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Burnout as a Function of Eysenck's Neuroticism Factor in Teachers Working with Children with
Emotional and Behavioral Disorders

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By

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Burnout as a Function of Eysenck's Neuroticism Factor in Teachers Working with Children with
Emotional and Behavioral Disorders

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Abstract

The purpose of this study is to observe the level of neuroticism in special education teachers working with children with Emotional/Behavioral Disorders (EBD) and how it is related to the level of burnout (i.e., chronic state of physical, emotional and mental exhaustion; Center & Steventon, 2001) they experience. Two surveys, Friedman's Questionnaire on Teacher Burnout and Eysenck's Personality Questionnaire Brief Version, were delivered to special education teachers working with EBD students in self-contained classrooms in Western New York. The data were analyzed by correlating the teachers' level of neuroticism with their level of burnout. Results indicated a significant correlation between neuroticism and burnout.

Chapter One: Statement of the Problem

Seventy-eight percent of schools experience one or more violent crimes a year (Feifer, 2009). Unfortunately, curricular changes have not helped this statistic, which has remained constant from 1999 to 2006 (Feifer, 2009). A strong relationship exists between violence and Emotional and Behavioral Disorders (EBD), a range of disorders in which aggressive and disruptive behaviors occur (Smith, 2007). Students with emotional disorders are the most difficult group of individuals in special education to educate successfully despite having higher IQ scores than any other disability group (Feifer, 2009). Longitudinal studies have found that antisocial behaviors at an early age, without intervention, often lead to a pattern of learning difficulties and increasingly negative interaction cycles with parents, teachers, and peers (Kamps, Kravits, Stolze, & Swaggart, 1999).

Educating children with EBD has always been a challenging task. Children with EBD tend to exhibit aggressive and antisocial behaviors, as well as language and communicative deficits (Sanger & Shapera, 1994). These students' communication skills are less effective than those of their peers, so it is easier for them to misinterpret the words and actions of others. Children with EBD are often difficult to teach because of their oppositional defiance, antisocial behaviors, aggression, and communication deficits. Their lack of social skills and their inability to control themselves requires intensive support from their surroundings. This poses a challenge for teachers who must not only educate these children within the bounds of the No Child Left Behind Act (NCLB, 2002), but must also facilitate their social and emotional development (Richardson, Tolson, Huang & Lee, 2009). Due to the amount of stress put on

teachers to meet educational standards while remaining emotionally available for their students to help them develop socially, teachers working in self-contained settings with the EBD population have a tendency to become mentally and emotionally exhausted more quickly than teachers in general education settings (Center & Steventon, 2001). These teachers also face less than favorable teacher-student ratios in special education settings, resulting in their resources being strained (Blake & Monahan, 2007).

Teachers working with students with EBD have similar struggles to teachers in general education settings, but their stress is amplified by working in sometimes dangerous environments. One study using the EBD Stressor Questionnaire (EBD-TSQ) found that EBD teachers and general classroom teachers differed significantly in their responses to 71 percent of the items (Center & Steventon, 2001). Overall, the EBD teachers had much more perceived stress and the type of stress they experienced differed from that of a general classroom teacher; for example, dealing with physical attacks. The EBD classroom is very challenging to manage. Students often become verbal and physically violent or withdraw completely, and meeting educational standards in these conditions is a very difficult task.

Importance of Teacher Relationships

Students with EBD often require patience, persistence, boundaries and optimism in order to be successful. It is the teacher's responsibility, as one of the last positive influences on the student's life before they make possibly devastating decisions, to apply these traits in their work with these students (Brimi, 2008). The amount of responsibility put on teachers of students with EBD combined with the difficult attitudes of the children can result in a transactional process; a bidirectional model in which the social, environmental, and biological

factors of each party affect the other. This process can occur as a result of continuous interactions between the educator and the student over time provided by the environment (Sutherland & Oswald, 2005). The interaction between the teacher and the student is complex with multiple factors weighing on the relationship. When the teacher experiences high levels of stress and fatigue, he/she cannot fully focus on the needs of the student. Therefore, the student is more likely to exhibit antisocial behaviors. This increase in negative behaviors results in the teacher experiencing higher levels of stress and emotional strain, thus resulting in a process in which the difficulties of one sustain the difficulties of the other. Due to the communication gaps in many students with EBD, they cannot communicate their concerns as readily as peers, so they are more likely to fall into this bidirectional trap.

Better relationships between teachers and students with EBD can decrease the mental and emotional strain that these teachers experience. When the transactional process causes a strain on the relationship, the student can hold a pessimistic outlook on the teacher and view him/her negatively. The student's perceptions of his/her teacher can dramatically affect the trust between the two, thus decreasing or increasing the teacher's ability and effectiveness in helping that student succeed. According to Carlson, Dinkmeyer, and Johnson, specific teachers can have a positive or negative influence on student academic achievement (2008). By increasing motivation and positive outlook in the classroom, student interest and affective learning can be increased. Understanding the purpose behind misbehavior is another way in which educators can meet the needs of their students, therefore raising their ability to help their students with EBD and decreasing negative effects of the transactional process or stopping it altogether.

Burnout in Teachers

Burnout is a term used to describe the chronic state of physical, emotional and mental exhaustion (Center & Steventon, 2001). Individuals with stressful jobs commonly experience this state of burnout due to the constant demands placed on them, which often causes them to withdraw mentally and emotionally from their jobs. Burnout experienced by teachers in the special education and EBD field has reached crisis proportions (Center & Steventon, 2001). The crisis rate of burnout has been linked to the rise of stricter laws and regulations, higher demands for teachers, inadequate training, and fewer teachers in the field to help (Blake & Monahan, 2007). It is particularly a problem for teachers new to the teaching field (referred to as “beginning teachers”). The number one stressor reported by Goddard et al. (2006) is lack of support for innovation in a school system, which is associated with increased cynicism in beginning teachers. Teachers begin to question whether they entered the right field or if they are the right person for this job, which results in serious doubts about their own teaching abilities and causes many educators to leave the field (Goddard et al., 2006). Within their first three years of service, approximately 50% of teachers working with students with EBD leave the field as a result of job stress and difficult students (Teven, 2007). Therefore, it is important for teachers working with this population to be prepared mentally and emotionally.

Personality and Neuroticism

Another major factor in student-teacher relationships is the teacher’s personality. Working with children with EBD can be very taxing on one’s emotions, and some personality characteristics are more likely than others to affect the relationship between students with EBD and their teachers. Stress has a significant effect on teacher’s severity ratings of antisocial and

combative behaviors in their students (Kokkinos, Panayiotou & Davazoglou, 2005). Teachers who are under a great deal of stress report student misbehavior as much more severe than those under less stress. Therefore, it is crucial that teachers working with children with high rates of misbehavior (e.g., students with EBD) not have those personality characteristics that will increase the chance of burnout.

Neuroticism is best described as a frequent state of negative emotionality (Teven, 2007). Numerous studies have found neuroticism to be an enduring personality trait that has negative effects on teaching relationships and which leads to high rates of burnout among educators (Goddard, O'Brien & Goddard, 2006). Neuroticism has been cited as a potential source of bias in reporting job stress, environmental variables, and student appraisals indirectly. Teachers with high rates of neuroticism can experience burnout sooner, so their tolerance for student misbehavior decreases dramatically.

Effects of Neuroticism and Burnout on Teacher-Student Relationships

Neuroticism has been linked to two of the three major symptoms of burnout: emotional exhaustion and depersonalization. Due to this link between neuroticism and the symptoms of burnout, Goddard et al. indicated that a measure of neuroticism should be included in job stress research and survey research when studying the aspect of burnout (2006). Due to the constant negative state that can occur with neuroticism, lower levels of neuroticism are essential for teachers working with students with EBD because of the high levels of emotional exhaustion that can occur in these situations. If a new teacher enters the EBD field with high levels of neuroticism, their intentions may be excellent but they are more likely to become burned out and leave the field much quicker than an individual scoring low on this trait

(Goddard et al., 2006). Aggressive attacks from students, lack of social/administrative support, lack of parental support, and meeting government standards are emotionally consuming events that occur frequently for teachers working with students with EBD. Often, just being aware of the difficult histories of the students is emotionally draining enough. Trying to teach these children general course topics, morality, and social competence can easily wear down teachers, especially for teachers with high levels of neuroticism (Brimi, 2008; Richardson et al., 2009).

Some findings about teacher perceptions of stress in working with students with EBD seem contradictory. For example, some studies found that teachers draw most of their stress and negative perceptions from working with seemingly incorrigible children, while other studies report that teachers draw most of their fulfillment of teaching from their students with EBD (Nelson, Maculan, Roberts & Ohlund, 2001). These findings reflect contradictions often seen in the field; teachers have good intentions for students with EBD and genuinely care about them, but the stress of the job takes a toll on them physically, mentally and emotionally. Once that stress begins to become too much for the educator, emotional exhaustion, depersonalization, followed by burnout, are likely (Nelson et al. 2001; Talmor, Reiter, & Feigin, 2005). Positive attitude, certain personality characteristics, social/administrative support, and more training in the EBD field have been found to help mitigate burnout among these teachers (Nelson et al. 2001; Talmor, Reiter, & Feigin, 2005).

Research Questions

Due to the lack of research on special education teachers working with EBD students in self-contained classrooms, particularly in reference to neuroticism and burnout, this study

sought to quantify the link between neuroticism and burnout within this population. The research questions addressed were:

- 1) How much of burnout can be attributed to the level of neuroticism in special education teachers working with children with EBD in self-contained classrooms?
- 2) To what extent does particular teacher demographic information, such as the number of years of experience teaching and the number of students with EBD they currently work with, relate to their level of burnout?

Chapter Two

Review of the Literature

Research in the area of burnout and neuroticism in teachers working with students with EBD has been minimal. A number of studies focused on students with EBD in terms of (a) the disorder, (b) their actions in the classroom, and (c) their needs, as well as focusing on the teacher's role in regards to these students. Positive and negative teacher personality traits were also explored in multiple studies, along with the effects these personality traits can have on the students. Certain studies, for example, have found that teachers with high levels of neuroticism working with students with EBD may be more likely to become worn down than teachers with lower levels of neuroticism (Richardson, Tolson, Huang, & Lee, 2009). Due to the high stress associated with teaching students with EBD, numerous other studies focused on burnout and how it is associated with certain personality traits and/or effects on the students (e.g., Richardson et al., 2009; Kamps et al., 1999; Center & Steventon, 2001; Kokkinos et al., 2005; Goddard et al., 2006). Overall, previous research has touched upon each of the topics including (a) burnout, (b) neuroticism, and (c) teachers working with students with EBD, which are crucial in terms of helping students with EBD to succeed in the educational environment.

EBD as a Disorder

Emotional and Behavioral Disorders (EBD) are characterized as a range of maladaptive behaviors that cannot be explained by health or medical impairment and that negatively impact the student's academic performance (Reid, Gonzalez, Nordness, Trout, & Epstein, 2004).

Because multiple diagnoses fall under the EBD category, a multidisciplinary team in conjunction

with a licensed clinical psychologist, a school psychologist, a licensed social worker, or a psychiatrist, is needed to confirm these diagnoses due to the complex and overlapping symptoms with other disorders. IDEIA (Individuals with Disabilities Education Improvement Act, 2004) recognizes EBD as a disorder in which individuals need Special Education services. EBD is defined as a disorder in which aggressive and disruptive behaviors occur over a long period of time and to a marked degree (Smith, 2007). This ambiguous definition leaves much room for interpretation, making it important that only those specially trained in diagnosis, such as a licensed psychologist, have the definitive say in the presence of the disorder.

EBD includes behaviors in one or more of three categories: externalizing behaviors, internalizing behaviors, and low incidence behaviors (Smith, 2007). Externalizing behaviors are often defined as behaviors that are manifested externally and are apparent to third parties, while internalizing behaviors manifest internally so that third parties may not easily notice them. Children with externalizing disorders are the most frequently referred due to the disruptive nature of their behaviors (Smith, 2007). These children act out, become aggressive, outspoken, abusive, impulsive, hyperactive and noncompliant (Smith, 2007). They are often the group that teachers refer to when discussing children with EBD and the difficulties involved. Children with internalizing disorders, however, tend to go unnoticed by the teacher for an indefinite amount of time (Smith, 2007). These students may struggle with anxiety, depression, self-harming behaviors, phobias and withdrawal, but they are often not disruptive in the classroom so are not referred as frequently by general education teachers (Smith, 2007). It is important to watch these children because they can suffer for long periods of time without needed services or treatments. This is particularly concerning when suicidal children are not

getting the referrals or help that they need. Some students also fall into the low incident behaviors category, in which maladaptive behaviors are present but occur on a less frequent basis (Smith, 2007).

Characteristics of students with EBD. Students with EBD exhibit multiple difficulties that make teaching and socializing with them very difficult. Students with EBD often know what is right and wrong, but display an inability to perform up to those standards or have a compulsion to do the wrong thing. EBD students often believe that what is right corresponds with their current individual needs and desires (Brimi, 2008). They can be aggressive (such as verbally threatening others and physically attacking others), disruptive (by starting fights in the classroom), verbally threatening (to the teacher/other students), and destructive (destroying property, such as throwing books and desks). Due to their antisocial behaviors, such as attacking or withdrawing from peers, peer rejection is common for these students. They struggle with social relationships in regards to other students, teachers, and family members (Kamps et al., 1999). Their disruption causes particular concern in the classroom and makes teaching them difficult.

Appropriate schooling is important for students with EBD because many of these individuals also come from home and neighborhood environments that perpetuate their antisocial behaviors. They often face abuse, low socioeconomic status (SES), and neglect (Horowitz, Bility, Plichta, Leaf, & Haynes, 1998). Family stress and low SES are key predictors of a child developing EBD, as one-third of kids with emotional disorders have an annual family income of less than \$12,000 (Feifer, 2009). Even the best classroom structures and experiences may not be enough to alter the child's behavior if intervention is not enacted soon enough

(Kamps et al., 1999). Early intervention is the key to prevent further deterioration of behaviors that will later result in social and academic failure (Kamps et al., 1999). It is important for these students to get the best care they can in the school system particularly at younger ages because children's environments have repeatedly been shown to be related to antisocial and aggressive behaviors (Kamps et al., 1999). This makes it even more crucial for teachers to give these students the care and support that the students are lacking in the other aspects of their lives.

Children who are identified as having EBD at an early age tend to experience more difficulties at later ages. The earlier these antisocial behaviors develop, if not successfully changed, the more "hard-wired" into their personalities these behaviors become. However, with the right interventions, students with EBD can learn to control their behaviors (Kamps et al., 1999). Given that potentially amenable childhood disorders can develop into more severe, entrenched, and resistant problems in adulthood, prevention and treatment of early problems is imperative. The sooner the disorder is addressed, the more hope there is for the child to learn to control their behaviors to prevent further social and academic failure (Kamps et al., 1999).

Due to the findings that EBD addressed in earlier ages creates a better academic outlook for children, most research has been conducted on primary and elementary level children with EBD in the classroom (Kamps et al., 1999). Some research included adolescents, but the concentration of most research tended to focus on younger ages for early intervention (Horwitz et al., 1998). Not much research has been done in self-contained classrooms, however. Most information on children with EBD was obtained through teachers or outside sources. So although testing and interventions ideally should take place at younger ages and grades, more

information is needed on interventions for both older and younger students in self-contained classrooms.

Placement of students with EBD. Working with students with EBD is a very difficult task and requires a great deal of hope, patience, care and support (Feifer, 2009). These needs combined with the risk of violent outbursts towards others often result in these children being placed in self-contained, special education (SE) settings. These self-contained placements are often in a cooperative school setting (i.e., a school with alternative arrangements for students not benefitting in general education), a classroom with a lower staff to student ratio (e.g., 6 students, 1 teacher, -1 classroom aide), or another alternative placement site for children that cannot be controlled in the general education setting. Brodsky reported in 2001 (as cited by Blake & Monahan, 2007) that eleven percent of the total public school population enrolled in the United States (approximately six million children) is comprised of students with disabilities who need Individualized Education Plans (IEP's). This number has risen exponentially in the past few years, so the demand for special education teachers and settings has increased dramatically.

Self-contained special education classrooms offer more intensive support for children with EBD, such as more individualized attention and more attention paid to Behavior Intervention Plans (BIP's), but the academic expectations in these classrooms tends to be lower than academic expectations in general education classrooms (Blake & Monahan, 2007). Without higher standards and involved staff for these children, they often do not rise into the average range compared to their same-aged peers because they often lack the resources or ambitions to raise their own standards. They rely on the special education teachers to create

and help them adhere to goals so that they may be successful in life. This is why teachers working with students with EBD must be able to give these students their best, to ensure that students with EBD have a higher chance of success.

Pressures of Teaching Students with EBD

Special education teachers experience a lot of pressure in working with students with EBD. Aside from teaching students with EBD in the general education curriculum, these teachers must also focus on social skills and morality as well as representing role models for these children (Richardson, Tolson, Huang, & Lee, 2009; Brimi, 2008). Research done by Arieli in 1995 reveals that teachers influence their students in areas of knowledge, morality and principles, as well as interpersonal relationships (Arnon & Reichel, 2007). Unfortunately, by repeatedly experiencing opposition, verbal abuse, verbal threats, physical attacks, sometimes little support from administration and often little support from the families, these teachers often feel hopeless and stressed. The pervasive negativity from the students can lead to a deterioration of hope, ambition, and caring from the teachers, causing the teachers to begin thinking negatively and withholding instruction from the disruptive students. As previously mentioned, this cycle of negativity is known as the Transactional Process (Kokkinos, 2007).

The Transactional Process, as reported by Kokkinos (2007), reveals that the environment of the work place (job stressors) and the teacher's personality work in combination to result in a negative cycle in which the teacher and the environment react to each other (Kokkinos, 2007; Kamps et al., 1999). Job stressors in working with children with EBD involve continuous pressure and fear of physical and verbal attacks. The consistent negative student behavior may interact with the teacher's personality, resulting in teachers feeling negatively about their

students and their jobs (Kamps et al., 1999). The more stress the teacher experiences, the less tolerant they are of oppositional and challenging behaviors (Kokkinos, Panayiotou, & Davazoglou, 2005). This decreased tolerance and increased feeling of negativity towards their students can result in a cessation of effort in working toward goals. Additionally, it can result in decreased patience, expressions of negativity to students, and a flattening of affect. When these students experience the increased negativity of their teachers as well as the decreased support and patience from their teachers, they tend to act out even more. In a cyclical process, increased negative behavior on the part of students increases teacher's negative thoughts and actions, resulting in poorer academic instruction (Sutherland & Oswald, 2005). Ultimately, many teachers that become stuck in this cycle experience burnout.

Teacher personality in educating students with EBD. Teacher personality is an important part of the relationship with their students and has a definite impact on student behavioral challenges (Carlson et al., 2008). Personality and job stressors work in tandem to produce higher levels of overwhelmed and overly stressed teachers working with students with EBD (Kokkinos, 2007). A study on preferred teacher personality traits as judged by student teachers and students that were already teachers revealed that both groups (97% and 98%, respectively) view personality as a core category for teaching (Arnon & Reichel, 2007). According to the student teacher and students that were already teachers' perspectives, some teacher personality characteristics have been found to be more beneficial than others in the educational environment. These two groups in general report that teachers with open, optimistic, empathetic, and attentive traits are viewed more positively than teachers who do not display these traits (Arnon & Reichel, 2007).

The Kokkinos study (2007) found that two groups, one of student teachers and one of students that were already teachers, believed an “empathetic and attentive teacher” to be the most ideal personality for a good teacher (89% of student teachers, and 94% of students that were already teachers). Caring is also a personality attribute reported to play a vital role in teacher relationships with students (Teven, 2007). Caring is comprised of three main components: empathy, understanding, and responsiveness. Each of these components is particularly important in working with EBD children who need more understanding, responsiveness, and empathy than do most children. The caring trait has also been directly linked to decreasing neurotic tendencies and negating burnout, as well as increasing agreeableness, conscientiousness, and extraversion (Teven, 2007). Without these personality traits, teachers in the EBD field are at a much higher risk for developing burnout, therefore not being able to educate students with EBD to the best of their abilities as well as perpetuating the negative cycle of interaction with these students.

According to a study done on the Myers-Briggs personality profile types of educators, the S-F-J personality type was found to be the most predominant (Sears, Kaye, & Kennedy, 2001). The Sensing (S) trait represents an individual that perceives their surroundings in terms of their senses. This means that they prefer reality and concrete facts over imagination. The Feeling (F) trait denotes sensitivity to the feelings and needs of others. Finally, the Judging (J) trait describes the preference for consistency, scheduling, and system. Overall, the majority of teachers studied tend to be warm, sociable, responsible and caring, which are ideal traits for teachers, particularly for working with EBD students (Sears et al., 2001).

The Big Five Personality Theory (Kokkinos, 2007) states that personality is comprised of five primary traits that every person has to a certain degree, including conscientiousness, extraversion, agreeableness, openness, and neuroticism (Kokkinos, 2007). Higher levels of conscientiousness and extraversion in particular were found to be negatively associated with burnout, making them vital commodities in working with children with EBD (Kokkinos, 2007). While rates of Extraversion and Introversion were not found to be material on a Myers-Briggs study with educators (Sears et al., 2001), extraversion in general was found to decrease burnout in teachers working with EBD students.

Eysenck's Neuroticism trait. One personality trait in particular that has been repeatedly linked to increased stress in teachers is Eysenck's Neuroticism, or "Eysenck's N trait" (Center & Steventon, 2001). Eysenck's N trait is based on "temperamental predisposition to emotional arousability" and is a measure of anxiety (Center & Steventon, 2001). Teachers with higher rates of Eysenck's N trait may be more prone to high levels of stress according to Arnon and Reichel (2007). They are more likely to become overwhelmed, burned-out, and leave the field. Having the right personality characteristics is crucial in working with the EBD population due to their specific needs, such as patience, understanding, consistency, and optimistic attitude. Due to the severe shortage of special education teachers working with EBD students, teacher attrition is a severe problem (Blake & Monahan, 2007). Addressing the issue of burnout is critical. Therefore, measuring the extent to which a teacher possesses Eysenck's N trait will be helpful in assessing potential for burnout and allowing for more preventative actions before teachers become burned-out.

Teachers with higher levels of Eysenck's N trait in their personality tend to view the world more negatively and see fewer coping resources available when they are under stress. A study done by Center and Steventon (2001) tested EBD teachers and general education teachers from 77 different schools (of rural, suburban, and urban settings) and found a significant difference between the two groups on the EBD-Teacher Stressor Questionnaire (EBD-TSQ) where EBD teachers had a significantly higher stress score. This significantly higher stress level coupled with Eysenck's N trait might lead to teachers with higher rates of burnout and few perceived coping resources. The more stress that teachers experience, the less tolerant they become to aversive behaviors, such as those witnessed in students with EBD (Kokkinos et al., 2005).

Common Causes of Burnout in Teachers of Students with EBD

Burnout is the term used to describe a chronic state of physical, emotional, and mental exhaustion (Goddard, R., O'Brian, & Goddard, M., 2006). It is the last stage of the three "adaption" stages, including alarm (the first response to stressful events), resistance, and burnout (Goddard et al., 2006). Three main components comprise burnout. These three components include emotional exhaustion, depersonalization, and reduced personal accomplishment (Goddard et al., 2006). Emotional exhaustion and depersonalization have been found to be more related to environmental stressor while reduced personal accomplishment has been more related to personality variables (Kamps et al., 1999).

Factors such as personality or attitude, working environment, teacher roles, age or grade level, and behavior management can lead to faster rates of teacher burnout. One study on EBD preparation and the need for a positive school working environment, for example,

found that the youngest and oldest teachers are the most likely to leave because they tend to feel the least connected to the school culture (Blake & Monahan, 2007). Studies done by Gold et al. (1991; 1996) found that attrition rates are up to 30% for teachers within the first 3 years of beginning their teaching careers (Goddard et al., 2006).

Teacher attitude also leads to increased rates of burnout. The motivation to become a teacher is related to decreased rates of burnout (Teven, 2007). In a study on ideal teacher traits, teacher attitudes towards their profession were found to be almost uninfluenced by their level of education and these characteristics were relatively strong before these teachers even began their education (Arnon & Reichel, 2007). This suggests that a positive attitude towards teaching is a predisposing characteristic linked to certain positive personality traits and intrinsic motivation.

Another cause of burnout among teachers working with the EBD population is the lack of ability to manage behaviors in the classroom. Teachers are often undereducated for their professions, particularly in behavior management, so managing classes of students can be very stressful without the right coping techniques (Carlson et al., 2008). Teachers often do not receive effective training in the goals of misbehavior, effective management of misbehavior once it occurs, and how to prevent misbehaviors. Teachers should be trained in skills to understand behavior, understand themselves as teachers, encouraging students, effective listening, expressing feelings/ideas, problem-solving, group skills, logical consequences (to promote responsible behavior), and working with parents, but unfortunately many are not (Carlson et al., 2008). These skills are crucial in dealing with EBD students to promote a successful learning environment, both academically and socially. Decreases in reported

aggression, disruptions, and out-of-seat behaviors were found with certain training programs addressing these skills (Kamps et al., 1999), so it is a crucial aspect to decrease the rate of burnout among EBD teachers.

A study done by Blake from Mount St Mary's University, Maryland (2002), gathered perspectives on training adequacy from 78 special education teachers across the USA who were beginning and advancing their careers in working with EBD students (Blake & Monahan, 2007). They found that for most of these teachers, formal training was necessary for working with students with EBD, but a majority of them also reported that they gained their practical knowledge (which is key for this field of work) through direct classroom experience and inservice workshops. This study indicates that even if formal training is not obtained, teachers can still learn the skills and techniques needed to work with children with EBD. High rates of burnout due to anxiety over classroom behavior management make it imperative that teachers working with this population have a chance to learn proper behavior management techniques as well as having many opportunities to practice these techniques in the field (Blake & Monahan, 2007).

Environmental factors contributing to burnout in teachers of students with EBD.

Organizing the time between teaching curriculum, reinforcing social skills, and instituting morality alongside the frequent interruptions with EBD students equates to a difficult balancing act. The number of roles these teachers balance is often overwhelming. Experience with juggling these roles does not necessarily decrease rates of stress. A study done on burnout and teacher experience has found that student teachers and teachers early in their careers have the same burnout rates as more experienced teachers (Goddard et al., 2006). They also found that

role clarity (how defined one's responsibilities are in the workplace) is one of the key components to a successful work environment. Without role clarity, in conjunction with other variables, there is an increased rate of teacher burnout.

Intermediate and secondary educators report more burnout than college faculty (Teven, 2007). The intermediate and secondary levels of education can be linked to less autonomy, more curriculum restrictions, and more temporal pressures from administration than college faculty and so they are more prone to burnout (Teven, 2007). In regards to the higher rate of burnout between intermediate and secondary educators, there is research suggesting a higher rate of violence in the middle schools (Feifer, 2009; Horwitz et al., 1998), therefore resulting in increased teacher stress and higher chances of burnout. Due to the demands of the job that come with secondary education, there seems to be an increased chance of teacher burnout. Therefore, teachers working with EBD children in the secondary education/middle grade range may be particularly susceptible to burnout.

The high stress involved in working with children with EBD as well as the lack of support from administration and the families often leads to many special education teachers in self-contained classrooms to quit their job (Nelson, Maculan, Roberts & Ohlund, 2001). The high attrition rate of these teachers has led to what is now referred to as an "acute shortage" (Blake & Monahan, 2007). This acute shortage is applied to certain subjects in certain states, but the number of special education teachers is too low regardless of the state. Much of this dissatisfaction with the job is attributable to poor training and insufficient preparation of teachers working in EBD settings. However, much of the stress can also be attributed to a shortage of special education teachers, resulting in less favorable teacher-student ratios and

the special educators in the field stretched thin (Blake & Monahan, 2007). Teachers are generally overworked with less support than desired.

Neuroticism and Teacher Burnout

Teacher burnout is a key factor to consider in the education of children with EBD because these teachers represent a major influence on the child before they enter the “real world” (Brimi, 2008). Due to a variety of variables, teachers working with children with EBD are more likely to become burned-out, which decreases their abilities to help these children. Teachers who experience burnout have decreased personalization, they are emotionally exhausted, and they have decreased personal accomplishment. These are all crucial components to successfully educating children with EBD because they need all the extra care, patience, internal motivation, and emotional availability that EBD teachers can offer them in order to succeed. Neuroticism has been found to increase emotional exhaustion and depersonalization (Kokkinos, 2007), which is two of the three main components of burnout. If the teacher becomes burned-out, they cannot help these children succeed and will actually perpetuate the cycle of negativity (the transactional process) in the lives of these children.

Very little research has been done on the special education teachers working with EBD students in self-contained and classrooms. Due to the frequent connections found between neuroticism (Eysenck’s N trait) and burnout, neuroticism is an important factor to test when considering burnout. By testing levels of Eysenck’s N trait and burnout in special education teachers working with students with EBD, how much neuroticism actually contributes to burnout can be quantified. Once this link is established, levels of neuroticism in potential teachers working with this population can be assessed and the possibilities of the rate of

burnout they may experience can be considered. With this information, preventative measures can be taken before their teachers become burned-out. Future teachers working with the EBD population should also consider their own levels of neuroticism to see if the job demands of working with EBD students may lead to higher rates of burnout, and whether or not it is the right job for them.

Chapter Three

Methodology

Participants

This study consisted of 25 special education teachers working in self-contained classrooms in Western New York. The students that the special education teachers work with are diagnosed with emotional and behavioral disturbances (EBD). The classroom grades ranged from Kindergarten through 12th grade. The participants' mean age was between 36 and 40, the mean teacher education level was a Master's Degree, and the mean number of years teaching was 8 to 9 years. The mean class size was 7:1:1 and the mean number of students with EBD in the classroom was 7 students.

Recruitment

Participants were selected in a sample of convenience from self-contained classrooms in Western New York. The sites' administrators evenly distributed a collective total of 40 surveys among self-contained special education teachers at the primary through high school levels. Twenty-five of these surveys were returned for a response rate of 63% percent. Data from teachers who did not complete the necessary measures were excluded.

Confidentiality

Participant identities were kept anonymous by having the surveys distributed and collected by administrators of the educational placement site, which were then returned to the researcher in a sealed envelope. The forms and surveys had individualized numbers that correspond with a participant's responses.

Measures

Questionnaire on Teacher Burnout. The Questionnaire on Teacher Burnout was created by Friedman as a modified version of the Maslach Burnout Inventory (Friedman, 1999; Talmor et al., 2005) and was used in this study to measure teacher burnout (Appendix C). The instrument has 15 items that measure the three dimensions of teacher burnout: emotional exhaustion (5 items), depersonalization (5 items), and loss of personal accomplishment or non-self-fulfillment (5 items). The instrument is based on a 6-point Likert-scale with scores ranging from “never” (1), to “always” (6), where higher scores indicate higher levels of burnout. The internal reliability of this instrument high: Cronbach = 0.90 overall, $\alpha = 0.88$, $\alpha = 0.82$, and $\alpha = 0.79$ for the three sub-scales respectively (Friedman, 1999).

Eysenck Personality Questionnaire Brief Version. The Eysenck Personality Questionnaire Brief Version was created by Sato (2005) and was used to assess the level of neuroticism and extraversion/introversion of participants (Appendix D). The instrument is a 24-item personality questionnaire designed to measure an individual's level of extraversion/introversion (12 items) and neuroticism (12 items). The questionnaire is based on a 5-point Likert-scale with responses ranging from “not at all” (1), “slightly” (2), “moderately” (3), “very much” (4), and “extremely” (5). For this study, neuroticism responses are the primary focus. The coefficient alphas for the extraversion and neuroticism reliability scales were $\alpha = 0.92$ and $\alpha = 0.90$, respectively (Sato, 2005). The test–retest reliability values of the two scales were each .92 for both the extraversion and neuroticism measures.

Procedures

This study was approved by the Institutional Review Board at RIT. Teacher measures were collected during the 2010-2011 school year by the investigator through distributing the necessary forms to administrators of self-contained classroom placements in Western New York. These forms were then distributed evenly between the primary, elementary, and high school levels. When completed, the forms were returned to the administrators of those specific sites, which were then returned to the investigator in sealed envelopes. These forms include the introduction to the study, which includes an overview of the study and consent to participate (Appendix A), demographic questions (Appendix B) and the two survey measures (the Questionnaire on Teacher Burnout [Appendix C] and the Eysenck Personality Questionnaire – Revised [Appendix D]). Burnout rates and levels of neuroticism were calculated and correlated based on the responses.

Data analysis. To address the research question outlined in Chapter One, the data were analyzed through correlations to determine the degree to which Eysenck's Neuroticism trait correlates with teacher burnout as measured by the Questionnaire on Teacher Burnout. Teacher age, education level, and number of students with EBD in the classroom were also considered to determine if any additional relationships with the level of burnout emerge. The variables to be tested include the level of neuroticism as represented by an attained number from the survey responses (interval scale), and level of burnout as represented by an attained number from the survey responses (interval scale). Demographics analyzed through descriptive statistics in the study include age, education level, class size, current caseload of students with EBD, and years of experience teaching. Raw demographic information was transformed into single digits for the purpose of analysis.

The data were analyzed with a Pearson “ r ” correlation to determine if there is a significant correlation between the two variables, indicating that higher rates of neuroticism are associated with higher rates of burnout. An association is assumed to be because neuroticism is a personality trait (meaning it is relatively stable) while burnout is influenced by neuroticism and environmental factors, so neuroticism can potentially have an effect on the level of burnout an individual experiences. A simultaneous regression was used with burnout as the criterion and neuroticism, age, level of education, current caseload of students with EBD, and years of experience teaching as the predictor variables. This regression determined the percentage of variance in burnout that is related to neuroticism and the other predictor variables. Outliers were kept in the analysis because they were not deemed to create a bias or skew the results. Missing data was excluded from the data analysis because it did not contribute to the analysis.

Chapter Four

Results

Descriptive statistics of teacher variables ($N= 25$) are displayed in Table 1. Means and standard deviations are presented for teacher age, education level, number of years teaching, and current caseload of students with EBD. Participants were asked to indicate a range for age and number of years teaching. Approximately 32% of teachers reported an age range of 36 to 40 years (Mode= 36-40 years), and approximately 28% of teacher indicated 8-9 years of teaching experience (Mode= 8-9 years). Teachers reported an average education level of a Master's Degree ($M=2.96$, $SD= .68$), and an average caseload of 7 students with EBD per class ($M= 7.16$, $SD= 2.79$).

Descriptive statistics for responses on the *Questionnaire on Teacher Burnout* and the *Eysenck Personality Questionnaire* are also displayed in Table 1. Means and standard deviations are present for both questionnaires. According to their responses, the average burnout rate reported among this sample was a raw score of 17.28 out of a possible score of 72 ($M= 17.28$, $SD= 13.17$). This score indicates that many of the teachers do not currently experience an unmanageable amount of burnout in their teaching environment, although there was a lot of variability among the calculated burnout scores. The level of the Neuroticism trait as indicated by teacher responses indicated an average raw score of 20.80 out of a possible score of 60 ($M= 20.80$, $SD= 3.96$). This indicates that many of the teachers that responded to the survey do not exhibit a high level of Neuroticism.

Table 1*Descriptive Statistics*

Scale	<i>n</i>	Teacher	Friedman Questionnaire	Eysenck Questionnaire
		<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>
Age	25	38 (2.13)		
Education Level	25	2.96 (.68)		
Years Teaching	25	8.5 (1.97)		
Student Caseload	25	7.16 (2.79)		
Burnout Rating	25		17.28 (13.17)	
Neuroticism Level	25			20.80 (3.96)

Pearson “*r*” correlations between levels of neuroticism and levels of burnout, and between teacher variables and burnout, are displayed in Table 2. A significant, positive correlation emerged between teachers’ levels of neuroticism and their level of burnout ($r = .51, p \leq .05$) and between teachers’ age and their level of burnout ($r = .40, p \leq .05$). Significant correlations were not found between the teacher’s burnout levels and the teachers’ education level ($r = .00, p \geq .05$), years of teaching experience ($r = .11, p \geq .05$), or number of students in their class with EBD ($r = -.29, p \geq .05$). However, due to a small sample size and non-normal data distribution, these scores should be viewed with caution.

Table 2*Pearson "r" Correlations*

Measure	Correlated with Burnout <i>r</i> (<i>p</i>)
Neuroticism Level	.51 (.01)*
Teacher Age	.40 (.03)*
Education Level	.00 (.50)
Years of Teaching	.11 (.29)
Number of Students with EBD	-.29 (.08)

* Significant at $p < .05$

A regression analysis was performed using teacher variables and the level of neuroticism as independent variables, and the level of burnout as the dependent variable. The results of this analysis are presented in Table 3. Teacher variables did not account for a significant amount of variance in the level of burnout. The level of neuroticism did account for a significant amount of variance in the level of burnout ($F= 9.12, p \leq .05$). Results indicate that neuroticism accounted for 29% of the variance in the level of burnout ($r^2= .294$). However, due to a small sample size and non-normal data distribution, these results should be viewed with caution.

Table 3*ANOVA of the Level of Burnout*

Predictor	<i>df</i>	Sum of Squares	Mean Square	<i>F</i>	<i>r</i> ²
EPQ					
Regression	1	1213.89	1213.89	9.12*	
Residual	22	2910.07	132.28		
Total	23	4123.96			.29

* Significant at $p < .05$, two-tailed

Chapter Five

Discussion

This study sought to determine if the levels of neuroticism, and other variables of teachers working with students with EBD in self-contained classrooms, affected their levels of burnout. Overall, neuroticism was found to significantly correlate with burnout in this population of teachers. This indicates that if a teacher demonstrated higher levels of neuroticism, they often also had higher levels of burnout. A significant relationship between the age of the teacher and the level of burnout they experience indicates that the age of the teacher (e.g., older than average) is an important variable to consider in terms of the level of burnout they experience.

Research Questions

The first research question considered the teachers' level of neuroticism and how it affected the level of burnout they experience. Results revealed a significant, positive correlation between these variables, with the level of neuroticism accounting for a significant amount of variance in the level of burnout. These results support the previous findings that there is a strong relationship between the level of neuroticism (Eysenck's "N" trait) in teachers and the level of burnout that they experience (Center & Steventon, 2001). With higher levels of neuroticism in their personality, teachers may be predisposed to higher levels of burnout for working with students with EBD (Arnon & Reichel, 2007). With the high rates of teacher attrition in this field, there is an unfavorable student-teacher ratio and increased stress levels that may further increase the rate of burnout (Teven, 2007; Blake & Monahan, 2007). The responses collected from the raw data of the surveys indicates that there is a low overall level

of neuroticism and burnout in this sample. Therefore, teachers with higher levels of neuroticism may not choose a career in working with students with EBD.

The second research question addressed the relationship between specific teacher variables (i.e., age, education level, years of experience, and caseload of students with EBD), and the level of burnout that they experience. Results indicate a significant, positive correlation between teachers' ages and their level of burnout. These results suggest that as teachers become older their rate of burnout may increase. Previous research has revealed that the oldest and youngest teachers are more likely to leave the work environment (Blake & Monahan, 2007), while another study revealed equal rates of burnout in beginning teacher and experienced teachers (Goddard et al., 2006). While the current study did not correlate younger and older ages to burnout separately, age in general was found to be significantly correlated with burnout. No significant correlations between the other demographic variables and the teachers' level of burnout were noted. However, these results should be interpreted with caution due to a small sample size and non-normal data distribution.

Implications for Theory and Practice

The implications of this study suggest that teachers working with students with EBD who have higher levels of neuroticism experience higher levels of burnout. If a college or graduate student in the teaching field expresses an interest in working with students with EBD, they may be able to take a personality test to find their level of neuroticism. If they have higher levels of neuroticism, they may expect to experience higher levels of burnout once in the field. This information may be helpful for college and graduate students considering working in this field regarding whether or not they may be entering the right job choice for them. College and

graduate classes offering classes on special education and working with students with EBD may also offer a pre-service personality test and educate the students about the possibilities of burnout as it correlates with levels of neuroticism. If a student decides to continue their pursuit in working with students with EBD, they may then have the knowledge about their own personality traits and take preventative measures to burnout once in the field. Because a significant correlation was found between age and burnout, older and younger teachers may be particularly susceptible to burnout and should be sure to take preventative measures once in the field.

Certain measures can be taken to prevent or alleviate burnout if teachers with high levels of neuroticism choose to continue working with students with EBD. Coping skills could be particularly helpful for reducing stress, and thus preventing or alleviating burnout. Stress can be reduced through techniques such as problem-solving approaches, maintaining a healthy outlet for stress (e.g., exercise), learning to relax the mind and body, and taking breaks when needed (Gardner, Rose, Mason, Tyler, & Cushway, 2005). Cognitive therapy has also been found to be particularly helpful in alleviating job-related stress (Gardner, Rose, Mason, Tyler, & Cushway, 2005). Cognitive therapy focuses on modifying the way an individual thinks about their environment, their beliefs, and the values they associate with their environment and themselves (Gardner, Rose, Mason, Tyler, & Cushway, 2005). Therefore, if a teacher working with students with EBD has high levels of neuroticism and is at high risk of burnout, learning beneficial coping skills and/or receiving cognitive therapy can help alleviate the stress that they experience. Colleges and universities can offer coping skills as part of the course work for individuals entering this field. Schools with self-contained classrooms for students with EBD

can offer workshops in the school or in the community for teachers to attend. These workshops can introduce coping skills and strategies for stress management in hopes of decreasing the overall rate of burnout. Schools with students with EBD may also offer a certain number of cognitive therapy sessions per year for teachers working with these students to keep stress and burnout rates low. Overall, if a teacher is at high risk of burnout and chooses to stay in the field, there are preventative measures that can be taken as well as strategies to alleviate stress and burnout.

Limitations

The results of this study were likely affected by its limitations. Because this study focused on students with EBD in self-contained classrooms, a sample of convenience was contrived from special education sites in Western New York. The sample size ($N= 25$) also may have limited the statistical power of the correlations, which may have limited the results. A larger sample size may produce more robust correlations, which would further define the relationship between burnout, neuroticism, and teacher demographic variables. The surveys were also distributed by administrators of the sites, so the recipients of the materials were directly chosen by a third party. Although the administrators were given a strict protocol on who would receive the materials, there was no guarantee that the protocol was followed closely (e.g., that the materials were distributed evenly between primary, elementary, and high school teachers for example). Administrator involvement may also have an effect on the actual teacher responses. Although their personal information was not connected to the surveys, if they believed that negative responses could be traced back to them then they may have responded with extra optimism (e.g., reporting fewer traits of burnout on the questionnaire).

Finally, gender was not coded for this study, which represents a major limitation. There is no specific information linking gender to the responses.

Future Research

The correlations between the teacher variables, neuroticism, and burnout lend themselves to future avenues for research. Teachers of students with EBD in inclusion classrooms should be considered in future research. The grade level and type or level of EBD of students are also pertinent variables to consider due to previous research indicating that certain grade levels experience higher rates of violence (Feifer, 2009; Horwitz et al., 1998). The next study should have the materials distributed without administrative help to ensure that teacher responses are not influenced by their involvement. Ages of the teachers working with students with EBD should be considered in future studies in terms of older teachers and burnout compared to younger teachers and burnout. Correlating age, experience, and burnout level would be particularly informative to determine which teacher variables related to age have the greatest affect on the level of burnout they experience in working with students with EBD. Gender should also be coded in future studies to link specific information regarding responses to the specific gender.

This study could also be replicated with a larger sample size to clarify the current findings and to investigate additional correlations. With a larger sample size, the non-significant correlations that were found between teacher variables and burnout could be further defined. A greater understanding of the relationship between teacher variables, neuroticism, and burnout can better inform teachers and administrators about burnout and its prevention.

Future research can explore the possibility that extreme stress on the job may result in higher reports of neurotic traits, rather than neuroticism resulting in higher levels of stress. A longitudinal study may also be explored in future research for support that neuroticism (a stable personality trait) leads to burnout. By following a sample over time, age, experience, and other factors may or may not alter the level of burnout reported.

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Appendix A

Dear Teacher,

I am carrying out a research project to examine the correlation between personality characteristics and levels of burnout among teachers of kids with emotional-behavioral disorders. I am writing to seek your agreement to participate in the study. Participation is completely voluntary and determined on an individual basis. This letter explains what your participation would involve, potential benefits to you should you decide to participate, and how to obtain further information.

Should you decide to participate in the study, you will be asked to complete two short questionnaires as well as a few demographic questions. Completion of the questionnaires indicates agreement of participation. Participation should take about 15-20 minutes. Participation will not affect the participant's relationship with the school and participants may withdraw from the study at any time without penalty.

The potential benefits of participation to you include (a) the opportunity to gain valuable information about the burnout rates of teachers working with children with emotional-behavioral disorders, and how it relates to certain personality characteristics, and (b) the opportunity to win a \$10 gift card to Tim Horton's. There are no anticipated risks of participation.

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission. Identities will be kept confidential by assigning a code number to each teacher. Only I will have full access to the information. Results from this study will be written in a thesis article to be submitted to a professional journal in school psychology or related field, and will also be presented at a thesis defense. No personally identifiable information will be included in the presentation or written copies of the research findings.

If you would like more information on the study before you make your decision, or want to discuss any questions or concerns that you may have, please feel free to contact me at (555) 555-5555. If you have questions regarding your rights as a research participant, contact RIT's Human Subjects Research Office at (585) 475-5429. You will be offered a copy of this form to keep. Thank you for your willingness to help with this study.

Sincerely,

Shannon J Prince
School Psychology Graduate Student
Rochester Institute of Technology

Appendix B**Teacher Demographics (Circle One)**Teacher Age Range

Under 20 21-25 25-30 31-35 36-40 41-45 46-50 51-55 56-60 61-65 66-70 70+

Education Level

GED High School Degree Masters Degree Specialist Degree Doctorate

Number of Years Teaching

<1 1-3 4-5 6-7 8-9 10-15 15-20 20-25 25+

Class Size

<6 6:1:1 8:1:1 12:1:1 Over 12 Other _____

Number of Students with Emotional/Behavioral Disorder in Class

0 1 2 3 5 6 7 8 9 10 11 12 Over 12

Appendix C

Friedman's Teacher Burnout Questionnaire – Short Form

Circle One: "0" – Never, "1" – Very Rarely, "2" – Rarely, "3" – Sometimes, "4" – Often, "5" – Very Often, "6" – Always

1. I feel emotionally "worn out" from teaching.	0	1	2	3	4	5	6
2. I feel "wipe out" at the end of a teaching day at school.	0	1	2	3	4	5	6
3. I feel exhausted in the morning, when I have to leave for another teaching day at school.	0	1	2	3	4	5	6
4. I feel that working with students for a full day is an oppressive effort.	0	1	2	3	4	5	6
5. I feel that teaching gives me great satisfaction.	0	1	2	3	4	5	6
6. I feel really "burned out" from teaching and working with students.	0	1	2	3	4	5	6
7. I feel that teaching frustrates me.	0	1	2	3	4	5	6
8. I feel that I have to work too hard in teaching.	0	1	2	3	4	5	6
9. I feel that teaching allows me to utilize my fullest abilities.	0	1	2	3	4	5	6
10. I feel that working closely with students creates a great deal of tension in me.	0	1	2	3	4	5	6
11. I feel really "fed up" with teaching and working with students.	0	1	2	3	4	5	6
12. I have considered leaving teaching.	0	1	2	3	4	5	6
13. I feel that teaching is turning me into an impatient person.	0	1	2	3	4	5	6
14. I think that I would choose to go into teaching again, if I could start my professional life over.	0	1	2	3	4	5	6
15. I feel that as a teacher I am not "getting ahead" in life.	0	1	2	3	4	5	6

Appendix D

The Eysenck Personality Questionnaire Brief Version (EPQ - BV)

Choose One: not at all (1), slightly (2), moderately (3), very much (4), extremely (5)

- | | | | | | |
|--------------------------------------------------------------------------|---|---|---|---|---|
| 1. Are you a talkative person? | 1 | 2 | 3 | 4 | 5 |
| 2. Does your mood often go up and down? | 1 | 2 | 3 | 4 | 5 |
| 3. Are you rather lively? | 1 | 2 | 3 | 4 | 5 |
| 4. Do you ever feel miserable for no reason? | 1 | 2 | 3 | 4 | 5 |
| 5. Do you enjoy meeting new people? | 1 | 2 | 3 | 4 | 5 |
| 6. Are you an irritable person? | 1 | 2 | 3 | 4 | 5 |
| 7. Can you usually let yourself go and enjoy yourself at a lively party? | 1 | 2 | 3 | 4 | 5 |
| 8. Are your feelings easily hurt? | 1 | 2 | 3 | 4 | 5 |
| 9. Do you usually take the initiative in making new friends? | 1 | 2 | 3 | 4 | 5 |
| 10. Do you often feel "fed-up"? | 1 | 2 | 3 | 4 | 5 |
| 11. Can you easily get some life into a rather dull party? | 1 | 2 | 3 | 4 | 5 |
| 12. Would you call yourself a nervous person? | 1 | 2 | 3 | 4 | 5 |
| 13. Do you tend to keep in the background on social occasions? | 1 | 2 | 3 | 4 | 5 |
| 14. Are you a worrier? | 1 | 2 | 3 | 4 | 5 |
| 15. Do you like mixing with people? | 1 | 2 | 3 | 4 | 5 |
| 16. Would you call yourself tense of "highly-strung"? | 1 | 2 | 3 | 4 | 5 |
| 17. Do you like plenty of action and excitement around you? | 1 | 2 | 3 | 4 | 5 |
| 18. Do you worry too long after an embarrassing experience? | 1 | 2 | 3 | 4 | 5 |

- | | | | | | |
|----------------------------------------------------------|---|---|---|---|---|
| 19. Are you mostly quiet when you are with other people? | 1 | 2 | 3 | 4 | 5 |
| 20. Do you suffer from nerves? | 1 | 2 | 3 | 4 | 5 |
| 21. Do other people think of you as being very lively? | 1 | 2 | 3 | 4 | 5 |
| 22. Do you often feel lonely? | 1 | 2 | 3 | 4 | 5 |
| 23. Can you get a party going? | 1 | 2 | 3 | 4 | 5 |
| 24. Are you often troubled about feelings of guilt? | 1 | 2 | 3 | 4 | 5 |