

Pittsburg State University

Pittsburg State University Digital Commons

Electronic Theses & Dissertations

5-1986

A COMPARATIVE STUDY OF OCCUPATIONAL STRESS EXPERIENCED BY SPECIAL EDUCATION TEACHERS

Charles E. Buscher

Pittsburg State University

Follow this and additional works at: <https://digitalcommons.pittstate.edu/etd>



Part of the [Special Education and Teaching Commons](#)

Recommended Citation

Buscher, Charles E., "A COMPARATIVE STUDY OF OCCUPATIONAL STRESS EXPERIENCED BY SPECIAL EDUCATION TEACHERS" (1986). *Electronic Theses & Dissertations*. 235.

<https://digitalcommons.pittstate.edu/etd/235>

This Thesis is brought to you for free and open access by Pittsburg State University Digital Commons. It has been accepted for inclusion in Electronic Theses & Dissertations by an authorized administrator of Pittsburg State University Digital Commons. For more information, please contact digitalcommons@pittstate.edu.

A COMPARATIVE STUDY
OF OCCUPATIONAL STRESS EXPERIENCED
BY SPECIAL EDUCATION TEACHERS

A proposal submitted to the Graduate Division
in Partial Fulfillment
of the Requirements for the
Degree of Master of Science

By
Charles E. Buscher

PITTSBURG STATE UNIVERSITY
Pittsburg, Kansas
May, 1986

ACKNOWLEDGEMENTS

I would like to take this opportunity to thank the educators and the administrative staffs who gave full cooperation and support to this study.

A special thank you to Dr. Frank Slapar at Pittsburg State University for his professional help and advisement in the preparation of this study.

Most of all I want to take this opportunity to say thank you to my family for their patience in the many hours needed to complete this study.

Charles E. Buscher

TABLE OF CONTENTS

CHAPTER	PAGE
I. Introduction.....	1
Need for the Study.....	7
Purpose of the Study.....	7
Statement of the Problem and related Questions	8
Delimitations.....	9
Limitations.....	9
Basic Assumptions.....	9
Definitions of Terms.....	11
Significance of the Study.....	13
II. Review of Literature.....	14
Review of Studies and Related Literature.....	14
Summary of Literature.....	22
III. Research Design.....	23
Organization of the Study.....	23
Collection and Processing of Data.....	24
IV. Results of the Survey.....	25
V. Summary and Conclusions.....	51
VI. Recommendations.....	54
Appendix A Sample Letter to Administrators.....	58
Appendix B Sample Letter to Educators.....	59
Appendix C Questionnaire.....	60
Bibliography.....	66

ABSTRACTS

This study was conducted to determine whether or not special needs instructors in public schools and penal institutions had common stressors which contribute to job dissatisfaction and burn out.

Special needs educators in three public schools and three correctional facilities were administered a Likert-type Teacher Attitude Survey. Two hundred and three survey forms were sent out with one-hundred and thirty four being completed and returned.

The survey contained fifty questions dealing with five areas of concern which include; (1) Staff Relationships, (2) Discipline, Safety and Security, (3) Teacher work load, (4) Administration, and (5) Salaries, Contracts and Fringe Benefits.

Responses from the two groups of educators were compiled and an average level of response was calculated by weighting the possible responses. An "SA" response received five points, an "A" response received four points, a "U" response received three points, a "D" response received two points and one point was given to a "SD" response. When the total points per question was divided by the total number of responses, the average level of response resulted. These results are graphed to show a comparison in levels of response between educators in public schools and educators in correctional facilities.

LIST OF TABLES

TABLE	PAGE
I. General Behavior Reactions to Stress.....	3
II. The Effects and Cost of Stress.....	5
III. Computed results for Questions Dealing with Staff Relationships.....	27
IV. Computed results for Questions Dealing with Discipline, Safety and Security.....	33
V. Computed results for Questions Dealing with Teacher Work Load.....	39
VI. Computed results for Questions Dealing with Administrators.....	45
VII. Computed results for Questions Dealing with Salary, Contracts and Fringe Benefits.....	49

LIST OF FIGURES

FIGURE	PAGE
1. Graphical Comparison of Stressors related to Staff Relationships.....	31
2. Graphical Comparison of Stressors related to Discipline, Safety, and Security.....	36
3. Graphical Comparison of Stressors related to Teacher Work Load.....	42
4. Graphical Comparison of Stressors related to Administrators.....	46
5. Graphical Comparison of Stressors related to Salary, Contracts, and Fringe Benefits.....	50

CHAPTER I

INTRODUCTION

When the much publicized report "Nation at Risk" became a common topic of discussion among educators, many people, both experts and laymen, began to take a serious look at the problems within the educational system. Many people in the public sector placed the blame for the less than adequate educational system on the teachers. Teachers threw the blame back and said society, parents, and the public in general were at fault. It is not surprising that such verbiage and conflict added to the already existing occupational stress felt by a large percentage of educators in America's school systems.

Occupational stress is a commonality of educators that is growing at an alarming rate. In every school system in America today, there is an educator or two who is suffering from occupational stress. From the smallest school in rural Kansas to the largest learning institution in the country, the number of teachers feeling occupational stress is undergoing a snowballing effect.



Stress is unavoidable. Michael Skinner defines stress as the friction that results when an individual interacts with his environment.(16,p.12) It doesn't seem to matter that the friction is only slight or of great proportions, the important point is, that it is nearly always present.

When stress occurs, each individual will attempt to deal with it in his/her own way through psychological or physical coping techniques. If an individual can cope with the stress factors, then their functionary behavior will not be severely impaired; however, if the attempts to cope are unsuccessful, emotional distress, illness, or even death can result. In Table I, Becker (3,p. 37-43) shows the effects of General Behavior Reactions to Stress. If an individual copes poorly with stress, the progression will be downwards from number one towards the number eight. If an individual copes well with stress, the progression will be upwards from number eight towards the number one. It must be pointed out that everyone will find themselves at the number eight spot at some stage in their attempts to cope with stress. Withdrawal is a natural tendency and for many it is only a temporary way to cope.

Table I is shown in its entirety on the following page. The arrows indicate an individuals progression either up or down the list of coping strategies.

TABLE I

GENERAL BEHAVIOR REACTIONS TO STRESS

<p>Towards disorgani- zation and the destruction of self</p> 	<ol style="list-style-type: none"> 1. Creativity 2. Integration and conceptualization 3. Competency 4. Internalization 5. Rigidity <ol style="list-style-type: none"> a. emtional survival b. social survival c. passive behavior 6. Agression <ol style="list-style-type: none"> a. verbal b. physical c. passive 7. Negativism 8. Withdrawal 	<p>Towards problem solving</p> 
---	--	---

Becker (3,p.37-43)

As people differ in their attempts to cope with stress, the effects and cost of stress will differ in individuals. These effects may be subjective and cause a change in the way a person feels about himself. Stress may cause a person to react differently than they normally would. Some people may become aggressive or easily frustrated. They may suffer emotional outbursts or be highly sensitive to criticism. They may be affected with various health problems such as difficult breathing, insomnia or loss of sexual interest. In many cases, absenteeism from work increases and family harmony is disrupted. There are many ways that the danger signs of stress can manifest themselves. The effects and cost of stress are shown in Table II as stated by Cox. (5,p. 37) The Table is divided into six blocks showing the various areas of human life that are affected by excess stress. They included: (1) Subjective effects, (2) Behavioral effects, (3) Cognitive effects, (4) Physiological effects, (5) Health effects, and (6) Organizational effects.

TABLE II

THE EFFECTS AND COST OF STRESS

<p>1. Subjective Effects:</p> <p>anxiety, aggression, apathy, boredom, depression, fatigue, frustration, low self-esteem, guilt, shame, tension, irritability, bad temper, loneliness, nervousness</p>	<p>4. Physiological Effects:</p> <p>increased blood and urine catecholamines and corticosteroids, increased blood glucose levels, increased heart rate and blood pressure, dryness of mouth, sweating, dilation of pupils, difficult breathing, hot and cold spells, numbness and tingling in parts of the limbs</p>
<p>2. Behavioral Effects:</p> <p>accident proneness, drug taking, emotional outburst, excessive drinking and smoking, excitability, impulsive behavior, restlessness, and trembling</p>	<p>5. Health Effects:</p> <p>asthma, amenorrhea, chest and back pains, coronary heart disease, diarrhea, faintness, dizziness, dyspepsia, frequent urination, insomnia, psychosis, skin rash, ulcers, and loss of sexual interest</p>
<p>3. Cognitive Effects:</p> <p>inability of make decisions and to concentrate, frequent forgetfulness, hypersensitivity to criticism, and mental blocks</p>	<p>6. Organizational Effects:</p> <p>absenteeism, poor industrial relations, poor productivity, high labor turnover, poor organizational skills, antagonism at work and job dissatisfaction</p>

The degree of occupational stress varies from teacher to teacher and from institution to institution. For many educators the stress is such a burden that they "drop-out" of the profession. For those who are still in the profession but whose work is affected by varying degrees of stress, they are referred to as "The Walking Wounded." For the walking wounded, low moral, high stress, and burn-out have become a part of everyday activity. Many educators, however, are able to sustain themselves in their profession and maintain excellent teaching practices. For these educators, the benefits and rewards of teaching far outweigh the problems which cause stress.

Need for the Study

Occupational stress among educators is not something that has just come about recently. Educators have been dealing with stress from the very inception of formalized education. Occupational stress is not limited to one type of institution or to any one level of education being taught. Occupational stress exists for educators in all sectors of public education and for educators in correctional institutions as well. It is vital to the goal of improving the educational system that studies like this be completed. It is through such research and studies that the problems causing stress among educators can be identified. Only through problem identification can solutions be formulated and instituted to produce a much improved system. Occupational stress is one such problem. Much research has already been done but much more must be done with the results being used as a tool to combat occupational stress, burn-out and other problems confronting educators.

Purpose of the Study

The overall purpose of this research study is to identify, describe, and compare factors in occupational areas that could cause stress for teachers of special education in public school systems with teachers in maximum security prisons.

Statement of the Problem and Related Questions

It is the intent of this study to examine five occupational areas that could cause stress for educators and to see if there is a noticable difference in the factors that cause stress among educators in the public school as compared to those factors that cause stress among teachers in correctional institutions.

This study will also examine if evidence exists which points to the fact that occupational stress experienced by educators, affects teaching performance and the quality of education as a whole.

The following questions will be addressed in this study:

1. Do teachers of special education students in the public schools experience the same levels of stress as do teachers of special need students in correctional facilities in specific occupational areas?
2. Does the occupational stress that is experienced by educators affect their performance as teachers?
3. Does teacher burn-out exist and is it a problem in education today?
4. Is there any one identifiable area of the occupation that causes more stress than others?

Delimitations

This research study will include those teachers who are employed at three Kansas correctional institutions, and teachers of special education at three public school systems in Kansas. The three correctional facilities involved in this study are Kansas State Industrial Reformatory in Hutchinson, Kansas; Kansas State Penitentiary in Lansing, Kansas; and Kansas Correctional Vocational Training Center in Topeka, Kansas. The three public school systems involved include: McPherson County Special Education Cooperative in McPherson, Kansas, Harvey County Special Education Cooperative in Newton, Kansas; and Allen, Anderson, Neosho, Woodson, and Wilson Special Education Cooperative in Humbolt, Kansas.

Limitations

This research study will be limited to the cooperation of the administrative staffs involved and the response of the teachers who will be surveyed. Due to the nature of the topic surveyed, the openness and honesty of the respondents will play a significant roll in the outcome of the study.

Assumptions

It is assumed that the correctional educators who will be surveyed in this study will be a representative sample

of the correctional educators throughout the United States. The correctional facilities in Kansas are considered to be representative in nature and conditions with others throughout the United States. It is also assumed that the special education teachers surveyed in this study will be a representative sample of special education teachers throughout the United States.

DEFINITIONS

Administration-----	a body of persons who administers policy
Aggression-----	a reaction to a real or imagined physical or psychological attack on the self
Budget cuts-----	reduction in funds for programs, salaries, etc.
Burn-out-----	a point or condition at which constructive activity ceases
Cooperatives-----	a system of education that works with special need students in cooperation with regular education
Correctional facility---	a facility for the incarceration of felons
Dissatisfaction-----	the quality or state of being dissatisfied
Discipline-----	control gained by enforcing order
Frustration-----	a deep chronic sense or state of insecurity
Governance-----	leadership
Incarceration-----	to put in prison and keep confined
Inmate-----	a person held in confinement in prison
KSIR-----	Kansas State Industrial Reformatory
KSP-----	Kansas State Penitentiary
KCVTC-----	Kansas Corrections Vocational Training Center
Negativism-----	a major weapon in the behavior stress arsenal against the stresses of failure and helplessness

Occupational Stress-----job related stress

Profile-----a representation of something
such as a set of data

Rehabilitation-----to restore to original capacity

Rigidity-----implies uncompromising
inflexibility

Satisfaction-----a state of being satisfied or
happy

Security-----measures taken to guard against
crime and escape

Social organization-----clubs and social groups

Special education-----education for students with
special needs

Staff relations-----relationships between staff
members

Stressors -----factors which cause stress

Stress-----physical or mental tension

Turnkey-----a jailer or correctional officer

Value system-----a set of values placed on people
by society

Vocational education-----education designed to teach
employability skills

Withdrawal-----an attempt to manage the stress
of reality by retreating physic-
ally and phychologically from that
reality

Walking wounded-----teachers suffering from occupa-
tional stress

Significance of Study

This research study is needed to determine what stressors are present in both correctional facilities and in the public schools. Once these stressors are identified it can be determined if there are some stressors that are more predominant than others and if stressors in correctional institutions are similar to those experienced by special education teachers in public schools.

When occupational areas which cause stress are identified, they can be dealt with in constructive ways. Cooperation between the administration and the teaching staff to identify these stress factors was necessary so that solutions can be formulated to produce adequate coping techniques. Through the use of adequate coping techniques, teachers can become more effective and the overall quality of education may be improved.

CHAPTER II

REVIEW OF LITERATURE

In reviewing literature, the author of this study found an abundance of information that would indicate that occupational stress is not new to educators. Frances Banks, in his article "Teach them to Live", wrote,

"Sarah Martin, The Prisoner's Friend, taught at England's Yarmouth jail during the 1830's and 1840's. Her records have been preserved and they reveal remarkable similarities to modern school methods. Martin documented each student's name, reading ability, education level, crime, sentence, disposition, and general observations. One day she was distressed at, the depravity of one of the turnkeys and she wrote, even he could not deprive me of respect from the prisoners, nor destroy my influence over them... (it) was simply supported by what I had taught them of truth."

(1,p.11-16)

Today, many correctional educators often feel distress at the attitudes of the turnkeys. Many correctional officers feel that inmates deserve absolutely no respect, or general courtesies; however, if an educator is to be successful, he/she must show and expect in return, some degree of respect from the inmate students.

After completing his first night class at a maximum security prison, Vonne Meussling wrote,

"The orientation officer cautioned me against leaving a briefcase, book, or anything, not even a pencil in the classroom. His greatest admonishment was never to trust. Furthermore, he emphasized that I should never touch an inmate or disclose anything personal. The officer made me aware that the prison environment was not a warm, trusting interpersonal world. I felt I had accepted an instructional assignment where it was impossible to succeed." (12,p.16)

In some instances, the incidence of handicapping conditions within the correctional setting is larger than those of the general populations of the public institutions. Correctional schools deal with adolescents and older people, many, who have never had an appropriate education or what they did have, failed them. In her article,

"The American Prison as an Educational Institute", Ose Coffey stated that, "correctional educators are traditionally isolated from their educational colleagues in free society, often looked upon with suspicion by the corrections administrative staff because of their lack of specialized training for

their job settings and they are physically isolated from the community, having only recently, and with great struggle, begun to emerge as a cohesive and identifiable profession, with its own goals, principles, and agendas." (4,p.28)

The most pressing problems for teachers within the correctional school environment is a lack of communication with institutional administrators and the difficulty of either overcoming or reconciling with the administrations over-emphasis on security. Additionally, many educators in the correctional setting are very concerned with their personal safety while on the job. Many educational facilities within a prison wall have less security than does some public school systems. It is difficult for a teacher in such a setting to function in their roles as educators because a correctional facility is designed and built for custody and control of the individual while the purpose of education is that of freedom, growth, and the fulfillment of self-actualization.

To remain effective, a correctional educator must at least maintain an island of hope and sanity in a situation of hopelessness. A correctional educator's steadfast goal must be to bring about change in the entire system.

Unlike public schools, the prison school is a program without a clarified supportive constituency. There are no citizen support groups, no parent committees, no school

board, no alumni association, and no PTA. The correctional educator is often stranded in a maze of basically uneducated, unsympathetic correctional personnel and is often denied access to public support. It is very common in an institutional setting such as this where the operational and security needs of the facility take precedence over the basic human needs of the inmate, for educators to find themselves at odds philosophically and personally with the so called "power structure" of those who "run the joint".

Most prison superintendents permit the development of an educational program only to the degree that they serve or compliment the managerial functions of security and maintenance of order. Some superintendents feel that the freedom of thought and intellectualization of issues symbolized by higher education is contradictory to the concept of control. (9,p.33)

Due to these philosophical and personal differences, it is difficult for the correctional educator to maintain a professional identity. "The teachers traditional place in this confused environment is often only tolerated by the custodial staff, ignored by the treatment staff, and underfunded by management." (14,p.28) Compounding the problem of underfunding, the correctional educator is confronted with increased demands, over population, and tighter security. (11,p.100)

As the population in prisons continues to increase,

there is a growing necessity for the educators to maintain and follow tight security regulations as they are required to enforce more and more policies of the institutions.

If educators are to be lured into teaching in correctional institutions under the persisting conditions and if they are to be kept there, some degree of special education expertise must be provided. Whether it is provided in pre-service or as in-service training, it must be multicategorical.

Multicategorical training and expertise for special educators, in both the correctional setting and the public school, seems to be necessary in the face of the severe attrition rate among conventionally trained teachers. The attrition rate which is higher than replacement rates in some states reaches as high as fifty percent within five years of graduation. Educational systems must supply the necessary training and benefits if the attrition rate is going to be curbed. Improved inservice and professional development programs must also be instituted.

Teachers entering training to work with special education students in the public school are typically female, caucasian, and middle class. They are assumed to have resolved all of their own authority problems and know how to interest, control, and teach adolescents, many, who are minority males. Educators who desire to work with the special education student should at least be taught

adequate self-defense skills and vocational and physical challenge training to help build their expertise and confidence. (18)

Gehring and Clark found the critical point for special education teachers to be about two years, more or less, after initial employment. (8,p.10) At this point, the special education teacher makes the important choice of whether to continue working under such stressful conditions (and to chance becoming one of the walking wounded), or to leave and seek more suitable employment.

Teachers who are burned-out or those approaching burn-out are exhausted. They are at an emotional low. (7,p.26) The fun, excitement, enthusiasm, curiosity, and imagination is gone from their teaching job. They have become discouraged and feel trapped. Cynicism and sarcasm have taken the place of optimism. Instead of being a new challenge, new problems become unbearable burdens. A feeling of helplessness causes these teachers to feel like victims and all they want is to get out of what seems to be a hopeless situation. They are at the point where they would give anything to have a job with no responsibilities or stress. Their strongest desire is to want to get out of bed and go to a satisfying job on a daily basis.

In drawing from previous studies, Henrietta Schwartz found that special education teachers, needed to have more than just their basic needs met. Once their basic needs were met they would also seek security, status, and

sociability in their personal lives. She also found in her study that there are five basic categories of stressors among special education teachers. They include, status, government, budgets cuts, staff relations, and student issues. (15.p.6)

When Fimian and Santoro conducted a stress survey of 365 special educators in Connecticut, their findings were that the strongest and most frequent sources of stress included inadequate salary, frustration over lack of time for students, and frustrations because of poor attitudes and behaviors of the administration.(6)

O'toole, in an article in the New York Times Magazine noted that more than 60,900 teachers were assaulted by students during the school year of 1977-1978. (13,p 59) Student violence is increasing at a rapid rate. This is one of the reasons why some schools have tighter security than do some educational settings in state prisons. Also, on the rise is the incidence of drug and alcohol abuse among teenagers. With the incidence of violence and drug and alcohol abuse on a steady increase, it is unlikely that teacher stress will diminish. There is little question that these stressors have had a significant bearing on the drop-out rate of teachers. In a recent study, Lloyd found that the number of educators with twenty years of experience, had been cut in half over the past fifteen years.(10) Some teachers left the profession due to the increased violence, some left for better salaries

and others left to escape the stress. These veteran teachers need to be kept in the education system because a loss of their experience is more than a loss of manpower, it is a loss of knowledge, leadership, and strength in education. It should be noted too that when education suffers such losses, the results will indeed lead to a "Nation at Risk."

Summary of Literature

The literature suggests that both special education teachers in public schools and correctional educators feel that burn-out is a problem and that discipline is a major concern. Other factors considered to play a significant role in causing stress was the red tape involved in working with students in both settings. Special education teachers in public schools must meet requirements of Public Law 94-142 while correctional educators must contend with stringent control and security guidelines. Co-worker support, supervisory support, discipline problems, job satisfaction, insufficient salaries, personal safety, and budget cuts are among the causes of stress with the lack of administrative support being the most criticized item. (2,p.37)

CHAPTER III

RESEARCH DESIGN

The researcher identified and contacted three correctional institutions and the three special education cooperatives to be involved in the study via telephone. Once confirmation of assistance was obtained from the respective administrators, the researcher sent a letter of appreciation, confirmation and explanation of the survey.

Included with each letter to the administrator were enough copies of the research instrument for each teacher that would be involved. The teachers were asked to complete the instrument and return it to the researcher in a pre-addressed, stamped enveloped.

Each copy of the instrument contained a cover letter to the individual teacher explaining the purpose of the study. It pointed out that completion of the instrument would be on a voluntary basis and absolute confidentiality would be guaranteed.

It was anticipated that the instrument would answer the specific questions addressed in this study by identifying stressors that are common to correctional educators and special educators in public schools.

This study was also expected to provide sufficient evidence which would indicate that stressors do affect teacher effectiveness and the quality of education as a whole.

Collection and Processing of Data

To meet the criteria of the study, a Likert-type Teacher Attitude Questionnaire was mailed to 203 educators. As responses were returned, a separate tally was made for each question in the survey. Responses from correctional educators were tallied separately from those received from teachers in the public schools.

The questionnaire dealt with five areas of concern in the teaching profession. Results for each of these areas were recorded on bar graphs to compare the level of response between the two groups of educators.

CHAPTER IV

RESULTS OF THE SURVEY

The Likert-type teacher attitude survey questionnaire was mailed to 203 educators as a method of gathering information necessary to the completion of this study. Each educator was encouraged to complete the survey honestly and return it within a thirty day time period.

Of the 203 questionnaires sent out, 141 were mailed to special educators in public schools, and sixty-two were sent to educators in correctional facilities. Sixty-six percent of the questionnaires were completed and returned. This high percent of return might indicate that teachers are concerned about the problems in education and the levels of stress they experience.

The questionnaire dealt with five areas of the teaching profession which could cause an educator to experience stress on the job. The five areas of concern include: (1) Staff Relationships, (2) Discipline, Safety, and Security, (3) Teacher work load, (4) Administration; and (5) Salary, Contracts and Fringe Benefits.

The questionnaire contained ten questions for each of the areas. The results of the survey have been tallied and each total has been multiplied by a scoring factor. This scoring factor is five for a "Stongly Agree" response down to one for a "Strongly Disagree" response. The total

responses of these equations are then divided by the total number of responses which is ninety responses for public schools and forty-four responses for correctional educators. The result of the computation is the average response to the question and will appear on a bar graph. This average is also shown in the right hand column of Tables III, IV, V, VI, and VII.

Each of the areas identified will be discussed in detail separately with the responses and bar graphs included. The first area to be discussed will be Staff Relationships. Table III which follows, presents the questions that deal with staff relationships.

TABLE III

Computed results for Questions Dealing with
Staff Relationships

Questions	Sx5	Ax4	Ux3	Dx2	SDx1	Avg. level of response
1. PUB.SCH. CORR.	15 2	49 25	10 7	15 7	1 3	3.7 3.4
6. PUB.SCH. CORR.	7 0	53 10	9 11	14 17	7 6	3.4 2.6
11. PUB. SCH. CORR.	5 9	17 15	29 7	36 17	3 6	2.9 3.3
16. PUB.SCH. CORR.	11 1	35 6	17 7	24 17	3 13	3.3 2.2
21. PUB.SCH. CORR.	17 1	40 8	14 3	16 18	3 14	3.6 2.2
26. PUB.SCH. CORR.	2 6	15 22	32 5	38 10	3 1	2.7 3.5
31. PUB. SCH. CORR.	6 3	36 9	22 9	23 14	3 9	3.2 2.6
36. PUB. SCH. CORR.	2 0	27 5	24 8	31 20	6 11	2.9 2.2
41. PUB. SCH. CORR.	1 6	15 24	9 7	47 6	18 1	2.3 3.6
46. PUB.SCH. CORR.	2 6	17 21	25 8	40 8	6 1	2.7 3.5

In reviewing the response shown in Table III it appears that most educators felt their work is acceptable and even complimented by fellow teachers. Teachers in the public school agreed with question one more strongly than did correctional educators.

The second question in this set is question number six on the survey. There is a noticeable difference in the responses here. It would appear that teachers in the public schools feel they can express themselves more openly than the teachers in correctional facilities. This is due in part to the tight control placed on educators by the correctional administrative staff.

The next question in this series shows that educators in correctional facilities are concerned that it is not so much "what you know" but "who you know" that makes a difference. Teachers in public schools have much more external input into their jobs from PTA's, teacher associations and other organizations and are therefore in the public eye. Correctional educators do not have any of these organizations and in many cases, competency means little and pull and personality means keeping a job and moving up.

Question sixteen on the survey is listed forth on the table. Correctional educators showed strong disagreement to the question about being a part of a team. Again, the lack of organizations and constituency groups may

be a part of the reason for lack of team spirit. Public school teachers seem to be involved in more extra curricular activities while correctional educators work a straight eight hour day with no evening activities to attend to.

The next question in this set relates strongly with the preceeding one. Public school teachers do seem to have more group spirit and the results indicate that most of the correctional educators felt it was non-existent.

Question number twenty-six on the survey directly relates to question number six. Indications were that correctional educators do not openly express themselves because criticism is taken personally. Responses from public school teachers showed that most of them disagreed with the statement.

Open mindedness is the point of question thirty-one. Indications are that public school teachers feel their administrative staffs and fellow teachers are more open minded than those working in corrections. Administrators in correctional education settings may strive for an atmosphere of open mindedness but in many instances they are existing under strict policies of the institution and education takes second place.

The responses to question number thirty-six indicated that teachers in both settings feel that some staff members are treated a little better than others. When this

situation arises it causes hard feelings and is definitely a stress builder.

Correctional educators indicate that there are more quarrels among staff members than there are in the public school. This could be directly related to the fact that there is a lack of group spirit and teamwork.

The last question in this series indicates that the correctional educators think that some staff members get anything they want. Perhaps personality and pull are important as indicated in question eleven. If this is common practice then the idea of teamwork and group spirit will suffer.

The graph in Figure I shows the average responses to the ten questions dealing with Staff Relationships. This graph shows a contrast between response of correctional and public school educators. Some of the questions showed definite disagreement between the two sets of responses.

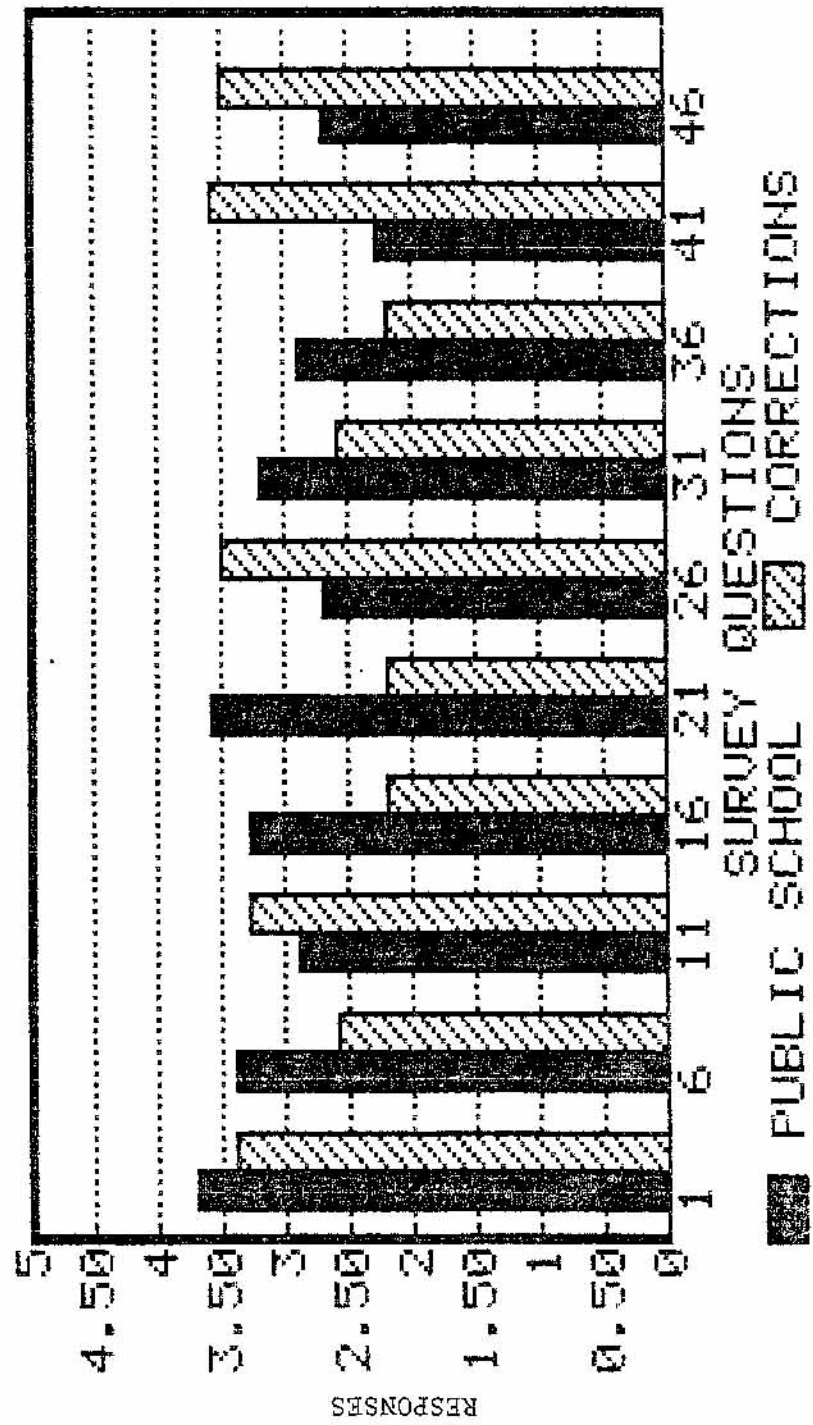


Figure 1. Graphical Comparison of Stressors related to Staff Relationships

TABLE IV

Computed results for Questions Dealing with
Discipline, Safety, and Security

Questions	Sx5	Ax4	Ux3	Dx2	SDx1	Avg.level of response
2. PUB. SCH. CORR.	17 13	61 19	7 1	4 8	1 3	4.2 3.7
7. PUB. SCH. CORR.	37 2	40 11	3 2	7 21	3 8	4.1 2.5
12. PUB. SCH. CORR.	5 0	46 14	19 6	17 16	3 8	3.4 2.6
17. PUB. SCH. CORR.	12 5	31 19	12 5	26 11	9 4	3.1 3.2
22. PUB. SCH. CORR.	23 11	42 25	5 2	18 6	2 0	3.7 3.9
27. PUB. SCH. CORR.	14 3	47 19	19 13	9 5	1 4	3.7 3.3
32. PUB. SCH. CORR.	11 2	43 15	9 8	22 15	5 4	3.4 2.9
37. PUB. SCH. CORR.	3 9	29 23	23 7	35 4	0 1	3.0 3.8
42. PUB. SCH. CORR.	1 3	10 19	8 6	50 12	21 4	2.1 3.1
47. PUB. SCH. CORR.	3 1	6 3	6 7	56 22	19 11	2.1 2.1

Question number two on the survey is listed first in this group area. Both groups of respondents showed strong agreement with the question on discipline. In the public schools, policy is enforced from the first day a student enters school and a pattern of expected behavior is established. In the correctional setting, inmate students are controlled through a set of policies backed up by severe punishment.

The responses concerning personal safety were not surprising. The majority of the public school responses indicated that worry about personal safety is not a problem.

In contrast, the majority of correctional educators do fear for their safety. These statistics may change in large metropolitan schools but in corrections, the statistics are probably typical for most correctional facilities.

Public schools tend to have more in-service for teachers than correctional facilities. The in-service offered in public schools is normally education related and is intended to help the teacher gain new ideas on how to improve in the job. In-services offered by correctional facilities may or may not deal with education and generally will deal with institution policy and procedures. As a result of these different approaches to in-service training it is understandable that the responses from correctional

educators indicated that their in-service training was not adequate.

The response from both groups of educators concerning the quality of their undergraduate training was mixed. Many responses in both groups felt it was adequate but several others in both groups did not think it was adequate. Some of the respondents indicated that subject knowledge was adequate but knowledge and training about how to work with specific types of students was lacking.

Those educators who responded in disagreement to question number twenty-two must feel that the training of how to work with specific students was lacking. Many of the correctional educators contacted stated that they never dreamed they would be working with criminals in a prison setting.

Most of the educators who have continued their education for advanced degrees felt that the training was adequate.

The legal responsibilities seem to be more clearly defined for public school educators. One reason for this is that the power structure is centered in education. In the field of corrections, the power structure is two fold, one faction is concerned with security and control while the other faction focuses on education and rehabilitation. Policies set by public school systems are centered on the function of education. Policies in a correctional facility

centers on inmate control and security, as a result, education is slighted. The problem that occurs here is that correctional educators can not always do what they have been trained to do because it may be against institutional policy.

Question number thirty-seven indicates that the correctional educators do follow system policy more closely than do the teachers in public schools. The strict control of the prison environment is responsible for this.

Very few teachers in the public schools responded that they felt they needed to be trained in self-defense. At least one half of the correctional educators responding felt they needed such training. The basic difference for the responses to this question probably centers around the facility and the type of students that are present.

Most of the responses from both groups of educators showed that living in the same town where their students were, would not present a problem.

Figure II represents the average responses to the ten questions in this series. An overview indicates only two or three questions drew major differences in responses.

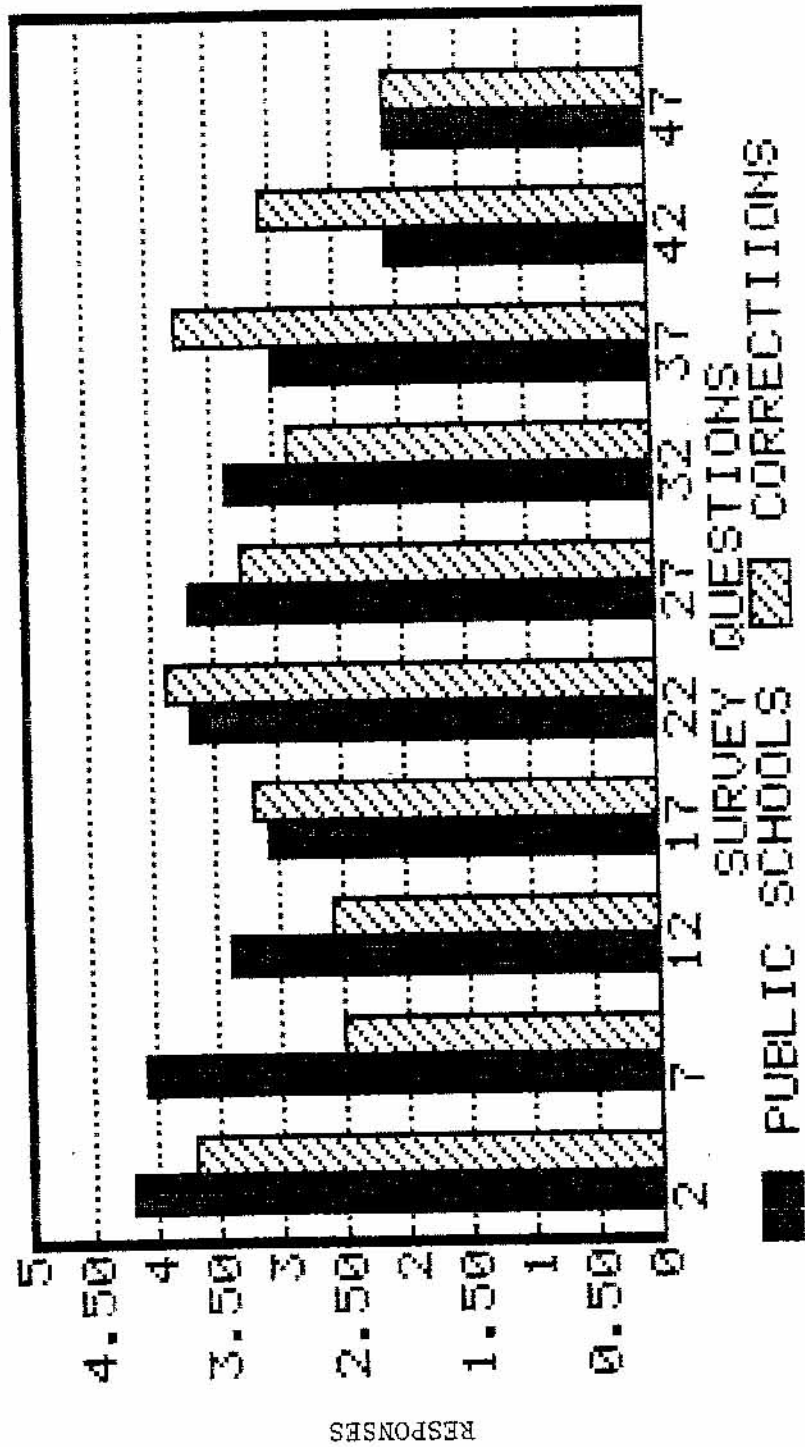


Figure II. Graphical Comparison of Stressors related to Discipline, Safety, and Security

Most of the teachers in both groups disagreed with question number three on the survey. Many inmate students that the correctional educator works with have been low in academic achievement. In most instances these students are screened and through guidance, they enter programs in which they should be able to achieve acceptable ratings.

Excessive paper work appears to be a concern to both groups of educators. In an effort to meet state and local requirements, educators in both public schools and correctional facilities will continue to be inundated with paper work.

Doing extra activities outside the teaching day does not appear to be a problem with either group. The correctional educators have no extra curricular activities, no clubs, organizations or PTA to attend. Their job for the most part is strictly on eight hour a day routine. The teachers in public schools do not see the extra activities as a problem although some of them may not be involved at all. This may be due to the fact they feel more group spirit, team work and a sense of professionalism through involvement in these activities.

Many, many people have made the statement that no matter how much they do, it is never enough. Many educators feel this way. More than half the responses to this question on the survey, indicated that they do all they can and it is never enough. This feeling must be a

cause of stress.

Question twenty-three supports question number eight as the majority of responses indicate that paper work is more important than what the student learns. Unfortunately, educational systems get caught in a paper mill trap. They are required to keep and report mountains of statistics each year in order to qualify for state and federal money. Administrators are faced with keeping the facilities equipped and staffed which means a lot of money must be located and collected. Too often, the administration loses track of the main goal of education and in requiring the extra paper work from teachers, the students end up paying the price.

Responsibility for security does not seem to be a concern for teachers in either group. Teachers in the public school have, for the most part, adequate cooperation from parents and school officials as well as public officials that security is not a major concern. There are isolated incidences in this area that causes concern. When a fourteen year old boy can openly walk into a public school with a fire arm and gun down three people (an incident which occurred in Goddard, Kansas in 1984) then there should be some preventive measures taken to avoid a repeat occurrence. Correctional educators have little to do with security of a prison. Educators in this setting are required to follow security procedures but the facility maintains its own security force.

TABLE V

Computed results for Questions Dealing with
Teacher Work Load

Questions	SAx5	Ax4	Ux3	Dx2	SDx1	Avg.level of response
3. PUB. SCH. CORR.	3 4	10 9	5 5	51 21	21 5	2.2 2.7
8. PUB. SCH. CORR.	24 5	33 12	16 9	17 17	0 1	3.7 3.1
13. PUB. SCH. CORR.	3 1	7 7	12 5	54 22	14 9	2.2 2.3
18. PUB. SCH. CORR.	18 0	38 19	10 13	20 12	4 0	3.5 3.2
23. PUB. SCH. CORR.	4 3	21 9	15 9	39 18	11 5	2.6 2.7
28. PUB. SCH. CORR.	0 5	8 13	17 12	53 12	12 2	2.2 3.2
33. PUB. SCH. CORR.	32 1	28 10	12 5	14 24	4 4	3.8 2.5
38. PUB. SCH. CORR.	12 5	29 19	11 7	34 13	4 0	3.1 3.4
43. PUB. SCH. CORR.	3 3	26 10	11 12	42 16	8 3	2.7 2.9
48. PUB. SCH. CORR.	16 5	53 25	2 3	13 5	6 6	3.7 3.5

There is a strong desire that para-professionals be on staff in public schools. This is understandable when some classes have ten to twenty students in them. Most classes taught by correctional educators are held to a maximum of fifteen students with discipline problems handled sternly by institutional policy? In the public schools, discipline is conducted with continuance or education if at all possible. In correctional institutions, discipline takes precedence over education. In many instances, a student will be dropped from an education class with little cause. The difference is that public education wants for students to fill classes while correctional education classes usually have waiting list. The respondents from correctional educators indicated that they felt little need for a paraprofessional in their classroom.

The public school teachers responded about equally on the question about other educators understanding the importance of their job. Correctional educators however felt the others do not understand the importance of their job. This feeling could come from the lack of teachers organizations, lack of team spirit and having a close working professional identity.

In responding to class load or class size, it was interesting to see more teachers responding that their class load was not too large. This could tend to let one believe that present class size is okay if other stressors

were taken care of.

The majority of responses indicated that teachers in both groups felt that the classrooms and buildings were adequate.

Figure three on the following page shows the levels of response for questions in this series. Some of the questions show very little difference in the levels of response between the two groups. Other questions in the series show a wider range in the levels of response.

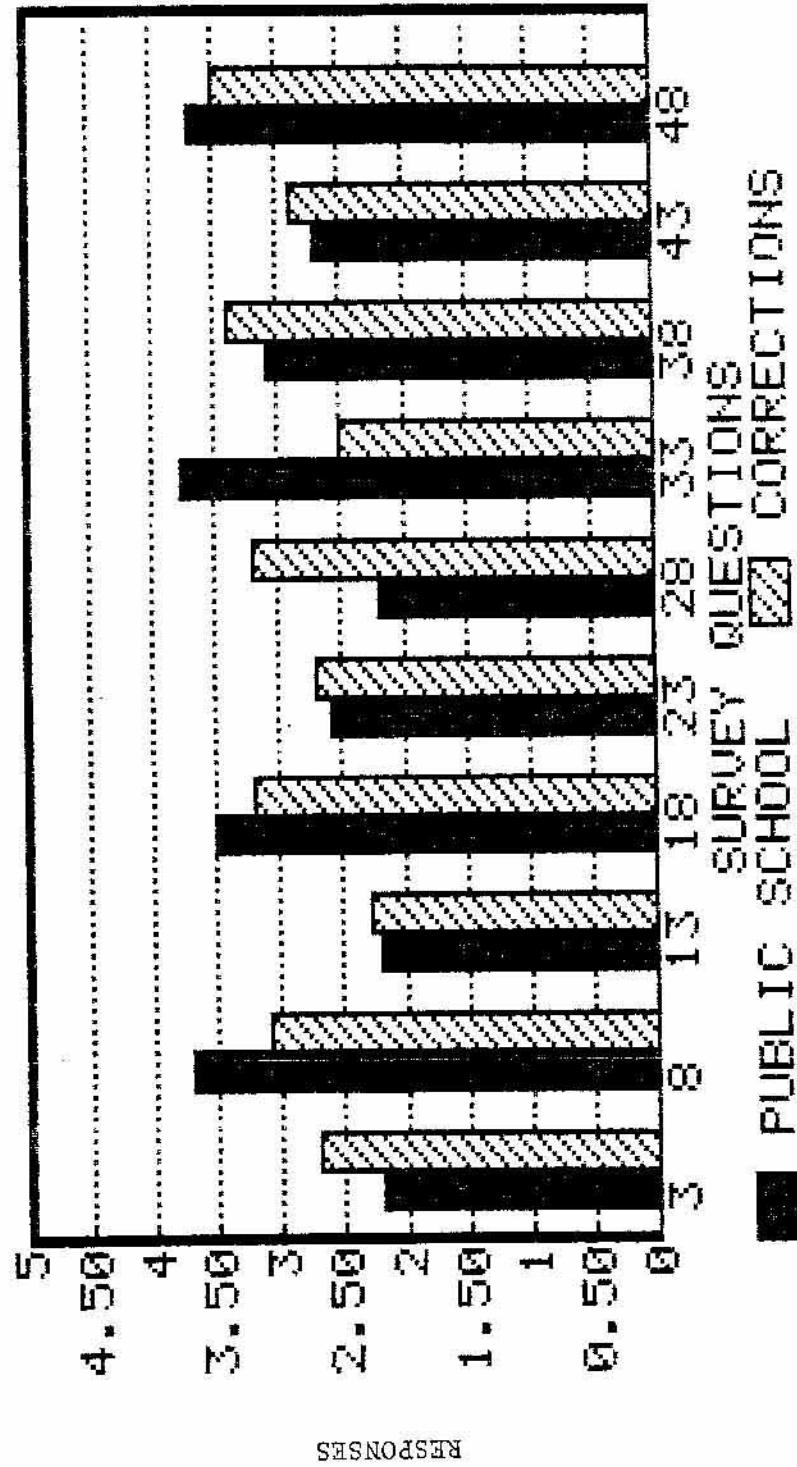


Figure III. Graphical Comparison of Stressors related to Teacher Work Load

Many people do not like to sit down with a supervisor for an evaluation. In responding to question number four on the survey, most of the teachers indicated that they are not uncomfortable when being evaluated. If evaluations are conducted in a professional manor between two professional people, it should not be an uncomfortable situation.

In every group there are some people who are more outspoken than others. Teachers are no exception and at faculty meetings there will be those teachers who speak openly while others do not. The reason for some to remain silent while others talk may be that they have something to say that is a very important idea but he/she will remain silent rather than risk any repercussions or embarrassment. The responses to question nine shows that some educators do fear repercussions if they talk openly.

It was expected that the response to question fourteen would be as was for the correctional educators. In the correctional facilities, education is secondary to all correctional policy and procedure. In the public schools, education is the main emphasis which is just opposite of corrections.

The response to question nineteen was in strong disagreement with the question. Most of the educators feel like their supervisors respect them as professionals.

Strong agreement to question number twenty-four would indicate that most administrators ask for and respond favorably to new ideas from staff members. However, there

were thirty-six teachers who disagreed with the statement. These may be the educators who keep silent in staff meetings because their ideas are never received favorably.

Responses to question number twenty-nine showed that most correctional educators feel their administration has some staff members that are treated better than others. The teachers in the public schools also agreed with that question.

Teachers in both groups responded that they were comfortable when their administrator was around. A few teachers in both groups seem to be uncomfortable in the same situation. Even though a few teachers indicated they were uncomfortable around their administrator, or that some teachers were treated better by their administrator very few indicated their administrator demanded too much from them, as a teacher. Several teachers did indicate that they were not sure just what their administrator really thought of their performance. More than half the teachers in both groups agreed that their administrator was a strong leader and always stood behind their staff.

The graph in Figure IV presents the average responses by each group for the questions in this series.

TABLE VI

Computed results for Questions Dealing with
Administrators

Questions	SAx5	Ax4	Ux3	Dx2	SDx1	Avg.level of response
4. PUB. SCH. CORR.	2 2	13 14	9 4	54 20	12 4	2.3 2.8
9. PUB. SCH. CORR.	9 1	48 18	16 5	12 9	5 11	3.5 2.8
14. PUB. SCH. CORR.	3 8	30 25	30 4	25 7	2 0	3.1 3.0
19. PUB. SCH. CORR.	2 4	6 10	5 6	53 19	24 5	2.0 2.8
24. PUB. SCH. CORR.	16 5	43 16	14 4	10 11	7 8	2.0 3.0
29. PUB. SCH. CORR.	5 10	19 14	17 8	37 9	12 3	3.0 3.4
34. PUB. SCH. CORR.	16 3	57 20	5 5	12 11	0 5	3.9 3.1
39. PUB. SCH. CORR.	1 2	6 8	7 7	68 22	8 3	2.2 2.5
44. PUB. SCH. CORR.	4 5	26 12	6 4	46 20	8 3	2.7 2.9
49. PUB. SCH. CORR.	17 10	46 9	11 8	9 8	7 9	3.9 3.1

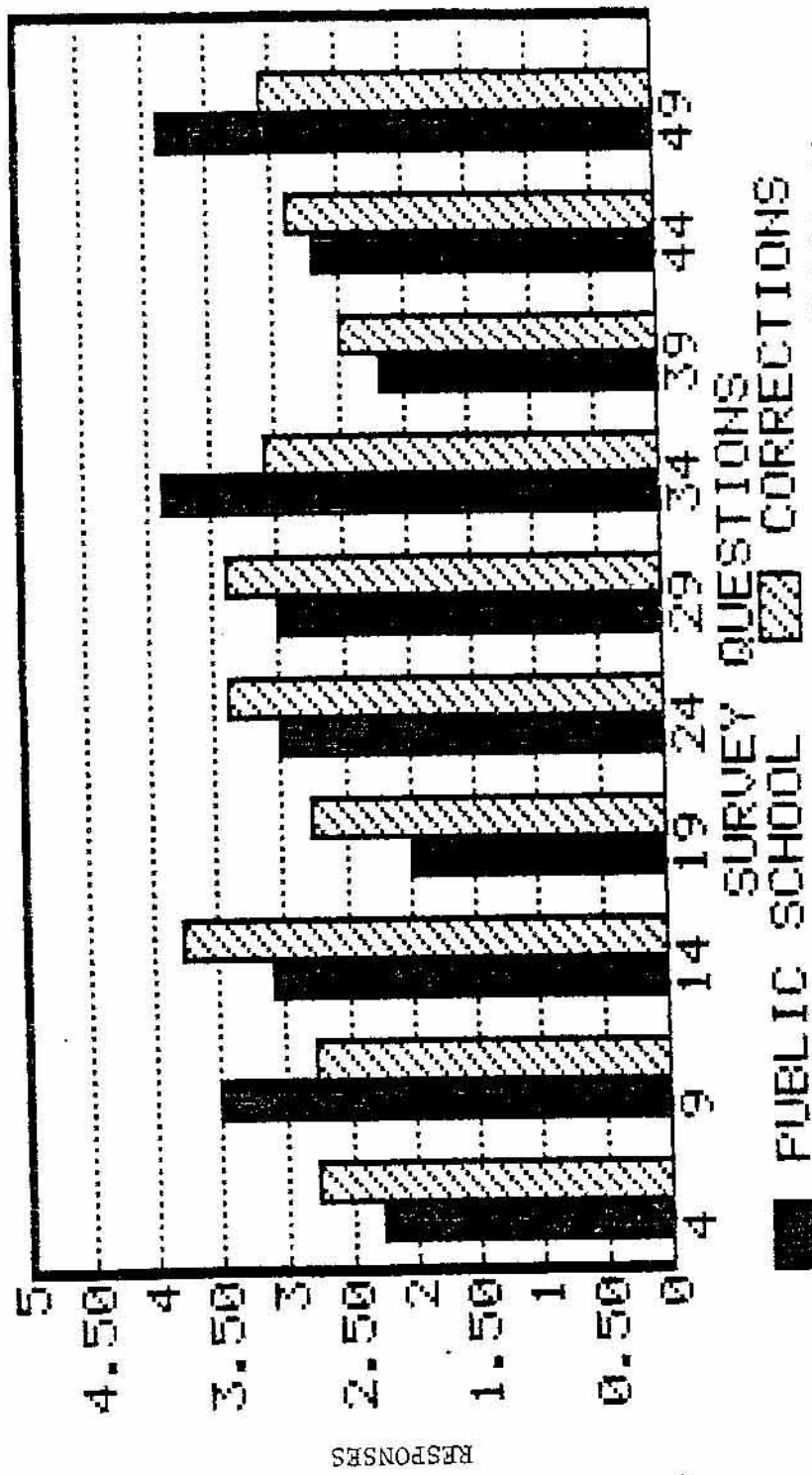


Figure IV. Graphical Comparison of Stressors related to Administration

The first two questions in this series drew a mixed response. Many of the respondents indicated that they could live comfortably on their salary and even purchasing a new home would not be a problem. This response could result from these teachers being in two income households. There were several responses in both groups that did not agree with these questions.

Question number fifteen asked if the teachers thought they were receiving adequate incremental raises. Most of the teachers responded that they thought their raises were adequate, but over all, thirty indicated they were not satisfied. Even though there are several responses to various questions in this study that would indicate dissatisfaction with the job, relatively few teachers responded that they would leave the teaching field if they could find another job. A large percentage of both groups did indicate that salary was important to them.

When reviewing the responses to question thirty, it appeared that many teachers were not satisfied with their present contract. This dissatisfaction could be in many areas such as salary, fringe benefits, time off, vacation, sick leave, extra pay for extra duties or incentive pay for additional education. When looking at the responses to question thirty-five, fringe benefits could be an item of concern. Several teachers indicated that fringe benefits do not keep them in the teaching field.

A look at questions forty and forty-five shows that

some educators feel that salary negotiations benefit the administration more than the teaching staffs. Some responses showed that teachers feel administrators are overpaid and they as teachers are underpaid.

Salary schedules vary among education systems. The responses to question fifty indicate that some teachers are satisfied with salary increases related to educational advancements and some teachers are not satisfied. This will depend largely on how salary schedules are set.

The bar graph in Figure V indicates fewer differences in average responses than other areas discussed.

TABLE VII

Computed results for the Questions Dealing with
Salary, Contracts and Fringe Benefits

Questions	SAX5	Ax4	Ux3	Dx2	SDx1	Avg.level of response
5. PUB. SCH. CORR.	22 6	22 15	18 5	19 13	9 5	3.3 3.1
10. PUB. SCH. CORR.	16 3	41 17	16 3	15 16	2 5	3.7 2.9
15. PUB. SCH. CORR.	18 8	33 13	22 10	17 13	0 0	3.6 3.4
20. PUB. SCH. CORR.	2 7	5 6	18 11	37 16	28 4	2.1 2.9
25. PUB. SCH. CORR.	0 0	11 5	21 10	43 22	15 7	2.3 2.3
30. PUB. SCH. CORR.	1 2	45 18	22 6	21 12	1 6	3.3 2.5
35. PUB. SCH. CORR.	3 1	29 6	14 4	28 27	16 6	2.7 2.3
40. PUB. SCH. CORR.	3 6	15 16	34 10	32 12	6 0	2.7 3.4
45. PUB. SCH. CORR.	6 5	14 14	25 12	35 12	10 1	2.7 3.2
50. PUB. SCH. CORR.	1 0	26 16	13 11	38 9	12 8	2.6 2.8

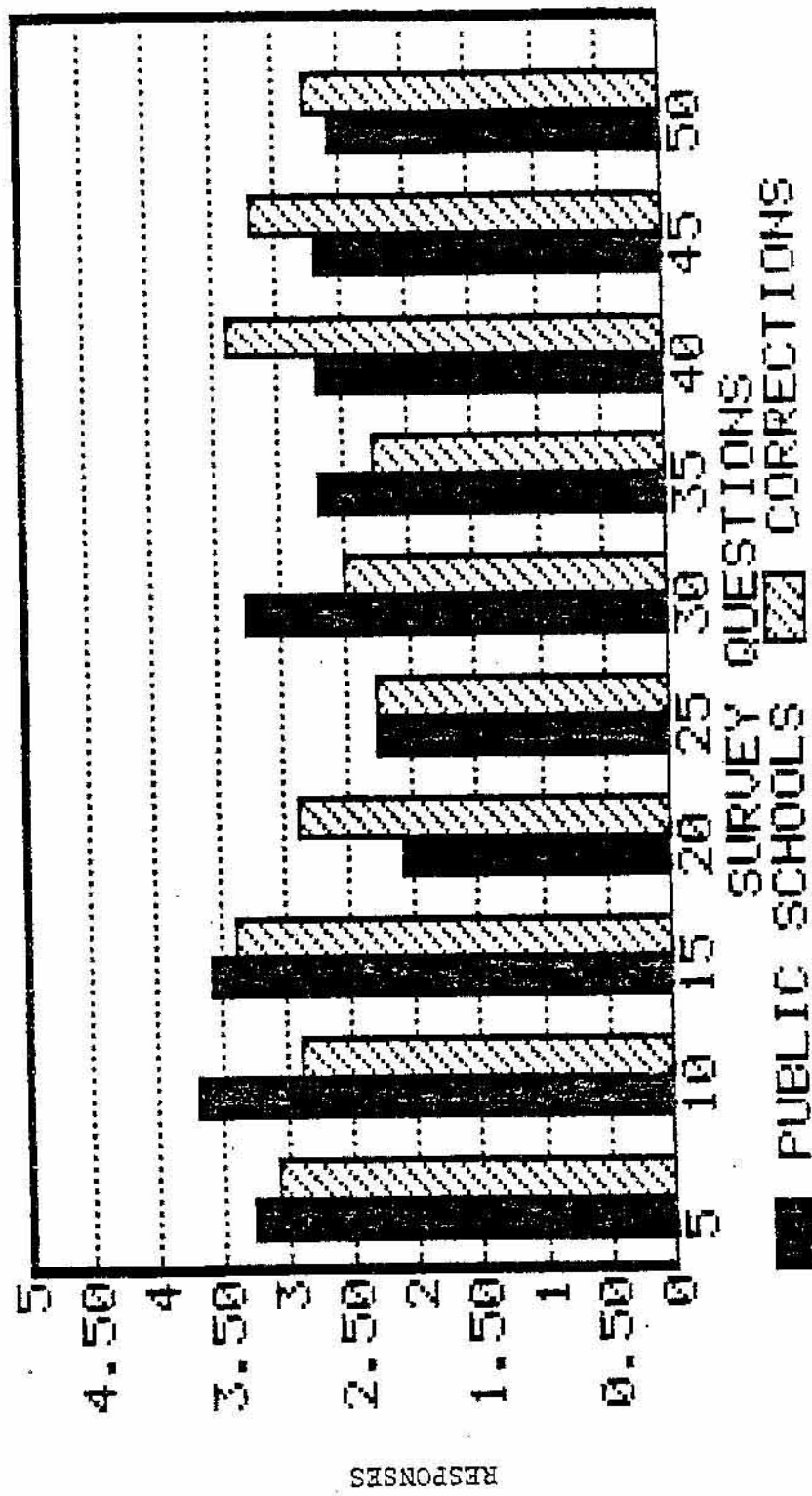


Figure V. Graphical Comparison of Stressors related to Salary, Contracts, and Fringe Benefits

CHAPTER V

SUMMARY AND CONCLUSIONS

Results appearing in the various tables and charted on the bar graphs show a very distinct difference of opinion in many areas of education among the educators who responded. By separating the results into two separate groups and going through the questionnaire one question at a time, the areas creating the greatest difference of opinion can be identified. Any question that is slanted strongly towards one side or the other would indicate that the majority of teachers were in agreement. If the results were divided rather evenly between agree and disagree then one might assume that this is a stress building area. An example of a stress builder might be question number thirty-eight in which forty-one teachers agreed with the question and thirty-eight disagreed with the question.

By comparing the results between the two groups, any noticable difference between levels of responses can readily be seen. This comparison will help answer the first question addressed in this study.

1. Do teachers of special education students in the public schools experience the same levels of stress as do teachers of special need students in correctional facilities?

A review of the bar graphs would indicate that there are differences in the level of response for nearly every

question in each series of questions. As shown in the graphs, these differences vary but none of them are so great that it could be concluded that one group experiences greater levels of stress than the other group. Each group is subject to different types of stressors but they appear to cope with them at similar levels. Although many of the stressors are indential for both groups, there are stressors which are unique to each group. If there are any wide spread differences in responding it would show up in these areas which are unique to the group.

The second and third questions addressed in this study were responded to in a separate set of questions at the end of the questionnaire.

The second question addressed asked: "Does the occupational stress that is experienced by educators affect the performance of teachers?" Seventy-three percent of the teachers in public school indicated that occupational stress did not affect their performance as teachers. Only forty-eight percent of the correctional educators stated that occupational stress did not affect their performance as teachers.

In response to the third question addressed in this study. "Does teacher burn-out exist and is it a problem in education today?" Ninety-three percent of the public school respondents stated that yes, there is a problem with burn-out in education today. Eighty-six percent of the correctional educators stated that burn-out is a problem in

education.

The fourth question addressed in this study asked, "Is there any one identifiable area of the occupation that causes more stress than others?" A close review of each of the five areas of concern does not indicate that any one area causes more stress than do the others. There are individual questions within each series which indicate that various levels of stress exist. These stressors vary from school to school and from correctional facility to correctional facility. Individual institution policy, whether its a public school or correctional facility, may be a reason for the varying levels of responses. A difference in management styles of the individual administrators will also have an affect on the type of responses.

CHAPTER 6

RECOMMENDATIONS

There can be no one right answer in the process of eliminating or reducing stress in an occupation. As the results of this study are reviewed, it becomes evident that each educational system, each administrator and each teacher is unique and the process for dealing with stressors on the job will have to be designed to allow all involved to benefit to the fullest.

More studies like this one needs to be done. Some may need to be more specific to identify individual stressors in each area of concern and in each system. If education as a whole is to be improved, the improvement will need to come from within. This means that each system needs to conduct its own survey to identify problem areas. Once problem areas are identified, the administrative staff should set forth to conduct inservice training and professional development for all staff members.

There are literally thousands of inservice topics which would benefit staff members and administrators equally. Listed on Table VIII are thirty possible inservices topics which would help educators develop professionally.

Recommended In-Service Topics

1. Stress Management/ Avoiding Burnout
2. Decision Making Skills
3. Personal Management
4. Teacher Effectiveness Training
5. Developing a Positive Self Image as a Teacher
6. Assertiveness Training
7. Special Education Financing
8. School Laws and Legal Rights
9. Improving IEP's
10. Writing Better Goals and Objectives
11. Improving Communication Between Student, Parent & Teacher
12. Maintaining Administrative & Staff Communication
13. Developing & Maintaining Group Spirit
14. Using Effective Evaluations to Improve Staff Competencies
15. Improving Communication Between Reg. Ed. & Sp. Ed.
16. Time Management
17. Improving School Climate
18. Improving Discipline
19. Materials and Services Available
20. Counseling Skills for the Sp. Ed. Teacher
21. Recertification Procedures
22. Planning & Developing Curriculum Guides
23. Promoting Student Motivation and Responsibility

24. Promoting Student Self-Esteem
25. Recognizing and Teaching the Effects of Verbal and Non-Verbal Language
26. Teaching Students from Multicultural Backgrounds
27. Working with Disruptive Students
28. Incorporating IEP Goals into Classroom Activities
(individual and group)
29. Maintaining Good Mental Health as a Teacher
30. Prerequisites for Mainstreaming

A P P E N D I X

Appendix A

SAMPLE OF LETTER TO ADMINISTRATORS

Date:

Program Director
Institution
Address
City, State Zip

Dear _____:

In reference to our telephone conversation on _____, I am enclosing enough survey questionnaires for each member of your teaching staff.

All information in this questionnaire is guaranteed to be kept strictly confidential. The information will be used as part of a larger research project. Information compiled from this survey questionnaire that your staff members complete will be combined with similar information from teachers in several institutions.

Results of the total survey will be made available to administrators upon request. It is anticipated that all progressive administrators will request a copy to use as an instrument for selecting in-service topics that will enhance the teaching staffs and improve education as a whole. It is also the goal of this survey to identify stressors affecting teachers of special need students.

Thank you for your cooperation in the distribution and completion of this survey.

Each survey questionnaire should have a letter of explanation and a self-addressed, stamped envelope attached.

Sincerely,

Researcher's name.

Appendix B

SAMPLE LETTER TO TEACHERS

Date:

Dear Educator:

Attached to this letter, you will find a survey questionnaire that is being used as an instrument to gather information about stress and the affects it has on teachers of special need students.

This survey questionnaire is part of a larger research project which is intended to identify common stress factors of teachers who work in special education settings.

All information you supply is guaranteed to remain totally confidential. Your information will be combined with information from other special education teachers in several institutions. Compiled results will be available to you upon request.

I would appreciate it if you would complete the questionnaire and return it to me as soon as possible, but no later than November 5, 1985.

I have enclosed a stamped, self-addressed envelope for your convenience.

Thank you very much for you help.

For Better Education
Sincerely,

Researcher's name.

APPENDIX C

TEACHER OPINION QUESTIONNAIRE

The questions in the attached questionnaire may or may not be characteristic of your teaching situation because schools differ from one another in many ways. Do not evaluate the items in terms of "good or bad" but read them carefully and respond in terms of how well the statement describes your current teaching situation.

INSTRUCTIONS

The statements on the following pages concern your current employment situation in education. Please indicate your personal opinion about each statement by circling the appropriate response at the right of the statement.

Circle "SA" if you strongly agree.

Circle "A" if you agree.

Circle "U" if you are undecided.

Circle "D" if you disagree.

Circle "SD" if you strongly disagree.

		Strongly Agree			Strongly Disagree		
1.	My fellow teachers often compliment me on my work.	SA	A	U	D	SD	
2.	There is adequate discipline in this institution.	SA	A	U	D	SD	
3.	My program is a dumping ground for students with academic problems.	SA	A	U	D	SD	
4.	As a professional, I am not comfortable when being evaluated by my administrator.	SA	A	U	D	SD	
5.	Due to my present income, I could not get a new home mortgage if I wanted to.	SA	A	U	D	SD	
6.	People here express their feelings openly and enthusiastically.	SA	A	U	D	SD	
7.	I do not have to worry about my personal safety while on the job.	SA	A	U	D	SD	
8.	The paperwork involved in my job is far too excessive.	SA	A	U	D	SD	
9.	At faculty meetings, I can express my ideas without worrying about repercussions.	SA	A	U	D	SD	
10.	My teaching income is not sufficient to live comfortably.	SA	A	U	D	SD	

- | | | | | | | |
|-----|---|----|---|---|---|----|
| 11. | Personality and pull
are more important
than competence in
getting ahead around
here. | SA | A | U | D | SD |
| 12. | I would rate the in-
service in this
system as adequate. | SA | A | U | D | SD |
| 13. | I am required to do
too many extra
activities outside
my teaching. | SA | A | U | D | SD |
| 14. | Official policy takes
precedence over edu-
cation in this system. | SA | A | U | D | SD |
| 15. | The salary schedule of
this system does not
provide adequate incre-
mental raises. | SA | A | U | D | SD |
| 16. | Everyone here has a
strong sense of being
part of a team. | SA | A | U | D | SD |
| 17. | I would rate my under-
graduate pre-service
training as adequate. | SA | A | U | D | SD |
| 18. | Regardless of how much
I do in my classroom,
it is never enough. | SA | A | U | D | SD |
| 19. | My superiors do not
think of me as a
professional. | SA | A | U | D | SD |
| 20. | I would leave the
teaching field if I
could find another job. | SA | A | U | D | SD |
| 21. | There is a lot of
group spirit among
staff members here. | SA | A | U | D | SD |
| 22. | I feel qualified in
every respect to
work with the
students that I have. | SA | A | U | D | SD |

23.	Teaching is secondary to the importance placed on paperwork.	SA	A	U	D	SD
24.	My administrator is receptive to any new ideas from staff members.	SA	A	U	D	SD
25.	Salary is not important and I plan to teach until I retire.	SA	A	U	D	SD
26.	Criticism is taken as a personal affront in this organization.	SA	A	U	D	SD
27.	I would rate my graduate teacher education program as adequate.	SA	A	U	D	SD
28.	The teacher has too much responsibility for security in this system.	SA	A	U	D	SD
29.	My administrator has favorite staff members who are treated just a little better than other staff members.	SA	A	U	D	SD
30.	My teaching contract is adequate.	SA	A	U	D	SD
31.	One of the values stressed here is open-mindedness.	SA	A	U	D	SD
32.	My legal responsibilities are clearly outlined and have been made clear to me.	SA	A	U	D	SD
33.	A para-professional is needed in my classroom.	SA	A	U	D	SD
34.	I am comfortable when my administrator is around.	SA	A	U	D	SD

- | | | | | | | |
|-----|---|----|---|---|---|----|
| 35. | Fringe benefits and time off keeps me in the teaching field. | SA | A | U | D | SD |
| 36. | There are no favorites in this place, everyone is treated alike. | SA | A | U | D | SD |
| 37. | I follow the rules very carefully because there is little allowance for deviation from official policy. | SA | A | U | D | SD |
| 38. | Other educators do not understand the importance of my job. | SA | A | U | D | SD |
| 39. | My administrator demands too much of me as a teacher. | SA | A | U | D | SD |
| 40. | Salary negotiations benefit the administration more than the staff. | SA | A | U | D | SD |
| 41. | There always seems to be a lot of little quarrels going on here. | SA | A | U | D | SD |
| 42. | I should receive training in self-defense and combat tactics. | SA | A | U | D | SD |
| 43. | My class load is too large to provide individualized help like I need to. | SA | A | U | D | SD |
| 44. | I never know what my administrator really thinks of my performance. | SA | A | U | D | SD |
| 45. | Administrators are over-paid and teachers are under-paid. | SA | A | U | D | SD |
| 46. | Some staff members receive special privileges. | SA | A | U | D | SD |

- | | | | | | | |
|-----|---|----|---|---|---|----|
| 47. | I would never live in the same town where I teach because of conflicts with students and their parents. | SA | A | U | D | SD |
| 48. | My facilities are adequate for me to do a professional job. | SA | A | U | D | SD |
| 49. | My administrator always stands behind his staff and is a strong leader. | SA | A | U | D | SD |
| 50. | Additional education on my part is rewarded with significant salary increases. | SA | A | U | D | SD |

Please answer the following questions as they pertain to you.

1. Do you experience headaches because of your work environment? yes__ no__
2. Have you experienced stomach problems related to your work? yes__ no__
3. Do you feel frustrated about your work? yes__ no__
4. Do you feel there is high stress on your job? yes__ no__
5. Does occupational stress affect your ability to perform your duties as a teacher? yes__ no__
6. Do you believe in teacher burn-out, and is it a problem in education today? yes__ no__
7. Does your administrator cause you more stress than your work? yes__ no__

Please indicate if you work in public education or
correctional education. _____ public education
_____ correctional education

B I B L I O G R A P H Y

1. Banks, Frances. "Teach Them to Live." Journal of Correctional Education; Volume 37, 1958. pages 11-16.
2. Barter, Richard F. "Rejuvenating Teachers." Independent School; Volume 43, no. 3, pages Feb. 1984. pages 37-42.
3. Becker, E. "Escape from Evil." The Freedom Press; New York: 1975.
4. Coffey, Osa. "The American Prison as an Educational Institute." Issues in Correctional Education for 1980's. Journal of Correctional Education; Volume 17, no.4, 1982.
5. Cox, T. "Stress." Journal of Special Education; University Park Press, Baltimore, Md., 1978.
6. Fimian, Michael J. and Santoro, Theresa M. "Correlates of Occupational Stress as Reported by Full Time Special Education Teachers." Sources of Stress, Storrs; Connecticut University Press; Jan., 1983.
7. Foster, Robert. "Burn out Among Teachers of Severely Handicapped and Autistic Children." Pointer Magazine; Volume 24, no. 2, 1978. page 26.
8. Gehring, Thom and Clark, Ron. "A Proposal From the Rehabilitative School Authority of Correctional Education Teacher Certification and Teacher Training Program." Journal of Correctional Education; Volumn 39, no. 3, 1979.
9. Horvath, Gerald. "Issues in Correctional Education." Journal of Correctional Education; Volume 27, no. 3, 1982.
10. Lloyd, C.W. "Burn our or, Don't Make an Ash of Yourself." Hot Topics Paper, The Council of Exceptional Children; 1980.
11. Lucas, Geoffery S. "KEEP THE LID ON." Journal of Correctional Education; Volume 34, no. 3, 1983. page 100.
12. Meussling, Vonne. "Interpersonal Classrooms in a Maximum Security Prison." Journal of Correctional Education; Volume 35, no. 4, Dec. 1984.

13. O'Toole, P. "Casualties in the Classroom." New York Times Magazine; December 10, 1978; pages 59, 78, 80, 82, 84, 86, 88, 90.
14. Reagen, Michael and Stoughton, Donald. "School Behind Bars." The Scarecrow Press; Metuchen, New Jersey, 1976.
15. Schwartz, Henrietta, and others. "School as a Workplace." National Institute of Education; Washington, D.C. May, 1984.
16. Skinner, Michael G. "Combating the Effects of Debilitating Stress." Pointer Magazine; Volume 24, no. 2, 1981. page 12.
17. Turabian, Kate L. A Manual for Writers of Dissertations. The Univeristy of Chicago Press, Chicago 1937. page 66.
18. Young, D.W., and Neilson, G. "Violent Offences and Developmental Factors in Two Decades of Delinquents." Pointer Magazine; April, 1983. page 34.

