

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Mindful Deep-Breathing and Teacher Burnout

A graduate project submitted in partial fulfillment of the requirements

For the degree of Master of Social Work

By

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Dedication

This project is dedicated to my family.

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Abstract

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By

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Master of Social Work

Purpose: The purpose of this study is to examine the relationship between mindful deep-breathing and teacher burnout rates. **Hypothesis:** The hypothesis of this study is that utilizing deep-breathing mindfulness techniques will reduce and/or prevent private school teacher burnout. **Methods:** This study utilizes pre and post-test surveys. **Results:** Results were analyzed using bivariate correlations and paired-sample t-tests. Results of this study yielded an overall significant regarding the intervention and teacher burnout levels.

Discussion: While this study was able to find some significant results, the overall hypothesis of this study did not hold to be proven true.

Introduction

Burnout is an issue being faced amongst several different occupations. Originally identified in the health care, education, and human services field, burnout is now being manifested in settings such as law firms, financial institutions, and even customer service. Unfortunately, there are many negative outcomes associated with burnout. Burnout is associated with “emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do “people work” of some kind” (Schutte et al., 2000, p. 53). Exhaustion is one of the main components of burnout, as it “captures the basic stress experienced by an individual, as it refers to feelings of being overextended and depleted of one’s emotional and physical resources” (Maslach, Leiter, & Schaufeli, 2008, p. 98). Due to the fact that teachers are expected to correct social problems, educate students, and meet the individual needs of a student, teachers experience a high stress work environment (Maslach, 1997). This high stress work environment may lead to increased burnout amongst educators.

This study is significant to social work because burnout impacts the lives of teachers, and in return impacts their ability to teach their students. The quality of education a child receives is critical and may impact their future well-being. No matter the setting, social workers are likely to come in contact with a student being impacted by teacher burnout. It is important for social workers to know not only what causes burnout, but also what can help prevent and reduce burnout, in order to help future clients who may be feeling burnt out.

Additionally, social workers see a high rate of burnout in their field as well. Anderson (2000) states that social workers, particularly child protection service social workers, are

subject to high burnout rates due to high levels of stress associated with their jobs. Of the 151 social work participants used in the study, 62% scored in the high range in terms of emotional exhaustion (Anderson, 200). Due to the fact that high rates of burnout are seen in the field of social work as well, the results of this study may be applicable to the social work field as well in an effort to not only reduce burnout rates amongst social workers, but to have the necessary tools for future clients who may be feeling burnout as well.

Literature review.

Mindfulness as a practice has seen a great interest in the Western world for the last decade or so. The works of Jon Kabat-Zinn adapted the traditional Buddhist practice in the 1970s to fit into the Western world in regards to stress-reduction in medical treatments (Prakash, Hussain, & Schirda, 2014; Virtbauer, 2015). Mindful deep-breathing is the practice of training one's mind to consciously focus on the phenomena of the breath (Virtbauer, 2015). This focus allows for the mind to detach from other thoughts and to focus on the here and now. The attention on the breath serves as an "anchor" for the mind, something to help keep a conscious focus. Breathing is one of the most basic, yet important aspects of mindfulness, and even held to the highest regard in the Theravāda-Buddhist tradition (Virtbauer, 2015). Cross-sectional studies in literature suggest the immense positive impacts deep-breathing has on the emotional, physical, and psychological well-being of an individual (Busch, et al., 2012; Gilbert, 2003; Modesti, Ferrari, Bazzini, Boddi, 2015; Prakash, Hussain, & Schirda, 2015). Deep-breathing studies reveal the psychological effects on the improvement on mood and stress, positive affect, emotion regulation, and cognitive control (Perciavalle, et al., 2017; Prakash, et al., 2015; Szabo & Kocsis, 2017). Deep-breathing techniques are not only used clinically to

improve emotional and psychological health, but have also been shown to improve medical ailments such as hypertension (high blood pressure), chronic obstructive pulmonary disease (COPD), and cardiac rehabilitation (Gilbert, 2003; Modesti, et al., 2015).

Burnout has been defined as a chronic state of physical, emotional, and psychological exhaustion in occupational settings, which cause emotional exhaustion, depersonalization, and reduced personal accomplishment (Goddard, Richard, & O'Brien, 2006; Maslach, Jackson, & Lieter, 1997). Emotional exhaustion refers to an individual feeling incapable of giving themselves at a psychological level, due to feelings of being worn out and lost energy, along with becoming depleted, debilitated, and fatigued (Maslach et al., 1997; Maslach, 2017). Depersonalization may be described as negative, and even cynical, attitudes towards an individual's clients. These feelings may lead an individual to view their client as deserving of their difficulties, along with becoming irritable and withdrawn (Maslach et al., 1997; Maslach, 2017). The last component of burnout, reduced personal accomplishment, is defined as the tendency to view oneself in a negative light, especially in regards to their work with clients. This may lead to a reduced amount of productivity or capability at work, a low morale, and an inability to cope (Maslach et al., 1997; Maslach, 2017). Due to the extreme consequences of burnout, which affect staff, the clients they work and interact with, and the larger institution, the Maslach Burnout Inventory (MBI) was created, in an effort to measure burnout in a valid and reliable way (Maslach & Jackson, 1981).

There are different factors that may lead to experiencing burnout. Luther et al. (2017) conducted a study in which participants who worked overtime experienced a significantly

higher burnout in emotional exhaustion, depersonalization, and personal accomplishment, as compared to those who worked regular work hours. Additionally, working and interacting with difficult clients who may resist the help offered to them may lead to experiencing burnout (Baldwin- White, 2016). As previously mentioned, burnout may lead to various negative outcomes, some of which include depression, social withdrawal, physical health problems, greater risk of mental illness, and poor job performance (Maslach, 2017; Zysberg, Orenshtein, Gimmon, & Robinson, 2017). Although literature suggests that individuals tend to see a high rate of burnout amongst demanding jobs, it is important to note that protective factors, such as social support and coping skills, may help prevent burnout (Boujut, Dean, & Cappe, 2016).

In recent years, not only has burnout manifested itself in jobs found in the health care, human services, and education fields; but also in settings such as law firms, financial institutions, and occupations which involve technology and customer service (Maslach, 2017). Due to this growing phenomenon, this study will be focusing on the issue of burnout amongst private school teachers. Teachers are exposed to high stress work environments, as they are expected by society to correct social problems such as drug and alcohol use, along with sexual abuse, educate students, meet individual needs of students, and encourage moral and ethical development (Maslach, 1997). Existing literature reveals that teacher burnout can be identified as an important factor in the motivation of students (Shen et al., 2015). This study focused on the impacts mindful deep-breathing has in conjunction with existing literature on the issue of teacher burnout. There is a gap in current literature regarding private schools, and whether or not private school teachers experience burnout. Minimal studies have been conducted in private school settings,

which leaves a gap in whether or not private school environments and their burnout rates differ from public school environments. To better bridge this gap, this study has been conducted strictly in private schools. Taken together, the above reviewed literature led this study to hypothesize that utilizing deep-breathing mindfulness techniques will reduce and/or prevent private school teacher burnout.

Aims and objectives.

The purpose of this study is to investigate burnout amongst private school teachers, and to measure how utilizing deep-breathing techniques may affect burnout. The researchers have investigated the effects of utilizing deep-breathing techniques on burnout in an effort to answer the following question; does practicing deep-breathing techniques decrease and/or prevent burnout amongst private school teachers?

Method

Participants.

Researchers contacted several private school principals within the Los Angeles County region via phone calls and emails. Researchers informed the principals about the research study and asked for their interest in having their teacher staff members participate.

Researchers provided principals a detailed explanation of the rationale and purpose of the study and also what the extent of the teacher's participation would be like (See Appendix A for a sample email). Participants must be over the age of 18 and must be a teacher at the private school. No vulnerable populations were sampled. Three principals agreed to participate in the study and set up school staff meetings for teachers and researchers to attend. Teachers willing to participate in the study were given informed consent forms prior to the commencement of the study. Total number of participants of both pre and post-test surveys was 18. Participants ranged in age from 18-69 years, with 22% identified as male, and 78% identified as female. Ethnicities represented in the sample include White, Asian, and Other.

Measures.

Burnout was measured by the Maslach Burnout Inventory (MBI). The MBI is a 22-item, 7-point Likert scale that assesses emotional exhaustion (burnout), depersonalization, and decreased personal accomplishment.

Maslach Burnout Inventory. The MBI inventory used in this study asked 7 items in the burnout and depersonalization sections, and 8 items in the personal accomplishment section. The researchers accessed MBI scale specialized for physicians on a public domain. Questions were altered to appropriately reflect educators (See Appendix B for

Pre- and Post-Test surveys). The post-test survey measured items such as “did you utilize deep-breathing techniques during week 1? If so, how many times this week” for each of the four weeks participants are given between the surveys.

Research Design.

The research study utilized a one-group pretest-posttest design. This method was chosen by researchers due to its ability to assess the impact of the stimulus (intervention) on the dependent variable (Rubin & Babbie, 2008). Researchers utilized pre-test and post-test surveys to assess for levels of burnout before and after training teachers deep-breathing mindfulness techniques. Researchers obtained permission from principals of three private schools to conduct the study with their teaching staff at teacher staff meetings. During the first staff meeting, researchers introduced the research study and asked for teachers’ participation. Teachers who chose to participate received a participant information form and were given the opportunity to review the form and ask any questions they may have for the researchers. Participants were given the pre-test survey to assess for burnout. Researchers provided a concise, fifteen-minute training on a couple of deep-breathing exercises. Participants were given time to practice breathing exercises with researchers and to ask questions. Researchers encouraged participants to utilize the breathing techniques on their own for the next four weeks. During the second visit at the schools, researchers passed out the post-test surveys and thanked the teachers for their participation in the study. The same procedures were used at all three schools.

Intervention.

To be followed.

Procedure.

Researchers secured approval from the CSUN IRB. Researchers contacted several private school principals within the Los Angeles County region via phone calls and emails. Researchers informed the principals about the research study and asked for their interest in having their teacher staff members participate. Researchers provided principals a detailed explanation of the rationale and purpose of the study and also what the extent of the teacher's participation would be like (See Appendix A for a sample email). Once approved by principal, staff meeting was arranged by school principal, and researchers attended the meeting. Researchers introduced the research topic and asked for teacher participation. Researchers provided Participation Information Form and reviewed the purpose of study, risk/benefits involved, protection of confidentiality, and voluntary participation. The researchers answered any questions that the teachers may have had about the study. The researchers passed out a brief, anonymous survey for burnout (pre-test), and teachers completed it. It took approximately 10-15 minutes to complete the survey. Surveys were completed using paper and pen. The researchers were not present in the room as teachers completed the surveys. A manila envelope was placed in front of the room for teachers to submit their completed surveys. The researchers then completed the envelope. Researchers introduced a 10-minute educational training on the physical and emotional benefits of mindfulness. A couple of fun, evidence-based, deep-breathing techniques were demonstrated and researchers provided teachers time to practice the techniques and answered any questions they may have had. The demonstration and practice took approximately 10-minutes. The researchers asked teachers to utilize the deep-breathing techniques on a daily basis for the next four weeks. Researchers then

provided additional time for questions and concerns from participants. Four weeks following initial visit to the school, researchers dropped off the same anonymous surveys (post-test) and empty manila envelope to office staff, as requested by the school principals. Office staff distributed anonymous surveys to all teaching staff via teacher mailboxes. Office staff then emailed entire teaching staff, asking for those who participated in the study to complete the post-test survey and to submit them in the manila envelope located in the main office. Teachers were given one week to complete post-test survey. Researchers went back to the schools and collected submitted post-test surveys. After all data were collected, researchers inputted data into SPSS and destroyed original surveys. Data was then analyzed using a variety of tests on SPSS. Researchers then analyzed data.

Results

Bivariate correlation tests were run to examine the relationships between demographic variables and dependent variables (see Table 2).

Depersonalization on pre-test had a negative relationships with the number of years teachers have been teaching, $r = -.681, p = .002$. This indicates that the longer teachers have been teaching, the less depersonalization they reported in the pre-test. However, when comparing the same section with the post-test survey, there was no significant correlation, $r = -.242, p = .333$. Furthermore, depersonalization at pre-test had had a positive relationships with type of school teaching at, $r = .618, p = .006$. This indicates that teachers teaching higher-grade levels (9th – 12th grade) reported higher depersonalization scores than elementary teachers. .

Further analyses reveal a positive relationship between depersonalization and burnout on post-test, $r = .809, p = .000$. This indicates that as teachers reported higher levels of burnout, they also reported higher levels of depersonalization. Also, a significant relationship was found between depersonalization pre-test and depersonalization post-test, $r = .647, p = .004$. This indicates that teachers reported significantly higher levels of depersonalization on the pre-test also reported higher level of depersonalization on the post-test.

The number of students that the teachers were teaching was examined in relation to the levels of burnout, depersonalization, and personal achievement. All three dependent variables revealed insignificant relationships with ; burnout at $r = -.003, p = .991$, depersonalization at $r = .325, p = .189$, and personal achievement at $r = .325, p = .189$.

This indicates that burnout, depersonalization, and personal achievement, are not related to the number of students teachers were teaching.

A paired samples T-Test was run to compare pre-test and post-test scores after intervention. When comparing burnout pre-test scores ($M = 24.11$, $SD = 7.85$) and post-test scores ($M = 20.5$, $SD = 7.29$), the burnout levels decreased, but the difference was not statistically significant, $t = 1.9$, $p = .07$. When compared individual items of pre-test and post-test scores, burnout item # 6, “It stresses me too much to work in direct contact with people.” showed a significant difference, $t = 2.26$, $p = .04$. This indicates that participants felt less stressed working directly with people after practicing mindfulness deep breathing. Similarly, depersonalization pre-test scores ($M = 14.06$, $SD = 5.24$) did not change significantly on post-test ($M = 12.17$, $SD = 4.85$), $t = 1.88$, $p = .08$. However, one of the depersonalization item, “I’m at the end of my patience at the end of my workday” changed significantly, $t = 2.12$, $p = .05$. This indicates that participants left less impatient at the end of their workday at the time of the post-test. Personal achievement didn’t change significantly, $t = 1.16$, $p = .26$ when comparing pre-test scores ($M = 51.72$, $SD = 3.43$) and post-test scores ($M = 49.61$, $SD = 8.64$).

Lack of significant differences on burnout, depersonalization, and personal achievement indicate that the deep-breathing intervention did not make any significant effect on reported teacher burn out rates. See Table 3 for paired-sample t-test results.

Discussion

The purpose of this study was to investigate burnout amongst private school teachers, and to measure how utilizing deep-breathing techniques may affect burnout. The analyses used in this study indicate utilizing deep-breathing techniques had no significant effect on burnout. There are limiting factors that may have played a role in these results, which will be later discussed.

When running a bivariate correlation to examine the relationship between demographic variables and dependent variables, researchers found a significant relationship between private school teachers who teach higher-grade levels (9-12) and reporting of higher depersonalization levels. This relationship may be due to higher stress levels associated with teaching older teen students versus younger elementary aged students. O'Brennan, Pas, and Bradshaw (2017) yielded similar results, in which teachers reported lower burnout if they felt more equipped to handle students who present higher levels of behavioral challenges. O'Brennan et al. (2017) goes on to state that "if staff do not feel like they can handle student misconduct, which becomes increasingly dangerous at the high school level, they may feel overwhelmed and ill-prepared for a school crisis" (p. 172).

Additionally, analyses presented researchers with a direct relationship between burnout and personalization; as teachers reported higher levels of burnout, they in turn reported higher levels of depersonalization as well. As researchers expected, these results fall in line with the definition of burnout, in which burnout may cause depersonalization (Maslach et al., 1997).

Previous research indicates that as the number of students increase, the relationship between teachers and their students become increasingly challenging as well (Van Maele & Van Houtte, 2009). Unlike previous research, this study revealed that burnout, depersonalization, and personal achievement were not related to the number of students a teacher was teaching.

Moreover, analyses revealed that pre-test and post-test scores of burnout decreased, but not a statistically significant amount. Although not significantly, it is important to note that the results did move in the direction proposed by researchers in the hypothesis. This indicates that deep breathing did impact the overall levels of teacher burnout.

Within the three subsections of the burnout inventory, significant results were found in two survey items. Burnout levels for Burnout item #6, “it stresses me too much to work in direct contact with people” was found to be statistically less between pre-and post-tests. This finding indicates that utilizing the deep-breathing intervention led to a lower level of stress for participants. Looking further, this might reveal that the deep-breathing intervention impacts the interpersonal relationships of teachers and the other people they interact with at work. The impact of intrapersonal relationships within the work context and burnout reveal similar findings (Richards, K., et al., 2016). Next, Depersonalization item #4, “I’m at the end of my patience at the end of my workday” was found to be significantly less for teachers at time of post-test compared to pre-test. This finding may indicate that utilizing deep breathing has a relationship with patience levels of teacher participants, which needs to be further analyzed within the research community, as they demonstrate a gap in literature.

Overall, the findings of this study reveal that the deep-breathing intervention did not affect reported teacher burnout levels. On the contrary, Hanley, R.D., et al. (2018) and other findings reveal the positive relationship between mindfulness activities lowering teacher burnout rates. This may indicate that this study had several limiting factors, which led to a non-significant find, which will be discussed later.

This research study delves into important factors contributing to social work practice. The education system relies heavily on the quality of teachers and their teaching abilities. Teacher burnout as mentioned earlier, is a detriment to the well being of teachers and to the quality of lessons students receive. Social work best practices include self-care, such as deep-breathing mindfulness. These practices help develop resiliency from teacher burnout levels and promote a more positive education system (Hanley, R.D., et al., 2018).

As with most research, this study poses limitations. Unfortunately, this study was completed using a short time frame, in which the intervention time was brief. This brief intervention may not have been enough time for deep breathing to have an effect on the reduction of burnout reported by the participants. Additionally, sample size was extremely small only consisting of 18 participants. Future studies may want to consider using a larger sample size in order for the study to be more representative of the population. Finally, researchers were unable to retain a higher sample size due to lack of responses during the post-test phase. Future researchers should consider setting up a follow-up meeting for researchers to physically distribute and collect post-test surveys in an effort to better retain a higher sample size.

While the hypothesis of this study did not hold up with our research, this research study was able to provide researchers with vital information about burnout. Analyses were able

to provide researchers with a direct relationship between burnout and depersonalization, and researchers were able to find that there is a higher likelihood of burnout in teachers who teach teenage students as compared to elementary aged students. Overall, results of this study moved in the direction researchers hypothesized, however, this study cannot conclude that deep breathing will significantly reduce burnout.

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Appendix A

Demographics Table

Table 1
 Characteristics of Demographic Variables
 (N=18)

Variables	n	%
<u>Age</u>		
18-25	1	5.6
26-32	3	16.7
33-39	4	22.2
40-47	4	22.2
48-55	2	11.1
56-62	3	16.7
63-69	1	5.6
<u>Gender</u>		
Male	4	22.2
Female	14	77.8
<u>Ethnicity</u>		
Asian	3	16.7
White	10	55.6
Other	5	27.8
<u>Number of Years Teaching</u>		
0-3	2	11.1
4-7	4	22.2
8-11	1	5.6
12-15	3	16.7
16-19	2	11.1
20+	6	33.3
<u>Type of School Teaching At</u>		
Private Elementary School	11	61.1
Private High Schools	7	38.9
<u>Number of Students Currently Teaching</u>		
20-29	1	5.6
30-39	2	11.1
40-49	2	11.1
60-69	1	5.6
80-89	2	11.1
100-109	1	5.6
110-119	1	5.6
120-130	5	27.8
131+	3	16.7

Appendix B

Bivariate Correlation Table

Table 2
Bivariate Correlations among the Variables, Pre-Test, and Post-Test

Variables	Age	Gender	Number of Years Teaching	Number of Students Currently Teaching	Type of School Currently Teaching At	Burnout Post-Test	Depersonalization Pre-Test	Depersonalization Post-Test
1. Age	_____							
2. Gender	.538*	_____						
3. Number of Years Teaching	.813**	.637**	_____					
4. Number of Students Currently Teaching	-.385	-.268	-.354	_____				
5. Type of School Currently Teaching At	-.715**	-.670**	-.905**	.508*	_____			
6. Burnout Post-Test	-.217	.057	-.377	.145	.378	_____		
7. Depersonalization Pre-Test	-.461	-.204	-.681**	.325	.618**	.498**	_____	
8. Depersonalization Post-Test	-.034	.161	-.242	.077	.262	.809**	.647**	_____

** Significant at the .01 level

* Significant at the .05 level

Appendix C

Paired-Samples Table

Table 3
Paired-samples t-test (N=18)

Variables	Pre-Test (n=18)		Post-Test (n=18)		<i>t</i>	<i>p</i>
	M	SD	M	SD		
Burnout	24.11	7.851	20.50	7.286	1.904	.074
Depersonalization	14.06	5.241	12.17	4.854	1.883	.077
Personal Accomplishment	51.72	3.427	49.61	8.637	1.160	.262
Burnout Item 6 "Direct Contact is stressful"	2.06	1.110	1.50	.618	2.263	.037
Depersonalization Item 4 "End of my patience at the end of my workday"	3.33	1.680	2.56	1.504	2.122	.049

Appendix D

Pre and Post- Test Surveys

Last 4-digits of phone number: _____

BURNOUT INVENTORY (PRE-TEST)

Please answer the following questions:

1. **Age:** 18-25 _____ 25-32 _____ 33-39 _____ 40-47 _____ 48-55 _____
56-62 _____ 63-69 _____ 70+ _____
2. **Gender:** Man _____ Woman _____ Other (Specify: _____)
3. **Ethnicity:**
America Indian or Alaska Native: _____
Asian: _____
Black or African American: _____
Hispanic/ Latino: _____
Native Hawaiian or Other Pacific Islander: _____
White: _____
Other (please specify): _____
4. **Number of years teaching:** 0-3 _____ 4-7 _____ 8-11 _____ 12-15 _____
16-19 _____ 20+ _____
5. **Grade level(s) currently teaching:** _____
6. **Number of students currently teaching:** _____

Section A: Burnout	Never	Few times a year	Once a month	Few times a month	Once a week	Few times a week	Everyday
SCORE	0	1	2	3	4	5	6
1. I feel emotionally drained by my work.							
2. Working with people all day long requires a great deal of effort.							
3. I feel like my work is breaking me down.							
4. I feel frustrated by my work.							
5. I feel I work too hard at my job.							
6. It stresses me too much to work in direct contact with people.							
7. I feel like I'm at the end of my rope.							

Section B: Depersonalization	Never	Few times a year	Once a month	Few times a month	Once a week	Few times a week	Everyday
SCORE	0	1	2	3	4	5	6
1. I feel I look after certain students impersonally, as if they are objects.							
2. I feel tired when I get up in the morning & must face another day at work.							
3. I have the impression that my students make me responsible for some of their problems.							
4. I am at the end of my patience at the end of my work day.							
5. I really don't care about what happens to some of my students.							
6. I have become more insensitive to people since I've been working.							
7. I am afraid that my job is making me uncaring.							

Section C: Personal Achievement	Never	Few times a year	Once a month	Few times a month	Once a week	Few times a week	Everyday
SCORE	0	1	2	3	4	5	6
1. I accomplish many worthwhile things in my job.							
2. I feel full of energy							
3. I am easily able to understand what my students feel.							
4. I look after my students' problems very effectively.							
5. In my work, I handle emotional problems very calmly.							
6. Through my work, I feel that I am a positive influence on people.							
7. I am easily able to create a relaxed atmosphere with my students.							
8. I feel refreshed when I have been close to my students at work.							

Last 4-digits of phone number: _ _ _ _

BURNOUT INVENTORY (POST-TEST)

Please answer the following questions as they pertain to the last four weeks of research):

How many times did you use deep-breathing techniques during the following week?:

Week 1: 0 time 1 time 2 times 3 times 4 times 5 times
or more

Week 2: 0 time 1 time 2 times 3 times 4 times 5 times
or more

Week 3: 0 time 1 time 2 times 3 times 4 times 5 times
or more

Week 4: 0 time 1 time 2 times 3 times 4 times 5 times
or more

Section A: Burnout	Never	Few times a year	Once a month	Few times a month	Once a week	Few times a week	Everyday
SCORE	0	1	2	3	4	5	6
1. I feel emotionally drained by my work.							
2. Working with people all day long requires a great deal of effort.							
3. I feel like my work is breaking me down.							
4. I feel frustrated by my work.							
5. I feel I work too hard at my job.							
6. It stresses me too much to work in direct contact with people.							
7. I feel like I'm at the end of my rope.							

Section B: Depersonalization	Never	Few times a year	Once a month	Few times a month	Once a week	Few times a week	Everyday
SCORE	0	1	2	3	4	5	6
1. I feel I look after certain students impersonally, as if they are objects.							
2. I feel tired when I get up in the morning & must face another day at work.							
3. I have the impression that my students make me responsible for some of their problems.							
4. I am at the end of my patience at the end of my work day.							
5. I really don't care about what happens to some of my students.							
6. I have become more insensitive to people since I've been working.							
7. I am afraid that my job is making me uncaring.							

Section C: Personal Achievement	Never	Few times a year	Once a month	Few times a month	Once a week	Few times a week	Everyday
SCORE	0	1	2	3	4	5	6
1. I accomplish many worthwhile things in my job.							
2. I feel full of energy							
3. I am easily able to understand what my students feel.							
4. I look after my students' problems very effectively.							
5. In my work, I handle emotional problems very calmly.							
6. Through my work, I feel that I am a positive influence on people.							
7. I am easily able to create a relaxed atmosphere with my students.							
8. I feel refreshed when I have been close to my students at work.							

Appendix E

Addendum

ADDENDUM – Mindful Deep-Breathing and Teacher Burnout

Mindful Deep-Breathing and Teacher Burnout is a joint graduate project between **Tiffany Rabbani** and **Arlene Haghverdian**. This document will explain the division of responsibilities between the two parties. Any additional information can be included in a separate document attached to this Addendum page.

Tiffany Rabbani is responsible for all the following tasks/document sections:

- Contacting principal from charter high school to schedule visit at school.
- Provide training and pre-test at charter high school.
- Schedule with principal and pick up post-tests from charter high school and private high school.

Arlene Haghverdian is responsible for all the following tasks/document sections:

- Contacting principals from private elementary and high school to schedule visits at school.
- Delivering post-tests to private elementary school and charter high school.
- Schedule with principal and pick up post-tests from private elementary school.

Both parties shared responsibilities for the following tasks/document sections:

- Creating deep-breathing presentation for school teachers and providing training.
- Receiving tutoring at SPSS tutoring center for data entry and analysis.
- Writing all research document sections.

Tiffany Rabbani Date

Arlene Haghverdian Date

Student ID

Student ID

Dr. James Decker Date
Committee Member

Dr. Eli Bartle Date
Graduate Coordinator

Dr. Wendy Ashley Date
Committee Member

Dr. Eli Bartle Date
Department Chair

Dr. Hyun-Sun Park Date
Committee Chair