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Exploring The Relationship Between Teacher Caring, Teacher Job Satisfaction, And Burnout In Alternative School Teachers

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EXPLORING THE RELATIONSHIP BETWEEN CARING, JOB SATISFACTION, AND BURNOUT IN ALTERNATIVE SCHOOL TEACHERS

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EXPLORING THE RELATIONSHIP BETWEEN TEACHER CARING, TEACHER

JOB SATISFACTION, AND BURNOUT IN ALTERNATIVE SCHOOL TEACHERS

BY

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DEDICATION

I dedicate this effort to my family. To my parents and my granny: you were the giving

tree and you are irreplaceable. To my siblings: you were my first study; you held my

interest, and you are still my best friends. To my husband and my sons, you have my love

to infinity and then some.

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ABSTRACT

This study explores the relationship between teacher caring, teacher job satisfaction, and burnout in Kentucky alternative school teachers. The methodology was a cross-sectional, correlational web-based survey. Instrumentation included the Copenhagen Burnout Inventory (CBI), Teven's Teacher Self-Report of Caring Survey, and the Teacher Job Satisfaction Scale (McCroskey's Generalized Belief Measure). The independent variables were the three sub-dimensions of the CBI: Personal Burnout, Work Related Burnout, and Client Related Burnout. The dependent variables were Teacher Caring and Teacher Job Satisfaction. For context, teachers were asked about the size, location, and type of school they served, and the length of their teaching experience in regular and alternative schools. Descriptive analysis, ANOVA, and regression analyses were completed. Findings indicated that caring was not related to burnout, and that burnout and teacher job satisfaction have a weak negative relationship. This research might add to the sparse amount of literature related to teacher caring, teacher job satisfaction, and burnout in alternative schools.

Keywords: burnout, caring, Copenhagen Burnout Inventory, job satisfaction

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

Introduction

Background

Caring, committed teachers are necessary for academic success in any educational setting, and they can provide a lifeline for struggling students (Glasser, 1969, 1986, 1990, 1998a, 1998b, 1998c; Noddings, 2015). Relationships between children and their kindergarten teachers can affect their entire educational careers (Whitted & Dupper, 2008). While caring and belonging are obvious and necessary components of teaching the very young, less attention has been paid as children move through the school years. Glasser (1998b) attributes his initial interest in the workings of the mind to the warmth and support of his sixth-grade teacher. Her unexpected care and understanding impacted his transformational work in psychiatry and influenced the development of his need-meeting schools. Throughout a person's school life, relationships are critical for healthy development. Glasser argued that the breakdown of relationships contributes to the many woes of humankind (2000).

As a leader in the ethics of care in schools, Noddings (2015) expressed concern about the children who have no one to care for them due to negligent or complicated family lives. To emphasize the need for teacher caring, she noted a Girl Scouts of America survey from 1989 in which seven percent of the poorest children reported that no adults truly cared about them. Of the total number of children surveyed, only seven percent reported being able to go to a teacher for advice. Only one-third of children in that survey reported that their teachers cared. In Gallagher's (2001) study of students who dropped out of high school, informants expressed that no one at their schools met their

needs or cared about them. "Many students see schools as irrelevant to their life goals and feel that nobody in the school cares about them. Teachers who give up on schooling also believe that nobody cares" (LeCompte & Dworkin, 1991, p. 8). In contrast, Noddings (2015) gave credit to her own teachers, noting specific instances of caring from second, fifth, and seventh grades, high school math, and graduate school. The efforts of those teachers to show care helped move Noddings forward in her career as a math teacher, an author, and an advocate for caring in schools.

Teacher-student relationships matter at all ages, and college students can also be affected by care or its lack. Post-graduate success may depend on how much one or more professors show care for the student. Carlson (2014) cited the Gallup-Purdue Index Report on the importance of human connections and encouragement that come through teaching and mentoring. In that survey 30,000 graduates attributed some portion of their success to their relationship with a caring and motivating professor. Regardless of the college attended, graduates "had double the chances of being engaged in their work and were three times as likely to be thriving in their well-being if they connected with a professor on the campus who stimulated them, cared for them, and encouraged their hopes and dreams" (p. 1). The study indicated that most colleges failed on these important relationship and engagement measures (Carlson, 2014). "The desire to be cared for is almost certainly a universal human characteristic. Not everyone wants to be cuddled or fussed over. But everyone wants to be received, to elicit a response that is congruent with an underlying need or desire" (Noddings, 2005, p. 17).

Factors Impacting Caring

There are many reasons for the lack of social and emotional need-meeting in schools. Many recent authors blame the greater emphasis on accountability to external forces (Acker-Hocevar & Touchton, 2002; Kozol, 2005; Noddings, 2015; Wong & Nicotera, 2007). Day (1999) pointed out that the moral accountability to students to receive care and attention can be sidelined by external requirements for accountability that may take a narrower view of education. Testing has become the focus in many schools, and this emphasis has detracted from need-meeting in many schools (Brendtro, 2010; Noddings, 2015).

Other factors impacting caring include the increase in the size and structure of many schools and classrooms and the lack of caring, experienced teachers (Noddings, 2015). Raywid (1999) makes the case for the small school, which she believes can drastically reduce the impact of poverty. Smaller schools and smaller classes could provide the personalization of schools and ensure that each student is truly known by at least one adult. The impact of a caring environment is well-known; for children placed at risk, this care is essential. In her study of the Central Park East Secondary School, Raywid (1999) dissects the anatomy that created the school's success. The need-meeting environment worked for both students and teachers. The care that students received in that setting helped them decide to stay at the school. There are many similarities between burning out and dropping out. The lack of attention to basic needs can combine with other stressors and lead to burnout and attrition. Students' academic burnout consists of feelings of exhaustion and detachment from studies; this mirrors the impacts of teacher burnout (Farber, 1991).

Teaching professionals have a high risk for stress (Kyriacou & Sutcliffe, 1977; Kyriacou, 2001; Maslach, Jackson, & Leiter, 1996). Teacher stress is an occupational contributor to a variety of emotional states. Reactions might involve behavioral health difficulties such as anxiety and depression (Kyriacou, 1987). Mood disorders, tensions, anger, and frustration can detract from a caring school environment. Romano & Wahlstrom (2000) focused their research on stress rather than burnout because they believed that the truly burned-out teachers had left the field and preventing or ameliorating stress would buffer and prevent further escalation of burnout and attrition. Teacher stress can reduce teacher job satisfaction, and this can impact the quality of life for the teacher as well as the quality of education provided. These combined factors impact the motivation to continue teaching (Skaalvik & Slaalvik, 2011). Teacher attrition rates have been a cause for concern for decades (Marso & Pigge, 1998; Teven, 2007); the failure to retain teachers has greatly impacted educational gains and the overall school environment. Burnout is a key factor in teacher attrition (Aloe, Amo, & Shanahan, 2014). The escalation of burnout and attrition has rendered enormous costs to students, schools, teachers, and the common good.

Most teachers and students begin their school careers with excitement. Once burnout sets in, their joy may change to resistance to learning (Barth, 1990). Without the fun of learning and sharing, problematic student behaviors can increase. When accompanied with large, impersonal, overcrowded schools, these behaviors can create excessive stress and workload (Travers & Cooper, 1996). This combination of factors can lead to difficult relationships and reduced caring. Once teachers experience burnout, they are less likely to interact, praise, or provide information. This leads to a cycle of

behavioral issues, which in turn leads to greater stress and dissatisfaction for teachers and students (Mancini, Wuest, Vantine, & Clark, 1984; Teven, 2007).

The turnover of teachers is a risk factor for students and teachers alike. Marso and Pigge (1998) followed a large cohort at the beginning of their teacher education program over seven years. In their longitudinal study, they compared characteristics of teacher candidates and found that only 29% of participants were teaching full-time at the end of that period. Secondary teachers fared worse than their counterparts in the elementary schools. Ronfeldt, Loeb, & Wyckoff (2012) and Ingersoll (2001) studied school teacher turnover rates related to student achievement. This relationship may be circular, with achievement levels impacting turnover, and turnover impacting achievement. Ingersoll noted that turnover rates were higher by 50% in schools where students were placed at risk due to lower achievement, poverty and minority status. Cano-Garcia, Padilla-Munoz, and Ortiz (2005) revealed higher rates of stress and burnout among teachers working with emotionally and behaviorally disturbed students. The related loss of these teachers creates great difficulty to the students as well as their families, as well as ongoing costs to communities and society.

Alternative Schools

For decades, the development of alternative schools has been one way in which school boards have dealt with student drop out as well as behavioral and academic problems. More than two decades ago, Fuller and Sabatino (1996) noted that alternative schools had been established in over one-third of the nation's school districts. Kentucky teachers served 8,932 students in 182 alternative public schools in 2018, in nearly every county (Kentucky Alternative Public Schools, 2018). Raywid (1994a) reported the nature

and purpose of different types of alternative schools. While there are additional options today, these schools continue to fit specific models; their goals include remediation, rehabilitation, reclaiming, and recovery.

While attending alternative schools, students may be placed out or isolated in a different setting—or they may be placed in special programs inside the school (LeCompte et al., 1991). Some alternative schools might change the standards or increase options to help ensure graduation; this might include a better fit of coursework, increased online or audio/video options, credit recovery, increased choice/autonomy, and greater sources of support (Brendtro, 2010; Brendtro, Brokenleg, & Van Bockern, 1998). Some alternative programs may eliminate traditional supports because students are working independently; others may increase some or all types of support. Some traditional schools have created alternative learning communities that function within the larger school. In alternative schools for academically unsuccessful students, alternative school educators offer different ways to manage accountability. Some educators recognize that students are individuals, with unique characteristics that call for diversified school systems that are less authoritarian and less focused on standardized testing. The way these schools are named provide some idea of the options for students: "alternative school", "opportunity center", and "a second-chance school". For many students, a different experience is needed to replace the traditional school (Raywid, 1983; 1994a; 1994b; 2001).

Traditional alternative schools generally serve a population of students with behavior problems or diagnosable learning difficulties. The needs of this population go un-served or underserved in many schools, which may result in the neglect of a significant population of students. Many alternative schools are developed solely to

extract and isolate a group of students who present difficulties to themselves and others. These problems often include legal or status offenses (Raywid, 2001). Many students suffer silently, disengage and drop out without any real notice from their school. When greater accountability is applied, learning opportunities may be limited, causing many children to feel less than welcome. These organizational issues further endanger youth at risk, and they impact their teachers as well. Student dropout and teacher burnout have similar causes and solutions; this may reflect the failure to meet the basic needs outlined by Glasser (1986; 1998a, 1998b, 1998c) and Maslow (1962).

While alternative school efforts may accomplish some of the goals of education by increasing attendance and completion rates, this goal attainment can come at a great cost. Many of the extra efforts made by alternative school teachers and staff can create additional responsibility and related stress and exhaustion or burnout. These factors can create or influence the desire to leave that school or the profession. Autonomy-seeking students who drop out of—or prove too challenging for—traditional schools may find that they are placed in a setting that restricts their choice even more. Students who yearn to belong may find themselves more alienated. These negative impacts exist for teachers as well (Brendtro, 2010; Glasser, 1969, 1986, 1990; Ingersoll, 2001; Cano-Garcia et al., 2005).

Burnout

Early studies by Maslach and Jackson (1981b, 1986) and Freudenberger (1974, 1977) indicate a relationship between burnout and reduced quality of care. Researchers have looked at multiple factors in their quest to learn more about the causes and impacts of burnout and attrition. Teacher temperament, caring, stress, burnout and job change

were shown to be correlated in Teven's study of university professors (2007). After controlling for teacher characteristics, Schaufeli and Enzmann (1998) noted several contributors to burnout including lack of administrative support, discipline issues, lack of adequate input into decisions, and—to a lesser extent—low salaries.

The structure of work life may inhibit the ability of staff to do their best work and may limit human development in that area of personal life. Burnout is a factor in teacher absenteeism, low morale, and attrition. Burnout can be a result or symptom of supervisory style, organizational management practices, or faulty job design. Burnout is not considered a personal failure (Leiter & Maslach, 2015). Burnout research participants report impacts such as distress, exhaustion, sleeplessness, substance use, lack of caring and interpersonal relationship problems (Maslach & Jackson, 1981b, 1986; Maslach, et al., 2010). Alschuler (1984) described stress as a one-word definition for teaching; his list of stressors include the need to know and work with an excessive number of students, deadlines, interruptions, paperwork, lack of supplies and support, student absenteeism, achievement accountability demands, and disruptive student behavior. Chronic stress can lead to burnout when there is a mismatch in job expectations and perceived ability to complete tasks (Shoji, Cieslak, Smoktunowicz, Rogala, Benight, & Luszczynska, 2015).

Problem Statement

Teacher attrition rates are of concern in educational settings in general (Ronfeldt et al., 2012). Demands on teachers can lead to stress, dissatisfaction, burnout and a desire to leave their positions. Likewise, demands on students in many school settings can lead to stress, dissatisfaction, burnout and a desire to dropout. Factors related to dropout include unmet needs for teachers and students. Alternative school teachers have an

opportunity to restore students to a healthier state while providing for and promoting academic success, but these efforts can require a great deal from the teacher (Brendtro, 2010; Noddings, 2015; Raywid, 1994a). With increased pressures toward accountability for improved test scores and graduation, the dimensions of burnout may be exacerbated, and—in turn—may decrease the likelihood of meeting those very goals of accountability (Acker-Hocevar et al., 2002; Kozol, 2005; Noddings, 2015; Wong & Nicotera, 2007).

When teachers experience burnout, they may suffer from emotional exhaustion, and they may become cynical or defend themselves by depersonalizing others. They may also struggle with feelings of diminished personal accomplishment (Maslach, 1982; Schaufeli, Leiter, & Maslach, 2009). Students at alternative schools may be struggling with similar feelings, thoughts and behaviors. Under circumstances such as these, many teachers make extraordinary efforts to ensure that student needs are met; these very efforts can lead to job dissatisfaction (Male, 1999). The behavior problems that bring students to the alternative school can contribute to the difficulty with keeping them in the school, and with helping them to be successful (Ruebel, Ruebel, & O'Laughlin 2002). The efforts made by teachers can take their toll, leading to emotional exhaustion and possibly burnout. Because of these efforts and effects, caring may not be evident (Freudenberger, 1974, 1977; Maslach, 1982; Schaufeli, Leiter, & Maslach, 2009). Santavirta, Solovieva, and Theorell (2007) studied a group of Finnish teachers to learn more about the relationship between emotional exhaustion and job strain. Finland is known internationally for great success with student achievement and innovative programming. Despite receiving accolades and generous financial rewards for their accomplishments, the Finnish teachers in that study saw their jobs as very stressful.

Student engagement is generally considered an important role of teachers at every level. For students in alternative school settings, engagement, feelings of respect and belonging may be more critical, and these factors can impact the tendency to remain in school. In many alternative schools, some students are insufficiently included in preferred and need-meeting activities, which may impact their feelings of worth. By their very nature, many alternative schools isolate the teacher and the student. This adds to the alienation experienced in previous school settings. The student's disengagement can be worsened if belonging and other basic needs are not met in ways that have meaning for the individual (Glasser, 1969, 1986, 1990; Brendtro, 2010).

Teachers and parents may assume that student participation equals student engagement. Ruebel et al. (2002) examined factors that predicted dropout from regular schools to further predict premature exits from alternative schools. In that study, students in alternative schools reported that they were included in activities; their reports led to good scores on engagement. The subsequent dropout of many of those students led researchers to question participation as a measure used to determine engagement. While the nature of many alternative schools demands that students be included in activities, this inclusion may be superficial and may not impact the feelings of alienation these students experience. Ruebel et al. (2002) found that inclusion did not prevent the dropout of one-third of the students. Isolation from a more normative setting may be worsened if critical interpersonal needs are not met. This mirrors the concern that teachers are isolated in the alternative school setting. Reubel noted that students who were frequently absent subsequently dropped out of alternative school as well. The appearance of inclusion may be mistaken for engagement for teachers as well. When students and teachers do not

engage with each other positively, both can suffer in ways that lead to dropout and burnout (Brendtro, 2010).

Truly engaged students do better behaviorally and academically. The OECD Programme for International Student Assessment (PISA) looked at student engagement in 42 countries (Willms, 2000). Willms described engagement as a sense of belonging and participation; he reports that student engagement is important to student learning and is related to a tendency toward completing school and life-long learning. Engagement is directly related to success, with engagement leading to academic achievement and lack of school success leading to disengagement. The relationship between achievement and engagement appears to be a circular, rather than linear, effect. Willms's thinking is supported by humanistic theories of human development; caring contributes to belonging, and both factors require more than simple participation.

Failures have already occurred for students who are placed at greatest risk, and some alternative schools may be a welcome opportunity to re-boot, revise, and restart their educations. Other alternative schools can be an unwelcome consequence for some students and their teachers. Many alternative school teachers assume greater than average responsibility in their efforts to assist their students, and they can produce great results (Raywid, 1999; Brendtro, 2010). A better understanding of these teachers and the impact of personal, interpersonal and organizational factors may result in better outcomes for teachers and students.

Theoretical Perspective

Choice theory applies to human beings across the lifespan, and this perspective promotes the understanding of personnel and students in the alternative school. Choice

theory explains humankind's lack of progress due to insufficient environmental supports

and unmet needs (Glasser, 1990; 1998a). Some school environments may not meet the

developmental needs of teachers or students, and some school personnel may not

recognize or appreciate important personal goals for student success. Students and

teachers are frequently frustrated by the failure of some schools to meet a variety of

needs at appropriate levels. Meeting the basic needs of students helps ensure their

growth, development, and academic success (Brendtro, 2010; Glasser, 1998a; 1998b;

1998c).

Glasser's Choice Theory (1998a) explains that, throughout the human lifespan,

behavior is derived from the following basic needs or genetic instructions: the need to

survive and reproduce; the need for power, freedom, fun; and the need to belong

(Glasser, 1986; 1990; 1998a). There is no hierarchy or progression in Glasser's model;

for optimum development and living, human needs must be consistently met. All human

beings share these needs, but individuals may have different levels of each need. The

school setting should be designed to meet the needs of teachers and staff as well as

students. Glasser's "Quality World" (Glasser, 2000; Wubbolding, 2007) is a model for

understanding the role of people, places, things and values that are important to an

individual. This model can be viewed as an evaluation process used by human beings to

choose their behavior. Individuals continually assess the difference in what they want and

what they have, and they make choices in their actions to meet their needs. This model

teaches empathetic listening, caring language, responsiveness, choice, and autonomy.

These components are key to working with students enrolled in alternative settings, and

they provide support and motivation for learning and development. Choice theory is an excellent resource for evaluation, planning, and decision-making.

Rationale and Significance of the Study

Job dissatisfaction and burnout can lead to teachers leaving the profession prematurely. High teacher attrition rates have serious impacts on the educational system in general and students specifically. Alternative school teachers may be exposed to negative factors to greater degrees than some teachers in other settings. Understanding factors that contribute to burnout in alternative school teachers may result in better outcomes for these teachers and their students. Experienced teachers may be better able to engage students in ways that impact student achievement and reduce dropout. Students who are placed at risk need caring, committed teachers who can motivate them and mentor them through difficult times as they strive to reach their goals. Understanding factors that contribute to burnout, teacher job satisfaction, and caring may help reduce attrition and burnout; this could be beneficial to these students, their teachers, and greater society.

Purpose Statement

The purpose of this study is to explore the relationships between teacher caring, teacher job satisfaction, and burnout in teachers employed in alternative school settings. Additional information will be gathered to provide context related to participants' teaching experience in alternative and traditional schools. Questions about school size, location, and function will be asked to gain context related to the work life of Kentucky alternative school teachers.

Research Questions and Hypotheses

RQ1: What is the relationship between teacher burnout and teacher caring in alternative schools?

Hypothesis: There is a significant negative relationship between teacher burnout and teacher caring in alternative schools.

Null Hypothesis: There is no significant relationship between teacher burnout and teacher caring for students in alternative schools.

RQ2: What is the relationship between teacher burnout and teacher job satisfaction in alternative schools?

Hypothesis: There is a significant negative relationship between teacher burnout and teacher job satisfaction in alternative schools.

Null Hypothesis: There is no significant relationship between teacher burnout and teacher job satisfaction in alternative schools.

Methodology

This web-based correlational study was used to investigate relationships between teacher caring, teacher job satisfaction, and three sub-dimensions of teacher burnout in alternative school settings. The research methodology was a cross-sectional survey design. This popular design served as a snapshot of the point in time of the data collection. Through a research of school websites and directories this researcher found email addresses of the population of teachers at Kentucky alternative schools. This researcher used Survey Monkey to deliver materials and to collect data.

This researcher used brief survey tools, including the Copenhagen Burnout Inventory (CBI). The CBI has been validated in several countries and in a variety of

human service fields. The CBI is reliable, and it has been field-tested in schools as well as other organizations. While the Maslach Burnout Inventory (MBI) initiated and has proven useful to the study of burnout, the CBI was more useful for this proposed study. The CBI served to differentiate between personal burnout, client related burnout, and work related burnout. The MBI includes questions about caring, which can complicate a model seeking to correlate teacher caring, teacher job satisfaction, and specific dimensions of burnout.

This study was initiated as an attempt to replicate Teven's (2007) study of university professors. Teven used on-line survey tools to study the relationship between teacher temperament, teacher caring, and burnout. His tools included the Generalized Belief Measure (GBM) (McCroskey & Richmond, 1989) to measure teacher job satisfaction, the Perception of Caring survey to measure teacher caring, and the Maslach Burnout Inventory (MBI) to measure burnout. This researcher contacted Teven to attain permission for the use of his tools. In addition to permission, Teven provided documentation for other tools in the public domain. For this study, this researcher used the Generalized Belief Measure to measure teacher job satisfaction. This researcher asked alternative school teacher participants to complete the Perception of Caring (Teven, 2007) to self-report teacher caring.

This researcher used the Copenhagen Burnout Inventory (CBI) to avoid issues related to the MBI. These issues included cost, concerning questions, and potentially confounding or redundant variables. In addition to the three surveys, this researcher gathered information about a few organizational factors for context related to the alternative schools. The type and nature of each school site were ascertained by asking

teachers about the primary role or function and size of their school and its general location in the community. Teacher-specific information was limited to the number of years teaching and the number of years teaching in an alternative school. This additional information provided context about the teacher's experience and work life.

Surveys were delivered through Survey Monkey via email to alternative school teachers. Through this well-known online survey tool, the study and Institutional Review Board (IRB) approval were introduced. The surveys and consents were collected directly through Survey Monkey. Dillman (2000) developed a survey process intended to increase participation; his tailored method was utilized to send teachers a pre-notification letter, a second letter with the link to the survey and IRB approval, and a follow-up reminder. All known alternative school teachers were asked to complete the Copenhagen Burnout Inventory (Kristensen, Borritz, Villadsen, & Christensen, 2005), the Teacher Self-Report of Caring (Teven, 2007), and the Generalized Belief Measure (GBM) (McCroskey & Richmond, 1989). The GBM was used to measure teacher job satisfaction.

Limitations and Assumptions

There are several limitations to this study that need to be acknowledged. Alternative schools tend to be small with a limited number of teachers. Any single school might not be represented because the survey was sent to individual teachers directly. Due to the voluntary nature and the dependency on school websites, some teachers and some schools may have been missed. Efforts were made to collect data from all types of alternative schools in Kentucky. This study assumed that teachers would agree to being surveyed and would report information accurately. The results of this research cannot be generalized because there was no random assignment to control and comparison groups.

There is no claim to representativeness of the study's willing participants to other alternative school teachers.

Definitions of Terms

Alternative schools: Non-traditional schools that are developed to substitute for other schools that do not meet the needs of specific students. These schools act differently in their origin, their use of community resources, how they plan and structure the educational experience, and how they manage school and student activities (Raywid, 1994a).

At risk: For this purpose, the term describes individuals who are placed at-risk due to being raised in impoverished or harmful environments, have dropped out of school, or are at risk of dropping out (Benson, 1993)**.**

Burnout: Burnout is a "progressive loss of idealism, energy and purpose experienced by people in the helping professions as a result of the conditions of work" (Edelwich and Brodsky, 1980, p. 14).

Caring: Caring is a fundamental personal attribute of many teachers. This study used the Teachers' Perception of Caring Survey. Conceptually, perceived caring is likened to Aristotle's conceptualization of a source's "goodwill'' toward an audience (McCroskey & Teven, 1999).

Copenhagen Burnout Inventory (CBI): The CBI was created to resolve several issues related to the Maslach Burnout Inventory. Questions comprising the CBI are divided into three groupings or sub-dimensions: personal burnout, work related burnout, and client centered burnout (Kristensen et al., 2005).

Depersonalization: Depersonalization is one of three dimensions assessed in Maslach's Burnout Inventory Scale; the other two dimensions are Diminished Personal Accomplishment (DPA) and Emotional Exhaustion (Maslach & Jackson, 1981a) "Depersonalization refers to a tendency of human services workers to treat their clients like objects (Jackson, Schwab, & Schuler, 1986, p. 630)." Depersonalization leads to a hardening or lack of feelings toward others.

Emotional Exhaustion: Emotional exhaustion refers to feelings of being worn out, overloaded, depleted, and inadequate. The term burnout is derived from the feeling of having burned out psychological resources (Maslach & Leiter, 1997).

Emotional labor: Emotional labor, a construct coined by Hochschild (1983), focuses on the efforts made by professionals to manage their emotions. Emotional labor is a form of emotional regulation in which workers are expected to display certain emotions as part of their job and to promote organizational goals (Rafaeli & Sutton, 1989).

Empathy: This skill is generally understood as the ability or tendency to put one's self in another's shoes to understand the other person.

Exhaustion: Pines and Aronson (1988) define burnout as a state of physical, emotional, and mental exhaustion caused by a long-term involvement in situations that are emotionally demanding.

Job satisfaction: In this context, participants express that they are satisfied with their jobs.

Maslach Burnout Inventory (MBI): this is the most frequently used instrument for assessing burnout, assessing Maslach's three sub-dimensions of burnout: emotional

exhaustion, depersonalization, and diminished personal accomplishment (Maslach & Jackson, 1981b, Cano-Garcia et al., 2005).

Responsiveness: Responsiveness is a component of caring that indicates a concern for another person's well-being, a sense of connection, or a sense of belonging (Corsini, 2007).

Understanding: A component of caring, refers to feeling or demonstrating that one can relate to the words or behavior of another person.

Chapter Summary

This chapter serves as an introduction to an exploration of teacher caring, teacher job satisfaction, and burnout in alternative school teachers. Humanistic psychologists emphasize that caring is important to the development of all people throughout the lifespan (Maslow, 1962; Glasser, 1998b). Lack of teacher caring is a frequently cited factor in many student decisions to disengage from school (Brendtro, 2010; Noddings, 2015). Early studies seemed to indicate that caring could lead to burnout, because caring promoted the intense efforts that were perceived as leading to burnout (Freudenberger, 1974; 1977; Maslach and Jackson, 1981b; 1986). Unlike the MBI, the Copenhagen Burnout Inventory does not address caring directly, and avoids circularity and unneeded, possibly erroneous dimensions. This research could add to the literature in an area that has a very real gap in knowledge about teacher caring, teacher job satisfaction, and burnout related to the alternative school teacher.

CHAPTER II

Review of the Literature

Introduction

This chapter provides the background for interest in investigating the relationship between teacher caring, teacher job satisfaction, and burnout in alternative school teachers. In addition to the key variables of the study, this review includes literature related to student dropout, alternative schools, teacher stress, teacher attrition, and the connections between the literature and the variables of the study. The literature review provides a background in previous burnout research and for the decision to study the three subdimensions of burnout being tested by the Copenhagen Burnout Inventory: personal burnout, work related burnout, and client related burnout. This literature review will discuss the gap in the current literature concerning burnout in alternative schools.

The Dropout Problem

Despite numerous efforts, school dropout continues to be a serious problem in this country, and there is great concern for students who leave school without completing their studies. Educational attainment is correlated with positive gains in many areas of life, including higher income, a better standard of living and greater job satisfaction. Failure to graduate high school often results in lower lifetime income, greater risks of welfare dependency, statistically increased chance for health issues, and higher rates of incarceration. Youth who drop out, their families, their communities, and society suffer (Christle, Jolivette, & Nelson, 2007; Edelman, 2010).

The issue of school dropout has warranted a great deal of attention in recent years, resulting in re-defining terminology and record-keeping to attain greater accuracy.

Accurate recording and reporting of the dropout rate became a greater concern of government officials and school administrators. There was concern that dropout rates were connected to No Child Left Behind (NCLB) and other accountability standards and that push-out might be occurring. Hundreds of schools failed minority and other students in their efforts to graduate (Balfanz & Letgers, 2004). Balfanz, Herzog, and MacIver (2007) coined the term "dropout factory" to describe schools that have high rates of dropout.

> "1,700 regular or vocational high schools nationwide that fit that description, per an analysis of Education Department data conducted by Johns Hopkins for The Associated Press. That's 12 percent of all such schools, about the same level as the decade before. In this century, one in ten U.S. high schools was labeled with the term 'dropout factory' (MSN.com, 2007)".

Actions taken to push out students were known as early as 1983, prior to many accountability measures that could have informed the public of the problem. In an example where accountability was needed, Raywid (2002) described a New York City school chancellor who closed a failing school that "was failing, expelling, or otherwise pushing out 93% of its students" (p. 433). It was noted that 607,000 public high school students dropped out in this country, constituting an event dropout rate of 4.1 percent (Chapman, C., Laird, J., Ifill, N., & KewalRamani, A., 2011). Public high school graduation rates for 2008-09 were reported to be 75.5 percent. Kentucky student graduation rates have improved since the dropout problem received national attention. In 2012-13, the public high school 4-year adjusted cohort graduation rate (ACGR) for Kentucky was 86 percent (nces.ed.gov). In 2017, public schools in Kentucky achieved an average graduation rate of 90 percent (Kentucky Alternative Public Schools, 2018).

Kentucky's state dropout rate for 2018-2019 was 1.4 percent and the state graduation rate was 91.1 percent (education.ky.gov/edfacts).

The Alternative School

Concern for school failure and student dropout led to the expansion in numbers and variety of alternative schools. For decades, the development of alternative schools has been one way in which school boards have dealt with student drop out as well as behavioral and academic problems. Raywid's typology work (1994a) described the nature and purpose of different types of alternative schools. At the time, her typology was: Popular Innovations (Type I), Last Chance Programs (Type II), and Remedial Focus (Type III). While there are additional options today, schools continue to fit specific models. Their goals include remediation, rehabilitation, reclaiming, and recovery.

Student Factors Related to Dropout

Some causes leading students to drop out of school may include difficult family situations, poverty, a need to work, dissatisfaction with school, or other circumstances making getting to school difficult. Language barriers, cultural differences, neighborhood issues, and limited resources and support are often combined with learning disabilities, a pattern of poor school behavior, and other emotional and psychological factors that make school an unhappy and unproductive place for these students. Students experiencing these types of problems are more likely to misbehave and give up on school (Brendtro, 2010; Long, Wood, & Fescer, 2001; Glasser, 1998b). External control can create stress and resentment in schools. Managing student behaviors and resistance to expectations create additional stress for teachers (Burroughs, Kearney, & Plax, 1989). Misbehavior is a common reason for being pushed out into an alternative school, and it may continue or

escalate if alternative school teachers are not well-trained and experienced (Brendtro, 2010). In addition to education, training, and experience, Teven (2007) found that teacher temperament can have an impact on caring, burnout, and organizational outcomes. Teacher temperament can also impact teachers' response to student misbehavior.

Many students are vulnerable, experiencing various adolescent concerns without the skills necessary to navigate the world of the typical middle or secondary school. These students tend to be peer-oriented, and many are developmentally behind. Patterns of inappropriate behavior do not instantly disappear when students are reassigned to alternative programs. Poor classroom skills, interpersonal problems, and weak or barely existent study habits can be ingrained by the time a student reaches high school. This process, which often begins in middle school, has been described by as a behavior pattern that is reinforced by situations outside of schools and programs inside of schools (Gottfredson, Gottfredson, & Hybl, 1993). The environments outside and within schools can lead to or and exacerbate the intention of dropping out. Social and personal issues may influence individual student behavior.

Corbett (2007) noted that fatalism, pessimism, and foreclosed futures are related to the decision against finishing school. In his study of "leavers" and "stayers", he found that, given the career goals of many students, adding the 11th and 12th grade made no real difference, except to slow down getting to work and earning money. Many poor students have a history of generational poverty and limited educational achievement, partly due to dropping out in the rush toward employment. This history, coupled with competition for available employment, hindered some efforts to prevent early dropout. Marcia's work on identity formation (Fadjukoff, Pulkkinen, & Kokko, 2016; Zastrow &

Kirst-Ashman, 2007) supports Corbett's (2007) thinking. One of the four paths that youth may follow is aptly termed foreclosure; this path may be taken when choices are limited or unavailable, where commitments are made without exploration. If a student's future is foreclosed, there may seem to be little point in looking past the point of necessity. Many students look to schooling as an opportunity leading to a better career with improved economic fortune. If more lucrative future work is not recognized as accessible a student might not remain in school (Porter, 1996).

A sense of belonging is crucial to human development (Maslow, 1962; Glasser, 1969; 1998) and a stable connection to a school or other group can provide that. In their study of the relationship between student movement and dropping out, Osher, Morrison, and Bailey (2003) found that the lack of stability impacted 48 percent of students who are labeled emotionally and behaviorally disturbed (EBD), as compared to 30% of youth with other disabilities and 24% of regular high school students. They defined movement as a change in teacher, classroom, or school. The odds of graduating from high school can be greatly impacted by high-poverty environments. The environments of middle school student's experiences strongly impact their future school success. This is especially true for children with minority status. In a longitudinal study, key variables predict 60% of six grade students not graduating from high school: those variables relate to non-attendance, failure and other misbehavior (Balfanz, Herzog, & MacIver, 2007).

The lack of ongoing positive relationships can impact the behavior of students and teachers, contributing to a vicious cycle and leading both to consider leaving the school. Foster children are particularly concerning for teachers as they move in and out of school systems. These students may have significant problems in many areas of their lives.

Many have suffered repeatedly due to trauma at each move from home to home; additional changes from school placements add to their burden. Children may have instability in their lives due to housing problems or migrant worker situations; their school lives suffer from frequent changes in location. Dropping out is easier and more likely, but also more hazardous for them. The lack of quality teachers adds to the loss of hope for students who are placed at risk (Brendtro, 2010). Homelessness is related to school dropout, academic achievement, developmental outcomes, and need for additional services (Nabors, Sumajin, Zins, Rofey, Berberich, & Brown, 2003).

Christle et al. (2007) studied the impact of student disengagement on dropping out as well as the long-term consequences of dropping out. They connected dropping out to the lack of support from some area of the students' school life. Consequences include lower paying jobs, unemployment, welfare and imprisonment. International researchers have similar findings, including the connection between poor school performance, high dropout rates and impoverished and problematic family backgrounds (Golden, Kist, Trehan, & Padak, 2005; Abdelgalil, Gurgel, Theobald & Cuevas, 2004). Davis and Dupper (2004) expected the number of dropouts would continue to rise for poor and minority students who lack enough support by way of school relationships. When families and neighborhoods fail, the greater system of care might step in and step up. As fundamental components in the system of care for children placed at risk, schools are called upon to meet the needs of children and youth. The odds of graduating from high school can be greatly reduced by high-poverty environments.

Indiana University's High School Study of Student Engagement (HSSSE) reported that personal factors such boredom, disengagement, and apathy are factors in

student dropping out, or at least thinking about leaving school. Students were surveyed to learn more about their feelings, thoughts, and beliefs about their school interactions, schoolwork, and school milieu. Schools that provide a climate of belonging, safety, and achievement can improve engagement and reduce boredom and dropout. Student engagement is the most strongly recommended tool for dropout prevention (Rumberger, Addis, Allensworth, Balfanz, Bruch, Dillon, Duardo, Dynarski, Furgeson, Jayanthi, Newman-Gonchar, Place & Tuttle, 2017). Per Indiana University's 2010 report, 50% of students considered dropping out because they did not like their school, and 42% considered leaving because they did not see value in the work. Only 23% went to school because of their teachers and 39% considered dropping out because they did not like their teachers (Yazzie-Mintz, 2010). A 2007 HSSSE finding indicated that 61% of the students who considered dropping out reported a lack of connection with their school teachers (Education Resources Consortium, 2014).

Many students are labeled harshly for their failures in achievement and ambition. When students dropped out of school in the United Kingdom, they were labeled as inadequately motivated to graduate; they were viewed as un-accustomed to work and disengaged form the school (Walker, 1999). Motivation and integration are benefited by caring, engaging, and involved teachers, and without this input, students may consider dropping out (Brendtro, 2010; Glasser, 1969, 1998). Students who are placed at risk for school failure and dropout are frequently labeled emotionally or behaviorally disturbed.

Teachers who are certified to educate students placed at risk may be assigned to special education classes or specialized programs such as alternative schools. The need for non-mainstream school efforts is great, leading to shortages of teachers of children

with a variety of unmet needs. These teachers tend to serve a more homogeneous student group than their peers in mainstream classrooms, and they are likely to spend more of their workday with the same students (Henderson, Klein, Gonzalez, & Bradley, 2005). Spending more time with the same students may be beneficial in terms of caring, and more stressful if there is a mismatch in need and response. Friedman (1995) pointed out that burnout in humanistic and custodial teachers may be impacted by different student behaviors, and that the burnout of male and female teachers may be affected by different student behaviors.

In Gallagher's (2001) research with high school dropouts, informants claimed that "they were withdrawing *from* something, but going *to* something else. Though possibly misguided, they perceived themselves as having acted constructively. In their thinking, they were leaving a dysfunctional, confused, unfamiliar setting and entering one over which they believed they had more control" (p. 10). Gallagher found that students dropped out to meet needs for control of their lives; this occurred in ways that helped the students escape bad feelings and relationships and find more accommodating places to learn. Students try to meet their need for belonging in one setting or another. In some school settings, they experience feelings of alienation in which they might have few, if any, trusting relationships with teachers or other adults at school. In the student's view, the dropout decision may be rational and need-meeting. The restrictive culture of school may not match or fit well with the culture of the home. Parents may resent being forced to send unhappy students to what they perceive as an unhappy place, while teachers see the parents as the problem and cause of absenteeism and dropping out.

Environmental Factors Related to Dropout

Without preventive measures before high school, students may have established a pattern and identity of misbehavior. Traditional school teachers may have difficulty impacting the behavior of these students. These school teachers generally lack enough time to spend on one or two badly behaved students, who are often ignored or sent out of the classroom, thereby providing no intervention to the patterned misbehavior (Sullivan, Long, & Kucera, 2011). Factors within schools are of critical importance to whether students placed at-risk stay in school and graduate. Christle et al. (2007) found several implications for school systems: students' complaints included school regulations that proved to be barriers to school success. They wanted teachers to be more attentive to their home lives, for counselors to be wary of labels, for school personnel to stop predicting their failure. Unhelpful adult responses may set students on a negative path.

Algozzine and Algozzine (2007) studied the lack of discipline in public schools; potential reasons included a more inclusive environment that led to more diverse populations and increasing number and types of student problems. Many students suffer from emotional disturbance, which has serious impacts on the student, his peers, and the adults at the school. The removal of problematic students from the classroom is a long-standing tradition for many school systems. Solutions commonly used to curb dropout rates include a variety of alternative education programs. Whether programs within regular schools or special separate schools, these programs are designed to help students make up credits, experience more flexible schedules, and remediate learning with the overall goal of ensuring graduation. Following No Child Left Behind (NCLB) legislation, these programs became an increasingly popular way to close the gap in student success

for the poor, the differently able, English language learners and children in minority groups. Alternative placements are used to reduce dropout rates, increase graduation rates, and fulfill goals for leaving high school prepared for college and/or career (Brendtro, 2010).

Many alternative schools have goals of remediation or behavioral correction (Brendtro, 2010; Brendtro, et al., 1998; Raywid, 1994a). The nature of the students, the setting, and the lack of time to apply best practices may impact or create the factors leading to burnout. Alternative schools and programs may offer greater opportunities for students with a variety of behavioral issues. In a more planful environment teachers and staff members may focus greater attention to the behavior of these students in multiple ways. Mentoring students and monitoring their behavior are highly engaging aspects of effective alternative programs. Accurate monitoring can help to reveal variance in behaviors within and between students. A better understanding of behaviors can impact staff decision-making on behalf of individuals within groups. Staff can separate student behavior into categories or tiers for intervention at the level most appropriate for the individual (Meyer, Cliff, & Dunne 1994).

Many alternative schools share the goal of improving high school graduation rates for students placed at risk. Alternative school teachers make a variety of efforts to promote this goal. Their capacity to care may have led these teachers to work with students who are placed at risk. Understanding the needs of alternative school teachers and ways to assist them in their very important tasks may result in better outcomes for them and for their students. Extra efforts made by alternative school teachers and staff can create additional responsibility and accompanying stress, burnout and the desire to

29

leave that school or the profession. Burnout can have great impacts on teachers who play important roles in shaping the lives of young students (Vladut & Kallay, 2011).

Educators in municipal centers make decisions about rural areas; officials in urban areas/urban schools make decisions for rural schools. Centralized school systems make decisions for the schools within their realm of influence (Bauch, 2001). Macro-level organizational and governmental decisions impact many schools. The implementation of No Child Left Behind (NCLB) increased the involvement of the federal and state government in state and local schools. The extreme focus on testing and associated consequences can impact many teachers, students, and schools.

> "When educational success is determined by a single indicator, such as a test score ensuing consequences for failure may not be commensurate with the problem. In turn, educators and students in schools identified as low performing and impacted by negative sanctions may feel demoralized, devastated, or destabilized, which may hinder their will to reform (Acker-Hocevar et al., 2002)."

Wong and Nicotera (2007) expressed teachers' concern about recent accountability efforts, particularly due to the sanctions, the fear of consequences, and the resulting changes in curricula. Their concerns included: the large focus on testing, that testing did not seem to be a fit for solving the problem, and the results were often unintended consequences that impacted real learning. The stress of the testing and the consequences of failing caused issues with morale, job stability, and reduced job satisfaction. In addition to the fear and angst related to potentially serious consequences of poor testing performance, administrators had serious concerns about the effects of turning the future of their schools over to a testing company. In the state of Florida, these types of fears were realized and well-publicized (Acker-Hocevar, Wilson, & Cruz-Janzen, 2012). With these increased pressures toward accountability for improved test

scores and graduation, the dimensions of burnout may be exacerbated, and—in turn—

may decrease the likelihood of meeting those very goals of accountability (Acker-

Hocevar et al., 2002; Kozol, 2005, Noddings, 2015; Wong & Nicotera, 2007). With the

highly visible focus on high-stakes testing, traditional schools may push out students into

alternative schools, some of which may be of lesser quality compared to the typical

school (Brendtro, 2010).

Organizational factors are commonly seen as size, structure, hierarchy, number of

employees and customers, ownership, type and location of control (external or internal).

Teven (2007) reported overcrowding, teacher overwork and shortages as organizational

factors that can lead to stress and burnout, which may lead to higher student dropout.

Many researchers point out the value of the small school in creating a helpful

environment for these students (Kadel, 1994; Raywid, 1994a). High rates of dropping out

and burning out may be impacted by current practices of schooling, and this ongoing

problem may have implications for policy change. In recent decades, there was a major

push for larger schools that offer a wider array of classes, as well as increased levels of

coursework, services, athletic and artistic options, and vocational programs. While the

larger schools might provide more comprehensive services, many of these schools may

have lost the interpersonal and developmental benefits available in smaller schools.

Smaller schools and schools within the community have much to offer in terms of a sense

of place and intimacy; they can provide a sense of community and a village of care

(Raywid, 1994; Noddings, 2005).

Organizational factors also include the theory of the school (vision, mission, and

expectations), the perception of the problem that is being addressed, and the typical

response to the problem. As pioneers in the Reclaiming Youth movement, Brendtro, et al. (1998) demonstrate how programming follows the theory of the organization or its personnel, noting that attitudes are imbedded in the milieu. Powerful negative attitudes toward youth are revealed in schools, correctional facilities, child care centers, and in the courts.

Reclaiming pioneers Jane Addams and Floyd Starr fought the negativity of systems they found during their work with youth. Despite the efforts of these and other reclaiming professionals, the pessimistic thinking is still pervasive, even though there is every reason to be optimistic about young people. Labeling of youth focuses on deviance and deficits in the person rather than the family and the greater environment (Brendtro et al. 1998). "Even highly trained persons have been unable to disengage from the ancient Biblical admonition to stone stubborn sons" (Brendtro et al., 1998, p. 18).

The theory used by leaders informs the organization; the theory used by teachers informs the student. If educational institutions rely on certain theories of disobedience, their staff will rely on excessive rulemaking and enforcement, leading to discipline, punishment, negative consequences, exclusions and expulsions. These programs tend to lead to code violations and rebellion against the intolerant. Reclaiming programs utilize need-meeting democratic processes and lead to belonging, mastery, independence, and generosity (Brendtro et al., 1998).

In her work related to alternative schools, Raywid (2001) noted the ability of some children to succeed despite living and learning in poor environments. The efforts of adults can help children benefit from this resilience and to expand upon it. A need-

meeting environment can help youth to flourish and give back to society. Brendtro (2010) argues for the optimistic positive view of children and their teachers, as well as the benefits of a positive humanistic, non-controlling atmosphere for teachers and students to thrive. Some professionals and administrators may prefer outdated deficit/deviance theories that contribute to problems youth face in many schools, mental health and correctional settings, and welfare systems. This framework for the labeling of youth is outlined in Table 2.1.

Table 2.1 The 10 Ds of Deviance in Approaches to Difficult Youth

The 10 Ds of Deviance in Approaches to Difficult Youth		
Theory	**Problem**	**Typical Response**
Primitive	Deviant	Blame, attack, ostracize
Folk Religion	Demonic	Chastise, exorcise, banish
Biophysical	Diseased	Diagnose, drug, hospitalize
Psychoanalytic	Disturbed	Analyze, treat, seclude
Behavioral	Disordered	Assess, condition, time out
Correctional	Delinquent	Adjudicate, punish, incarcerate
Sociological	Deprived	Study, re-socialize, assimilate
Social Work	Dysfunctional	Intake, manage, discharge
Educational	Disobedient	Reprimand, correct, expel
Special education	Disabled	Label, remediate, segregate

Source: Brendtro, L. K., Brokenleg, M. & Van Bockern, S. (1998). *Reclaiming youth at risk: Our hope for the future.* National Educational Service. Bloomington, IN., p. 19.

Caring and Need-meeting Factors Related to Dropout

Skovholt and Trotter-Mathison (2011) described human service professionals who may be prone to burn out as "exhausted when saying yes, guilty when saying no" (p.3). Compassion fatigue is a phrase that is frequently used to describe the problems associated with caring for needy populations. Noddings (2005, 2015) is a well-known author in the ethics of care that is called upon in teaching. In Kawamura and Eisler's (2013) interview with Noddings, she reported that teachers may care about the student without communicating that care sufficiently. She points out a parallel process whereby school managers can model caring to teachers, who then pass it on to students. Teachers should model care regardless of circumstances to help schools create a milieu where caring becomes the mission and vision. Noddings (2005) makes a case for prioritizing care in schools, and she offers guidance for incorporating care into the school curricula and environment. Nodding's idea of humanizing schools may run counter to the emphasis on test scores in the accountability and uniformity concerns of today. Noddings studied the connection of caring to responsiveness, and she saw responsiveness as an obligation that teachers owe to students and their parents. Noddings suggested attentive listening and positive responses to demonstrate care.

Noddings (2005) described the pendulum swing between traditional and progressive eras in education. Per Noddings, traditional educators tend to support discipline-centered programs, teacher-centered settings, while progressive educators tend to support greater flexibility, greater orientation to the present, and more focus on student-centered activities. When prioritizing efforts, Noddings argued for responsiveness ahead of accountability. This mirrors the efforts of Reclaiming Youth advocates

34

(Brendtro et al., 1998) and Glasser (1969; 1990), who insist that relationship come first. "There is nothing mushy about caring. It is the strong, resilient backbone of human life" (Noddings, 2005, p. 175).

The importance of relationships is essential to the premise of Choice Theory; people who are included in a person's quality world can have great influence on that person. Per Glasser (2000), relationships are impacted negatively by the deadly habits of criticizing, blaming, complaining, nagging, threatening, punishing, and bribing or rewarding to control. To impact relationships positively, Glasser suggests the caring habits of listening, supporting, encouraging, respecting, trusting, accepting, and negotiating disagreements. Glasser's psychological theory was a refreshing change from previous deficit-focused and socially constructed models of psychiatry. Beginning his transformational work in the 1960s, Glasser (1969; 1975; 1984; 1990) rejected and rebuked the pessimism of the medical model which defines one's problems as inherent in nature and within the identified patient. He recommends a public health model approach as an alternative.

Glasser's (1990) suggestion promotes preventive, developmental and nurturing interactions with students placed at-risk. In his "Quality School" program, Glasser (1990) allowed for individual choices with responsibility. The focus of the school was on the "here and now", not on personal history or psychodynamic theory. The curriculum and climate were grounded and functioned without punishment or failure. As Glasser (1986) explained, "Teaching is a hard job when students make an effort to learn. When they make no effort, it is an impossible one" (p. 1). A view of students as simply unmotivated led to the deficit model, where students were blamed for their failure and dropping out.

After World War II, increased blame was placed on teachers, leaving the deficit model on the doorstep of the school (Glasser, 1990; Farber, 1991). Glasser noted that at least fifty percent of students were unsuccessful and unengaged. He wrote that many of these students hated school, and the efforts to increase school time and academic accountability increased the likelihood of disengagement. While recognizing the great cost to students and their families, Glasser emphasized the major impact on teachers as well, sometimes making the teaching job unbearable. In response to the lack of need-meeting school environments, Glasser (1990) developed Quality Schools to promote healthy development for students. The nature of his schools met the needs of adults as well as youth. These schools were staffed by personnel who recognized the harm in over-control of students. Their teachers exemplified Choice Theory because they were need-meeting and nurturing for their students and fellow teachers. They provided for a democratic, open and free environment, with greater choice and non-coercive power granted to all. Relationships of care were of utmost importance for teachers and students.

In Gallagher's study (2001) of students who dropped out of high school, informants expressed that no one at their schools met their needs or cared about them. "Many students see schools as irrelevant to their life goals and feel that nobody in the school cares about them. Teachers who give up on schooling also believe that nobody cares" (LeCompte et al., 1991, p. 8). Rubin and Schoenefeld (2009) explain some negative results of punishment; these include power struggles resulting in psychological distress for students. "This state of affairs is quite out of sync with what educational research reports. These impacts are often abundant in the students' life outside of the school setting and may serve in ways that are not productive for personal or academic

development" (p. 8). Based on this knowledge, alternative education programs should focus on reducing situations that incite conflict, punishment and failure. Without those distractions, a need-meeting, democratic environment can provide a fertile ground for youth development.

Reclaiming Youth International is an organization devoted to helping adults work with students who are placed at risk. The Circle of Courage serves as a symbol and guideline for the Reclaiming Youth International movement. Belonging, independence, mastery, and generosity are the core quadrants of this model. Indigenous communities in many countries around the world share these quadrants in their youth development models (Brendtro, 2010). Proponents of reclaiming promote the Circle of Courage model, shown in Figure 2.1.

Figure 2.1. The Circle of Courage Model for Positive Youth Development
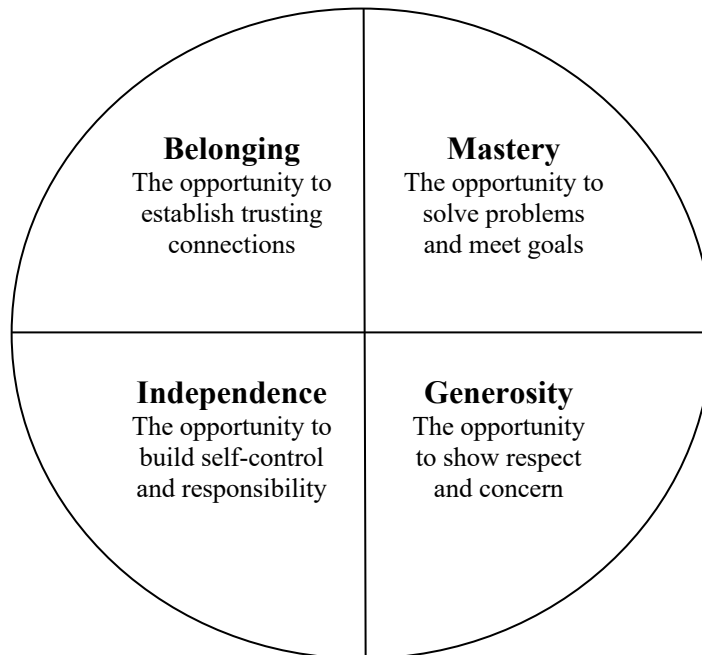
Source: Brendtro, L. K., Brokenleg, M. & Van Bockern, S. (1998). *Reclaiming youth at risk: Our hope for the future.* Bloomington, IN: National Educational Service.

Per the Circle of Courage Research Foundation (Brendtro, 2010) resilience research points to four themes that fit within the Circle of Courage model. These themes match the quadrants of the Circle of Courage: Attachment (the motivation to affiliate and form social bonds), Achievement (the motivation to work hard and attain excellence), Autonomy (the motivation to manage self and exert influence), and Altruism (the motivation to help and be of service to others). Circle of Courage concepts are important to positive youth development and address the basic needs. Thoughtful inclusion of the concepts in courses like creative arts adds the benefits of self-regulation, individual creativity, improvements in the climate of respect, improvements and growth in relationships, and academic and other motivation. The concepts related to school climate are coupled with alternate and enriched curricula to promote behavioral and emotional gains in the students who are placed at risk. Innovative techniques help keep students engaged to promote improvements within the academic core as well (Boldt & Brooks, 2006).

Lantieri's (2001) work demonstrates how holistic, creative conflict-resolution reclaiming violence prevention can be successful with troubled youth, while maintaining them in a school program. Relevant findings reveal that "...when schools are willing to sustain a comprehensive and systematic approach to nurturing the social, emotional, and ethical development of young people…, students not only do well academically, they also learn how to be gentle and caring" (Lantieri, 2001, p. 34). These findings are the hallmarks of a successful alternative program, and they indicate that teacher caring may lead to student caring.

Jensen, Olympia, Farley, and Clark (2004) studied externalizing students and their impacts on their teachers, schools as well as their own school failures. Students who externalize seek to place blame or responsibility outside themselves, and onto others or situations. These students are the most difficult for teachers; they can have numerous behavioral problems and they may be seen as troubled or troubling. These researchers recommend a positive psychology that includes concepts such as flow and competency. There is an abundance of praise and positives as students learn social skills. There is a lesson therein for teachers and school personnel related to the need for a positive educational environment as opposed to the "sea of negativity" that tends to drown youth who are placed at risk.

Historically, most schools have been centered on the educator and curricula, both literally and figuratively. Frequently, students are expected to soak up facts and be passive recipients of a pre-determined set of knowledge. Cassel (2001) makes a case for the person-centered school that serves as a microcosm of democracy for personal development and justice. In the school of his proposal, students would take responsibility for much of their own problem-solving in real-life situations. One example where students could manage more of their own issues was related to student court. Students would be involved in more of their goal setting; they could join teams to solve issues in a more adult fashion. This model may connect with students who are bored and/or ready to take some control of their own lives.

Grover (2002) expresses concerns for disadvantaged youth, and particularly those in government care/foster care. Youth who are at risk have greater difficulty getting to and staying in school; their educational outcomes are related to other poor outcomes in

past and present. Blasco (2004) studied the importance of affectivity in working with at-risk students. She argues that good teachers would be like good parents; they would be nurturing and personally involved. In her study, school attendance would be the dependent variable and a strong measure for the school's success. In this view, affectivity is the independent variable. This model would value a democratic attitude and would strive for comfort and security in a warm and inviting atmosphere.

Branham (2004) studied the effects of brick and mortar issues related to school attendance and dropout rates at 226 schools in the Houston Independent District. Through his examination of school infra-structure, he found that structural repair was a significant factor in keeping youth in school. A good environment is a great way to show care and appreciation, and most people who are cared about reciprocate and take better care of the property. Alternative schools are often placed in less favorable environments, and farther removed from the students' communities than traditional schools. Some districts use otherwise-abandoned buildings to house programs for students who are placed at risk; this can increase the likelihood of feelings of ostracism and neglect.

Nowicki, Duke, Sisney, Stricker, and Tyler (2004) studied the Effective Learning Program (ELP), a regional school within a school, to analyze the effectiveness of ELP for at-risk students. They noted that 40% of at-risk students drop out of school. Like other researchers looking at these troubled youth, they looked at the externalizing factors that contributed to the students' difficulties. They hoped to turn the externalizing factors and tendencies into more positive internalizing factors. The youth suffered from the stress of not having academic goals, or the lack of support for their goals. Poverty, race, ethnicity, limited English proficiency, family makeup, and parental education contributed to the

affects and behaviors of these students and their families. This study showed that the ELP intervention had positive outcomes for the participants in terms of improved graduation rates, greater resilience on the part of the young person, improvements in status and more positive affiliation.

Following his studies of the dropout prevention program titled Achievement for Latinos through Academic Success (ALAS), Larson (2007) called for a greater emphasis on what the student can do, rather than a constant push for what he should be able to do. The hope is that students will be nurtured and achieve their goals through gaining a sense of healthy well-being. Teachers are encouraged to show gratitude for the chance to serve in a way that promotes the growth and well-being of students. Educators must hold themselves accountable for their goals for each student while holding the student accountable for specific behaviors that promote the goals. ALAS used the efforts of leaders to focuses on student, school family, and community. Quality schools like those just mentioned are need-meeting for students and teachers, but they may not be the usual form of alternative education. It is likely that students who have their needs met will stay in school until they are truly prepared to leave. It is also likely that teachers whose needs are met will meet the needs of their students, achieve job satisfaction and a longer tenure in the profession (Glasser, 1990).

In his study of at-risk youth in traditional school settings, Farner (2002) found four ecological hazards which serve as "seeds of discouragement…destructive relationships, climates of futility, learned irresponsibility, and loss of purpose" (p. 19). Farner contrasted the zero tolerance schools with reclaiming schools where students can belong in a community of care. Caring adults have taken huge steps to counter these

negative environments by developing need-meeting, democratic environments for children and youth placed at risk.

Despite its reputation as "Last Chance High", the Urban Academy was described as a school that worked well for students at risk of failure (Raywid, 1994b). This school-within-a-school or mini-school contained components of Glasser's Quality School, the Reclaiming Youth movement, as well as the "crisis as opportunity" paradigm of Long, Wood, & Fescer (2001). The students came first, and the school's mission benefited from the development of each student's internal control. This allowed the school to adjust and work for each student's level of excellence. A key element was the ability of the school to evolve to meet the needs of the student; the school was a living, breathing open system. The outcomes were outstanding, with the finding that "95% of Urban Academy's students enter college after graduation. Essentially the only graduates who do not are those who enter the military" (Raywid, 1994b, p. 94).

Several alternative schools in Kentucky have been recognized as outstanding alternative education models. The J. Graham Brown School is a districtwide magnet school for students who want a self-directed, compassionate, empathic, innovative, open-minded learning environment. The school's stated mission was to "to recognize, respect, and foster the unique potential of each student in an informal environment that reflects the diversity of our community". (http://www.jefferson.k12.ky.us/Schools/High/Brown/index.html). The Brown School teachers operate a flexible, democratic environment, and they recognize the students' need for autonomy, mastery, belonging, and generosity.

The Providence School (TPS) created a need-meeting choice school that individualizes instruction for students and teachers; this empowers everyone and creates a family-like setting. TPS demonstrated potential for success with students who are not a fit for the traditional school setting. Their mission statement is "Providence: Discovering Pride and Purpose through Achievement". TPS has earned the Alternative Program of Distinction. (http://www.jessamine.k12.ky.us/tps/index.htm).

The Kentucky Educational Collaborative for State Agency Children (KECSAC) provides supports for the additional needs of children in out-of-home care, supplementing local efforts to provide stability and specialized care for those students. KECSAC provided reclaiming model training and other professional support that is uniquely designed for teachers and other school personnel who work with students who are placed at risk for failure and dropout. KECSAC funding has been specialized and individualized to support programs for children in out of home care (Brendtro, 2010).

The Learning Center (TLC) is a unique alternative school specifically designed to meet the needs of both students and staff. Shortly after the development of the school, staff recognized the need for a more democratic structure. This need was addressed by extending their accountability model to teachers; as the faculty mentor and monitor the students, they are simultaneously mentored and monitored. The student vision is: Discover Real Empowerment and Motivation. This democratic school was designed to empower teachers, students, and staff. The goals include teaching the whole student and growing effective and accountable students. The tools include a holistic approach, early intervention and prevention, appropriate rewards, a democratic student government. The staff planned for flow, order, and understanding from the outset. TLC leaders developed a

mentoring-monitoring program they called the Life Support Program that democratically held teachers accountable to the program (http://www.tlc.fcps.net/).

The schools and programs just mentioned are strikingly similar, and they are striking in their lack of traditional school discipline. The focus on adolescent need-meeting is apparent in the language. Maslow's Hierarchy of Human Needs was prominently displayed in the entry way at TLC. Faculty, staff, and students designed the school for youth who do not fit well in traditional educational settings. Students have different learning styles; they work at a different pace and benefit from the smaller school, smaller class size, and hands-on learning. The school is a work in progress. While the staff at TLC do not display Glasser's model or the Circle of Courage, they implement their program in ways that reveal an understanding of both (http://www.tlc.fcps.net/).

Jones (2007) studied an alternative school that successfully implemented Choice Theory to improve student engagement. This school was successful in naming choice, and in making choice available continuously as a part of the school programming. Students saw their school as family and learned to solve relationship issues in that context. They used the opportunities for choice, guidance, and mediation to practice problem solving. Student engagement was directly impacted by the focused attention on meeting the developmental needs outlined by Glasser (1998a). Several threads run through the alternative schools highlighted above. Caring staff in good schools understand developmental needs, the importance of relationships, and making care visible to the students. These elements should inform the mission and intention of the school, particularly in planning for students whose developmental needs are not met in a traditional setting.

Free (2017) found that school teachers in an urban alternative school listed three primary strengths: positive relationships with students, strong pedagogy, and support for student growth. Their primary weaknesses might counter those strengths; the school lacked the structure of a consistent behavioral system. Without that structure, teachers reported concerns about student transitions to adulthood and the potential for a dangerous school environment. Schools are challenged to provide all the developmental needs, including the balance of autonomy and structure.

Overview of Research on Burnout

Christina Maslach and Herbert Freudenberger were pioneers in the study of job burnout. Freudenberger was likely the first to state that burnout is related to worker productivity; he viewed burnout as a concern for caring professionals and caregivers and labeled the syndrome an "organizational menace" (1977, p. 26). Freudenberger's concern was focused on young professionals in health care and social work. These were people whose jobs were focused on caring and were thought to care too much (Maslach & Leiter, 1997; Leiter & Maslach, 2015). There were two trends in research: Freudenberger's (1974) psychodynamic approach and Maslach and Jackson's social psychology research (1981b). Maslach's seminal work, *Burnout: The cost of caring* (1982) provided a simple and clear definition for this syndrome: Those who make it their job to care are at risk of burning out. Maslach is best known as the creator of the popular Maslach Burnout Inventory (1981a).

Freudenberger's (1977) study of child care workers at Covenant House was critical to introducing the topic of burnout and providing a name to the burnout menace. His work offered precautions for staff members in alternative school and alternative

home placement settings. Mattingly (2006) also recognized the hazards of burnout in the childcare profession, and she brought the issue to the attention of caregivers of youth who had been placed at risk. Ryan (1971) pointed out a key thinking error that comes with the experience of burnout: many people believe that it is the victim's fault, that the victim deserved the outcome (Maslach et al., 2010). Ryan gave this thinking error a name and aptly titled his book after that designation: *Blaming the Victim*. The practice of blaming the victim helped to avoid responsibility for environments that contributed to burnout.

Early burnout researchers (Cherniss, 1980; Freudenberger, 1974; Maslach, 1982), recognized the emotional demands placed on workers who were frequently supporting the most difficult, troubled, troubling, or unmotivated clients. The core or common theoretical perspective explained that these intense helping relationships produced exhaustion and burnout in a range of direct care people-helping professionals (Maslach & Schaufeli, 1993). Nagy and Nagy (1992) and Maslach (1993) utilized an early quote to describe the difference in a colloquial use of burnout to clarify their research definition. These researchers agreed that burnout was a "progressive loss of idealism, energy and purpose experienced by people in the helping professions as a result of the conditions of work" (Edelwich and Brodsky, 1980, p. 14).

Because of the popular psychology around burnout, many people have been made aware of the suffering caused by burnout, but they may think the effect is temporary or benign, or that only the teacher is the victim. Other victims might refute those designations. Burnout impacts lives, relationships, and careers for the caregiver and those cared for. Many of the factors noted in the literature of the 1970s and 1980s are in full force or have increased in recent decades. Authors find the study of burnout as relevant

today—if not more so—than in that generation. Maslach and Leiter's (1997) contributions are still mainstream ideas, and they still espouse hope. This may be best evidenced by their popular journal cover article titled "You can conquer Burnout" (Leiter & Maslach, 2015).

Maslach studied the ways in which people cope with emotional arousal on the job. She was particularly interested in such cognitive strategies as "detached concern" and "dehumanization in self-defense," but soon discovered that both the arousal and the strategies had important implications for people's professional identity and job behavior. She soon learned that poverty lawyers called this phenomenon "burnout". Once Maslach and her colleagues adopted this term, they discovered it to be immediately recognized by their interviewees, and the concept became common language (Maslach, 1993).

Through extensive research and analysis, Maslach and Jackson (1986) developed a scale to assess all aspects of the syndrome they called burnout. While using the scale with a variety of human service workers, they noted the emergence of three subscales: emotional exhaustion, depersonalization, and diminished personal accomplishment. Through their own psychometric analyses and the independent work of researchers around the world, the Maslach Burnout Inventory has been shown to have high reliability and validity for measuring burnout. The development of the MBI was based on the need for an instrument to assess the experience of burnout in a wide range of human service workers. Its inclusion in numerous research studies allowed a better understanding of the personal, social and institutional variables that either promote or reduce the occurrence of burnout. The research had the practical benefit of suggesting modifications in recruitment, training, and job design that might alleviate the serious problem of burnout.

Interest in burnout increased rapidly in the last three decades. The timing of Maslach's work coincides with the increasing importance of career advancements, individualization, and fulfillment. This interest coincided along with alienation and an increased need of social service type jobs. The size and scope of service delivery systems increased during the depression and World War II. During that time frame, social services grew and became larger, more hierarchical, and involved more credentialing and monitoring. As government grew in scope, bureaucratic interference was more likely, and decisions were made from a greater distance. After the great depression, client needs were great, and entitlement was high. As programs became more regimented, services lost a more personal touch, and professional fulfillment was limited. As human service workers' isolation increased, disillusionment set in and burnout resulted (Maslach et al., 1993).

Researchers did not initially capture the essence of burnout, and the term came to mean many different things to different groups of people. The term burnout lacked real definition and was being used to encompass many personal and professional problems. The earliest studies resulted in articles that reported the stressful nature of the profession studied, related the job stress to burnout, and proceeded to present strategies for prevention (Maslach, et al., 1993). Farber (1991) noted the impact of history on the plight of teachers in the latter half of the twentieth century. Before the 1960s, teachers were revered, and, when schools failed to educate, a deficit model was applied to students. During the Civil Rights movement and Vietnam War protests, teachers became the focus of the deficit model and they bore the brunt of the responsibility for the lack of school success.

There were different motivations for researchers who sought a theoretical understanding and practitioners who wanted practical applications and solutions to difficult service-related problems. Intervention research occurred before there was a theoretical framework; researchers started with concrete problems and delved into theoretical concepts (Maslach). In the early 1980s, burnout appeared to be a fad that might soon pass. In fact, the long-popular Maslach Burnout Inventory was originally returned by a potential publisher without being read due to lack of interest in printing work that was viewed as popular psychology. In 2015, Maslach scored the cover of *Scientific American*, a journal that is found on local bookstore shelves. Research on burnout flourished in human services at first, likely due to the nature and interests of the researchers. When demand grew for a non-human service burnout survey, Maslach created that as well. This may have been justified based on the exhaustion created by many jobs in the modern era. Research on burnout has tended to focus on job factors like work setting, lack of support, excessive workload, and role burdens (Maslach et al., 1993; Lim, Kim, Kim, Yang, & Lee, 2010). Job factors These job factors are more strongly and consistently related to burnout than are personal factors (Schaufeli & Buunk, 1996).

Burnout research in the 1980s focused more attention on empirical study and research tools, producing more standardization of measures, definitions and methodological tools. Following this change, there was a rapid advancement in international studies and translation of tools and inventories. The term was eventually used to describe syndromes in other occupations, personal relationships, sports and other activities. As the MBI spread around the globe, a few doubts arose about the tool related to its applicability and empirical research value. Concerns included questions about

circularity, the problematic nature of some questions, as well as the cost associated with its use. As these and other questions were raised, the Copenhagen Burnout Inventory (CBI) was offered as an alternative survey of burnout. Developers of the CBI attempted to resolve the issues by removing the dimensions of depersonalization and diminished personal accomplishment. Their evaluations and critical reading of Maslach's own statements led them to determine that depersonalization was best viewed as a coping strategy, and that diminished personal accomplishment was an additional concept that developed separately from burnout (Kristensen et al., 2005).

Kristensen et al. (2005) challenged decades of common thought and the near monopoly use of the Maslach Burnout Inventory in their subsequent development of the Copenhagen Burnout Inventory (CBI). Kristensen et al. questioned the use of the MBI, which they saw as a circular questionnaire in which burnout was both defined and measured. Part of their questioning included the fact that Maslach had created the original tool to measure burnout as a syndrome in human service workers. Since the syndrome was believed to be caused by human service work, it was originally restricted to surveys involving the human service worker. The addition of the MBI for workers who were not in human services raised additional theoretical and practical questions.

In their critical review of the MBI, Kristensen et al. (2005) questioned some theoretical suppositions and previous results from empirical studies. This research team provided several reasons for the decision to avoid the MBI in their own studies. Some of their reasoning was supported by Schaufeli and Taris (2005), who agreed that diminished personal accomplishment was not equivalent to the other two dimensions on the MBI, that some MBI questions were unacceptable, and that the cost of the MBI was

problematic for some. Kristensen's (2005) large-scale PUMA study was used to validate the CBI while indicating effects of burnout on a range of human service workers. In addition to questioning the circular nature of the MBI, this team pointed out that the MBI eliminated prospective scientific research which required a control group. By 2005, nearly everyone was familiar with, or exposed to, the concept of burnout.

In addition to the questions related to the empirical value of the MBI, Kristensen et al. (2005) questioned the operationalization of the definition. The MBI manual explains that the three dimensions were measured separately, and scores are not combined. Kristensen et al. questioned the notion of a single concept with clearly separate dimensions. While it makes some sense to look at the three pieces together, scientific research may not be benefited by doing so in the manner that Maslach promoted. In theory, and in the results of some studies, the three dimensions do not fit perfectly. As noted in a variety of studies, some of them international, different groups of teachers, different individuals and groups have different patterns and progressions in the three dimensions. Not every individual or group will experience all three dimensions, and there is controversy about the progression of burnout as well as the fit of the dimensions into one concept.

Maslach noted that the dimension "depersonalization" (or cynicism) was a coping strategy. Kristensen et al. (2005) questioned the use of this concept to define the syndrome that may be its cause. The concept of "personal accomplishment" may not fit as a dimension of burnout; it may develop independently rather than preceding, following, or joining other dimensions to define burnout. Personal accomplishment might be viewed more realistically as a personality trait, rather than a dimension of burnout

(Cordes & Dougherty, 1993; Sedlar, Sprah, Tement, & Socan, 2015). Additional critiques explained that Maslach's "personal accomplishment" questions did not fit with the culture of the Danish participants. It is possible that these questions do not fit across the vast diversity of workers in the United States. Personal accomplishment is less consistently linked to satisfaction with teaching and commitment to the organization (Lee & Ashforth, 1996).

Kristensen et al. (2005) saw the three dimensions as separate, and not necessarily co-occurring or corresponding to develop a single syndrome. He considered burnout to be a mixture of an individual state, a coping strategy, and an effect. They thought that these apparently separate and distinct components should be studied individually. In developing the Copenhagen Burnout Inventory, they attempted to isolate burnout in three domains of a person's life. This closer look may isolate the cause of burnout more directly, while eliminating Maslach's other dimensions and potentially confounding variables. The CBI was also developed to correct for unacceptable or objectionable questions. The pilot study by Kristensen et al. (2005) had received criticism that some of Maslach's depersonalization questions were either difficult to answer or caused negative reactions in the participants. This reaction would be a factor with surveying alternative school teachers who may be reluctant to disclose their feelings.

Overview of Concepts in Burnout Research

Burnout has been described as "a process that begins with excessive and prolonged levels of job tension. This stress produces strain in the worker (feelings of tension, irritability, and fatigue)." (Cherniss, 1980, p. 40). Burnout "is completed when the workers defensively cope with the job stress by psychologically detaching   has been

52

characterized as "a progressive loss of idealism, energy and purpose experienced by people in the helping professions as a result of the conditions of their work (Edelwich & Brodsky, 1980, p. 14)."

Psychological burnout tends to undermine productivity. Components of burnout are evidenced by the depletion of enthusiasm, mental and emotional exhaustion, bitter feelings, threats to self-image due to perceived failures and setbacks. Maslach (1981b) viewed low personal accomplishment as a factor in burnout. This can occur when teacher efforts do not bring forth expected results or demonstrate a positive impact on students' progress. A reduction in personal accomplishment also refers to a negative self-evaluation and a reduction in feelings of competence (Maslach, 1981b). While this problematic self-evaluation may result from burnout, it may also lead to burnout.

Pines et al. (1988) define burnout as a state of physical, emotional, and mental exhaustion caused by a long-term involvement in situations that are emotionally demanding, and describe this state as follows: "Physical exhaustion is characterized by low energy, chronic fatigue, and weakness" (p. 11); "Emotional exhaustion, the second component of burnout, involves primarily feelings of helplessness, hopelessness, and entrapment" (p. 13); "Mental exhaustion, the third component, is characterized by the development of negative attitudes towards one's self, work, and life itself (Pines et al., 1988, p. 13)." Emotional exhaustion was one of the earliest features noted related to burnout (Maslach et al., 1993) and was connected to disillusionment.

Vladut et al. (2011) offers several factors related to the increase in burnout in recent years in Denmark, and they are similar to factors experienced in the United States. In addition to recognizing differences in demographic factors, early researchers looked at

environmental factors, noting that workload is a predictor of burnout. Considering the nature of burnout as a "multidimensional construct" (Maslach, Schaufeli, & Leiter, 2001, p. 397), Vladut (2011) noted that burnout is likely brought on by lingering strain, lack of rewards and ways to cope, and a lack of support.

Burnout and Teacher Job Satisfaction Related to Personal Factors

While burnout is not seen as a personal failing, in-born temperament may have an impact on the tendency of some professionals who suffer (Teven, 2007). Short and Rinehart (1992) studied job satisfaction, self-efficacy, teacher attitudes, teaching conditions and teacher empowerment. Results indicated that empowerment is related to autonomy and self-efficacy, the ability for teachers to solve their own problems, and the experience of lifelong learning and development. Empowerment describes the efforts to take charge of one's life and development. Empowered teachers participate in decision-making, influence school life, gain respect as professionals, and benefit from experience.

Classroom management self-efficacy may help prevent burnout (Aloe et al., 2014). Empowerment is an important need for most people, and many people seek to satisfy this need in their own way. Power is a factor in job satisfaction, to one degree or another, dependent on the individual. Glasser (2000) points out that power must be satisfied throughout our lives, and the drives are different for each person. Efforts toward empowerment are benefitted by opportunities to take responsibility, to enjoy a degree of autonomy, choice, and participation. Contributing to decision-making is important for empowerment in organizations. Gruber and Trickett (1987) identified the importance of empowerment through participation and decision-making in school settings. Modeling autonomy and competence by teachers can lead to many positive outcomes for students.

Gruber et al. (1987) describe the benefit of empowerment toward producing students who can learn and solve problems independently. These are important goals for all students, and critical tasks for students placed at risk for school failure.

Low burnout levels and good job satisfaction were found to be related to perceived high emotional intelligence. Levels of job satisfaction and emotional intelligence are positively correlated with personal accomplishment. Levels of personal accomplishment are also predicted by age and optimism. Depersonalization is negatively correlated with job satisfaction and opportunities for promotion (Platsidou, 2010). Agreeableness was found to be positively related to teacher caring (Teven, 2007). Teachers who are agreeable are believed to be positive, accepting, helpful, cooperative, tending toward positive reinforcement, and trusting. Teachers who exhibit this trait may be able to form a therapeutic alliance with students at risk. Helping and caring are more likely if caregivers appear more authentic and have genuine positive regard for others.

Teacher efficacy has been studied in relation to teacher job satisfaction and burnout; efficacy is generally understood as "teachers' belief or conviction that they can influence how well students learn, even those who may be difficult or unmotivated" (Gusky & Passaro, 1994, p. 4). This trait includes teachers' belief that they can manage behaviors in the classroom which increases the chance for high implementation of new and innovative programs. Teacher efficacy allows teachers to take responsibility for their classrooms and student outcomes, and this improves the opportunity for personal accomplishment. Through a meta-analysis of the association of burnout and self-efficacy in care givers, teachers, and other professionals, researchers found a moderate negative across several countries with teachers showing the largest effect. The negative effect was

stronger in older participants and those with longer work experience. They also found

that the three dimensions of burnout had different associations with self-efficacy, with the

positively worded personal accomplishment subscale showing the largest association.

(Shoji, Cieslak, Smoktunowicz, Rogala, Benight, & Luszczynskaln, 2015).

Personality was less studied and even ignored for some time in the burnout

literature (Cano-Garcia, 2005). Recent burnout research has focused considerably on

personality and contextual variables. Some of the interest in personality was prompted by

Shirom (1993), who thought that burnout could be explained as the transactional outcome

of triggering contextual variables and the facilitating or inhibiting effect on personality

variables. Palmer and Loveland *(*2004) explained a key difference in common research

approaches related to phenotypic and genotypic categories of behavior, both of which

support the "big five" model of personality traits. These traits fall into five broad

categories: extraversion, agreeableness, conscientiousness, neuroticism (or emotional

stability), and openness to experience (or intellect) (Saucier & Goldberg, 1998). Teven

(2007) studied the "big five" personality traits along with caring to create a model for the

relationship of these factors with burnout. Teven found that openness, conscientiousness,

extraversion, and agreeableness were negatively correlated with burnout, and that

neuroticism was positively correlated with burnout.

Empathy might be found in schools that promote democracy, such as Corsini's

alternative school. Corsini (2007) compared most schools to prisons, and he set out to

change a poorly performing religious school. The democratic school is more respectful

and more rational; it is also better at teaching responsibility. When students are trusted,

and seen as capable, they are more likely to act that way. Teachers who do not care

(Teven & Gorham, 1998) or demonstrate non-immediacy (Thweatt & McCroskey, 1996) are sources of student stress. Non-immediacy is a lack or delay in teacher responsiveness; Noddings (2005; 2015) discussed immediacy in her work on caring in the schools. Teachers can show care by responding quickly and kindly to students.

Burnout and Teacher Job Satisfaction Related to Work Factors

Alschuler (1984) described stress as a one-word definition for teaching; his list of stressors include the need to know and work with an excessive number of students, deadlines, interruptions, paperwork, lack of supplies and support, student absenteeism, achievement accountability demands, and disruptive student behavior. Research on burnout has tended to focus on work factors rather than other variables (Maslach et al., 1993). Work factors include worker dissatisfaction, lack of support, excessive workload, and role burdens. These work factors are more strongly and consistently related to burnout than are personal factors (Schaufeli et al., 1996).

Teaching is a stressful profession highlighted by interpersonal relationships and emotional labor (Johnson, Cooper, Cartwright, Donald, Taylor, & Millet, 2005). O'Donnell, McCarthy, and Lambert (2008) studied stress in 16 elementary schools with 521 teachers. They found stress to be related to the percentage of minority students, the student achievement scores, and teacher viewpoints related to resources available for teaching. They did not find a correlation between stress and time of year and other factors explored. Bian and Fan (2006) investigated middle school teacher's stress related to mental health. He assessed 1012 middle school teachers with the teacher's stress questionnaire and learned that teachers were quite stressed. Their stress was largely due to social expectations and having to deal with behavior problems. School administration

and family factors played a role in teacher stress, and that stress leads to "burnout" (Maslach & Jackson, 1986). Stressed teachers are less tolerant of student behavior (Kokkinos, Panayiotou, & Davazoglou, 2005). Intolerance can present as lack of caring and concern and further worsen the work life of teachers and students. Nagy et al. (1992) reported the high cost of teacher absence, which may be a sign of burnout and intention to leave.

Nagy et al. (1992) reported that dozens of variables had been shown to have significant relationships to burnout. Typically, these variables are divided into three groups of factors: environmental, intrapersonal, and professional. Nagy's review of the literature indicated that environmental concerns included violence and perceptions of or threats of violence in the school, as well as other disruption. Environmental factors can include organizational factors, as well as variables in the environment of the community and greater society. The type and nature of the school may be impacted by other people in the school and by various individuals and entities outside the school. Leaders from within and outside the school, other teachers, staff, families, and students can impact the tendency to burn out. Job dissatisfaction and stress appear to lead to burnout, and both may be caused by problematic working conditions.

Successful schools have qualities that limit stress and burnout. The Urban Academy was reported to be successful due to several features, but a significant factor was its size (Raywid, 1994b). Small schools offer the benefits of small group factors where the personalities and talents of teachers and students are recognized, and where penalties can be personalized rather than institutionalized. The consolidation of schools in recent decades has created more comprehensive school services, economies of scale, and

academic and athletic competitiveness. The larger district and population have achieved greater racial balance. Negative consequences of the practice of consolidation may be less well-known. In some cases, consolidation has threatened rural community identities, decreased parent involvement, reduced individual attention and extra-curricular activity for many students, and lessened the democratic process of decision-making (Tieken, 2014). These consequences, both positive and negative, may impact job satisfaction for the teacher and school satisfaction for the student and families.

Vladut et al. (2011) offers several factors related to the increase in burnout in recent years in Denmark, and they are similar to factors experienced in the United States. In addition to recognizing differences in demographic factors, early researchers looked at environmental factors, noting that workload is a predictor of burnout. Considering the nature of burnout as a "multidimensional construct" (Maslach, Schaufeli, & Leiter, 2001, p. 397), Vladut (2011) noted that burnout is likely brought on by lingering strain, lack of rewards and ways to cope, and a lack of support.

Johnson, Kraft, and Papay (2012) analyzed work context and student achievement, work conditions affecting teachers' job satisfaction, and school conditions affecting student performance. They found that conditions of teachers' work environment matter in the context of teacher effectiveness and student learning, and they were concerned about the climate in schools in high poverty/high minority schools. Grayson and Alvarez (2008) used the Maslach Burnout Inventory to discover which occupational stressors related to the dimensions of teacher burnout. They concluded that school climate has an inverse relationship with emotional exhaustion and depersonalization

which are mediated by teacher job satisfaction levels. Their work may contribute to opportunities to develop interventions to reduce burnout.

Ransford, Greenberg, Domitrovich, Small, & Jacobson (2009) found that high burnout was associated with low administrative support. These researchers reported the impact of No Child Left Behind (NCLB) and previous efforts to push teacher accountability contributed to stress and burnout. Economic factors have likewise affected educators who have experienced reduced funding, increased time at work, and increased work requirements. In their review of the implementation of their social-emotional curriculum, they found that with low administrative support came poor implementation of social-emotional programming. Burnout was found to be associated with having unfavorable perceptions of support for this curriculum. They looked at individual and organizational factors (poor classroom climate and disorganization) related to alternative schools. They attributed teacher stress to the fact that the role of teachers has increased in demands and complications, and that teacher effectiveness was weakened as a result (Jennings & Greenberg, 2009). Many teachers feel a very real obligation to expand their role to meet social-emotional as well as academic needs. Lasky (2005) cautioned that these efforts need to be organized and well-implemented. When administrative support is lacking, efforts and progress deteriorate, leading to poor classroom management, lowered teaching expectations, and increased absence. End results can include lowered personal accomplishment and productivity, and these may indicate burnout.

Para-educators are frequently utilized in special education and alternative schools. These staff can contribute greatly to school climate and teacher satisfaction. In his quantitative exploratory study, Shyman (2010) looked at self-efficacy and other factors in

a preliminary study to identify predictors of emotional exhaustion among special education para-educators. This study used hierarchical regression to learn which job characteristics predicted emotional exhaustion in these staff. They found significant relationships between the special education paraeducator emotional exhaustion and role conflict, emotional demand, sense of efficacy, and supervisory support.

Alternative schools tend to be smaller and may need to staff their programs differently. Alternative arrangements may benefit from a non-typical distribution of leadership among staff, and these can result in more need-meeting environments. Grubb and Flessa (2006) studied ways in which schools developed alternatives that were designed specifically to fit the context of the school. Their interest was in alternatives that were non-traditional and influenced by the people within the environment. Site visits, observations, and interviews led to a thematic analysis and cross-case analysis. These authors learned about ways in which school staff worked out alternative arrangements in administration, how schools reform principalships, and examples of how schools worked through their leadership needs with alternative arrangements. The models and methods described by Grubb et al. (2006) fit with Glasser's Choice Theory (1998); letting local school staff and leaders organize their environments can lead to greater job satisfaction and reduced burnout. In these and other ways, alternative schools can meet adults' needs for power and autonomy to meet the needs of students.

Lhospital and Gregory (2009) found that the dyadic stress (stress related to student need) "decreased over time during the course of a pre-referral intervention process, and variance in post-intervention dyadic teacher stress was partially accounted for by teacher progress and team support. Importantly, team support was also predictive

of decreases in teacher stress over time (p. 1110)." Lhospital et al., looked at student progress, teacher cohort (fall and spring), as well as the number of difficulties of the students. High degrees of stress can decrease well-being and interactions with students, as well as burnout and decreased longevity in the profession.

School environments include a variety of environmental factors that can impact the satisfaction and burnout of participants. Platsidou and Agaliotis (2008) found mixed results in an exploration of Maslach's theory of burnout related to Greek primary school special education teachers. The results of that research showed that, while these teachers failed to report high levels of stress related to the primary burnout dimensions, about twenty percent experienced emotional exhaustion. Overall, both regular and special education teachers expressed that they were not burned out, and that they are moderately satisfied with their current positions.

Platsidou et al. (2008) found differences in expressions of burnout in different countries. Contrary to what might be expected, they found that Israeli teachers expressed few feelings of burnout, possibly due to "constantly threatening conditions" in their lives. Unlike a common expectation, Cypriot regular education teachers struggled with "more severe emotional exhaustion" than special education teachers. Turkish "special education teachers experience relatively high depersonalization and reduced personal accomplishment, indicating a limited degree of burnout, but they do not experience severe emotional exhaustion" (Platsidou et al., 2008, p. 62). While the three sub-dimensions of burnout are inconsistently represented across groups, each has its own contribution to Maslach's theory of burnout.

Special education teachers are in short supply; this applies more critically to those who teach emotional and behavioral disorders (EBD). These students can present with more and greater needs and challenges than the typical student. The range of needed interventions and activities may be greater, and the attention needs may be more critical. Quality training and extensive experience are essential to their success (Cancio, Albrecht, & Johns, 2013). Cancio et al. found that administrative support was correlated with teachers' willingness to remain at their work. Variables that influenced job longevity were the degree of support, growth opportunities, the teacher's feelings of being appreciated and trusted, overall satisfaction with the job and the school. Cancio's review of relevant literature revealed that problematic administrator behaviors included: not being available or attentive, not meeting teachers' needs or providing needed feedback to them. Those with less than five years of teaching experience perceived they had less support from their administration (Otto & Arnold, 2005).

Per the Texas Center for Educational Research (2006), dissatisfied special education teachers did not report positively regarding school climate in administrative or educational areas. The Center found that, when administrators were supportive, workload burdens were reduced. Supportive administrators help reduce attrition accompanied with difficult to manage caseloads, stress and certification issues (Brownell, Smith, McNellis, & Miller, 1997). Specialized teachers are more likely to be retained when they are supported by other teachers and their principals, and when the principal values and supports a positive school climate (Gersten, Keating, Yovanoff, & Harniss, 2001).

House (1981) outlined and defined the following types of support as components of administrative support: emotional, instrumental, informational, and appraisal.

Albrecht, Johns, Mounsteven, & Olorunda (2009) noted that administrative support impacted teacher retention, with positive variables including: technology training and professional development; support for discipline and classroom ownership, access to curricula and enough physical space; support systems including paraprofessionals, colleagues, administrators and help with paperwork. Negative variables included: lack of awareness and understanding of students placed at risk due to EBD and reluctance to acknowledge behavioral health problems and appropriate discipline; lack of appropriate teaching materials and resource services; and insufficient time to complete tasks like paperwork.

Alternative schools tend to be smaller and staffed differently than traditional schools. They often lack in number and range of support staff. Administrative support has been shown to be a factor in predicting attrition in general; there is logic in the hypothesis that the lack of support may impact job satisfaction for those teachers who work with students who are at risk. Albrecht, Johns, Mounsteven, & Olorunda (2009) and House (1981) found support to be unrelated to satisfaction and other feelings and views about teachers' work at alternative school. This finding was different from other studies; in general, positive administrator behaviors impact teacher decisions to stay on the job. Littrell, Billingsley, & Cross (1994) found that teachers were more satisfied when their principals were supportive and provided necessary information. Cancio's (2013) review found that special educators experience satisfaction when supported by school leadership and when given appropriate consideration, feedback, and means to grow.

Retirement is not the main issue with EBD teacher turnover; per Dillon (2007), one-third of special education teachers exit after three years. Lack of support from

administrators was the most frequently stated reason for this high attrition (Billingsley &

Cross, 1992; Cross & Billingsley, 1994; Littrell, Billingsley, & Cross, 1994; Schlichte,

Yssel, & Merbler, 2005). Some teachers need to leave but do not leave. These teachers

can create difficulties for themselves and others (Hughes, 2001).

There may be different environments and expectations for special education

teachers in different locations. Teachers who choose special education may have different

expectations for their work and different views of the world and their roles within their

world. Platsidou et al., (2008) used Maslach's theory of burnout to specify "the level of

perceived burnout and job satisfaction among a sample of Greek special education

teachers at a primary school level and to elaborate on their relationship (and) assess the

role of a number of selected demographic variables (such as age, gender, teaching

experience, and family status) in teachers' perceived levels of burnout and teachers' job

satisfaction" (p. 63).

Confusion is demonstrated by the popular belief, and some research that shows,

that smaller classes will be less stressful for participants. Cano-Garcia (2005) found that

teachers with fewer students in their classes showed a higher level of emotional

exhaustion. This might be related to the use of smaller classes for more students placed at

greater risk. This notion may have an implication for alternative schools and for

schooling in general. Pascopelia (2003) studied a school system that broke large Chicago

schools into smaller, more manageable units to meet the needs for students who are

alienated and alone in the larger schools. There is presently great concern for the loss of

small schools in other states, and this may contribute to the difficulties related to

engagement.

Engagement has been viewed as the opposite of burnout; engagement increases the capacity for energetic efforts, which is the opposite of exhaustion. Willingness to work toward goals of the organization is the opposite of cynicism. Engagement impacts the psychology and well-being of individuals and influences outcomes for organizations and the individuals within them (Bakker, Albrecht & Leiter, 2011). Burnout impacts the high turnover of teachers, and attrition impacts the environment of the school. While teacher turnover creates problems for students and school system, teachers who burnout and stay in their jobs can exacerbate the situation. The lack of support and care for teachers mirrors the lack of support and care felt by students.

Hughes (2001) concluded that planned and committed interventions were needed to prevent burnout from harming teachers and the educational system. Reducing inequities between the capabilities of the teacher and the demands of the job may be the key to preventing turnover. The role of the supervisor is important in reducing the dissonance between recruiting and keeping teachers on the job. In his study of university professors, Teven (2007) found that teacher job satisfaction was negatively correlated with emotional exhaustion, and teacher motivation was reduced by burnout. In that study, Teven also found that teacher caring and perceived supervisor caring were related. In their quantitative case study of teacher job satisfaction, Sargent and Hannum (2005) surveyed rural primary school teachers in China's Northwest and found that expressions of job satisfaction do not mean that these teachers see their jobs as ideal; nor do positive expressions demonstrate a willingness to stay in the job.

Teachers, child welfare professionals, and youth care workers can suffer from secondary exposure to the traumas of their clients. Steinlin, Dolitzch, Kind, Fischer,

Schmeck, Fegert, & Schmid (2017) studied Swiss child and youth care professionals to learn more about the relationship between independent variables job satisfaction, coherence, and self-care and dependent variables burnout and secondary traumatic stress. In that study, 319 child care workers responded to questionnaires to share information about their work lives. Steinlin et al. (2017) reported a relationship between the sense of coherence, self-care, and job satisfaction and symptoms of burnout and traumatic stress. Improvements to teachers' sense of coherence, self-care, and job satisfaction could reduce signs of stress and improve the well-being of adults who work with children and youth.

Russell, Altmaier, and Van Velzen (1987) studied the effects of job stress and social support related to burnout. Burnout was predicted by stress, lack of social support, age, gender, and grade level. Supportive supervisors who provided positive feedback to classroom teachers helped to reduce their vulnerability to burnout. There is concern about the impact of lesser-qualified teachers serving children with most need in areas of highest poverty. Findings demonstrated that the research is complicated, and factors need to be teased out. Additional and deeper understanding might be gained by having a qualitative narrative that could help sort these factors.

Burnout and Teacher Job Satisfaction Related to Student Factors

The misbehavior of students has generally been connected to reports of teachers' stress and burnout. To examine correlations between teacher stress, negative affect, and negative relationships, Yoon (2002) employed surveys to gather teacher perceptions of their efforts and relationships with difficult students. Positive relationships influence improvements in behaviors and overall adjustment. Seita and Brendtro (2002) describe

youth who are placed at risk as "deprived of the ingredients for positive development. In a healthy family, children receive emotional nurturance and guidance. In a healthy school, supportive teachers instill academic and social competence (p. 8)". For youth who are at-risk or lacking in family support, emotionally supportive teachers can bolster self-esteem and reward competence (Yoon, 2002). When student misbehavior impacts teacher stress, conditional consequences may be applied. When punishment is the typical result, students can become more stressed and alienated from school and teachers. Alienation can be exacerbated by bad behavior, and lead to further or worsened behavior, with oppositional, argumentative, and negative attributions on both sides of the teacher-student equation. Teacher stress predicts the number of teacher-to-student negative relationships, not positive relationships. Other factors influence that outcome, and those positive factors should be the focus of the teaching relationship (Yoon, 2002).

Teachers who grew up in and around the mid-twentieth century have characteristics of the baby boomer generation. Born after and during successive wars, rebellion was coupled with mission and idealism, including a wish to make a difference. Many of these teachers and community members experienced small, close-knit schools with limited stress. Early in their careers they experienced more autonomy, freedom, and creativity. For many, needs were met at the school of their childhoods. Many of their family-like childhood schools were traded for larger schools farther from home; the 1960s and 1970s teacher's generation mourned the loss of their communal schools. They missed the environment they remember as free of racial conflict, populated with motivated students, and supported by appreciative communities (Hargreaves & Goodson, 2006). In more recent times, many teachers express an inability to connect to the modern

students. Many students do not feel or express a connection, and this loss of belonging created a resistance to change. Glasser's model (Wubbolding, 2000) can resolve many of the issues with relationships, belonging, and motivation.

Burnout Related to Teacher Caring and Need-Meeting Factors

"Caring is a fundamental personal attribute of teachers. Teacher caring plays a vital role in students' perceptions of learning, affect and satisfaction, and perceptions of teacher competence and trustworthiness (Teven, 2001; 2003; Teven & Gorham, 1998; Teven & Hanson, 2004; Teven & McCroskey, 1997). Caring teachers promote a climate of trust within the classroom (Chory, 2007; McDermott, 1977; Teven & Hanson, 2004). Perceived caring is very important to the well-being of the cared-for. Conceptually, perceived caring is like Aristotle's conceptualization of a source's goodwill toward others (McCroskey & Teven, 1999; Teven & McCroskey, 1997).

Teacher caring plays a vital role in students' perceptions of learning, affect and satisfaction, and perceptions of teacher competence and trustworthiness (Teven, 2007). Caring teachers promote a climate of trust within the classroom (Chory, 2007; McDermott, 1977; Teven & Hanson, 2004). Teacher's care may not be received when students wear "the mask of not caring" (Long, Morse, Fescer & Newman, 2007, p. 320). Long et al. (2007) described the use of this mask as a means of covering vulnerabilities and reducing the risk of failure. Rather than risk failure, students may not make the effort to complete assignments. An uncaring attitude keeps relationships at bay, and this distancing removes students from relationships that might make a real difference in their young lives. If students try to succeed and fail, they may say they never tried, and report

69

that the goal was not important. These students can be hard to motivate, and their behavior creates a cycle of failure and neglect.

Understanding is a component of caring; it refers to feeling or demonstrating that one can relate to the words or behavior of another person. Responsiveness is a component of caring that indicates a feeling for community, social interest, feeling of belonging, or concern for others. Corsini (2007) found that where responsiveness is noted, there is a reduction in power struggles; students liked learning and attended school more regularly, and teachers enjoyed teaching and were absent less often. Empathy is generally understood as the tendency to put one's self in another's shoes. This might be found in schools that promote democracy, such as Corsini's (2007) non-punitive alternative school. The democratic school is more respectful and more rational; it is also better at teaching responsibility. When students are trusted, and seen as capable, they are more likely to act that way.

"Students need a strong, positive relationship with caring adults in school. Although the vast majority of adults in authority interact respectfully with students, some adults physically and psychologically bully students" (Whitted et al., 2008). In study of 50 alternative education students who had been victimized by teachers and school staff, 64.4% described their worst school experience as bullying by a teacher. To counter these negative experiences and to grow, Whitted et al. (2008), point out the need for students to have a strong, caring relationship with an adult in school. They reported that the need is particularly strong for children who are from lower socioeconomic and minority families. These positive relationships are associated with school success.

Kokkinos (2006) noted that when teachers were experiencing burnout, "they expressed more feelings of being hardened and treating students impersonally, along with more feelings of reduced personal accomplishment" (p.31). These reported feelings are the opposite of caring and highlight the disconnection or negative correlation between caring and burnout in their study. Kokkinos (2006) noted the psychological strain that accompanied working with people in this emotionally exhausted state. Schussler and Collins (2006) report that accountability measures can negatively impact the relationship of care. Increase in structure and pressure can cause teachers to spend less time on intangibles like care. Schussler et al. noted that care is difficult to measure, and that the literature is lacking empirical data that might confirm the existence of care in schools.

"The desire to be cared for is almost certainly a universal human characteristic. Not everyone wants to be cuddled or fussed over. But everyone wants to be received, to elicit a response that is congruent with an underlying need or desire" (Noddings, 2005, p. 17). Caring is generally thought of as a foundational need related to other developmental needs. Schussler et al. (2006) studied care as a factor with alternative school students at risk for dropping out. Their empirical study included: persons who were involved in relationships of care, descriptions of the caring that occurs, and organizational influences on caring. They encouraged teachers to become involved in the community of care where teachers and students are valued, supported, and fully integrated. In the community of care, the group provides a need-meeting sense of belonging.

Problems Caused by Burnout

Schaufeli et al. (1998) reported that burnout research has a heavy focus on the plight of teachers, and there are important reasons for this historically. As early as 1979,

per a National Education Association report, one-third of the teachers polled reported they would not repeat their choice of teaching as a career. In addition, 40% of the teachers planned to stop teaching prior to retiring (Schaufeli et al., 1998). The important work of teachers can be seriously harmed by the degree of stress and burnout in their profession (Farber, 1984). The effects of burnout are serious for teachers; the outcomes for students can spell disaster. Ingersoll (2001) studied the working conditions of teachers and its impact on tenure. He reported that the lack of adequate teaching staff was due in large part to qualified teachers leaving before traditional retirement times. The concerns for teacher attrition parallel the concerns for student dropout, and the numbers and reasons are strikingly similar. "Teacher attrition rates, particularly for teachers in their first three years of service, hover around 50 percent nationally (National Commission on Teaching and America's Future, 2003)." In Kentucky, teacher attrition was largely stable from 2008-2012 (Lochmiller, Sugimoto, & Muller, 2016), but low-achieving, high-poverty, and high minority schools struggle with maintaining teachers (Coldiron, M., 2020).

A shortage of teachers can lead to crowded classrooms, extended work hours, and additional job demands for remaining teachers. The additional responsibility can increase persistent stress (Mullins, 1993). The stress leads to burnout and shortened careers, which results in more problems for the teachers and the students. Teachers often contend with unmotivated and difficult students. Student misbehavior (Teven, 2007) and student resistance (Burroughs et al., 1989) are factors in teacher burnout. Teachers' management of disruptive classroom behavior can be a source of workplace stress (Thweatt et al., 1996).

Nagy et al. (1992) studied the rate of teacher burnout in a rural school district over five years as well as the impact of change in leadership. Rates were higher among teachers of elementary students; the elementary rate was 15% compared to 10% overall for junior high and high school. They hypothesized that working with disruptive children increases the rate of burnout, and they considered that these children may well drop out before they enter later grades. The implication for alternative schools is that if these students did not, or could not drop out, the behaviors may have continued or worsened as they moved through the school. They also considered the intense needs of these children, the lack of time away from the students, and the typical isolation from other adults. They did not find lasting impacts from changes in school leadership related to burnout. Citing the chronic nature of burnout, Nagy et al. reported their agreement with Jackson et al.'s (1986) recommendation that the school be considered the unit of analysis.

Professional variables associated with burnout include low administrative, supervisory, and peer support (Zabel & Zabel, 1982). There are many variables that contribute to burnout; these are environmental, intrapersonal, and professional factors. Professional factors may include role ambiguity, as well as role conflict and overload (Gallery, Eisenbach, & Holman, 1981). Contrary to popular belief, and some research, Cano-Garcia (2005) found evidence that indicates that teachers with fewer students in their classes showed a higher level of emotional exhaustion; this might be related to the use of smaller classes for students placed at greater risk. This notion may have an implication for studying alternative schools because these classes tend to be smaller, and they typically include children who may be at-risk. Smaller classes can help teachers feel more competent, providing more time per student, and a greater feeling of control of

preparation and classroom management. Failing to take note of this huge concern can lead to student needs being ignored (LeCompte & Dworkin, 1991).

Alternative Schools from the Teacher's Perspective

Alternative school teachers have great demands on their time and energy. The efforts made to ensure that alternative school students' needs are met can lead to job dissatisfaction. Alternative school teachers need multiple talents, skills and a well-suited temperament. Teacher factors/teacher temperament can impact and be impacted by problematic school climate, poor relationships within the school, including relationships with leadership (Teven, 2007; Brendtro, 2010). Teacher temperament includes caring, openness to experience, and these factors may draw teachers to alternative schools. When teacher temperament is not suited to alternative school, job dissatisfaction and burnout may be impacted. Teven (2007) found that teacher job satisfaction is negatively correlated with burnout.

Male (1999) studied the impacts of Special School (a school for children placed at risk) Inspections in England, finding that that the number of hours worked per week impacted teacher job satisfaction and stress. Complaints from the Special School teachers were like their American counterparts, including concerns of more diverse student groupings and students with a greater range and intensity of problems. The findings included the first ranking of intense stress connected to the lack of time and excessive workload. This was true for teachers other than those working with EBD populations, whose greatest stressor was the challenging behavior of EBD students.

Accountability efforts can impact the job satisfaction of teachers in various locations. Male (1999) found that the most frequently cited source of intense specific

stress was paperwork; when excessive workload is mentioned, paperwork was the common issue. Male's work had implications for alternative schools related to external monitoring. She noted that after passing the Special School Inspection, teachers generally expressed positive feelings related to their jobs. However, the negative feelings about inspection remained, with continued negative reports from about one-third of affected teachers. Those teachers thought the harm caused by the inspections outweighed the benefits gained. This is a familiar refrain from many teachers in the United States.

Many teachers come to alternative schools because of their strong sense of commitment to students and the community; their shared goals help teachers support each other and the students, and positive interaction can help reduce isolation (Raywid 1994). Alternative school students often feel isolated from the mainstream, as do their teachers. Romano et al. (2000) pointed out that alternative schools do not serve only students placed at risk for failure due to academic and behavioral issues; they also serve students who do not receive the challenge needed to help them reach their potential. Alternative schools serve many students with a variety of needs, and some schools may be better equipped than others to meet those needs.

Romano et al.'s (2000) research was initiated after alternative school administrators and teachers voiced concerns about the amount of stress experienced. Specific problems concern the isolation from the mainstream and the peripheral nature of alternative schools. In conjunction with the environmental and intrapersonal factors are professional influences. Professional variables associated with burnout include low administrative, supervisory, and peer support (Zabel et al., 1982), role ambiguity, role conflict, and role overload (Gallery, et al., 1981). The large number of significant

associations of variables with burnout contributes to confusion within the field of study. Teacher stress may be derived from poor inputs, and per Griva and Joeckes (2003), this stress generally leads to poor outcomes. Generally, stress occurs for a while before the burnout is solidified. Efforts could be made to head off stress before the pattern is irreparable.

Gaps in the Literature

Early burnout research came from a need for information; later researchers worked to systematize research for theory development. Early in the history of burnout study, Farber noted, "a critical time for the concept of burnout. Will burnout prove to be a concept of enduring value, useful in understanding and treating a class of work-related symptoms? Or will the concept itself 'burn out' from overuse, over-extension, and lack of new direction?" (1983, pp. 17-18). Kleiber and Enzmann (1990) noted that in the following seven years after Farber's statement nearly 1,500 publications were produced, and from 1974 to 1990, there were nearly 2,500 different publications related to burnout. Despite decades of use, there is little research related to alternative schools (Free, 2017). This study provides an opportunity to explore caring, burnout, and job satisfaction among alternative school teachers across an entire state.

CHAPTER III

METHODOLOGY

Introduction

Chapter Three outlines the methodology used to explore the relationships between teacher caring, teacher job satisfaction, and burnout in alternative school settings. This chapter includes the study design, research setting and participants, research questions and hypotheses, variables, instrumentation and data collection, data coding and analysis, study limitations and assumptions, delimitations, participants' rights, and chapter summary.

Study Design

This correlational study surveyed the population of teachers teaching in alternative schools in Kentucky. The research methodology was a cross-sectional survey design. This popular design served as a snapshot of the point in time of the data collection. Creswell (2012) described this type of survey design as the most popular for use in educational research. The design is useful for data collection when studying participants' views, beliefs, concerns, feelings, attitudes, opinions, behavior and practices. In this study of teacher caring, teacher job satisfaction, and burnout, the survey captured the views and feelings of teachers on the date of survey completion.

This researcher used this correlational study to investigate relationships between caring, teacher job satisfaction, and three subdimensions of burnout in alternative school settings. For predictor variables, this researcher applied the three sub-dimensions of burnout included in the Copenhagen Burnout Inventory: personal, work related, and

student related. This researcher selected teacher caring and teacher job satisfaction as criterion or dependent variables.

Three brief survey tools consisting of Likert scales were used to gather information about teacher caring, teacher job satisfaction, and three subdimensions of burnout. This study surveyed the teacher population of Kentucky alternative schools. In addition to the CBI and surveys used by Teven (2007), teachers were asked for information about their school and their teaching experience. Participants answered a checklist of three questions related to organizational factors of the alternative school: size of the school, location of the school in relation to the student's community, and the stated purpose of the school. Participants chose from a range of years of teaching experience gained in alternative schools as well as total years teaching. This information gave context to the workplace and the experience of the population of teachers who responded to the survey. The data from this confirmed that there was a range of experience teaching in alternative and traditional schools. The range in years of teaching is likely related to age as well. The spread of data on alternative school organizational factors confirmed that all types of schools were represented.

An internet search provided lists of teachers at every known alternative school in the state. After creating a list of teacher emails, this researcher used the Dillman (2000) tailored method to follow a process that is known to improve typical response rates. This method can reduce nonresponse error by creating interest prior to the survey and by providing an additional opportunity to respond. Dillman outlined a step-by-step process that included an emailed pre-notification; an emailed letter explaining the purpose of the survey with consent language, assurances, and a link to the survey. A follow-up reminder

78

offered another opportunity to participate and repeated the necessary information for teachers who may have overlooked the earlier notification. Based on questions and other responses received from intended participants, this researcher confirmed that each step gained additional survey responses.

This researcher sent a pre-notification to all known teacher email addresses. After receiving several bounced-back emails, this researcher re-sent returned messages individually. A week later, this researcher sent a link to Survey Monkey, IRB consent, and related materials through all known alternative school teacher email addresses. Survey Monkey was used to introduce the study, gain consent, and collect the data. This survey was voluntary, private, and confidential. The timing was late second semester of school year 2016-2017. Participants completed the survey to provide the data through the web-based Survey Monkey tool at http://www.surveymonkey.com. Willing participants responded with no coercion or incentive.

The authors of the CBI were able to exclude questions deemed sensitive or pain-provoking, or non-neutral in nature. The CBI is free, accessible, and easy to use. The on-line survey is convenient and timesaving for the participant. This web-based survey offered advantages of collecting a great deal of data quickly. This design used well-tested and validated surveys, and the procedure provided for anonymity and confidentiality. The nature of the on-line Survey Monkey allows for participants to choose a time and place to complete surveys. This can improve response rates, as well as privacy and safety. Survey monkey is economical and efficient; the surveys can easily reach a broadly dispersed population such as this statewide population of alternative school teachers. To ensure

anonymity and confidentiality, identifying information on participants and schools was not solicited.

Nagy et al. (1992) noted that studies about burnout have utilized the Maslach Burnout Inventory without considering those attributes that buffer burnout. This may be true with the newer Copenhagen Burnout Inventory. The collection of data on years of teaching and basic organizational data may help to understand additional buffers, mediators and contributors to teacher caring, teacher job satisfaction, and burnout. Efforts were made to minimize bias in responses by presenting the directions as a neutral person (student researcher) or instrument. Participants were encouraged to give honest answers and to complete all the items on the inventory. This researcher sent a follow-up reminder one week later; additional responses were received after the reminder.

While many emails bounced back, there were 203 useable responses. Two reasons may explain returned emails. It is possible that the teacher email contacts were out of date, which may indicate turnover. It is possible that some school internet servers block mass emails as spam. Blocking tended to occur more frequently with private schools. When this researcher sent separate emails to individuals, the emails were less likely to bounce back.

Research Setting and Participants

At the time of the survey, Kentucky had 182 alternative public schools, serving 8,932 students (Kentucky Alternative Public Schools, 2018). This researcher completed a search of all known alternative school websites to gather active Kentucky alternative school teacher emails. this researcher included all known teachers in the Kentucky Educational Collaborative of State Agency Children directory list serve. This researcher

used every known email address to deliver the surveys. This allowed me to survey the known population of teachers at each alternative school. The same pre-notification, survey link and attachments, and reminder were sent to each email address. Using all available email addresses met the goal of studying different alternative schools, including schools from each typology. All teachers were surveyed with the same tools and questions. A total of 203 teachers responded to all or part of the questions. The population of all known alternative school teachers was used rather than a random sample. Each alternative school teacher population is too small to sample; therefore, all known alternative school teachers were asked to complete the surveys. Survey responses were entered by each teacher individually. For the purposes of this study, any alternative school teacher who responded is a participant.

Independent and Dependent Variables

The predictor variables for the study were the subdimensions (sometimes called types) of burnout included in the Copenhagen Burnout Inventory (CBI): personal burnout, work related burnout, and client related burnout. This definition of burnout has served for decades of research utilizing the Maslach Behavior Inventory (MBI): "Burnout is a process that begins with excessive and prolonged levels of job tension. This stress produces strain in the worker (feelings of tension, irritability, and fatigue). The process is completed when the workers defensively cope with the job stress by psychologically detaching themselves from the job and becoming apathetic, cynical, and rigid" (Cherniss, 1980b, p. 40). The CBI surveys the burnout sub-dimensions and eliminates the depersonalization and personal accomplishment dimensions of the MBI. Using this definition of burnout, Personal Burnout is specifically burnout related to personal factors.

Work Related Burnout is specifically Burnout related to the work itself, and Client Related Burnout is Burnout related to the client.

This researcher selected two dependent variables: teacher caring and teacher job satisfaction. Caring is a fundamental personal attribute of many teachers. Conceptually, perceived caring is likened to Aristotle's conceptualization of a source's "goodwill'' toward an audience—in this case the students are the audience (Teven, 2007). In this context, job satisfaction is indicated when the participant expresses that they are satisfied with their job. Job satisfaction is generally viewed as the opposite of job burnout.

Research Questions and Hypotheses

The two research questions and the research hypotheses for the study are stated below. The research hypotheses for the study guided the statistical analysis to determine the variance predicted by the model.

1. **RQ1**: What is the relationship between teacher burnout and teacher caring in alternative schools?

    Hypothesis: There is a significant relationship between teacher burnout and teacher caring in alternative schools.

    Null Hypothesis: There is no significant relationship between teacher burnout and teacher caring for students in alternative schools.

2. **RQ2:** What is the relationship between teacher burnout and teacher job satisfaction in alternative schools?

    Hypothesis: There is a significant relationship between teacher burnout and teacher job satisfaction in alternative schools.

Null Hypothesis: There is no significant relationship between teacher burnout and teacher job satisfaction in alternative schools.

Instrumentation and Data Collection

This researcher surveyed all known Kentucky alternative school teachers at the same point in time, with the same tools and questions. To provide context, this researcher asked teachers about their teaching experience by asking for a range of years of experience teaching in traditional and alternative school. This researcher asked teachers about the size, location, and purpose of their school. In his study of burnout and caring (2007), Teven used, among other tools, the Teacher Self-Report of Caring Survey. He administered the Generalized Belief Measure (McCroskey & Richmond, 1989) to assess teachers' job satisfaction. Teven's (2007) research tools included the Maslach Burnout Inventory, which has been the standard for decades. In this study, this researcher substituted the Copenhagen Burnout Inventory (Kristensen, et al., 2005) for the more commonly used Maslach Burnout Inventory. The Copenhagen Burnout Inventory (CBI) includes three components of burnout that are typically seen as Maslach's sub-dimension of emotional exhaustion. The CBI eliminates a few concerns raised by some researchers in recent years. To ascertain the impact of caring, this researcher asked participants to complete the Teacher Self-Report of Caring Survey. This researcher used the Generalized Belief Measure (GBM) by McCroskey & Richmond, 1989) to measure alternative school teachers' job satisfaction. The GBM has been used for decades across contexts and research topics. Evaluation based on that research shows strong face, concurrent, and predictive validity. The GBM has been shown to be highly reliable, with alpha estimates

83

above .90 (McCroskey, 2006). Dr. Teven gave permission to use his tools, and he confirmed that other proposed tools are accessible in the public domain.

This researcher chose the CBI instead of the MBI for several reasons. The use of the CBI follows Creswell's (2003) suggestions on reducing measurement error. The CBI was developed with the intention of improving clarity and reducing ambiguity about the definition of burnout. The questions and response options are clear and limited; this helps to guide, support, and encourage the participants' involvement and accuracy (Creswell, 2003). Surveys can be used for hypothesis testing if the researcher studies a true sample of the population to draw inferences to a population. In this study, the entire known alternative school population received the survey, and an apparently representative group of teachers responded. This survey supported forms of research questions and hypotheses that attempt to correlate two or more variables. Cross-sectional surveys provided a single point in time data to explore the relationships between teacher caring, teacher job satisfaction, and burnout in alternative schools. Correlational designs are used to identify variables that predict a specific outcome or result.

Burnout research in the 1980s focused more attention on empirical study and research tools, producing more standardization of measures, definitions and methodological tools. Following that effort, there was rapid advancement in international studies and translation of tools and inventories. The term was eventually used to describe syndromes in other types of occupation, personal relationships, sports, and other activities. As the MBI spread around the globe, a few doubts arose about the tool related to its applicability and empirical research value. Concerns included questions about circularity, the problematic nature of some questions, as well as the cost associated with

its use. As these and other questions were raised, the Copenhagen Burnout Inventory was developed, validated, and offered to researchers freely as an alternative to the Maslach Burnout Inventory. The developers of the CBI attempted to resolve theoretical and practical issues by removing the dimensions of depersonalization and diminished personal accomplishment. Their evaluations and critical reading of Maslach's own statements led them to determine that depersonalization was best viewed as a coping strategy, and that personal accomplishment was an additional concept that developed separately from burnout (Kristensen et al., 2005).

Kristensen et al. (2005) challenged decades of common thought and the near monopoly use of the Maslach Burnout Inventory in their development of the Copenhagen Burnout Inventory (CBI). They saw the MBI as a circular questionnaire in which burnout was both defined and measured. Part of their questioning included the fact that Maslach had created the original tool to measure burnout which was then seen as a syndrome in human service workers. Since the syndrome was believed to be caused by human service work, it was originally restricted to surveys involving the human service worker. The addition of the MBI for workers who were not in human services raised other theoretical and practical questions.

In their critical review of the MBI, Kristensen et al. (2005), questioned some theoretical suppositions and previous results from empirical studies. This research team provided several reasons for the decision to avoid the MBI in their own studies. Some of their reasoning was supported by Schaufeli and Taris (2005), who agreed that personal accomplishment was not equivalent to the other two dimensions on the MBI, that some MBI questions were unacceptable, and that the cost of the MBI was problematic for some

85

users. Kristensen's (2005) large-scale PUMA study was used to validate the CBI while indicating effects of burnout on a range of human service workers. In addition to questioning the circular nature of the MBI, this team pointed out that the MBI eliminated prospective scientific research which required a control group. By 2005, nearly everyone was familiar with, or exposed to, the concept of burnout.

In addition to the questions related to the empirical value of the MBI, Kristensen et al. (2005) questioned the operationalization of the definition. The MBI manual explains that the three dimensions are measured separately, and that these scores are not combined. Kristensen et al. questioned the notion of a single concept with clearly separate dimensions. While it makes some sense to look at the three pieces together, scientific research may not be benefited by doing so in the manner that Maslach promoted. In theory, and in the results of some studies, the three dimensions do not fit perfectly. As noted in a variety of studies (some of them international), with different groups of teachers, different individuals and groups have revealed different patterns and progressions in the three dimensions. Not every individual or group will experience all three dimensions, and there is controversy about the progression of burnout as well as the fit of the dimensions into one concept (Kristensen et al., 2005).

Maslach (1982) noted that the dimension "depersonalization" (or cynicism) was a coping strategy. Kristensen et al. (2005) questioned the use of this concept to define the syndrome that may be its cause. The concept "personal accomplishment" may not fit as a dimension of burnout; it may develop independently rather than preceding, following, or joining other dimensions to define burnout (Kristensen, 2005). Personal accomplishment might be viewed more realistically as a personality trait, rather than a dimension of

burnout (Cordes & Dougherty, 1993). Additional critiques explained that Maslach's "personal accomplishment" questions did not fit with the culture of the Danish participants. It is possible that these questions do not fit across the vast diversity in the United States. Personal accomplishment is less consistently linked to satisfaction with teaching and commitment to the organization (Lee & Ashforth, 1996).

Kristensen et al. (2005) saw the three dimensions as separate, and not necessarily co-occurring or corresponding to develop a single syndrome. He considered that burnout is a mixture of an individual state, a coping strategy, and an effect. Kristensen and his team members thought that these apparently separate and distinct components should be studied individually. In developing the Copenhagen Burnout Inventory, they attempted to isolate burnout in three domains of a person's life. This closer look may isolate the cause of burnout more directly, while eliminating Maslach's other dimensions and potentially confounding variables. The CBI was also developed to eliminate unacceptable or objectionable questions. The pilot study by Kristensen et al. (2005) had received criticism that some of Maslach's depersonalization questions were either difficult to answer or caused negative reactions in the participants. This reaction would be a factor with surveying alternative school teachers who may be reluctant to disclose negative feelings.

The development of the CBI was based on the need for an instrument to assess the experience of burnout in three areas: personal, work related, and client related. Its inclusion in numerous research studies allowed a better understanding of the personal, social and institutional variables that either promote or reduce the occurrence of burnout. In addition to the significance of this knowledge for theories of emotional exhaustion and

of job stress, such information can have the practical benefit of suggesting modifications in recruitment, training, and job design that may alleviate this serious problem.

All teachers were surveyed with the same tools and questions. Research tools included the Copenhagen Burnout Inventory (Kristensen et al., (2005). The Copenhagen Burnout Inventory's three subdimensions of burnout were analyzed to determine correlations with teacher caring and teacher job satisfaction. Teacher job satisfaction and teacher caring were measured with tools utilized by Teven in his study of burnout and caring (1997). To ascertain the impact of burnout on teacher caring, alternative school teacher were asked to complete the Teacher Self-Report of Caring Survey to describe their own caring (Teven, 2007), and the Generalized Belief Measure to rate Teacher Job Satisfaction (Teven & McCroskey, 1997). Additional questions were related to years of experience teaching in traditional and alternative school.

The development of the CBI was based on the need for an instrument to assess the experience of burnout in three areas: personal, work related, and client related. Its inclusion in numerous research studies allowed a better understanding of the personal, social and institutional variables that either promote or reduce the occurrence of burnout. In addition to the significance of this knowledge for theories related to the variables in the study, such information can have the practical benefit of suggesting modifications in lifestyle in and out of school, teacher recruitment and training, and job design that may alleviate this serious problem.

Reliability

To assess the reliability of the variables used in this study, Cronbach's alphas were calculated. According to Creswell (2012), a Cronbach's alpha above .7 indicated

that a variable is highly reliable. Therefore, all five variables are reliable as follows:

Personal Burnout Scale (a = .900, Work Related Burnout (a =.896), Client Related

Burnout (a = 869), Teacher Satisfaction (a =.915), and Teacher Caring (a = .881).

The Personal Burnout Scale is reliable, based on Creswell's description (2012).

Table 3.1 provides additional detail for reliability statistics and specific questions.

Table 3.1 Reliability of Personal Burnout Scale

Reliability Statistics

Cronbach's Alpha	N of Items
.900	6

Questions from the Personal Burnout Scale

	N
How often do you feel tired?	203
How often are you physically exhausted?	203
How often are you emotionally exhausted?	203
How often do you think: "I can't take it anymore"?	203
How often do you feel worn out?	202
How often do you feel weak and susceptible to illness?	202
Valid N (listwise)	200

The Work Related Burnout Scale is reliable, based on Creswell's description

(2012). Table 3.2 provides additional detail for reliability statistics and specific questions.

Table 3.2 Reliability of Work Related Burnout Scale

Reliability Statistics

Cronbach's Alpha	N of Items
.896	7

Questions from the Work Related Burnout Scale

	N
Is your work emotionally exhausting?	202
Do you feel burnt out because of your work?	201
Does your work frustrate you?	201
Do you feel worn out at the end of the working day?	199
Are you exhausted in the morning at the thought of another day at work?	202
Do you feel that every working hour is tiring for you?	202
Do you have enough energy for family and friends during leisure time?	202
Valid N (listwise)	200

The Client Related Burnout Scale is reliable, based on Creswell (2012). Table 3.3 provides additional detail for reliability statistics and specific questions.

Table 3.3 Reliability of Client Related Burnout Scale

Reliability Statistics

Cronbach's Alpha	N of Items
.869	6

Questions from the Client Related Burnout Scale

	N
Do you feel that you give more than you get back when you work with students?	200
Does it drain your energy to work with students?	203
Do you find it frustrating to work with students?	203
Do you sometimes wonder how long you will be able to continue working with students?	202
Do you find it hard to work with students?	203
Are you tired of working with students?	202
Valid N (listwise)	196

The Teacher Job Satisfaction Scale is reliable, based on Creswell, 2012. Table 3.4 provides additional detail.

Table 3.4 Reliability of Teacher Job Satisfaction Scale

Reliability Statistics

Cronbach's Alpha	N of Items
.915	5

Items from Teacher Job Satisfaction Scale (McCroskey & Richmond, Generalized Belief Measure, 1996) This is measured by answer to the statement "I have a very good job":

1) Agree	1	2	3	4	5	6	7	Disagree
2) False	1	2	3	4	5	6	7	True
3) Incorrect	1	2	3	4	5	6	7	Correct
4) Right	1	2	3	4	5	6	7	Wrong
5) Yes	1	2	3	4	5	6	7	No

Questions from the Teacher Job Satisfaction Scale

	N
In response to: "I have a very good job"	200

Agree – Disagree
False – True
Incorrect – Correct
Right – Wrong
Yes – No

The Teacher Caring Scale is reliable, based on Creswell (2012). Table 3.5 provides additional detail for numbers and specific questions.

Table 3.5 Reliability of Teacher Caring Scale

Reliability Statistics

Cronbach's Alpha	N of Items
.881	6

Questions from the Teacher Caring Scale

	N
1. I care about others. I don't care about others.	182
2. I have others' interest at heart. I do not have others' interest at heart.	182
3. I am concerned for others. I am not concerned for others.	181
4. I am understanding of others. I am not understanding of others.	180
5. I am sensitive to others. I am insensitive to others.	180
6. I am not self-centered. I am self-centered.	172
Valid N (listwise)	168

Data Coding and Analysis

To provide context for the alternative schools and their teachers, this researcher created questions about the school's size, location, and purpose. This researcher also asked teachers about their length of teaching experience in regular and alternative schools. Teachers were given a range of choices of terms or ranges of numbers for all informational and contextual questions. The surveys used in this research are of a Likert scale type. Designers of these scales tested and validated these numerical scales, and they are reliable based on Creswell (2012). Burnout has typically been viewed as a continuous rather than dichotomous variable. The Copenhagen Burnout Inventory produces individual numerical scores, and data can be categorized into ranges. Each sub-dimension of burnout can be viewed as a range of low, average, and high. Numerical scores can be applied to quantitative research methods for descriptive or correlational analysis. Descriptive analysis was used to determine frequencies for teaching experience, school variables, caring, questions within the sub-dimensions of burnout, and teacher job satisfaction.

For purposes of correlational analyses, the CBI's three sub-dimensions of burnout are considered independent (predictor) variables and teacher caring and teacher job satisfaction are the dependent (criterion) variables. Regression analysis was used to determine the relationship between each sub-dimension of burnout and dependent variables caring and teacher job satisfaction. Correlational analysis was used to examine relationships between teacher caring, teacher job satisfaction, and three sub-dimensions of burnout.

Population and Sampling

The population of interest for this study includes all known alternative school teachers who were teaching in alternative schools in Kentucky at the time of the survey in spring semester 2017. Attempts were made to contact all active alternative school teachers, and 203 teachers responded. Table 3.6 lists the frequencies for years spent teaching.

Table 3.6. Years Spent Teaching

Frequencies

How long have you been teaching?

		Frequency	Valid Percent	Cumulative Percent
Valid	0-5 years	26	13.3	13.3
	6-10 years	28	14.3	27.6
	11-15 years	34	17.3	44.9
	16-20 years	49	25.0	69.9
	21 or more years.	59	30.1	100.0
	Total	196	100.0	

A total of 196 of the 203 surveyed alternative school teachers responded to this survey question. Among the 196 participants who reported years of teaching, the highest number (59 or 30.1%) reported 21 or more years of teaching. The second highest number of teachers (49 or 25%) reported 16-20 years of teaching. The third highest number of teachers (34 or 17.3%) reported 11-15 years. The fourth highest number of teachers (28 or 14.3%) reported working 6-10 years. The smallest cohort of teachers 26 (13.3%) reported working 0-5 years. It is notable that the larger numbers have been teaching for the longer periods of time. When compared to the number of years teaching in alternative schools, the average length of total school teaching is much longer. For alternative school

teachers, the relative length of teaching that is highest is 0-5 years. The following (Table

3.7) lists the frequencies for years spent teaching at alternative schools. This wide

difference serves as evidence of high teacher turnover in alternative schools.

Table 3.7. Years Spent Teaching in Alternative Schools

Frequencies

How long have you been teaching in alternative schools?

		Frequency	Valid Percent	Cumulative Percent
Valid	0-5 years	86	43.9	43.9
	6-10 years	50	25.5	69.4
	11-15 years	36	18.4	87.8
	16-20 years	17	8.7	96.4
	21 or more years	7	3.6	100.0
	Total	196	100.0	

A total of 196 of the 203 surveyed alternative school teachers responded to this

survey question. Among the 196 participants who reported years of teaching in an

alternative school, the largest number of teachers reported that they had been teaching in

an alternative school 0-5 years (86 or 43.9%). The second largest (50 or 25.5%) reported

they had been teaching in an alternative school 6-10 years; the third largest number (36 or

18.4%) reported that they had been teaching in an alternative school 11-15 years; the

fourth largest number (17 or 8.7%) reported that they had been teaching in an alternative

school 16-20 years. The smallest number of teachers (7 or 3.6%) reported that they had

been teaching in an alternative school 21 or more years. The length of teaching in

alternative schools is highest in the 0-5 years category. This pattern is very different from

the result of total years teaching which is higher in the 21 or more years category. Tables

3.6 and 3.7 show that the two sets of percentages run in opposite directions, with the

largest numbers of teachers spending 21 or more years in general teaching, and the

smallest numbers of teachers in the 21 or more years teaching in alternative schools. The

following (Table 3.8) lists the frequencies for number of students attending alternative

schools.

Table 3.8 Number of Students Attending Alternative Schools

Frequencies

How many students attend your alternative school?

		Frequency	Valid Percent	Cumulative Percent
Valid	1-20	21	10.8	10.8
	21-40	43	22.2	33.0
	41-60	42	21.6	54.6
	61-80	27	13.9	68.6
	81 or more	61	31.4	100.0
	Total	194	100.0	

A total of 194 participants provided the number of students in their respective

schools. A little over one-half (54.6%) of alternative school teachers work in schools

where there are 60 or fewer students. The largest number (61) of teachers work in a

school that serves 81 or more students. The smallest number of teachers (21) work in

schools that have the smallest number of students.

Table 3.9 lists the frequencies for the primary purpose for the creation of the

teacher's alternative school. These choices given were offered: academic

remediation/credit recovery; detention or correction; therapeutic/treatment/crisis; school

choice/reclaiming; and vocational. This question provides information about school

typology and mission.

Table 3.9 Primary Purpose for the Creation of the Alternative School

What is the primary purpose for the creation of your school?

Frequencies

		Frequency	Valid Percent
Valid	Academic remediation/credit recovery?	73	37.6
	Detention or Correction?	42	21.6
	Therapeutic/Treatment/ Crisis?	66	34.0
	School choice/Reclaiming?	7	3.6
	Vocational?	6	3.1
	Total	194	100.0

A total of 194 alternative school teachers answered this question. The largest number of teachers (73 or 37.6%) reported the primary purpose of their school to be academic remediation/credit recovery. The second largest number of teachers (66 or 34%) reported the primary purpose of their school to be therapeutic/treatment/crisis. The third largest number of teachers (42 or 21.6%) reported the primary purpose of their school to be detention or correction. The fourth largest number of teachers (7 or 3.6%) reported the primary purpose of their school to be school choice/reclaiming. The smallest number of teachers (6 or 3.1%) reported the primary purpose of their school to be vocational. These data indicate that the bulk of Kentucky alternative schools represented are not attended by choice of the students. It appears that most of the represented alternative schools were created for educational and therapeutic purposes, and not purely for detention or correction.

Table 3.10 lists the frequencies for the location of the alternative school employing the alternative school teacher.

Table 3.10 Location of the Alternative School

Frequencies

Is your school located:

		Frequency	Valid Percent
Valid	In a larger school?	23	11.9
	On the grounds of (or in) a correctional facility?	10	5.2
	On the grounds of (or in) a shelter, child-caring or treatment	30	15.5
	In a hospital?	7	3.6
	Separate facility in a city or town?	101	52.1
	Separate facility in a rural area?	23	11.9
	Total	194	100.0

A total of 194 alternative school teachers answered this question. The largest number of teachers (101 or 52.1%) reported their school is located in a separate facility in a city or town. The second largest number of teachers (30 or 15.5%) reported that their school is located on the grounds of (or in) a shelter, child-caring or treatment facility. Two groups of teachers tied at the third largest number of teachers with (23 or 11.9%) reporting that their school is located within a larger school, and another 23 (11.9%) of teachers work in a school that is located within a separate facility in a rural area. The smallest number of teachers (7 or 3.6%) reported that they worked at a school that was located within a hospital. These data indicate that the bulk of Kentucky alternative school teachers are located off the grounds of their local school.

99

Limitations and Assumptions

There are several limitations to this study that need to be acknowledged. Alternative schools tend to be small with a limited number of teachers. Any single school might not be represented because the survey was sent to individual teachers directly. Due to the voluntary nature and dependency on school websites, some teachers and some schools may have been missed. Efforts were made to collect data from all types of alternative schools in Kentucky. This study assumed that teachers would agree to being surveyed and would report information accurately. This study cannot assume causation, but the findings did indicate correlation between some variables. The results of this research cannot be generalized because there was no random assignment to control and comparison groups. There is no claim to representativeness of the study's willing participants to other alternative school teachers.

Delimitations

This one-time, cross-sectional study took place in the spring semester of 2017 with teachers who are working in alternative schools in Kentucky. This study serves as a snapshot of the perspectives of alternative school teachers near the end of that academic year.

Participants' Rights

Teacher names and email addresses were generally available on school websites and agency directories. An exhaustive search was made of all known Kentucky alternative schools. Each teacher was provided the opportunity to choose whether to participate, and a link to complete the surveys. Teachers were advised of their rights, and

they gave consent to be included. No identifying data were requested or obtained from participants.

Chapter Summary

Chapter Three contains a rationale for the choice of a cross-sectional correlational design to investigate the relationship between teacher caring, teacher job satisfaction, and and burnout in Kentucky alternative school teachers. Additional school and teacher data were gathered for informational and contextual purposes. This chapter provided the rationale for the use of the population rather than a sample, and for the use of Survey Monkey and the Dillman (2000) tailored design survey method. The rationale for instruments and analyses was explained, and the criterion and predictor variables were outlined. The instruments this researcher used were all considered reliable. Overall teaching experience and alternative school teaching experience were reported to provide context for teacher tenure. Size, general purpose, and general location of the schools were reported to provide context for the type and nature of the schools. In addition to context, these questions provided data indicating that teachers from all types of alternative schools had contributed to the research. Types of analysis were described as the means to answer the research questions. Limitations, assumptions, delimitations, and participant rights were addressed.

CHAPTER IV

Results

Introduction

The purpose of this study was to explore the relationship between teacher caring, teacher job satisfaction, and burnout among alternative school educators. This chapter reports the results of statistical analysis on the alternative school teacher data set. The data set is divided into two categories, based on the two research questions: 1) the three sub-dimensions of burnout and teacher caring, and 2) three sub-dimensions of burnout and teacher job satisfaction. The resulting analyses are reported in this chapter and the research questions are addressed.

Data Analysis and Hypothesis Testing

Nearly all the participating teachers expressed that they feel tired. Of the 202 alternative school teachers who participated in this survey, only twenty-two expressed that they seldom or never/almost never felt tired. Twenty-six teachers said they always felt tired. The largest number of teachers reported being tired often, with a cumulative percent of 89.2 percent of teachers reporting being tired more frequently than seldom. Table 4.1 addresses the frequencies and percentages of personal burnout reported as feeling tired.

Table 4.1. Frequencies Personal Burnout Question One

How often do you feel tired?

		Frequency	Valid Percent	Cumulative Percent
Valid	Always	26	12.8	12.8
	Often	81	39.9	52.7
	Sometimes	74	36.5	89.2
	Seldom	18	8.9	98.0
	Never/almost never	4	2.0	100.0
	Total	203	100.0	

Nearly all the participating teachers expressed that were physically exhausted at times. Of the 203 alternative school teachers who participated in this part of the survey, only fifteen expressed that they seldom or never/almost never were physically exhausted. Eleven teachers said they were always physically exhausted. The largest number of teachers reported being physically exhausted at times, and a cumulative percent of 66% of teachers reported being physically always, often, or sometimes. Table 4.2 addresses the frequencies and percentages of personal burnout reported as being physically exhausted.

Table 4.2. Frequencies Personal Burnout Question Two

How often are you physically exhausted?

		Frequency	Valid Percent	Cumulative Percent
Valid	Always	11	5.4	5.4
	Often	56	27.6	33.0
	Sometimes	67	33.0	66.0
	Seldom	54	26.6	92.6
	Never/almost never	15	7.4	100.0
	Total	203	100.0	

Nearly all the participating teachers expressed that they were emotionally exhausted. Of the 202 alternative school teachers who participated in this survey, only 34 expressed they seldom or never/almost never were emotionally exhausted. Twenty-nine teachers said they were always emotionally exhausted. The largest number of teachers (76 teachers) reported being emotionally exhausted often, and a cumulative percent of 83.2% of teachers reported being emotionally exhausted more frequently than seldom. Table 4.3 addresses the frequencies and percentages of personal burnout reported as being emotionally exhausted.

Table 4.3. Frequencies Personal Burnout Question Three

How often are you emotionally exhausted?

		Frequency	Valid Percent	Cumulative Percent
Valid	Always	29	14.4	14.4
	Often	76	37.6	52.0
	Sometimes	63	31.2	83.2
	Seldom	25	12.4	95.5
	Never/almost never	9	4.5	100.0
	Total	202	100.0	

A significant percentage of the participating teachers expressed that they sometimes felt that they can't take it anymore. Of the 203 alternative school teachers who participated in this part of the survey, 49 (24.1%) expressed that they never/almost never felt that they can't take it anymore. Twenty-eight teachers said they often felt that they can't take it anymore, and five teachers always felt that they can't take it anymore. The largest number of teachers (75.9 % of teachers) reported feeling that they can't take it anymore more frequently than never/almost never. Table 4.4 addresses the frequencies

and percentages of personal burnout reported as "I can't take it anymore".

Table 4.4. Frequencies Personal Burnout Question Four

How often do you think: "I can't take it anymore''?

		Frequency	Valid Percent	Cumulative Percent
Valid	Always	5	2.5	2.5
	Often	28	13.8	16.3
	Sometimes	44	21.7	37.9
	Seldom	77	37.9	75.9
	Never/almost never	49	24.1	100.0
	Total	203	100.0	

Three-fourths of all the participating teachers expressed that they sometimes to always feel worn out. Of the 202 alternative school teachers who participated in this part of the survey, only eight (4.0%) expressed that they never/almost feel worn out. Seventy-four teachers said they often feel worn out, and fifteen teachers always feel worn out. The largest number of teachers (96 % of teachers) reported that they feel worn out more frequently than never/almost never. Table 4.5 addresses the frequencies and percentages of personal burnout reported as how often teachers "feel worn out".

Table 4.5. Frequencies Personal Burnout Question Five

How often do you feel worn out?

		Frequency	Valid Percent	Cumulative Percent
Valid	Always	15	7.4	7.4
	Often	74	36.6	44.1
	Sometimes	64	31.7	75.7
	Seldom	41	20.3	96.0
	Never/almost never	8	4.0	100.0
	Total	202	100.0	

Most of the participating teachers expressed that they sometimes "feel weak and susceptible to illness". Of the 202 alternative school teachers who participated in this part of the survey, 41 expressed that they never/almost never "feel weak and susceptible to illness". Thirty-three teachers said they often "feel weak and susceptible to illness", and 44 teachers reported that they sometimes "feel weak and susceptible to illness". Most teachers (79.7% of teachers) reported that they "feel weak and susceptible to illness" more frequently than never/almost never. Table 4.6 addresses the frequencies and percentages of personal burnout reported as how often teachers "feel weak and susceptible to illness".

Table 4.6. Frequencies Personal Burnout Question Six

How often do you feel weak and susceptible to illness?

		Frequency	Valid Percent	Cumulative Percent
Valid	Always	4	2.0	2.0
	Often	33	16.3	18.3
	Sometimes	44	21.8	40.1
	Seldom	80	39.6	79.7
	Never/almost never	41	20.3	100.0
	Total	202	100.0	

Data analysis included means and standard deviations for each type of burnout. Table 4.7 provides the mean responses for personal burnout items in ascending order. A lower mean is indicative of more burnout. Teachers reported the lowest mean (2.47) or highest level of personal burnout on the item "How often do you feel tired?" Teachers reported the highest mean (3.67) or lowest level of personal burnout on the item "How often do you think: "I can't take it anymore"?

Table 4.7. Personal Burnout Item Means in Ascending Order

Descriptive Statistics

	N	Mean	Std. Deviation
How often do you feel tired?	203	2.47	.897
How often are you emotionally exhausted?	202	2.55	1.027
How often do you feel worn out?	202	2.77	.988
How often are you physically exhausted?	203	3.03	1.029
How often do you feel weak and susceptible to illness?	202	3.60	1.047
How often do you think: "I can't take it anymore''?	203	3.67	1.064
Valid N (listwise)	200		

Frequencies of Work Related Burnout

Nearly all the participating teachers expressed that their work is "emotionally exhausting" to a low degree or higher. Of the 202 alternative school teachers who participated in this part of the survey, 42 (20.8%) expressed that their work is "emotionally exhausting" to a very high degree. Sixty-two (30.7%) additional teachers said they felt that they their work was "emotionally exhausting" to a high degree, and 70 teachers reported that their work is somewhat "emotionally exhausting". The minority of teachers (13.9% of teachers) reported feeling that their work is "emotionally exhausting" to a low or very low degree. Table 4.8 addresses the frequencies and percentages of teachers who reported work-related burnout as their work "is emotionally exhausting".

Table 4.8. Frequencies Work Related Burnout Question One

Is your work emotionally exhausting?

		Frequency	Valid Percent	Cumulative Percent
Valid	To a very high degree	42	20.8	20.8
	To a high degree	62	30.7	51.5
	Somewhat	70	34.7	86.1
	To a low degree	21	10.4	96.5
	To a very low degree	7	3.5	100.0
	Total	202	100.0	

Eighty percent of the participating teachers expressed a low degree or higher of work-related burnout when they answered the question: "Do you feel burnt out because of your work?". Of the 202 alternative school teachers who participated in this part of the survey, 14 (7%) expressed that their work caused them to feel burned out to a "very high degree". Thirty-one additional teachers felt that they their work caused them to feel burned out to a high degree, and 50 additional teachers felt that their work caused them to feel "somewhat" burned out. The largest frequency of 66 teachers reported that their work burned them out "to a low degree". The remaining forty teachers reported that their work burned them out to a "very low degree". Table 4.9 addresses the frequencies and percentages of teachers who reported that they felt burned out because of their work.

Table 4.9. Frequencies Work Related Burnout Question Two

Do you feel burnt out because of your work?

		Frequency	Valid Percent	Cumulative Percent
Valid	To a very high degree	14	7.0	7.0
	To a high degree	31	15.4	22.4
	Somewhat	50	24.9	47.3
	To a low degree	66	32.8	80.1
	To a very low degree	40	19.9	100.0
	Total	201	100.0	

Over one-half (53.7%) the participating teachers expressed work-related frustration somewhat to a very high degree when they answered the question: "*Does your work frustrate you?"* Of the 201 alternative school teachers who participated in this part of the survey, 18 (9.0%) expressed that their work frustrated them to a very high degree. Twenty-seven (13.4%) additional teachers reported they often felt that they their work frustrated them to a high degree, and 63 (31.3%) additional teachers felt that their work frustrated them somewhat. Another 60 (29.9%) teachers reported that their work frustrated them to a low degree. The remaining 33 (16.4%) teachers reported that their work frustrated them to a very low degree. Table 4.10 addresses the frequencies and percentages of teachers who reported that they felt frustrated because of their work.

Table 4.10. Frequencies Work Related Burnout Question Three

Does your work frustrate you?

		Frequency	Valid Percent	Cumulative Percent
Valid	To a very high degree	18	9.0	9.0
	To a high degree	27	13.4	22.4
	Somewhat	63	31.3	53.7
	To a low degree	60	29.9	83.6
	To a very low degree	33	16.4	100.0
	Total	201	100.0	

Nearly all participating teachers expressed some degree of work-related burnout when they answered the question: "*Do you feel worn out at the end of the working day?*" Of the 201 alternative school teachers who participated in this part of the survey, 90 (45.2%) expressed that they felt worn out to a high or very high degree at the end of their working day. Another 53 (26.6%) teachers reported that their work wore them out somewhat. The remaining 56 (28.1%) teachers reported that their work wore them out to a low or very low degree. Table 4.11 reports the frequencies and percentages of teachers who reported that they felt worn out at the end of the working day.

Table 4.11. Frequencies Work Related Burnout Question Four

Do you feel worn out at the end of the working day?

		Frequency	Valid Percent	Cumulative Percent
Valid	To a very high degree	24	12.1	12.1
	To a high degree	66	33.2	45.2
	Somewhat	53	26.6	71.9
	To a low degree	40	20.1	92.0
	To a very low degree	16	8.0	100.0
	Total	199	100.0	

Sixty-six percent of the participating teachers expressed some degree of work-related burnout when they answered the question: "*Are you exhausted in the morning at the thought of another day at work?*" Of the 202 alternative school teachers who participated in this part of the survey, eight (4.0%) expressed that they felt a very high degree of exhaustion in the morning at the thought of another day at work. Twenty-one (10.4%) additional teachers said they often felt a high degree of exhaustion in the morning at the thought of another day at work, and 44 (21.8%) additional teachers responded "somewhat" in response. The remaining 129 (63.7%) teachers responded with "to a low degree" or "to a very low degree". Table 4.12 addresses the frequencies and percentages of teachers who reported their degree of exhaustion in the morning at the thought of another day at work.

Table 4.12. Frequencies Work Related Burnout Question Five

Are you exhausted in the morning at the thought of another day at work?

		Frequency	Valid Percent	Cumulative Percent
Valid	To a very high degree	8	4.0	4.0
	To a high degree	21	10.4	14.4
	Somewhat	44	21.8	36.1
	To a low degree	61	30.2	66.3
	To a very low degree	68	33.7	100.0
	Total	202	100.0	

Most participating teachers expressed some degree of work-related burnout when they answered the question: *"Do you feel that every working hour is tiring for you?* Of the 202 alternative school teachers who participated in this part of the survey, five (2.5%) expressed that they felt every working hour was tiring to a very high degree. Seventeen (8.4%) additional teachers said they often felt a high degree of exhaustion in

111

this area, and 33 (16.3%) additional teachers responded "somewhat" in response. Another 72 teachers responded with "to a low degree", and the remaining 75 teachers responded with "to a very low degree". Table 4.13 addresses the frequencies and percentages of teachers who reported whether every working hour is tiring.

Table 4.13. Frequencies Work Related Burnout Question Six

Do you feel that every working hour is tiring for you?

		Frequency	Valid Percent	Cumulative Percent
Valid	To a very high degree	5	2.5	2.5
	To a high degree	17	8.4	10.9
	Somewhat	33	16.3	27.2
	To a low degree	72	35.6	62.9
	To a very low degree	75	37.1	100.0
	Total	202	100.0	

Most participating teachers expressed some degree of work-related burnout when they answered the question: "Do you not have enough energy for family and friends during leisure time?" Of the 202 alternative school teachers who participated in this part of the survey, eight (4.0%) expressed that they do not have enough energy for family and friends to a very high degree. Ninety-six (47.5%) additional teachers said they do not have enough energy to a high degree. Another 77 (38.1%) teachers responded with "to a low degree", and the remaining 21 (10.4%) teachers responded with "to a very low degree". Table 4.14 addresses the frequencies and percentages of teachers who responded to the question "Do you not have enough energy for family and friends during leisure time?*"

Table 4.14. Frequencies Work Related Burnout Question Seven

Do you not have enough energy for family and friends during leisure time?

		Frequency	Valid Percent	Cumulative Percent
Valid	To a very high degree	8	4.0	4.0
	To a high degree	96	47.5	51.5
	To a low degree	77	38.1	89.6
	To a very low degree	21	10.4	100.0
	Total	202	100.0	

Table 4.15 provides the mean responses for work related burnout in ascending order. The lowest mean (2.45) or highest degree of burnout came in response to "Is your work emotionally exhausting?". The highest mean (3.97) or lowest degree of burnout was reported for the item "Do you feel that every working hour is tiring for you?".

Table 4.15. Work Related Burnout Item Means in Ascending Order

Descriptive Statistics

	N	Mean	Std. Deviation
Is your work emotionally exhausting?	202	2.45	1.041
Do you feel worn out at the end of the working day?	199	2.79	1.140
Do you not have enough energy for family and friends during leisure time?	202	3.03	1.199
Does your work frustrate you? To a very high degree	201	3.31	1.165
Do you feel burnt out because of your work?	201	3.43	1.173
Are you exhausted in the morning at the thought of another day at work?	202	3.79	1.136
Do you feel that every working hour is tiring for you?	202	3.97	1.048
Valid N (listwise)	197		

Frequencies of Client-Related Burnout

Most participating teachers expressed some degree of client-related burnout when they answered the question: *"Do you find it hard to work with students?".* Of the 202 alternative school teachers who participated in this part of the survey, one (.5%) person reported feeling burnout in this area to a very high degree. Ten (4.9%) additional teachers said they often felt a high degree of exhaustion in this area, and forty (19.7%)

114

additional teachers responded "somewhat" in response. Another 74 (36.5%) teachers

responded with "to a low degree", and the remaining 78 (38.4%) teachers responded

with "to a very low degree". Table 4.16 addresses the frequencies and percentages of

teachers who responded to the question *"Do you find it hard to work with students?"*.

Table 4.16. Frequencies Client Related Burnout Question One

Do you find it hard to work with students?

		Frequency	Valid Percent	Cumulative Percent
Valid	To a very high degree	1	.5	.5
	To a high degree	10	4.9	5.4
	Somewhat	40	19.7	25.1
	To a low degree	74	36.5	61.6
	To a very low degree	78	38.4	100.0
	Total	203	100.0	

Most participating teachers expressed some degree of client-related burnout when

they answered the question: *"Do you find it frustrating to work with students?"*. Of the

203 alternative school teachers who participated in this part of the survey, two (1%)

teachers expressed that they found it frustrating to work with students to a very high

degree. Twenty-one (10.3%) additional teachers reported they felt a high degree of

frustration in this area, and 53 (26.1%) additional teachers responded "somewhat" in

response. Another 71 (35.0%) teachers responded with "to a low degree", and the

remaining 56 (27.6%) teachers responded with "to a very low degree". Table 4.17

addresses the frequencies and percentages of teachers who responded to the question

"Do you find it frustrating to work with students?".

Table 4.17. Frequencies Client Related Burnout Question Two

Do you find it frustrating to work with students?

		Frequency	Valid Percent	Cumulative Percent
Valid	To a very high degree	2	1.0	1.0
	To a high degree	21	10.3	11.3
	Somewhat	53	26.1	37.4
	To a low degree	71	35.0	72.4
	To a very low degree	56	27.6	100.0
	Total	203	100.0	

A majority of participating teachers expressed some degree of client-related burnout when they answered the question: *"Does it drain your energy to work with students?",* but the largest percentages ranged from somewhat to a very low degree. Of the 203 alternative school teachers who participated in this part of the survey, only seven (3.4%) teachers reported that working with students drained their energy to a very high degree. Twenty-six (12.8%) additional teachers said they often felt a high degree of exhaustion in this area, and 61 (30%) additional teachers responded "somewhat" in response. The remaining 109 (53.7%) teachers responded with "to a low degree" or "to a very low degree". Table 4.18 displays the frequencies and percentages of teachers who responded to the question *"Does it drain your energy to work with students?".*

Table 4.18. Frequencies Client Related Burnout Question Three

Does it drain your energy to work with students?

		Frequency	Valid Percent	Cumulative Percent
Valid	To a very high degree	7	3.4	3.4
	To a high degree	26	12.8	16.3
	Somewhat	61	30.0	46.3
	To a low degree	53	26.1	72.4
	To a very low degree	56	27.6	100.0
	Total	203	100.0	

Most participating teachers expressed some degree of client-related burnout when they answered the question: *"Do you feel that you give more than you get back when you work with students*?"*. Of the 200 alternative school teachers who responded to this question, 24 (12%) teachers reported this indicator of burnout to a very high degree. Fifty (25%) additional teachers said they felt a high degree of burnout in this area, and 58 (29%) additional teachers responded with "somewhat" in response. Another 42 (21.0%) teachers responded with "to a low degree", and the remaining 26 (13%) teachers responded with "to a very low degree". Table 4.19 reports the frequencies and percentages of teachers who responded to the question *"Do you feel that you give more than you get back when you work with students?"*.

Table 4.19. Frequencies Client Related Burnout Question Four

Do you feel that you give more than you get back when you work with students?

		Frequency	Valid Percent	Cumulative Percent
Valid	To a very high degree	24	12.0	12.0
	To a high degree	50	25.0	37.0
	Somewhat	58	29.0	66.0
	To a low degree	42	21.0	87.0
	To a very low degree	26	13.0	100.0
	Total	200	100.0	

Two hundred and two teachers responded to the question: *"Are you tired of working with students?".* Of the 202 alternative school teachers who participated in this part of the survey, only one (.5%) teacher expressed being tired of working with students to a very high degree. Another 11 (5.4%) teachers reported they often felt a high degree of burnout in this area, and 34 (16.8%) additional teachers responded "somewhat". Another 156 (77.3%) teachers responded with "to a low degree" or "to a very low degree". See Table 4.20 for additional information.

Table 4.20. Frequencies Client Related Burnout Question Five

Are you tired of working with students?

		Frequency	Valid Percent	Cumulative Percent
Valid	To a very high degree	1	.5	.5
	To a high degree	11	5.4	5.9
	Somewhat	34	16.8	22.8
	To a low degree	66	32.7	55.4
	To a very low degree	90	44.6	100.0
	Total	202	100.0	

Most participating teachers expressed some degree of client-related burnout when they answered the question: *"Do you sometimes wonder how long you will be able to continue working with students?"*. Of the 202 alternative school teachers who participated in this part of the survey, four (2.0%) teachers responded to this burnout question "to a very high degree". Twenty-eight (13.9%) teachers said they often felt a high degree of wonder in this area, and 45 (22.3%) additional teachers responded "somewhat" in response. Another 53 (26.2%) teachers responded with "to a low degree", and the remaining 72 (35.6%) teachers responded with "to a very low degree". Table 4.21 addresses the frequencies and percentages of teachers who responded to the question *"Do you sometimes wonder how long you will be able to continue working with students?"*.

Table 4.21. Frequencies Client Related Burnout Question Six

Do you sometimes wonder how long you will be able to continue working with students?

		Frequency	Valid Percent	Cumulative Percent
Valid	To a very high degree	4	2.0	2.0
	To a high degree	28	13.9	15.8
	Somewhat	45	22.3	38.1
	To a low degree	53	26.2	64.4
	To a very low degree	72	35.6	100.0
	Total	202	100.0	

Table 4.22 displays the means for client related burnout in ascending order. A lower

mean is indicative of more burnout. Teachers were most likely to report that they feel

they give more than they get back when working with students. They were least likely to

report feeling tired of working with students.

Table 4.22. Client Related Burnout Item Means in Ascending Order

Descriptive Statistics

	N	Mean	Std. Deviation
Do you feel that you give more than you get back when you work with students?	200	2.98	1.211
Does it drain your energy to work with students?	203	3.62	1.121
Do you find it frustrating to work with students?	203	3.78	.998
Do you sometimes wonder how long you will be able to continue working with students?	202	3.80	1.130
Do you find it hard to work with students?	203	4.07	.906
Are you tired of working with students?	202	4.15	.926
Valid N (listwise)	196		

Table 4.23 displays the means for client related burnout in ascending order. A lower

mean is indicative of more burnout. Teachers were more likely to agree that they "care

about others" and least likely to identify as "self-centered". The means for all items

indicate high levels of caring.

Table 4.23. Teacher Caring Item Means in Ascending Order

Descriptive Statistics

	N	Mean	Std. Deviation
I care about others	182	1.66	1.431
I don't care about others			
I have others' interest at heart	182	1.67	1.309
I do not have others' interest at heart			
I am concerned for others	181	1.70	1.341
I am not concerned for others			
I am understanding of others	180	1.99	1.378
I am not understanding of others			
I am sensitive to others	180	2.08	1.301
I am insensitive to others			
I am not self-centered	172	3.40	2.048
I am self-centered			
Valid N (listwise)	168		

Table 4.24 displays means for the type of burnout measured. Personal burnout had the

lowest mean and therefore the highest level of burnout while client (student) burnout was

reported at the lowest levels.

Table 4.24. Mean Burnout by Type

Descriptive Statistics

	N	Mean	Std. Deviation
Personal Burnout	200	3.0042	.81981
Work Related Burnout	197	3.2502	.89196
Client Related Burnout	196	3.7364	.81507
Valid N (listwise)	187		

Results indicate a correlation between the three predictor (independent) variables Personal Burnout, Work Related Burnout, and Client Related Burnout with the criterion (dependent) variable Teacher Job Satisfaction at the .05 significance. Since the Likert scales are ranked in different directions, this study indicates that, for these alternative school teachers, when burnout increases, job satisfaction decreases. The correlation between Job Satisfaction and Work-Related Burnout is considered medium or moderate ($r = .550$). Correlations between Job Satisfaction and Personal Burnout ($r = .466$) and Client Related Burnout ($r = .497$) are also considered moderate. When one type of burnout increases, other types increase; when one type of burnout decreases, other types decrease. In this study, multicollinearity may be an issue due to the independent variables being so closely related. In many studies, the survey questions for the three sub-dimensions of burnout are used as one scale and viewed as one predictor. By viewing the sub-dimensions as separate predictors, this study might have shown more clearly the independent impacts of each sub-dimension.

There is a slight negative correlation (-.187*) between teacher caring and teacher satisfaction, at the .05 significance level. Since the Likert scales are ranked in opposite order, this study indicates that, for these alternative school teachers, when teacher caring is increased, job satisfaction is slightly increased. This model indicates that the more

teachers care, the more they are satisfied with their jobs. Conversely, these data show that the more satisfied teachers are with their jobs, the more they care. The Inter Correlation Matrix in Table 4.25 provides additional information.

Table 4.25. Inter Correlation Matrix

Correlations

		Personal Burnout	Work Related Burnout	Client Related Burnout	Teacher Caring	Job Satisfaction
Personal Burnout	Pearson Correlation	1	.868**	.577**	.017	.466**
	Sig. (2-tailed)		.000	.000	.827	.000
	N	200	194	193	165	129
Work Related Burnout	Pearson Correlation	.868**	1	.735**	.018	.550**
	Sig. (2-tailed)	.000		.000	.825	.000
	N	194	197	189	162	126
Client Related Burnout	Pearson Correlation	.577**	.735**	1	-.024	.497**
	Sig. (2-tailed)	.000	.000		.765	.000
	N	193	189	196	163	127
Teacher Caring	Pearson Correlation	.017	.018	-.024	1	-.187*
	Sig. (2-tailed)	.827	.825	.765		.044
	N	165	162	163	168	117
Teacher Satis-faction	Pearson Correlation	.466**	.550**	.497**	-.187*	1
	Sig. (2-tailed)	.000	.000	.000	.044	
	N	129	126	127	117	131

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Hypothesis One predicted that there was a significant relationship between the three subdimensions of burnout and teacher caring. The correlation of teacher caring and personal burnout was .017. The correlation of teacher caring and work-related burnout was .018. The correlation of teacher caring and client related burnout was -.024. None of these relationships were significant.

Hypothesis Two predicted that there was a significant relationship between the three subdimensions of burnout and teacher job satisfaction. The correlation of teacher job satisfaction and personal burnout was .466. The correlation of teacher job satisfaction and work-related burnout was .550. The correlation of teacher job satisfaction and client related burnout was .497. Each of these relationships was significant at the .05 level of significance. Tables 4.26 and 4.27 provide information on the regression analysis of subdimensions of burnout and teacher caring.

Table 4.26. Regression Teacher Caring on Types of Burnout

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Client Related Burnout, Personal Burnout, Work Related Burnout[b]	.	Enter

a. Dependent Variable: Teacher Caring
b. All requested variables entered.

Table 4.27 displays the model summary for the regression analysis of the three predictors (sub-dimensions of burnout) and caring.

Table 4.27. Model Summary Caring

Model Summary Caring

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.135[a]	.018	-.001	1.18965

a. Predictors: (Constant), Client Related Burnout, Personal Burnout, Work Related Burnout

The regression provided statistical results to answer question one, which sought to identify the subdimensions of burnout that predict teacher caring. To determine what predictor variables were associated with these indicators of teacher caring, a regression was conducted with teacher caring as the dependent variable. The predictor variables in this regression were the sub-dimensions of the Copenhagen Burnout Inventory. Overall, the model was not significant (F = .94, p < .424). In other words, the three predictors (sub-dimensions of burnout) do not predict teacher caring with this group of alternative school teachers. Table 4.28. ANOVA[a] provides additional information.

Table 4.28. ANOVA[a] (Teacher Caring and Burnout)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.982	3	1.327	.938	.424[b]
	Residual	213.705	151	1.415		
	Total	217.687	154			

a. Dependent Variable: Teacher Caring
b. Predictors: (Constant), Client Related Burnout, Personal Burnout, Work Related Burnout

Table 4.29 provides information for coefficients of teacher caring and the three subdimensions of burnout. Burnout was not significantly related to teacher caring.

Table 4.29. Coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	2.216	.465		4.767	.000
	Personal Burnout	-.135	.233	-.092	-.581	.562
	Work Related Burnout	.377	.262	.276	1.439	.152
	Client Related Burnout	-.256	.181	-.176	-1.414	.159

a. Dependent Variable: Teacher Caring
AdjR2=.018+

Tables 4.30-4.32 provide information on testing the relationship between teacher job satisfaction and the three dimensions of burnout.

Table 4.30. Regression Teacher Job Satisfaction on Types of Burnout

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Client Related Burnout, Personal Burnout, Work Related Burnout[b]	.	Enter

a. Dependent Variable: Teacher Satisfaction
b. All requested variables entered.

Table 4.31. Model Summary Job Satisfaction

Model Summary Job Satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.579[a]	.335	.318	1.14210

a. Predictors: (Constant), Client Related Burnout, Personal Burnout, Work Related Burnout

Table 4.32. ANOVA[a] (Teacher Job Satisfaction and Burnout)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	77.046	3	25.682	19.689	.000[b]
	Residual	152.614	117	1.304		
	Total	229.660	120			

a. Dependent Variable: Teacher Satisfaction
b. Predictors: (Constant), Client Related Burnout, Personal Burnout, Work Related Burnout

Tables 4.31-4.33 illustrate the statistical results presented for question two, which sought to investigate the relationship between burnout and teacher job satisfaction. To

126

determine what factors were associated with teacher job satisfaction, regression analysis was conducted with the three sub-dimensions of burnout and teacher job satisfaction. The predictor variables were client related burnout, personal burnout, and work-related burnout. Overall, the model was significant (F = 19.69, p. < .000). (See Table 4.32) This data shows that the predictor variables (subdimensions of burnout) explained 31.8% of the variance in teacher job satisfaction. When burnout was higher, teacher job satisfaction was lower (See Table 4.31).

Table 4.33 Coefficients on Teacher Satisfaction

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.182	.492		4.439	.000
	Personal Burnout	.158	.247	.094	.639	.524
	Work Related Burnout	.398	.279	.249	1.427	.156
	Client Related Burnout	.485	.184	.292	2.632	.010

a. Dependent Variable: Teacher Satisfaction

Table 4.33 shows that personal and work-related burnout are not significant predictors in this group of alternative school teachers. Client related burnout is a significant predictor (B =.292, p = .010). Since the burnout and satisfaction scales have Likert scales that rank in opposite directions, a positive Beta indicates that as client burnout goes up, teacher job satisfaction declines.

Chapter Summary

Chapter Four reported the results of this study of the relationship between caring, job satisfaction, and burnout among alternative school educators. This chapter included the results of statistical analysis on the alternative school teacher data set. The data set

was divided into two categories, based on the two research questions: 1) the three sub-dimensions of burnout and teacher caring, and 2) three sub-dimensions of burnout and teacher job satisfaction. The resulting analyses were reported in this chapter and the research questions were addressed.

CHAPTER V

Discussion

Introduction

This researcher proposed, designed, and completed this cross-sectional, correlational web-based survey study to investigate the relationship between teacher caring, teacher job satisfaction, and burnout in Kentucky's alternative school teachers. This chapter presents a discussion of results, implications for teachers and schools, implications for research, limitations, recommendations, and conclusions.

Discussion of Results

Three subdimensions of burnout were investigated to determine their relationship with teacher caring and teacher job satisfaction. The predictor variables were the three subdimensions of burnout in the Copenhagen Burnout Inventory: personal burnout, work related burnout, and client related burnout. The participants in this study were Kentucky alternative school teachers. Each participant was provided with three surveys: the Copenhagen Burnout Inventory, the Teacher Self-report of Caring, and the Generalized Belief Measure which measured teacher job satisfaction.

Unlike much of the research on burnout, the three sub-dimensions of burnout did not predict teacher caring for this group of alternative school teachers. There were no significant relationships between the predictor variables and teacher caring. This finding does not align with most of the theory and research of Maslach (1976, 1982); Maslach and Leiter (1996, 1997) and (Teven, 2007). This may be due, in part, to the use of the Copenhagen Burnout Inventory, which focuses on three sub-dimensions of exhaustion, which is one of three dimensions of the more well-established Maslach Burnout

129

Inventory. While early studies by Freudenberger (1974, 1977) and Maslach (1982) described burnout as an outcome of too much caring that led to too little caring, this study did not find any significant correlation between these two variables.

The relationship between burnout and teacher job satisfaction is consistent with most research on burnout. Results indicated that the three predictors of burnout (sub-dimensions of burnout) in the regression model explained 31.8% of the variance in teacher job satisfaction. Personal burnout and work related burnout were not significant predictors, but client burnout was a significant predictor. As teachers are more burned out by their relationships with students, job satisfaction declines.

Implications for Teachers and Schools

This study indicates that these alternative school teacher participants are feeling burned out. They report that they are able to care for their students despite feeling burned out. Many teachers reported that they are not satisfied with their jobs. Most of these teachers appear to have a good deal of teaching experience, with most of that experience gained in traditional schools. These teachers are invaluable resources to their students, and we could learn a good deal from their experience and their ability to care for their students. We could also use their input and the recommendations from the literature to improve their work lives and the lives of the students they teach. Efforts to reduce burnout have implications for teachers, school leaders, their students, researchers, and the greater community.

When basic human needs are met, most people thrive in their environments. Survival, security, and belonging needs are cited as essential by Maslow (1962), and Glasser (1998a; 1998b; 1998c). Glasser put the needs for freedom, fun, and power on

equal footing, and he made the case that most problems result from relationship issues. Juxtaposing the importance of meeting these needs, stress and dissatisfaction could lead to burnout and dropout in many of today's educational systems. Complaints and concerns covered in the literature review include the focus on accountability, which many researchers have found to be contributing to student dropout and teacher burnout. Issues with locus of control are connected to over-concern with accountability. Teachers and other stakeholders would like decision-makers to take local views into account. Some accountability measures have been found to be non-conducive to learning and to general well-being. These measures may have pushed teachers out of the profession, as they pushed some students into alternative school (Brendtro, 2010; Raywid, 2002).

Alternative schools can serve many functions, including remediation, correction, therapy, restorative justice, and reclaiming. Some schools are used for students who drop out, are at risk of dropping out, or are pushed out. Ideally alternative schools will meet the educational and other developmental needs of their students when traditional schools cannot. The literature shows that many good alternative schools recognize the benefit of caring and appropriate need-meeting for the youth they serve.

Choice theory applies to human beings across the lifespan, and they may be applied to both personnel and students in the alternative school. Choice theory explains humankind's lack of progress due to insufficient environmental supports and unmet needs (Glasser, 1998a). Some school environments may not meet the developmental needs of teachers or students, and some may not recognize or appreciate important personal goals for student success. Students and teachers are frequently frustrated by the failure of some schools to meet a variety of needs at appropriate levels. Meeting the basic

needs of students helps ensure their growth, development, and academic success (Brendtro, 2010; Glasser, 1998a; 1998b; 1998c). Deci (1995) stressed the importance of providing support for autonomy, and the need for choice in the development of motivation. These needs apply across the lifespan, impacting students and teachers.

Glasser's Choice Theory (1998a) explains that, throughout the human lifespan, behavior is derived from the following basic needs or genetic instructions: the need to survive and reproduce; the need for power, freedom, fun; and the need to belong (Glasser, 1986, 1990, 1998). There is no hierarchy or progression in Glasser's model; for optimum development and living, human needs must be consistently met. All human beings share these needs, but individuals may have different levels of each need. In the school setting, need-meeting should occur for teachers and staff as well as students. Glasser's "Quality World" (Glasser, 2000; Wubbolding, 2007) is a model for understanding the role of people, places, things and values that are important to an individual. This model can be viewed as an evaluation process used by human beings to choose their behavior. Individuals continually assess the difference in what they want and what they have, and they make choices in their actions to meet their needs. This model teaches empathetic listening, caring language, responsiveness, choice, and autonomy.

Choice theory is an excellent resource for evaluation, planning, and decision-making. Louis (2009) advocates for using Choice Theory to understand and support Vygotsky's (1978) theory of sociocultural cognitive development in the classroom. Vygotsky explained the need for elements of culture, language, and social interaction to occur for adequate cognitive development to proceed. Louis illustrated the use of Glasser's (1998a) theory in structuring a classroom where Vygotsky's components of

cognitive development can be maximized. An understanding of Glasser's basic needs (survival, freedom, fun, power, and belonging) makes it possible for the type of social interaction that supports components of Vygotsky's theory. These components include scaffolding, the Zone of Proximal Development, and the psychological tools needed to promote cognitive development. Thompson and White (2010) make Vygotsky's own case for fun while claiming that play is essential for learning and development to occur. They illustrated the use of fun in restorative practices and group dynamics and encouraged teachers to participate. Fun is essential to build a healthy, need-meeting environment that promotes positive social dynamics, self-efficacy and empowerment. The need for power, freedom, and fun can be disrupted for students and teachers when accountability constricts choice of activities (Glasser, 1998a; 1998b; 1998c). The recent emphasis on testing takes precedence over many options that might make school more enjoyable and welcoming.

Bauch (2001) noted that many school decisions are made by people from afar, leaving less autonomy for students and teachers. Municipal centers make decisions about rural areas, and officials in urban areas/urban schools make decisions for rural schools. In much the same way, centralized school systems, state, and federal authorities make decisions for the schools within their realm of influence. Planning that occurs at a distance may not incorporate input from those involved, and may lead to stress, depersonalization, and feelings of lack of accomplishment. The work of Day (1999), Glasser (1986, 1998a), and Kozol (2005) support a frequent complaint that the locus of control is external to the people working within many school systems. With many educational decisions being made outside the local school, and directives coming from

external sources, there is a feeling of external control. Resignation to this plight may contribute to the perceived dependency—and potentially rebellion—of people involved in local education settings. Of the alternative school teachers participating in this study, only 23 (11.9%) reported that their school is located within a larger school. Most of the responses came from teachers who were employed at a site that was not included in a traditional school setting, and they may be at a distance from key sources of support. This may have implications for meeting the basic needs of security, power, belonging, freedom, and fun.

External control creates friction and stress in many school systems, and may interfere with the human need for autonomy (Day, 1999; Glasser, 1986, 1998a; Kozol, 2005; Seita & Brendtro, 2002). Many alternative schools, including those surveyed, serve youth who are placed at risk for dropout. Only a small number of this study's alternative school participants (7 or 3.6%) reported the primary purpose of their school was school choice/reclaiming. Most participants worked at alternative schools that may be restrictive in design due to the nature and purpose of the school. The typical perception of treatment and correctional programs is that their at-risk students need more external structure. Based on the literature on need-meeting schools, the opposite is closer to the truth; these students need more autonomy. Choice and reclaiming schools can meet the needs of a range of students and teachers (Brendtro, 2010; Glasser,1986; 1998b). Autonomy is an issue with job satisfaction and burnout (Leiter & Maslach, 2015). When teachers' needs for autonomy are met, students' needs are more likely to be met (Kozol, 2005).

Autonomy is a continuous need for students and teachers (Brendtro, 2010); Day (1999); Deci (1995); Glasser (1986); Kozol (2005); Noddings (2015); Skaalvik & Skaalvik (2017). Day (1999) makes a case for more autonomy to reduce teacher attrition and improve school relationships. In many cases, increasing autonomy means that the locus of control moves closer to the personnel at the school. National accountability efforts include sanctions; the fear of consequences for low test scores is a frequent or constant stressor (Wong, & Nicotera, 2007). This stress can reduce teacher job satisfaction, particularly for teachers of children and youth placed at risk. "In turn, educators and students in schools identified as low performing and impacted by negative sanctions may feel demoralized, devastated, or destabilized, which may hinder their will to reform (Acker-Hocevar & Touchton, 2002)." Local school leadership can make a real difference in creating a need-meeting school for children and youth placed at risk. Kozol (2005) was concerned with the negative effects of mandatory testing; he believed that the emphasis on testing removed autonomy from the teachers and play from the students.

Kozol referenced veteran educator Deborah Meier's observation that the "loss of autonomy in teachers, she believes, translates into a denial of autonomy to children (Kozol, 2005, p. 306)." This translation is the parallel process whereby the treatment of the teacher may influence the teacher's treatment of the student. These student-teacher relationships were the only form of burnout to predict teacher job satisfaction. In his on-site study of 60 schools, related to the effects of accountability measures, Kozol found teacher attrition, falsified documentation of dropout rates and non-promotion of students. Kozol noted the concern for low SES students, students of color, and students who are English Language Learners and their ability to sustain academic success as measured by

high-stakes tests. A great deal of job dissatisfaction may come from the fear of negative sanctions, and the difficulty in making improvements. O'Day (2002) states, "Reliance on negative incentives undermines innovation and risk-taking in threatened schools and diverts attention to organizational survival rather than student learning (p.20)". External control in the form of accountability interferes with school relationships (Day, 1999).

While schools must comply with many regulations from without, they must try to find some humanity within. The reclaiming model offered a caring, reality-oriented alternative to the psychodynamic, medical, and correctional models. However, only 3.6% of teachers in this study reported working in an alternative school whose primary purpose was reclaiming. This model would provide a paradigm-shift in thinking that is sorely needed in many schools. The Circle of Courage paradigm offers a simple way to focus on the basic needs and key goals for student success (Brendtro, 2010). Brendtro has contributed to training many alternative school teachers through his work with the Kentucky Educational Collaborative for State Agency Children (KECSAC). Choice theory provides a therapy/treatment approach that fits with these models, in that it supports Vygotsky's (1978) framework and the reclaiming model.

There are several organizational factors that are related to stress and job dissatisfaction in many schools. These factors include overcrowded classrooms, teacher shortages, and potentially long work hours. Daily job demands placed on teachers are a major cause of unrelieved stress. Students placed at risk of school failure and dropout may be placed in alternative schools. These students bring their issues to their school with them, making the job of alternative school teachers more demanding. Student

engagement is a key to success, and this combination of factors can make engagement difficult. Student and teacher inputs are needed, available, and useful.

Possible buffers that explain caring despite burnout might extend from the benefit that alternative schools tend to be smaller, with smaller classes, and teachers may spend more time getting to know a smaller number of students. Schaps, Battistich, and Solomon (1997) view caring relationships and a sense of community as essential elements in the development of children and as keys to character education. Alternative schools tend to be smaller than most traditional schools and most alternative school teachers have fewer students. The alternative school may give teachers and students an opportunity to build the relationships that are key to growth and development.

Many alternative students are placed at risk for failure and school dropout due to previous or ongoing behavior problems. Their behaviors are managed differently by individual teachers and through a variety of programs and milieus. Regarding their orientation toward behavior control, teachers and schools range from custodial to humanistic. Traditional schools lean toward environments with more rigid external controls. Humanistic teachers and schools tend to emphasize an environment that is need-meeting and individualized, promoting student input and self-discipline. In his research on student behaviors related to burnout, Friedman (1995) found that humanistic teachers are more concerned when disrespect is shown to themselves or others, custodial teachers are greatly concerned with inattentiveness. While both these behaviors need some type of attention, disrespect might warrant more (or different) intervention. The school-wide behavioral interventions tend to delineate behaviors so that appropriate and equitable interventions are applied across the board, meeting the needs of students and the milieu.

137

School-wide interventions with specialization within tiers can add both uniformity and individualization.

Dealing with student misbehavior is one of the most stressful aspects of teaching, and a responsibility that is best shared with stakeholders. School wide behavior programs encourage the participation of students, parents, teachers, school leaders, as well as community supporters (Algozzine et al., 2007). Alternative schools may be more likely to use whole school interventions, and their students may benefit most from its application. Bullying is an example of a behavior that increases anxiety, stress, suicidal ideation, and other contributors to physical and mental health problems. Bullying increases the chances that a student will be unhappy at school and more likely to avoid or leave school. Bullying can lower academic achievement and school attendance. Bullying is particularly troubling because it reduces the feeling of security and survival, sense of belonging, autonomy, freedom, and power. The bully, the bullied, and the educational environment suffer. Students and teachers might fail to reach their potential when basic needs such as safety are lacking. Whole school interventions are helpful with many behavior problems, and they can create a more equitable and individualized disciplinary protocol. Bullying is one of the more commonly disruptive behaviors within schools and may best be dealt with as a school-wide intervention. In a three-year study, socio-ecological interventions decreased bullying behavior when they were applied as a whole-school intervention (Cross, Monks, Hall, Shaw, Pintabona, Erceg, Hamilton, Roberts, Waters, & Lester, 2011).

Implications for Research

Nagy et al. (1992) pointed out that the most burned out staff may be the least likely to respond to a survey. This researcher sent surveys to all known Kentucky alternative school teachers. Most of these teachers did not respond to the survey. This may indicate that there are more burned out teachers than those who did respond. The greatest number of skipped questions were those related to caring. The number of skipped questions may indicate that caring questions are more difficult to answer. The number of missing surveys may indicate that some or all of the questions were difficult to answer. Criticism of Maslach's caring questions (Maslach & Jackson, 1986) provided part of the initiative for the Copenhagen Burnout Inventory (Kristensen et al, 2005).

Nagy et al. (1992) suggested a single-time survey analysis, and they thought that the unit of analysis should be the school. This researcher did not ask that schools be identified specifically. Nagy et al. (1992) noted that studies about burnout have utilized the Maslach Burnout Inventory, and those studies may not have considered attributes that buffer burnout. This may be true with studies such as this one using the newer Copenhagen Burnout Inventory. The collection of demographic and organizational data may have helped to understand additional buffers, mediators, and contributors to stress, teacher job satisfaction, burnout, and teacher caring. In addition to the three surveys, this researcher looked at the location, size, and purpose of the schools and teaching experience. The research might be improved by looking at each school individually with additional organizational factors, such as size of classrooms, hierarchy in leadership, location and purpose of the specific school. There are several climate factors that have been studied related to burnout that impact teacher caring and teacher job satisfaction.

There may be mediating or intervening strands between the variables that cannot be teased out when all schools' surveys are analyzed together.

Based on previous research, some findings in this study seem counterintuitive and may run counter to the understanding of burnout in the early literature. Initial and most ongoing studies developed and furthered the burnout research and literature that concluded that burnout is negatively correlated with caring. Contrary to Freudenberger's and Maslach's early view of the concept, the results of this study show that the three subdimensions of burnout included in the CBI do not appear to be related to caring. This researcher noticed that fewer teachers responded to caring questions, and this may have been a factor that needed more exploration. Additional information may explain if and/or why there may be reluctance for some teachers to answer some caring questions.

While this was not a question included in the initial inquiry, an additional finding was noted; the results indicate that there is a slight negative correlation between teacher job satisfaction and teacher caring. Most of the literature related to burnout indicates that when teachers are burned out, they are less satisfied with their jobs. The data analysis indicates that the three predictors (independent variables) are correlated with (lack of) teacher job satisfaction at a weak level. Most burnout research has been done with the Maslach Burnout Inventory, which includes questions about caring. The Copenhagen Burnout Inventory (CBI) was designed with no direct questions about caring, and no questions about depersonalization or diminished personal achievement. Given that the MBI includes caring questions, the CBI survey questions may be a more reliable instrument for studying the relationship between caring and burnout. The CBI was created to correct some of the perceived failings of the Maslach Burnout Inventory.

Kristensen et al. (2005) expanded Maslach's emotional exhaustion (EE) dimension into the three sub-dimensions used in this research. They viewed Maslach's sub-dimension depersonalization (DP) as a coping strategy, and they viewed diminished personal accomplishment (DPA) as a personality trait or temperament. Depersonalization and diminished personal accomplishment were not included in the CBI; this exclusion may also make the CBI more useful and reliable.

In planning future research related to burnout, it may be interesting to use both MBI and CBI surveys with one group, or one survey with a control group and the other with a comparison group. It may be helpful to include additional variables, such as demographic or organizational culture and school climate variables. Multiple regression analysis may be utilized to determine the relationship of organizational variables with each dimension of burnout. Analysis of variance (ANOVA) may be used to compare mean scores between type of school or individual schools to assess any differences between schools or types of schools. Potential variables for further quantitative studies might be gender, age, level of education, family status, and extracurricular activities. Researchers might add a qualitative piece to answer the question of how alternative school teachers are able to care and continue teaching while experiencing burnout. Other potential variables for qualitative study might be gained from interviews or comments that would provide teachers' perspectives on accountability measures such as testing, classroom size, and additional responsibilities of the teacher both inside and outside the school. Including the voice of students would improve the understanding of the impact of burnout in alternative school and other teachers.

The findings of this study could be useful in the planning future studies, which could include increasing the number and type of schools and participants. Each type of alternative school could be compared to other types of alternative schools and to traditional schools. Additional data could be collected and additional analysis can be completed. A longitudinal study might show change as new teachers gain experience, this could help to determine stressors and show attitudinal changes over time. It might be helpful to see how health, physical fitness, stress, job satisfaction, caring, and motivation to remain on the job change and impact other factors over time. A future study could include a survey of Glasser's (1986; Wubbolding, 2007) needs, inquiring if these needs are being met for the teacher and the student. Teven's (2007) study of teacher caring included a survey that asked teachers to rate their supervisor's caring. There is power in role modeling, and power in the parallel process of witnessing care from a parent, teacher, supervisor, or leader. If teachers' need for caring is met, that might influence their own caring for others.

The participants in this study reported that they do care about their students. Many of these alternative school teachers reported that they care despite also reporting feeling stressed and exhausted. The tenure of many teachers was quite long. The results indicate that the length of time in traditional school was greater, with less time being spent in alternative schools. These teachers may have a good capacity to care despite the stress of their work. They may have come into the alternative school due to their ability to care and their willingness to make a difference in the lives of their students. These teachers' lengthy tenure in the traditional school may have provided skills that kept their resilience, agreeableness, and caring intact. It may be that characteristics of their

personalities have buffered negative factors and kept teacher caring intact. Many teachers who are drafted into the alternative school environment decide to stay when the opportunity to leave arises (Brendtro, 2010).

These findings do not exactly align with the theory and research of Maslach (1982), Freudenberger (1974, 1977) and (Teven, 2007). This may be due, in part, to the use of the Copenhagen Burnout Inventory which omits Maslach's negative questions related to caring. Results of this study indicated that no subdimension of burnout was related to teacher caring. While Freudenberger and Maslach described burnout as an outcome of too much caring that led to too little caring, this study did not support any significant correlation between these two variables. In their efforts to improve on the MBI, Kristensen et al. (2005) confirmed the validity and reliability of the CBI. They found the patterns that have come to be expected in relation to fatigue and psychological impacts of burnout within Maslach's emotional exhaustion. Specific factors were noted in areas that cause health issues related to stress, illness, and absence from work. These issues can lead to teacher attrition, which impacts teachers as well as students. The lack of support and care for teachers mirrors the lack of support and care felt by students. Learning more about teacher caring, teacher job satisfaction, and burnout could lead to prevention and interventions that could reduce teacher attrition and student dropout.

Kyriacou and Sutcliffe (1977) wrote (what Kyriacou believed) was the first paper with teacher stress in the title. They reviewed the research before teacher stress had received international attention. Nearly a quarter-century later, Kyriacou (2001) again reviewed the research on this topic, and he offered directions for future research. Like many other researchers, he was concerned about the impact of educational reforms

which, along with increased demands and frequent change, might affect teachers' commitment to teaching. He was also concerned with the impact of stress on teacher-student communication and school climate. Kyriacou (2001) suggested further research into the prevalence of stress, its sources and solutions, and differences in teachers' management of stress. He was interested in the differences between the stress caused by students and the stresses caused by the job and organization. He noted the lack of research directed to the relationship between stress, teacher-student interactions, and school climate. Attention to these gaps in knowledge could assist school leaders with resolving some of the very important issues related to burnout, teacher caring, and teacher job satisfaction.

Limitations

This researcher focused this exploratory correlational study on alternative school teachers in one state at one point in time. This researcher introduced the survey to all Kentucky alternative school teachers whose emails could be found on line or in official directories. Because the participants willingly answered an appeal from a student, teachers who responded may not be representative. Responders may have been more caring than non-responders, and they may have cared enough to overcome their feelings of burnout and honor this additional request from a student.

Recommendations

Grayson and Alvarez (2008) used the Maslach Burnout Model to discover which occupational stressors related to the dimensions of teacher burnout. They concluded that school climate has an inverse relationship with emotional exhaustion and depersonalization which are mediated by teacher job satisfaction levels Their work may

contribute to opportunities to develop interventions to reduce stress and burnout. A state of being fully engaged, energetic, involved, efficacious is quite the opposite of the condition of burnout, which is described as exhausted, cynical, and ineffective. There are many ways that human service professionals can improve their well-being through self-care practices to address compassion fatigue (Skovholt & Trotter-Mathison, 2011).

Teachers have been concerned about the growing numbers of students with emotional and behavioral problems. The removal of these students has been one method of maintaining order in schools. While removal and transfer may seem expedient, the loss of opportunity can impact a young person greatly. Consistent programming, training, adherence, and treatment fidelity are keys to making school more productive for students and teachers (Algozzine et al., 2007). Classroom management and appropriate use of discipline are major factors in school success and completion. Algozzine et al. explained that the lack of discipline in public schools is due to multiple reasons, including a more inclusive environment that leads to more diverse populations with a greater range of problems. While these issues and conditions are challenges, there are also many and varied solutions.

As researchers learned more about the causes and cures for burnout, they also learned about ways to prevent or alleviate the damage. Alschuler (1984) was an early author and editor who helped compile an early publication of research and advice related to burnout. His chapter's contribution included a summary of causes, consequences, and cures for burnout. Writing for the National Education Association, he recommended prevention and early intervention. His advice included consistent collaboration with other faculty to prevent loneliness and build community. Alternative schools and teachers tend

to be more isolated than some other teachers. In this study, most teachers were employed in schools that were isolated from the mainstream. In isolation, teachers may blame themselves for their stress and burnout. School leaders might use a burnout prevention and stress management workshop to introduce the concept of burnout and the need for openness and mutual support. Teachers should be encouraged to share and problem-solve, and to look for indicators of stress in themselves and other teachers. Compassion and confidential communication between leaders and teachers are critical for new teachers. Maslach (1976) found that the open expression and analysis of personal feelings lowered burnout rates.

Other categories addressed by Althuser (1984) include changing teachers' perception of the stress, improving the ability to cope, creating a better school situation, adopting a reality-based self-evaluation, improving self-management, promoting professional competence, and counteracting stress through healthy practices and life balance. Glasser (1985) promoted the idea of need-meeting activities and positive addictions to healthy behaviors like exercise. Stress reducers include practicing and promoting self-care, lowering student/teacher ratios, sharing or rotating jobs and extracurricular responsibilities, reducing responsibilities outside of school, reduction of group meeting time through memos or individual/small group discussions, using volunteers and paraprofessionals when possible, team-teaching, and taking a break before stress builds to a crisis point.

Conclusions

This exploratory, cross-sectional, correlational study was used to investigate the relationship between three subdimensions of burnout (predictor or independent variables)

and teacher caring and teacher job satisfaction (criterion or dependent variables). The study was conducted using the Copenhagen Burnout Inventory (CBI) rather than the long-established and more widely used Maslach Burnout Inventory (MBI). Some results were not consistent with previous findings in which the MBI generally showed that burnout was correlated with a lack of caring. This study showed no significant relationship between burnout and teacher caring. Like much of previous research on burnout, this study indicated that, for this group of alternative school students, burnout and teacher job satisfaction were negatively correlated. Another finding of this study was that job satisfaction and caring were positively correlated. This study produced interesting results that were in some ways inconsistent with results in earlier studies. If other studies show inconsistencies, this could prompt a closer comparison of the MBI and CBI. Researchers may see a benefit of considering greater use of the CBI, or of using both inventories. Adding a qualitative piece, and adding more organizational and personal variables, may help to broaden an understanding of these results in the context of the alternative school setting. Utilizing knowledge gained through a review of the literature and the findings of this study, recommendations were made for future research and for teachers and schools.

Many teachers come to alternative schools because of their strong sense of commitment to students and the community. Their shared goals can help teachers support each other and their students, and positive interaction can help reduce isolation (Raywid 1994). Like their teachers, alternative school students may feel isolated from the mainstream. Romano et al. (2000) pointed out that alternative schools do not serve only students placed at risk for failure due to academic and behavioral issues; they also serve

students who do not receive the challenge needed to help them reach their potential. Alternative schools serve many students with a variety of needs, and some schools may be better equipped than others to meet those needs. Successful teachers could mentor new or less successful teachers, and successful schools could serve as models for other schools.

Romano et al.'s (2000) research was initiated after alternative school administrators and teachers voiced concerns about the amount of stress experienced. Specific problems concern the isolation from the mainstream and the peripheral nature of alternative schools. Environmental, intrapersonal, and professional factors are likely to be intertwined. Professional variables associated with burnout include low administrative, supervisory, and peer support (Zabel et al., 1982), role ambiguity, role conflict, and role overload (Gallery, et al., 1981). The large number of significant associations of variables with burnout contributes to confusion within the field of study. The results of these studies could lead to discussions within the schools to determine which factors can be addressed to remedy burnout and job dissatisfaction.

Teachers and students need administrative support for real, lasting change. Nagy et al. (1992) did not find lasting impacts from changes in school leadership related to burnout. Citing the chronic nature of burnout, they reported their agreement with Jackson et al.'s (1986) recommendation that the school be considered the unit of analysis. Along with focusing research and other efforts on the school, Nagy et al. suggested grade appropriate interventions, suggesting that elementary grades would be most cost-effective and beneficial. "Theoretically, burnout occurs in individuals and groups who experience high rates of fatigue in conjunction with low rates of success/accomplishment (p. 527)."

While the Copenhagen Burnout Inventory focuses on exhaustion, school success and accomplishment are needed to improve job satisfaction and caring, and to reduce burnout and dropout. Students do not stand still in time waiting for adults to care and teach them. Students grow up regardless of how adults are feeling and behaving, but they miss key opportunities if their needs are not met consistently. Most students benefit greatly through relationships with responsive, understanding, caring adults. Alternative schools are generally populated with students who are placed at greater than average risk of failure and dropout. These students may be most impacted by caring, motivated, and involved teachers.

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APPENDICES

APPENDIX A

IRB Approval Letter

NOTICE OF IRB EXEMPTION STATUS
Protocol Number: 000493
Institutional Review Board IRB00002836, DHHS FWA00003332

Principal Investigator: **Sandra Davis**   Faculty Advisor: **Dr. Charles Hausman**

Project Title: **Exploring Burnout and Caring in Alternative Schools**

Exemption Date: **2/13/17**

Approved by: **Dr. Rachel Williams, IRB Member**

This document confirms that the Institutional Review Board (IRB) has granted exempt status for the above referenced research project as outlined in the application submitted for IRB review with an immediate effective date. Exempt status means that your research is exempt from further review for a period of three years from the original notification date if no changes are made to the original protocol. If you plan to continue the project beyond three years, you are required to reapply for exemption.

Principal Investigator Responsibilities: It is the responsibility of the principal investigator to ensure that all investigators and staff associated with this study meet the training requirements for conducting research involving human subjects and follow the approved protocol.

Adverse Events: Any adverse or unexpected events that occur in conjunction with this study must be reported to the IRB within ten calendar days of the occurrence.

Changes to Approved Research Protocol: If changes to the approved research protocol become necessary, a description of those changes must be submitted for IRB review and approval prior to implementation. If the changes result in a change in your project's exempt status, you will be required to submit an application for expedited or full IRB review. Changes include, but are not limited to, those involving study personnel, subjects, and procedures.

Other Provisions of Approval, if applicable: None

Please contact Sponsored Programs at 859-622-3636 or send email to tiffany.hamblin@eku.edu or lisa.royalty@eku.edu with questions.

APPENDIX B

Copenhagen Burnout Inventory

Copenhagen Burnout Inventory Questions

Personal burnout
1. How often do you feel tired?
2. How often are you physically exhausted?
3. How often are you emotionally exhausted?
4. How often do you think: "I can't take it anymore''?
5. How often do you feel worn out?
6. How often do you feel weak and susceptible to illness?

Response categories: Always, Often, Sometimes, Seldom, Never/almost never. Scoring: Always: 100. Often: 75. Sometimes: 50. Seldom: 25. Never/almost never: 0. Total score on the scale is the average of the scores on the items. If less than three questions have been answered, the respondent is classified as non-responder.

Work related burnout
1. Is your work emotionally exhausting?
2. Do you feel burnt out because of your work?
3. Does your work frustrate you?
4. Do you feel worn out at the end of the working day?
5. Are you exhausted in the morning at the thought of another day at work?
6. Do you feel that every working hour is tiring for you?
7. Do you have enough energy for family and friends during leisure time?

Response categories: Three first questions: To a very high degree, To a high degree, Somewhat, To a low degree, To a very low degree. Last four questions: Always, Often, Sometimes, Seldom, Never/almost never. (Reversed score for last question). Scoring as for the first scale. If less than four questions have been answered, the respondent is classified as non-responder.

Client related burnout
1. Do you find it hard to work with students?
2. Do you find it frustrating to work with students?
3. Does it drain your energy to work with students?
4. Do you feel that you give more than you get back when you work with students?
5. Are you tired of working with students?
6. Do you sometimes wonder how long you will be able to continue working with students?

Response categories: The four first questions: To a very high degree, To a high degree, Somewhat, To a low degree, To a very low degree. The two last questions: Always, Often, Sometimes, Seldom, Never/almost never. Scoring as for the first two scales. If less than three questions have been answered, the respondent is classified as non-responder.

Source: Kristensen, T. S., Borritz, M., Villadsen, E. & Christensen, K. B., (2005). The Copenhagen Burnout Inventory: A new tool for the assessment of burnout. *Work & Stress. 19* (3), 192-207.

APPENDIX C

Teacher Self-Report of Caring

Teacher Self-Report of Caring

I care about others	1 2 3 4 5 6 7	I don't care about others
I have others at heart at heart	1 2 3 4 5 6 7	I do not have others' interest
I am not self-centered	1 2 3 4 5 6 7	I am self-centered
I am concerned for others	1 2 3 4 5 6 7	I am not concerned for others
I am sensitive to others	1 2 3 4 5 6 7	I am insensitive to others
I am understanding of others others	1 2 3 4 5 6 7	I am not understanding of

Source: Teven, J. J., & McCroskey, J. C. (1997). The relationship of perceived teacher caring with student learning and teacher evaluation. *Communication Education, 46*, 1-9.

Directions: On the scales below, please indicate your feelings about Numbers "1" and "7" indicate a very strong feeling. Numbers "2" and "6" indicate a strong feeling. Numbers "3" and "5" indicate a fairly week feeling. Number "4" indicates you are undecided or do not understand the adjective pairs themselves. There are no right or wrong answers. Only circle one number per line.

APPENDIX D

Teacher Job Satisfaction

Teacher Job Satisfaction

As measured by McCroskey & Richmond's Generalized Belief Measure (1996) This is measured by answer to the statement "I have a very good job":

1) Agree	1	2	3	4	5	6	7	Disagree
2) False	1	2	3	4	5	6	7	True
3) Incorrect	1	2	3	4	5	6	7	Correct
4) Right	1	2	3	4	5	6	7	Wrong
5) Yes	1	2	3	4	5	6	7	No

Scoring:
Reverse-code the items 1, 4, & 5 (7=1, 6=2, 5=3, 3=5, 2=6, 1=7). Then sum the five scores for the total score.

Source: McCroskey, J. C., & Richmond, V. P. (1996). *Fundamentals of human communication: An interpersonal perspective.* Prospect Heights, IL: Waveland Press.

http://www.jamescmccroskey.com/measures/belief_generalized.htm

APPENDIX E

VITA

VITA
SANDRA HOPE MANUEL DAVIS
sandra_davis75@eku.edu

EDUCATION

- Eastern Kentucky University
  Doctoral Candidate in Educational Leadership and Policy Studies

- Eastern Kentucky University
  Master's in Public Administration

- University of Kentucky/University of Louisville
  Post-master's courses in Social Work and Marriage and Family Therapy, Doctoral work in Public Administration

- University of Kentucky
  Master's in Social Work

- Berea College
  Bachelor of Arts in Sociology/Social Work Emphasis, Class of l942 Scholar. Alley Award, Chang Award, Phi Kappa Phi, Pi Gamma Mu, Mortarboard, Fleur de Lis.

PROFESSIONAL EXPERIENCE

July 2009 - September 2016   Eastern Kentucky University
Senior Compliance Analyst and Behavioral Health Professional with the Training Resource Center

August 2004 - July 2009   University of the Cumberlands
Assistant Professor of Social Work and Human Services

April - December 2003   Eastern Kentucky University
Instructor and supervisor for students working in the Kentucky Foster Care Census Research Team for the Kentucky Cabinet for Families and Children

May 2003 to present   JoJoSaGa Training and Consulting
Private practice in psychotherapy, independent training, clinical supervision and consultation in child welfare and children's services

June 1982 - May 2003   Presbyterian Community Services
Director of small residential and non-residential services, therapeutic programs for homeless and dependent youth, Montessori preschools, parenting programs, independent living, in-home therapeutic services, and foster care programs.

July l979 - June l982   Kentucky River Community Care
Clinical Social Work in a Comprehensive Care Center; Children's Services Coordinator

January 1979 - June 1982   Ft. Logan Hospital/Extended Care
Social service consultation, training, treatment planning, and accreditation assistance to staff at the hospital and extended care unit.

PROFESSIONAL CERTIFICATIONS
- Licensed Clinical Social Worker, #597, active since November 20, 1990
- Senior Trainer of Life Space Crisis Intervention
- Regional Associate for Developmental Therapy/Teaching, University of Georgia, Athens, Georgia
- Eastern Kentucky University's Residential Worker Competency Project. Formerly contracted to train Foundations of Youth Work, formerly known as Connecting
- William Glasser Institute: Reality Therapy/Choice Theory--Certified to practice and to train at program level.
- Certified to practice/train/supervise using Videohometraining/Video Interaction Guidance; SPIN-USA, Carlisle, Massachusetts
- Goldstein/Gibb: The Prepare Curriculum for Children and Adolescents, Aggression Replacement Training, Skillstreaming, Moral Reasoning
- (Formerly) Chapel Hill Series for Child and Youth Care Workers
- JKM Safe Crisis Management
- Beck Institute: Certified in Cognitive Behavioral Therapy
- Social Intelligence Trainer through Eastern Kentucky University
- Trained in Rational Emotive Behavior Therapy (Albert Ellis Institute)
- Trauma Informed Care (National Child Trauma System Network)
- Certified in Trauma-Focused Cognitive Behavior Therapy
- Parents as Teachers Certification
- Certification in Working with Children with Sexual Behavior Problems (two Semester (six hour) program through the University of Louisville)
- Nurturing Parent Program, Play Therapy, Brief Strategic Therapy

NATIONAL AND INTERNATIONAL PRESENTATIONS:
I served as co-trainer/workshop presenter/speaker in the areas of Video Home Training/Video Activated Communication and Developmental Therapy/Teaching in Kentucky, North Carolina, Alabama, Tennessee, South Dakota, and Missouri.

I co-presented Kentucky's Videohometraining work at the Raddery School in Rosemarkie, Scotland. November 1998.

I presented three workshops at the International SPIN Conference in Dundee, Scotland, September 2001:
- "Working with Young Mums" Co-presented with a young mum/Scottish Videohometraining recipient,
- "Team Building" Conference Presentation on the use of Video Interaction

Guidance with group home/residential/foster care program staff,
- "Using Video Interaction Guidance in Developmental Therapy/Teaching." I co-lead a pre-conference workshop with Dr. Connie Quirk, Director of Developmental Teaching/Developmental Therapy at the University of Georgia, Athens.

I presented at the Black Hills Conference/Reclaiming Youth International.
- Developmental Therapy/Developmental Teaching. I served as a panel Member at the Reclaiming Youth International Conference in June 2001.
- I co-presented in the Developmental Therapy/Developmental Teaching Preconference Workshops and Conference Workshops in June 2000.