Liberty University

School of Music

The Relationship Between Overtime and Burnout Among Alabama Secondary Music

Ensemble Directors

A Thesis Submitted to

the Faculty of the School of Music

in Candidacy for the Degree of

Doctor of Music Education

by

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Enterprise, AL

July 18, 2024

Abstract

Although there is an existing body of literature discussing stress and burnout among music educators, there has yet to be a significant study regarding the relationship between working hours and the burnout of secondary music ensemble directors. This study covers the perspectives of secondary school instrumental and choral music ensemble directors in Alabama. This quantitative research study identifies influences of overtime that require additional exploration regarding the burnout of Alabama secondary school music ensemble directors. This study surveyed secondary music ensemble directors in Alabama to illustrate the correlation between overtime and burnout. This study is vital to music ensemble directors by identifying what sources contribute to or mitigates stress and burnout. This project adds new perspectives to the body of research concerning educator stress and burnout. Moreover, this study could encourage further research into stress, burnout, working hours, overtime, and digital overtime.

Keywords: Stress, Burnout, Working Hours, Workload, Overtime, Digital Overtime, Teacher Attrition, Music Education, Secondary Music Directors

Dedication/Acknowledgments (optional)

The last several years have been a period of extreme personal and professional growth. I was inspired to conduct this research through my own experiences in the field of education, including a period of burnout and seeking a career change. I have had the privilege of being lifted up by the most amazing family, who support me in whatever endeavors I choose. I dedicate document this to my loving and supportive parents who have always made it clear I can do anything I set my mind to. Thank you to my siblings, who are my best friends and biggest cheerleaders in all things. To my three exceptional children, Braden, Parker, and Lydia, I know the sacrifices of time and attention you made while I was working on this paper, and I hope you know that you inspire me to be better every day. Lastly, I want to express my love and gratitude to my husband, who is my rock, confidant, and best friend. He is the husband who I can count on saying "yes" anytime I have a vision. Ryan, I could not have ever dreamed of doing this without your support and encouragement.

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Abbreviations

ABA – Alabama Bandmasters Association

ALSDE – Alabama State Department of Education

AOA – Alabama Orchestra Association

AMEA – Alabama Music Educators Association

AVA – Alabama Vocal Association

BBI - Bergen Burnout Inventory

CBI - Copenhagen Burnout Inventory

CITI – Collaborative Institutional Training Initiative

DP – Depersonalization

DOT – Digital Overtime

EE – Emotional Exhaustion

ICT – Information Communications Technology

IRB – Institutional Review Board

MBI - Maslach Burnout Inventory

MBI-ES - Maslach Burnout Inventory- Educator Survey

MBI-GS - Maslach Burnout Inventory- General Survey

NEA - National Education Association

OLBI - Oldenburg Burnout Inventory

OT – Overtime

PA – Personal Accomplishment

WHO – World Health Organization

Chapter One: Introduction

A national teacher shortage crisis threatens modern public education and extends into the music education domain. Underlying the teacher shortage is a growing trend in discussion of educator burnout. Burnout is a commonly cited reason for educators leaving the teaching field; therefore, the factors leading to burnout need careful examination.[1] These burnout factors are a complex web with various components. There are specific elements in the role of a music educator that influence burnout as well. This study explored the correlation between overtime work, digital overtime, and burnout among secondary music ensemble directors in Alabama. By examining the results of this study, educators and researchers can better understand the correlation between the specific variables of working hours and burnout in this population. With this information, improving work culture, developing preventative guidelines, and curbing teacher attrition in music education may be possible. Chapter One will discuss the background of stress and burnout, work overload, digital overtime, the problem statement, and the significance and purpose of this research.

Background

The term stress has been used for centuries, beginning in the 14th century, when it meant hardship, straits, adversity, or affliction.[2] Although the term stress began its prominence in the context of the physical sciences in the 1970s, its usage was not systematic until the 19th century. "World War II had a mobilizing effect on stress theory and research," as the military was

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[1] Habip Bedir, "The Burnout Blues: Examining the Causes and Solutions for Teacher Burnout in Education." *International Journal of Social Sciences & Educational Studies* 10, no. 3 (June 2023): 450-453, https://go.openathens.net/redirector/liberty.edu?url=https://www.proquest.com/scholarly-journals/burnout-blues-examining-causes-solutions-teacher/docview/2871848832/se-2.

[2] David Lumsden, "Is the Concept of Stress of Any Use, Any More?" In *Contributions to Primary Prevention in Medical Health*, 1981: 213-243.

concerned about the effect of stress on soldiers.[3] After the war, there was a renewed interest in stress related to typical life events, such as marriage and family.[4] Today, these same topics are of great interest to the average citizen as well as researchers. Pioneering stress research was begun by Hans Selyes in the 1930s, earning him a reputation as an expert and attracting other scholars from around the world to participate in his research.[5] His research included biological and psychological stress studies, eventually earning him seventeen Nobel Prize nominations between 1949 and 1953.[6] Selyes's theories, experimental methods, and conceptual framework were not uncriticized. However, researchers in various adjacent fields have adopted or adapted his concepts on biological stress and its impact on health.[7] Researchers have continued to study the medical implications of stress, and the link between stress and compromised health has become common knowledge in modern culture. The Mayo Clinic cautions that stress symptoms can affect a person's thoughts, feelings, and behaviors, and unresolved stress can lead to health concerns such as high blood pressure, heart disease, stroke, obesity, and diabetes.[8] Although the link between health and stress is no longer new, researchers and the medical community continue to discover new findings today. A more recent book by David Wheatley echoes the medical

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[3] Susan Folkman, "Stress: Appraisal and Coping," in *Encyclopedia of Behavioral Medicine* (New York, NY: Springer Publishing, 2013), 1.

[4] Lumsden, "Is the Concept of Stress," 214.

[5] Mark Jackson, "Evaluating the Role of Hans Selye in the Modern History of Stress," in *Stress, Shock, and Adaptation in the Twentieth Century*, ed. David Cantor, and Edmund Ramsden, 21-28 (Rochester, NY: University of Rochester Press, 2014), 21.

[6] Ibid.

[7] Ibid.

[8] Mayo Clinic. "Healthy Lifestyle: Stress Management," updated August 10, 2023, https://www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/stress-symptoms/art-20050987.

impact stress has on a host of body systems in humans, including cardiovascular illnesses, psychiatric disorders, depression, and sleep issues.[9]

Logically, the effect of stress on teachers' mental and physical health is of great interest to scholars. Teachers are schools' most important educational resource, and their well-being is paramount to the continued success of educational systems. Stress is a catalyst for teacher burnout and has a multitude of medical implications. Researcher Battal Göldag describes burnout as a symptom of unresolved stress or the inability to change or cope with stress stimuli.[10] All work introduces stress to some extent, and teaching is no exception; however, burnout in education occurs when teachers face stressors or levels of stress they cannot successfully maintain. This study examined the stressors of working overtime and the correlation to teacher burnout.

Over the past half-decade, teachers have been more vocal as they leave the profession. Discussing the origins and symptoms of burnout has become prevalent within teacher circles, on social media, and other online platforms. Burnout is quite popular as a buzzword and has garnered much attention; however, the actual assessment of teachers' burnout remains inconsistent. The lack of assessing teacher burnout is not due to insufficient evaluation instruments, as numerous tools have developed over the past three decades. For example, the Maslach Burnout Inventory (MBI) has become a primary tool for evaluating burnout.[11] The

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[9] David Wheatley, "Medical Implications of Stress" in *Human Stress and the Environment* (Boca Raton, FL: CRC Press, 1994), 1.

[10] Battal Göldag, "An Investigation of the Relationship Between University Students' Digital Burnout Levels and Perceived Stress Levels," *Journal of Learning and Teaching in Digital Age* 7, no. 1 (2022): 90, https://go.openathens.net/redirector/liberty.edu?url=https://www.proquest.com/scholarly-journals/investigation-relationship-between-university/docview/2661157830/se-2.

MBI has been abundantly cited in research studies and used in many relevant articles regarding burnout. The instrument's developers adapted the MBI to several career fields, including education.

Music education, specifically, is highly interested in studying stress and burnout. Burnout is a topic preservice music educators are cautioned about as they enter the teaching field. Some describe secondary education as a higher-stress teaching area. Several studies have compared levels of education and found evidence to confirm more significant stress in secondary teaching roles.[12] Some might consider music education at the secondary level a high-stress job, considering the typical educator stressors combined with the unique challenges of directing secondary ensembles. However, concrete examples of how to manage and prevent burnout are inadequate. Research has shown that factors such as environmental stress, performance expectations, validation through competition, and chronic illness disproportionally affect teachers, and the COVID-19 pandemic increased the probability of teacher burnout.[13] The impact of the teacher shortage on the existing teaching force is palpable. This concerning trend in education has caused a renewed interest and enhanced discussion on teacher attrition and the factors that influence it. Stress and burnout are some of the leading causes attributed to music educators leaving the profession.[14] A common theme among the interviews of those who have

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[11] Kelly Williamson et al., "Emergency Medicine Education Research Alliance (EMERA), "Comparing the Maslach Burnout Inventory to Other Well-Being Instruments in Emergency Medicine Residents," *Journal of Graduate Medical Education* 10, no. 5 (2018): 532, doi: 10.4300/JGME-D-18-00155.

[12] A. Kavita, and Norliza Che Hassan, "Work Stress Among Teachers: A Comparison Between Primary and Secondary School Teachers, *International Journal of Academic Research in Progressive Education and Development* 7, no. 4 (2018), 6, https://hrmars.com/papers_submitted/4802/Work_Stress_among_Teachers_A_Comparison_between_Primary_and_Secondary_School_Teachers.pdf.

[13] Habip Bedir, "The Burnout Blues," 451.

[14] Ibid., 450-453.

left teaching is the taxing and overwhelming hours during and outside the school day.[15] A study

that shows a significant positive correlation between working hours and burnout may lead to

further research and applying solutions and prevention practices that affect teacher retention and

shortages. Conversely, a negative or neutral correlation between these variables provides the

opportunity for data that leads to future studies on other factors or potentially mediating factors

of burnout.

Statement of the Problem

Stress and burnout are growing issues in education, specifically music education.

Educator burnout is a topic featured in countless articles and news headlines. In the 2022

National Education Association (NEA) poll, 90% of NEA members reported that feeling burned

out is a "serious problem," while 67% reported it was "very serious."[16] The National Education

Association's press release revealed that over half of respondents reported planning to exit from

teaching. Another survey by Horace Mann reported that 33% of teachers polled planned to leave

in the next three years.[17] These findings point to teacher retention as a central issue in modern

education.

In addition to alarming teacher retention statistics, further figures on the number of

individuals entering the profession compound the issue of teacher shortages. Data shows a

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[15] Robert B. Morrison, "Music Education's Greatest Threat," *UpClose*, April 2022. https://sbomagazine.com/music-educations-greatest-threat/.

[16] Eric Jotkoff, "NEA Survey: Massive Staff Shortages in Schools Leading to Educator Burnout; Alarming Number of Educators Indicating They Plan to Leave Profession," *National Education Association Press Release*, February 2022, 6.

[17] Horance Mann. "Checks and Balance: How Financial Stress and Heavier Workloads Are Accelerating The Teacher Shortage," https://www.horacemann.com/-/media/Project/Horace-Mann/Public-Site/documents/white-papers/horace-mann-checks-and-balance-white-paper-jan-2023.pdf, 6.

significant decrease in candidates choosing to enter preservice teaching programs nationwide. *EducationWeek* reported a 41% decline in the number of people enrolled in teacher-preparation programs between the 2009-2010 and 2014-2015 school years.[18] There was a brief and slight increase in enrollments, quickly followed by another decline post-pandemic.[19] As a specific example, the Pennsylvania Department of Education reported an all-time low number of applicants for in-state teacher certifications in 2023. The meager 4,220 professionals who applied for certification in Pennsylvania is startling compared to the 16,000 plus applications received annually less than a decade ago.[20] This issue in Pennsylvania is not an isolated trend.

Oklahoma had the most striking drop in preservice teachers from 2008-2021, with a more than 86 percent decline in enrollment.[21] The number of college students pursuing education degrees has also declined in Alabama. A recent Alabama recruitment and retention evaluation reported a decline of 19.6% since 2013.[22] Another national report indicated a 49.5% drop in Alabama from 2008 to 2021.[23] This decline is most noticeable in traditional teacher preparation bachelor's degree programs. The same report showed that students in traditional teacher

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[18] Madeline Will, "Teacher Preparation: What Teacher-Preparation Enrollment Looks Like, in Charts," EdWeek, August 28, 2023, https://www.edweek.org/teaching-learning/what-teacher-preparation-enrollment-looks-like-in-charts/2023/08.

[19] Will, "Teacher Preparation."

[20] Tom Lehman, "New Teacher Certifications in Pennsylvania at All-Time Low," WGAL News, April 13, 2023, https://www.wgal.com/article/pennsylvania-new-teacher-certifications-at-all-time-low/43594652.

[21] Will, "Teacher Preparation."

[22] Alabama Commission on the Evaluation of Services, "Teacher Workforce: Recruitment & Retention Evaluation," updated July 2022, accessed June 2, 2024, 6, https://evidence.alabama.gov/wp-content/uploads/2022/07/ACES_An-Evaluation-of-Teacher-Recruitment-and-Retention.pdf.

[23] Will, "Teacher Preparation."

programs have dropped 26% over the past eighteen years.[24] Not only are there reductions in

teacher preparation program enrollments, but also lowered completion rates. The National

Council on Teacher Quality analyzed existing federal data, revealing a 25% drop in teacher

education completion over ten years from 2010 to 2020.[25] While they did report small gains in

teacher training completion between the 2018-19 and the 2020-21 academic years, most of those

increases were due to alternative pathways.[26] Alternative pathways to teacher education are

sometimes controversial. There are some existing concerns that these programs may

inadequately prepare aspiring teachers, thus resulting in underprepared teachers leaving the field

and further affecting retention efforts.[27] The Texas Teachers of Tomorrow is one such

controversial alternative pathway program. The Texas Education Agency recommended

revoking this private company's accreditation due to its failure to meet standards, which was

eventually met with a judge's temporary injunction to grant the company time to demonstrate

significant improvement in passing certification exams.[28] These potentially substandard

alternative pathways and the dipping enrollments in enrollments are incredibly concerning. The

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[24] Alabama Commission on the Evaluation of Services, "Teacher Workforce: Recruitment & Retention Evaluation," 6.

[25] Patricia Saenz-Armstrong, "Data Brief: How Do Trends in Teacher Preparation Enrollment and Completion Vary by State?" National Council on Teacher Quality, August 23, 2023, https://www.nctq.org/blog/Data-Brief:-How-do-trends-in-teacher-preparation-enrollment-and-completion-vary-by-state.

[26] Ibid.

[27] Will, "Teacher Preparation."

[28] Texas AFT, "Texas Teachers of Tomorrow? The Saga of an Alternative Certification Group Continues," February 15, 2024, https://www.texasaft.org/profession/certification/texas-teachers-of-tomorrow-the-saga-of-an-alternative-certification-group-continues/.

vast number of teachers leaving the field combined with a dwindling number of preservice teachers entering the field spells a teacher shortage of severe significance.

The research is consistent that the teacher shortage is an ongoing and worsening public crisis affecting the staffing of schools nationwide. What once was a shortage in only high-needs subject areas has extended into all fields, including the music education profession. The United States Department of Education's June 2017 report on teacher shortages identified twenty-nine states with music/arts education shortages.[29] This same report lists Alabama as having historical shortages in the arts since 2004, including band and music.[30] These shortages occurred prior to the COVID-19 pandemic, which is known to have further affected teacher shortages.[31] One fear is that the music education profession will weaken without adequately trained and available music teachers to staff schools. Failure to fill teaching vacancies could result in the watering down or cutting of music programs and thus limit students' access to music education, serving as a detriment to musical arts in general.

Teacher attrition is a complex issue; however, numerous studies cite burnout as a cause, as is work overload.[32] It is vital to understand the factors that influence burnout in music education, as teachers often cite burnout as contributing to dissatisfaction in their jobs or leaving

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[29] "Teacher Shortage Areas Nationwide Listing 1990–1991 through 2017–2018," Reports, U.S. Department of Education, accessed June 16, 2024, https://tsa.ed.gov/#/reports.

[30] Ibid.

[31] John Schmitt and Katherine deCourcy, Economic Policy Institute, updated December 6, 2022, accessed March 13, 2024, https://www.epi.org/publication/shortage-of-teachers/.

[32] Bedir, "The Burnout Blues," 450-453.

the field altogether.[33] Educators and music educators specifically encounter a variety of stressors daily. However, the typical secondary ensemble director may experience enhanced stress with added working hours and digital overtime due to the nature of their jobs.

Statement of the Purpose

This quantitative survey study examines how working hours correlate to burnout among secondary music ensemble directors in Alabama. People often use Burnout and stress interchangeably; however, there is a delineation between the two terms. Perceived stress is "the feelings or thoughts an individual has about how stressed they are at a particular time or period."[34] Often, individuals talk about their stress levels, but the awareness of being stressed or having stress differs from experiencing burnout. Burnout results from "the inability to change stressors or cope with stress," and the primary symptom is emotional exhaustion.[35] Stress can be overwhelming when teachers are in classroom situations without control or classroom efficacy. Feeling that one cannot change their circumstances can be emotionally exhausting. In a music classroom, circumstances such as inadequate rehearsal spaces, poor scheduling, or absenteeism are often out of a director's control. Emotional stress and exhaustion may become extreme when these circumstances combine with high-performance expectations and music directors do not possess the tools to cope.

While stress is a natural part of work, it does not automatically equate to burnout. Teachers in professional situations who do not extend stress beyond coping skills or can manage

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[33] Michelle Welch Brasfield, Chloe Lancaster, and Y. Jade Xu, "Wellness as a Mitigating Factor for Teacher Burnout," *Journal of Education* 199, no. 3 (2019): 166, https://eric.ed.gov.

[34] Göldag, "An Investigation," 92.

[35] Ibid.

their stress may not experience burnout. In a music setting, directors may manage their stressors through open dialogue with their administration, having a supportive team of colleagues, or taking part in individual stress coping strategies, such as mindfulness or yoga. Conversely, teachers lacking the professional resources needed to successfully and effectively meet the challenges of teaching may experience burnout. The inability to change or cope with stress leads to burnout. The link between mind and body is substantial. Burnout can result in severe physical, mental, and emotional fatigue.[36] Understanding what situations and actions contribute to stress that extends past manageable limits for music educators is essential.

This study used the Maslach Burnout Inventory-Educator Survey (MBI-ES), a burnout assessment instrument explicitly designed to measure the burnout of educators. This survey instrument provided the ability to assess Maslach's three separate dimensions of burnout and how they correlated to other variables. The study population included directors of choral and instrumental ensembles at the secondary level in Alabama. This research approach offered an opportunity to collect information directly from those teaching secondary choral and instrumental ensembles. Understanding the correlation between working hours, digital overtime, and the burnout of music ensemble directors is essential to implementing actions to minimize stress and prevent future burnout in music education.

Significance of the Study

Despite studies investigating teacher attrition and highlighting burnout as a primary factor, few research studies explicitly examine the relationship between the time music ensemble directors spend working and their burnout experience. No existing research explores the effects

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[36] Jotkoff, "NEA Survey," 6.

of digital overtime on ensemble directors and how it does or does not correlate to burnout. This study may extend research and progress in understanding burnout as it correlates to the issues of working hours. Few studies expressly examine the direct effects of overtime and digital overtime on music educators' perceived stress and burnout. This study could reveal new information, draw conclusions, and apply new practices in music education that affect burnout and impact teacher attrition.

Additionally, the practical application of information from this study could lead to defining and developing practices and boundaries for music educators and guide administrators regarding best practices in scheduling and technology tools. This study may uncover positive or negative correlations between extended working hours and burnout. It may become apparent that digital work or communications technology correlates positively to educator burnout. Further studies could more closely examine specific technologies and practices to implement or avoid to combat stress and burnout.

Research Questions

Ensemble directors often spend considerable time outside the school day, working long hours. This overtime has been an acceptable and often expected job duty in music teaching. However, time and compensation vary by individual and teaching position. Examining the relationship between working hours and the stress and burnout of secondary ensemble directors is essential.

Research Question One: Is there a relationship between overtime and burnout among Alabama secondary ensemble directors?

Secondary music ensemble directors often have ensembles that meet regularly outside the school day.[37] A wealth of school music jobs, such as marching band positions, expect additional work hours. Music Educators frequently feel intrinsic and extrinsic pressure to devote added time to their work day. Extra work hours may result from a perceived overload of work, an aspiration to be competitive, or a desire to provide additional opportunities to students. In addition to active teaching time, there are logistical components to teaching secondary music ensembles that increase time spent after school. Research Question One may answer whether the perceived amount of time secondary ensemble directors work overtime can cause significant stress and high levels of burnout.

Research Question Two: Is there a relationship between digital overtime and burnout among secondary ensemble directors in Alabama?

Education and employment, in general, have become increasingly digital over the last several years. Since the COVID pandemic in 2020, educators' digital connectedness has increased exponentially. Various helpful online platforms exist to bridge the gap between schools and home. During the pandemic, schools relied heavily on these digital tools to continue reaching and educating students at home during mandated shelter-in-place orders. When schools gradually reopened, many continued using digital tools more than before the pandemic. This increase in online teaching tools and communications has added to digital consumption and digital work for educators. In addition to general education tools, ensemble directors commonly use digital software applications and communication tools to stay connected with parents and

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[37] David Edmund, and Dylan Reed-Fuglestad. "Music Teacher Burnout and Work-life Balance: Perspectives from Minnesota," *Interval* (August 2022), https://mmea.org/music-teacher-burnout-and-work-life-balance-perspectives-from-minnesota/.

students, especially for ensembles that meet outside of the school day. However, constant digital connection increases employee stress levels, according to some research.[38] Research Question Two sought to answer whether there is a correlation between digital overtime and the perceived amount of time spent on the job and its effect on stress and burnout among secondary music ensemble directors.

<div align="center">Subjects of Study</div>

The subjects of this study were secondary music ensemble directors in Alabama. Ensemble music directors often work considerable hours beyond the regular school day. These hours may or may not be a part of contractual agreements or supplemental pay. One director may receive a stipend for each activity they conduct outside of the school day or even for annual evening concerts, while others receive no compensation. Various components influence how much a teacher works beyond the school day. This time may be due to an overload of work or tasks to complete and an inability to complete them during the day's provided planning time. Various sources influence a director's perceived expectations and may also affect their after-school commitments. For example, some directors may feel an unwritten expectation from their supervisor or administration. Other times, educators may simply desire to offer students opportunities that can only occur after school. This time includes instruction to students in co-curricular or extracurricular ensembles, secondary rehearsals or sectionals, small group instruction, or supplemental instruction. Often, instruction occurs before or after school for events such as honor ensembles, college auditions, and special occasions. Overtime might also include non-instructional tasks such as the logistics of set up and tear down for rehearsals and

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[38] Giurge, "You Don't Need to Answer Right Away," 114.

events or waiting for student pick-up. Designing curriculum and lesson planning, writing and

arranging music, grading, and meeting with parents and community stakeholders also occur

outside of the regular school day. Engaging in professional practices such as score study,

secondary instrument practice, or professional music community development is frequently

outside the school day. Most teachers consider these activities a necessary part of the job;

however, since they occur outside of the school day, they are considered overtime hours, and

they are often unpaid.

Specifically, this study focused on the responses of Alabama secondary instrumental and

choral music ensemble directors. The participants included secondary directors of bands,

orchestras, and vocal ensembles. Secondary schools are typically schools that contain students

from grades nine to twelve. Per the U.S. Department of Education:

> Schools are organized into elementary (primary) schools, middle schools, and high
> (secondary) schools. Primary or elementary education ranges from grade 1 to grades 4-7,
> depending on state and school district policy. Middle schools serve pre-adolescent and
> young adolescent students between grades 5 and 9, with most in the grade 6-8 range.
> Middle schools in the upper-grade range (7-9) are sometimes referred to as junior high
> schools. Secondary or high schools enroll students in the upper grades, generally 9-12
> with variations.[39]

Many secondary school ensemble directors collaborate with a separate faculty member at

the intermediate level, but other directors teach 7-12, 6-12, or even younger grades in addition to

high school duties. This study drew upon the experiences of directors who instruct high school

music ensembles but did not eliminate data from directors whose duties also encompass lower

grades. The perspectives of those who teach both high school and lower grades are valuable, and

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[39] International Affairs Office, U.S. Department of Education, "Organization of U.S. Education: The School Level," last modified February 2008, http://www.ed.gov/about/offices/list/ous/international/usnei/edlite-index.html

doing so would have eliminated the unique and critical perspectives of an entire group of music educators. This study focused on the perspectives of secondary ensemble directors in Alabama.

Definition of Terms

1. **Stress** – an imbalance between the perceived demands of a person's environment and their ability to meet the demands of their environment.[40]

2. *Burnout* - a state of severe stress that leads to severe physical, mental, and emotional fatigue.[41] Also, *"a condition in which an educator has exhausted the personal and professional resources necessary to do the job."*[42]

3. **Overtime** - time spent working outside the regular school day.[43]

4. **Digital overtime** - time spent using digital technology for work-related purposes outside the regular school day.[44]

5. **Secondary Ensemble Director** - a music educator who directs a choral or instrumental ensemble with students of grades nine, ten, eleven, or twelve.[45]

6. **Emotional Labor** – the effort, planning, and control employed to portray and experience motions that conform to professional norms.[46]

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[40] Göldag, "An Investigation," 90.

[41] Maslach, "The Measurement of Experienced Burnout," 99.

[42] Jotkoff, "NEA Survey," 6.

[43] Irina Frei, and Christian Grund, "Antecedents of Overtime Work: The Case of Junior Academics," *German Journal of Human Resource Management 34*, no. 4 (2020): 374, https://doi.org/10.1177/2397002220903247.

[44] Ibid.

[45] International Affairs Office, U.S. Department of Education, "Organization of U.S. Education: The School Level," last modified February 2008, http://www.ed.gov/about/offices/list/ous/international/usnei/edlite-index.html.

[46] Grayson Bodenheimer, and Stef M. Shuster, "Emotional Labour, Teaching and Burnout: Investigating Complex Relationships," *Educational Research* 62, no. 1 (2020): 63-64.

7. **Professional Efficacy** – a self-evaluation of one's self-efficacy, competence, and occupational accomplishments; also known as professional accomplishment.[47]

8. **Teacher Attrition** – leaving teaching to pursue work outside of teaching or for other reasons such as family, retirement, or health.[48]

Summary

Stress and burnout are leading causes of attrition in music education, and work overload and overtime are leading causes of stress and burnout in the workplace.[49] Stress is a severe issue in the physical, psychological, and mental health of educators. Stress and the subsequent physical and mental toll it takes influences teacher retention in all education disciplines. Working hours contribute to the stress of employees, specifically music educators. Teaching today requires manipulating various digital devices and platforms, especially those used for communication. This study must also consider digital work tasks to understand modern overtime work in a vastly growing digital world. This study aimed to examine the work hours, including digital overtime, and their effects on burnout levels of secondary ensemble directors. The researcher gathered data regarding correlations through the questionnaire and survey questions. In turn, the study's results can aid in altering attitudes toward working hours and digital work and add to the body of research concerning the effects of overtime and links to burnout.

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[47] Leon T. de Beer, "Is There Utility in Specifying Professional Efficacy as an Outcome of Burnout in the Employee Health Impairment Process," *International Journal of Environmental Research and Public Health* 18, no. 12 (2021): 2, https://doi.org/10.3390/ijerph18126255.

[48] James Cooper, and Amy Alvarado, "Preparation, Recruitment, and Retention of Teachers," Educational Policy Series, The International Academy of Education, accessed July 7, 2024, http://staging.iaoed.org/downloads/5_Cooper_web_151206.pdf.

[49] Frei, "Antecedents of Overtime Work", 374.

Chapter Two: Literature Review

Introduction

Teacher attrition, teacher shortages, and teacher burnout are topics at the forefront of ample research studies, newspapers, books, and social media. The realities of teaching and the struggles for countless teachers to remain in the profession have breached the scholarly realm and extended into the mainstream media with a never-before-seen fervency. The concept of teacher attrition and burnout is a complicated web of factors that professionals continue to research through numerous lenses and various approaches. Teacher attrition has various predictors, many of which echo the causes of burnout. Survey and study respondents often list burnout simply as a cause for attrition. Researchers have explored the topics or variables of professional efficacy, autonomy, reward, workload, overtime, technology, and emotional labor and their relationships to burnout and teacher retention. This study investigated the specific variables of overtime work and digital overtime and their relationship to burnout, which research has not yet adequately explored. The present study explicitly examined these factors in the Alabama secondary music ensemble setting. This chapter will discuss literature on teacher shortages, attrition, overtime, digital work, and more factors influencing the causes of burnout.

Teacher Shortages

The American press and academic organizations have long forewarned of shortages in educational personnel. The literature goes as far back as 1921 when the statement "There is still an appalling lack of trained teachers throughout the country" appeared in the October 1921 issue

of the *Journal of the National Education Association*.[1] A crisis in adequately staffing classrooms

has been increasing for several decades. Compared to other occupations, teachers are leaving the

profession at alarming rates.[2] The problem has resulted in various recruitment initiatives, higher

education institutions and state policies altering teacher education programs, and numerous

research studies concerning turnover and the related factors in teacher attrition. Much research

explores the characteristics of teachers who leave the field, in addition to the characteristics of

the educational institutions and organizational leadership of institutions that are losing teachers.

Richard Ingersoll's 2001 article on teacher turnover and shortages discusses how most initiatives

at the time were aimed at recruiting individuals to the field, while the more pressing issue in

education was the "revolving door" of educators entering and swiftly exiting the profession.[3]

Some believe that teacher turnover research has focused on and inferred that teachers are to

blame for leaving the field instead of addressing the systemic issues that make entering and

remaining in education undesirable. Indeed, much of the literature on teacher burnout focuses on

what teachers do or do not do concerning burnout.

Edwin Lamboy's article remarked that the teacher shortage is "arguably one of the biggest

challenges impacting public education in the U.S.," and he delved into the two-fold issue of (1) a

lack of preservice teachers entering the profession and (2) a vast number of teachers departing

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[1] "The Continued Shortage of Trained Teachers," *Journal of the National Education Association* 10, no. 8 (1921): 142.

[2] Daniel J. Madigan, and Lisa E. Kim, "Towards an Understanding of Teacher Attrition: A Meta-Analysis of Burnout, Job Satisfaction, and Teachers' Intentions to Quit," *Teaching and Teacher Education* 105, no. 10 (2021): 1, https://doi.org/10.1016/j.tate.2021.103425.

[3] Richard M. Ingersoll, "Teacher Turnover and Teacher Shortages: An Organizational Analysis," *American Educational Research Journal* 38, no. 3 (2001): 499, https://go.openathens.net/redirector/liberty.edu?url=https://www.proquest.com/scholarly-journals/teacher-turnover-shortages-organizational/docview/200409308/se-2.

shortly after entering.[4] Once an honored career, the field of education has lost the interest of collegiate learners, while many favor higher-paying jobs with noticeably better reputations for work-life balance. Former teachers have become vocal on various social media platforms, including those that young people favor, such as TikTok. While it is crucial for teachers to speak out about fundamental and systemic issues in education, this can only further deter new teachers from entering the profession. In 2022, the American Association of Colleges of Teacher Education noted a decline in the number of preservice teachers. Between the 2008 and 2019 academic years, traditional teacher education programs saw a dramatic 35% decline overall, and high-need specialties such as special education, science education, mathematics education, and world language education saw significant declines of 4%, 27%, and 44%, respectively.[5] Data shows that more teachers are leaving the industry than ever, which is a significant issue. The departure rate of teachers is higher than for non-teaching careers, and the rate for novice teachers is even higher.[6] In 2003, Richard Ingersoll and Thomas M. Smith reported that 50% of teachers left the profession within five years of entering it.[7] The COVID pandemic in 2020 severely impacted the existing workforce, further affecting teacher turnover negatively. At the end of the 2021–2022 school year, more teachers left their jobs than in the two previous school years and at rates higher than pre-pandemic averages, according to the RAND Corporation, a

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[4] Edwin M. Lamboy," Introduction: On Teacher Shortage," *The New Educator* 19, no. 3 (2023): 169-174.

[5] "Poll Results: Stress and Burnout Pose Threat of Educator Shortages," National Educational Association, (2022), retrieved June 30, 2023, https://www.nea.org/sites/default/files/2022-02/NEA%20Member%20COVID-19%20Survey%20Summary.pdf.

[6] Molly H. Fisher, "Factors Influencing Stress, Burnout, and Retention of Secondary Teachers," *Current Issues in Education* 14, no. 1 (2011): 3.

[7] Richard M. Ingersoll, and Thomas M. Smith, "The Wrong Solution to the Teacher Shortage," *Educational Leadership* 60, no. 8 (2003): 30-33, https://www.gse.upenn.edu/pdf/rmi/EL_TheWrongSolution_to_theTeacher Shortage.pdf.

nonprofit, nonpartisan research organization.[8] The post-COVID educational landscape has seen a dramatic shift. From January 2020 to January 2022, the Bureau of Labor Statistics reported a 600,000 reduction in the number of educators working in public education.[9] A 2022 National Education Association (NEA) poll revealed that 55% of educators were thinking about leaving the profession earlier, a 37% increase compared to a survey from just four months earlier.[10] In years past, teacher shortages were often more notable in some high-needs regions and specific subjects; however, shortages are now more widespread.

The combination of fewer preservice teachers entering the field and educators leaving results in a rapidly dwindling workforce. This gap leaves schools with an excess of positions to fill, and remaining educators must try frantically to fill the gaps. Unfilled teacher vacancies further exacerbate the workload and strain on the existing workforce. The teacher shortage undermines the public education system because a lack of qualified teachers threatens student learning.[11]

<center>Teacher Attrition Factors</center>

There are a variety of factors that influence the retention, turnover, and attrition of music educators. Robert Gardner's 2010 study explored these factors and found that music teachers' perceptions of support and recognition by administrators and their level of control over

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[8] Elizabeth D. Steiner, Ashley Woo, and Sy Doan, "All Work and No Pay: Teachers' Perceptions of Their Pay and Hours Worked Findings from the 2023 State of the American Teacher Survey," RAND Corporation, updated September 12, 2023, accessed June 5, 2024, https://www.rand.org/pubs/research_reports/RRA1108-9.html.

[9] United States Bureau of Labor Report quoted in Tim Walker, "Survey: Alarming Number of Educators May Soon Leave the Profession," February 1, 2022, https://www.nea.org/nea-today/all-news-articles/survey-alarming-number-educators-may-soon-leave-profession.

[10] Ibid.

[11] John Schmitt and Katherine deCourcy, Economic Policy Institute, updated December 6, 2022, accessed March 13, 2024, https://www.epi.org/publication/shortage-of-teachers/.

instructional delivery and evaluation of students in the classroom significantly affected music

teacher retention, turnover, and attrition.[12] Gardner found perceptions of administrators' support

and recognition to be most influential. These influences align with other studies on teachers'

workplace conditions, how they affect their job satisfaction, and the impact of organizational

climate. Rivka Lavian's 2012 study examined the burnout of homeroom teachers and special

education teachers. The study found that organizational climates perceived as more closed and

less supportive are a predictor of teacher burnout and, thus, a strong and significant factor in

deciding to leave the teaching profession.[13]

Similarly, teachers' job satisfaction understandably plays a role in their continuance in the

field, and several have studied the leading factors. In 2010, Xin Ma and Robert MacMillan

studied the workplace conditions influencing teachers' job satisfaction. They examined teaching

competence, administrative control, and organizational culture, showing significant positive

correlations to teacher satisfaction.[14] Specifically, the study reported higher satisfaction levels in

teachers with more positive perceptions of their relationship with school administration, better

teaching competence, and those working in a positive school culture. However, these factors

appear not to have affected dissatisfied senior teachers, who expressed significantly less

satisfaction than their less experienced colleagues.[15] Although not helpful in applying retention

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[12] Robert D. Gardner, "Should I Stay or Should I Go? Factors That Influence the Retention, Turnover, and Attrition of K-12 Music Teachers in the United States," *Arts Education Policy Review*, no. 111 (April 2010): 112-121.

[13] Rivka Hillel Lavian, "The Impact of Organizational Climate on Burnout Among Homeroom Teachers and Special Education Teachers (full classes/individual pupils) in Mainstream Schools," *Teachers and Teaching* 18, no. 2 (2012): 240-241, doi:10.1080/13540602.2012.632272.

[14] Xin Ma, and Robert B. MacMillan, "Influences of Workplace Conditions on Teachers' Job Satisfaction," *The Journal of Educational Research* 93, no. 1 (1999) 42, doi:10.1080/00220679909597627.

[15] Ibid., 45.

of experienced teachers, this information is valuable, as other literature reveals that teachers earlier in their careers are more prone to leaving the field of education.

Wi Chen, Shuyi Zhoe, Wen Zheng, and Shiyong Wu also investigated the relationship between job burnout and job satisfaction in 2022 and the function of perceived organization support and work engagement as sequential mediators in the link. The results showed that individuals who perceived organizational support had more job satisfaction and less burnout.[16]

Job satisfaction and burnout were examined and compared as predictors of teacher attrition in a pilot study by Daniel J. Madigan. His study was the first "meta-analytic examination of (a) the relationship between burnout and teachers' intentions to quit, (b) the relationship between job satisfaction and teachers' intentions to quit, and (c) whether burnout or job satisfaction is more important in predicting teachers' intentions to quit."[17] The findings agreed with his hypothesis that all three symptoms of burnout positively predicted teachers' intentions to quit, while job satisfaction negatively predicted intentions to quit.[18] The findings suggested that burnout is likely a more important predictor of teachers' intentions to quit than job satisfaction.[19] His research study shows a correlation between burnout and teacher attrition and, thus, highlights the importance of understanding the concept of stress and burnout.

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[16] Wei Chen et al., "Investigating the Relationship Between Job Burnout and Job Satisfaction Among Chinese Generalist Teachers in Rural Primary Schools: A Serial Mediation Model," *International Journal of Environmental Research and Public Health* 19, no. 21 (November 2022), 11.

[17] Madigan, "Towards an Understanding of Teacher Attrition," 12.

[18] Ibid., 20.

[19] Ibid.

Stress and Burnout

When researching the effects of stress and burnout, it is essential to understand the differences in the definitions. Richard Lazarus defined stress in his 1966 book, *Psychological Stress and the Coping Process*, and developed his Stress and Coping Theory. He described stress as a relationship between a person and their environment that the individual interprets as significant in terms of being challenging or exceeding one's ability to cope.[20] Professionals sometimes use the terms stimulus or stressor to describe stress.[21] This study sought to understand how music educators' working hours may relate to their stress or feelings of burnout. Music directors may feel stressed by work due to the type of work, sheer volume, or quantity. Work time may also overstimulate teachers when they have a feeling of being constantly "on" or "on duty," as is the case with digital overtime.

Stress is a typical phenomenon in life. As Göldag expressed, "All living creatures are under stress, and anything pleasant or unpleasant that accelerates the intensity of life causes a temporary increase in stress, thus creating a corrosive effect on the body."[22] The inability to change stressors or cope with stress is how stress stimuli advance to the level of burnout, and "perceived stress is the feelings or thoughts an individual has about how stressed they are at a particular time or during a particular period of time." Indeed, music educators know their busy schedules are taxing, especially for ensemble directors who work with students beyond the school day.

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[20] Richard Lazarus, and Susan Folkman, *Stress, Appraisal, and Coping* (New York: Springer, 1984), 253.

[21] Ibid.

[22] Battal Göldag, "An Investigation," 90.

In 1981, Richard Lazarus and Susan Folkman introduced a transactional model of stress and coping that described an imbalance between the perceived demands of a teacher's environment and their ability to meet the demands of their environment.[23] A teacher might explain burnout as the feeling of facing more work than they can handle. There are potentially negative consequences for the sufferers of burnout syndrome, but these consequences also extend to their constituents and their employing institutions.[24] Some key elements of burnout are emotional exhaustion and cynicism, negative reactions and Depersonalization of students, and reduced personal accomplishment.[25] For music educators, this may look like a disinterest in relating to students, a lack of motivation, or a feeling of helplessness. Teachers who suffer from burnout are not only experiencing a personal dilemma, but their students are not receiving the best possible education. Chronic stress is emotionally draining and augments the risk of burnout.[26] Chronic work and chronic stress appear to go hand in hand, hence this study's interest in the working hours of music directors. Burnout is a result of coping with stress over a long period, which leads to severe physical, mental, and emotional fatigue."[27] Educators who experience this fatigue cannot expect to teach at their best or remain happy or satisfied in their teaching roles.

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[23] Lazarus and Folkman, *Stress,* 253.

[24] Christina Maslach, and Susan Jackson, "The Measurement of Experienced Burnout," *Journal of Organizational Behavior* 2, no. 2 (1981): 99, doi:10.1002/job.4030020205.

[25] Maslach, and Jackson, "The Measurement of Experienced Burnout," 99.

[26] Ibid.

[27] Ibid.

Despite the dramatic increase in literature focused on burnout over the past forty years and burnout becoming one of the most widely discussed mental health issues today, it still lacks an official mental health diagnosis in most countries.[28] The American Psychological Association does not denote burnout as a mental disorder or medical condition in the Diagnostic and Statistical Manual of Mental Disorders. However, the World Health Organization (WHO) recognizes burnout as an occupational phenomenon under the "factors influencing health status or contact with health services" category.[29] This inclusion by the WHO is a step in the right direction in supporting teachers who suffer from burnout and making preventative measures more essential and readily available.

The study of burnout traces back to 1974 when Herbert Freudenberger defined it as "feelings of failure and weariness or compression resulting from excessive claims related with energy, personal resources or the worker's spiritual strength."[30] Teachers may feel like they are not doing enough in the classroom. These feelings of insufficiency may stem from real issues, such as insufficient planning or instructional time during the day, or simply be a symptom of burnout. With burnout's physical and emotional effects, teachers may feel they cannot find the energy to do what they wish for themselves or their students. This imbalance affects feelings of worth and motivation, whether or not those feelings are accurate. The physical, mental, and emotional fatigue of burnout is similar in some respects to depression.[31] Feeling "not enough" is

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[28] Lindsey Nadon, Leon De Beer, and Alexandre Morin, "Should Burnout Be Conceptualized as a Mental Disorder?" *Behavioral Science* 12, no. 3 (2022): 82, doi:10.3390/bs12030082.

[29] World Health Organization, *International Classification of Diseases for Mortality and Morbidity Statistics,* 11th ed. (WHO: Geneva, Switzerland: 2018.)

[30] Battal Göldag, "An Investigation," *92.*

[31] Renzo Bianchi, Irving S. Schonfeld, and Eric Laurent, "Burnout-Depression Overlap: A Review," *Clinical Psychology Review* 3, no. 36 (2015): 28-41, doi:10.1016/j.cpr.2015.01.004.

a common expression in both depression and burnout; however, burnout symptoms are unique in their relation to work and work situations, while depression extends into many areas of life.[32] Symptoms of burnout and depression can make it difficult for people to carry out daily responsibilities due to their inability to cope with stress.[33] Teachers may feel as if they have nothing left to give to their students, lose the motivation to go to work, or even suffer from anxiety about work. In addition to the trademark issues of tiredness and fatigue, individuals who experience burnout might also suffer from physical signs such as frequent headaches and muscle aches, indigestion, dizziness, hay fever, asthma, reduced immunity, and several other symptoms.[34] Burnout symptoms are real physiological symptoms that can be debilitating. Educators who once loved to teach can succumb to the point of choosing between their former love of education and living a happy, successful life.

Approaches to assessing burnout are applied either dimensionally or categorically.[35] These two applications essentially determine if burnout is something someone "has" or "how much" a person has burnout, respectively. The Maslach Burnout Inventory (MBI) is a dimensional approach that describes a person's level of burnout on a continuum.[36] This tool is essential in determining the extent to which an individual experiences burnout. The MBI is a self-administered questionnaire developed in 1981 and has become the standard instrument used

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[32] Informed Health Organization, Cologne, Germany: Institute for Quality and Efficiency in Health Care, "Depression: What is Burnout?" last modified June 18, 2020. https://www.ncbi.nlm.nih.gov/books/NBK279286/.

[33] Bianchi, "Burnout-Depression," 28.

[34] Göldag, "Investigation," 91.

[35] Gabriela Tavella et al., "Modelling Self-Diagnosed Burnout as a Categorical Syndrome," *Acta Neurophyschiatrica* 35, no. 1 (2023): 51, doi:10.1017/neu.2022.25.

[36] Ibid.

in scholarly research.[37] The researchers who developed this instrument define the three

dimensions of burnout as "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. Personal Accomplishment measures

feelings of competence and successful achievement in one's work."[38] Several studies have tested

and reliably used this survey tool to assess burnout levels and explore the influences or

mitigating factors over the last several decades.

Christina Maslach and Michael P. Leiter's article "Understanding the Burnout

Experience" discusses the occupational hazard of burnout and points out burnout's prevalence in

"people-oriented Professions."[39] They describe provider relationships that "require an ongoing

and intense level of personal, emotional contact and in occupations where the prevailing norms

are to be "selfless and put others' needs first; to work long hours and do whatever it takes…to go

the extra mile and to give one is all."[40] One could argue that this illustrates the educational field

exceptionally well, and some of these phrases are used verbatim by teachers and administrators

when portraying the field of education. Maslach and Leiter also note that work settings with high

demands, but low resources are organizational environments often shaped by various social,

political, and economic factors.[41]

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[37] Radha Sharma, and Cary L. Cooper, *Executive Burnout: Eastern and Western Concepts, Models, and Approaches for Mitigation* (Bingley: Emerald Group Publishing Limited, 2016); Williamson, "Emergency Medicine Education Research Alliance," 536.

[38] "MBI Educators Survey," Mind Garden, accessed April 27, 2024, https://www.mindgarden.com/316-mbi-educators-survey.

[39] Christina Maslach, and Michael P. Leiter, "Understanding the Burnout Experience: Recent Research and its Implications for Psychiatry," *World Psychiatry*, no. 15 (2016): 103.

[40] Ibid.

[41] Ibid.

Dimensions of Burnout

The three dimensions of burnout include overwhelming exhaustion, cynicism or detachment from the job and a sense of ineffectiveness and lack of accomplishment. Maslach and Leiter suggest that it is significant that the three-dimensional model places the stress experience within a social context and involves a person's concept of both self and others.[42] Burnout research developed the Maslach Burnout Inventory (MBI), designed to assess all three dimensions of burnout and is now considered the standard tool of psychometry. However, there are several other tools, such as the Bergen Burnout Inventory (BBI), the Oldenburg Burnout Inventory (OLBI), the Shirom-Melamed Burnout Measure, and the Copenhagen Burnout Inventory (CBI). Each of these instruments measure slightly different dimensions or relationships between the dimensions.[43] While some instruments focus on burnout as a multi-dimensional concept, others focus on one or two dimensions exclusively or give distinct weights to each. The MBI has received several other modifications over the years. The MBI-GS was a general survey revised from the original MBI to address other occupational groups, and along with creating more "occupation-neutral" revisions, the dimension of depersonalization was renamed cynicism, and the dimension of personal accomplishment was renamed professional efficacy.[44] There is also a measurement designed specifically for educators. An educator-specific measurement is likely due to the increased interest in burnout as it pertains to educational research and the growing retention issues. The Maslach Burnout Inventory- Educators Survey (MBI-ES) aims to measure burnout in a group of teachers working in education. There is an

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[42] Maslach, and Leiter, "Understanding the Burnout Experience," 103.

[43] Ibid., 104.

[44] Ibid.

ongoing academic debate about whether researchers should consider burnout a one-dimensional variable, as it is more convenient for research purposes.[45] While some argue that the most crucial dimension of burnout is the element of exhaustion, and the other two dimensions are secondary, others are adamant that limiting the research to a single dimension leaves out valuable data. The three-dimensional MBI is still the standard instrument used to measure burnout today.

<div align="center">Stages of Burnout</div>

Maslach and Leitner also discuss distinctive conceptual development models, including sequential stages. They suggest that exhaustion develops in response to high demands and overload, precipitating detachment and cynicism.[46] High demands in a music teaching situation may appear as high stakes testing or competitive musical situations, such as state performance assessments, festivals, and marching band or choral contests. Logically, the work overloads these situations create may spur exhaustion from music educators. The second sequential stage of Maslach and Leiter's research deals with feelings of inadequacy and failure or reduced personal accomplishment and professional inefficacy.[47] However, they note that more recent theories on job stress and imbalances have produced new models, such as the transactional model, which has three stages: "a) job stress (an imbalance between work demands and individual resources), b) individual strain (an emotional response of exhaustion and anxiety), and c) defensive coping (changes in attitudes and behavior, such as greater cynicism)."[48] This transactional model might

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[45] Guoqiang Sang et al., "What Causes Burnout in Special School Physical Education Teachers? Evidence from China," *Sustainability* 14, no. 13037 (2022): 3.

[46] Maslach and Leiter, "Understanding the Burnout Experience," 103.

[47] Ibid., 104.

[48] Ibid.

appear in a music education setting when a director with high job stress due to high-performance

expectations and poor resources feels exhausted due to the stress and anxiety. This imbalance in

expectation and resources can ultimately result in displays of cynical behaviors towards staff,

students, or administration.

Causes of Burnout

There are many hypothesized links between burnout and assorted sources, but addressing

the presumed causality of those links has been challenging.[49] Over several decades, the research

on burnout has sequentially tested various hypotheses. This research identifies several

organizational risk factors across numerous occupations in several countries. According to the

study described by Maslach and Leiter in their 2016 publication, there are six key domains:

Workload, control, reward, community, fairness, and values.[50] Predictably, multiple domains

found echo factors addressed in articles centered on teacher attrition. A number of studies have

sought to identify the most critical predictors of burnout. This section discusses studies

examining burnout, lack of professional efficacy, teacher autonomy, and insufficient reward. The

sections below also reference studies concerning workload, overtime, and technological or

digital influences.

Lack of Professional Efficacy, Autonomy, and Reward

Maslach and Leiter's research shows a clear link between lack of control and burnout.

They assert, "When employees have the perceived capacity to influence decisions that affect

their work, to exercise professional autonomy, and gain access to necessary resources to be

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[49] Maslach, and Leiter, "Understanding the Burnout Experience," 104.

[50] Ibid.

effective, they are more likely to experience job engagement."[51] Logically, teachers who feel

they have professional efficacy, full autonomy over their classrooms, and are treated fairly by the

administration would have lower burnout and job satisfaction. Conversely, the opposite is true

when teachers feel mistreated or treated unjustly and disrespectfully. Maslach and Leiter

describe fairness as "the extent to which decisions at work are perceived as being fair and

equitable."[52] They also mention that cynicism, anger, and hostility will likely surface when

people do not feel appropriate respect.[53] Habip Bedir's article on burnout in education cites a lack

of support and acknowledgment from school management and coworkers as a factor of burnout

and notes how teachers who feel unsupported, alone, and undervalued are more susceptible.[54]

This issue of insufficient recognition and reward is complex. Recognition or lack thereof may be

institutional, such as stemming from a building principal or district level. Social recognition, for

example, might be a sense of appreciation from colleagues, parents, or the community. A failure

to receive such recognition may cause music educators to feel alone, withdrawn, or

underappreciated. This social recognition issue may also be present when a music educator

perceives that not only their personal achievements lack recognition but also their students'

efforts. A music education example of this might be when an ensemble receives an invitation to

perform at a highly honored state-level event; however, the school administration does not

approve a travel request or acknowledge the great honor of receiving the invitation.

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[51] Maslach, and Leiter, "Understanding the Burnout Experience," 105.

[52] Ibid.

[53] Ibid.

[54] Bedir, "The Burnout Blues," 449-460.

Financial Compensation

Insufficient reward might also refer to financial compensation. Although abundant research shows that salary is not the most prominent or primary reason educators leave the job, there is enough evidence to confirm that it is a factor. Elizabeth D. Steiner, lead author of the report and a policy researcher at RAND, states, "Most teachers feel overworked and underpaid…Teachers at all experience levels said they deserved higher pay, suggesting the importance of raising pay across the salary schedule."[55]

Teachers are underpaid compared to similarly educated professionals, and the pay gap has grown substantially over the past two decades.[56] Teacher pay reduces the attractiveness of teaching jobs amidst many other undesirable aspects. The issue of insufficient reward is compounding for music teachers who work beyond the school day and lack compensation for their time. Insufficient reward applies, in particular, to music educators who rehearse ensembles outside of the school day and do not receive appropriate compensation. Maslach and Leiter state that when employees feel that recognition and rewards are insufficient or absent, those employees are more prone to burnout, and the lack of recognition and rewards devalues both the work and the workers.[57] However, rewards alone are not likely to prevent teacher burnout and attrition. Elizabeth D. Steiner noted that dissatisfaction with pay was strongly related to

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[55] Elizabeth D. Steiner, "U.S. Teachers Are Less Satisfied with Their Pay Than Most Working Adults," RAND Corporation Survey, accessed July 26, 2024, https://www.rand.org/news/press/2023/09/12.html.

[56] Emma García, and Elaine Weiss, "The Teacher Shortage is Real, Large and Growing, and Worse Than We Thought: The first report in 'The Perfect Storm in the Teacher Labor Market' Series," Economic Policy Institute, updated March 26, 2019, accessed April 26, 2024, https://www.epi.org/publication/the-teacher-shortage-is-real-large-and-growing-and-worse-than-we-thought-the-first-report-in-the-perfect-storm-in-the-teacher-labor-market-series/.

[57] Maslach and Leiter, "Understanding the Burnout Experience," 105.

dissatisfaction with weekly hours worked in RAND's survey data.[58] Grayson Bodenheimer and

Stef M. Shuster suggested that greater financial compensation might help teachers have an

increased perception of accomplishment and job satisfaction but noted that there is no clear

relationship between teachers' salaries and burnout.[59] Prior research has mixed findings, with

several pointing to no direct correlation but rather the importance of salary in conjunction with

other occupational factors.[60]

Workload

The teaching profession is known to be demanding and comes with many challenges,

including long hours and a heavy workload. In addition to classroom duties, teachers spend

considerable time completing tasks to prepare for classroom instruction and also receive pressure

to engage in community responsibilities. In one study on teacher workload, participants recorded

the amount of time spent on non-teaching tasks, averaging 33.2 hours during one week.[61]

Work overload contributes to burnout by depleting people's ability to meet job demands.[62] When

the overload is chronic, there is little opportunity to rest, recover, and restore balance.[63] Heavy

work investment has shown adverse health outcomes and instances of illness and results in less

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[58] Steiner, "U.S. Teachers Are Less Satisfied."

[59] Ethan Schilling, and Mickey Randolph, "Voices from the Field: Addressing Job Burnout in School Psychology Training Programs," *Contemporary School Psychology*, no. 25 (2021): 580–581.

[60] Ibid.

[61] Perlito D. Jomuad et al., "Teachers' Workload in Relation to Burnout and Work Performance," *International Journal of Educational Policy Research and Review* 8, no. 2 (2021): 50-51, doi.org/10.15739/IJEPRR.21.007.

[62] Maslach and Leiter, "Understanding the Burnout Experience," 105.

[63] Ibid.

time to complete non-work responsibilities and recover from work stress.[64] Several studies have

examined the effects of heavier workloads or overtime on employee burnout. In a healthcare

setting, one such study found that mental health workers who engaged in overtime reported

significantly more burnout in all three indices: great emotional exhaustion, depersonalization,

and lower personal accomplishment.[65] In addition to reporting more significant burnout,

participants in this study who worked more overtime perceived more significant work conflicts

with life, lower job satisfaction, and quality of care than their colleagues who only worked

official hours or less.[66]

  Substantial evidence shows that heavy workloads negatively affect employees, including

teachers. In a study on predictors of teacher well-being, researchers tested teacher workload as a

variable in connection to teacher well-being. The study results provided evidence that teachers

with a higher perception of well-being reported lower stress in their workloads.[67] The findings

also revealed that the relationship between the two variables of workload and well-being was

statistically significant and echoed other research establishing how job demands negatively affect

teachers' stress and well-being.[68] A study by Perlito D. Jomuad et al. also showed a substantial

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[64] Aharon Tiziner et al., "Understanding the Relationshiop Between Antecedents of Heavy Work Investment (HWI) and Burnout," *Amifiteatre Economic* 21, no. 50 (2019): 156.

[65] Lauren Luther et al., "Working Overtime in Community Mental Health: Associations with Clinician Burnout and Perceived Quality of Care," *Psychiatric Rehabilitation Journal* 40, no. 2 (2017): 255.

[66] Ibid.

[67] Hui-Ling Wendy Pan, Chih-Hun Chung, and Yi-Chun Lin, "Exploring the Predictors of Teacher Well-Being: An Analysis of Teacher Training Preparedness, Autonomy, and Workload," *Sustainability* 15, no. 7 (2023): 10, https://doi.org/10.3390/su15075804.

[68] Ibid.

relationship between workload and career satisfaction.[69] The study noted that teachers, given an increased workload, are more likely to experience burnout and stress.[70]

Heavy Hours and Emotional Labor

In addition to the typical workload of teachers, which includes planning, grading, and actual instructional time, the concept of workload includes work intensity. Another slightly different concept is "heavy hours." Which is a term researcher Jamie Beck coined. Through research conversations throughout a year-long narrative inquiry project, she developed this term to describe the hours of a teacher's day that involve "rapid professional decision-making, being pulled in an excess of directions, and the residue that lingers long after the hour is over."[71] The heavy hours require intense action and multitasking. They are contrary to lighter hours such as planning or grading. Beck's study sought to articulate the experience of increasing teacher workload and intensification of teacher work through this lens. One teacher in her study described how, after too many heavy hours, she could not address students' social-emotional needs.[72] One could infer that this is a possible precursor to the depersonalization of students. Beck concludes that teaching is not just about "workload," "multitasking," or even "intensification" but "an increasingly complex and unwieldy weight diverting teachers' attention from that which is most important to teachers and to students, those moments of learning and

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[69] Jomuad et al., "Teachers' Workload in Relation to Burnout and Work Performance," 50-51.

[70] Ibid.

[71] Jaime L. Beck, "The Weight of a Heavy Hour: Understanding Teacher Experiences of Work Intensification," *McGill Journal of Education* 52, no. 3 (2017): 617, https://go.openathens.net/redirector/liberty.edu?url=https://www.proquest.com/scholarly-journals/weight-heavy-hour-understanding-teacher/docview/2067961384/se-2.

[72] Ibid., 628.

relationship."[73] She also discusses the feelings of guilt when teachers do not have the time or emotional capability to manage everything. Teachers must prioritize managing their students' and their own behavior and emotions within the classroom. The idea that teachers must attempt to garner their personal emotions due to other priorities aligns with the concept of emotional labor.

Grayson and Stef explain emotional labor as the effort, planning, and control teachers use to portray and, ideally, experience the emotions that conform to the professional norms of teaching.[74] For example, teachers must show students empathy, encouragement, and warmth, but their role also requires objective neutrality, such as in assessment or behavioral remedies. Teachers often need to suppress emotional reactions, requiring extensive emotional labor daily.[75] The interpersonal dynamics teachers experience and manage throughout the school day are sometimes emotionally exhausting to individuals. Bodenheimer and Schuster conducted a thematic literature analysis and examined emotional labor and teacher burnout. They note how the discordance between teachers' personal emotional states and occupation expectations impact burnout and that this close yet complicated relationship requires additional study.[76]

Overtime

Heavier workloads logically extend into overtime. When individuals cannot keep up with their workload during regular hours, many have no choice but to extend their working time. Employers compensate overtime hours in numerous professional situations, and this work

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[73] Beck, "The Weight of a Heavy Hour," 631.

[74] Bodenheimer and Shuster, "Emotional Labour, Teaching and Burnout," 64.

[75] Ibid., 67.

[76] Ibid., 64.

typically occurs on the employment site. However, in education, most work that extends beyond the school day is unpaid, and while some teachers stay at school, it is customary for teachers to take work home. Unpaid overtime is not just a common practice but an expectation in many cases. During the school day, planned preparation time is typically insufficient to allow teachers to plan instruction, prepare classroom activities, grade, provide learner feedback, or complete countless tasks that constitute good teaching. In short, it is difficult for teachers to succeed in the brief time allotted during the school day; thus, overtime is a regular occurrence.

A recent survey completed by the RAND Corporation polled teachers who reported they work an average of fifteen hours per week outside of their contract.[77] The results expressed an average of 53 hours per week compared to 46 hours per week, and what is additionally concerning is that only twenty-four percent of teachers reported being satisfied with the total number of hours they work per week.[78] These findings were in considerable contrast to the general working adult population, which reported a fifty-five percent satisfaction rate.[79] This significant increase in working hours and lowered satisfaction is of paramount concern. The RAND article asserts that teacher dissatisfaction due to hours, salary, and working conditions may reduce well-being and lead teachers to contemplate leaving their jobs.[80] In a subsequent

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[77] Elizabeth D. Steiner, Ashley Woo, Sy Doan, "All Work and No Pay: Teachers' Perceptions of Their Pay and Hours Worked Findings from the 2023 State of the American Teacher Survey," RAND Corporation, accessed September 12, 2023, https://www.rand.org/pubs/research_reports/RRA1108-9.html.

[78] Ibid.

[79] Ibid.

[80] Ibid.

survey by the same company, teachers ranked low salaries and long working hours as the top reasons they consider leaving their jobs.[81]

The Monthly Labor Review conducted a series of surveys during 2003-2006 on how much, where, and when teachers work. In addition, they compared their work patterns to those of other professionals. Their survey found that teachers worked less per weekday (shorter by twenty-four minutes) and less by forty-two minutes per Saturday than other full-time professionals.[82] However, fifty-one percent of teachers worked on an average Sunday, which was greater than other professionals, compared to only thirty percent.[83] The survey also found that teachers were more likely to work in the hours right before and after school, 79% and 43%, respectively, and were more likely to hold second jobs than other professionals.[84]

Regardless of whether teachers work more than other professionals, the evidence remains clear that teachers work significant amounts of overtime. It is logical to presume that those who work longer are exposed to more significant amounts of work stress and have less opportunity to recuperate and rest. Prior empirical studies have supported the negative effect of working overtime on various occupational groups, including teachers. In a study on Japanese K-12 teachers, working overtime on weekdays or holidays and taking work home correlated

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[81] Elizabeth D. Steiner, "U.S. Teachers Are Less Satisfied with Their Pay Than Most Working Adults," RAND Corporation, September 12, 2023, accessed, June 5, 2024, https://www.rand.org/news/press/2023/09/12.html.

[82] Rachel Krantz-Kent, "Teachers' Work Patterns: When, Where, and How Much Do U.S. Teachers Work?" Monthly Labor Review, Division of Labor Force Statistics, Bureau of Labor Statistics, March 2008, accessed May 22, 2024, https://www.bls.gov/opub/mlr/2008/03/art4full.pdf.

[83] Ibid.

[84] Ibid.

significantly to psychological stress reactions.[85] Peripheral tasks, such as administrative work or

extracurricular duties, were also significantly correlated with psychological stress.[86] An

additional study on working overtime and its association with burnout, person-organization value

congruence, and turnover intentions among Chinese social workers supports this view. The

authors of this large-scale cross-sectional study discuss the "hidden" work time spent in a

humanitarian role, connecting with vulnerable clients and building interpersonal relationships,

and how the actual working time far exceeds their job requirements.[87] Although the study was on

social workers, this theme applies well to most human service careers, including teaching. The

research results upheld the hypothesis that working overtime positively correlates with burnout

and also indicated that working overtime clearly supports earlier research that shows a positive

relationship between overtime and turnover intention.[88]

Conversely, other research indicates that overtime work or simply tallying hours is not

the only predictor of adverse outcomes. The psychology of work and motivation is vital in the

context of work outcomes. One such study at Utrecht University in The Netherlands examined

heavy work investment and how the motivations behind work investment relate to outcomes

such as job satisfaction, turnover intention, and job performance. Researchers compared

workaholism, which refers to a compulsive obsession to work excessively hard, to work

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[85] Rika Furihata, et al., "Association Between Working Overtime and Psychological Stress Reactions in Elementary and Junior High School Teachers in Japan: A Large-Scale Cross-Sectional Study," *Independent Health* 60, no. 2 (2022): 141.

[86] Ibid.

[87] Shan Jiang, Chaoxin Jiang, and Yuhang Cheng, "Working Overtime in Social Work Settings: Associations with Burnout, Person-Organization Value Congruence and Turnover Intentions among Chinese Social Workers," *Human Service Organizations: Management, Leadership & Governance* 47, no. 1 (2022): 29.

[88] Ibid., 34-36.

engagement, which refers to a "positive, fulfilling, work-related state of mind."[89] As one might expect and shown in previous research, the study revealed that workaholics had lower job satisfaction and job performance, while the relationship to turnover intention was positive. The opposite was true of work-engaged employees. An earlier 2008 study conducted by two of the same authors had an unexpected finding that workaholism was associated with a lack of job resources or poor job control and lack of supervisory support. The authors suggested that workaholics work in unfavorable psychosocial job environments and do not work excessively hard for extrinsic rewards but due to a strong inner drive, such as perfectionists who have a powerful desire to be in control.[90] The latter Dutch study implied that the psychological mechanisms and driving forces underlying employees' work investment are an essential perspective and context. There is a marked difference between those who work hard due to a "strong, irresistible inner drive" and those who "work hard due to a passion for the work."[91] Edna Rabenu and Sharona Goldenberg's study on "Understanding the Relationship Between Overtime and Burnout" highlighted work investment and employee autonomy as moderating factors explaining the inconsistent relationship between overtime and burnout.[92] Their study describes both job autonomy and these factors as resources. That is to say; mediating resources may prevent even those with heavy work investment and overtime stress from progressing to burnout.

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[89] Ilona van Beek et al., "Heavy Work Investment; Its Motivational Make-up and Outcomes," *Journal of Managerial Psychology* 29, no. 1 (2014): 47-56.

[90] Wilmar B. Schaufeli et al, "Workaholism, Burnout, and Work Engagement: Three of a Kind or Three Different Kinds of Employee Well-being?" *Applied Psychology* 57, no. 2 (2008): 195, https://doi.org/10.1111/j.1464-0597.2007.00285.x.

[91] van Beek et al., "Heavy Work Investment," 59.

[92] Edna Rabenu, and Sharona Boldenberg, "Understanding the Relationship Between Overtime and Burnout," *International Studies of Management and Organization*, 47, no. 4 (2017): 326.

While workaholism was related to burnout in a study by Wilmar B. Scheufeli et al.,

researchers also found job engagement negatively correlated to burnout in a later study in 2010.[93]

A 2019 study on "Understanding the Relationship Between Antecedents of Heavy Work

Investment (HWI) and Burnout" echoed these sentiments and examined not only time

commitment to work but work effort or intensity. The results determined a significant correlation

between workaholism and burnout; however, the results unexpectedly revealed that higher work

intensity or effort was associated with decreased burnout.[94] Research into working time among

hospital physicians revealed that reducing time alone was not associated with a reduced risk of

burnout, and it even suggested negative implications regarding mandatory work time reduction,

as some European countries have recently implemented.[95] Similarly, Arie Shirom, Nurit Nirel,

and Amiram Vinokur did not find a direct correlation between work-hour limitations and

physicians' levels of burnout.[96] These authors suggested that reforms in physicians' work hours

may have resulted in unanticipated changes "that actually increased their perceived workload,

thereby nullifying the possible effects of the reduced work hours on ameliorating residents' levels

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[93] Tiziner, et al., "Understanding the Relationship," 157.

[94] Ibid., 165.

[95] Astrid Richter et al. "Less Work: More Burnout? A Comparison of Working Conditions and the Risk of Burnout by German physicians Before and After the Implementation of the EU Working Time Directive." *International Archive of Occupational Environmental Health* 87, no. 2 (2014): 210-212, doi: 10.1007/s00420-013-0849-x.

[96] Arie Shirom, Nurit Nirel, and Amiram Vinokur, "Work Hours and Caseload as Predictors of Physician Burnout: The Mediating Effects by Perceived Workload and by Autonomy," *Applied Psychology* 59, no. 4 (2010): 556.

of workload."[97] Even more striking, Wilmar Schaufeli and co-researchers found no relationship between overtime and burnout in their study.[98]

Technology and Digital Work

As society and education grow more digital, technology becomes essential to teachers' work experience. Computers and software are used not only for instructional purposes but also for preparing lessons, grading, and communication. Teachers use Information Communication Technology (ICT) to maintain relationships with students and parents. However, ICTs are also considered one of the main factors influencing employee health and work stress.[99] Irina Frei and Christian Gund examined the health, stress, and work-life balance implications for faculty members with increased workloads and extended working hours. These researchers defined overtime "by subtracting contractual working hours from actual working hours."[100] Due to the increasing digitalization of modern society, an evaluation of overtime would not be complete without considering the degree to which music educators work outside the school day on digital platforms. Battal Göldag uses the term "digital burnout" in his study on the relationship between college students' perceived stress and digital burnout. Göldag notes that "the problem of digital burnout, however, is specifically related to fatigue, anxiety, depression, or decreased interest in a job, caused by too much time on digital devices."[101]

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[97] Shirom, Nirel, and Vinokur, "Work Hours and Caseload as Predictors of Physician Burnout," 556.

[98] Schaufeli, et al, "Workaholism, Burnout, and Work Engagement," 191-192.

[99] Katharina Ninaus, Sandra Diehl, and Ralf Terlutter, "Employee Perceptions of Information and Communication Technologies in Work Life, Perceived Burnout, Job Satisfaction and the Role of Work-Family Balance," *Journal of Business Research* 136 (2021): 652.

[100] Frei and Grund, "Antecedents of Overtime Work," 371–397.

[101] Göldag, "Investigation," 91.

This study also sought to determine the influence of digital overtime on the stress and burnout of secondary ensemble directors. The contractual hours of ensemble directors vary significantly from one individual to another based on school, district, and various supplemental contracts. For the purpose of this study, the definition of overtime is time spent working outside the regular school day. The researcher determined overtime by subtracting the working hours of a school day from the actual working hours of participants. Digital overtime, therefore, is defined as time spent using digital technology for work-related purposes outside of the regular school day.

Digital overtime includes the use of information communications technology (ICT), such as social media (Facebook, Instagram, X (formerly Twitter), Snapchat), direct communication applications (Remind101, ClassDojo, GroupMe, BandApp), email, and direct cell phone communications. In a review of teachers' digital burnout levels, Sabri Sedekli and her research partners noted that "ICT has been one of the key technological innovations in the labor market and workplace in recent decades. The transition from industrialization to digitalization is not only reflected in production technology, equipment, and working environment but also in the de-synchronization of working time and space, which enhances job flexibility and autonomy."[102] Digital burnout is an emerging field of study. Pinar Erten and Oguzhan Özdemir developed a "Digital Burnout Scale" to collect data and determine the digital burnout levels of individuals. Their goal was to help individuals notice and seek solutions for digital burnout. The

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[102] Lijuan Zhao, and Lin Wu, "How Does Digital Office Affect Overtime Through Job Autonomy in China? A Nonlinear Mediating Model for The Autonomy Paradox," *Technology in Society*, no. 72 (2023): 102-181.

scale consists of three sub-dimensions: (1) digital aging, (2) digital deprivation, and (3) emotional exhaustion.[103]

In addition to more traditional forms of technology in the classroom, social media has become a more common form of technology used inside and outside the classroom. A 2023 study published in the *International Journal of Psychology and Education Studies* examined teachers' experiences regarding social media used for education and found that teachers routinely use social media for communication and professional development.[104] This study suggested that teachers should increase their experience using social media and that it is a "vital" component that preservice teacher programs should include.[105] However, numerous other articles detail the effects of technology overload, social networking fatigue, and social media burnout. Bo Han described "social media fatigue" in a 2018 article as feeling anxious or overwhelmed by social media.[106] Participants in Han's study reported feeling stressed by the overuse of Facebook or being "fed up with the 'drama' and gossip."[107] The study examined the phenomenon of burnout and defined social media burnout as "The degree to which the user feels exhausted when using social media."

Teachers who use or are encouraged to use social media for both personal and professional purposes will logically be more predisposed to burnout. While ICTs can offer

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[103] Sabri Sidekli, Sedat Altintas, and Guller Göçen, "The Examination of Teachers' Digital Burnout Level," *International Technology and Education Journal* 6, no. 2 (2022): 84.

[104] Mücahit Aydoğmuş, Edip Tut, and Yıldıray Karadağ, "Teachers' Experiences Regarding the Use of Social Media for Educational Purposes," *International Journal of Psychology and Educational Studies* 10, no. 1 (2023): 76, https://doi.org/10.52380/ijpes.2023.10.1.855.

[105] Aydoğmuş, Tut, and Karadağ, "Teachers' Experiences," 78.

[106] Bo Han, "Social Media Burnout: Definition, Measurement Instrument, and Why We Care," *Journal of Computer Information Systems* 58, no. 2 (2018): 122, doi:10.1080/08874417.2016.1208064.

[107] Ibid.

resources to teachers in the form of professional development opportunities and remote work opportunities, they can also increase job demands and interrupt the family-work balance.[108] The constant connection provided by ICTs can create a breach of boundaries, which some employees and educators may find challenging to manage. Social Networking services, such as email, text messaging, or other applications, can create expectations that people are obligated to respond to others, leading to physical and psychological strain.[109] Individuals feel continually connected or plugged in due to this persistent obligation to check communication. An "always connected communication" environment can be stressful to educators, whether the communication is coming from students, parents, colleagues, or administrators.[110] Another study on the "multiform invasion of life by work" addresses numerous issues teachers have with remaining linked to work and its negative effect on teachers' health.[111] The authors describe how the inability to forget the pending duties of work creates a state of mental or emotional unavailability, leading to conflict and pathogenic suffering.[112] Even without technology, work duties urge teachers to remain connected to work, even outside the work environment. The digital leash that communications technology puts on teachers can only further add to the emotional burden of this invasion of personal life. This pressure to engage in abundant digital information and communication options has potentially harmful effects on people's well-being. Whether the

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[108] Ninaus, Diehl, and Terlutter, "Employee Perceptions," 653-654.

[109] Ae Ri Lee, Soo-Min Son, and Kyung Kyu Kim, "Information and Communication Technology Overload and Social Networking Service Fatigue: A Stress Perspective," *Computers in Human Behavior*, no. 55 (2016): 51.

[110] Ibid., 58.

[111] Frida Marina Fischer, "Multiform Invasion of Life by Work Among Basic Education Teachers and Repercussions On Health," *Revista de Saúde Pública*, no. 54 (2020): 1, https://www.scielo.br/j/rsp/a/dzLGwkzC4Vp9Hd8gcT6C5hd/?lang=en#.

[112] Ibid., 4.

pressure stems from administrators or parents, this constant engagement or communication on digital platforms creates pressure that ties back into the concept of emotional labor and burnout.

According to a study by Taewoo Name and Sugkyunkwan in 2021, social media use has a positive relationship with burnout, and heavy use and reliance on social media are likely to increase stress and emotional exhaustion.[113] This relationship between social media and burnout is without social media used for an individual's job. One could easily assume or predict that social media for employment would have an even more significant impact on burnout.

<div align="center">Impact of Burnout</div>

Although the causes of burnout appear to be a complicated web of factors, the impact of burnout is much more apparent. Burnout and health are circular issues, as burnout contributes to poor health, and poor health contributes to burnout.[114] Stress-related health outcomes are related to the exhaustion dimension, and symptoms can include headaches, chronic fatigue, gastrointestinal disorders, muscle tension, hypertension, cold and flu episodes, and sleep disturbances.[115] These symptoms mirror physiological indications of prolonged stress. Some studies have sought to identify a link between burnout and cardiovascular issues. Burnout predicted subsequent hospital admission for cardiovascular problems, and more detailed studies have examined the link between burnout and cardiovascular disease.[116] In a study by Awena

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[113] Taewoo Nam, and Richard Kabutey, "How does Social Media use Influence the Relationship Between Emotional Labor and Burnout?: The Case of Public Employees in Ghana," *Journal of Global Information Management* 29, no. 4 (2021): 40, https://go.openathens.net/redirector/liberty.edu?url=https://www.proquest.com/scholarly-journals/how-does-social-media-use-influence-relationship/docview/2954646139/se-2.

[114] Maslach and Leiter, "Understanding the Burnout Experience," 105.

[115] Ibid.

[116] Maslach and Leiter, "Understanding the Burnout Experience," 105.

John et al., researchers studied whether workers exposed to burnout were at higher risk of cardiovascular disease than workers who were not. Their main finding was that burnout does seem to increase the risk of cardiovascular disease based on the current published research.[117] Additionally, there are parallel findings between burnout and substance abuse.[118]

Maslach and Leiter found that burnout lowers productivity and impairs a professional's quality of work.[119] Considering both the mental and physical symptoms of burnout, this assessment appears very logical. Burnout also diminishes employees' opportunities for positive work experiences and decreases job satisfaction.[120] When teachers feel they are not being successful in the classroom, as is the sense of personal accomplishment, it is evident that they would not enjoy or have a positive experience. Burnout also impacts employees' commitment to their jobs or their organization.[121] Not only do the symptoms of burnout affect the individual who suffers from it, but there is an element of contagion in burnout. Those experiencing burnout can negatively impact their colleagues by causing more significant personal conflict and disrupting job tasks. "Burnout can be 'contagious' and perpetuate itself through social interactions on the job."[122]

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[117] Awena John et al., "The Influence of Burnout on Cardiovascular Disease: A Systematic Review and Meta-Analysis," *Front Psychiatry* 15 (2023): 2, doi:10.3389/fpsyt.2024.1326745.

[118] Maslach and Leiter, "Understanding the Burnout Experience," 105.

[119] Ibid.

[120] Ibid.

[121] Ibid.

[122] Maslach and Leiter, "Understanding the Burnout Experience," 106.

Summary

A teacher shortage in the United States is not a new concept. Still, the influences of the pandemic and increased attention brought on by social media have made teacher attrition and burnout a popular critical issue in education. Teacher attrition is a two-fold issue focused on recruitment and retention. Burnout is a common and vital factor in the issue of teacher attrition and teacher job satisfaction. The impact of burnout includes psychological and physical symptoms and influences people's health, productivity, and quality of work.[123] Burnout plagues limitless workplaces, particularly the education field, and more research is needed to develop strategies to reduce burnout among educators. There are a variety of instruments designed to measure burnout, but none quite as commonly cited as the Maslach Burnout Inventory (MBI). The education-specific version, MBI-ES, surveys those in education regarding emotional exhaustion, personal accomplishment, and Depersonalization.[124] Teachers have been facing numerous challenges that test the sustainability of teaching. Researchers have also studied attrition and identified relationships between workload and well-being. Abundant hypotheses concerning the causes of burnout have been investigated, including workload, control, and reward; however, a gap remains in correlating burnout and overtime in music education.[125] Recent surveys and studies shed light on the combination of salary, working hours, and work conditions as predictors of teacher attrition.[126]

The topic of technology and burnout is an emerging field of research. Current research includes teachers' use of social media, and unrelated research examines the influences of social

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[123] Maslach and Leiter, "Understanding the Burnout Experience," 105.

[124] Ibid., 104.

[125] Ibid.

[126] Steiner, Woo, and Doan, "All Work and No Pay."

media on burnout; however, a gap remains between the impact of social media, ICT, and digital burnout among educators, specifically music educators. Expectations, including workload and digital connection, are factors that contribute to burnout; however, a gap exists in the literature identifying the impact of digital overtime. Further research needs to address the differences in burnout among the teachers who participate in digital work and social media. The current study seeks to address this gap in the literature.

Chapter Three: Methodology

Introduction

This quantitative, correlational study aimed to investigate if and to what extent a statistically significant correlation exists between the working hours, namely overtime and digital overtime, and the burnout levels of secondary music ensemble directors in Alabama. Burnout is a leading factor cited in workplace dissatisfaction and the choice to leave employment.[1] With reductions in the teacher workforce, states and schools are asking many teachers to do more with fewer resources. Music ensemble directors are largely performance-driven and, as such, may rely upon extended day rehearsals and overtime to carry out goals. This study incorporated a quantitative methodology to determine whether there was a statistically significant relationship between overtime and secondary music ensemble director burnout. Recent research examining the causes of teacher burnout has shown complex relationships between administrative support, teacher efficacy, and emotional labor.[2] This study aimed to evaluate how the time music educators work outside the regular school day impacts the dimensions of burnout. This study will contribute to burnout research by observing potential links and empirically investigating the connection of overtime and digital overtime to burnout.

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[1] Wei Chen, Shuyi Zhou, Wen Zheng, and Shiyong Wu, "Investigating the Relationship Between Job Burnout and Job Satisfaction Among Chinese Generalist Teachers in Rural Primary Schools: A Serial Mediation Model," *International Journal of Environmental Research and Public Health* 19, no. 21 (2022): 2, https://go.openathens.net/redirector/liberty.edu?url=https://www.proquest.com/scholarly-journals/investigating-relationship-between-job-burnout/docview/2734635251/se-2.

[2] Ying Ma, Fan Wang, and Xiulan Cheng, "Kindergarten Teachers' Mindfulness in Teaching and Burnout: The Mediating Role of Emotional Labor," *Mindfulness* 12, no. 3 (2021): 722, https://go.openathens.net/redirector/liberty.edu?url=https://www.proquest.com/scholarly-journals/kindergarten-teachers-mindfulness-teaching/docview/2920172444/se-2.

Design

The primary purpose of the survey study is to examine the relationship between working hours and burnout in music education. A cross-sectional survey method was the chosen approach for this study. This design method provided several advantages, including rapid data collection turnaround and increased participation likelihood. In this study, the researcher used a quantitative correlational design to answer each study research question and examine the relationship between overtime, digital overtime, and burnout. The quantitative correlational approach was most appropriate to this study as it seeks to measure the functional relationships between variables. William Martin and Krista Bridgmon note that the "primary purpose of correlational research is to explore bivariate relationships, multiple relationships, and predictions among variables."[3] Correlational design is a baseline analysis in quantitative research that provides significance, strength, and direction of correlation. The goal of this research design was to obtain correlational coefficients that are statistically significant. This design method was also predicted to increase the number of participants and variables measured, thus increasing the possible validity and reliability of data for the study and better informing the research questions and findings.

Research Questions and Hypotheses

RQ1: Is there a relationship between overtime and burnout among Alabama secondary ensemble directors?

H$_0$1: There is no relationship between overtime work and Alabama secondary ensemble directors' burnout.

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[3] William E. Martin, and Krista D. Bridgmon, *Quantitative and Statistical Research Methods from Hypothesis to Results* (San Francisco: Jossey-Bass, 2012), 66.

RQ2: Is there a relationship between digital overtime and burnout among Alabama secondary ensemble directors?

H₀2: There is no relationship between digital overtime work and Alabama secondary ensemble directors' burnout.

Participants

The target population for this study was secondary music ensemble directors in the state of Alabama. This sample includes directors of band, orchestral, and choral ensembles. The secondary designation included any director who taught at least one ensemble that included ninth, tenth, eleventh, or twelfth-grade students. The governing board of the Alabama Music Educators Conference (AMEA), as well as the executive directors of the Alabama Vocal Association (AVA), Alabama Orchestra Association (AOA), and Alabama Bandmasters Association (ABA), were contacted to disseminate the survey. The researcher also shared the survey on personal social media pages and Facebook groups. The first page of the online survey incorporated informed consent. The survey routed out participants who did not acknowledge the informed consent and thanked them for participating.

The researcher sought to determine the sample size using the Alabama State Department of Education (ALSDE) data. The research sent a request to the ALSDE data governance committee for review, requesting information regarding the number of secondary music educators employed within the state. However, the committee denied the researcher's request because "the collection of the data requested would be overly burdensome for the ALSDE team to assemble." Therefore, the researcher determined a minimum sample size of $n = 66$ as the goal to maintain reliability.

Setting

Alabama K-12 music programs are well known for their instrumental band programs. With a strong sporting events culture in Alabama, routine support of athletic bands at both the secondary and post-secondary levels is standard, even at small schools. Choral ensembles continue to thrive in ample medium to large secondary schools, with Show Choir often being the visible driving force behind large programs in Alabama. However, orchestral ensembles are much rarer in Alabama. Large metropolitan areas, such as Mobile and Huntsville, feature public orchestral programs, and some areas, such as Auburn and Montgomery, have established private string instruction; however, orchestral music programs are few and far between in smaller cities and county schools. The Alabama Orchestra Association lists only seven districts with orchestra programs, noting only five collegiate orchestras.[4] The reasons for this are debatable, but what is clear is that K-12 band programs far outnumber choral and orchestral ensembles in Alabama. Per the 2023 Nation's Report Card, Alabama had 748,274 students enrolled in 152 school districts, with a teacher-to-pupil ratio of one to 19.27.[5] The report lists the students' ethnic-racial background in Alabama as 52.5% white, 32% black, 9.96% Hispanic, and 5.54% other.

Instrumentation

Maslach's Burnout Inventory-Educator Survey (MBI-ES) served as the primary research instrument in this study. The Maslach Burnout Inventory (MBI) creators initially designed the

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[4] "Orchestras in Alabama," Alabama Orchestra Association, accessed May 22, 2024, https://alabamaorchestraassociation.org/136-2.

[5] The Nation's Report Card, State Profile, accessed May 15, 2024, https://www.nationsreportcard.gov/profiles/stateprofile/overview/AL?sfj=NP&chort=2&sub=MAT&sj=AL&st=MN&year=2013R3&cti=PgTab_Demographics&fs=Grade&cj=MA.

instrument to assess levels of burnout in human service occupations in 1981.[6] The authors

subsequently developed alternative survey versions for human services, education, and general

use. The MBI–ES, a specialized version of the instrument, is designed for teachers,

administrators, and school staff. Minor wording changes, such as "recipient" becoming "student,"

differ from the original MBI.[7] The instrument intends to measure three burnout dimensions in the

educational work setting: Emotional exhaustion, Depersonalization, and Reduced Personal

accomplishment. The survey contains twenty-two self-reported questions, reported on a seven-

point Likert scale. The MBI-ES is proprietary and currently available through mindgarden.com

for licensing.

The MBI instrument advised the researcher to avoid sensitization to burnout by removing

any labels or indications of the word "burnout" on the survey. The researcher substituted the term

"job-related attitudes" in all areas previously referred to as burnout. This deception was due to

the instrument instructions asserting that this would minimize the reactive effect of personal

beliefs or expectations about burnout.[8] It was necessary because "people have widely varying

beliefs about burnout," and such personal beliefs or expectations might "sensitize participants

to the general issue of burnout."[9] After participants completed the survey, the researcher

provided a closing dialog with the debriefing statement. The purpose of this debriefing

statement was to inform participants of the true aspect of the study that the research did not

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[6] Réka Szigeti et al., "Burnout and Depressive Symptoms in Teachers: Factor Structure and Construct Validity of the Maslach Burnout Inventory-Educators Survey Among Elementary and Secondary School Teachers in Hungary," *Stress and Health* 33, no. 5 (2017): 530, https://doi.org/10.1002/smi.2737.

[7] Ibid.

[8] Christina Maslach, Susan E. Jackson, and Michael P. Leiter, *Maslach Burnout Inventory: Manual,* 4th ed (Menlo Park, CA: Mind Garden, 2018), 4.

[9] Maslach, Jackson, and Leiter, *Maslach Burnout Inventory: Manual*, 4.

previously disclose. When research involves deception, these actions are standard and required by the Institutional Review Board.

The researcher administered the MBI-ES through the Google survey software. The customized Google Forms survey also included a demographic questionnaire that collected participant information, which served as added variables. Existing literature on stress and burnout, burnout in education, and the effects of working hours and overtime on employee stress and burnout served as a basis for constructing the questionnaire. The sample came from music educators with current state music organization memberships and those who received communication via social media or fliers. Although convenience sampling methods can be biased, the researcher deemed this method most appropriate to retain anonymity and secure the best response rate. Recruitment strategies included email requests through music organizations, social media, and advertisements. The researcher provided the state music education leadership and their respective division heads with a brief proposal for the study and a request to send the survey via emails and post on social media accounts.

Data Collection

Research data were collected from secondary music directors using Google survey software. The questionnaire collected demographic data that the researcher used as quantifiable variables. Demographic information included respondents' work overtime, digital overtime, and extracurricular compensation, in addition to information on age, gender, race, marital and family status, teaching experience, music staff size, school size, and school Title I status. The survey's demographic section also collected information on overtime and digital overtime hours. The survey included all twenty-two items from Maslach's Burnout Inventory-Educator Survey. The

survey was completely anonymous, and the researcher collected no identifying information on participants or the schools where they were employed.

Data collection procedures included establishing contact with the proper point of contact within the state executive boards to explain the nature of the study, providing the necessary information and documentation of the study, and obtaining the proper email approval for the organization to send a single link to the survey and a demographic questionnaire (using Qualtrics). The first page of the survey contained the informed consent. Participants who did not consent did not continue to any other survey items. Participation in the study was strictly voluntary. The researcher could not access the participants' email addresses, which helped maintain anonymity.

Permissions and Ethics

The researcher completed a social and behavioral researchers course required by the Collaborative Institutional Training Initiative (CITI) and fulfilled all required steps to obtain permission for the study from the Liberty University Institutional Review Board. Supplemental documents such as study instruments (questionnaire and survey questions), permission request letters, and recruitment and consent materials were submitted and approved through the Institutional Review Board (IRB) application. The researcher took additional steps to protect human participants' rights and ethically handle data, which included storing digital material on an external hard drive in a passcode-protected file folder, storing hard copy data in a locked file cabinet, and taking all steps deemed necessary by the IRB to protect written notes and hard copies.

Validity and Reliability

Validity and reliability are essential aspects of qualitative research and, specifically, instruments of research. The degree to which consistently an instrument provides information is an instrument's reliability.[10] In contrast, an instrument's validity depends on its use, not necessarily its intrinsic character.[11] Validity refers to the accuracy of the inferences made from the instrument's data and the degree to which an instrument measures what it is supposed to measure.[12] The validity of instruments is an essential attribute of quantitative research. If an instrument is valid, it is also likely reliable.[13] Numerous studies have used the Maslach Burnout Inventory since the 1980s. The survey is a dominant measurement in the human services industry and has grown popular in education and other fields. In one study examining the use of the MBI in healthcare by Juliana Pontes Soares et al., researchers reported twenty-one versions of the MBI used in healthcare research and 678 publications, 537 of which were peer-reviewed studies.[14]

The researcher possessed a high confidence level in the instrument; however, the resulting data also required testing for validity. The researcher tested the validity of the data using IBM's SPSS 26.0. The researcher applied Cronbach's alpha to assess the internal consistency values. Internal consistency techniques are essential as they help researchers

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[10] Laura M. O'Dwyer, and James A. Bernauer, "Measurement and Instrumentation in Quantitative Research" in *Quantitative Research for the Qualitative Researcher*, 98 (Thousand Oaks, CA: Sage Publications, Inc., 2014), Sage Ebooks.

[11] Ibid.

[12] O'Dwyer, and Bernauer, "Measurement and Instrumentation," 98.

[13] Ibid.

[14] Juliana Pontes Soares et al., "Use of the Maslach Burnout Inventory Among Public Health Care Professionals: Scoping Review," *JMIR Mental Health* (2023), doi: 10.2196/44195.

understand how well a test or scale works. According to Lawrence Orcher, Cronbach's alpha is a more sophisticated internal consistency assessment method.[15] The tool met internal consistency when Cronbach's alpha reached 0.7 or above.[16] The marker of 0.7 means that at least 70 of response item differences on the instrument are due to person-to-person differences, or 30 or fewer are due to random error.[17]

Procedures

This study implemented a quantitative correlational design to examine the relationship between overtime and burnout. The target population of the study was secondary music ensemble directors in Alabama. The sampling approach selected was convenience sampling. The researcher obtained the required permissions, including those from professional music associations, respective specialty leadership, and social media platform moderators. The samples drew from current membership in the Alabama Music Educators Association and from music educators who accessed the survey on social media through personal posts and Facebook forums.

The time allotted to obtain the minimum sample required was fourteen days. If the survey did not acquire minimum samples in fourteen days, the researcher would contact the point of contact at the state level to request sending a second email to potential participants within fourteen additional days. However, this was unnecessary, as the researcher collected the required surveys in fourteen days. The researcher regularly monitored survey data to check for complete participant responses to all survey items. The survey remained open to participants until receiving at least sixty-six completed surveys.

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[15] Orcher, *Conducting Research,* 113.

[16] O'Dwyer, and Bernauer, *Quantitative Research,* 124.

[17] Ibid.

Data Analysis

Correlation analysis identified the association between two variables and their strength and direction.[18] The researcher followed the Pearson Product-Moment Correlation Coefficient using IBM® SPSS® Statistical software. The correlation coefficient indicates a direct relationship between variables when the r value is positive, while a negative r value signifies the inverse.[19] An *r* value between 0.0-0.19 is very weak, 0.20-0.39 is weak, 0.40-0.59 is moderately strong, while a value of 0.60-0.84 is strong, and a value of .85-1.00 is very strong.[20] Conversely, negative *r* values indicate the strength of the inverse. The researcher tested assumptions in SPSS and used Casewise Diagnostics to highlight cases where the standardized residual was greater than ±3 standard deviations, checking the assumption of no significant outliers. The researcher tested the assumption of a linear relationship between the two variables by creating a scatterplot in SPSS and then visually inspected the graph for linearity. Lastly, the assumption of bivariate normally was examined using a scatterplot between the predictor variables and criterion variables, observing for a classic cigar shape.

Summary

This quantitative correlational study aimed to investigate the correlation between overtime, digital overtime, and the burnout of secondary music ensemble directors in Alabama. In this chapter, the researcher discussed the rationale for the chosen methodology and design and defined the researcher's role. The study measured the dimensions of music educator burnout using the MBI-ES. The analysis discussed the Pearson Product-Moment Correlation Coefficient

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[18] Orcher, *Conducting Research,* 148.

[19] Ibid.

[20] Ibid., 150.

using IBM's SPSS Statistical software and values indicating statistically strong and weak

correlations. The researcher evaluated the methodology's validity, reliability, and ethical

considerations. The researcher presents the findings and analyses of this quantitative research in

Chapter Four.

Chapter Four: Results

Introduction

As stated in Chapter One, the study examined problems regarding teacher shortages, teacher attrition, and various factors influencing burnout. The specific burnout factors reviewed in this study were overtime (OT) and digital overtime (DOT). The research implemented a Pearson Product-Moment Correlation Coefficient using IBM's SPSS Statistical software. This chapter is organized in terms of the two specific research questions posed in Chapter One and will present the findings of this study organized by each research question. Within each research question, a discussion of each hypothesis will take place.

Research Questions

This study explored the relationship between working overtime and the burnout of secondary music ensemble directors in Alabama. Additionally, it analyzed the strength of the relationship between overtime (OT), digital overtime (DOT), and three burnout dimensions, also set apart as variables. The burnout variables measured included emotional exhaustion (EE), depersonalization (DP), and personal accomplishment (PA).

Research Question One: Is there a relationship between overtime and burnout among Alabama secondary ensemble directors?

Research Question Two: Is there a relationship between digital overtime and burnout among Alabama secondary ensemble directors?

Hypotheses

Null Hypothesis One: There is no relationship between overtime work and Alabama secondary ensemble directors' burnout.

Null Hypothesis Two: There is no relationship between digital overtime work and Alabama secondary ensemble directors' burnout.

Descriptive Statistics

The participants in this study included secondary music ensemble directors in Alabama. All participants were full-time music educators and must teach at least one music ensemble that contains high school students (grades nine through twelve). The number of anonymous participants totaled 79. This response number satisfied the required minimum sample size of 66, which, according to Walter Borg and Meredith Gall, is the minimum sample size for this test at a 95% confidence level.[1] The researcher copied data from the teachers' Google Surveys into Excel and then transferred the data into the IBM SPSS Statistics software. The researcher checked assumptions and then ran Pearson's r for all variables to reveal statistical correlations.

Demographic Data

Educators who participated in the study ranged from those with 0-3 years of experience to educators with over 25 years of experience teaching music (Figure 1). Most respondents (19%) came from the 25 years or more experience category. Thirty-two (40.5%) participants were in the 25-34 age range (Figure 2). Thirty-four (43%) participants were female, forty-four (55.7%) were male, and one respondent selected non-binary (Figure 3). Sixty-seven (84.8%) identified as White, eight (10.1%) identified as African-American, two (2.5%) identified as Hispanic, one (1.3%) identified as Native American, and one (1.3%) selected "prefer not to say" (Figure 4). Twenty-one responses (26.6%) came from music teachers at 7A schools, the largest

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[1] Walter Borg, and Meredith Gall, *Educational Research: An Introduction,* 8th ed. (New York, NY: Pearson Education, 2007), 334.

school classification in Alabama, followed by eighteen (22.8%) participants from 6A schools, and the remaining forty participants taught at 1A-5A schools (Figure 5). Forty-eight participants (60.8%) came from Title I designated schools (Figure 6), and thirty-one (39.2%) of the participants reported being the only music educators in their school building (Figure 7).
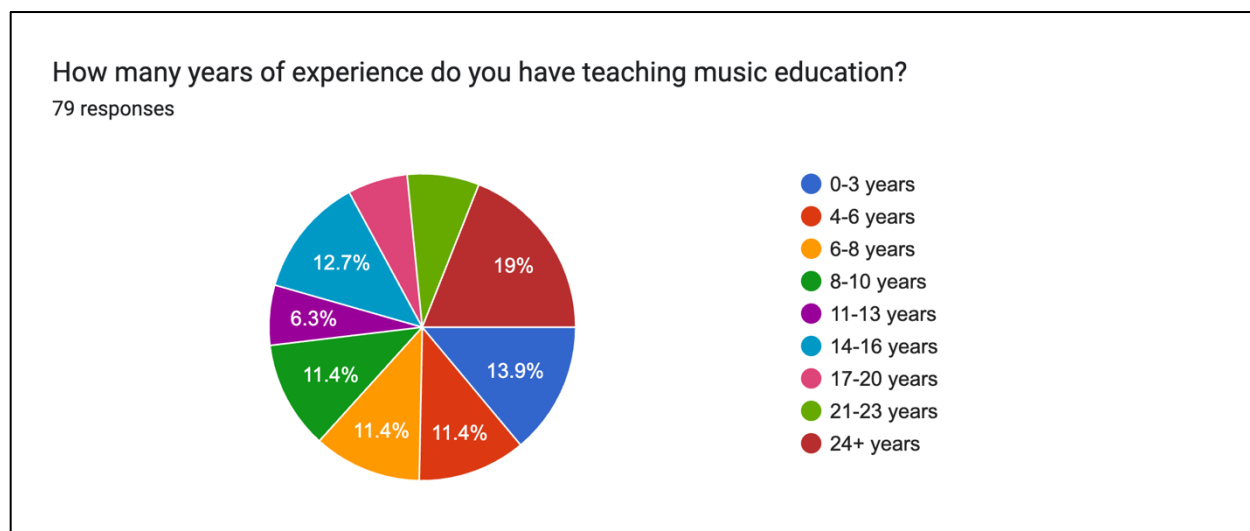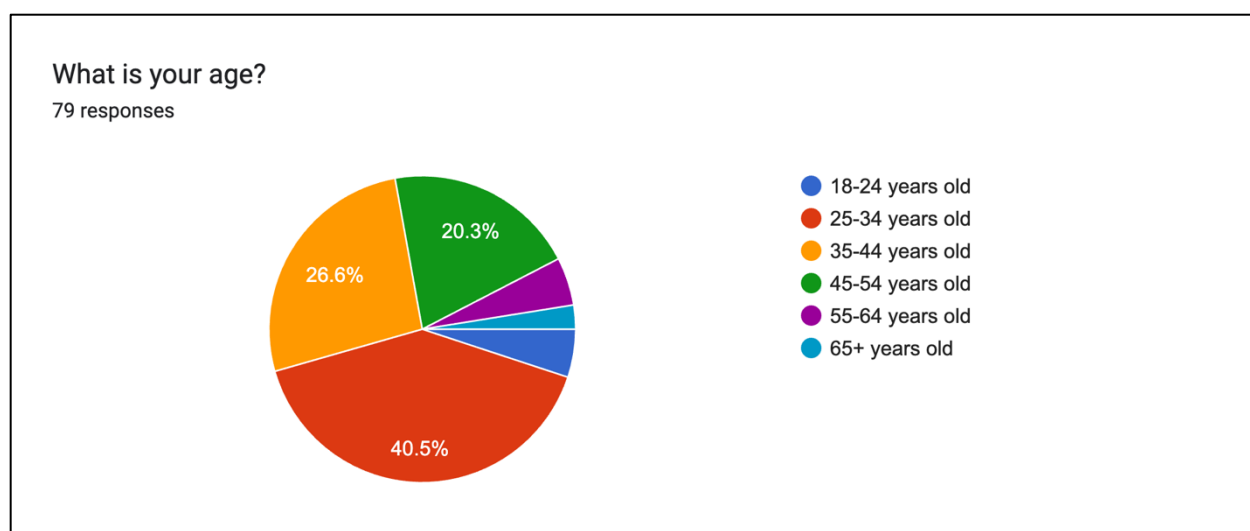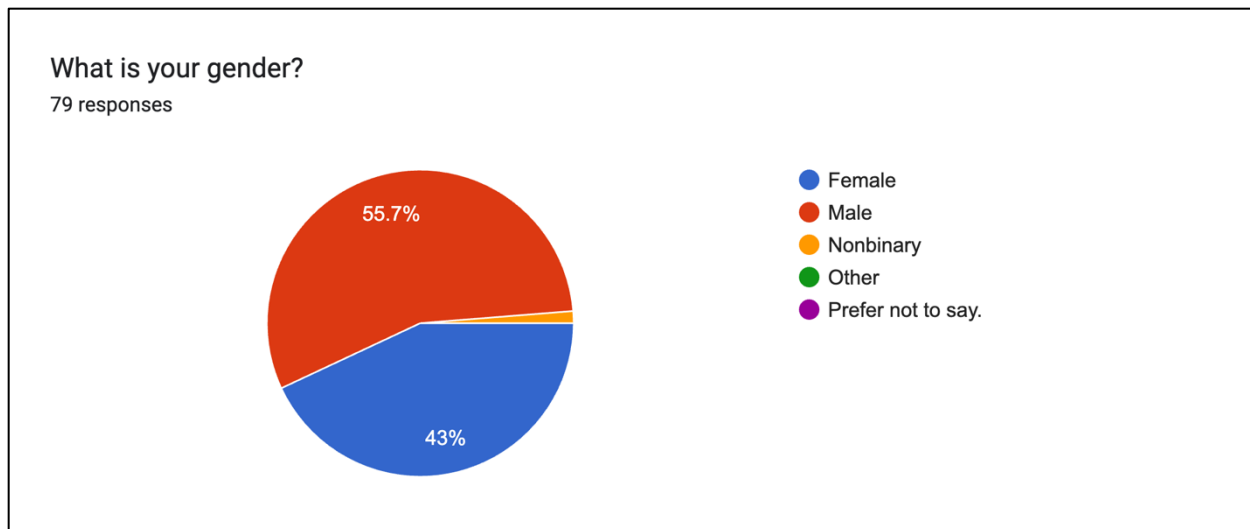

Figure 1. Experience

Figure 2. Age
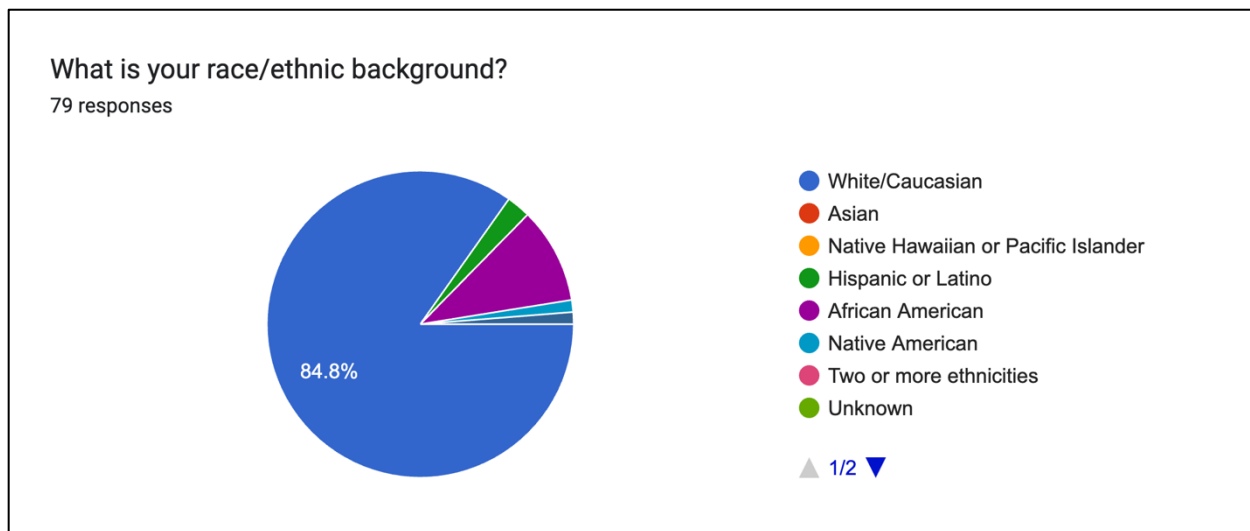
Figure 3. Gender
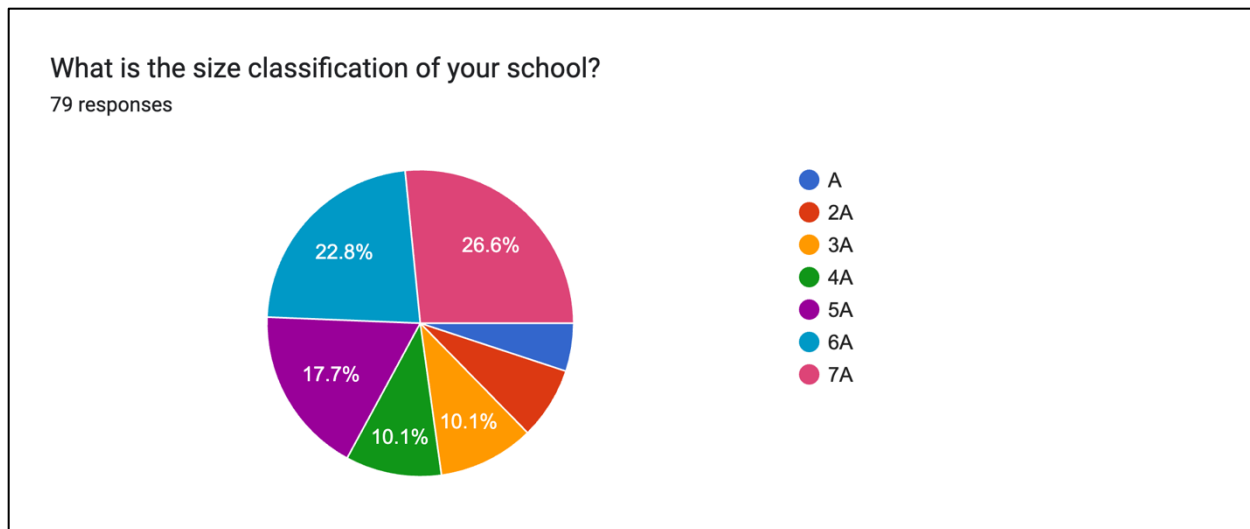

Figure 4. Race or Ethnicity
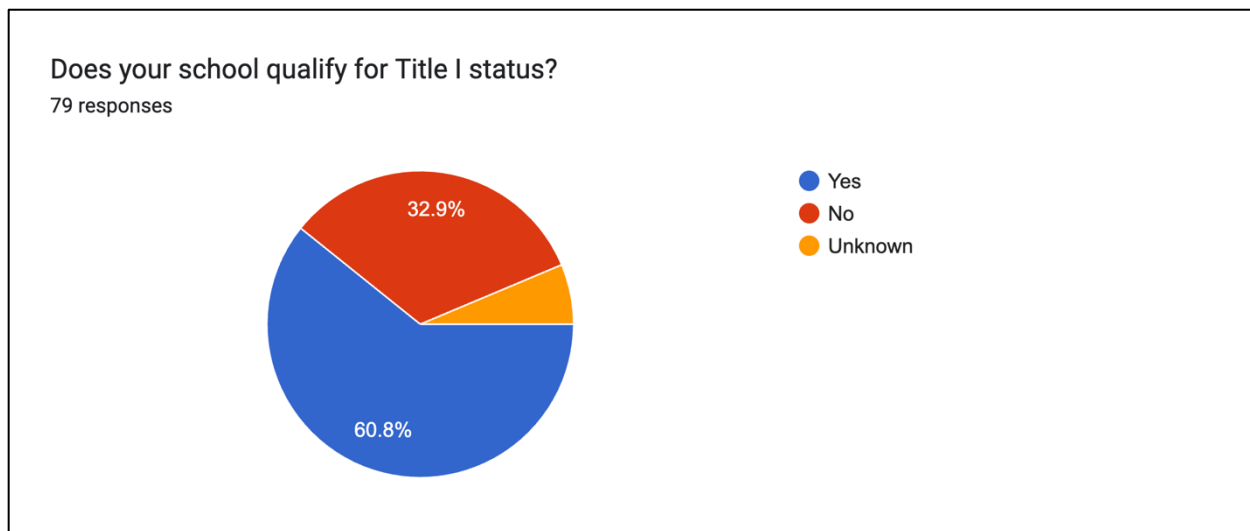
Figure 5. School Size
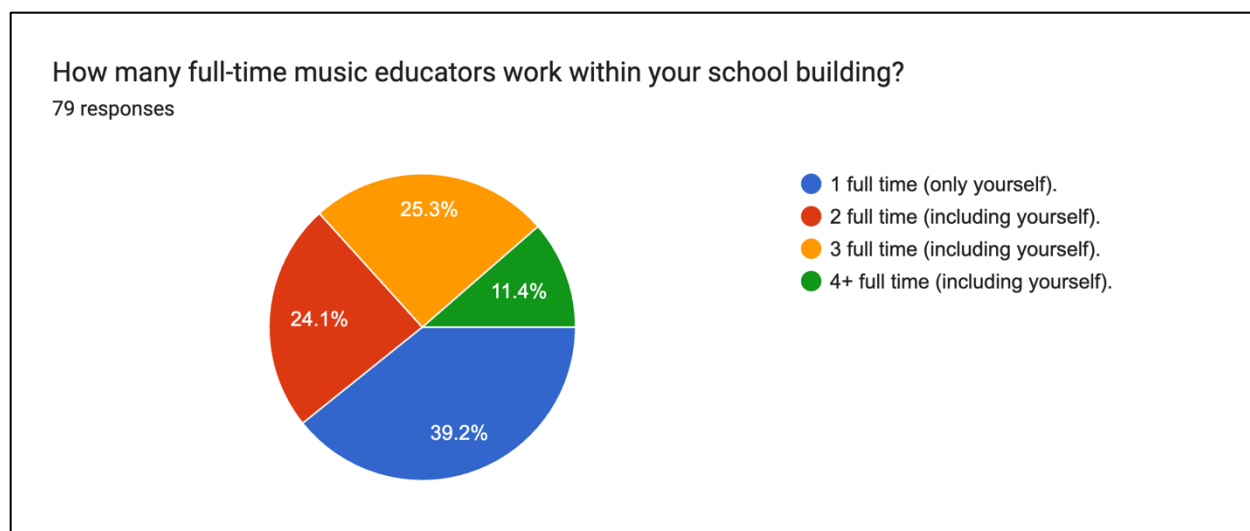

Figure 6. Title I Designation

Figure 7. Number of Other Full-Time Music Faculty

Participant's Reported Overtime

The sample included seventy-nine full-time secondary music ensemble directors (n = 79).

Eighteen (22.8%) reported working 9-10 overtime hours weekly on average. Fourteen (17.7%)

reported working more than fifteen overtime hours weekly. Thirteen (16.5%) reported working

7-8 overtime hours weekly, and ten (12.7%) reported 5-6 hours. Six (7.6%) participants reported

working 3-4 hours, six (7.6%) participants reported working 11-12 hours, and six (7.6%)

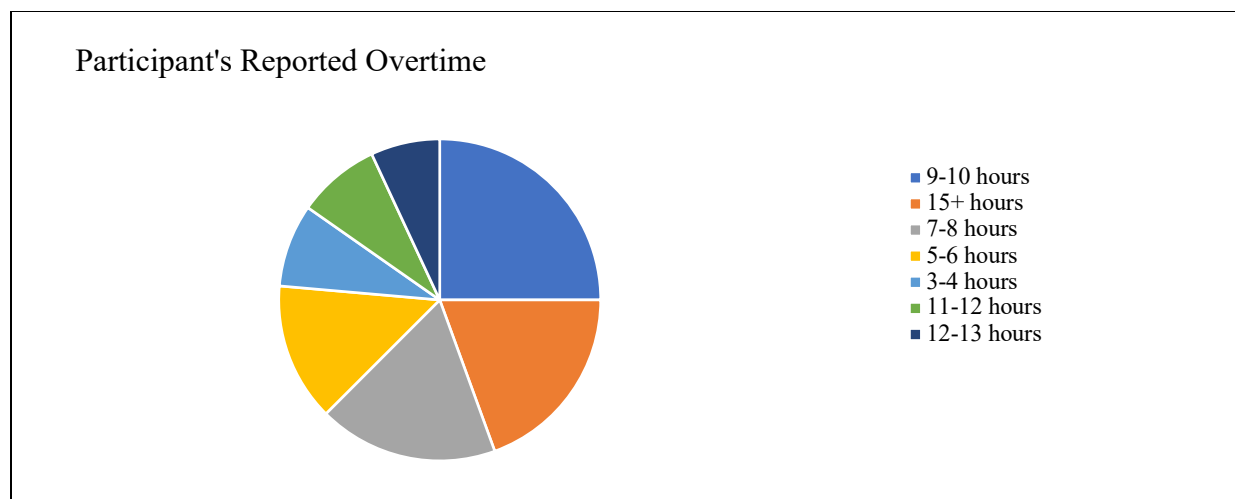participants reported working 12-13 hours (Figure 8).

Participant's Reported Overtime

Figure 8. Participant's Reported Overtime

Participant's Reported Digital Overtime

The study survey described digital overtime to participants as using digital devices outside the regular school day for work. Examples were given, such as answering or sending emails, using software or applications for work-related activities, and communicating with administrators, parents, or students. Twenty-five (31.6%) participants report working 1-2 hours weekly using digital devices for work outside the school day. Nineteen (24.1%) reported 3-4 hours weekly, sixteen (20.3%) reported 5-6 hours weekly, seven (8.9%) reported working 9-10 hours weekly, five (6.3%) reported working 7-8 hours, and three (3.8%) reported working more than 15 hours of digital overtime weekly. Two (2.5%) reported working 11-12 hours, one (1.3%) reported 12-13 hours, and one (1.3%) reported working zero digital overtime hours weekly (Figure 9).
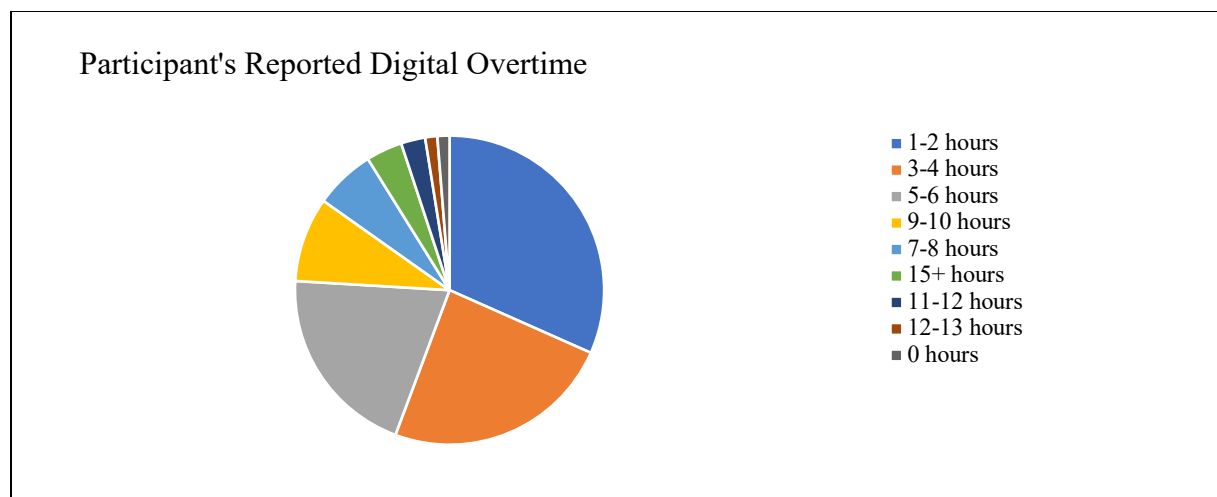
Figure 9. Participants Reported Digital Overtime

<div align="center">Burnout</div>

Three dimensions of burnout were measured using the Maslach Burnout Inventory-Educator Survey, a twenty-two-question Likert-type questionnaire. The three dimensions of burnout are emotional exhaustion, depersonalization, and reduced personal accomplishment. Nine questions in the survey measured the dimension of emotional exhaustion. Five additional questions in the survey measured the participant's dimension of depersonalization. The survey's eight remaining questions measured the dimension of personal accomplishment.

Emotional Exhaustion

Nine questions on the research instrument examined the emotional exhaustion dimension (subscale). Each question had a numerical score from 0-6, and the overall subscale had a maximum numerical score of fifty-four. The researcher identified high-level burnout using the calculations provided in the instrument's manual, $Z = M + (SD*0.5)$. This formula provided the gathered data with a numerical cut-off of $Z = 32.57$. Any scores over 32.57 indicated high burnout. Participants in the study had emotional exhaustion scores that ranged from 5-53, with a

mean of 27.16. Twenty-three participants (29%) had a score over the 32.57 threshold, which

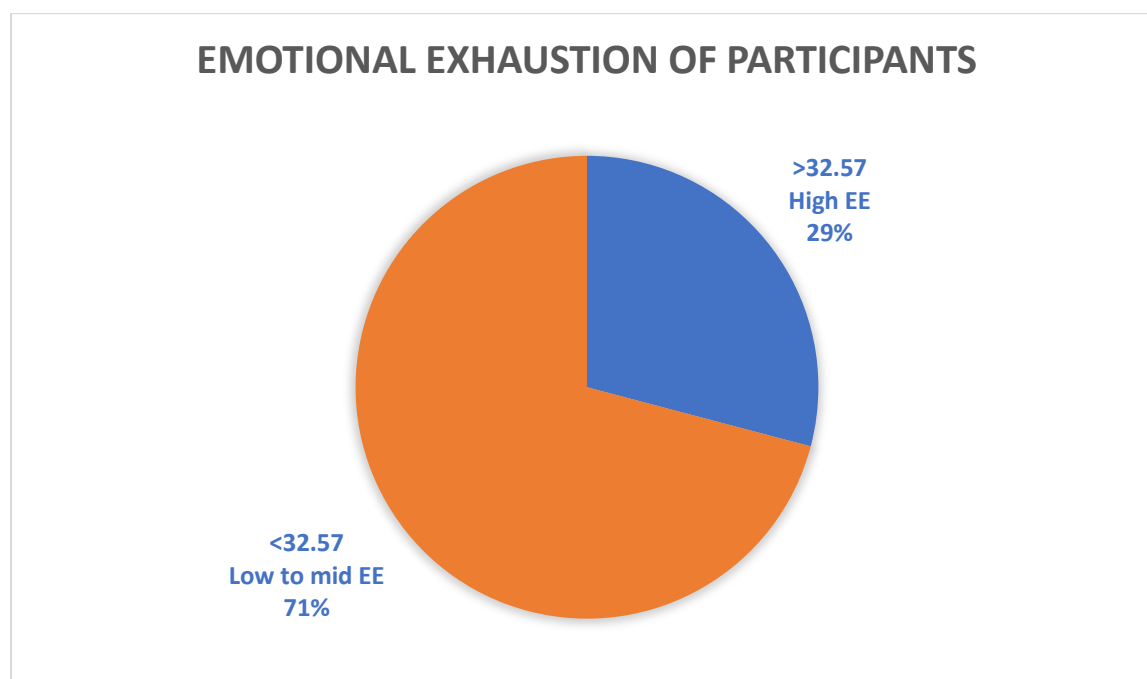indicated high burnout in the Emotional Exhaustion dimension (Figure 10).

Figure 10. Emotional Exhaustion Tabulation

Depersonalization

Five questions in the research instrument survey examined the depersonalization

dimension (subscale). Each question had a numerical score from 0-6, and the overall

depersonalization subscale had a maximum numerical score of twenty. The researcher identified

high-level burnout using the calculations provided in the instrument's manual, $Z = Mean + (SD*1.25)$. This formula provided the collected data with a numerical cut-off of $Z = 14.02$. Any

scores over 14.02 indicated high burnout. The study participants had depersonalization scores

ranging from 0-24 with a Mean of 7.21. Eight participants (10%) had a score over the 14.02

threshold, which indicated high burnout in the depersonalization dimension (Figure 11).
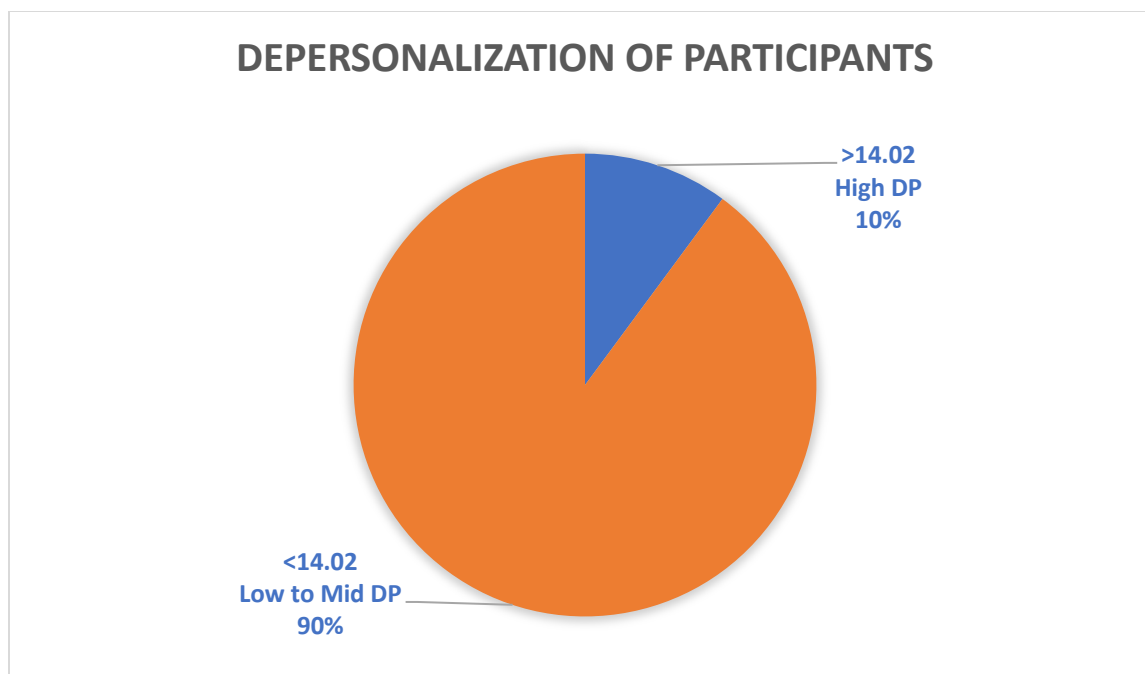
Figure 11. Depersonalization Tabulation

Personal Accomplishment

Eight questions in the research instrument survey examined the depersonalization dimension (subscale). Each question had a numerical score from 0-6, and the overall personal accomplishment subscale had a max numerical score of forty-eight. The researcher identified high-level burnout using the calculations provided in the instrument's manual, $Z = Mean + (SD*.10)$. With the gathered data, this formula provided a numerical cut-off of $Z = 36.92$. Any scores over this showed high levels of personal accomplishment. Participants in the study had scores in this dimension that ranged from 18-48, with a mean of 36.26. Forty-one individuals (51.89%) had scores showing high personal accomplishment levels (Figure 12).
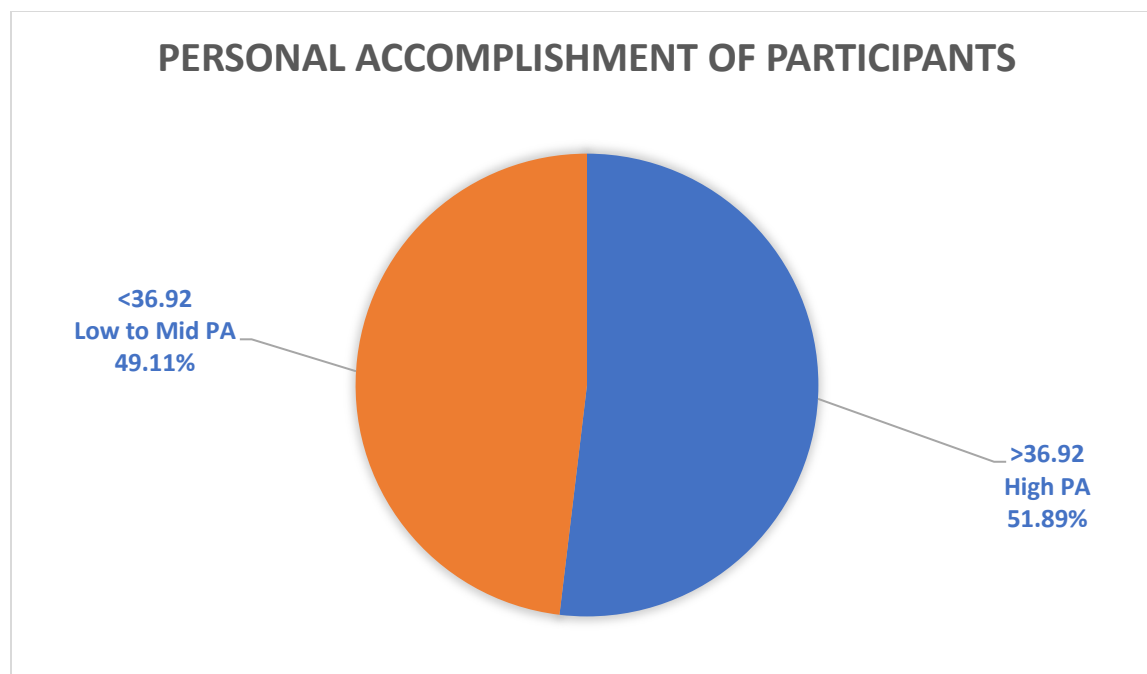
Figure 12. Personal Accomplishment Tabulation

Assumptions Testing

A Pearson product-moment correlation presumes, first, that there are two variables measured on a continuous scale. The analysis also assumes the pairing of two continuous variables: each participant has two values, one for each variable. RQ1 examined the relationship between overtime and three dimensions of burnout, and RQ2 examined the relationship between digital overtime and three dimensions of burnout. Both research questions satisfied assumptions one and two. The Pearson product-moment correlation also assumes a linear relationship. Visual inspection of scatterplots revealed a linear relationship among only a few variables, thus violating assumption three (Figure 13). SPSS and Casewise Diagnostics tested assumption four. There were no significant outliers; therefore, assumption four was tenable. Lastly, SPSS tested the fifth assumption of bivariate abnormality, which showed scattered and widely dispersed

areas, violating assumption five (Figure 14).

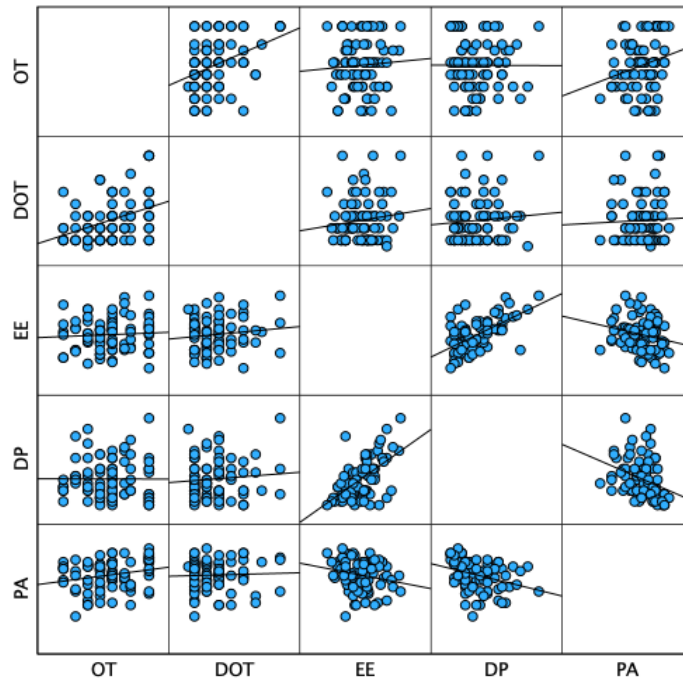**Figure 13. Assumption 3, Linear Relationship Between Two Variables**
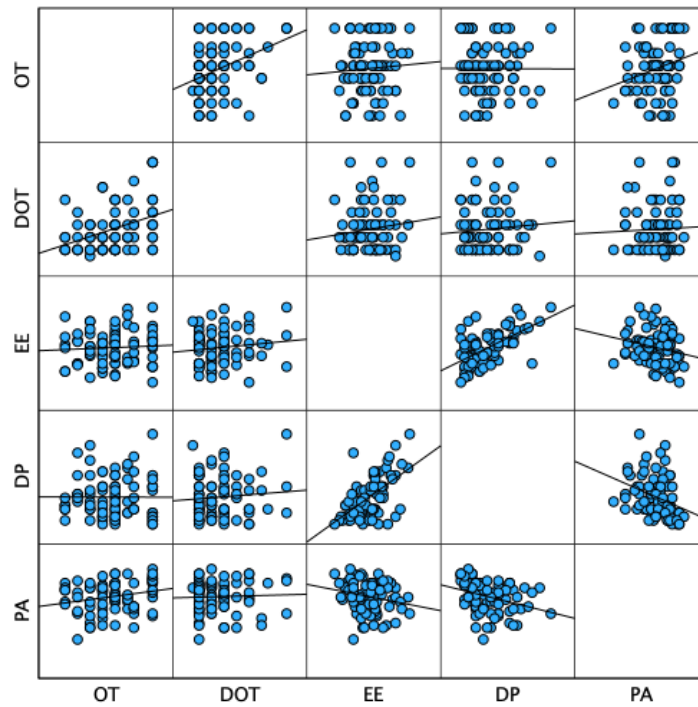
Figure 14. Assumption 5, Bivariate Abnormality

Research Question One

RQ1: Is there a relationship between overtime and burnout among Alabama secondary ensemble directors?

H₀1: There is no relationship between overtime work and Alabama secondary ensemble directors' burnout.

Measures of Central Tendency, Overtime, Research Question 1

The analysis included measures of central tendency to summarize data for the three dimensions of burnout and overtime, forming the criterion variable for RQ1. These data appear in Table 1.

Table 1. Measures of Central Tendency, Overtime

	M	*SD*	*N*
OT	8.54	4.2	79
EE	27.16	10.81	79
DP	7.2	5.44	79
PA	36.26	6.5	79

Results

The researcher computed a Pearson product-moment correlation coefficient to analyze the relationship between the five variables. There was a weak statistical significance between overtime and digital overtime ($p = < .001$, $r = .382$). There was a significant positive correlation between overtime and personal accomplishment ($p = .042$); however, the relationship was weak ($r = > .229$). The remaining variables of burnout showed no other significant relationships to overtime. Overtime and emotional exhaustion had a neutral correlation at $p = .575$, while

overtime and depersonalization showed a neutral correlation at $p = .979$. The statistical analysis did not support Hypothesis One regarding overtime and burnout.

Table 2. Correlation Table, Research Question 1, Overtime

	r	p
DOT	.382	< .001
EE	.064	.575
DP	-.003	.979
PA	.229	.042

Research Question Two

RQ2: Is there a relationship between digital overtime and burnout among Alabama secondary ensemble directors?

H₀2: There is no relationship between digital overtime work and Alabama secondary ensemble directors' burnout.

Measures of Central Tendency, Digital Overtime, Research Question 2

The analysis included measures of central tendency to summarize data for the three dimensions of burnout and digital over time, forming the criterion variable for RQ2. These data appear in Table 3.

Table 3. Measures of Central Tendency, Digital Overtime

	M	*SD*	*N*
DOT	4.29	3.6	79
EE	27.16	10.81	79
DP	7.2	5.44	79
PA	36.26	6.5	79

Results

The research computed a Pearson product-moment correlation coefficient to analyze the relationship between digital overtime and the three dimensions of burnout. Again, the data showed a weak statistical correlation between overtime and digital overtime; however, the computation showed no statistical significance between digital overtime and any variables measured for burnout, including emotional exhaustion, depersonalization, or personal accomplishment. Digital overtime's neutral correlation to each burnout dimension (subscale) was as follows: emotional exhaustion at $p = .257$, depersonalization at $p = .440$, and personal accomplishment at $p = .731$. The statistical analysis did support Null Hypothesis Two regarding no relationship between digital overtime and burnout.

Table 4. Correlation Table, Research Question 2, Digital Overtime

	r	*p*
OT	.382	< .001
EE	.129	.257
DP	.088	.440
PA	.039	.731

Burnout Dimension Correlations

Additional data showed statistical significance between the individual burnout variables for this study's participants. Emotional exhaustion and depersonalization showed statistical significance at $p = <.001$. This relationship showed a moderately strong relationship at $r = .594$. Personal accomplishment and depersonalization also showed a statistical significance and weak relationship with $p = >.003$ and $r = -.331$. Emotional exhaustion and personal accomplishment did not meet the threshold for statistical significance; however, it did trend toward significance with $p = >.057$.

Table 5. Correlation Table, Burnout Dimensions

	EE	DP
EE	1	$r = .594$ $p = <.001$
PA	$r = -.215$ $p = .003$	$r = -.331$ $p = .003$

Other Findings

Additional data was computed in SPSS to determine correlational relationships between burnout and additional participant demographic information. The results showed two statistically significant relationships between demographic data and burnout data. A weak positive correlation emerged between experience and personal accomplishment with $p = .034$ and $r = .238$.

Table 6. Correlation Table, Personal Accomplishment to Experience

	r	p
Experience	*.238*	.034

There was a second weak positive correlation between gender and emotional exhaustion with $p = .047$ and $r = .226$ (Table 6). The researcher did not include a single nonbinary response in this analysis due to the minimal data size.

Table 7. Correlation Table, Emotional Exhaustion to Gender

	r	*p*
Gender	*.226*	.047

Of the study participants displaying high emotional exhaustion scores, thirteen were women, with an average score of 30.45 on the EE subscale (the mean for all women was $M = 29.53$). Ten male participants displayed high emotional exhaustion scores. The male respondents had an average score of 25.56 on the EE subscale (the overall mean EE for male participants was $M = 25.38$).
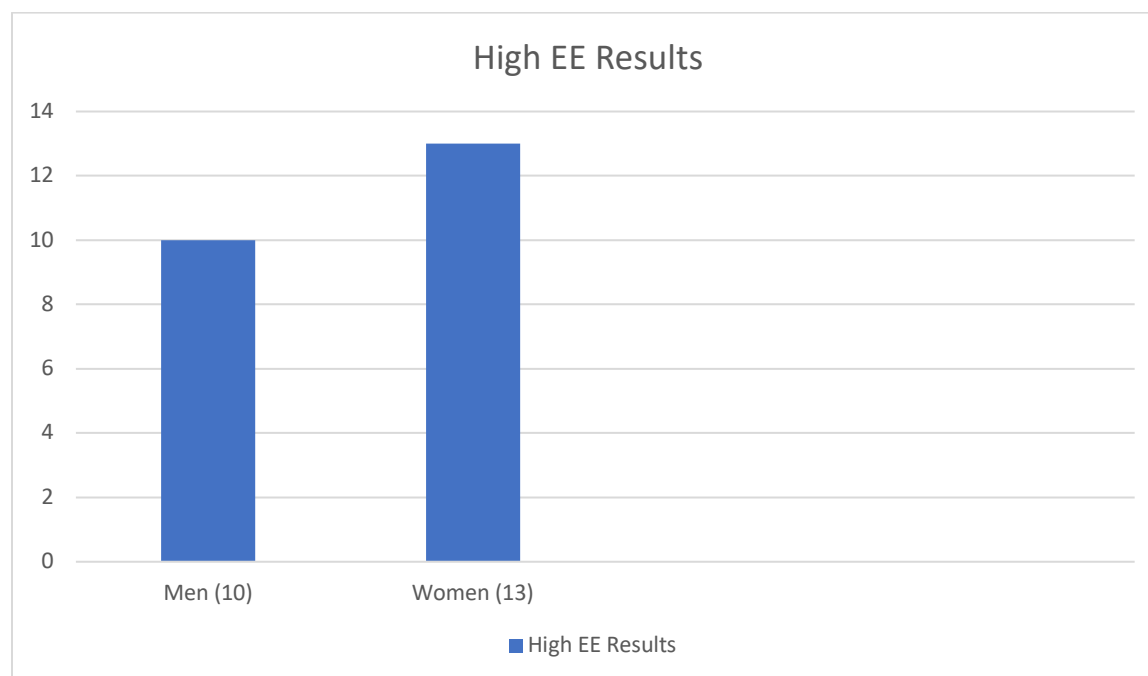

Figure 15. Binary Gender Representation of High Emotional Exhaustion

Summary

This study examined the relationship between overtime, digital overtime, and burnout among secondary music ensemble directors in Alabama. A Pearson product-moment correlational coefficient was appropriate for determining significance. Three assumptions were tenable, while two had violations. The data showed several relationships between the burnout variables, including a weak correlation between emotional exhaustion and depersonalization and a weak correlation between personal accomplishment and depersonalization. The only statistical significance between overtime or digital overtime and the burnout variables was the relationship between overtime and individual accomplishment, which was positively and weakly correlated. The data showed neutral correlations between overtime and emotional exhaustion and overtime and depersonalization subscales. The results exhibited neutral correlations between digital overtime and any variables measured for burnout, including emotional exhaustion, depersonalization, and personal accomplishment.

Chapter Five: Conclusion/Discussion

Overview

This chapter will explore the implications of the data analysis conducted for this study and discuss conclusions based on the findings. The main focus of this study was to examine the relationship between overtime, digital overtime, and burnout among Alabama secondary ensemble directors. The researcher utilized a quantitative, correlational approach to achieve this objective. The researcher collected data regarding burnout levels from Alabama secondary ensemble directors using the Maslach Burnout Inventory-Educator Survey. The researcher also collected data in a demographic section, which included participants' overtime, digital overtime, and other demographic details of interest, such as participant's teaching experience, gender, and school size. Data were collected anonymously via the Google Survey application. This chapter presents and discusses the research findings prior research, defines the limitations of the results, outlines implications for the profession, and provides recommendations for future research. This analysis draws important conclusions and thoroughly explains the data and their potential impact on the profession.

Summary of Findings and Prior Research

The purpose of this correlational study was to examine the relationship between working hours and burnout among secondary ensemble directors in Alabama. This study's variables were the three dimensions of burnout, self-reported overtime, and digital overtime hours. The researcher gathered overtime and digital overtime hours through the first section of the research survey entitled "Demographic information." The second section of the research survey measured burnout using the Maslach Burnout Inventory-Educator Survey, a previously validated twenty-two-question Likert-type questionnaire. The developers of the MBI explicitly altered the original

to measure the three dimensions of burnout in educators. This study provided information regarding the burnout levels of secondary music directors, split into three dimensions (subscales): emotional exhaustion, depersonalization, and personal accomplishment. Participants in this study completed an approximately fifteen-minute anonymous Google Survey. The researcher converted the survey results into a Google Sheet, copied all data from the Google Sheet into Microsoft Excel, and tallied each burnout dimension (subscale) according to the instructions in the instrument manual. The researcher then imported this new data and the demographic data into the IBM Statistical Software program, SPSS. A bivariate analysis was conducted on the data using Pearson's product-moment correlation.

The Pearson product analysis revealed statistically significant relationships between two sets of variables. (1) There was a weak positive correlation between overtime and digital overtime, and (2) a weak positive correlation between more overtime and higher personal accomplishment. The weak statistical significance between overtime and digital overtime was anticipated, as more overtime hours may naturally translate to more digital overtime hours. It is logical to assume that those who work more after school will spend some of that time on digital work. The researcher expected this correlation but was surprised it was not stronger. However, in hindsight, the survey did not specify whether the overtime and digital overtime hours were recorded separately or overlapped, potentially skewing results. The researcher provides additional discussion on this in the limitations section of this chapter.

The most notable results of the study were the neutral correlation and weakness of the relationship between burnout and working hours. No statistically significant correlations were found between digital overtime and any dimensions of burnout, effectively confirming null

hypothesis two. Hypothesis one only had one statistically substantial finding: between overtime and personal accomplishment.

Overtime and Personal Accomplishment

While neither emotional exhaustion nor depersonalization were statistically significant in their relationship to overtime, a positive, albeit weak, correlation existed between more overtime and higher levels of personal accomplishment. This positive relationship was unforeseen by the researcher. The expected outcome was that higher overtime (OT) would have an inverse relationship with higher personal accomplishment (PA). The researcher expected this relationship because reduced personal accomplishment is a marker for burnout, and the study hypothesized there would be a positive relationship between burnout and overtime. However, the survey questions measured the personal accomplishment subscale and indicated that higher OT correlated to high levels of PA.

This significance suggests that those who worked more overtime had fewer burnout indicators on the PA subscale. This relationship was weakly correlated, and the researcher does not want to overemphasize this interpretation. However, several ideas come to mind about why a positive relationship between overtime and higher personal accomplishment may exist. It is also essential to preface this next section with a reminder that there are no objective measurements of accomplishment in this study. Still, this domain is a perception only of a director's sense of personal achievement.

Engagement

It is plausible that those who work more overtime feel pride in those hours, justifying them, and hence have enhanced feelings of personal accomplishment. Most music educators recognize the vital difference they make in students' lives. This impact is one of the ways that

countless educators feel fulfilled. Those who view their teaching as a personal calling or spiritual gift might logically find greater meaning in extending work time. In other words, spending numerous hours improving students' lives is a worthwhile sacrifice. This feeling of fulfillment could mediate the effects of burnout.

Tizner et al. found similar results regarding work engagement.[1] Their study unexpectedly revealed that the work intensity dimension of high work investment (effort) partially mediated the relationship between work engagement and burnout.[2] More effort equaled decreased burnout. Some psychologists, such as Carol Dweck, suppose that effort and investment fill employees with meaning and positive feelings that counteract the tendency to burnout.[3] The result of overtime positively relating to higher personal accomplishment also parallels Scheufeli et al. and their results concerning job engagement and burnout. They defined engagement as "a positive, fulfilling, work-related state of mind characterized by vigor, dedication, and absorption."[4] Of interest are the descriptions of each of these dimensions of engagement: vigor, dedication, and absorption:

> *Vigor* is characterized by high levels of energy and mental resilience while working, the willingness to invest effort in one's work, and persistence even in the face of difficulties. *Dedication* is characterized by a sense of significance, enthusiasm, inspiration, pride, and challenge…The final dimension of engagement, *absorption*, is characterized by being fully concentrated and deeply engrossed in one's work, whereby time passes quickly and one has difficulties with detaching oneself from work.[5]

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[1] Tiziner et al., "Understanding the Relationship," 157.

[2] Ibid., 165.

[3] Carol S. Dweck, *Self-theories: Their Role in Motivation, Personality, and Development (*New York: Psychology Press, 1999), 41.

[4] Schaufeli et al., "Workaholism, Burnout, and Work Engagement," 75.

[5] Schaufeli et al., "Engagement and Burnout," 74-75.

These characterizations aid in understanding how the researchers suggest that engagement is not measured accurately as merely the opposite of MBI scores, as Maslach and Leiter's work inferred, but that its structure allows engagement to be "operationalized in its own right."[6] Ultimately, Shaufeli et al. found evidence to support this claim and further evidence that job engagement indeed negatively correlated with burnout.[7] Arnold Bakker discusses the psychological underpinnings of work-engaged individuals and asserts that engagement is contagious and comprises various social-psychological processes.[8] The contagion emerges within a group when they simultaneously experience the dimensions of engagement at high levels (vigor, dedication, and absorption), and proactive behaviors such as job crafting and playful work design help them stay engaged. Bakker discusses this "playful work design" in an earlier study, which he defines as "the process through which employees proactively create conditions within work activities that foster enjoyment and challenge without changing the design of the job itself."[9] A related study led by Yuri Scharp, a Bakker et al. research co-author, confirmed the hypothesis that employees who use fun and competition design in their work feel more engaged.[10] The descriptions of playwork design have natural and intrinsic tendencies toward music teaching. One might infer from the results of this study and the prior research that secondary music directors express work engagement behaviors. This behavior may be especially

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[6] Schaufeli et al., "Engagement and Burnout," 74-75.

[7] Wilmar Schaufeli et al., "The Measurement of Engagement and Burnout: A Two Sample Confirmatory Factor Analytic Approach," *Journal of Happiness Studies* 3, no. 1 (2002): 85-87.

[8] Arnold Bakker, "The Social Psychology of Work Engagement: State of the Field," *Career Development International* 27, no. 1 (2022): 36-53, https://doi.org/10.1108/CDI-08-2021-0213.

[9] Arnold Bakker et al., "Playful Work Design: Introduction of a New Concept," *The Spanish Journal of Psychology* 23, no. 19 (2020): doi:10.1017/SJP.2020.20.

[10] Yuri Scharp et al., "Playful Work Design: Conceptualization, Measurement, and Validity," *Human Relations* 76, no. 4 (2023): 509-550, https://doi.org/10.1177/00187267211070996529.

evident in those with the faculty and collaborative resources that support engagement dimensions and contagion. The author provides further discussion on staffing influences in a later section of this chapter.

Work Intensity and Autonomy

This study did not explore workload, which is an element that could account for the correlation between overtime and personal accomplishment or the lack of correlation between working time and burnout. However, considering previous research, workload could be more influential than actual working hours. In Beck's study, "The Weight of the Heavy Hours," there is a clear discussion of the expectations with education that teachers simply cannot meet. One participant in Beck's study said, "Workload is really not about how many hours we're in the building."[11] One study on burnout in social services echoes this idea when they discuss the "hidden" work time spent in humanitarian roles connecting and building interpersonal relationships.[12]

Edna and Sharona Goldenberg's research study may give some of the most relevant discussions explaining the lack of relationship between overtime and burnout found in this study. Their study addressed the inconsistent relationship between overtime and burnout in several studies. They hypothesized that the level of work investment during hours and the employee autonomy over those hours were essential[13]. Work investment is an idea of a time versus effort scenario. Rabenu and Goldenberg postulated that the extent of burnout depends on the levels of

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[11] Beck, "The Weight of A Heavy Hour," 631.

[12] Shan Jiang, Chaoxin Jiang, and Yuhang Cheng, "Working Overtime in Social Work Settings: Associations with Burnout, Person-Organization Value Congruence and Turnover Intentions Among Chinese Social Workers," *Human Service Organizations: Management, Leadership and Governance* 47, no. 1 (2022): 29.

[13] Rabenu and Boldenberg, "Understanding the Relationship Between Overtime and Burnout," 324.

work investment and that individuals with positive work investment mediate the relationship between overtime and burnout.[14] In other words, those genuinely invested in their work are less susceptible to burnout.

The authors also discuss the concept of autonomy. One can consider autonomy a job resource, similar to a monetary or physical resource that employees may access. However, there is a difference in actual job autonomy, measured objectively, and workers' perceptions of autonomy. Earlier in Chapter Two, the researcher discussed the essential nature of teacher autonomy and cited Maslach and Leiter's research. Their research emphasized how lack of control can lead to burnout, and those with access to professional autonomy and other resources are likely to experience job engagement."[15] Again, this idea returns to job engagement, reminiscent of and closely related to work engagement. Rabenu and Goldenberg proposed several ideas based on their literature review regarding autonomy, including its ability to moderate the relationship between overtime and burnout to a certain level of working hours (less than twelve per day).[16]

Music educators often have expanded professional autonomy, especially compared to other teaching fields. Teachers of standard core subjects typically have more prescribed curriculum and pacing guides and are subject to evaluation through various testing and standards at the local, district, and state levels. Secondary music ensemble directors, however, typically have more autonomy regarding what, when, and how they cover classroom material, such as ensemble literature. Hierarchical structures, such as booster programs and student leadership, and

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[14] Rabenu and Boldenberg, "Understanding the Relationship Between Overtime and Burnout," 324.

[15] Maslach, and Leiter, "Understanding the Burnout Experience," 105.

[16] Rabenu and Boldenberg, "Understanding the Relationship Between Overtime and Burnout," 330.

schedules, such as band camp or student travel, are often at the director's discretion, at least in part. Administrators rarely get involved in making choices such as concert literature, and music teachers may feel micromanaged less often than other specialties. If anything, there is a more salient issue of directors feeling forgotten or ignored, as was discussed in Chapter Two's section regarding lack of recognition. These factors could explain the mediation between working hours and burnout in secondary ensemble directors.

Resources

Autonomy is not the only resource relevant to burnout mediation. The researcher did not fail to note that so many of the participants in this study reported teaching in 6A and 7A schools with multiple music educators working in their buildings. A larger school district often means a larger budget and additional resources for secondary ensemble directors. Having other faculty in the building usually corresponds to more than one director per program or at least having a department of music personnel. Considering the benefits of these circumstances for networking and morale for music educators is crucial. While this study did not obtain correlational data between burnout and school size or staffing, one can hypothesize that additional staff could be a physical and psychological resource.

Laura Sindbert suggested that music teachers experience professional isolation due to their minority status.[17] In her qualitative interview study, she found several themes involving the value of social interactions in setting the foundation for meaningful interpersonal and professional relationships.[18] This interaction can cross specialties, but the study noted music

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[17] Laura Sindberg, "Alone All Together: The Conundrum of Music Teacher Isolation and Connectedness," *Bulletin of the Council for Research in Music Education,* no. 189 (2011): 8, https://doi.org/10.5406/bulcouresmusedu.189.0007.

[18] Ibid., 10.

teachers' connectedness with other music specialists.[19] For music teachers with music colleagues within the school building, there is a greater understanding of professional roles and opportunities for meaningful collaboration. Again, the contagious element of work engagement comes into play in work environments with collaborative music teacher opportunities.

Additionally, one might consider working hours as a resource. If workloads extend beyond the capabilities of the day, it may be that directors who extend their working time are using this extended time as a much-needed resource. Directors who spend more time working overtime may prepare and execute their roles more effectively, and this effectiveness translates to feeling prepared and having feelings of personal accomplishment that mediates overall burnout. Additionally, many of the directors who completed the survey indicated they received financial compensation for work beyond the school day. With additional data, it would be easier to determine whether their working hours reasonably equated to the financial compensation these directors received. However, the mere fact that compensation is present supports the value of the teachers' worth. According to prior research, teachers are not so concerned with exact numerical payment as they are concerned with feeling valued through financial compensation.[20]

Other Burnout Explanations

The Richter et al. study on working conditions and burnout concluded that reduced hours did not translate to a reduced risk of burnout in their study participants.[21] Their study results implied that reducing hours among their physician population did not reduce strain but led to

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[19] Sindberg, "Alone All Together," 11.

[20] Motoko Akiba et al., "Do Teachers Feel Valued in Society? Occupational Value of the Teaching Profession in OECD Countries," *AERA Open,* 9, no. 1 (2023): 1.

[21] Richter et al., "Less Work," 205.

work intensification.[22] These researchers pointed to other factors being more influential toward burnout, like work climate or "soft factors," such as perceived relationships with superiors or colleagues and the ability to reconcile family and work.[23] This idea resonates with Robert Gardner's study in 2010. All the analyses in his study found that perceptions of support from administrators exhibited the greatest influence on teacher satisfaction and job commitment among music educators.[24] While Gardner did not examine music teacher burnout specifically, his research on the causes of music educator retention, attrition, and turnover point to some of the same ideas. His study implied that certain job or teacher attributes, educator opinions, and perceptions of the workplace directly affected teacher attrition.[25] Gardner's article cited the work of Donald Hamann, Elza Daugherty, and Charlotte Mills, who did examine burnout. Their findings discussed several contributors to teacher burnout and job commitment, especially the importance of administrative support and administrators' failure to communicate expectations clearly.[26] Likewise, Habip Bedir's article, "The Burnout Blues," listed excessive workload, lack of support, inadequate compensation, and high expectations as factors causing burnout in education. Bedir's study had similar percentages to this study, with 35% of the teachers who participated feeling burned out.

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[22] Ibid.

[23] Ibid.," 214.

[24] Gardener, "Should I Stay or Should I Go?" 119.

[25] Ibid.

[26] Donald. L. Hamann, Elza Daugherty, and Charlotte R. Mills, "An Investigation of Burnout Assessment and Potential Job Related Variables among Public School Music Educators," *Psychology of Music* 15, no. 2 (1987): 139, https://doi.org/10.1177/0305735687152002.

Other Findings

The data revealed another weak positive correlation between experience and personal accomplishment ($p = .034$, $r = .238$). Earlier in this chapter, there was much discussion on the possible explanations for this relationship between high levels of personal accomplishment and working hours. The similar relationship between experience and personal accomplishment was not unsurprising, as those directors who have worked in this industry would naturally exhibit strong feelings towards what they have and continue to accomplish. A number of secondary directors with advanced years of experience participated in this study. Nineteen percent of the total participants in this study had twenty-four or more years of experience. These directors have maintained their careers and assumingly avoided burnout to the point that they have remained in music education for that length of time. They either have intrinsic qualities, personality traits, and resources or have found ways to mediate stress and burnout to a manageable level to last this long in the classroom. These findings parallel other studies on burnout and attrition, which found that those with the longest experience are often the most likely to stay.[27]

The data also revealed a positive correlation between gender and emotional exhaustion. This result suggested a weak positive correlation between gender and emotional exhaustion. The data found that more women were affected than men in the emotional exhaustion subscale total. The gender divide in the study was from thirty-four female participants to forty-four male participants. Male participants outnumbered the female participants, but female participants outnumbered males in the emotional exhaustion subscale. The ratio of women to men who showed high levels of emotional exhaustion was thirteen to ten. (13:10). Additionally, upon further examining these numbers, the female participants experiencing emotional exhaustion

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[27] Gardener, "Should I Stay or Should I Go?" 116.

outnumbered the male participants, and the female participants had higher average scores in the emotional exhaustion subscale. The mean EE score for female participants showing high burnout was $M = 30.45$, while the mean EE score for male participants was $M = 25.56$. As a whole population, the overall mean EE for female participants was $M = 29.53$, while the overall mean male EE was $M = 25.38$. Although this correlation was weak, other studies have found that women are more prone to burnout and emotional exhaustion.

A recent 2024 research review by Viktoriya Karakcheyeva et al. examined existing literature on the well-being of women in healthcare professions. They found that across twenty-six countries and many social contexts, research reported women having higher stress and burnout compared to their male counterparts.[28] As the authors examined the existing literature, they identified several gender-specific factors with a direct correlation, including job satisfaction, psychological health, and work-life integration.[29] In an interview on her research, Karakcheyeva said women have less professional autonomy than their male colleagues and experience more structural gender discrimination.[30] She and her team also found a phenomenon labeled "motherhood penalty," she said the following: "Women with poor work-life balance report struggling to create boundaries between their personal and professional identities… they may feel pressured to meet societal caregiver expectations."[31] The issues in the healthcare field may apply to women in the music field as well. There are a variety of studies and concerns

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[28] Viktoriya Karakcheyeva et al., "The Well-Being of Women in Healthcare Professions: A Comprehensive Review," *Global Advances in Integrative Medicine and Health* 10, no. 13 (2024): 1.

[29] Ibid.

[30] Chelsie Derman, "Women Experience Worse Mental Health, Burnout Than Men," HCP Live, March 8, 2024, accessed July 9, 2024, https://www.hcplive.com/view/women-experience-worse-mental-health-burnout-than-men.

[31] Derman, "Women Experience Worse Mental Health, Burnout Than Men."

surrounding the resources and issues of women in the field of music education, particularly at the secondary level. Kate Fitzpatrick's notable article "Motherhood and the High School Band Director: A Case Study" explores this perspective. She discusses first the variety of literature focused on the lacking roles of women in music education and then examines the enabling factors of successful female band directors, with work-life balance being much of the focus.[32] These are just a few applicable studies with potential explanations for the differences found between men and women on the emotional exhaustion subscale found in this study.

Implications for Practice

The results of this study suggest that secondary ensemble director's burnout is not significantly affected by the number of overtime hours they work per week. Understanding this relationship between working hours and burnout presents essential implications for music education professionals. If working hours, namely overtime and digital overtime, are not the primary factors correlating to burnout, it is necessary to look at other influences in the lives and professional situations of secondary music directors. Numerous directors in this research survey worked overtime and digital overtime hours without clear correlations to burnout dimensions. This data is vital to developing additional instruments and research studies that examine how and in what ways those directors can mediate stressors and thus avoid high levels of burnout.

The weak correlation between increased overtime hours and higher personal accomplishment results implies that further research is needed surrounding overtime and the dimension of personal accomplishment. A causal relationship between overtime and burnout is not clear. The relationship between the variables in this study was weak in all positive

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[32] Kate R. Fitzpatrick, "Motherhood and the High School Band Director: A Case Study," *Bulletin of the Council for Research in Music Education*, no. 196 (2013): 11-21.

correlations. None of the relationships in this study were strong enough to warrant any significant implications for altering current practices or imposing reductions in overtime among Alabama secondary directors.

However, the results of this study revealed a relatively concerning percentage of directors who exhibited burnout indicators in at least one dimension, and several dimensions were statistically significant to one another. Emotional exhaustion and depersonalization were moderately strong in their relationship, personal accomplishment and depersonalization were significantly correlated, and emotional exhaustion and personal accomplishment trended toward significance. These relationships imply that secondary music directors who showed one dimension of burnout were prone to high burnout in a second or third dimension.

What is equally concerning is that the emotional exhaustion subscale represented the largest percentage of burnout affecting participants in this sample. Twenty-three out of the total seventy-nine participants reported high levels of emotional exhaustion. This finding is concurrent with other literature emphasizing emotional exhaustion as a critical dimension.[33] Emotional exhaustion is also known as the first of the burnout dimensions to develop.[34] These findings emphasize the importance of burnout awareness, intervention, and continued research.

Limitations

Assumptions three and five of the Pearson product-moment correlation were violated and, therefore, serve as limitations to this study. The assumption of a linear relationship between two variables was not tenable as it was not visible between all variables. The analysis of the

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[33] Göldag, "An Investigation," 92.

[34] Ibid.

assumption of bivariate abnormality revealed that several areas were scattered and widely dispersed. This analysis did not represent the classic cigar shape, violating this assumption. Violation of two assumptions could affect the interpretation of the study results.

This study also employed convenience sampling, which increases the likelihood of sampling biases that can skew results. The researcher utilized convenience sampling due to the ease of accessibility and potential increased participation. Due to the non-random nature of the sampling, the results are "not generalizable outside populations that share the exact characteristics of the sample itself."[35] In addition, the AMEA executive leadership unexpectedly rejected the study's permission request to contact members via email and through AMEA's social media accounts. The AMEA executive leadership instead referred the researcher to the separate division chairs (AVA, ABA, AOA). The researcher contacted the Orchestra, Band, and Vocal divisions. However, they did not respond to the email permission request equally. Thus, the study may not have been disseminated equally between the divisions and subspecialties in secondary music. This uneven distribution potentially increased the likelihood that certain membership bases would not participate.

Since the researcher shared the study through professional organizations, this sample may not represent all secondary music ensemble directors, namely those without professional membership. Music educators who do not have active professional memberships might produce different results. Those educators with more resources and fewer indicators for burnout may be more likely to have active memberships. Additionally, the researcher shared the survey on social media, which could have created a specific network of teachers who completed the survey. The

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[35] Pritha Bhandari. "Sampling Bias and How to Avoid It: Types and Examples," Scribbr, accessed July 2, 2024, https://www.scribbr.com/research-bias/sampling-bias/.

researcher considered this when more than half of the respondents taught at 6A and 7A schools, and many have significant years of teaching experience.

The seasonal timing of the study may have also served as a limitation. An unknown number of potential participants may not have had access to the study due to the available timeline window being the month of June. A myriad of music educators take vacations in Alabama during June and do not check work emails. The researcher disseminated the survey through this communication method; therefore, the timing may have caused a reduction in participants and potential data. Very dedicated music ensemble directors with more positive work-related attitudes may have also been more likely to complete a work-related survey during summer vacation.

As mentioned earlier in the discussion, the survey did not specify whether the overtime and digital overtime hours were recorded separately or overlapped. Some participants may have reported overtime and digital overtime as two separate sets of hours; others may have reported digital overtime as a percentage of cumulative overtime. This lack of clarity in the demographic survey may have been interpreted differently by participants and potentially skewed the results.

There is always a potential that during a survey, participants will respond to a question the way they believe they should or the way they believe the researcher wants them to, rather than honestly. Lack of participant truthfulness significantly impacts the study's findings and data analysis. Lastly, it is also possible that participants underreported or overreported their overtime, or digital overtime, whether purposefully or without being cognizant of their error. Without advanced notice of the demographic questions, participants could not increase awareness of their work behaviors regarding overtime. Self-reporting errors that affected the data were possible.

Recommendations for Future Study

Schaufeli and Tiziner's work regarding work engagement delved deeper beyond the simple hourly time commitment of overtime and examined work intensity or effort.[36] This effort or intensity topic would be an excellent area of future study regarding music educators' burnout. A study or individual studies examining the workloads and intensity of music directors or recording their working hours and digital overtime more objectively would gain valuable insight. As the limitations section discussed, it is possible that the participants in this study overestimated or underestimated their working hours. Studies such as "Perceptions vs Realities of Overtime and Digital Overtime" or "How Much Time Do Music Teachers Spend on Technology" would be valuable in understanding the working hours of music educators. If the researcher were to replicate this study, probability sampling would better apply findings to the secondary ensemble director population as a whole. The researcher would also gather more data regarding several other factors mentioned in burnout research, such as participant's attitudes and perceptions of administrative support, school scheduling, and work-life balance.

The researcher recommends further studies that include a qualitative or mixed-methods approach to examine music educators working hours and burnout. This approach would allow data to include interviews and find themes on directors' resources and tools to mediate burnout. In particular, conducting interviews with successful directors of significant experience with high overtime and low burnout levels would be valuable. Studies centered on the psychology that drives these individuals to work, such as personality types, would be of interest, and a qualitative study examining what drives overtime work in secondary directors would be a valuable

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[36] Schaufeli et al., "Engagement and Burnout," 74-75; Tiziner, et al., "Understanding the Relationship," 157.

perspective. Burnout and working hours are still valuable relationships to examine; however, researchers need additional approaches to determine further results

Summary

This correlational survey study examined the relationship between working hours and the burnout of secondary ensemble directors in Alabama. The theoretical framework proposed that one's inability to manage stressors results in teacher burnout. The problem identified in Chapter Two was that a progressive teacher shortage threatens education, including music education. This teacher shortage involves teacher attrition, which has a strong relationship with burnout and other related causes that influence burnout. The literature implied that workload and overtime influence burnout levels. However, according to the seventy-nine participants surveyed in this study, overtime hours had little correlation to their burnout. Digital overtime had no statistically significant correlation to burnout. While a number of the music educators in the study indicated high levels of burnout via the questionnaire, the data in this research study does not support the idea that working hours have a direct positive relationship to burnout. This study supports prior research indicating burnout is a complicated web of factors. Chapter Five concludes this research study. The findings surprised the researcher and only Null Hypothesis Two was clearly supported. The results of this study add to the body of research concerning overtime and burnout in education and provide new perspectives and ideas about how to continue research regarding overtime, workload, digital work, and burnout. Recommendations invite future researchers to expand on this research, including larger sample sizes, additional demographic information, and qualitative participant interviews. The researcher also invites all music educators to become cognizant of influences on their stress and burnout, including working time and digital work.

Appendix A: IRB Approval Letter

LIBERTY UNIVERSITY.
INSTITUTIONAL REVIEW BOARD

June 11, 2024

Ashley Gresko

Donald Palmire

Re: IRB Exemption - IRB-FY23-24-1893 The Relationship Between Working Hours and

Burnout Among Alabama Secondary Music Ensemble Directors

Dear Ashley Gresko, Donald Palmire,

The Liberty University Institutional Review Board (IRB) has reviewed your application per 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 described in your IRB application, and

no further IRB oversight is required.

Your study falls under the following exemption category, which identifies specific situations in

which human participants research is exempt from the policy set forth in 45 CFR 46:104(d):

Category 2.(i). 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:

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;

For a PDF of your exemption letter, click on your study number in the My Studies card on your Cayuse dashboard.

Next, click the Submissions bar beside the Study Details bar on the Study Details page. Finally, click Initial under Submission Type and choose the Letters tab toward the bottom of the Submission Details page. Your information sheet and final versions of your study documents, which you must use to conduct your study, can also be found on the same page under the Attachments tab.

This exemption only applies to your current research application, and any modifications to your protocol must be reported to the Liberty University IRB for verification of continued exemption status. You may report these changes by completing a modification submission through your Cayuse IRB account.

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

Sincerely,

G. Michele Baker, PhD, CIP

Administrative Chair

Research Ethics Office

Appendix B: Maslach Burnout Inventory Permission and Sample Questions

For use by Ashley Gresko only. Received from Mind Garden, Inc. on May 7, 2024

Permission Letter

mind garden

www.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:

Maslach Burnout Inventory forms: Human Services Survey, Human Services Survey for Medical Personnel, Educators Survey, General Survey, or General Survey for Students.

The license holder has permission to administer the complete instrument in their research, however, only three sample items from this instrument as specified below may be included in the research write-up, thesis, or dissertation. Any other use must receive prior written permission from Mind Garden. The entire instrument form may not be included or reproduced at any time in any other published material. Please understand that disclosing more than we have authorized will compromise the integrity and value of the test.

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

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.

 Copyright ©1986 Christina Maslach, Susan E. Jackson & Richard L. Schwab. All rights
 reserved in all media. Published by Mind Garden, Inc., www.mindgarden.com

 Sincerely,

Robert Most
Mind Garden, Inc.
www.mindgarden.com

Appendix C: Demographic Questionnaire

What is your gender?

Female
Male
Nonbinary
Other
Prefer not to say.

What is your age?

18-24 years old
25-34 years old
35-44 years old
45-54 years old
55-64 years old
65+ years old

How many years of experience do you have teaching music education?

0-3 years
4-6 years
6-8 years
8-10 years
11-13 years
14-16 years
17-20 years
21-23 years
24+ years

What is your race/ethnic background?

White/Caucasian
Asian
Native Hawaiian or Pacific Islander
Hispanic or Latino
African American
Native American
Two or more ethnicities
Unknown
Other
Prefer not to say

What is your marital/family Status

Single/Divorced with no dependents.
Single/Divorced with dependents.
Married with no dependents.
Married with dependents.

What is the size classification of your school currently?

A
2A
3A
4A
5A
6A
7A

Does your school qualify for Title I status?

Yes
No

How many full-time music educators work within your school campus?

1 full time (only yourself).
2 full time (including yourself).
3 full time (including yourself).
4+ full time (including yourself).

What supplemental pay do you receive in your current position?

No supplemental pay annually
$1.00-999.00 annually
$1,000-1,499 annually
$1,500-1,999 annually
$2,000-3,999 annually
$4,000-5,900 annually
$6,000-7,900 annually
$8,000-9,999 annually
$10,000+ annually

Does your position include teaching elementary or middle school courses?

Yes
No

How many additional hours do you spend working outside the regular school day on average weekly?

0 hours weekly
1-2 hours weekly
3-4 hours weekly
5-6 hours weekly
7-8 hours weekly
9-10 hours weekly
11-12 hours weekly
12-13 hours weekly
14-15 hours weekly
More than 15 hours weekly

How many hours do you spend working by using digital devices outside the regular school day on average weekly? (answering/sending emails, using software & applications for work-related activities, crafting or responding to administrator/parent/student communication)

0 hours weekly
1-2 hours weekly
3-4 hours weekly
5-6 hours weekly
7-8 hours weekly
9-10 hours weekly
11-12 hours weekly
12-13 hours weekly
14-15 hours weekly
More than 15 hours weekly

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