic thinking, which pays off in performance accomplishments” (p. 3). These accomplishments provide further insight into the next process that activates self-efficacy, the motivational process. Bandura (1994) suggested, “Motivation is generated from within an individual. Most people have an internal gauge that motivates what they can and cannot do” (p. 4). Bandura (1994) identified three cognitive motivators that further support this theory: causal attributions, outcome expectancies, and cognized goals. Within each of these motivators, self-efficacy is present in individuals who regard themselves as “highly efficacious as they attribute their failures to insufficient effort, those who regard themselves as inefficacious attribute their failures to low ability. Causal attributions affect motivation, performance and affective reactions mainly through beliefs of self-efficacy” (p. 4).

Self-efficacy beliefs contribute to motivation in several ways: they determine the goals people set for themselves; how much effort they expend; how long they persevere in the face of difficulties; and their resilience to failures. When faced with obstacles and failures, people who harbor self-doubts about their capabilities slacken their efforts or give up quickly. Those who have a strong belief in their capabilities exert greater effort when they fail to master the challenge. Bandura (1994) suggests that those who relentlessly persevere through challenges, tend to perform at a high level as they accomplish desired goals. People's beliefs in their coping capabilities affect how much stress and depression they experience in threatening or difficult situations, as well as their level of motivation. Perceived self-efficacy to exercise control over stressors plays a central role in anxiety arousal. People who are confident in their thought
processes avoid disturbing outcomes, whereas those who lack the self-confidence to manage threats, tend to become more susceptible to inner turmoil. Bandura (1994) also theorize that, “Through such ineffectual thinking they distress themselves and impair their level of functioning” (p. 5).

The third process that activates efficacy is the affective process. Bandura (1994) suggested that this process impacts how much stress and depression an individual can encompass during hostile situations. Bandura (1994) states, “Anxiety arousal is affected not only by perceived coping efficacy, but by perceived efficacy to control disturbing thoughts” (p. 4). Guided mastery is another powerful vehicle for instilling a robust sense of coping efficacy in people whose functioning is seriously impaired by intense apprehension and phobic self-protective reactions. Once an individual develops a resilient sense of efficacy, they can withstand difficulties and adversities without adverse effects. Bandura (1994) suggested, “Guided mastery treatment achieves widespread psychological changes in a relatively short-time. It eliminates phobic behavior and anxiety and biological stress reactions, creates positive attitudes and eradicates phobic ruminations and nightmares” (p. 6).

Guided mastery treatment achieves widespread psychological changes in a relatively brief time. This treatment eliminates phobic behavior and anxiety and biological stress reactions, creates positive attitudes, and eradicates phobic ruminations and nightmares (Bandura, 1994). Educators must also consider the fact that even though depression and anxiety are products of a low sense of efficacy, so are unattainable self-worth goals prone to future disappointments. Another avenue to depression is through a low sense of social efficacy. Socially efficacious individuals seek out and establish social relationships that exemplify effective ways on how to
manage difficult situations, limit chronic stressors, and bring enjoyment to people’s lives (Bandura, 1994).

Bandura (1994) also suggested that physical dysfunctions are directly related to stress. A person who entertains the notion that they are unable to manage stressful encounters appears to be more damaging than stressful life conditions itself. Bandura (1994) further states, “Thus, exposure to stressors with ability to control them has no adverse biological effects. But exposure to the same stressors without the ability to control them impairs the immune system” (pp. 5-6). Bandura (1994) also suggested that individuals with stronger perceived self-regulatory efficacy utilize the drive needed to succeed. The fourth process that activates efficacy is the selection process. This process suggests that a person’s daily course in life is impacted by the environment in which they are exposed to. Bandura (1994) suggested that individuals with higher perceived self-efficacy also extend their career options to professions that promote successful outcomes. Bandura (1994) further theorize that, “Occupations structure a good part of people’s lives and provide them with a major source of personal growth” (p. 8). Occupations also have the potential to derail an individual’s opportunity for personal growth, increase their stress level and eventually lead to job burnout (Yu et al., 2015). Yu et al. (2015) suggested that this finding can be explained by the teacher occupational stress model of Kyriacou and Sutcliffe (1979).

Maslach’s Theory of Burnout

Maslach, Jackson, & Schwab (1996) also expressed the need to differentiate between stress and burnout symptoms. Firstly, Bakker & Costa (2014) references Maslach, Jackson & Leiter’s, (1996) definition of burnout as “A state of exhaustion in which one is cynical about the value of one’s occupation and doubtful of one’s capacity to perform” (p. 3). Bakker & Costa
(2014) further characterized burnout by chronic exhaustion, cynicism, and lack of personal accomplishment. Bakker & Costa (2014) defines the components of burnout as follows:

“Emotional exhaustion is defined as the central strain dimension of burnout; cynicism is defined as a negative or excessively detached response to the work itself or individuals with whom employees’ interact with; and lack of accomplishment refers to a decline in one’s feelings of competence and of successful achievement at work” (p. 3).

The Maslach Burnout Inventory (MBI) was among the first widespread accepted standardized measures of the burnout phenomenon (Maslach, et al., 2017). Maslach et al. (2017) further suggest that before the 1980s, burnout was studied solely in the United States and later drew the attention of Canada and Great Britain. By the mid-1980s the MBI was translated into various languages, such as French, Spanish, Swedish, Dutch, Polish and Hebrew (Maslach, et al., 2017). Researchers in the medical and human service fields extensively used the MBI. The increased interest about burnout symptoms among teachers led to the development of an additional version of the MBI, the MBI-ES, used extensively by professionals in education (Maslach et al., 2001). The MBI-ES consists of three scales: (1) emotional exhaustion: feeling of over exertion and mental fatigue, (2) depersonalization: negative attitude and isolation from coworkers; and (3) personal accomplishment: levels of self-esteem and a sense of achievement in the workplace (Mousavy, Thomas, Mukundan, & Nimechislem, 2012).

Spooner-Lane (2004) defined stress, on the other hand, as “relational in nature, involving some sort of transaction between the individual and the environment” (p. 21). Noushad (2008) also referenced that Farber (1984) and Kyriacou (1987) acknowledge that there is a distinct difference between burnout and stress. Kyriacou (1987) submit that “stress was the experience of unpleasant emotions, frustration or anger, while burnout results from prolonged stress,
primarily characterized by physical, emotional and attitudinal exhaustion” (p. 6). Educators are encouraged to differentiate stress from burnout symptoms in an effort to effectively address the increased attrition rate of teachers. The higher the level of stress a teacher encounters, the greater the decrease in a teacher’s job satisfaction and performance. Sprenger (2011) suggested that, teacher stress is a direct result of environmental factors such as poor working conditions, scarcity of resources, heavy workloads, and student behavior. There are also individual characteristics that greatly impact a teacher’s stress level. Sprenger (2011) propose that, “These characteristics can include gender, age, personality, and the ability to cope, time demands, inadequate relationships, large class sizes, lack of resources, isolation, fear of violence, role ambiguity, limited promotional opportunities, lack of support, etc.” (p. 1). Steinhardt, Jaggars, Faulk, & Gloria (2011) also referenced three stressors: burnout, stress, and teacher attrition, which directly threaten quality education and successive student achievement. Steinhardt et al. (2011) further stated, “Teacher attrition due to work stress is increasing, with 40–50% of new teachers leaving the profession after only 3 years” (p. 440).

Additionally, Steinhardt (2011) listed the following external stressors that teachers encounter: “role overload, disruptive students, non-supportive parents, lack of support from the administration, poor relationships with colleagues, being evaluated and high-stakes student testing” (p. 1). As teachers acknowledge the existence of these stressors, they are also compelled to note the underlining differences between being stressed and being burnout. Steinhardt (2011) suggested the following difference between the two: stress allows an awareness of being under a lot of stress, whereas an awareness of burnout is not as noticeable.

Recent researchers have included self-efficacy theory with the study of job burnout as well as to explore the role of self-efficacy in the formation of job burnout which is further
defined as a crisis of self-efficacy (Yu et al., 2015). The authors also suggested that, low self-efficacy has a direct impact on an increased level of job burnout among teachers. Teachers with low self-efficacy face a greater challenge by focusing solely on external factors while neglecting internal factors. Yu et al (2015) allude the following, “These teachers begin to show symptoms of emotional exhaustion and depersonalization. Thus, the mediating role of self-efficacy in the effects of pressure on job burnout is evident” (p. 4). Bandura suggested that efficacious individuals, on the other hand, are able to overcome challenges as they pursue set goals. They are comfortable in their abilities and address difficulties in timely and aggressive manner. This approach reduces stress and lowers risk of burnout (Bandura & Adams, 1997).

**The social and cultural context of emerging burnout.** The term burnout was first introduced in academic scenario by Freudenberger (1974), who defined it as “to fail, to wear out, or become exhausted by making excessive demands on energy, strength, or resources” (p. 159). The concept of burnout was further popularized with the development of the Maslach Burnout Inventory MBI (Maslach & Jackson, 1981). Research on burnout originally focused on people in various occupational groups, including human service workers, teachers, nurses, and psychologists. According to scholars of burnout (Farber & Ascher, 1991; Maslach, 1976; Maslach & Jackson, 1981; Maslach & Pines, 1977), burnout impedes job performance. Burnout represents “the index of the dislocation between what people are and what they have to do, a malady that spreads gradually and continuously over time, putting people into a downward spiral from which it's hard to recover” (Polansky, 2017, p. 75).

Job burnout specifically addresses the defined syndromes of exhaustion, cynicism, and reduced professional efficacy (Maslach et al., 1996b). Each of the syndromes listed above are identified as domains of the MBI-ES. Exhaustion refers to feelings of strain, particularly chronic
fatigue resulting from overtaxing work. The second dimension, cynicism, refers to an indifferent or a distant attitude towards work in general and the people with whom one works, losing one’s interest in work and feeling for work has lost its meaning (Maslach et al., 1996b). Finally, lack of professional efficacy refers to reduced feelings of competence, successful achievement, and accomplishment both in one’s job and the organization (Maslach et al., 1996b).

The Maslach burnout theory further supports Bandura’s belief that low self-efficacy has a direct impact on a teacher’s level of stress and eventually burnout symptoms with this statement, “Maslach’s model is the leading model in the field of burnout research, specifically in psychology and psychiatry” (Bianchi, Truchot, Laurent, Brisson, & Schonfeld, 2014, p. 357).

This model views burnout as a work-related chronic stress syndrome made up of exhaustion, cynicism, and lack of professional efficacy. Teachers who demonstrate an elevated level of emotional exhaustion are physically worn out and emotionally weak while demonstrating a don’t care and detached attitude (cynicism) towards their students and colleagues. When emotional exhaustion and cynicism are prominent in a teacher’s daily persona, the teacher’s self-worth, confidence, and motivation are diminished (Bianchi et al., 2014).

Bianchi et al. (2014) reflected on 40 years of continuous research seeking to confirm a precise definition of burnout. This research study seeks to bridge the gap in literature, as it relates to internal dimensions (emotional exhaustion, cynicism, and perceived self-efficacy) that directly impact the effectiveness and sustainability of teachers from both TPSs and PCSs.

Both Bandura’s theory of self-efficacy and Maslach’s burnout theory suggest that teaching and learning are immersed in emotional experiences. In an effort to keep the concerns of burnout among teachers in the forefront of educational leaders and policymakers, it is
suggested that researchers continue to build upon Bandura and Maslach’s theories. Evidence also suggests that a strong and established teaching force is a catalyst to the sustainability of both novice and experienced teachers. School systems are encouraged to establish programs that will effectively meet the needs of inexperienced teachers, while addressing internal concerns that derail cohesiveness throughout the organization (Houston, 2009).

**Related Literature**

The discussion of burnout is pertinent, as it further relates to the purpose of this study and its impact among TPS and PCS teachers, over the past decades. The concept of burnout emerged in the 1970s and has stimulated research on job stress and theorizing on emotional labor, symptom contagion, and social exchange (Halbesleben & Buckley, 2004). Freudenberger (1974) specifically used the term “burnout” to describe the gradual emotional depletion, loss of motivation, and reduced commitment among volunteers of the St. Mark’s Free Clinic in New York’s East Village, that he observed as a consulting psychiatrist (Halbesleben & Buckley, 2004; Maslach et al., 2001; Schaufeli & Enzmann, 1998). Maslach and Jackson (1981) further defined this popular psychological phenomenon as “a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do ‘people work of some kind” (p. 1). The impact of burnout among educators has proven to be detrimental to both their success and the advancement of student achievement.

To provide further understanding of burnout symptoms, Maslach, Schaufeli, & Leiter (2008) conducted research that included interviews, observation, and psychometric development methods to address burnout’s multidimensional construct that went beyond mere exhaustion. Although burnout seems to be a global phenomenon, the meaning of the concept differs between countries. For instance, in some countries, burnout is used as a medical diagnosis, whereas in other countries it is a non-medical, socially accepted label that carries a
minimum stigma in terms of a psychiatric diagnosis (Schaufeli, Leiter, & Maslach, 2008). Burnout has been further defined as a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among managers, entrepreneurs, and white- and blue-collar workers (Maslach et al., 1996c).

Sanford (2017) referenced Akbaba’s 2014 study among 478 Turkish teachers, to investigate whether job satisfaction or the lack thereof, predicted burnout in teachers. Teachers were divided into groups based on their reasons for job satisfaction. Their responses concerning the sources of burnout were categorized into five main groups: concern for a promotion, difficulty with classroom management, isolation from colleagues and peers, insufficient professional and administrative support, and insufficient support with personal issues. A strong correlation between teachers who scored high levels of burnout and their risk for attrition was noted. Sanford (2017) noted that an evaluation of job satisfaction suggests that the reduction of burnout is one way to effectively avert the increased attrition rate of teachers. Skoryk (2013) also suggested a more concise definition of the burnout syndrome: “a physical, motivational or emotional exhaustion, which is characterized by impaired productivity at work, and increased susceptibility to physical illnesses” (p. 4).

**Teachers’ emotional exhaustion.** Durr (2008) defined emotional exhaustion as “a feeling of being emotionally overextended and depleted of one’s emotional resources” (p. 18). Maslach et al. (2001) further defined exhaustion as “the central quality of burnout and the most obvious manifestation of this complex syndrome” (p. 402). Coates and Howe (2015) stated, “the study of emotional demands of people-work was first introduced by Hochschild. Hochschild introduced the term emotional labor to describe the emotional regulation required of employees in the management or expression of appropriate emotion” (p. 657).
Day and Hong (2016) suggested that there is much research on understanding why teachers leave the profession in their early years and how the changes in a teacher’s working conditions contribute to their decision to leave the profession. There is also a consistent level of research that focuses on factors, such as “Teachers’ motivation, positive professional identity, efficacy, job satisfaction, work engagement, commitment and resilience” (p. 3). There is, however, limited research investigating the part emotions play in ensuring teachers are able to teach to their best abilities (Day & Hong, 2016). Day and Hong (2016) suggested that dynamic leaders play an important role in the emotional success of teachers. These are individuals that exhibit a caring disposition while providing positive group-level initiatives that promote a collective sense of emotional resilience. Day and Hong (2016) further state “School principals can be an important positive force in creating and sustaining caring, open and inclusive cultures and positive social interactions among staff, teachers’ identity and emotional well-being, job satisfaction and psychological health” (pp. 21-22). As referenced in previous studies, the lack of administrative support is one of the top five reasons teachers experience high levels of burnout symptoms and eventually leave the profession (Mulvahill, 2017). Durr (2008) suggested, “A lack of social support from administrators and supervisors can create teacher stress and eventually lead to burnout” (p. 23). The impact of burnout on teachers continues to present a challenge in the field of education, as teachers begin to demonstrate a negative disposition and an attitude of withdrawal.

**Teachers’ Level of Cynicism.** The dimensions of burnout are visible in teachers throughout various educational settings including public, charter, and private schools. Teachers are visibly shaken by the external and internal challenges they repeatedly face. Too often policymakers and educational leaders present a quick fix to external challenges but ignore the
internal challenges such as stress level, burnout symptoms, and lack of motivation that severely impact a teacher’s level of effectiveness. Usman, Muhammad, Muhammad, and Ubaid (2016) defined cynicism as a destructive attitude that hinders change among teachers. Ozler and Atalay (2011) further defined cynicism as a person’s negative reflection of his workplace and that reflection’s link to a negative sense of loss and hopelessness.

Another key identifier of burnout is depersonalization. Salavanova, Llorens, Garcia-Renedo, Burriel, and Bresc (2005) suggested that cynicism and depersonalization are the result of mental distancing. “For depersonalization, this distancing is directed toward the people with whom one is working, whereas with cynicism, the distancing is directed toward the broader context of the job itself” (p. 910). The impact of untampered cynicism could have a detrimental impact on an educational organization that is subject to constant changes. Rose, Duschinsky, and Macnaughton (2017) suggested distrust and professional misconduct are direct causes of cynicism and lead to a pathway to burnout. Rose et al (2017) also referenced the impact of cynicism on teachers as a very critical component to a teacher’s personal quality, which affects the development in students that extend beyond academic success. Other researchers suggest that a teacher’s coping ability and mood are also impacted by his personality. Mearns and Cain (2003) referenced that “Research on teacher stress and burnout has largely focused on environmental and contextual factors while ignoring personality characteristics of teachers that may have an impact on relationships between job stress and its consequences” (p. 1). Mearns and Cain (2003) conducted a research that focused on teachers’ negative mood regulation (NMR) expectancies as predictors of their coping, burnout, and distress, in response to occupational stress. NMR expectancies are people’s beliefs that they can control the negative moods they experience (p. 1).
Interestingly, Rose (2017) suggested that not all forms of cynicism result in negative outcomes, as “some forms of cynicism are more robust, responsive, and flexible. Such healthy cynicism can be expressed with others, thinking and laughing together about difficult situations and offering acknowledgment and support” (p. 2). Perhaps educators can use the positive implications of cynicism to foster more healthy and productive working environments that further support the resilience and sustainability of teachers. As referenced by Day and Hong (2016), “Managing equilibrium and sustaining a sense of commitment in challenging environments are likely to involve both the intellect and the emotions of teachers” (p. 6).

**Teacher’s Professional Self-efficacy.** Clark and Bates (2003) stated, “The construct of self-efficacy refers to an individual’s belief in his or her capability to organize and execute the course of action required to manage prospective situations” (p. 2). Fives et al, (2007) further references Bandura’s four potential sources of self-efficacy beliefs: mastery experiences, vicarious experiences, verbal persuasion, and physiological cues. Clark and Bates (2003) further reference Bandura by distinguishing self-efficacy from more global concepts such as self-esteem or confidence. Clark & Bates (2003) theorize, “An individual’s efficacy beliefs are built from diverse sources of information that can be conveyed vicariously through social evaluation as well as through direct experience” (p. 2).

Fives et al, (2007) supported further research validating the fact that teacher burnout has a direct impact on both a teacher’s effectiveness and level of student achievement. Self-efficacy beliefs can also enhance a teacher’s ability to respond effectively to stressful and challenging situations. This is a critical component of a teacher’s willingness to take risk and implement personal development strategies, and to experiment and persist with challenging strategies that may have a positive effect on student achievement (Clark & Bates, 2003).
Durr (2008) further suggested that, “individuals with a higher sense of self-efficacy set higher goals and are more motivated to achieve those goals because they feel they are capable of doing so” (p. 36). Fives et al. (2007) suggested that the impact of self-efficacy begins prior to a teacher walking into a classroom. Signs of adaptive and maladaptive coping skills become visible as student teachers seek to bridge the gap between academic success and realistic challenges as a teacher. Fives et al. (2007) further clarified this statement by referencing previous research suggesting that student teachers will most likely begin to demonstrate symptoms of burnout during their student teaching practicum. Aggressively addressing these early signs of negative dispositions can better prepare student teachers for the challenges they will face in their future classrooms.

Teachers who are confident in their abilities have a greater chance of success compared to teachers who develop a low sense of self-efficacy. Self-efficacy presents a double-sided effect on job stress. Bandura (1997) alludes, “Employees who have a low sense of efficacy are stressed by heavy work demands and role responsibilities. Those with a high sense of efficacy are frustrated and stressed by limited opportunities to make full use of their talents” (p. 465). Durr (2008) further supports this view stating, “A low sense of efficacy also lends to an escapist (diversion from the problem) type of coping with stress, and escapist coping is associated with higher levels of the emotional exhaustion component of burnout” (p. 36). The emotional exhaustion component provides insight into one of the intricacies of the teaching profession. Keller, Chang, Becker, Goetz, and Frenzel (2014) suggested that, “emotional exhaustion is the core component in the study of teacher burnout, with significant impact on teachers’ professional lives” (p. 1). Keller et al. also referenced that, “emotions are thought to be predictors of teacher
behavior in class, in terms of effective instructional practices, as well as student behavior and outcomes” (p. 1).

**Impact of Burnout: Teacher Attrition.** Evidently, the three domains of the MBI-ES relate to the success of a teacher. Current research suggests that the lack of attention given to teachers’ burnout symptoms can potentially lead to negative results, such as increased teacher attrition. Gold and Roth (2003) stated, “burnout is clearly an increasing problem in the teaching profession. Some of the most creative and talented teachers have left due to burnout” (p. 40). Gold and Roth also suggested that teachers who continue to face adverse conditions, with limited support, begin to feel a sense of hopelessness. Their inability to achieve the goals they were once driven by, also lead to a low self-esteem and disillusionment sets in. If this sense of disillusionment is ignored, it can ultimately lead to burnout (Gold & Roth, 2003). Gold and Roth (2003) suggested that the gradual progression to burnout often follows the following pattern:

- A sense of frustration and negative feelings like anger leads to dissatisfaction.
- These negative feelings lead to feelings of hopelessness.
- Physical ailments and absences begin to increase leading to feelings of apathy, withdrawal and depersonalization from others.
- If ignored, depersonalization from others lead to a more deteriorating level such as a loss of caring about others and often oneself is experienced
- This leads to disillusionment and a feeling of giving up, or burnout (p. 40).

Gold and Roth (2003) also suggested, “It is at this last stage that the individual either leaves the profession or, if they must stay due to financial reasons, their job becomes devoid of the meaning it once held for them” (p. 41). Hasty (2007) suggested that the current teacher shortage in the United States is likely to continue until the reasons why teachers leave is
acknowledged and addressed. Attention should be given to the importance of assessing whether or not the impact of TPSs in comparison to PCSs presents positive opportunities for teachers to overcome external and internal stressors. Based on the research noted above, a summary of those features and stressors can be seen in Table 1.

Table 1

*Unique Features and Reasons for Teachers Leaving*

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<th>Traditional</th>
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<td><strong>Unique Features</strong></td>
<td>Non-discriminant (race, gender, disability)</td>
<td>Non-discriminant (race, gender, disability)</td>
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<td></td>
<td>Comply with federal/state education laws and applicable State Board of Ed. Rules</td>
<td>Independently Run/Nonprofit board under approved contract Autonomous</td>
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<td></td>
<td>Curriculum – Common Core; State standards</td>
<td>Curriculum – Varies by school</td>
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<td></td>
<td>Class Size - State Regulated</td>
<td>Class Size – Varies by school</td>
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<td></td>
<td>Teacher Certification - Mandatory</td>
<td>Teacher Certification – Optional</td>
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<td></td>
<td>Dissatisfied with the school</td>
<td>Challenging work conditions</td>
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<td>Lack of administrative support</td>
<td>Lack of administrative support</td>
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<td></td>
<td>Increased testing and data collection</td>
<td>Lack of job security</td>
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<td>Personal priorities (Family, health, financial)</td>
<td>Personal priorities (Family, health, financial)</td>
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<td>Lack of autonomy</td>
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<td>Economically disadvantaged Districts</td>
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Hasty (2007) also referenced the National Commission on Teaching and America’s Future statement, suggesting that, “The magnitude of turnover perpetuates the shortage and, accordingly, undermines teacher quality. Consequently, a national predicament has been created in education” (p. 21). Hasty (2007) further stated, “Approximately half of all certified teachers are either unemployed or working in other occupations” (p. 21). Hasty (2007) further referenced The National Commission on Teaching and America’s Future (2003) statement, “Attrition, rather than a lack of available certified teachers, is the primary reason for the teacher shortage. The shortage is perpetuated by the premise that many education majors never enter the teaching profession” (p. 22). Locklear (2010) suggested that the impact of extrinsic and intrinsic factors greatly impacts a teacher’s decision to leave or remain committed to the profession. Locklear (2010) further suggested that poor working conditions, lack of administrative support, and low salary are predominant reasons why teachers leave. Even though these factors are notable concerns among educators, the most recent focus has been to identify low self-efficacy as predictors of teacher attrition. Research suggests that these factors, among others, come together to determine whether a teacher remains in education or leaves.

Current and future research is encouraged to further address effective strategies to empower teachers during their beginning years of teaching. Sustaining quality teachers beyond those early years is also a challenge that can be resolved through a mentoring program that has the potential to transform student achievement (Callahan, 2016). For mentoring to have a sustained effect on teaching, Eberhard, Reindhardt-Mondragon, & Stottlemyer (2000) suggested that new teachers must be mentored not just in their first year, but also through their third or fourth year of teaching. Teachers in the study who did not receive such sustained mentoring had a smaller chance of being successful and making an impact as they gained experience. In
addition to extending mentoring beyond the first year of teaching, these researchers found that this support must be combined with ongoing professional development for teachers throughout the year. This commitment to the growth and development of teachers must continue to extend beyond new teachers and encompass teachers of all levels. NYU Steinhardt’s Department of Teaching and Learning (2015) references research that supports the suggestion that experienced teachers also need support so that they remain in the classroom and thrive.

**North Carolina’s effort to address increase attrition rate.** Cowan (2010) suggested that North Carolina has made tremendous efforts to bridge the gap between the increased attrition rate of teachers and the implementation of effective programs that enhance the sustainability of teachers. Darling-Hammond (2007) suggested that the state of North Carolina’s introduction of the North Carolina Teaching Fellows Program, the mandated three-year teacher induction programs, and a paid mentoring and support program for new teachers have been shown to reduce teacher attrition. Darling-Hammond (2007) also referenced a testimony delivered before the US Senate HELP Committee in August 2007, suggesting that the North Carolina Teaching Fellows Program was “one of the most successful teacher recruitment initiatives over two decades. Longitudinal data showed that three out of every four teaching fellows were still in teaching” (p. 3). Other programs such as North Carolina Teachers of Excellence for All Children (NCTEACH) and Troops to Teachers are programs in place in North Carolina designed to provide an alternative route into education. Both NCTEACH and Troops to Teachers are recruitment-type strategies designed to reduce attrition and increase retention by heightening job placement. North Carolina even has financial incentive programs such as 12% pay increases for teachers with National Board of Professional Teaching Standards certification, as well as 10% pay increases for teachers with master’s degrees.
Regardless of these programs, practices, and incentives instituted by North Carolina to reduce teacher attrition and increase teacher retention, rural educators continue to leave their rural teaching positions. A continuous effort to address this concern is needed to ensure that regardless of a school’s demographic or characteristics, educators have an opportunity to excel.

**Characteristics of traditional public school teachers.** With the purpose of better understanding teacher burnout as it relates to either TPSs or PCSs, a description of each is included, beginning with the traditional. A review of the first forms of TPSs will provide great insight into successful and non-successful practices of current educational systems within the United States. The introduction of public schools began with the pleas of Thomas Jefferson insisting that the newly formed independent nation of America needed some form of educational system (Watson, 2008). Jefferson’s pleas were ignored until the early 1840s when Horace Mann and Horace Barnard advocated that American children receive a minimum of at least an elementary education (Watson, 2008). Shortly thereafter, a push for equal schooling for all American children, regardless of religion, race, or economic status, was aggressively pursued. By the mid-20th century, most schools were integrated, and public schools were a true representation of a culturally diverse America (Watson, 2008).

A TPS usually consists of students that reside within a geographical area that is further defined as a school district. The funding for a TPS comes primarily from the state and local government and occasional support from donations and fundraising efforts. In the United States, a TPS is regulated by state laws that must be implemented. The traditional school begins in early September and ends in June with a combined total of 180 school days (Patall, Cooper, & Allen, 2010).
The Condition of Education (2017) referenced the National Center for Education Statistics (2017),

In school year 2014–15, there were 98,180 public schools in the United States, including 91,430 traditional public schools and 6,750 public charter schools. The total number of public schools was higher in 2014–15 than in 2004–05, when there was a total of 96,510 public schools, which included 93,110 traditional public schools and 3,400 public charter schools. Between school years 2004–05 and 2014–15, the percentage of all public schools that were traditional public schools decreased from 96% to 93%, while the percentage that were charter schools increased from 4% to 7%. (p. 1)

The mass exit of teachers is not limited to the United States but experienced by countries around the world. Fearn (2013), an author from Britain, stated, “Teachers aren’t uniquely sensitive creatures; they are experts in their field and, by voting with their feet and leaving their vocation, they are sending a warning to the government that something is seriously wrong” (p. 1). Riggs (2013) reported that 15.7% of teachers leave their current profession each year, while a considerable number of individuals, with teaching degrees, choose to avoid the profession entirely. The new teachers who bravely pursue their dream by entering the walls of a classroom are among the highest percentage to leave within the first five years. Strauss (2015) referenced federal data, noting that 17% of novice public school teachers leave the profession after four years. NYU Steinhardt (2015) further stated, “This trend of new teachers leaving underserved schools becomes a vicious cycle. Novice teachers who lack effective classroom management skills are more likely to leave for another school or leave the profession entirely” (p. 3).

**Why Teachers are Leaving Traditional Public Schools.** While students who are unmotivated, alienated, or apathetic can sap the enthusiasm of first-year teachers and make them
feel ineffective, additional research by Ingersoll and Smith (2003) suggested teachers do not leave because of the students, they leave because of the schools. Subpar working conditions, ineffective school leaders, and lack of peer support are also contributing factors. Ingersoll and Smith (2003) also theorize, “While low salaries are mentioned in some studies, the reasons that are more frequently mentioned for leaving are feelings of isolation, lack of support from the administration, and lack of empowerment over decisions” (p. 4).

Hare (2017) suggested that a greater effort must be made to get to the root of why teachers quit. Hinchcliffe (2016a) referenced a North Carolina State Board of Education meeting, where members discussed the latest report on teacher loss, and why teachers left. During the discussion, board member Wayne McDevitt noted that, “Some teachers reported leaving for other reasons and said he would like to "explore what those are” (Hinchcliffe, 2016a). (Hinchcliffe, 2016a, pp. 3-4), reported other key findings in the 2016 report:

- There were 95,549 teachers employed in North Carolina between March 2015 and March 2016. Of these teachers, 8,636 are no longer employed in NC public schools (including public charter schools).
- Teachers with fewer than three years of teaching experience are considered beginning teachers in North Carolina. During the period between March 2015 and March 2016, there were 17,618 beginning teachers employed statewide and 2,252 were reported as teachers who attributed to the attrition rate. The attrition rate for beginning teachers employed statewide is 12.78%
- 4,308 lateral entry teachers were employed and, of those, 673 (15.62 percent) were no longer employed with NC public schools in March 2016. A total of 728 teachers were employed in North Carolina as Visiting International Faculty teachers, and 134
(18.41%) of those teachers were not retained. A total of 449 Teach for America teachers were employed in March 2015 and 147 (32.74%) were no longer employed in NC public schools in March 2016.

- The majority (53.3%) of teachers who left employment in NC public schools cited "Personal Reasons" for their decision to depart. Retirement with full benefits and family relocation were the largest individual reasons (19.8% and 12.6%) cited for teachers' decision to leave employment in NC public schools (Jewell, 2016).

In an interview reported by Mark Jewell (2016), president of the North Carolina Association of Educators, stated, “At the end of the day, we have a teacher shortage crisis in North Carolina, especially in districts with poverty,” he said. ‘I think that’s the number one issue in public education.” While the information noted in the report is alarming, various research findings propose that two of the most critical factors that lead to job dissatisfaction are the lack of opportunities teachers have to participate in school-wide decisions and weak school leadership. Ngotngamwong (2018) further referenced broader factors such as environmental, psychological, and demographic factors that impact job satisfaction, and eventually the departure of teachers.

Steinhardt (2015a) suggested that providing support throughout teachers’ careers further ensures a sustainable pool of high-quality teachers for all students. Research indicates that a commitment to the following: professional development, ongoing mentoring, and fostering teacher empowerment can help schools keep experienced teachers in the classroom and increase their job satisfaction. Cowan (2010) stated, “Strategies implemented by North Carolina such as the mandated three-year teacher induction programs including paid mentoring and support for new teachers have been shown to reduce teacher attrition” (p. 11). In a testimony delivered
before the US Senate HELP Committee in August 2007, Darling-Hammond stated that the
“North Carolina Teaching Fellows program was one of the most successful teacher recruitment
initiatives over two decades” (p. 11). Longitudinal data showed that three out of every four
teaching fellows were still in teaching. This implied that Troops to Teachers are programs in
place in North Carolina designed to provide an alternative route into education. Both are
recruitment-type strategies designed to reduce attrition and increase retention by heightening job
placement. North Carolina even has financial incentive programs such as 12% pay increases for
teachers with National Board of Professional Teaching Standards certification as well as 10% pay increases for teachers with master’s degrees. Regardless of programs and practices instituted
by North Carolina that are designed to reduce teacher attrition and increase teacher retention,
rural educators continue to leave their rural teaching positions (Darling-Hammond, 2007).

Sadly, the negative aspects of TPSs often overshadow the positive vision and goals of a
TPS. Policymakers and leaders throughout the educational field should embrace the following
thought: “If qualified, passionate, and hardworking teachers stay in our classrooms, our students
are not the only ones that will benefit” (Hare, 2017, p. 1).

**Characteristics of public charter school teachers.** In an effort to address the
challenges that TPSs encountered, a new school reform movement began when the first charter
school law passed in Minnesota, in 1991 (Toma & Zimmer, 2011). The charter school pioneers
envisioned an initiative that would promote diversity among the individuals who managed the
schools, the teachers who facilitated learning, and the students who filled the classrooms.
Charter schools became known as public schools of choice that was authorized by the State
Board of Education and operated by independent non-profit boards of directors (National
Alliance for Public Charter Schools [NAPCS], 2017). This new phenomenon captivated the
attention of many Americans. The National Center for Education Statistics (NCES, 2018) reported a 2 to 7 percent increase of public schools that transitioned into charter schools between the school years 2000-01 and 2015-16. More specifically, the NCES (2018) report documents reports that “Public charter school enrollment increased steadily, from 0.4 million students in fall 2000 to 2.8 million students in fall 2015” (NCES, 2018, p. 2). During this time, elementary schools recorded the largest increase of charter school students compared to secondary level, combined and other types of charter schools (NCES, 2018).

In addition to attracting vast numbers of students, charter schools also attract teachers from various demographics. NCES (2007-08) confirms that charter schools hire numerous teachers who are more diverse, but they are also less experienced. Exstrom (2012) documents statistics stating that, “Thirty percent were in their first three years of teaching, and 75% had taught for less than 10 years” (p. 1). Escalanta & Slate (2017) also suggests that “Charter elementary schools were more likely to have a higher percentage of black teachers and teachers who did not have a college degree than were traditional public elementary schools” (p. 2). Exstom (2012) also referenced that only 23 states require that all PCS teachers be licensed. This open approach to employing young, innovative teachers has created a concern for those who oppose charter school education. The PCS teachers are often expected to work longer hours and embrace a salary that is often less than their counterparts in TPS. Limited unionization, options to address labor concerns, is one of the most noted factors for a higher percentage of turnover of charter teachers (National Center for Education Statistics’ [NCES] 2003–2004 Schools and Staffing Survey [SASS]). The SASS data also highlights the benefits and reasons why turnover in charter schools is expected to be higher than TPSs.
Advocates of PCS, on the other hand, highlight the level of autonomy, balanced with a higher standard of accountability, as factors that help to promote a “no excuses or whatever it takes attitude toward closing the achievement gap between poor, minority students and their wealthier peers” (Carr, 2010, p. 2). The general mission of charter schools evolved over time to encompass and enhance learning opportunities for students labeled as at risk or gifted, promote creativity among teachers while providing professional opportunities for teachers (Ladd, Clotfelter, & Holbein, 2017). According to the National Alliance for Public Charter Schools (2017), “The Charter school model was developed in the early1990s, by a small group of educators and policymakers. Minnesota’s legislature passed the first charter law in 1991, and the first charter school opened in 1992” (p. 1). Over two decades of commitment to school choice has resulted in 42 states adopting charter legislation, with a growth of over 6,000 schools serving 2.5 million students (Berends, 2015). The National Center for Education Statistics (NCES, 2018) reported a 2 to 7 percent increase of public schools that transitioned into charter schools between the school years 2000-01 and 2015-16. More specifically, the NCES (2018) report documents reports that “Public charter school enrollment increased steadily, from 0.4 million students in fall 2000 to 2.8 million students in fall 2015” (NCES, 2018, p. 2). During this time, elementary schools recorded the largest increase of charter school students compared to secondary level, combined and other types of charter schools (NCES, 2018).

Berends (2015) also documents that “Over 50% of charter schools are located in urban areas, approximately 20% are in suburban locales, and the rest are in rural or small-town areas” (p. 161). Specific to North Carolina, in 1996, the state embraced the increase of school choice by approving the establishment of approximately 100 charter schools (Public Schools First North Carolina, 2017). In 1997 the first charter school doors were opened (Jackson, 2012). According
to Public Schools First North Carolina, by the 2000s 90 plus charter schools were established. Eventually, all limits on the number of charter schools allowed in North Carolina were removed upon the approval of NC Senate Bill 8 (Public Schools First North Carolina, 2017). The state has seen an influx of students over the past decade. Public Schools First North Carolina (2017) confirmed “by January 2017, there were 91,815 students attending North Carolina’s 168 charter schools” (p. 2).

The PCSs are also characterized as schools that promote a sustained level of accountability to facilitate student achievement. Even though educators sometimes find certain aspects of accountability frustrating, they recognize the need for it and applaud certain aspects of accountability (Gawlik, 2009). As referenced by Gawlik (2009), charter school teachers consider the state curriculum standards to be a useful tool, providing them with focus and ensuring uniformity throughout all school districts. The state curriculum also provides an opportunity for parents, teachers, and students to nurture a partnership. This partnership further supports an environment in which parents can be more involved, students are provided the structure they need to learn, and teachers, who are deemed the most critical components of urban school reform, are allowed to establish cutting-edge instructional programs (NAPCS, 2017). Sanchez (2012) noted that Kolderie, better known as the “godfather” of the charter school movement, depicts the charter school movement as a radical change to public school education. Kolderie also clarified that he is concerned about charter schools that have not achieved the desired goals and vision he shares. Kolderie suggested that unsuccessful charter schools have not embraced an aggressive approach to education, even though the option of autonomy is available. Kolderie further suggested that charter schools revisit their current
approach to education, or they will eventually question their effectiveness if they are doing what everybody else is doing (Sanchez, 2012).

Knaak and Knaak (2013) referenced a study conducted by Amy Stuart Wells, at the University of California at Berkeley. The study listed the criteria designed to equip charter schools to be superior to public schools:

- **Accountability**: Because charter schools are more accountable for student outcomes, charters will work harder to meet their stated goals.
- **Efficiency**: Freed from the shackles of bureaucracy, charter schools will be more efficient and will be able to do more with fewer resources.
- **Competition**: By creating competition for the other schools in the district, charters will force change in the public schools.
- **Innovation**: Charters will create new models of schooling and serve as laboratories of innovation from which public schools can learn and adopt.
- **Choice**: Because charter schools are freed from bureaucracy, they will provide parents with a wider range of choices.
- **Autonomy**: Because charter schools are freed from bureaucracy, they will be empowered to better serve students and their families. (Knaak & Knaak, 2013, p. 250)

Oberfield (2016) suggested that charter public schools (PCS) are predicted to succeed more than traditional public schools (TPS) due to the welcomed deal breakers. Oberfield (2016) noted, “Public charter schools are given greater autonomy from the standard rules and regulations, and in return, they are held more accountable” (p. 296). The noticeable reward of the charter school reform is the opportunity to implement new methods to education through the
addition of interactive curriculum standards. An environment that promotes teacher autonomy allows charter school teachers an opportunity to improve a student’s academic outcome (Oberfield, 2016).

Another approach critical to the success of public schools is the presence of high-quality teachers, as they are essential to academic success. Zelon (2014) stated, “cultivating excellent teachers and retaining them in the profession are paramount goals, shared by a bevy of bedfellows usually at odds in the education-reform debate, from teacher unions to charter-school champions like the Gates, Walton and Broad foundations” (p. 1). The presence of excellent teachers will continue to attract students who experience limited success in TPS.

Regardless of the statistics noted, the national debate, as to the effectiveness of charter schools and its impact on the sustainability of teachers, continues to dominate the profession. Gross and DeArmond (2010a) referenced the U.S. Department of Education’s Staffing and Teacher Follow-up Survey (SASS-TFS, 2000-01) that asked TPS teachers and PCS teachers who left their schools why they left. A reoccurring reason was the lack of administrative support, which is paramount to a teacher’s success. Gross & DeArmond (2010) confirms “compared to traditional public school teachers, charter school teachers were more likely to say that they left because of a lack of job security and the expansive nature of their work” (p. 2).

To further understand why teachers leave charter schools, the National Memo (2017) suggests an investigation into what teaching is like for a charter school teacher. Miller (2017) suggested that charter school teachers leave due to long hours and unrealistic expectations. “They drink the proverbial Kool-Aid offered to them by their charter organization. Whatever salary is offered, they accept, knowing that the extra work they do isn’t compensated” (p. 1). Some teachers confirm that the many hats they wear become cumbersome, eventually leading to
their experiencing burnout symptoms (Miller, 2017). Allensworth, Ponisciak, and Mazzeo (2009) further suggested that, attention be given to teachers who are more likely to leave and the circumstances that promote this outcome. An in-depth look into the reoccurring departure of certain teachers will provide those committed to educational reform further insight on how to best address the sustainability of teachers.

Regardless of the debate as to charter schools’ effectiveness, this educational reform celebrates 25 years of existence and continues to grow by leaps and bounds (Kahlenberg & Potter, 2015). Proponents who support charter schools do acknowledge, however, that present day charter schools have deviated from the original vision and mission of one of its early founders, Albert Shanker (Kahlenberg & Potter, 2015). Kahlenberg and Potter (2015) suggested that Shanker’s vision for charter schools was to provide students and teachers an opportunity to engage in a progressive 21st century learning environment that will support all public schools.

**Why teachers leave charter schools.** Regardless of the academic setting, it is important for educators to be mindful of the foundational impact of the increased attrition rate of teachers. Miller (2017) suggests the following: “When a school loses teachers, by choice or by chance, students are cheated out of continuity, while the goals and objectives of the entire organization can be hindered” (p. 3). Another prominent reason given by charter school teachers for voluntarily leaving the teaching profession is that they were dissatisfied with the school (NCSRP, 2010). NCSRP (2010) confirm, “Researchers also found that charter schools experience high turnovers due to the types of teachers charter schools hire (young and inexperienced) and the types of students and localities they serve (poor and urban)” (NCSRP, 2010, p. 1). Stuit and Smith (2010) also correlated the increased high level of charter teacher turnover to the level of autonomy available to poor-performing teachers and the lack of
regulatory barriers to releasing these teachers. Another finding by Stuit and Smith (2010) was an often-ignored reason for the alarming turnover rate of charter school teachers, their demographics. Stuit and Smith (2010) declare, “Fifty-four percent of charter schools were located in urban areas, compared with thirty-one percent of traditional public schools. Charter schools served slightly more economically disadvantaged students than the sample of traditional public schools” (p. 3).

**Common reasons why teachers leave both TPSs and PCSs.** Teachers in both TPS and PCS are equally impacted by the increased turnover rate within their profession. One of the most common reasons both TPS and PCS teachers leave the profession is because they feel overworked. Maslach & Leiter (2008) suggest, “work overload is one of the primary factors that creates burnout at work” (p. 63). Rankin (2017) also references the American Federation of Teachers (2015) statistics suggesting that “time pressure was indicated as the number-one everyday stressor by more than 30,000 teachers surveyed” (p. 63). Another commonality as to why TPS and PCS teachers leave the profession is the lack of administrative support. Riggs (2013) references Richard Ingersoll; a leader in research on teacher turnover, findings suggesting that the way in which administrators handle student and teacher challenges has a greater impact on teacher satisfaction. Rather than spending billions of dollars on salary increases, school officials should focus on developing the quality of the teaching job (Ingersoll, 2012). Ingersoll’s research also suggests that autonomy among both public and private school teachers generate better teacher retention. Riggs (2013) also reference Ingersoll’s findings that family or personal reasons and other career opportunities are overarching factors that propel teachers to leave. The National Charter Research Project (2010) also proposed that, regardless of the reasons given for why teachers leave the profession, the charter effect is not the ultimate reason for the continuous
increase in charter schools teacher turnover. Even though the NCRP’s Wisconsin study does not incorporate all charter schools, it does highlight reoccurring factors that contribute to teacher turnover throughout the charter school movement. Factors such as inexperienced teachers and demanding teaching environments are not limited to charter schools but are visible in traditional public schools also (The National Charter Research Project, 2010). The National Charter Research Project (2010) also supports the fact that school leaders possess the keys to unlocking initiatives that can strategically address the factors greatly impact the turnover rate among teachers. The National Charter Research Project, (2010) theorize, “School leaders can help by paying careful attention to how teachers are coping with the demands of the job. Leaders might also experiment with alternative contracts that provide more stability and predictability for their strongest teachers” (p. 3).

Malloy and Wohlstertter (2003) also suggested that schools foster partnerships between all stakeholders within the school system. Regardless of the pros and cons of TPSs and PCSs, it is evident that each presents some academic benefits. The NAPCS (n.d.) suggested that, “The success and challenges of educational reforms such as public charter schools be shared with the broader public-school system so that all students benefit” (p. 1).

**Successful Programs That Promote Sustainability of Teachers.** If burnout is to be reduced, the factors that promote sustainability should be investigated. The approach to ensuring the sustainability of teachers varies from country to country. Each country’s approach provides educational leaders across the globe with a blueprint to assist with successfully training quality leaders. As educational reforms in the United States continue to highlight the direction in which public schools are slated, additional focus should be given to programs that will sustain teachers in the midst of the daily challenges. Three countries that embody the sustainability of teachers
are Singapore, Australia, and Canada. Each country requires its teachers to complete a rigorous
teacher preparation program that expands a teacher’s coursework to better prepare them to teach
diverse learners. In Singapore, teachers with leadership potential are encouraged to become
subject heads and eventually progress to the position of principal through an intense interview
process, six months of education in a leadership program, and a mentoring program by senior
principals. The preparation program’s ultimate goal is to ensure that teachers are adequately
prepared for the challenges they could possibly face in the classroom (Darling-Hammond, 2013).
In an effort to consistently accomplish this goal, Singapore made a complete overhaul of its
teacher education programs in 2001. The goal was to further develop teachers’ pedagogical
knowledge and skills as well as their content knowledge. In addition to improving its
undergraduate program, “Singapore is progressing toward graduate-level training of teachers,
with about two-thirds now completing a one-year master’s degree program following the
undergraduate content major, and one-third completing a four-year undergraduate program”
(Darling-Hammond, 2013, p. 12).

In addition to developing a more rigorous post-graduate program, “Singaporean teachers
are provided twenty additional hours a week built into their schedule for shared planning and
learning. This includes peer mentoring and one hundred hours per year of state supported
professional development outside of their school time. Singapore is also known to have the most
thorough and intensive process for retrieving feedback about teacher training in the context of
both pre-service and in-service learning opportunities” (Darling-Hammond, 2013, p. 12-13).

In Australia, the Performance and Development (P&D) culture provides new teachers
additional support during their practicum experiences. Darling-Hammond (2013) suggests that it
“creates a professional learning strategy that reflects individual, team, and collective development needs, and creates the internal capacity to engage in ongoing improvement” (p. 12).

Australia's Department of Education and Early Childhood Development (DEECD) also provides its educators with a plethora of professional learning programs and resources including awards, fellowships, and curriculum-focused professional learning. Darling-Hammond (2013) suggest that these learning programs and resources are reinforced by the Seven Principles of Highly Effective Professional Learning, “which call for professional learning that is collaborative, embedded in practice, and aimed at bridging the gap between students’ potential and their current performance” (2013, p. 12). Additional innovations and initiatives were also implemented to change in the design and delivery of pre-service teacher education throughout Victoria. The School Centers for Teaching Excellence is a central component of these reform initiative and innovations (Darling-Hammond, 2013). A preliminary review of the SCTE provided a positive review of the progress Australia has made to effectively prepare and retain beginning teachers.

Canadian teacher candidates also encounter intense pedagogical preparation as they are evaluated against the competencies defined in the Ontario College of Teachers’ Standards of Practice. Darling-Hammond, (2013) states, “New teachers are evaluated on eight out of sixteen competency statements based in three domains (Commitment to Pupils and Pupil Learning, Professional Knowledge, and Teaching Practice)” (p. 7). Evidently, Singapore, Australia, and Canada’s approach to sustaining quality teachers begins with setting a standard of excellence prior to a teacher’s first day on the job, through an elite teacher’s preparation program. Canada also assists administrators by providing them with mentors for the first two years in a leadership role (Darling-Hammond, 2013). Darling-Hammond (2013) suggests each of the three systems
listed above, incorporate policies that directly impact the development and support of teachers and school leaders.

Some of the policies implemented encountered some challenges, but also provided positive results. Australia has received international distinction for the success of its Program for International Student Assessment (Darling-Hammond, 2015). As with many of other countries, Australia has endured the challenges of new government reforms. Some key concerns noted in certain geographic areas across Australia is an aging teacher workforce, teacher shortages in core subjects such as math and science, and teacher salaries. The Victorian government is making a precise effort to address these concerns by implementing incentives that will attract highly qualified teachers (Darling-Hammond, 2015). Another program that was developed as a “system-wide strategy to improve the practice and performance of schools in the government system was “The Learning to Lead Effective Schools” (Darling-Hammond, 2013, p. 15). Darling-Hammond (2013) also referenced The Bastow Institute of Educational Leadership’s initiative to “develop a program, in partnership with local universities, to prepare high-potential leaders for their first principal position. The program will have an explicit focus on leadership and management, leading change, and how to transform schools through people and teams” (p. 15).

In Ontario, Canada, the New Teacher Induction Program has proven effective as it highlights the successful hire of almost four thousand beginning teachers. The success of this program extends beyond the hiring process to its ability to retain 98% of first-year hires over a five years period (2000-2010) (Darling-Hammond, 2013). Singapore also documents its successful teacher initiatives by first highlighting its commitment to creating an attractive teaching profession that many individuals will gravitate to. Darling-Hammond (2013) further
identifies Singapore’s successful teacher initiatives by highlighting the fact that “The attrition rate of teachers is less than 3% annually, which is less than half the annual attrition rate for teachers in the United States” (p. 8).

Even though The United States is currently experiencing an increase in the attrition rate of teachers, it is also making tremendous strides in developing programs that support the sustainability of teachers. One source of such support is provided through the University of Miami’s Support Network for Novice Teachers, run by Prilleltensky (DeAngelis, 2012). The network provides professional development and mentoring opportunities for novice teachers. DeAngelis (2012) confirmed, “Since the program began in 2001, only one of the 600 novice teachers who have participated left teaching within three years” (p. 2). For mentoring to continuously have a sustained effect on teaching, Eberhard et al. (2000) suggested that new teachers must be mentored not just in their first year, but also through their third or fourth year of teaching. Teachers in the study who did not receive such sustained mentoring had a smaller chance of being successful and making an impact as they gained experience. In addition to extending mentoring beyond the first year of teaching, these researchers found that this support must be combined with ongoing professional development for all teachers throughout the year. DeAngelis (2012) further suggested that teachers receive the same level of support given to doctors throughout their residency training. DeAngelis (2012) stated, “Support for teachers is important because once they hit the classroom, they often feel lonely and isolated. In addition, teachers often lack the practical resources and knowledge needed to run a successful classroom” (p. 2).

Prilleltensky, Neff, and Bessell (2016) were advocates of support systems such as professional learning communities. These communities provide a safe avenue for teachers to
develop a sense of belonging among other educators facing the same challenges. Prilleltensky et al. (2016) suggest, “When properly implemented, and adequately supported by the school district, these communities achieve three goals: better educational outcomes for students, enhanced well-being for teachers, and improved policies and procedures at the school” (p. 108). DeAngelis (2012) also supported such programs by referencing Ingersoll in the American Educational Research Journal. Ingersoll “found that new teachers who took part in support or "induction" programs were much more likely to stay for a second year than those who didn't participate in such programs” (DeAngelis, 2012, p. 66).

The challenge, often faced by today’s educational leaders, is determining which programs best meet the individual needs of both novice and master teachers. Implementing these programs also requires educational leaders to provide consistent and effective accountability platforms for teachers by providing all teachers with access to the programs listed above. These programs are designed to immerse, instruct, and inspire teachers to remain committed to educating students, whether in a public, charter or private school setting.

**Summary**

Previous studies have identified burnout as a prominent factor for the increased attrition rate of teachers. (Parker, Martin, Colmar, & Liem, 2012). Maslach et al. (2001) suggested that when an individual’s work is no longer supportive, the challenges that arise due to this change present many complications.

This research study explored the differences in burnout scores between TPS teachers and PCS teachers and the potential impact those scores have on teacher sustainability. This literature review has explored the theoretical frameworks of Bandura’s theory of self-efficacy, highlighting the following factors that activate efficacy: active process, motivation, affective process, and cognitive process. The Maslach’s burnout theory was also a key theoretical framework,
highlighting the three factors of emotional exhaustion, depersonalization, and professional accomplishment. Because teachers have an incomparable and life-long impact on students’ academic success and self-esteem, it is imperative that researchers continue to explore factors that significantly reverse the trend of teachers leaving the profession.

This study was designed to add to the current body of research on factors, such as burnout, that negatively impact a teacher’s willingness to remain in a profession prone to challenges. The increased burnout level of qualified, experienced, and effective teachers is not limited to the US, but an international concern (Parker et al., 2014). Future researchers are encouraged to continue to explore positive external and internal factors that promote longevity among all teachers. Skoryk (2013) suggested that due to future and current teachers’ unfamiliarity with the intense consequences of the internal factor of emotional exhaustion, the challenges of the profession seem insurmountable. Skoryk (2013) also suggested that colleges are not achieving the level of effectiveness need to sufficiently provide future educators with significant mechanism to overcome professional burnout. The commitment to conduct intensive research into burnout as it relates to teachers from a holistic approach, can further support higher education and professional programs positively impact the overall well-being of all teachers.
CHAPTER THREE: METHODS

Overview

This study examined the difference in burnout scores of teachers teaching in TPSs compared to teachers teaching in PCSs in North Carolina. The results identified the impact of burnout among TPS teachers and PCS teachers but did not show a significant difference between in burnout scores between TPS teachers and PCS teachers. Current data from the MBI-ES was used. In order to examine the data, a quantitative causal-comparative study was deemed most appropriate. Chapter Three includes information about the design of the study, research questions, null hypotheses, participants, setting, and the instrument. The data collection procedures and analysis are also addressed.

Design

The purpose of this quantitative causal-comparative study was to examine the difference in burnout scores of TPS teachers compared to burnout scores of PCS teachers. Burnout scores of each independent variable (TPS teachers and PCS teachers in North Carolina) was based on the following domains: emotional exhaustion, personalization, and personal accomplishments. The causal-comparative design is a valid method to identify cause-and-effect relationships by forming groups of individuals in whom the independent variables are present or absent or present at certain levels—and then determine if the groups differ on the dependent variables (Gall, Gall, & Borg, 2007). The level of burnout scores, determined by the three domains (emotional exhaustion, personalization, and personal accomplishments) of the MBI-ES was the criterion variable. The teachers reported burnout levels as measured by the MBI-ES (see Appendix B). Burnout is defined as a “prolonged response to chronic emotional and interpersonal stressors on the job, and is defined by the three dimensions of exhaustion, cynicism, and inefficacy” (Maslach et al., 2001, para. 1).
The independent variables are TPS teachers and PCS teachers. The dependent variable is defined as the burnout scores of both TPS teachers and PCS teachers. In pursuance of analyzing this variable, a quantitative questionnaire, MBI-ES, was administered to a target population of elementary school teachers in North Carolina. An additional analysis of a demographic survey questionnaire, identifying each teacher’s level of education, years of experience, type of certification, and other identifying factors was presented in this study. This data was used to further evaluate the difference between the burnout scores of TPS teachers compared to PCS teachers.

**Research Questions**

**RQ1:** Is there a difference between the level of emotional exhaustion scores, as determined by the Maslach Burnout Inventory-Educators Survey (MBI-ES), between teachers in traditional public schools compared to teachers in public charter schools?

**RQ2:** Is there a difference between the level of depersonalization scores, as determined by the Maslach Burnout Inventory-Educators Survey (MBI-ES), between teachers in traditional public schools compared to teachers in public charter schools?

**RQ3:** Is there a difference between the level of personal accomplishment scores, as determined by the Maslach Burnout Inventory-Educators Survey (MBI-ES), between teachers in traditional public schools compared to teachers in public charter schools?

**Hypotheses**

**H01:** There is no statistically significant difference between the level of emotional exhaustion scores between teachers in traditional public schools compared to teachers in public charter schools as measured by the Maslach Burnout Inventory-Educators Survey (MBI-ES).
**H₀2:** There is no statistically significant difference between the level of depersonalization scores between teachers in traditional public schools compared to teachers in public charter schools as measured by the Maslach Burnout Inventory-Educators Survey (MBI-ES).

**H₀3:** There is no statistically significant difference between the level of personal accomplishment scores between teachers in public traditional schools compared to teachers in public charter schools as measured by the Maslach Burnout Inventory-Educators Survey (MBI-ES).

**Participants and Setting**

Participants in this study consisted of teachers from four elementary schools within one school district and four elementary schools within another school district. Both districts are situated in a triad district in North Carolina. Elementary schools were selected from rural, urban, and suburban areas from both districts. District 1 services 36 schools, 20 of which are elementary schools for grades PreK-5; 7 middle schools for students in grades 6-8; and 6 traditional comprehensive high schools for grades 9-12. In 2014, district 1 employed 1023 kindergarten and elementary teachers with 356 teaching assistants.

District 2 services 126 schools, 69 of which are elementary schools for grades K5-5; 22 middle schools for students in grades 6-8; 28 high schools for grades 9-12; and 10 alternative schools. The 2017 annual report for district 2 confirms a staff of 7,705 full-time school-based employees.

A convenience sample of a minimum of 150 elementary school teachers was invited to participate in the study. All elementary school teachers were encouraged to participate, by completing an online demographic questionnaire and the MBI-ES (see Appendix A). All participants had an opportunity to enter a random drawing for a $50 USD gift card to Wal-Mart. One teacher from each school received a gift card. The final number of sampled
participants consisted of 138 teachers, which exceeded the required minimum for a medium effect size. According to Gall et al. (2007), 100 participants are the required minimum for a medium effect size with statistical power of .7 at the .05 alpha level (Faul, Erdfelder, Lang, & Buchner, 2007). This study used the G*Power, a tool used to calculate the statistical power analysis using an effect size convention of .3, an alpha level of .05, an actual power level of .802, with 5 degrees of freedom. This effect size exceeded the minimum for a medium effect size. A series of t-test was used between two groups with eight covariates, which are the elementary schools. The use of the GPower3, a software tool, was used to further determine the exact power of the sample given. As referenced by Faul et al. (2007), “statistics textbooks in the social, behavioral, and biomedical sciences typically stress the importance of power analyses. The power of a statistical test is the probability that its null hypothesis will be rejected, given that it is in fact false” (p. 75).

The demographic characteristics of teachers were added to further analyze to what extent demographics will impact the burnout level of each teacher. A table summarizing the analyzed, descriptive demographic statistics for all participants is provided below.

Table 2

<table>
<thead>
<tr>
<th>Variables</th>
<th>Traditional Public Schools (1&amp;2)</th>
<th>Public Charter School (1&amp;2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(n = 91, 66%)</td>
<td>(n = 47, 34%)</td>
</tr>
<tr>
<td>Gender</td>
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<td>%</td>
</tr>
<tr>
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<td>7.7%</td>
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<tr>
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<td>92.3%</td>
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<tr>
<td>Age</td>
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<tr>
<td>25 or Under</td>
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<tr>
<td>26 – 40</td>
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<tr>
<td>56 or Older</td>
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</table>
The instruments used in this study include a researcher-created demographic questionnaire (see Appendix A) and the Maslach Burnout Inventory-Educators Survey (see Appendix B). These instruments were administered through one session of the Mind Garden portal, to 138 elementary teachers.

**Demographic Questionnaire**

The demographic questionnaire included questions related to biological sex, age, education level, alternative/traditional certification, and years of experience. The first question asked teachers to click on a drop-down box with the following question: Please select the number that identifies your school demographic: Traditional Public School 1; Traditional Public School 2; Public Charter School 1; or Public Charter School 2. The gender question was phrased
as follows: Please indicate your gender, (male or female) by selecting one of the assigned numerical values: Male or Female. The age question was phrased as follows: Please indicate your age: 25 or Under; 26-40; 41-55; or 56 or Older. The educational question was phrased as follows: Please indicate your education level: Bachelor’s Degree; Master’s Degree; Doctorate Degree; or Professional Degree (MD, DDS, JD). The questionnaire also included an item referring whether participants obtained a traditional teaching certificate or was required to obtain an alternative route to teacher certification. The question was phrased as follows: Please indicate which type of certification you currently hold: Traditional Certification; Alternative Certification; Not Certified. The final question on the demographic questionnaire references each teacher’s number of years of experience. The question was phrased as follows: Please identify your level of experience: Over 10 years; Between 6 and 10 years; and Between 2 and 6 years.

**Maslach Burnout Inventory for Educators (MBI-ES)**

As referenced by Maslach, Jackson, and Leiter (2016), “The Maslach Burnout Inventory (MBI) is recognized as the leading measure of burnout. Twenty-five years of extensive research has been conducted since its initial publication” (Maslach et al., 2016, para. 1). Denton, Chaplin, & Wall (2013) further confirms that the MBI-ES is referenced as a gold-standard for measuring burnout in the education system. The MBI includes three questionnaires: The Human Services Survey, the General Survey, and the one this report is using, the Educators Survey (Maslach et al., 2016). The MBI-ES inventory consist of 22 items on a 7-point Likert scale ranging from 0= never to 6=every day (Butler & Constantine, 2005, p. 58). Maslach et. al (1996) identified “several studies carried out by Iwanicki and Schwab (1981) and Gold (1984) support reliability such as the three-factor structure and internal reliability” (p. 2). Emotional exhaustion,
depersonalization, and reduced personal accomplishment are subscales that have been analytically validated for elementary, middle and high school teachers (Byrne, 1993).

Wheeler, Vassar, Worley & Barnes (2011) referenced Maslach and Jackson’s internal consistency coefficients, reporting reliability estimates of .90 for emotional exhaustion, .79 for depersonalization, and .71 for personal accomplishment subscales of the MBI-ES in a sample of elementary school teachers. The suggested population used to evaluate the validity of the MBI was male and female teachers. The MBI-ES consisted of 22 items reflecting dimensions where the focus of burnout involves direct interaction with people (Wheeler, et al., 2011). Wheeler et al. (2011) further suggest that the MBI is highly recognized throughout the medical, human services and educational fields. Various search results also confirm that over 1,000 studies have used the MBI (Wheeler, et al., 2011). Wheeler, et al. (2011) also noted that while the use of the MBI generated positive reflections cross-nationally, there are some “concerns about the psychometric properties associated with some foreign-language translations” (p. 241). Demark found it to be theoretically inconsistent, suggesting that that the MBI represented “ideas that were too American” (2011, p. 241).

The reliability of the instrument, however, is supported by various studies. Denton, et al. ((2013) references Worley, Wheeler, Vassar, & Barnes (2008) meta-analytic review of 20 studies that were specific to the MBI-ES. Denton, et al (2013) confirm, “Eleven of these studies found exploratory factor analytic support for a 3 factor and 22 item version of the MBI-ES” (p. 3). Reliability analyses of the MBI-ES consistently yield similar alpha coefficients for the 3 factor structure professions and languages.

The MBI-ES has 22 questions, with 9 statements about emotional exhaustion; emotional exhaustion refers to emotional fatigue in individuals due to their profession. There are 5
statements about depersonalization; this refers to a teacher’s attitude, suggesting a lack of empathy towards students. There are 8 statements about the lack of personal accomplishment; this refers to a teacher’s feeling of inadequacy to be an effective teacher (Yildirim, 2017). A sample statement from the emotional exhaustion subscale section is as follows: “I feel emotionally drained from my work.” A sample statement from the depersonalization subscale is as follows: “I’ve become more callous towards people since I took this job.” Finally, a sample statement from the personal accomplishment section is as follows: “I have accomplished many worthwhile things in school” (Chigerwe, Boudreax, & Ilkiw, 2014, p. 10). The MBI-ES is self-administered and takes approximately 10-15 minutes to complete. Permission to use the instrument is provided in Appendix E. Three weeks of allotted time was given to provide and receive the following from school personnel: request letters, permission letters, access to the demographic questionnaire and the MBI-ES, and submission of all data.

**Procedures**

An approval from the Liberty University Institutional Review Board (see Appendix C) to conduct the study and request permission from the superintendents of the school systems (see Appendix F) and principals of the charter schools (see Appendix G) to survey elementary school teachers from eight schools, within the two school districts was received. After receiving permission from Liberty University and the superintendents, an e-mail was forwarded to the district superintendents and administrators. The administrators forwarded this email to all elementary teachers. The email gave insight into the purpose of this research and the importance of each teacher’s participation and their possible impact on future research. This email also had a link that directs participants to the demographic questionnaire and the MBI-ES (see Appendix E). Prior to IRB approval, a request to include a demographic questionnaire survey at the
beginning of the MBI-ES was approved. Participants completed all questions in the demographic section prior to gaining access to the MBI-ES section of the survey.

Each administrator was given the opportunity to have the researcher personally introduce the purpose of the research and request the teacher’s participation during a staff meeting. This was not needed as specific instructions to completing the survey was provided through email. Administrators were also emailed a participant consent letter (see Appendix D) and a participant recruitment letter (see Appendix E). In the participant letter, teachers were informed of an opportunity to participate in an optional drawing at the end of the survey. Teachers selected a link attached to the end of the survey, type in their email address and clicked submit to enter a $50 Visa gift card drawing.

To ensure confidentiality of the respondents, the body of the email explained that selecting the MBI-ES survey link will take each participant directly to the demographic questionnaire and the MBI-ES. Other participants were not be able to see who did or did not select the link. Taking the demographic questionnaire and the MBI-ES automatically gave consent to participate. The email addresses provided for the drawing was destroyed immediately after the drawing. This was noted in the introductory statement. The retrieved data was presented electronically using the tables and graphs generated by the surveys.

The demographic questionnaire consisted of 6 questions. Six of these questions collected demographic data about their biological sex, age, education level, type of certification, and years of experience. Number 1 requested that teachers select a number and letter that identified the school’s demographic. This format helped in analyzing the data from the different population descriptors.
Once teachers completed number 1, each teacher was able to proceed to the remaining questions on the demographic questionnaire. Teachers answered each question by selecting the answer choice that best described them. After completing the 6 questions of the demographic questionnaire, teachers then had access to the 22-questions of the MBI-ES. Upon completion of the 22 questions, teachers needed to select the green submit button to confirm and submit the demographic questionnaire and the MBI-ES. Teachers were not able to select the submit button until all questions on both the demographic questionnaire and the MBI-ES was completed.

Another email was sent to the administrators encouraging additional teachers to participate because the desired number of participants was not meet by the second week of administering the survey. At the end of the survey period, the researcher gave each administrator a $50 Visa gift card for the drawing to award one participant from each school.

Considerable effort was be made to ensure that the data collected was kept secure and that all participants and schools remain unidentified. The elementary school teachers participating was identified by type of school, Traditional Public School (TPS) or Public Charter School (PCS) and the numbers 1 or 2 to represent the district (TPS1, TPS2, PCS1 and PCS2). Personal funds were used to purchase access to survey files with individual responses from the MBSI-ES instrument and the demographic questionnaire was be stored on a password-protected computer. The information will be deleted after the appropriate amount of time allotted by the IRB.

Data Analysis

The data used in this study is comprised of the results from the post-administration of the MBI-ES instrument and the results of the demographic questionnaire. The data from each elementary school was compared to determine which school environment was prone to a high-level of burnout symptoms among teachers. A series of t tests for independent means was
utilized to test the three null hypotheses. Gall, M., Gall, J., & Borg, W. (2007) indicate that the use of $t$ test in causal comparative research is dependent upon three assumptions; the scores will form an interval or ratio scale of measurement; that the score variances for the populations under the study are equal and the scores will be normally distributed (p. 315). The Mann Whitney U, a nonparametric test, was conducted as the data for null two, depersonalization, were not normally distributed (Gall, et al., 2007).

Data evaluated throughout this chapter (scores and demographics) provided additional findings to answer the three research questions. After extracting the MBI-ES scores of the three domains: exhaustion, cynicism, and professional efficacy from the MBI-ES, the most current version, IBM SPSS Statistics, 2019 (Statistical Package for the Social Sciences) software suite was used to conduct statistical analyses associated with this study.
CHAPTER FOUR: RESULTS

Overview

The purpose of this study was to determine what impact burnout had on the sustainability of traditional public school teachers (TPS) in comparison to its impact on public charter school (PCS) teachers. The independent variable was the two school groups, TPS teachers and PCS teachers. The dependent variable was the scores from the Maslach Burnout Inventory-Educators Survey (MBI-ES). The MBI-ES was completed by 138 teachers from two school districts. Included in the online MBI-ES, were 22 items which provided measures of burnout on three dimensions: emotional exhaustion, depersonalization, and Personal Accomplishment. A series of \( t \)-tests was conducted to test the three hypotheses relating to burnout scores. Chapter Four also includes the research questions, null hypothesis, data screening, descriptive statistics, assumption testing, and results.

Research Questions

**RQ1**: Is there a difference between the level of emotional exhaustion scores, as determined by the Maslach Burnout Inventory-Educators Survey (MBI-ES), between teachers in traditional public schools compared to teachers in public charter schools?

**RQ2**: Is there a difference between the level of depersonalization scores, as determined by the Maslach Burnout Inventory-Educators Survey (MBI-ES), between teachers in traditional public schools compared to teachers in public charter schools?

**RQ3**: Is there a difference between the level of personal accomplishment scores, as determined by the Maslach Burnout Inventory-Educators Survey (MBI-ES), between teachers in traditional public schools compared to teachers in public charter schools?
Null Hypotheses

**H₀₁**: There is no statistically significant difference between the level of emotional exhaustion scores between teachers in traditional public schools compared to teachers in public charter schools as measured by the Maslach Burnout Inventory-Educators Survey (MBI-ES).

**H₀₂**: There is no statistically significant difference between the level of depersonalization scores between teachers in traditional public schools compared to teachers in public charter schools as measured by the Maslach Burnout Inventory-Educators Survey (MBI-ES).

**H₀₃**: There is no statistically significant difference between the level of personal accomplishment scores between teachers in public traditional schools compared to teachers in public charter schools as measured by the Maslach Burnout Inventory-Educators Survey (MBI-ES).

Descriptive Statistics

**Demographics**

Participants in this study included 138 teachers of which 91 were from TPSs (66%) and 47 from PCS (34%). Participants were from two districts within the triad region of North Carolina. The participants from TPSs consisted of N=84 (61%) females and N=7 (5%) males. The years of experience for teachers from TPSs reported were N=8 (9%) participants being 25 or under; N=33 (36.3%) participants 26-40; N=38 (42%) participants 41-55; and N=12 (13%) participants 56 or older. The levels of education of participants N=49 (35.5%) having a Bachelor of Science degree; Master’s degree N=41 (29.7%) Doctorate degree N=1 (0.7%); and Professional degree N=0 (0%). Additionally, the participants from TPSs with a traditional certification is N=121 (70%); the participants from TPSs with an alternative certification N=5 (10%); and participants without any form of certification N=5 (3%).
The years of experience for teachers from PCSs reported were N=3 (6%) participants being 25 or under; N=22 (47%) participants 26-40; N=15 (32%) participants 41-55; and N=7 (15%) participants 56 or older. The levels of education reported for teachers from PCSs having a Bachelor of Science degree; N=31 (22.5%); Master’s degree N=14 (10.2%) Doctorate degree N=1 (0.7%); and Professional degree N=1 (0.7%). Additionally, the participants from PCSs with a traditional certification is N=38 (28%); the participants from PCSs with an alternative certification N=4 (2.9%); and participants without any form of certification N=5 (3.6%).

Sample descriptive statistics for the 138 participants that remained following preliminary data screening are provided for those variables in Table 3.

Table 3

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Exhaustion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traditional (TPS)</td>
<td>2.69</td>
<td>1.24</td>
<td>91</td>
</tr>
<tr>
<td>Charter (PCS)</td>
<td>2.32</td>
<td>1.27</td>
<td>47</td>
</tr>
<tr>
<td>Depersonalization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traditional (TPS)</td>
<td>1.13</td>
<td>1.00</td>
<td>91</td>
</tr>
<tr>
<td>Charter (PCS)</td>
<td>.83</td>
<td>.83</td>
<td>47</td>
</tr>
<tr>
<td>Personal Accomplishment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traditional (TPS)</td>
<td>4.84</td>
<td>.81</td>
<td>91</td>
</tr>
<tr>
<td>Charter (PCS)</td>
<td>4.87</td>
<td>.64</td>
<td>47</td>
</tr>
</tbody>
</table>

Results

Research Question One

Research Question 1 asked if there was a difference between the level of emotional exhaustion scores, as determined by the Maslach Burnout Inventory-Educators Survey (MBI-ES), between teachers in traditional public schools compared to teachers in PCSs. Preliminary data screening was conducted on each group’s dependent variable. The researcher sorted the data on each variable and scanned for inconsistencies. No data errors or inconsistencies were
identified. Box and whisker plots were used to detect outliers on the emotional exhaustion total score (dependent variable). No outliers were identified. See Figure 1 for box and whisker plot. All data were retained.

![Box and whisker plot for emotional exhaustion.](image)

An independent $t$-test was performed regarding emotional exhaustion and three assumptions were then examined: normality, homogeneity of variance, and independence of scores. The assumption of normality was examined using Kolmogorov-Smirnov as $n > 50$ per Warner (2013, p. 474). See Table 4. The results indicated that the assumption of normality was acceptable with a significance value of $p = .200^*$, which is greater than the alpha level of $p < 0.05$. A Levene’s test was then used to examine homogeneity of variance at the ($p < 0.05$) and to assess the equality or error between the TPS and PCS teachers’ emotional exhaustion scores. The results indicated that this assumption was met with $F = .747, p = .389$. See Table 5.
Table 4

*Emotional Exhaustion Kolmogorov-Smirnov* Results

<table>
<thead>
<tr>
<th>Emotional Exhaustion</th>
<th>Statistic</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Public Schools</td>
<td>.073</td>
<td>91</td>
<td>.200*</td>
</tr>
<tr>
<td>Public Charter Schools</td>
<td>.109</td>
<td>47</td>
<td>.200*</td>
</tr>
</tbody>
</table>

Table 5

*Emotional Exhaustion Levene’s Test of Variance Results*

<table>
<thead>
<tr>
<th>Emotional Exhaustion</th>
<th>Levene Statistic (F)</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Based on Mean</td>
<td>.747</td>
<td>1</td>
<td>136</td>
<td>.389</td>
</tr>
<tr>
<td>Based on Median</td>
<td>.726</td>
<td>1</td>
<td>136</td>
<td>.396</td>
</tr>
<tr>
<td>Based on Median and with adjusted df</td>
<td>.726</td>
<td>1</td>
<td>132.903</td>
<td>.396</td>
</tr>
<tr>
<td>Based on trimmed mean</td>
<td>.741</td>
<td>1</td>
<td>136</td>
<td>.391</td>
</tr>
</tbody>
</table>

A *t* test for Equality of Means was conducted with *t*(138) = 1.63, *p* = .106, Cohen’s *d* = .291. Cohen *d* = .291 is a small effect size. TPS teachers (*MD* = .36, *SD* = .22, *n* = 91) total emotional exhaustion is not statistically different from that of PCS teachers (*MD* = .36, *SD* = .22, *n* = 47) total of emotional exhaustion scores. See Table 6 for results. Therefore, the researcher failed to reject the null hypothesis.

Table 6

*Emotional Exhaustion t-test for Equality of Means Result*

<table>
<thead>
<tr>
<th>Levene’s Test for</th>
<th>Equal variances assumed</th>
<th>Emotional Exhaustion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equality of Variances</td>
<td>Sig.</td>
<td>.747</td>
</tr>
<tr>
<td>t-test for Equality of Means</td>
<td>df</td>
<td>1.628</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.106</td>
<td>.110</td>
</tr>
<tr>
<td>Mean Difference</td>
<td>.36444</td>
<td>.36444</td>
</tr>
</tbody>
</table>
Research Question Two

Research Question 2 asked if there was a difference between the level of depersonalization scores, as determined by the Maslach Burnout Inventory-Educators Survey (MBI-ES), between teachers in traditional public schools compared to teachers in public charter schools? Preliminary data screening was conducted on the third dependent variable of the MBI-ES subscales. No outliers were identified. See Figure 3. As a result, all data were retained.

Figure 2.
Box and whisker plot for depersonalization.

A second independent $t$-test was performed regarding depersonalization and three assumptions were then examined: normality, homogeneity of variance, and independence of scores. The assumption of normality was examined using Kolmogorov-Smirnov as $n > 50$ per Warner (2013, p. 474). See Table 7. The results indicated that the assumption of normality was
not accomplished for TPS teachers with $p = .000$ and PCS teachers with $p = .002$. See Table 7 for results.

Table 7

Depersonalization Kolmogorov-Smirnov Results

<table>
<thead>
<tr>
<th>Depersonalization</th>
<th>Statistic</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Public Schools</td>
<td>.154</td>
<td>91</td>
<td>.000</td>
</tr>
<tr>
<td>Public Charter Schools</td>
<td>.165</td>
<td>47</td>
<td>.002</td>
</tr>
</tbody>
</table>

Another $t$ test for Equality of Means was conducted with $t(138) = 1.74, p = .085$, Cohen’s $d = .32$. TPS teachers ($MD = .30, SD = .17, n = 91$) emotional exhaustion scores are not statistically different from that of PCS teachers ($MD = .30, SD = .17, n = 47$) emotional exhaustion scores. A Levene’s test was then used to examine homogeneity of variance at the ($p<0.05$) and to assess the equality of error between the TPS and PCS teacher burnout scores. The results indicated that this assumption was met with $F = 3.153, p = 0.078$. See Table 8 for results. The independence of scores was met.

Table 8

Depersonalization $t$-test for Equality of Means Result

<table>
<thead>
<tr>
<th>Levene’s Test for Equality of Variances</th>
<th>Equal variances assumed</th>
<th>Equal variances not assumed</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>3.153</td>
<td></td>
</tr>
<tr>
<td>Sig.</td>
<td>.078</td>
<td></td>
</tr>
<tr>
<td>$t$</td>
<td>1.735</td>
<td>1.841</td>
</tr>
<tr>
<td>df</td>
<td>136</td>
<td>109.415</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.085</td>
<td>.068</td>
</tr>
<tr>
<td>Mean Difference</td>
<td>.29549</td>
<td>.29549</td>
</tr>
<tr>
<td>Std. Error Difference</td>
<td>.17033</td>
<td>.16053</td>
</tr>
<tr>
<td>95% Confidence Interval of the Means</td>
<td>Lower -.04135</td>
<td>-.02267</td>
</tr>
</tbody>
</table>
Further, nonparametric testing was conducted as the data for null two, depersonalization, were not normally distributed (see Table 7). The Mann Whitney U nonparametric test findings \((p = .125) > (p = 0.05)\). See Table 9 for results. The depersonalization \(t\)-test for equality of mean confirms the findings of the Mann Whitney U. See Table 8. Therefore, the researcher failed to reject null hypothesis two.

Table 9

**Depersonalization Mann Whitney Test U Test Results**

<table>
<thead>
<tr>
<th>Sig.</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mann Whitney U</td>
<td>1799.000</td>
</tr>
<tr>
<td>Wilcoxon W</td>
<td>2927.000</td>
</tr>
<tr>
<td>Z</td>
<td>-1.533</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>.125</td>
</tr>
</tbody>
</table>

**Research Question Three**

Research Question 3 asked if there a difference between the level of personal accomplishment scores, as determined by the Maslach Burnout Inventory-Educators Survey (MBI-ES), between teachers in traditional public schools compared to teachers in public charter schools. Preliminary data screening was conducted on the third dependent variable of the MBI-ES subscales. No extreme outliers where identified. See Figure 5. All data were retained.
A third independent \( t \) test was performed regarding personal accomplishment and three assumptions were then examined: normality, homogeneity of variance, and independence of scores. The assumption of normality was examined using Kolmogorov-Smirnov as \( n > 50 \) per Warner (2013, p. 474). See Table 10. The results indicated that the assumption of normality was not tenable for TPS with \( p = .007 \) and PCS with \( p = .001 \). See Table 10 for results.

### Table 10

**Personal Accomplishment Kolmogorov-Smirnov\(^a\) Results**

<table>
<thead>
<tr>
<th>Personal Accomplishment</th>
<th>Statistic</th>
<th>df</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Public Schools</td>
<td>.112</td>
<td>91</td>
<td>.007</td>
</tr>
<tr>
<td>Public Charter Schools</td>
<td>.178</td>
<td>47</td>
<td>.001</td>
</tr>
</tbody>
</table>

Another \( t \)-test for Equality of Means was conducted with \( t(138) = -.234, p = .815, \) Cohen’s \( d = 0.04 \). TPS teachers (\( MD = -.032, SD = .135, n = 91 \)) personal accomplishment scores are not statistically different from that of PCS teachers (\( MD = .032, SD = .135, n = 47 \)) personal accomplishment scores. A Levene’s test was then used to examine homogeneity of variance at the \( p < 0.05 \) and to assess the equality of error between the TPS and PCS teacher
burnout scores. The results indicated that this assumption was met with $F = 3.923, p = 0.50$. See Table 11 for results. The independence of scores was met.

Table 11

*Personal Accomplishment t-test for Equality of Means Result*

<table>
<thead>
<tr>
<th>Levene’s Test for</th>
<th>Equal variances assumed</th>
<th>Equal variances not assumed</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>3.928</td>
<td>3.928</td>
</tr>
<tr>
<td>Sig.</td>
<td>.50</td>
<td>.50</td>
</tr>
<tr>
<td>t</td>
<td>-.234</td>
<td>-.234</td>
</tr>
<tr>
<td>df</td>
<td>136</td>
<td>113.415</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.815</td>
<td>.815</td>
</tr>
<tr>
<td>Mean Difference</td>
<td>-.03168</td>
<td>-.03168</td>
</tr>
<tr>
<td>Std. Error Difference</td>
<td>.13526</td>
<td>.12573</td>
</tr>
<tr>
<td>95% Confidence Interval of the Difference</td>
<td>-.29916</td>
<td>-.28076</td>
</tr>
<tr>
<td>Lower</td>
<td>.23580</td>
<td>.21739</td>
</tr>
<tr>
<td>Upper</td>
<td>.23580</td>
<td>.21739</td>
</tr>
</tbody>
</table>

Further, nonparametric testing was conducted as the data for null three, personal accomplishment, were not normally distributed, (see Table 10). The Mann Whitney U nonparametric test findings ($p = .916 > p = 0.05$). See Table 12 for results. The personal accomplishment t-test for equality of mean confirms the findings of the Mann Whitney U.

Therefore, the researcher failed to reject the null hypothesis.

Table 12

*Personal Accomplishment Mann Whitney Test U Test Results*

<table>
<thead>
<tr>
<th></th>
<th>Sig.</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mann Whitney U</td>
<td>2115.000</td>
<td></td>
</tr>
<tr>
<td>Wilcoxon W</td>
<td>3243.000</td>
<td></td>
</tr>
<tr>
<td>Z</td>
<td>-.106</td>
<td></td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>.916</td>
<td>Retain the null hypothesis.</td>
</tr>
</tbody>
</table>
CHAPTER FIVE: CONCLUSION

Overview

The findings of Chapter Four were presented with interpretation specific to the burnout level of teachers in TPS and teachers PCS from two districts within the state of North Carolina. Chapter Five will focus on the findings relative to TPS teachers as a group versus PCS teachers as a group. Further discussion will be conducted to show how the findings align with previous research, while summarizing the main elements of the study’s methodology and research design. This chapter will also discuss the implications and applications the findings will have on educational practices. Chapter Five will conclude with a review of limitations and recommendations for further research.

Discussion

The purpose of this causal comparative study was to determine if there were statistically significant differences in burnout scores between TPS teachers and PCS teachers, utilizing the MBI-ES. The MBI-ES was developed due to the increased interest about burnout symptoms among teachers and is used extensively by professionals in education (Maslach et al., 2001). Data were collected using a demographic survey, including information about participants’ type of school, biological sex, age, education level, type of certification, and years of experience. Additional stressors that impact a teacher’s stress level are poor working conditions, limited resources, extensive workload, and student behavior. (Sprenger, 2011).

The Maslach Burnout Inventory-Educators Survey (MBI-ES) was appropriate to this study as it was among the first widespread accepted standardized measures of the burnout phenomenon (Maslach, et al., 2017). The 22 seven-point Likert rating scales that formed that instrument measured three dimensions of burnout: Emotional Exhaustion (nine items, $a = .90$), Depersonalization (five items, $a = .79$), and Personal Accomplishment (eight items, $a = .71$). A
series of $t$ tests was the statistical procedure selected to determine which of the two groups, TPS teachers or PCS teachers, experienced the highest level of burnout as measured by the three subscales of the MBI-ES (the dependent variables). Scores that are greater than or equal to 27 on EE, at or below 35 for PA, and greater than or equal to 14 for DP indicate severe levels of burnout (Shackleton, Bonell, Jamal, Allen, Mathiot, Elbourne and Viner, 2019).

The first research question addressed whether there was a difference between the level of emotional exhaustion scores, as determined by the Maslach Burnout Inventory-Educators Survey (MBI-ES) between teachers in Traditional Public Schools compared to teachers in Public Charter Schools? The researcher addressed this question by using an independent sample $t$ test to find and compare the mean score of the subscale emotional exhaustion in the MBI-ES. A comparison was made between TPS teachers’ mean scores ($M = 2.69$) and PCS teachers mean scores ($M = 2.32$). As hypothesized, there was not a significant statistical difference between TPS teachers and PCS teachers when comparing their feeling of being emotionally overextended and exhausted by their work. As such, the researcher failed to reject the null hypothesis which was stated as: There is no statistically significant difference between the level of emotional exhaustion scores between teachers in traditional public schools compared to teachers in public charter schools as measured by the Maslach Burnout Inventory-Educators Survey (MBI-ES). The researcher found that among the three components of burnout, emotional exhaustion was the most critical, as it is often the first sign of burnout (Arens & Morin, 2016). The results of this study identified 41% of TPS teachers who indicated severe levels of emotional exhaustion and 38% of PCS teachers who indicated severe levels of emotional exhaustion. The researcher hypothesized that TPS teachers would have an extremely higher percentage of emotional exhaustion scores. This assumption was made based on various research findings that focus
intensely on stressors such as environmental, psychological, and demographic factors that impact the increased burnout levels of TPS teachers (Ngotngamwong, 2018).

Current research also suggests that teachers who face burnout are often experienced teachers who capitulate to emotional exhaustion that is experienced over long periods of time. This supports the researcher’s hypothesis that TPS teachers experience a higher level of burnout symptoms (Bodenheimer & Shuster, 2019). Previous research also predicted that PCS teachers have greater opportunities to succeed due to positive practices such as teacher autonomy, parental support, and innovation (Oberfield, 2016). Other studies challenge the perception that charter schools are void of challenges that contribute to a high turnover in teachers in North Carolina (Torres, 2016). Gross & DeArmond (2010b) theorize that PCS teachers are more likely to leave due to lack of job security and the capacious nature of their work. The findings in this section further support previous research suggesting that even though teachers work in different educational settings, they each experience emotional exhaustion reflective of significant changes to their autonomy, professional identity and their relationship with students (Bodenheimer & Shuster, 2019).

The second research question asked whether there a difference between the level of depersonalization scores, as determined by the Maslach Burnout Inventory-Educators Survey (MBI-ES), between teachers in traditional public schools compared to teachers in public charter schools? The researcher addressed this question by using an independent sample $t$ test to find and compare the mean score of the subscale depersonalization in the MBI-ES. Analysis of TPS teachers and PCS teachers revealed that there is no statistically significant difference between the level of depersonalization scores between teachers in TPSs compared to teachers in PCSs as measured by the Maslach Burnout Inventory-Educators Survey. A comparison was made
between TPS teachers’ mean scores ($M = 1.13$) and PCS teachers mean scores ($M = 0.83$). As such, the researcher failed to reject the null hypothesis which was stated as: There is no statistically significant difference between the level of emotional exhaustion scores between teachers in traditional public schools compared to teachers in public charter schools as measured by the Maslach Burnout Inventory-Educators Survey (MBI-ES). Research by (Maslach and Leiter, 2016) indicated that teachers who develop depersonalization are best defined as teachers who develop negative feelings and attitude toward their students and co-workers, withdrawal, lack of personal accomplishment and inability to cope with challenges.

Chang (2009) categorized depersonalization as a psychological mechanism of coping in the field. Chang (2009) further questions whether or not depersonalization should be viewed as an indicator of burnout or as an instrument used to prevent burnout. Jamshidirad, Mukundan, and Nimehchisalem (2012) suggest that other studies (Lau, Yuen, & Chan., 2005) as well as Timms, Graham, and Caltabiano (2006), found that women experience higher levels of burnout than men (Jamshidirad et. al, 2012). Jamshidirad et al. (2012) also referenced another study that provided opposing results suggesting that female teachers displayed lower levels of depersonalization than men and that higher levels of burnout are more prevalent in younger teachers (Jamshidirad, et. al., 2012). Chang (2009) further suggested that mixed results exist in the literature regarding significant differences in teacher burnout in terms of gender.

The data from this study supports those of previous studies (e.g., Gold & Bachelor, 1988; Farber, 1984; Holloman, 1999) referenced by Jamshidirad et al (2012), suggesting that there is no significant difference in depersonalization mean scores between male and female teachers ($Male = 1.11$ and $Female = 1.02$). The Mann Whitney U nonparametric test findings ($p = .125$) was conducted due to scores distributions concerns between depersonalization scores of TPS1
teachers compared to PCS1 teachers. The depersonalization test results confirm the findings of the $t$ test result, failing to reject the null hypothesis. As suggested by Jamshidirad et al. (2012), the reason for the inconsistency in score distributions might be due to the small sample size of male teachers compared to female teachers which is representative of teacher populations where females out number males. Further research was conducted to address possible reasons for limited male participations. According to the National Center for Education Statistics (2020), “approximately seventy-six percent of public school teachers were female and twenty-four percent were male, with a lower percentage (eleven percent) of male teachers at the elementary school level” (NCEC, 2017-18, p. 1). A recent study by Schmidt and Jones-Fosu (2019) on burnout among elementary teachers in North Carolina also documented a low percentage of male teachers (5%) compared to female teachers (95%). The low percentage of male participants could also be relative to the geographical location of the school district in which participants were surveyed. Three-fourths of the schools surveyed were located within urban districts. Schools located in urban districts, commonly employ a low percentage of male teachers (Schmidt & Jones-Fosu, 2019), which further supports the low percentage of male participants within this study.

The findings of this study also extended previous studies of burnout scores specific to teachers in urban and rural settings (Abel & Sewell, 1999; Thompson, 2017; Shackleton, et al., 2019). Camacho’s and Parham’s (2019) findings reported 72.6% of teachers in urban areas face multiple challenges based on multiple categories (administrative support, community factors, time/pressure workload, diversity, values conflict etc.).

The final research question asked addressed whether or not there is a difference between TPS teachers personal accomplishment scores and PCS teachers’ personal accomplishment
The researcher addressed this question by using an independent sample t test to find and compare the mean score of the subscale personal accomplishment in the MBI-ES. As hypothesized, the mean score on personal accomplishment for TPS teachers was ($M = 4.84$) and the mean score on personal accomplishment for PCS teachers was ($M = 4.87$). These numbers indicate that this particular subscale comparison between TPS and PCS teachers’ personal accomplishment scores was most consistent. This also validates that there is not a significant statistical difference between TPS teachers and PCS teachers when measuring personal accomplishment scores. The researcher, therefore, failed to reject the null hypothesis: There is no statistically significant difference between the level of personal accomplishment scores between teachers in public traditional schools compared to teachers in public charter schools as measured by the Maslach Burnout Inventory-Educators Survey (MBI-ES). The Mann Whitney U test was also conducted due to scores distributions concerns between personal accomplishment scores of TPS teachers compared to PCS teachers. The Mann Whitney U nonparametric test findings ($p = .916$) confirm the findings of the $t$ test result, failing to reject the null hypothesis.

Previous research by Bandura and Adams (1977) suggests that individuals with a stronger sense of self-efficacy possess stronger coping abilities, whereas individuals with a weaker sense of self-efficacy tend to give up and adopt a defensive attitude. Zee & Koomen’s (2016) study further identifies 40 years of research suggesting that teachers, with an implicit sense of self-efficacy, create a tone that is conducive to a high-quality classroom. Therefore, a high personal accomplishment score ($>35$ score) identifies a teacher that has a positive view of their impact on a student’s academic success. Previous research found that educators align perceived effectiveness to the following character traits: caring, fair, enthusiastic and motivated (Watson et al., 2010). Of the 138 participants of this research, 72.5% of the participants’ scores were
considered positive reflections of their personal accomplishments. The data from this study also identified a high percentage (71%) of TPS teachers whose scores demonstrated confidence in their personal accomplishment. Likewise, PCS teachers also scored a high percentage (75%) on the personal accomplishment component of the MBI-ES. The findings of this section and the researcher’s hypothesis that burnout stressors have a negative impact on teachers’ professional careers is supported by Bandura (1997), who further suggests that “those with a high sense of efficacy are frustrated and stressed by limited opportunities to make full use of their talents” (p. 465).

**Implications**

Prior to this study, there had been no comparison of burnout among TPS teachers and PCS teachers in suburban, urban and rural areas in the triad districts of North Carolina. The present study found no statistically reliable difference in the sub scales, emotional exhaustion, and personal accomplishment between the two types of schools. However, the data did report a statistical difference in the subscale depersonalization between the two groups. The finding is important because high depersonalization scores is reflective of teachers who have a negative feeling toward their environment and treatment of students. As referenced by Sleddens and Becker (2018), the effects of burnout impact teachers’ health and teachers’ relationship with students. For students, an engaged, enthusiastic teacher is a lifeline to their future success.

The existing literature illustrates that teachers in TPS settings and PCS settings both demonstrate burnout symptoms. Even though the major stressors for these teachers differ, there are reoccurring stressors that plague both settings. The lack of administrative support and academic expectations are leading causes for teacher shortage in North Carolina (Hinchcliffe, 2016). The results of this study should be shared with district leaders, policy makers, and administrators as they each play a critical role in the sustainability of quality teachers throughout
the state of North Carolina. The individuals mentioned above should be knowledgeable about strategies needed to help teachers manage daily stressors. Administrators are encouraged to conduct or research studies that evaluate the impact of onsite counselors and/or therapists, hired specifically to address burnout symptoms demonstrated by teachers on a consistent basis. Finally, several studies theorize that teachers generally leave the profession within the first five years of teaching (Ingersoll, 2002; Ryan et al., 2017), hence the need to implement an effective mentor/mentee program for first-year teachers.

**Limitations**

Both qualitative and quantitative methodologies consist of potentialities and limitations that must be familiar to the researcher (Queiros, Faria, & Almeida, 2017). Gall, M., Gall, J., & Borg, W. (2007) concludes that the inferences about causality, as referenced to the data, are inevitably speculative. Threats to the internal validity of this study will be discussed first, followed by the threats to external validity.

Participants within this study were not randomly assigned to treatment groups because they were established before the research began. Maheshwari (2018), identified two limitations of a causal comparative research design, lack of randomization and inability to manipulate an independent variable. Maheshwari (2018), also identify other threats to internal validity in causal-comparative studies. These threats include location, instrumentation, and loss of participants. In an effort to increase participation, the researcher of this study extended the opportunity for participants to participate in the study and noticed a decline in interest as the end of the school year was quickly approaching.

Additionally, the researcher’s inability to manipulate the independent variable (TPS and PCS teachers) resulted a noticeable difference in female participants (89.9%) compared to male participants (10.1%). UKEssays (2018), consider this a limitation because the researcher has
limited control over a study and extreme caution must be applied in interpreting results. Maheshwari (2018), declare that the researcher can control extraneous variables by comparing groups that are homogeneous with respect to the extraneous variable. Research results can confirm more than one alternative hypothesis.

This study was also limited to two school districts in a triad region of North Carolina. This generalized the study to one area. The population was limited to elementary teachers from two school settings Traditional Public Schools and Public Charter Schools. Receiving data from traditional public schools’ public charter schools’ and private schools’ settings would provide a more robust analysis of burnout among elementary teachers. Even though the sample size met the minimum requirements for statistical testing, it was a limiting factor for this study, as the participation of PCS teachers was lower than expected. A larger sample size from PCS teachers could have improved the effect size and validity of the study.

As previously noted, another limiting factor was the sample size of male participants (10.1%) compared to female participants (89.9%) from both school districts. The researcher used a causal-comparative, non-experimental research design, which limits the researcher’s ability to manipulate the independent variable (TPS teachers versus PCS teachers). The groups that represent the categories of the independent variable are preexisting and could not be randomly assigned to TPS or PCS. Therefore, it cannot be assumed that the teachers in the groups were equivalent. Additionally, even though the $t$ test was used to determine whether there was a significant difference in group scores, the MANOVA would allow the researcher to consider the impact of independent variables such as gender, certification, years of experience, and highest level of degree. As stated by Gall et al. (2007), this could have greater effects than
the independent variable. The findings of this study cannot be generalized beyond this population.

The study was used to measure teacher burnout scores at one point in time. Due to the timing of IRB approval, the surveys were administered close to the end of the school year which is when most teachers show high levels of burnout symptoms. A survey should also be given at the beginning of the school year to further support the accuracy of survey responses provided by participants. A pattern of chronic burnout symptoms can be compared to current stressors such as the timing of the school year and an increase of responsibilities at various times of the school year.

**Recommendations for Future Research**

Overall, the mental health of teachers greatly impacts their wellbeing, effectiveness and longevity (Szigeti, Balazs, Bikfalvi, & Urban, 2017). The results of this study contributed to the current existing literature on the topic of burnout on teachers in TPSs compared to teachers in PCSs in North Carolina. This section contains recommendations for further research.

1. Administrator a more comprehensive examination of burnout among elementary middle and high school teachers from numerous school districts throughout a state.

2. Expand the scope of this study to include traditional public schools, charter private schools and private schools’ settings for a more robust analysis of the data.

3. Expand the scope of this study by comparing the responses of teachers who have also left the profession within the past five years.

4. Consider a longitudinal study that measures burnout scores at the beginning, at the mid-point and at the end of the school year.

5. Consider a qualitative method to assess real-life responses of present and past teachers that are not inclusively present within the MBI-ES.
6. Consider a qualitative case study that examines the extent to which the Coronavirus (COVID-19) impacted the stress level of teachers in various educational settings.

7. Consider a longitudinal study that examines a therapeutic approach to burnout. A therapeutic approach includes the following syndrome profiles: (1) frenetic, (2) underchallenged, and (3) worn-out (Montero-Marin & Garcia-Campayo, 2010).

8. Consider an experimental study on teacher burnout using interventions such as an on-campus counselors or a licensed therapist available to teachers.

9. Conduct a study that explores the effectiveness of the student teaching process, while comparing it to the effectiveness of a medical student three years residency program.

These recommended areas of future study could provide valuable insight into the impact of burnout among teachers and their longevity to the teaching field.
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# APPENDIX A: DEMOGRAPHIC SURVEY THROUGH MIND GARDEN

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**Roberts’ Causal Comparative Study**

## Section 1

- **1.** Please indicate your school demographic:
  - Traditional Public School 1
  - Traditional Public School 2
  - Public Charter School 1
  - Public Charter School 2

  Items marked by * are required.

- **2.** Please indicate your gender:
  - Male
  - Female

  Items marked by * are required.

- **3.** Please indicate your age:
  - 25 or Under
  - 26 - 40
  - 41 - 55
  - 56 or Older

  Items marked by * are required.

- **4.** Please indicate your education level:
  - Bachelor’s Degree
  - Master Degree
  - Doctorate Degree
  - Professional Degree (MD, DDS, JD)

  Items marked by * are required.

- **5.** Please indicate which type of certification you currently hold:
  - Traditional Certification
  - Alternative Certification
  - Not Certified

  Items marked by * are required.

- **6.** Please identify your level of experience:
  - Over 10 years
  - Between 6 and 10 years
  - Between 2 and 6 years

  Items marked by * are required.

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For technical assistance, contact us.
APPENDIX B: PERMISSION TO CONDUCT SURVEY

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For Publications:
We understand situations exist where you may want sample test questions for various fair use situations such as academic, scientific or commentary purposes. No items from this instrument may be included in any publication without the prior express written permission from Mind Garden, Inc. Please understand that disclosing more than we have authorized will compromise the integrity and value of the test.

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Online Use of Mind Garden Instruments:
Online administration and scoring of the Maslach Burnout Inventory is available from Mind Garden, (https://www.mindgarden.com/117-maslach-burnout-inventory). Mind Garden provides services to add items and demographics to the Maslach Burnout Inventory. Reports are available for the Maslach Burnout Inventory.

If your research uses an online survey platform other than the Mind Garden Transform survey system, you will need to meet Mind Garden’s requirements by following the procedure described at mindgarden.com/mind-garden-forms/58-remote-online-use-application.html.

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For any other special purposes requiring permissions for reproduction of this instrument, please contact info@mindgarden.com.
To Whom It May Concern,

The above-named person has made a license purchase from Mind Garden, Inc. and has permission to administer the following copyrighted instrument up to that quantity purchased:


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Citation of the instrument must include the applicable copyright statement listed below.

Sample Items:

**MBI - Human Services Survey - MBI-HSS:**
I feel emotionally drained from my work.
I have accomplished many worthwhile things in this job.
I don't really care what happens to some recipients.

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**MBI - Human Services Survey for Medical Personnel - MBI-HSS (MP):**
I feel emotionally drained from my work.
I have accomplished many worthwhile things in this job.
I don't really care what happens to some patients.

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**MBI - Educators Survey - MBI-ES:**
I feel emotionally drained from my work.
I have accomplished many worthwhile things in this job.
I don't really care what happens to some students.

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Cont’d on next page
APPENDIX C: IRB LETTERS OF APPROVAL

May 16, 2019

Kaleatha Roberts
IRB Exemption A Causal Comparative Study of the Burnout Phenomenon Among Public and Charter School Teachers

Dear Kaleatha Roberts,

The Liberty University Institutional Review Board has reviewed your application in accordance with the Office for Human Research Protections (OHRP) and Food and Drug Administration (FDA) regulations and finds your study to be exempt from further IRB review. This means you may begin your research with the data safeguarding methods mentioned in your approved application, and no further IRB oversight is required.

Your study falls under exemption category 46.101(b)(2), which identifies specific situations in which human participants research is exempt from the policy set forth in 45 CFR 46.101(b):

(2) Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met:

(i) The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects;

Please note that this exemption only applies to your current research application, and any changes to your protocol must be reported to the Liberty IRB for verification of continued exemption status. You may report these changes by submitting a change in protocol form or a new application to the IRB and referencing the above IRB Exemption number.

If you have any questions about this exemption or need assistance in determining whether possible changes to your protocol would change your exemption status, please email us at irb@liberty.edu.

Administrative Chair of Institutional Research
Research Ethics Office

Liberty University | Training Champions for Christ since 1971
April 16, 2019

Kaleatha Roberts
IRB Conditional Approval [Redacted]: A Causal Comparative Study of the Burnout Phenomenon among Public and Charter School Teachers

Dear Kaleatha Roberts,

We are pleased to inform you that your study has been conditionally approved by the Liberty University IRB. Conditional approval means that your complete approval is pending our receipt of certain items, which are listed below:

- Documented approval from each research site you are enrolling in your study. Acceptable forms of documentation include a letter on official letterhead or a time-and-date stamped email from a person with the authority to grant permission.

Please keep in mind that you are not permitted to begin recruiting participants or collecting data until you have submitted the above item(s) and have been granted complete approval by the Liberty University Institutional Review Board.

Thank you for your cooperation with the IRB, and we wish you well as you continue working toward complete approval.

Sincerely,

[Redacted]

Research Ethics Office

Liberty University | Training Champions for Christ since 1971
APPENDIX D: PARTICIPANT CONSENT FORM

| CONSENT FORM |

A Causal Comparative Study of the Burnout Phenomenon Among Public and Charter School Teachers

Kaleatha Roberts
Liberty University
School of Education

You are invited to be in a research study on the “Burnout Phenomenon Among Teachers”. This study seeks to determine whether there is a difference in burnout symptoms between traditional public school teachers and their counterparts in charter public schools. You were selected as a possible participant because you are an elementary school teacher in the Alamance-Burlington School District. Please read this form and ask any questions you may have before agreeing to be in the study.

Kaleatha Roberts, a doctoral candidate in the School of Education at Liberty University, is conducting this study.

Background Information: The purpose of this study is to determine if there a difference between the burnout scores on the Maslach Burnout Inventory-Educators Survey (MBI-ES) of teachers in traditional public schools compared to teachers in public charter schools.

Procedures: If you agree to be in this study, I would ask you to do the following things:

1. Log on to your school email and open the email “Roberts Causal Comparative Study”.
2. Select the Mind Garden link and complete the questionnaire and survey. This should take no longer than 10-15 minutes.
3. Taking the demographic questionnaire and the MBI-ES will automatically give consent to participate.
4. Once you have completed the survey and selected the submit option, you can sign out of your email account.

Risks: The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

Benefits: Participants should not expect to receive a direct benefit from taking part in this study. Benefits to society include guiding and informing lawmakers, district level leaders, administrators and university personnel on how to support the sustainability of quality teachers.

Compensation: Participants will have a chance to receive a monetary gift card at the end of the study.

Confidentiality: The records of this study will be kept private. Research records will be stored securely, and only the researcher will have access to the records. The following procedures will be implemented to further ensure confidentiality.
• Participants will be assigned a pseudonym
• Personal funds will be used to purchase access to survey files with individual responses from the MBSI-ES instrument and the demographic questionnaire will be stored on a password-protected computer.
• Data will be stored on a password locked computer and may be used in future presentations. After three years, all electronic records will be deleted.

Voluntary Nature of the Study: Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any without affecting those relationships.

How to Withdraw from the Study: If you choose to withdraw from the study, please exit the survey and close your Internet browser. Your responses will not be recorded or included in the study.

Contacts and Questions: The researcher conducting this study is Kaleatha Roberts. You may ask any questions you have now. If you have questions later, you are encouraged to contact her at [Redacted]. You may also contact the researcher’s faculty chair, Dr. Pearson at [Redacted].

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher[s], you are encouraged to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515 or email at irb@liberty.edu

Please notify the researcher if you would like a copy of this information for your records.

Statement of Consent: I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

<table>
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<tr>
<th>Signature of Participant</th>
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<th>Signature of Investigator</th>
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January, 2019

Dear Participant,

As a graduate student in the School of Education at Liberty University, I am conducting research as part of the requirements for a doctoral degree in Educational Leadership. The purpose of my research is to determine if there a difference between the burnout scores on the Maslach Burnout Inventory-Educators Survey (MBI-ES) of teachers in traditional public schools compared to teachers in public charter schools. I am writing to invite you to participate in my study.

If you are a full-time traditional public elementary school teacher or a full-time public charter school elementary teacher, you are older than 25 years, and you are willing to participate, you will be asked to complete a 10- to 15-minute demographic questionnaire and survey. Your participation will be completely anonymous, and no personal, identifying information will be collected.

To participate, please click on the following Mind Garden survey link:

A consent document is attached to this email. The consent document contains additional information about my research, but you do not need to sign it. Please read the consent document before clicking the survey link above.

If you choose to participate, you will be entered in a drawing to receive a $50 gift card!

Sincerely,

Kaleatha Roberts (Ed. S.)
Doctoral Candidate
May 7, 2019

Kaleatha Roberts
Liberty University 1971
University Blvd.
Lynchburg, VA 24515

Re: [Redacted]

Dear Kaleatha Roberts:

I am pleased to inform you that the [Redacted] Research Review committee has concluded that your revised proposal *A causal comparative study of the burnout phenomenon among public and charter school teachers* meets the requirements of state legislation and the current research policy of [Redacted].

Committee approval does not guarantee access to schools or to individuals, nor does it imply that the study can or will be conducted. Each principal makes the final decision about their school’s participation in the study. Teachers decide independently if they wish to participate and they may withdraw at any time. The committee expects that the identities of individuals, schools, and the district will remain anonymous throughout all stages of the project.

When seeking permission to conduct research in the school, please present this letter upon initial contact with each principal. Thank you.

Sincerely,

[Redacted]
January 9, 2019

Dear Kaleatha Roberts:

I have reviewed your application to conduct the research study, "A causal comparative study of the burnout phenomenon that impacts the sustainability of traditional public school teachers compared to public charter school teachers in two triad districts of North Carolina."

---------------------------------------------

grants you permission to conduct your study in

Permission is based upon the following conditions:

- Your project maintains the full support of the Principals who express interest in participating.
- Research is conducted in accordance with your application as approved by and the approved IRB.
- The purpose, participants, and data collection procedures remain as described in the application.
- Confidentiality is upheld so that no participant in the study is identifiable.
- Requests for participation by solicited participants remain completely voluntary.
- A final copy of your work shall be submitted to the

Sincerely,
APPENDIX G: CHARTER SCHOOLS LETTERS OF APPROVAL

11/28/2018

Ms. Kaleatha Roberts (Ed. S.)
Burlington, NC 27215

Dear Ms. Roberts:

After careful review of your research proposal entitled “A causal comparative study of the burnout phenomenon that impacts the sustainability of traditional public school teachers compared to public charter school teachers in two districts of North Carolina,” we have decided to grant you permission to conduct your study at [redacted].

Check the following boxes, as applicable:

☒ [Data will be provided to the researcher stripped of any identifying information.]

☐ [We are requesting a copy of the results upon study completion and/or publication.]

Sincerely,

[Redacted]

Director/Principal
January 23, 2019

Ms. Kaleatha Roberts (Ed. S.)
Burlington, NC 27215

Dear Ms. Roberts:

After careful review of your research proposal entitled, *A Causal Comparative Study of the Burnout Phenomenon Among Public and Charter School Teachers*, we have decided to grant you permission to offer the instructional staff at [redacted] the opportunity to participate in the assessment.

- Data will be provided to the researcher stripped of any identifying information.
- We are requesting a copy of the results upon study completion and/or publication.

Sincerely,
Monday, January 28, 2019

Ms. Kaleatha Roberts (Ed. S.)
Burlington, NC 27215

Dear Ms. Roberts:

After careful review of your research proposal entitled A causal comparative study of the burnout phenomenon among public and charter school teachers. I have decided to grant you permission to conduct your study at [BLANK]

Check the following boxes, as applicable:

[ ] [Data will be provided to the researcher stripped of any identifying information.]

[ ] [We are requesting a copy of the results upon study completion and/or publication.]
Ms. Kaleatha Roberts (Ed. S.)
Burlington, NC 27215

Dear Ms. Roberts:

After careful review of your research proposal entitled A Causal Comparative Study of the Burnout Phenomena Among Public and Charter School Teachers. We have decided to grant you permission to conduct your study at [Redacted].

Check the following boxes, as applicable:

X [Data will be provided to the researcher stripped of any identifying information.]

X [We are requesting a copy of the results upon study completion and/or publication.]

We would like to the research to strip identifying information and we are requesting a copy of the results upon study completion and/or publication.

Sincerely,