

A Closer Look at the Effects of Teacher Burnout for Teacher of Students with Hearing Loss During the 2020/2021 Covid-19 Pandemic

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INTRODUCTION

In the current era of “The Great Resignation” - as the media has referred to the sudden exodus of the workforce post-pandemic - school districts could also be facing a sudden drop in teachers staying in the profession (Gibson, 2021; NPR 2021). On social media platforms across America, teachers are discussing the current state of teachers and what the future will hold come the end of the 2021/2022 school year. It has become increasingly apparent in mainstream media that the teacher shortage post-Covid 19 pandemic is affecting schools across Los Angeles County. We are in a dire situation of losing teachers to burnout, contributing to “The Great Resignation.” This study is meant to gauge the current state of educators who work directly with students with hearing loss in hopes we can take the best steps towards teacher retention in this field. The purpose of this study is to examine how the emotional well-being of teachers of students with hearing loss has been affected, what it might be affected by and possibly contributing to thoughts of their resignation. This quantitative study about teacher burnout focuses on emotional exhaustion, depersonalization, personal accomplishment and workload, control, reward, community, fairness, and values. The aim of the study is to shed light on the vast issues affecting teachers of students with hearing loss and hopefully offer pieces of information that could lead to the retention of teachers.

STUDY AREA AND SAMPLING SCHEME

Study Area

The study's survey was completed on the participants personal devices at any preferred location. The survey was sent digitally through The Mind Garden Transfer System. This tool was also used to collect data through the survey system.

Survey Sampling Schemes

Sampling Date	Location	Number/Types of Samples
3/30/22	Various	Convenience Sample, 15
4/6/22	Various	Convenience Sample, 5

Survey Sampling

The MBI (Maslach Burn-Out Inventory Scale) is divided into subsections of emotional exhaustion, depersonalization, and personal accomplishment. It consists of 22 questions and will take 15-20 minutes. The questionnaire will gauge the emotional well-being of the educators. The AWS (Areas of Work Life Survey) is divided into subsections of workload, control, reward, community, fairness, and values. The AWS has 28 questions and will take 15-20 minutes to complete.

EXPERIMENTAL METHODS

MBI and AWS

This quantitative study combined a set of questions on a the Maslach Burn-Out Inventory Scale (MBI), and Areas of Work Life Survey (AWS). A statistical analysis of the scores were disclosed in the research focusing on group averages based on characteristics such as holding a credential to teach students with hearing loss.

Scoring MBI and AWS

The Areas of Worklife Survey is scored by calculating six scores; one for each subscale. Since the meanings and relationships these six areas of worklife differ, it is not possible to combine the six subscale scores into one, overall score. Each item has a range of 4; between 1 and 5.

The frequency with which teachers experience feelings related to each MBI-ES scale is assessed using a seven-point, fully anchored response format. Items are written in the form of statements about personal feelings or attitudes and using the general term *students*. Responses are given using a frequency scale, which is labeled at each point and ranges from 0 (“Never”) to 6 (“Every day”), as shown in Figure 1.

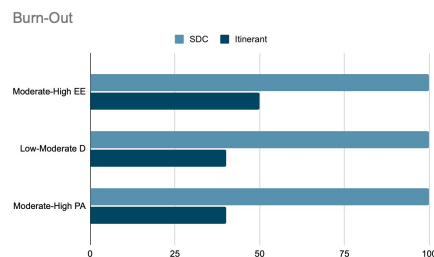
Figure 1: MBI Item Format Example

Item 8: I feel burned out from my work							
How often	0 Never	1 A few times a year or less	2 Once a month or less	3 A few times a month	4 Once a week	5 A few times a week	6 Every day

RESULTS & DISCUSSION

Many news media outlets have discussed the possible exodus of teachers throughout the Covid-19 Pandemic. It is apparent in figure 2 that teachers of students with hearing loss who work in special day classes (SDC) are experiencing higher levels of burnout when compared to their itinerant counterpart.

Figure 2: Burn-Out Comparison



RESULTS & DISCUSSION

Figures 3 and 4 below compare itinerant and special day class (SDC) congruency within the Areas of Worklife; workload, control, reward, community, fairness and values. Workload, control and fairness have similar results where as reward, community and values differ between the two groups. As defined by the authors of the survey, “values are what is important to the organization and to its members. When organizational and personal values are congruent, successes are shared. Mismatches occur when differences exist between an organization's values and the values of its staff, or if the organization does not practice its stated values (Leiter & Maslach, 2011).” Values, or lack there of, may have a significant role in the well-being of classroom teachers.

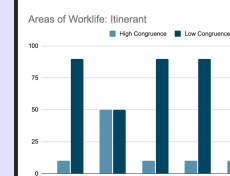


Figure 3: AWS Itinerant

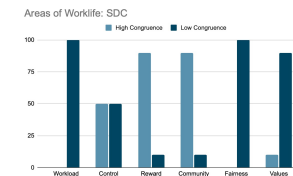


Figure 3: AWS SDC Teachers

FUTURE WORK

In the future, research on burnout within teachers of students with hearing loss should continue, especially in the areas of values, fairness, and workload amongst teachers of students with hearing loss. Post-Covid, we should continue to gauge teacher burn-out to see the longitudinal impacts. As more information is gathered on burnout, the scope of research should shift to teacher retention, or ways to ensure that highly qualified teachers remain in their position with lower levels of emotional exhaustion and depersonalization.

REFERENCES

1. Lieter, M., Maslach, C. (2011). *Areas of Worklife Survey Manual and Sampled Set*. Mind Garden, inc.
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3. Gibson, K. (2021, November 12). *Teacher shortages - made worse by COVID-19 - shutter schools across U.S.* CBS News.
4. NPR. (2021, October 22). *The great resignation: Why people are leaving their jobs in growing numbers.*

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