

ABSTRACT

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An Investigation of the Effects of Selected Factors Upon Teacher Burnout
Among Fourth Grade Teachers in Louisiana
(Major Professor: George E. Rice, PhD)

The purpose of this study was to determine the relative strengths of five selected predictors (threat of school violence, excessive paperwork, salary, school performance score, and high-stakes testing) on teacher burnout among fourth grade teachers in Louisiana. A second purpose of this study was to investigate the phenomenon of teacher burnout among fourth grade teachers based on scores generated from the three components of the *Maslach Burnout Inventory – Educators Survey*.

Data were collected from a sample of 149 fourth grade teachers in Louisiana. The *Educators Survey* was utilized to obtain measures of teacher burnout on three components: Emotional Exhaustion, Depersonalization, and Personal Accomplishment. A *Demographic Questionnaire* was used to gather general information about the teachers. The *Teacher Survey*, a researcher-constructed instrument, was used to obtain information on the five selected predictors of teacher burnout.

Data were analyzed through the use of three stepwise multiple regression analyses. Null hypotheses were tested at the .05 level of significance. Regression analyses indicated that a significant relationship exists between the variables excessive paperwork, high-stakes testing, and amount of salary and teacher burnout as measured by the Emotional Exhaustion component of the *Educators Survey*.

The results also revealed a significant relationship between high-stakes testing and amount of salary and teacher burnout as measured by the Depersonalization component of the *Educators Survey*. No significant relationships were found between the five selected predictors of teacher burnout and the Personal Accomplishment component of the *Educators Survey*. The findings in this study provide significant data on teacher burnout that can be useful to the Louisiana Department of Education, school districts, elementary/secondary principals, and teachers. This study adds additional findings to the body of knowledge related to improving student achievement in Louisiana.