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**A Descriptive Study on the Similarities of Fears
Held by Preservice Special Education Teachers
and Preservice Elementary Education Teachers
Prior to Field-Based Experience**

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Longwood College

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This thesis has been approved by the following committee:

| | |
|------------------------------|------------------------|
| Dr. Ruth Meese (Chairperson) | <u>Ruth Meese</u> |
| Dr. Patty Whitfield | <u>Patty Whitfield</u> |
| Dr. Terry Overton | <u>Terry Overton</u> |
| Date of Approval: | <u>April 28, 1995</u> |

Abstract

Although a great deal of attention has been focused on the issue of teacher burnout, very little has been done at the preservice level for both special and elementary education teachers to prevent it. Research shows that burnout is most likely to occur in the first three years of teaching; therefore, steps should be taken during preservice teacher training to help future teachers deal more effectively with the challenges and stress they will undoubtedly encounter. This study investigated whether or not preservice elementary and special education teachers encounter the same fears prior to their field-based experience. Thirty preservice teachers responded to a Likert-Scale questionnaire which assessed preservice teacher beliefs about issues related to burnout. The results were analyzed by calculating percentages and mean scores for each respondent's questionnaire to examine similarities in fears. In addition, a t-test was computed. Results of the study indicated no differences between elementary and special education teachers on their fears regarding early signs of burnout.

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Much appreciation to all the **preservice teachers** that participated in this study.
Good luck to all of you!

Thank you **mom** and **dad** for supporting my decision to go into the field of special education. I am forever grateful for the two of you in assisting me with the most priceless gift of all, an education.

Last but not least, to **Doug**, without you in my life, I would not have made it through these past couple of years. Your tremendous love and support helped me to accomplish my dream. I thank you for all the "emergency" errands and custodial duties you performed for me. I love you and I cannot wait to share my life with you!

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A Descriptive Study on the Similarities of Fears
Held by Preservice Special Education Teachers
and Preservice Elementary Education Teachers
Prior to Field-Based Experience

Teaching is a very demanding occupation. Teachers are responsible for maintaining effective discipline, making sure their students are meeting state and local curriculum requirements, completing necessary paperwork when assigned, attending both scheduled and/or unscheduled meetings, participating in extra-curricular school activities, and upholding other teacher related responsibilities. Their jobs, however, are often viewed by the general public as nine-month stints of manageable workdays, with 3 p.m. quitting times and lazy summers off. According to Greer and Greer (1992), in reality, teachers are ranked third behind airline pilots and surgeons as the most stressed professionals. Thus, the teaching profession has been identified by some people as a very stressful career choice (Burke & Greenglass, 1983).

Being a teacher in our society is occasionally viewed as an endless road that often leads to burnout. Teaching is a pressure cooker job that can sap the life out of anyone who lets it. No matter what, teaching is psychologically draining, thrusting individuals into a turbulent world where nothing goes as planned. The term burnout was first introduced by Freudenberger in 1974. Freudenberger indicated that "job burnout is a syndrome of physical and emotional exhaustion produced by excessive demands on the

energy, strength, and resources of the individual" (Banks & Necco, 1990, p. 187).

Teacher burnout, according to Maslach (1982) is defined as a work-related stress syndrome that results in physical and emotional exhaustion with strong negative effects in a person's motivation, attitude, and personal relationships.

Burnout

Over the past decade, the rise and pervasiveness of teacher burnout has drawn considerable attention from educational administrators, clinicians, and academicians alike (Byrne, 1991). Research conducted by Beer and Beer (1992) found that approximately 10% of teachers in the United States leave the teaching profession annually. They also discovered that an estimated 50% of teachers leave their profession within 10 years of entering. According to Stinnett (1977), a majority of teachers leave teaching within the first two or three years. With such startling statistics, the issue of burnout must be addressed to help prevent our future and current educators from leaving the teaching field.

Friedman (1991) suggested that the rise of burnout increases with a teacher's age and number of years of experience. Ages 41-45 years, as noted by Friedman, represent the peak group for teachers to experience burnout. Friedman also ascertained that male teachers have higher levels of burnout than do female teachers. Cherniss (1980) and Farber (1983) concluded that an individual's characteristics and personality are substantial components to burnout; however, the main cause for the majority of reported cases of burnout is environmental. Beer and Beer (1992) discovered that teachers who have high

self-esteem tend to be more effective, active, and assertive in meeting environmental demands. Teachers with low self-esteem, however, tend to become withdrawn and, therefore, experience distress.

A national survey indicated that individuals who successfully coped with occupational stress had three important characteristics as part of their personality (Lowenstein, 1991, p. 13): a.) they were problem solvers who did not spend endless hours complaining about issues or problems, but rather looked for solutions; b.) they kept their work expectations in line with reality; and, c.) they had the ability to resolve conflict situations with the intuitive skills to discern which of the conflict situations at work was worth their involvement. Thus, these characteristics are prominent factors in influencing a teacher's satisfaction with his or her human service field.

Frank and McKenzie (1993) stated that environmental stressors in a teacher's day that are often linked to the development of burnout include excessive paperwork, oversized caseloads, discipline problems, unclearly defined roles, and insufficient administrative reports. Other symptoms of burnout include such feelings as physical, emotional, and attitudinal exhaustion, leading to irritability as well as hopelessness, helplessness, and disenchantment (Lowenstein, 1991). With these stressors, Greer and Greer (1992) noted that the physical manifestations often result in severe headaches, fatigue, persistent neck, jaw, shoulder, back, or muscle tension, nightmares or insomnia, loss of or excessive appetite and other serious physical problems. Without proper stress techniques, such as seminars, lectures, good eating habits, exercise, and muscle relaxation techniques,

according to Bradfield and Fones (1984), teachers' careers and lives may result in very difficult challenges. Severe signs of burnout can sometimes lead to mental illness, spouse and child abuse, alcohol and drug abuse, and suicide (Lowenstein, 1991). Greer and Greer (1992) also noted that if teachers are made aware of their expectations as a teacher, as well as sources of stress, and healthy ways to deal with daily stressors, then they will be more likely to experience enhanced self-efficiency and job satisfaction in the classroom. Therefore, teaching stress reduction early in teachers' careers can often allow them to cope with burnout in a successful way.

Byrne (1991) reported that special education teachers are more prone to burnout than regular teachers. Byrne also stated, however, that other literature on burnout suggested teacher burnout is more prevalent among high school teachers than among elementary school teachers. Beer and Beer (1992) found that both special and regular education teachers experienced no difference in the burnout rate, which was considered to be significantly moderate for both populations. According to Greer and Greer (1992), the attrition rate in special education is three and one-half times higher than what is found with regular classroom teachers.

Overall, new teachers, no matter what area of teaching they are in, tend to be very vulnerable to burnout. Stress is a common affliction among young professionals, especially those who are driven by their relentless perfectionism. New teachers have a strong tendency to blame themselves for the differences they note between what they expect to happen during their first year of teaching and what actually does happen

(Lowenstein, 1991). If a mismatch exists between a teacher's expectation and the perceived reality of the job, then there often is a repeated cycle of unsatisfactory school experiences, unpleasant feelings, behavioral manifestations of these feelings and the negative reaction of others.

Preservice Teacher Education Programs

With the passage of Public Law 94-142, preservice teacher educator programs were directly affected (Roberson, 1980). Since the regular classroom was defined as the least restrictive environment for many children with mild disabilities, numerous elementary and secondary teachers who previously would have had little or no contact with these children were asked to assume increased responsibilities (Spodek, 1982). Therefore, teacher preparation programs at colleges and universities needed to re-evaluate and restructure their programs in order to address the new expectations of their graduates. As noted by Lakin and Reynolds (1983), PL94-142 not only requires that handicapped students be mainstreamed when appropriate but that the education they receive be effective as well. Therefore, both regular education and special education teachers had to do more than passively accept the placement of students with disabilities into their classrooms.

Today, preservice programs at many colleges and universities have been restructured to prepare their graduates adequately. The programs, which may include field-based experiences, help future teachers learn appropriate teaching techniques for their classrooms. In order to train future regular and special education teachers

adequately to handle burnout, however, preservice programs at the undergraduate and graduate level must also be established to offer some course work or programs dealing with this issue. According to Platt and Olson (1990), colleges and universities, and school districts, through their teacher preparation programs, should make identification and management of stress an integral part of their programs. This training would allow future teachers to grow professionally without falling to the debilitating effects of stress. Also, preservice programs are necessary to help prepare teachers to be active decision makers and reflective thinkers (Buck, Morsink, Griffin, Hines, & Lenk, 1992) in the field. Griffin (1984) stated that many new teachers have little or no understanding of the tensions, dilemmas, and possibilities they may encounter as future authority figures in schools. Many new teachers are often overwhelmed by the ways in which schools function (Griffin, 1984). When they enter their classrooms, the new teachers feel anxiety and are at-risk for potential burnout because they were not exposed, during their field-based experiences, to these school-setting rituals and rites common in school settings (Griffin, 1984).

Student teaching is a time when a student prepares to be a teacher, and it provides the first real opportunity for the student to think as a teacher, and to inquire actively rather than passively (Krutilla & Safford, 1990). As student teachers, preservice teachers conduct lessons, take roll, create bulletin boards, arrange meetings, and grade papers. Many of the preservice teachers, however, are never involved with the dominance of scheduling, textbook accessibility, number and nature of instructional materials

(Griffin, 1984), and faculty meetings. All of these aspects of teaching are often excluded from a student teacher's experience due to the short amount of time, approximately eight to twelve weeks, that they are out in the field.

Lyon, Vaassen, and Toomey (1989) discovered that many of our preservice teachers are not prepared effectively for the complex demands that they face daily in the classroom. This may be due to the lack of preparation that the preservice teachers receive in their preparation programs throughout the United States (Jones & Messenheimer-Young, 1989). Many preservice teacher education programs are severely criticized for the following reasons (Tafel, 1982, p. 7):

1. The thrust of teacher education programs in the United States has been and continues to be that of socializing preservice teachers into the profession and perpetuating the status quo.
2. The elements of the typical teacher education sequence (e.g., subject matter, pedagogy, practice teaching) have remained unchanged since the Normal School era.
3. The fundamental goals for teacher education have remained unsettled; however the profession has become increasingly standardized in a top-down approach to credentialing. This phenomenon is due, in large part, to the common thrust of the various controlling agencies for teacher education which act as gatekeepers for the profession.

4. The profession has studied itself, has been studied by those outside the profession, and has been severely criticized by scholars, researchers, and the general public. While criticisms are often acknowledged as valid, the profession, as a whole, seems preoccupied with meeting present challenges by retaining past practices, becoming even more intent on isolating itself from existing and emerging challenges, and furthering its efforts as gatekeepers, protecting those within the profession and seeking to make entrance into the profession more difficult.

Despite criticisms, an ideal arena within teacher preparation programs would be introductory education courses in which both regular and special education preservice teachers jointly participate in field-based experiences (Phillips, Allred, Brulle, & Shank, 1990).

Statement of Purpose

With the combination of good teacher preparation programs and preventive guidelines on teacher burnout, future teachers can look forward to a relatively stress-free future in teaching. Banks and Necco (1990) showed that age and training background, and not experience, had a significant relationship with teacher burnout. They concluded that an at-risk candidate for job burnout would be a young teacher with only minimal undergraduate certification in the field of special education. Thus, the objective of the following study is whether or not preservice special education teachers and preservice elementary teachers experience the same fears prior to their field-based experiences.

This is the first step towards finding a solution to the problem of early burnout in future teachers and how to prevent and treat the burnout before it becomes severe.

Methodology

Sample and Procedure

Participants in this study consisted of thirty undergraduate preservice teachers who student taught in the Spring semester of 1995. Fifteen preservice special education teachers who are becoming endorsed in mental retardation, learning disabilities and emotional disturbance NK-12 and fifteen preservice elementary education teachers who are becoming endorsed NK-8 were selected. These subjects were from a small four-year public college located in Central Virginia. All subjects received preservice training from the college. The subjects for this study were selected on a volunteer basis. Both, the fifteen preservice special education teachers and the fifteen preservice elementary education teachers were randomized and then volunteered from a list of numbers assigned to each. The numbers were then selected randomly to avoid any biases. This process was used for the entire group due to the large number of teachers (e.g., 87) who student taught during the Spring semester. Again, confidentiality and anonymity were guaranteed for both samples.

Both the preservice special education and elementary education teachers had completed two previous field-experience (e.g. practica) prior to their student teaching. To student teach, a cumulative grade point average (GPA) of 2.5 on a 4.0 scale was required. The sample involved with this study met this qualification.

A Likert-Scale questionnaire with a cover letter (See Appendix A) and detailed instructions were given to each volunteer subject. The questionnaire was administered in

a student teaching course with a college professor present to diminish any bias. Prior permission was granted to survey in the course. Completed questionnaires were sealed in an enclosed envelope and then placed in a large box.

Instrument

A new instrument designed by the researcher for studying the fears of preservice special education teachers and preservice elementary education teachers prior to the field-based experience was developed based on a review of literature. The questionnaire was designed to gather information on any similarities among fears that these two groups shared. The questionnaire was divided into two sections. The first section requested demographic information such as the subject's age, sex, and grade point average (See Appendix B). It also contained information about their previous experiences with children and teaching, marital status, race, and their areas of endorsements. The second section of the questionnaire presented the Likert-Scale survey that consisted of 15 questions (See Appendix C). Scores on the scale ranged from 1-5. The scores represented the following terms: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree.

In an effort to establish content validity the Likert-Scale questionnaire was field-tested by graduate and undergraduate students from a four-year public college located in Central Virginia. These students evaluated the questions to ensure that each was representative of the field in question. First, the field-testing was conducted to determine that the directions for the questionnaire were presented in a clear and understandable

fashion. Second, the researcher wanted to ensure that patterns of responses were consistent amongst the field-testers. All field-testers responded appropriately.

Data Analysis

All data analyses were based on both the Likert-Scale questionnaire and demographic questions provided by the researcher. The statistical computer program, STATDISK, was used to analyze data collected from the questionnaire. The data analysis involved calculating and interpreting descriptive statistics. A t-test was conducted to determine differences between the groups on the Likert-Scale items.

Results

Instrument

A total of 30 questionnaires were distributed to the student teachers, 15 to elementary education and 15 to special education. All special education teachers who student taught in the Spring semester were surveyed. Twenty-one percent (n=15) of the 72 regular education teachers were surveyed. All fifteen were preservice elementary teachers. One-hundred percent of those elementary and special education student teachers surveyed responded to the questionnaire. Of the thirty returned, 1 questionnaire statement was incomplete; therefore, the data analysis for statement 11 was based on a sample of 14 for elementary preservice teachers and 29 total subjects (See Table 2). All other questions were answered completely by all of the participants.

Demographic Data

The demographic data for the responses are as follows. All the subjects (N=30) involved in the study were single. Twenty-seven (90%) of the subjects were female and 3 (10%) were male. Of the 15 subjects who were preservice elementary teachers, 12 (80%) were female and 3 (20%) were male. All of the preservice special education teachers were female. The average age of the preservice elementary teachers was 21.7 (n=15) and for the preservice special education teachers the average age was 21.4 (n=15). The average grade point average (GPA) for preservice elementary teachers was 3.237 (n=15) and 3.097 (n=15) for preservice special education teachers. GPA is based on a 4.0 grading scale. One-hundred percent (n=15) of the preservice special education teachers

were Caucasian. Of the preservice elementary teachers, 13 (87%) (n=15) were Caucasians, and one (7%) was of Hispanic and another (7%) of African American heritage. One-hundred percent of preservice special education teachers were Psychology majors. Of the preservice elementary education teachers, 8 (53%) were Psychology majors, 3 (20%) were Sociology majors, 2 (13%) were English majors, 1 (7%) was a Liberal Studies major, and 1 (7%) was a History major.

The percentage of preservice special education teachers and preservice elementary education teachers who had experience with children and/or teaching was 97% (N=30). Out of the sample, only 1 preservice teacher had no experience with children or teaching. Several preservice teachers in both fields reported having the most experience with children through baby-sitting. Detailed results can be found in Table 1.

Likert-Scale Results

Using a Likert-Scale questionnaire, both preservice teacher groups were asked about their fears and concerns in the field of teaching. This instrument was used to discover any similarities these preservice teachers had in common with their fellow peers.

Scores on the Likert-Scale questionnaire were computed for each subject. Subjects with a high positive score of 46-67 or higher, agreed or strongly agreed with statements on the questionnaire. On the other end of the spectrum, a low score in the range of 45-23 or lower, indicated that the subject disagreed or strongly disagreed with the questionnaire statements. Table 3 represents the total scores for each group for each statement on the Likert-Scale.

Next, means were analyzed for the total group and for each subgroup. (See Table 2). For elementary education preservice teachers, means ranged from 1.7 on item number 12 (e.g., teacher pay) to 4.7 on item number 15 (e.g., open-mindedness to diverse student populations). Special education preservice teachers, on the other hand, ranged from a mean of 1.7 on item number 14 (e.g., qualification to teach) to 4.7 on item numbers 10 and 15 (e.g., choice of teaching profession and open-mindedness to diverse student populations). For the total group, means ranged from 1.85 on item number 14 (e.g., qualification to teach) to 4.7 on item number 15 (e.g., open-mindedness to diverse student populations).

A t-test was conducted to determine any differences between the means for these two groups on each of the 15 Likert-Scale statements. No significant difference for the means at the .05 level of significance was apparent.

Discussion

Determining whether or not preservice special education teachers and preservice elementary education teachers experience the same fears prior to their field-based experience was the purpose of this research. A two part questionnaire, developed by the researcher, was used to examine demographic data and similarities in the fears of burnout among the preservice teachers involved.

Results of this study adequately met the researcher's objectives. Significant information was gathered regarding the issue of similarity of fears held by preservice special education teachers and preservice elementary education teachers. Although all the respondents seemed confident in their chosen career fields, both subgroups are already burning out from classes, feel inadequate to confront their student's parents, have debated whether or not to change their major, feel that administrators are not supportive of their staff and believe that teachers are underpaid for their services. Even though no significant differences were determined, item numbers 2 (e.g., time at end of the school day), and 8 (e.g., burnout from college classes) from the Likert-Scale questionnaire were the most apparent discrepancies between the subgroups concerning early burnout. Refer to Table 2 for details.

Stinnett (1977) stated that a majority of teachers leave teaching within the first two or three years of entering the teaching profession. All subjects in this study show

early signs of burnout. According to the literature reviewed, many studies on teacher burnout have found the same basic causes. These are defined as role ambiguity, lack of social recognition of teaching, limited promotional opportunities and lack of support. According to Lowenstein (1991), other findings include the diminution of the teacher's authority in the classroom and an emotionally charged environment that leads to emotional exhaustion, and negative attitudes on the job. These issues and others were the key topics used in the researcher's instrument.

New teachers are a very vulnerable group because they tend to blame themselves for areas they do not know how to avoid. The majority of the preservice teachers in this study are on the path to burnout unless they and future preservice teachers receive appropriate guidance from preservice programs, mentors, seminars and various other sources. Their success or failure will rely heavily on their ability to navigate the often competing interests of students, parents, and administrators and to overcome their own insecurities in one of the country's lowest paid but most important professions.

Prevention of Burnout

Stress is with us all of the time. Without stress, life would be dull and unexciting. Stress adds flavor and challenges to life. Too much stress, however, can seriously affect one's life. A major challenge is to make stress work for an individual instead of against him or her. Although teachers cannot control all the various stressors in their lives, they can change many factors to help reduce their stress and, hopefully, decrease the likelihood of burnout in their classrooms.

Major causes of stress included too much paperwork, lack of time, lack of communication with staff, and lack of motivation. In order to reduce early signs of burnout, tips or advice from professionals or veteran teachers should be given to future teachers in preservice training programs. Listed below are 10 tips from veteran teachers to help reduce stress for future teachers.

***Try physical activity-** (e.g. running, walking, working in a garden) When individuals are nervous, angry, frustrated or upset, physical activity will often help relax them.

***Share stress-** Talking to someone, such as a friend, teacher, or family member, about concerns or worries will often help an individual see his or her problem in a different light. Communication is the key to letting off steam and reducing stress.

***Take care of self-** Eat well, exercise and get plenty of rest. By maintaining a well-balanced diet, exercising and getting appropriate sleep, an individual's body can better deal with stressful situations.

***Set realistic and flexible professional goals-** An individual should have goals in life but it is important to keep them realistic or else they could cause more stress.

***Take time out for self-** Go shop for a new outfit, enjoy a hot bath, or read an unrelated professional book. Do something that is unrelated to work and enjoy life.

***Leave work at school-** This good advice enables an individual to focus on other aspects of life besides school. Taking work home often interferes with personal and family life. If need be, go into school early or stay after school for a couple of hours, but do not forget to take time out for self.

***Keep motivated-** Doing the same routine over and over again can become stressful. Instead, attend seminars and meetings in your chosen field. Perhaps try a new technique in class.

***Pace Self-** Break down large tasks or goals into smaller ones. Do not try to accomplish task at once. Try to avoid procrastinating and attempt to set realistic time lines.

***Establish priorities-** List in order the priorities that need to be done for each day. Rank them according to importance. When one priority is done, an individual will often feel a sense of accomplishment developing.

***Smile-** Things can only get better, so turn that frown upside down. Smiling also makes people wonder what you are up to in life.

Limitations of Study and Future Suggestions

Although all 30 of the questionnaires were received, a few limitations exist within this study. One of the problems was the small sample size. Given the size of the college and the number of preservice teachers who student taught, the size was appropriate. However, only three male preservice teachers and three ethnic groups were represented. Perhaps future studies could survey other college preservice programs and their

preservice teachers. This data would provide more generalizable results regarding the issue of new teacher burnout in preservice programs.

Another limitation was the instrument used in the study. The instrument was self-developed; therefore, validity and reliability were questionable. After the instrument was administered to the preservice teachers, the researcher discovered that two statements from the questionnaire, #5 and #14, were phrased more negatively than positively. Due to the negative statements, data results could have been different had the statements been more positive. Therefore, additional research is needed on the instrument to ensure reliability.

In conclusion, given the fact that the preservice special education teachers and the preservice elementary education teachers both have similar fears regarding burnout, preservice programs must make every effort to help prevent early burnout for them as well as future preservice teachers. Without the proper training in collaborative inclusive settings, future teachers will face many struggles. Both elementary and special education teachers need to be made aware of the major issues of burnout, otherwise, their future as productive teachers will come to an early end. Perhaps handouts, course readings, lectures and inservices addressing burnout issues could be used to educate the preservice teachers in their preservice programs. A follow-up study on the subjects who participated in this study would also be beneficial to see if they really experience burnout as future teachers. In addition, data on this study could be collected annually to examine if progress has been made in the preservice programs.

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Appendix A

Cover Letter to Preservice Teachers

February 2, 1995

Dear Preservice Teacher,

As you embark on your journey as a future educator, it is important to discover how you feel about certain issues regarding your preparation for teaching. Attached is a questionnaire about fears and concerns in the field of teaching. The purpose of the questionnaire is to discover any similarities of fears that preservice teachers, like you, have in common with your fellow peers. This information will be used to gain valuable insight into the current education programs and courses offered at your college.

After completing the questionnaire, please place it in the envelope provided to you and return it to your professor to maintain anonymity.

Thank you for your time and cooperation. Your willingness to participate in this particular study will benefit the future preservice teachers at your college.

Thank you,

Christina Galloway

Appendix B

Preservice Teacher Questionnaire: Demographics

PRESERVICE TEACHER QUESTIONNAIRE

Age _____ Sex _____ Cumulative GPA _____

Race: (Please check one.)

Caucasian ___ African American ___ Asian ___

Native American ___ Other (Please Specify) _____

*****Marital Status (Check all that apply):**

Single _____ Married _____ Divorced _____

Any children? _____ How many? _____

*****Experience with children and/or teaching (Check all that apply):**

Substitute teacher ___ Camp counselor ___ Baby-sitting _____

Day care _____ Practicum _____ How many? _____

Other (Please specify) _____

*****Area you will be endorsed to teach after graduation:**

NK-8 _____ Special Education NK-12 _____

*****What is your major?**

___ Psychology ___ Math ___ Sociology

___ English ___ History ___ Music

___ Other (Please Specify) _____

Appendix C

Preservice Teacher Questionnaire: Likert-Scale

Page 2

5=Strongly Agree
4=Agree
3=Neutral
2=Disagree
1=Strongly Disagree

*****Using the key above, please circle the choices listed below that best correspond with how you feel about each statement.**

1. I feel that student teaching will give me great satisfaction.

1 2 3 4 5

2. I feel that as a student teacher I will have time for myself at the end of the school day.

1 2 3 4 5

3. I feel confident in my ability to manage confrontations with one of my student's parents.

1 2 3 4 5

4. I feel confident in getting up in front of my class and teaching a lesson.

1 2 3 4 5

5. I feel like I won't be treated like a "professional teacher" but rather as a "student teacher."

1 2 3 4 5

6. I feel that my college courses have adequately prepared me to teach.

1 2 3 4 5

7. I feel that as a future teacher I will have many opportunities to advance in my professional career.

1 2 3 4 5

Page 3

5=Strongly Agree
4=Agree
3=Neutral
2=Disagree
1=Strongly Disagree

8. I do not feel burned out from college classes.

1 2 3 4 5

9. I have never considered changing my major.

1 2 3 4 5

10. If I could start my college career over, I think that I would choose to go into the teaching field again.

1 2 3 4 5

11. If I have a problem with my cooperating teacher, I feel I can tell my supervisor.

1 2 3 4 5

12. I feel that teachers are paid adequately for their services.

1 2 3 4 5

13. I feel that administrators such as principals are very supportive of their faculty and staff.

1 2 3 4 5

14. I feel that teachers who are certified in a certain area of teaching are qualified to teach in other areas (e.g. Art teacher teaches learning disabled students instead of art students).

1 2 3 4 5

15. I feel that I can be open-minded to all types of students in my class regardless of their sex or race.

1 2 3 4 5

AGAIN- THANK YOU FOR YOUR TIME & COOPERATION!
*****PLEASE RETURN THIS INFORMATION TO YOUR PROFESSOR.**

Tables

1-3

Table 2

Means of Both Preservice Groups' Scores on Likert-Scale Statements, N=30

| STATEMENTS 1-15 FROM QUESTIONNAIRE | ELEM | SPED | BOTH |
|---|-------------------------|---------------|-----------------|
| 1. I feel that student teaching will give me great satisfaction. | 4.6 SD= .5 | 4.5 SD= .5 | 4.55 SD=.071 |
| 2. I feel that as a student teacher I will have time for myself at the end of the school day. | 2.7 SD=1.1 | 3.8 SD= .6 | 3.25 SD=.778 |
| 3. I feel confident in my ability to manage confrontations with one of my student's parents. | 3.3 SD= .8 | 4.0 SD= .7 | 3.65 SD=.495 |
| 4. I feel confident in getting in front of my class and teaching a lesson. | 4.1 SD=1.1 | 4.5 SD= .5 | 4.3 SD=.283 |
| 5. I feel like I won't be treated like a "professional teacher" but rather as a "student teacher." | 3.7 SD= .6 | 3.1 SD=1.2 | 3.4 SD=.424 |
| 6. I feel that my college courses have adequately prepared me to teach. | 3.5 SD= .9 | 3.7 SD= .8 | 3.6 SD=.141 |
| 7. I feel that as a future teacher I will have many opportunities to advance in my professional career. | 3.7 SD=1.2 | 4.1 SD= .9 | 3.9 SD=.283 |
| 8. I do not feel burned out from college classes. | 2.2 SD=1.0 | 3.3 SD=1.2 | 2.75 SD=.778 |
| 9. I have never considered changing my major. | 3.5 SD=1.4 | 4.0 SD=1.5 | 3.75 SD=.354 |
| 10. If I could start my college career over, I think that I would choose to go into the teaching field again. | 4.3 SD= .7 | 4.7 SD= .9 | 4.5 SD=.283 |
| 11. If I have a problem with my cooperating teacher, I feel I can tell my supervisor. | n = 14 4.5 SD= .7 | 4.4 SD= .9 | 4.45 SD=.071 |
| 12. I feel that teachers are paid adequately for their services. | 1.7 SD=1.0 | 2.1 SD=1.0 | 1.9 SD=.283 |
| 13. I feel that administrators such as principals are very supportive of their faculty and staff. | 4.1 SD= .8 | 3.3 SD= .7 | 3.7 SD=.566 |
| 14. I feel that teachers who are certified in a certain area of teaching are qualified to teach in other areas (e.g. Art teacher teaches learning disabled students instead of art teachers). | 2.0 SD= .5 | 1.7 SD= .9 | 1.85 SD=.212 |
| 15. I feel that I can be open-minded to all types of students in my class regardless of their sex or race. | 4.7 SD= .5 | 4.7 SD= .5 | 4.7 SD=.990 |

Table 3

Total Scores for Each Statement from Likert-Scale

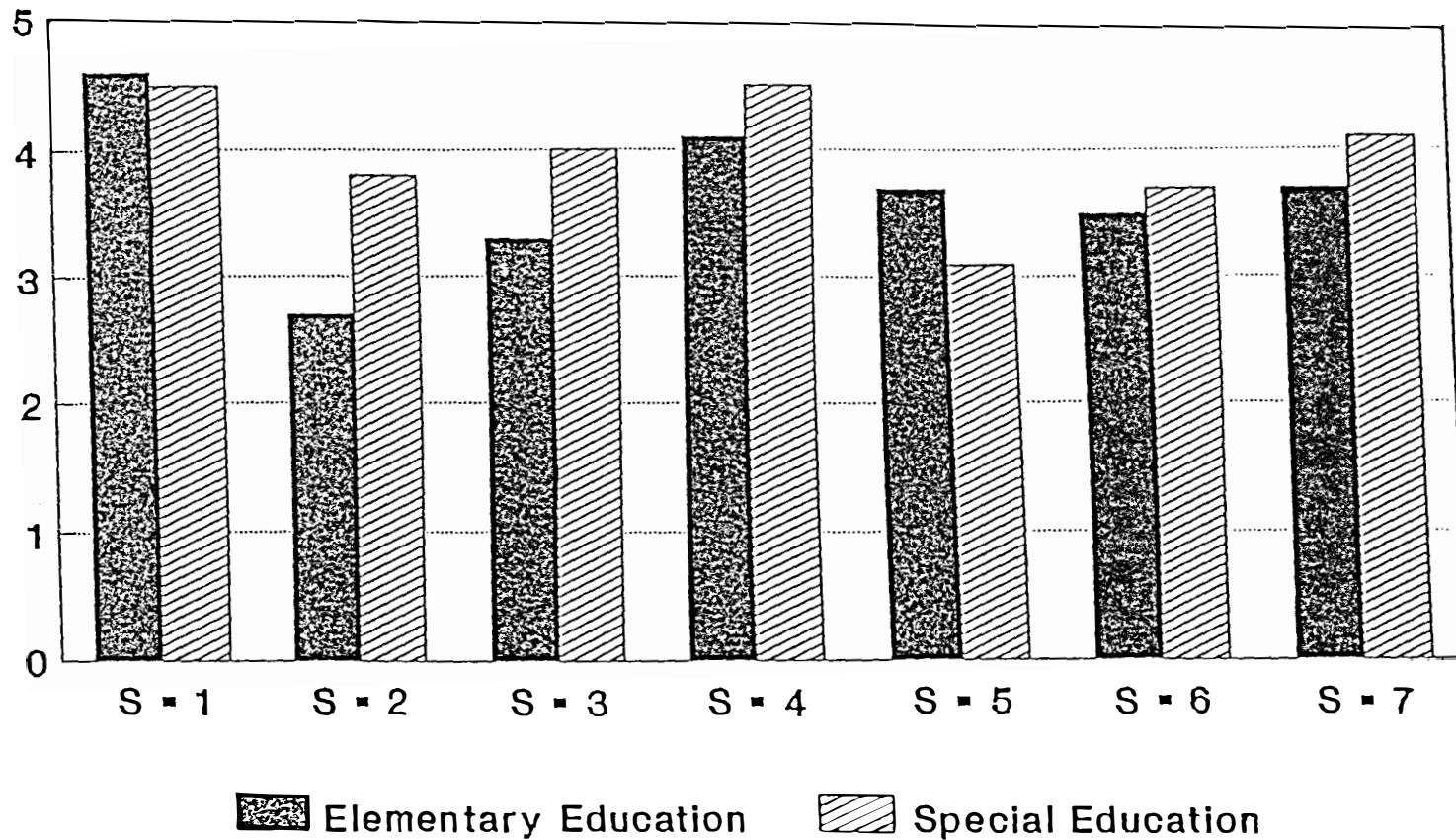
| STATEMENTS 1-15 FROM QUESTIONNAIRE | ELEM | SPED |
|---|-------------|-------------|
| 1. I feel that student teaching will give me great satisfaction. | 69 | 68 |
| 2. I feel that as a student teacher I will have time for myself at the end of the school day. | 41 | 57 |
| 3. I feel confident in my ability to manage confrontations with one of my student's parents. | 49 | 60 |
| 4. I feel confident in getting in front of my class and teaching a lesson. | 62 | 67 |
| 5. I feel like I won't be treated like a "professional teacher" but rather as a "student teacher." | 55 | 46 |
| 6. I feel that my college courses have adequately prepared me to teach. | 53 | 55 |
| 7. I feel that as a future teacher I will have many opportunities to advance in my professional career. | 56 | 61 |
| 8. I do not feel burned out from my college classes. | 33 | 49 |
| 9. I have never considered changing my major. | 53 | 60 |
| 10. If I could start my college career over, I think that I would choose to go into the teaching field again. | 64 | 70 |
| 11. If I have a problem with my cooperating teacher, I feel I can tell my supervisor. | 63 | 66 |
| 12. I feel that teachers are paid adequately for their services. | 25 | 31 |
| 13. I feel that administrators such as principals are very supportive of their faculty and staff. | 61 | 50 |
| 14. I feel that teachers who are certified in a certain area of teaching are qualified to teach in other areas (e.g. Art teacher teaches learning disabled students instead of art teachers). | 30 | 26 |
| 15. I feel that I can be open-minded to all types of students in my class regardless of their sex or race. | 71 | 75 |

Figures

1-2

Figure 1

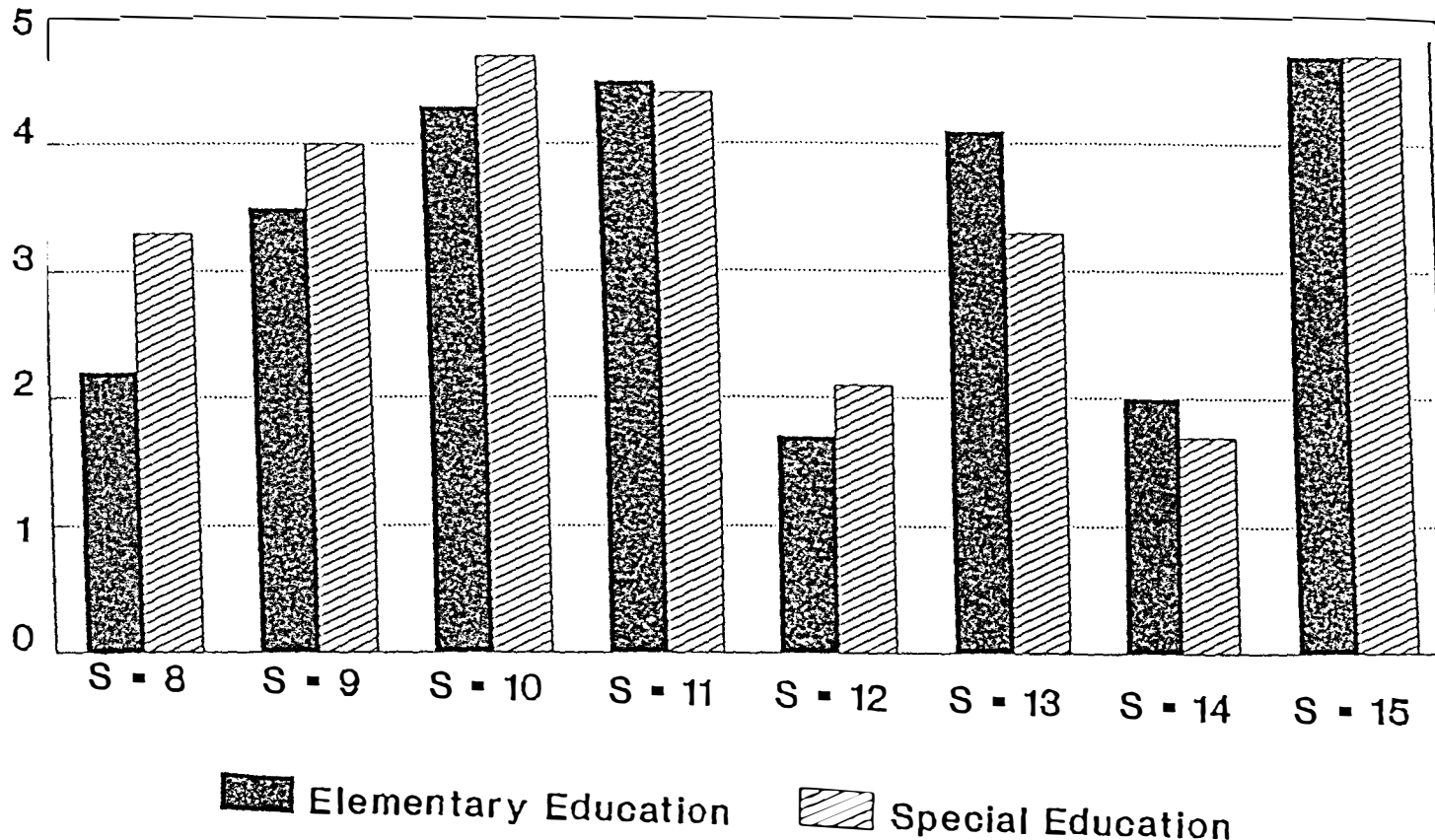
Group Means for Likert-Scale Items 1-7



S = Statement from Questionnaire

Figure 2

Group Means for Likert-Scale Items 8-15



S - Statement for Questionnaire