

EASTERN KENTUCKY TEACHER AND ADMINISTRATIVE STRESS:  
PART III

BY

Dr. Sam Wright  
Associate Professor  
Foundational and Graduate Studies in Education

and

Dr. Victor Ballestero  
Professor  
Foundational and Graduate Studies in Education

November, 2012

## **Introduction**

The purpose of this research was to do a survey of randomly selected Eastern Kentucky superintendents to collect data about stress in public schools. The stress data collected from this survey was compared to the stress data collected from a 2010 survey of Eastern Kentucky principals and a 2011 survey of Eastern Kentucky teachers (Elementary, Middle, and High School). This is a continuation study for Eastern Kentucky that collected data on how men and women teachers and men and women school administrators handle stress. This study sought to determine if there are differences in how men and women teachers/administrators handle stress in the public schools of Eastern Kentucky. In addition, the research considered school size, school financial condition, and age as factors that may influence stress for teachers and administrators. The surveys were mailed to randomly selected school superintendents that are located in the Morehead State University service area (22 Counties) in the spring of 2012.

## **Objectives**

1. To add to the knowledge concerning stress for Eastern Kentucky teachers and school administrators;
2. To share the findings with the Commonwealth, universities, school districts, administrators, teachers, and the public;
3. To add to the research that is available regarding the public schools served by Morehead State University.

## **Literature Review**

Mersky (1983) completed a study involving stress for educators in Eastern Kentucky. Mersky conducted a study concerning task-based stress among teachers in a rural setting. Teachers in 12 Eastern Kentucky schools were asked to complete a 51-item instrument. Mersky found that stress in Eastern Kentucky for teachers is associated with management practices. Also, stress for teachers was the result of violence/student discipline. Mersky found the least stressful events for teachers centered on pedagogical activities. Mersky suggests the need for improved management practices in Eastern Kentucky schools.

Kirby (1990) studied the stress levels of Kentucky elementary school principals. Kirby surveyed 200 Kentucky elementary school principals using a 24 item survey. Kirby's findings indicated forcing the resignation/dismissal of a teacher and dealing with unsatisfactory professional performance were the two most stressful events for elementary school principals. The lowest amount of stress was found to be working with the district's central administration. Kirby concluded the job of being a Kentucky elementary school principal is not highly stressful.

Hammond and Onikama (1997) found stress factors for teachers were caused by school reform efforts, minimal administrative support, poor working circumstances, and lack of involvement in school decision making, paperwork, and lack of resources. Moody and Barrett (2009) concluded that administrators cause stress for teachers, administrators know their teachers are stressed, teaching is stressful and teachers are aware of their stress, and stress affects students.

Hammond and Onikama concluded there is a difference in stress between administrators and teachers. They stated that administrators are making healthier choices than teachers.

Haberman (2004), in a very good article on teacher burnout, stated “The persistent and pervasive nature of teacher stress studies makes it clear that teaching has become a high stress occupation”. Haberman noted that teacher stress and turnover now costs 2.6 billion dollars annually to school districts.

Wright and Ballesterro (2011) reached the following conclusions about stress: A majority of the principals (63%) indicated men teachers handle stress the best. A majority of the principals (68%) indicated men school administrators handle stress the best. The principals felt enrollment makes a difference in the level of stress for teachers and school administrators. A majority of principals felt financial conditions makes a difference in the level of stress for teachers and school administrators. Another factor that was identified as contributing to stress for teachers and school administrators was the age of teachers and administrators. And the principals unanimously indicated that stress was increasing for teachers and school administrators.

Wright and Ballesterro (2012) reached the following conclusions about stress: A majority of the teachers (68%) indicated men teachers handle stress the best. A clear majority of the teachers (84%) indicated men school administrators handle stress the best. The teachers felt enrollment makes a difference in the level of stress for teachers and school administrators. A very high percent of teachers (95%) felt financial conditions makes a difference for teachers and school administrators. Teachers felt age (84%) makes a difference in the level of stress for teachers and school administrators. And like the principals in the first survey, the teachers indicated unanimously that stress was increasing for teachers and school administrators.

## **Methods/Research Design**

A stress survey was mailed to randomly selected school superintendents located in the Eastern Kentucky region serviced by Morehead State University (22 Counties) (See Attachment D). The region serviced by Morehead State University consists of 37 school districts. A random drawing selected 25 school districts for the study. The first survey was mailed on March 26, 2012 and was to be returned by April 16, 2012. The first mailing resulted in 14 surveys being returned out of the 25 that were sent to the randomly selected school superintendents. A follow-up survey was mailed on April 16, 2012. The follow-up survey was to be returned by April 30, 2012. The follow-up survey resulted in 6 additional surveys being returned for a total of 20 returned surveys. This provided an 80% return for the surveys. A copy of the survey and the informational letters are included as Appendix A, B, and C respectively. The surveys were returned to the Foundational and Graduate Studies in Education office for tabulation. The stress survey (Attachment A) was developed, mailed, and analyzed by Dr. Sam Wright and Dr. Victor Ballestero.

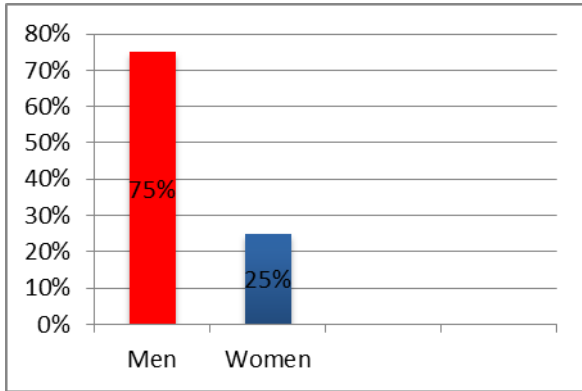
This is a continuation study on teacher and administrative stress for Eastern Kentucky. The data for the 2010 study was collected from Eastern Kentucky principals. The data for the 2011 study was collected from Eastern Kentucky teachers. The data for the 2012 study was collected from Eastern Kentucky superintendents. The survey questions were identical for each of the three surveys.

## Survey Results

### Question 1. Which gender of teachers handle stress the best?

There were 5 superintendents (25%) who indicated they felt women teachers handle stress the best. For option number two, 15 superintendents (75%) selected men teachers as handling stress the best.

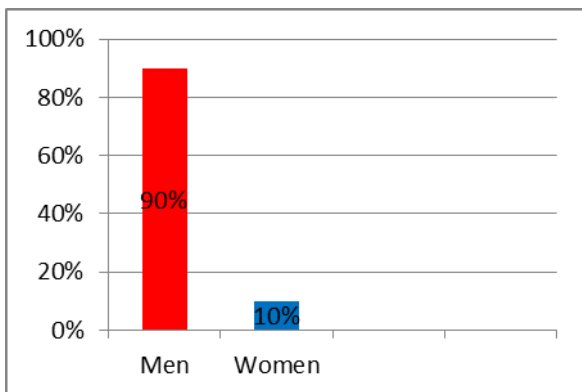
Men Teachers Handle Stress the Best



### Question 2. Which gender of school administrators handle stress the best?

There were 2 superintendents (10%) who indicated they felt women administrators handle stress the best. For the male option, 18 superintendents (90%) selected men administrators as being the best at handling stress.

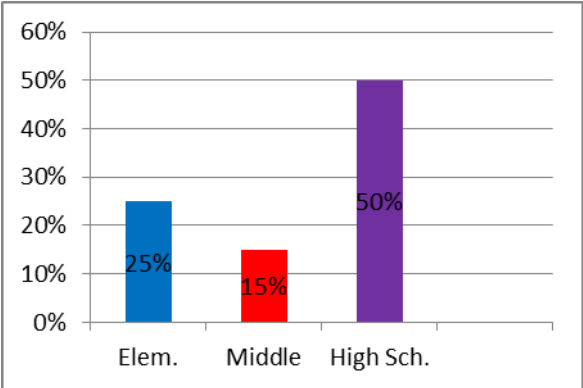
Men Administrators Handle Stress the Best



**Question 3.** Which grade level of teachers handle stress the best?

There were 10 superintendents (50%) who selected high school teachers as being the best at handling stress. There were 5 superintendents (25%) who selected elementary teachers as being the best at handling stress. Finally, 3 superintendents (10%) selected middle school teachers as being the best at handling stress. Two superintendents did not pick which level of teachers they felt handled stress the best.

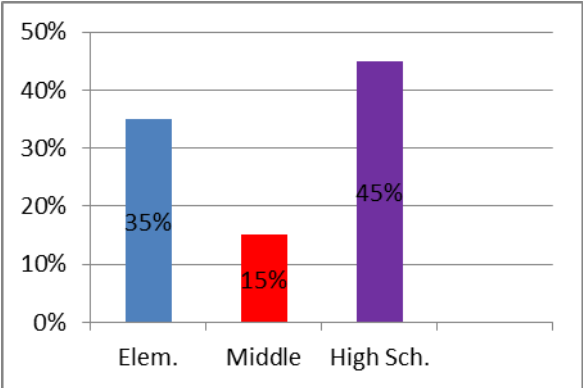
**High School Teachers Handle Stress the Best**



**Question 4.** Which grade level of school administrators handle stress the best?

There were 9 superintendents (45%) who selected high school administrators as being the best at handling stress. Seven (7) superintendents (35%) selected elementary administrators as being the best at handling stress. And 3 superintendents (15%) selected middle school administrators as being the best stress handlers. One superintendent did not pick which level of administrators they felt handled stress the best.

**High School Administrators Handle Stress the Best**

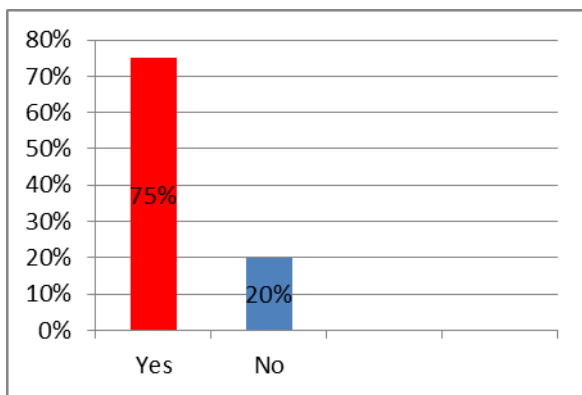




**Question 5.** Does the enrollment of a school make a difference in the level of stress for teachers?

There were 15 superintendents (75%) that marked yes school enrollment makes a difference. Four (4) superintendents (20%) selected the option that enrollment made no difference in the level of stress for teachers. One superintendent did not make a selection for this question.

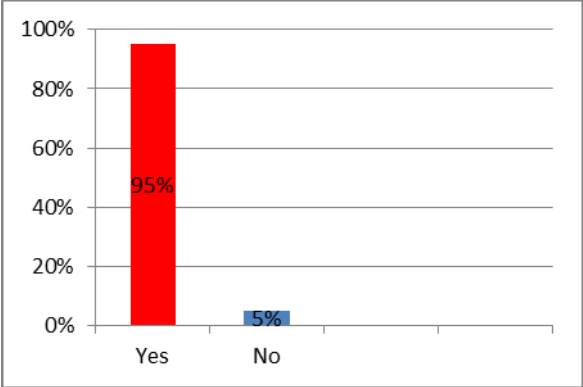
**Enrollment Makes a Difference in Stress for Teachers**



**Question 6.** Does the enrollment of a school make a difference in the level of stress for school administrators?

Ninety-five (95%) of the superintendents indicated they felt enrollment makes a difference in the level of stress for school administrators. One superintendent (5%) felt enrollment did not make a difference in the level of stress for school administrators.

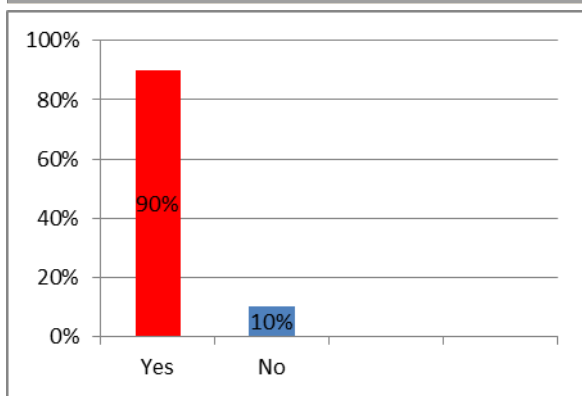
**Enrollment Makes a Difference in Stress for School Administrators**



**Question 7.** Does the financial condition of a school district make a difference in the level of stress for teachers?

There were 18 superintendents (90%) that selected yes indicating that the financial condition of a school district does make a difference in the level of stress for teachers. Two superintendents (10%) responded they do not feel the financial condition of a school district makes a difference in the level of stress for teachers.

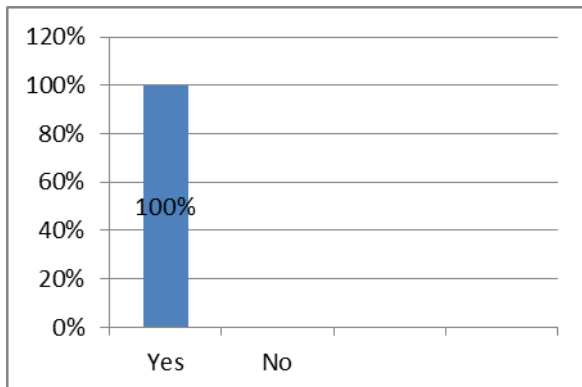
**Financial Condition Makes a Difference for Teachers**



**Question 8.** Does the financial condition of a school district make a difference in the level of stress for school administrators?

There was a unanimous choice by the superintendents (100%) that the financial condition of a school district does make a difference in the level of stress for school administrators.

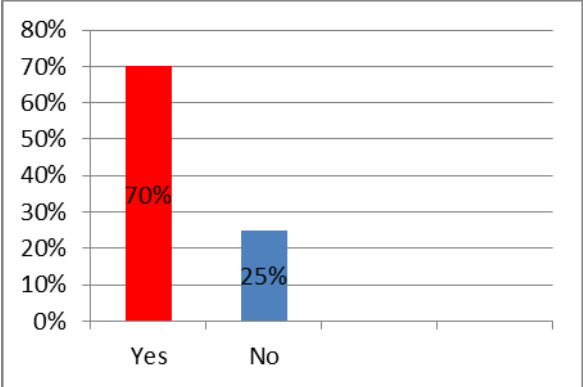
**Financial Condition Makes a Difference for Administrators**



**Question 9.** Does the age of a teacher make a difference in the level of stress?

There were 14 superintendents (70%) that indicated yes the age of a teacher makes a difference in the level of stress. There were 5 superintendents (25%) that indicated age was not a factor in the level of stress for teachers. One superintendent did not answer this question.

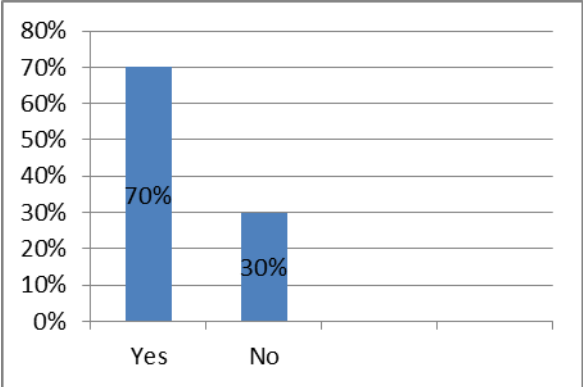
**Teacher Age Makes a Difference**



**Question 10.** Does the age of a school administrator make a difference in the level of stress?

There were 14 superintendents (70%) that indicated yes the age of a school administrator makes a difference in the level of stress. There were 6 superintendents (30%) that indicated age was no factor in the level of stress for school administrators.

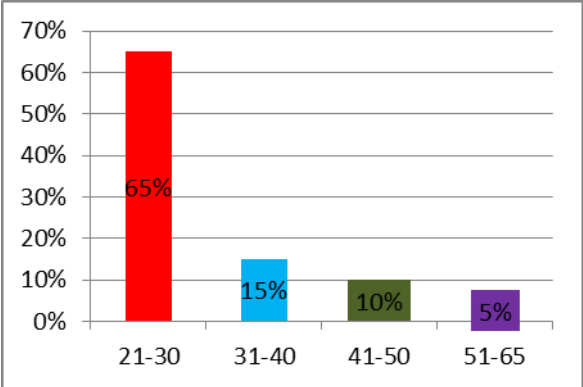
**Age Makes a Difference for Administrators**



**Question 11.** Which age group of teachers suffers the highest level of stress?

There were 13 superintendents (65%) who selected the 21-30 age group of teachers as suffering the highest level of stress. Three (3) superintendents (15%) selected the 31-40 age group of teachers. The 41-50 age group was selected by 2 superintendents (10%). The 51-65 age group was selected by 1 superintendent (5%). One superintendent did not respond to this question.

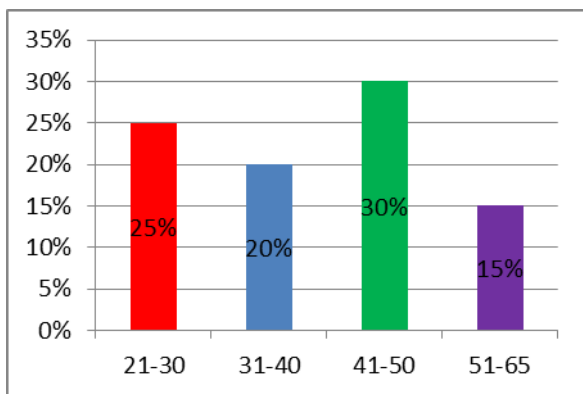
**21-30 Age Group of Teachers Suffer the Most Stress**



**Question 12.** Which age group of school administrators suffers the highest level of stress?

There were 5 superintendents (25%) who selected the 21-30 age group of school administrators as suffering the highest level of stress. The 31-40 age group was selected by 4 superintendents (20%). The 41-50 age group was selected by 7 superintendents (30%). The 51-65 age group was selected by 3 superintendents (15%). One superintendent did not respond to this question.

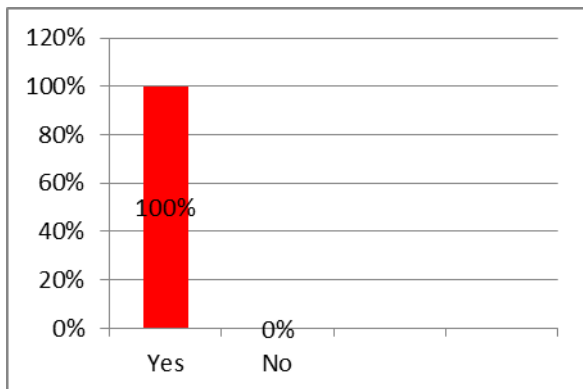
**41-50 Age Group of Administrators Suffer the Most Stress**



**Question 13.** Is teacher stress increasing or decreasing?

All 20 superintendents (100%) indicated teacher stress was increasing.

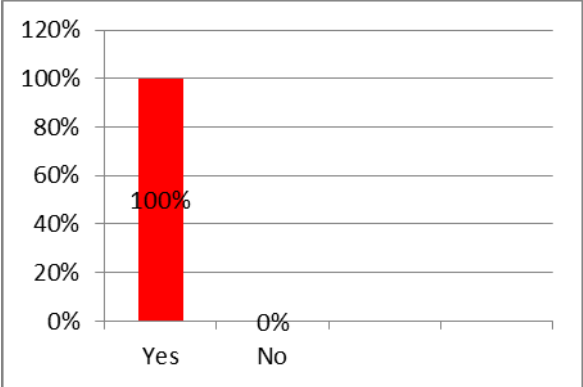
**Teacher Stress is Increasing Unanimously**



**Question 14.** Is school administrator stress increasing or decreasing?

All 20 superintendents (100%) indicated school administrator stress was increasing.

**Administrator Stress in Increasing Unanimously**



## **Conclusions:**

1. A majority of the superintendents (75%) indicated men teachers handle stress the best.
2. A majority of the superintendents (90%) indicated men school administrators handle stress the best.
3. A majority of superintendents (50%) indicated high school teachers handle stress the best.
4. A majority of superintendents (45%) indicated high school administrators handle stress the best.
5. A majority of superintendents (75%) felt enrollment makes a difference in the level of stress for teachers.
6. The superintendents (95%) felt enrollment makes a difference in the level of stress for school administrators.
7. A majority of the superintendents (90%) felt the financial condition of a school district makes a difference in the level of stress for teachers.
8. The superintendents unanimously (100%) felt the financial condition of a school district makes a difference in the level of stress for school administrators.
9. A majority of the superintendents (70%) felt age makes a difference in the level of stress for teachers.
10. A majority of the superintendents (70%) felt age makes a difference in the level of stress for school administrators.
11. The superintendents (65%) felt the 21-30 age group of teachers suffer the highest level of stress.
12. The superintendents (30%) felt school administrators in the 41-50 age group suffered the highest level of stress.
13. The superintendents unanimously indicated stress was increasing for teachers.
14. The superintendents unanimously indicated stress was increasing for school administrators.



## **Implications:**

1. The results of the superintendent survey indicated that men teachers and men school administrators handle stress better than their women counterparts. This should be taken into consideration by School Boards and Superintendents during employment for various school positions. Strategies should be implemented to reduce the level of stress for women who become teachers and school administrators.
2. In the opinions of superintendents, middle and elementary teachers and school administrators handle stress less than their high school counterparts. If this is the case, then strategies should be devised to reduce the stress of middle school and elementary teachers and school administrators.
3. It is crystal clear that the superintendents feel enrollment results in stress for teachers and school administrators. This is a very good reason for School Boards and Superintendents to strive to keep enrollments small. Evidently, larger classes and large school enrollments make a difference in the level of stress for both teachers and school administrators.
4. Financial conditions make a difference in the level of stress for both teachers and school administrators according to the superintendents. The only way to solve this ongoing national problem is for elected officials to make school funding a high priority legislative item. The Gallup/PDK Yearly Poll has the American public identifying school funding as their number one problem for the past decade. It is clear that public officials have not solved the school funding issue. This is very disappointing to Americans.
5. A clear majority of superintendents (70%) feel age makes a difference in the level of stress for both teachers and school administrators. The superintendents identified the 21-30 age group of teachers as suffering the most stress. The superintendents identified the 41-50 age group of school administrators as suffering the most stress. Strategies need to be implemented by School Boards and Superintendents to reduce the stress for these age groups of teachers and school administrators.
6. The superintendents unanimously indicated stress is increasing for both teachers and school administrators. Stress is one of the most harmful factors on human beings and their health. The data indicates an increase of stress for teachers and school administrators in Eastern Kentucky school districts. Stress is harmful to our teachers and school administrators and makes Kentucky schools less of a positive learning environment for Kentucky children.
7. The responsibility of reducing stress is ultimately a state task. The Kentucky legal case of *Rose v. Council for Better Education* (1989) ruled the obligation of common schools is a state responsibility and it cannot be shifted to local school districts. The Commonwealth of Kentucky bears the burden of reducing stress for all Kentucky teachers and school administrators.

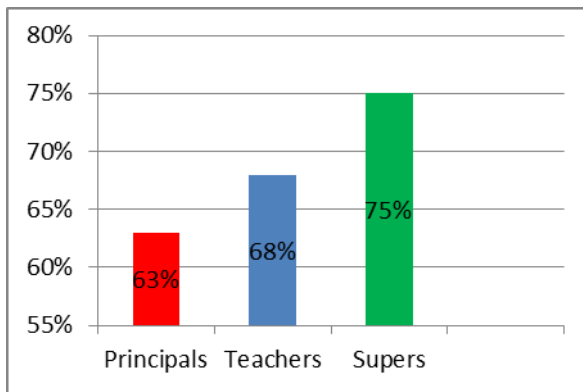
## Comparison of Principal, Teacher, and Superintendent Data

This section will analyze the data collected from the 2010, 2011, and 2012 surveys. This has been a three part study of stress for teachers and school administrators in Eastern Kentucky.

### Question 1. Which gender of teachers handle stress the best?

All of the groups surveyed indicated men teachers handle stress the best. Superintendents gave men their highest rating at 75%. Teachers gave men teachers a 68% rate as being better than women teachers to handle stress. The Principals gave men a 63% advantage over the women teachers.

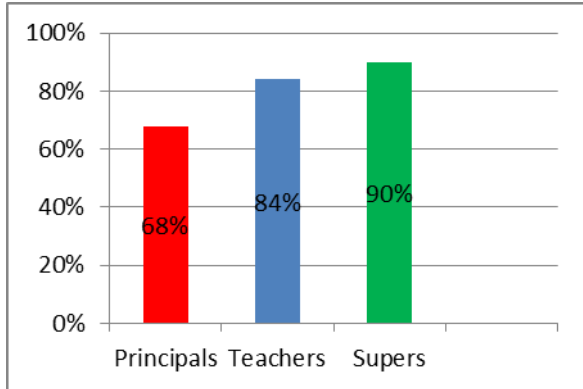
Men Teachers Handle Stress the Best As Indicated by Principals, Teachers & Superintendents



### Question 2. Which gender of school administrators handle stress the best?

All three groups gave the advantage to men school administrators. The superintendents rated men school administrators at 90% as being best at handling stress. The teachers gave the nod to male administrators at an 84% rating. The principals rated men school administrators at a 68% advantage over women school administrators.

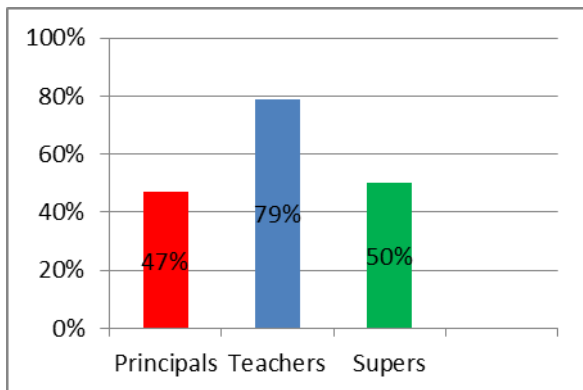
**Men School Administrators Handle Stress the Best as Indicated by All Groups**



**Question 3. Which grade level of teachers handle stress the best?**

There was a wide difference of opinion concerning which grade level of teachers handle stress the best. Both the teachers and principals indicated that elementary teachers handle stress the best. The teachers indicated elementary teachers at 79% while the principals had a 47% slight edge to elementary teachers. The superintendents differed in giving the edge to high school teachers with a 50% rating.

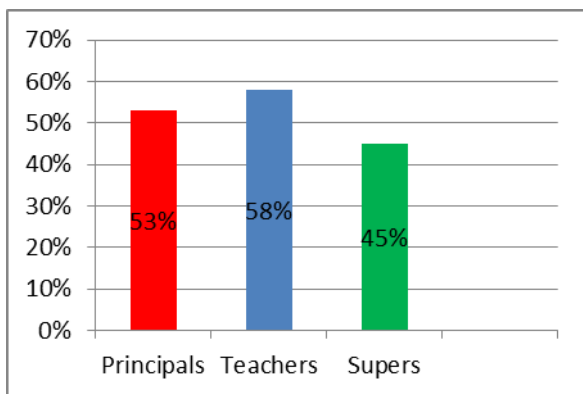
**Elementary and High School Teachers Handle Stress the Best**



**Question 4.** Which grade level of school administrators handle stress the best?

Both the teachers and principals indicated that elementary school administrators handle stress the best. The teachers gave elementary school administrators a 58% advantage at handling stress. The principals gave the elementary school administrators a 53% advantage at handling stress. The superintendents went in a different direction and gave high school administrators a slight 45% advantage at handling stress over middle and elementary school administrators.

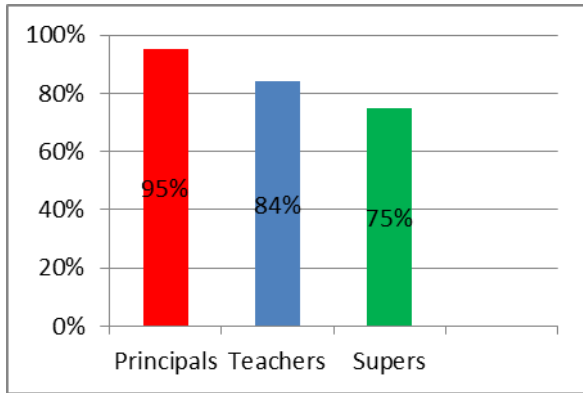
**Elementary and High School Administrators Handle Stress the Best**



**Question 5.** Does the enrollment of a school make a difference in the level of stress for teachers?

All three groups indicated enrollment makes a difference in the level of stress for teachers. The principals gave the strongest support to this question at 95%. Teachers gave enrollment as a stress factor an 84% rating. The superintendents rated enrollment as a stress factor at 75%.

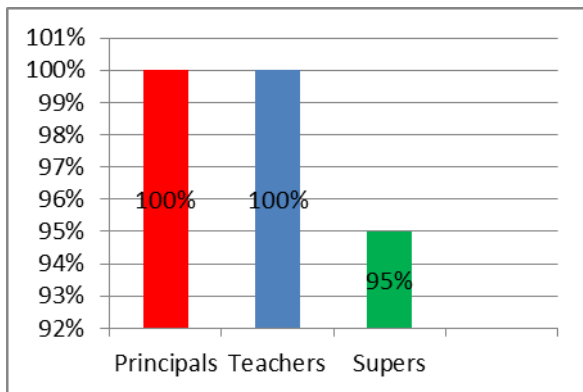
**All Groups Agreed that Enrollment Makes a Difference in Stress for Teachers**



**Question 6.** Does the enrollment of a school make a difference in the level of stress for school administrators?

Both the teachers and principals unanimously (100%) agreed that enrollment makes a difference in the level of stress for school administrators. The superintendents were slightly behind at 95% of those surveyed supporting this concept.

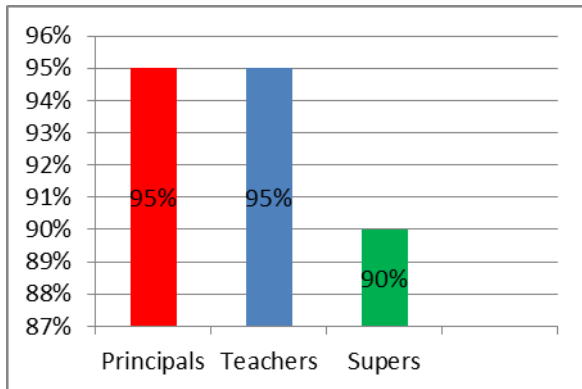
**All Groups Agree that Enrollment of a School Increases the Level of Stress for School Administrators**



**Question 7.** Does the financial condition of a school district make a difference in the level of stress for teachers?

All three groups agreed that the financial condition of a school district make a difference in the level of stress for teachers. Both teachers (95%) and principals (95%) indicated the financial condition of a school district make a difference in the level of stress for teachers. The superintendents rated the financial condition at 90% as a stress factor. This connects with the Phi Delta Kappan polls for the past ten years that identify school funding as the number one school issue according to the American public.

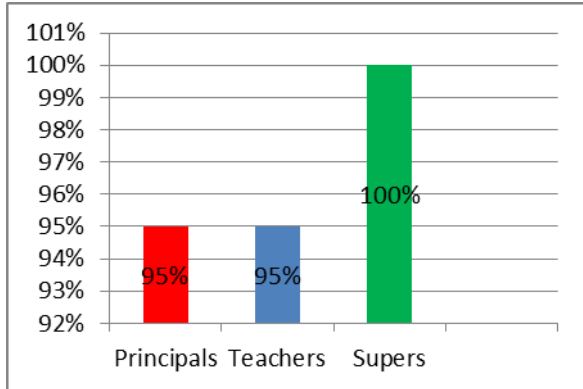
**All Groups Agree that the Financial Condition of a School District Result in Stress for Teachers**



**Question 8.** Does the financial condition of a school district make a difference in the level of stress for school administrators?

All of the groups agreed that the financial condition of a school district makes a difference in the level of stress for school administrators. The teachers (95%), principals (95%), and superintendents (100%) are in agreement as to the connection between finances and stress. This again connects with the Phi Delta Kappan polls for the past ten years that identify school funding as the number one school issue according to the American public.

**All Groups Agree the Financial Condition of a School District Makes a Difference in the Level of Stress for School Administrators**

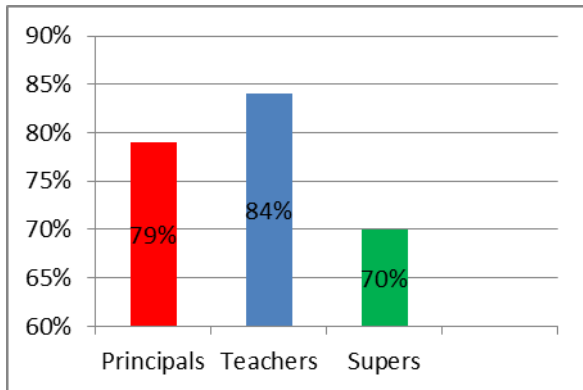


**Question 9.** Does the age of a teacher make a difference in the level of stress?

All the groups agree the age of a teacher makes a difference in the level of stress.

Teachers (84%), principals (79%), and superintendents (70%) are in agreement that age makes a difference in teacher stress.

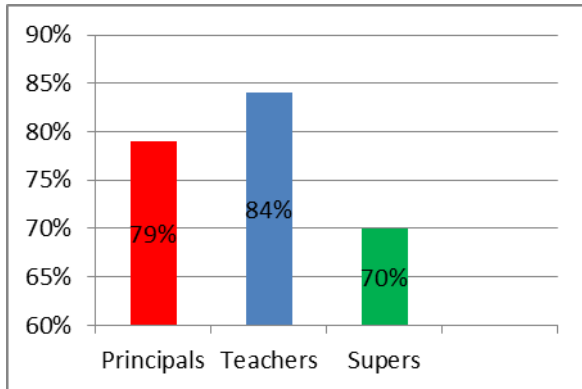
**All Groups Agree that Age Makes a Difference in Stress for Teachers**



**Question 10.** Does the age of a school administrator make a difference in the level of stress?

All the groups agree that age makes a difference in the level of stress for school administrators. Teachers (84%), principals (79%), and superintendents (70%) are in agreement that age makes a difference in school administrator stress.

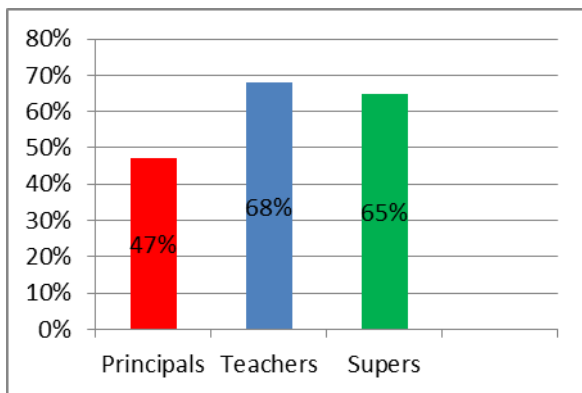
**All Groups Agree Age Makes a Difference in Stress for School Administrators**



**Question 11.** Which age group of teachers suffers the highest level of stress?

All the groups agreed that teachers in the 21-30 age group suffer the highest level of stress. Teachers (84%), principals (79%), and superintendents (70%) all saw the beginning age category as the one suffering the most teacher stress.

**All Groups Indicated Teachers 21-30 Suffer the Most Stress**

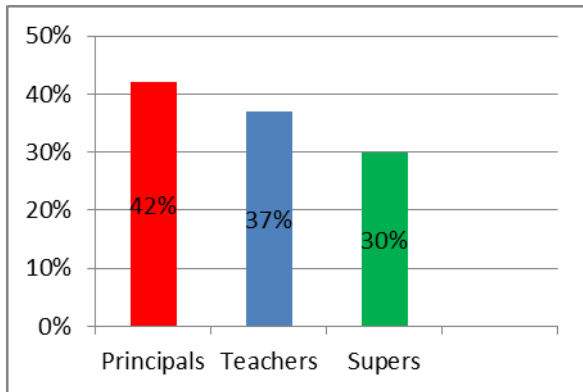




**Question 12.** Which age group of school administrators suffers the highest level of stress?

It was a tie for teachers. The teachers felt school administrators (37% and 37%) in the 21-30 and 31-40 age groups suffered the highest level of stress. The principals (42%) indicated the 31-40 age group of school suffered the highest levels of stress. The superintendents (30%) felt the 41-50 age group suffered the most administrative stress levels.

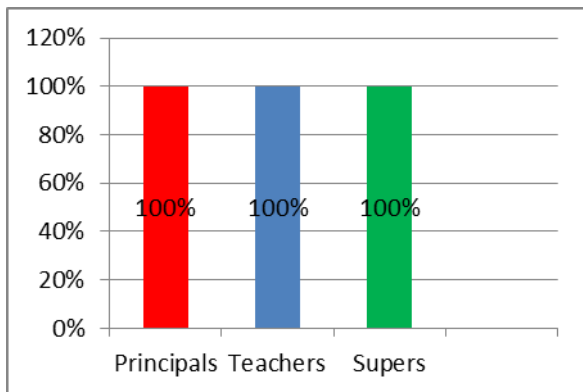
**Not Much Agreement on which School Administrators Suffer the Most Stress**



**Question 13.** Is teacher stress increasing or decreasing?

All the groups agree unanimously (100%) that teacher stress is increasing.

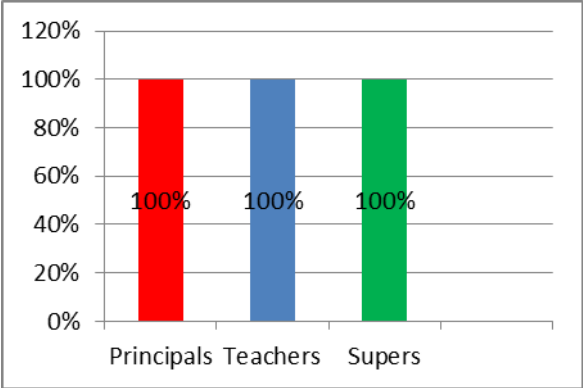
**All Groups Say Teacher Stress is Increasing**



**Question 14.** Is school administrator stress increasing or decreasing?

All the groups agree unanimously (100%) that stress is increasing for school administrators.

**All Groups Say Administrative Stress is Increasing**



## References:

- Haberman, Martin (2004) Teacher Burnout in Black and White. Retrieved July 4, 2010 from <http://www.habermanfoundation.org/Articles/PDF/Teacher%20Burnout%20in%20Black%20and%20White.pdf>
- Hammond, Ormond W. & Onikama, Denise L (1997). At Risk Teachers. Retrieved July 3, 2010 from [http://www.eduref.org/plweb-gi/fastweb?getdoc+ericdb2+ericdb+1042491+253+wAAA\(...](http://www.eduref.org/plweb-gi/fastweb?getdoc+ericdb2+ericdb+1042491+253+wAAA(...)
- Hicks, F.P. (1933) The Mental Health of teachers. New York: Cullman and Ghertner, p. 27.
- Holmes, T. & Rahe, R. (1967) Holmes-Rahe life changes scale. Journal of Psychosomatic Research, 11, 213-218.
- Kirby, H.J. (1990). Stress Indicators of Kentucky Elementary Principals. Retrieved October 27, 2009 from <http://moreheadstateuniversity.worldcat.org/oclc/425342008&referer=brief> results
- Mersky, Ronald (1983). Management Practices: A Major Cause of Stress among Teachers. Retrieved October 27, 2009 from [http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?\\_nf...](http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nf...)
- Wright, Sam & Ballestero, Victor (2011). Eastern Kentucky Teacher And Administrative Stress, Morehead State University. (ERIC Document No. ED 518 480).
- Wright, Sam & Ballestero, Victor (2012). Eastern Kentucky Teacher And Administrative Stress: Part II, Morehead State University. (ERIC Document No. ED 529 289).

**Appendix A:**

**Eastern Kentucky Teacher and Administrative Stress Survey**

**Directions: Please answer the questions by placing a check mark in the space that answers the question. The response will be your opinion.**

1. Which gender of teachers handle stress the best?

Women Teachers

Men Teachers

2. Which gender of school administrators handle stress the best?

Women Administrators

Men Administrators

3. Which grade level of teachers handle stress the best?

Elementary Teachers

Middle School Teachers

High School Teachers

4. Which grade level of school administrators handle stress the best?

Elementary Administrators

Middle School Administrators

High School Administrators

5. Does the enrollment of a school make a difference in the level of stress for teachers?

Yes

No

6. Does the enrollment of a school make a difference in the level of stress for school administrators?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

7. Does the financial condition of a school district make a difference in the level of stress for teachers?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

8. Does the financial condition of a school district make a difference in the level of stress for school administrators?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

9. Does the age of a teacher make a difference in the level of stress?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

10. Does the age of a school administrator make a difference in the level of stress?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

11. Which age group of teachers suffers the highest level of stress?

\_\_\_\_\_ 21-30

\_\_\_\_\_ 31-40

\_\_\_\_\_ 41-50

\_\_\_\_\_ 51-65

12. Which age group of school administrators suffers the highest level of stress?

\_\_\_\_\_ 21-30

\_\_\_\_\_ 31-40

\_\_\_\_\_ 41-50

\_\_\_\_\_ 51-65

13. Is teacher stress increasing or decreasing?

\_\_\_\_\_ Increasing

\_\_\_\_\_ Decreasing

14. Is school administrator stress increasing or decreasing?

\_\_\_\_\_ Increasing

\_\_\_\_\_ Decreasing

Thank you for your assistance! Please place the survey in the enclosed, stamped envelope and return to Dr. Sam Wright, Associate Professor of Leadership, Morehead State University.

**Attachment B:**

March 26, 2012

Dear Superintendent:

The enclosed survey has been designed to collect information about stress concerning Eastern Kentucky teachers and school administrators. You were randomly selected to participate in this Morehead State University study. Your opinion as a school superintendent is greatly appreciated for this study. Please give us a few minutes of your valuable time to complete the short survey regarding stress for teachers and school administrators. A self-addressed, stamped envelope has been enclosed for your convenience in returning the survey.

Please assist Dr. Ballestero and myself by returning your survey by April 16. Thank you for your assistance.

Sincerely,

Dr. Sam Wright  
Associate Professor  
Leadership

Dr. Victor Ballestero  
Professor  
Leadership

**Attachment C:**

April 16, 2012

Dear Superintendent:

The enclosed survey is a follow-up to the one sent to you a few weeks ago. If you have not returned the survey to date, please take a few minutes to complete the questions. The information gathered from the survey will be compiled to get another view on stress for Eastern Kentucky teachers and school administrators. Your valuable help would be greatly appreciated. Once tabulated, this research will add to the information available concerning stress for teachers and school administrators.

A self-addressed, stamped envelope has been enclosed for your convenience in returning the survey. We hope to hear from you by Monday, April 30. Thank you in advance for your valuable assistance.

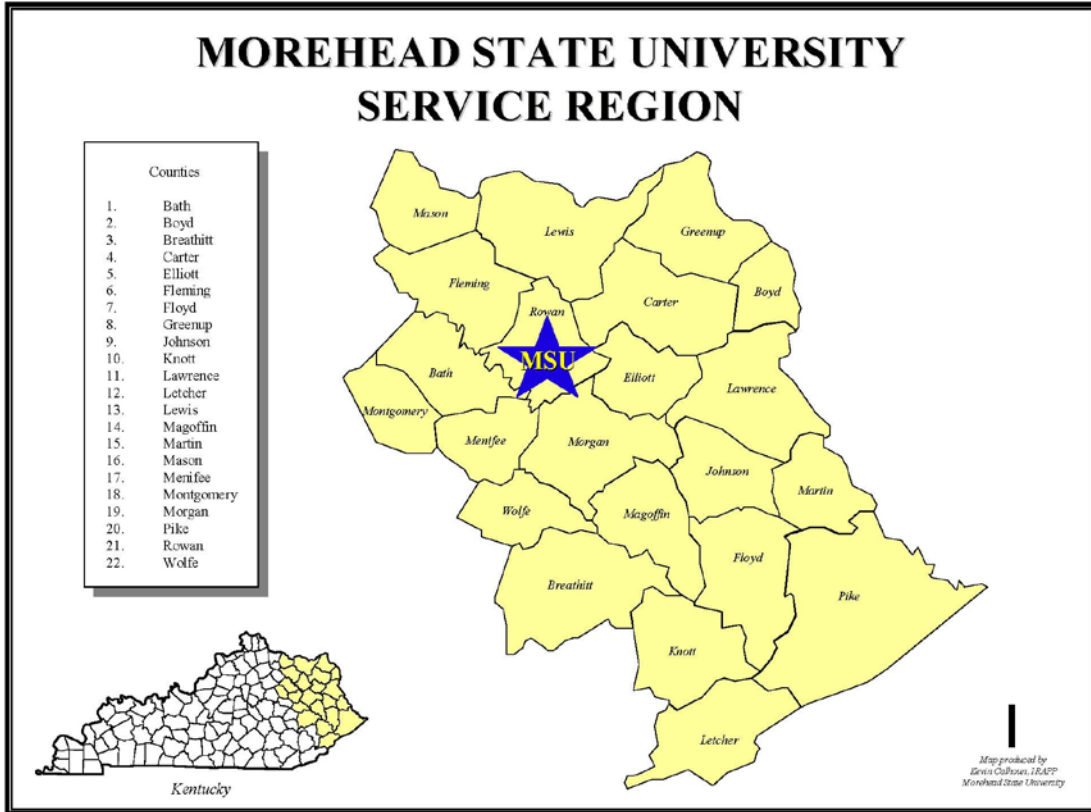
Sincerely,

Dr. Victor Ballestero  
Professor

Dr. Sam Wright  
Associate Professor



**Attachment D:**



## **Attachment E:**

Dr. Sam Wright is an Associate Professor in the Department of Foundational and Graduate Studies in Education at Morehead State University, Morehead, Kentucky. Dr. Wright is a former School Superintendent, Assistant Superintendent for Business, High School Principal, Assistant Junior High-High School Principal, and Middle School Teacher. Dr. Wright currently teaches School Law, Superintendent, and Doctoral Courses at Morehead State University. Dr. Wright holds a Ph.D. in Educational Administration and three other degrees from Indiana State University at Terre Haute, Indiana. His research interests and publications have included Hispanic and public school challenge studies. Dr. Wright has been a university professor for the past 15 years.

Dr. Victor Ballestero is a Professor in the Department of Foundational and Graduate Studies in Education at Morehead State University in Morehead, Kentucky. Dr. Ballestero was a teacher, high school principal, and central office administrator in his native Costa Rica before he came to the United States as a Fulbright Scholar. He received an Ed.D. Degree from the University of Kentucky. He also has three degrees from universities in Costa Rica. Dr. Ballestero currently teaches School and Community Relations, Human Resources Administration, and the School Leadership Practicum. Dr. Ballestero's main research interest is Hispanic involvement in Kentucky schools.