

Exploring the Relationship Between Teachers Recognition of School Refusal and Teachers Burnout

**Exploring the Relationship Between Teachers Recognition of School Refusal and Teachers Burnout:**

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## Submission of Thesis and Dissertation

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Dorothy Lawlor

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### **Abstract**

Currently in Ireland between DEIS and Non-DEIS schools 16% of children are lost to early school leaving. It is accepted that most of the 16% of early school leavers would have expressed school refusal behaviour at some point before leaving education. The current retention rate for children attending school is 84.4% according to current figures from the department of education in Ireland. This study explored the relationship between teachers' recognition of school refusal behaviour in their classroom and teachers' level of burnout. The overall aim of the current study was to establish, (a) whether a relationship exists between school refusal recognition and teacher burnout, (b) if there is a difference between teachers' recognition rate of school refusal between DEIS and Non-DEIS schools and, (c) does a teachers' level of burnout depend on their gender, age, teaching in a DEIS or Non-DEIS school and their total years in teaching. A quantitative approach using a correlation, T-Test and multiple regression were used to analyse all data. It was found that the relationship between a teachers' recognition of school refusal behaviour in their classroom and a teachers' level of burnout was not statistically significant. There was no significant difference found in teachers' recognition of school refusal from teachers teaching in DEIS or Non-DEIS school. Burnout was found to be significant for male teachers teaching within a DEIS school. Teachers recognition of school refusal behaviour in their classroom setting was found to be moderate to high at 59.05%. The implications of this study is that it is now known that school refusal behaviour is recognized in the classroom setting and that male teachers experience burnout working within a DEIS school.

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Exploring the Relationship Between Teachers Recognition of School Refusal and Teachers Burnout

## **Exploring the Relationship Between Teachers Recognition of School Refusal and Burnout:**

### **A Study of Teachers Recognition of School Refusal Behaviour in the Classroom and the Teachers Level of Burnout**

Burnout is a psychological syndrome and it tends to be chronic. It develops slowly, is persistent and long lasting in the effects it has on the individual (Smetackova et al., 2019). For teachers who are experiencing burnout they will feel physical and emotional exhaustion. They will lack motivation and become more detached from their work (Gluschkoff et al., 2016). Teachers are known for their consistent work ethic, their need to attain, to learn and improve during their career span. Research has shown that there is no significant difference in burnout as experienced between genders (Purvanova and Muras, 2010). Teaching in Ireland is a public service job. The nature of the job is to impart knowledge, to follow a diverse curriculum and deliver sound learning to all students. Teachers during the school day take on the job of the parent, they are there in place of the parent. Children are most precious and our teachers are tasked with one of the most important jobs in our living civilization.

For children, their home and their school environment are connected, this is known as their microsystem. According to Bronfenbrenner (1994), as cited in Santrock (2017) the systems and microsystems where children interact daily with, which are their support networks are vital to their positive growth and development throughout life. As children grow and develop they learn to communicate and interact differently within their microsystems (Ogg, et al., 2021). This dynamic can be negatively seen in school refusal behaviour which refers to children who display feelings of anxiety and loneliness within their school environment. This then reflects as absenteeism even though the child has the physical capacity to attend school (Kearney, 2004). Many theories of school refusal have been studied across the psychoanalytic, psychodynamic and learning theory models. Each model building a wider and more nuanced understanding of school refusal behaviour.

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These school refusal behaviours are caused by school phobia and separation anxiety. Separation anxiety is where the child feels intense distress either anticipating separation or from the actual separation from their caregiver (Kearney, 2005). School phobia is a fear of the school environment and every area of that environment can be instrumental in influencing the child towards developing school phobia (Atkinson and Quarrington, 1985). For a child to be protected from early school leaving, it is imperative that teachers working with school refusing children recognise school refusal behaviours in their classroom. Only then can protective interventions be offered to the child and their family. The parent teacher relationship is vital to the success of the school refusing child who is at risk of early school leaving (Ogg et al., 2021).

### **Teachers burnout and school refusal behaviour recognition**

Teaching is known to be a stressful occupation. Teachers experiencing work stress, lowered job satisfaction and subsequently exhaustion may develop burnout syndrome. Teachers suffering burnout syndrome will find their quality of life is negatively affected. The teachers' well-being will be negatively affected and their professional relationships with their students will be at risk (Smetackova et al., 2019). According to, Huygherbaert et al. (2018) Teacher burnout is where the individual feels physical and emotional exhaustion. Where a teacher is suffering burnout, there is a direct link to poorer personal and work functioning. This will leave a teacher susceptible to not recognising school refusal behaviour. If a teachers' functioning at work is impaired, then their performance is impaired (Huygherbaert et al., 2018).

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Teaching is a demanding job, teachers are people who need to have full emotional attention on their class and be physically active within the classroom setting (Mohsin and Ayub, 2014). The job of a teacher has also taken on a more administrative role where paperwork and lesson plans take a significant amount of their time (McCarthy et al., 2013). Teachers are also expected to supervise lunch times, break times and parent teacher meetings are scheduled in the evenings, outside of class time. In a study by Huyghebaert et al. (2018) it was found that because teachers overcommit, this overcommitment will cause emotional exhaustion and lower overall performance and job satisfaction. It can be interpreted that as teachers' give all of their resources, they also push the boundaries of their physical and emotional selves and, they keep going until all of their resources are exhausted.

Teaching is a profession that is thought of as a vocation, meaning teachers are dedicated and they regard their job as worthy of their full commitment (Reinkle et al., 2011). For teacher burnout to be alleviated teachers need a higher level of motivation, this can only happen where there is individual job satisfaction. A study by Klassen et al. (2010) found that it is important for teachers to work on generic areas collectively. For example, attendance for the students in their collective school. This type of work will support individual job satisfaction for the teacher. The fundamental base needed to protect the school refusing child is for the teacher to recognise school refusal behaviour in their classroom. Only then can supports and interventions be given to the child and their family.



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### **General School Absenteeism**

When school refusal is being discussed it is important to define school absenteeism as a normal behaviour that occurs with all students. This is where a child successfully attends school within the national guidelines. In Ireland under section 22 of the Education Welfare Act, 2000, any student between the ages of 6 to 16, where the child has not completed 3 full academic years in a post primary setting, must not exceed absenteeism from school of more than twenty days. Where this is exceeded the school must report the absenteeism to TUSLA by filling out a school absence report for the child. TUSLA is the name for the Irish Child and Family Agency who is responsible for all children within the Irish state. It is imperative that all schools employ a definite attendance policy according to section 22 of the Education Welfare Act, 2000, so that all attendance from a child being late to missing a half day or full day, is officially recorded by the school.

### **Problematic School Absenteeism**

According to Kearney and Graczyk (2020), problematic absenteeism is where a child has missed more than 25% of school within two weeks, or where a child has haphazard attendance and finds attending school a difficulty for at least two weeks. Kearney and Graczyk (2020) stated that there are other signs of note where a child finds difficulty attending school. They are, where there is school absenteeism for 10 days during any 15-week timeframe, or to have absenteeism in the range of 3 to 20 days which is not authorised by parents and, where the child will skip school without their parents' knowledge. Other things to note is where a child is constantly late for class, or if the child is feeling ill and needing to go home during the school day or taking half days and full days off school with no definite need.

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### **Causes of school refusal behaviour**

There are many different causes of school refusal behaviour and the question of what motivates a child to avoid school has been looked at in significant detail in research (Kearney, 2003). There can be many reasons or causes of school refusal. Some are due to family circumstances, for example homelessness, mental health of parents or caregivers, parents separating, grief or other family difficulties. These are known as reasons that are not motivated by the child (Kearney, 2003). Where there are child motivated reasons, these can include the following the child avoiding bullying abuse, school phobia and separation anxiety. The main issue with school refusal behaviour is, if left unchecked and allowed to continue over a period of time it will result in the child eventually school refusing. Which is where the child will not attend school under any circumstances and unfortunately this can lead to the child leaving school early.

It is important that teachers and school management teams learn an awareness of school refusal behaviour. So that interventions are put in place in the school setting in time, so that school refusal and early school leaving is avoided. Kearney and Graczyk (2020) defined two types of school refusal behaviour, acute and chronic. Acute school refusal behaviour is noted after a period of two weeks of missing school. Chronic school refusal behaviour is seen as haphazard attendance which can continue for the full academic year.

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Education experts have sought to describe and categorise school refusal behaviour. For instance, Kearney et al. (2004) found that there were four conditions in their functional model. They found when children began to use school refusal behaviour, there was one or more of the following conditions present and then a diagnosis of school refusal could be made: (i) avoidance of school based stimuli that provokes anxiety or depression for the child, (ii) the child's need to escape the school based situation, this can be a social situation or a situation where they feel they are being evaluated, (iii) where the child is pursuing attention from a parent or caregiver, (iv) the child pursues a significant reinforcer which is found outside of the school environment (Kearney et al., 2004).

Through research Kearney et al. (2004) developed child self-report measures along with parent self-report measures and teacher reports in order to develop a functioning profile of the child. The results showed there are four steps in this process. The first is to examine the School Refusal Assessment Scale (SRAS) which is completed by the child. The second step is to look closely at any other descriptive evidence such as school reports to ascertain a functional hypothesis for the child. The third step according to (Kearney et al., 2004) is to analyse all behavioural observations from the school and parents to assist with the functional hypothesis and finally to seek any further information and examine this information from the school to complete the functional hypothesis. By doing this (Kearney et al., 2004) maintains that a clinician can then assess the responses from parents and the school to identify patterns from all sources. The clinician would then be in a position to write a professional report for the parents and school with a treatment package explained. Kearney et al. (2004) did develop a teacher questionnaire which was never published. However, the teachers' questionnaire is reflective of the parent's questionnaire (Kearney, 2022).

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### **Children learning self-efficacy**

Children learn self-efficacy from their formative years at home with parents. As such it is important to look at the role of parental self-efficacy when learning about school refusal (Carless et al., 2015). The areas of parental psychopathology and parenting styles can be implicated in the child who is presenting with school refusal behaviour. Attachment theory concerns relationships and the bonds of those relationships. There are four types of attachment styles, secure, anxious-ambivalent, avoidant and disorganised developed by Ainsworth (1970) as cited in Santrock (2017). Where there is a secure attachment it is known that the child will flourish and develop securely. However, the other three attachment types will cause challenges for the child during their life span.

According to Carless et al. (2015) relationships between psychopathology within the family structure, parental self-efficacy and dysfunction within the family, had an effect on the child developing school refusal. Following on from this research in parental self-efficacy Honma, and Uchiyama (2016) examined the relationship between role-taking ability of the child meaning how much of an active agent the child is in their learning, verses liking school or developing school refusal. The study finding suggests that children's enjoyment of school was increased and their school refusal behaviour was decreased as their role-taking ability improved. It was also found that by improving a child's role-taking ability this underpinned their emotional adjustment to the school environment.

Another research piece by Aruga et al. (2012) studied factors that are involved in the feelings related to school refusal behaviour among high school students in Japan. The aim of this study was to begin to develop a support structure for school refusing children. It was seen that anthropophobia, a fear of people was linked strongly to the children's feelings of school refusal. It was discovered that future research in this area needed to focus more on how children are taught social skills. Also, how to support children in

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developing secure self-efficacy in order to prevent school populations from developing school refusal behaviour.

Honjo et al. (2003) researched feelings of school refusal, depression in children and their character tendencies. They found that on a deeper level two internal factors of the school refusal scale were absolutely related and they were one, feelings of interpersonal maladaptation and two, core depression. This research piece unveils a more significant clinical element to the development of school refusal behaviour and concludes that school refusal remains a considerable difficulty which is escalating.

### **DEIS and Non-DEIS Schools**

For children in Ireland attending a DEIS school (Delivering Equality of Opportunity in Schools) where supports are naturally in place, it is reported by teachers that they still have a higher chance of being the victim of school refusal behaviour, or early school leaving because of their disadvantage. However, there is currently no documented differences in children displaying school refusal behaviour between DEIS and Non-DEIS schools in Ireland. DEIS schools have extra supports that Non-DEIS schools do not have. An example of some of these supports are; a Home School Liaison teacher, a School Completion Programme with many supports for all students of the school. There are specific grants made available to DEIS schools for the benefit of all students attending a DEIS school. It is thought that the child attending a Non-DEIS school is at an advantage because these children are seen as not disadvantaged in any way by the state. However, there are no natural supports available within the Non-DEIS school to protect them from school refusal. There is no current research on teacher burnout with the DEIS and Non-DEIS school setting, or the effects of teachers' burnout on the teachers' ability to recognise school refusal within their classroom.

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### **The teachers' role and burnout**

In order for teachers to consistently work to the high vocational standards set for them by their countries departments of education, they need to look after their physical health, psychological health and support their work satisfaction through upskilling and seeking work variety. Ashley et al. (2013) studied this area and found that one intervention of written emotional disclosure for teachers produced a significant increase in health benefits for the teacher. Gluschkoff et al. (2016) studied occupational stress and burnout in teachers. The researchers found that burnout including the factors of exhaustion, reduced professional performance and a cynical attitude gave way to a poorer burnout recovery in teachers. The researchers concluded that work life balance for the teacher is paramount to reducing teacher burnout rates.

It is accepted that occupational stress leading to burnout will reduce a teachers' quality of life and their physical and mental well-being (Desouky and Allam, 2017). When a teacher is experiencing burnout, they are not in a position to be fully present within the classroom. Some have suggested that a teacher will operate through their day on automatic pilot only delivering their lesson. A teacher in this state will not have the normal observational skills available to them to pick up on any real interactions happening with children in their classroom (Gluschkoff et al., 2016). There is a need to study risk factors of burnout in the classroom for the teacher and the consequential effects of this on the classroom environment (Desouky and Allam, 2017). For the school refusing child, only their teacher within the school environment can pick up on their difficulties. If the teacher is suffering burnout, then the teacher is incapacitated and this is a risk to the school refusing child who needs their teacher to recognise their school refusal behaviour in the first instance.

## Exploring the Relationship Between Teachers Recognition of School Refusal and Teachers Burnout

### **The present study**

#### **Aims and Objectives**

The aims of this research study is to determine, (i) the nature of the relationship between teachers recognition of school refusal behaviour in the classroom and a teachers level of burnout, (ii) to examine the average level of teachers recognition of school refusal behaviour in their classroom, within a DEIS and Non-DEIS school setting, (iii) to establish if a teachers level of burnout can be explained by the variables of gender, age, teaching in a DEIS or Non-DEIS school, and their total amount of years teaching experience.

#### **Rationale for the Study**

Attending school is being in education and this means learning and studying for the purpose of obtaining knowledge, learning a variety of subjects which the student can then apply to every-day living. Education and school attendance underpin more than just learning from books in a classroom setting. Education will also be obtained through practical experiences within the school environment in general. Therefore, school attendance is imperative for the child to attain many necessary tools for life. The learning within the school environment also supports the child throughout their life time, resulting in a worthwhile career. Teaching is a vocation and the passion a teacher has for the delivery of their subject can cause occupational burnout. Occupational burnout is a syndrome comprising of emotional exhaustion, this creates depersonalization and will lead to lowered feelings of personal achievement (Platsidou and Agaliotis, 2008). Only the teacher in the classroom with the student can recognize school refusal behaviour. If this behaviour is not identified by the teacher who may be suffering burnout, then the child cannot be supported through their school refusing behaviour and, the result of this could be early school leaving for the affected child.

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*Research question:* The main research question will determine the relationship between a teachers' recognition of school refusal behaviour in their classroom and teachers' level of burnout. By exploring the relationship between school refusal recognition and burnout in teachers, it will be determined how much school refusal behaviour is recognised by teachers and if this correlated to the teachers' level of burnout.

This current study will assess if a teachers' level of burnout from their working environment in a DEIS school is heightened, lowered or the same as a teachers' whose working environment is in a Non-DEIS school setting. This study will also investigate if younger teachers suffer burnout at the same level, more or less than older teachers. Burnout between genders will also be examined to see if there are any significant differences or similarities. Burnout will be further assessed to see if teachers' who have more teaching experience suffer burnout more or less than those who have less teaching experience.

*Hypothesis 1:* A lower level of recognition of school refusal behaviour by teachers' in their classroom is related to a higher level of teacher burnout. Essentially, the more burnout a teacher is experiencing the lower the level of their ability to recognise school refusal behaviour in their classroom.

*Hypothesis 2:* Teachers teaching in a DEIS school have a higher recognition of school refusal behaviours in their classrooms than teachers who teach in a Non-DEIS school.

*Hypothesis 3:* Teachers level of burnout is directly related to their gender, age, whether they are teaching in a DEIS or Non-DEIS school and the teachers' total years of experience in teaching.



## Exploring the Relationship Between Teachers Recognition of School Refusal and Teachers Burnout

### **Methodology**

A quantitative cross-sectional study was carried out to explore the relationship between teachers' recognition of school refusal behaviour in their classroom and a teacher's level of burnout.

### **Participants**

81 (n = 81) participants were recruited using convenience sampling which was purposive and snowballing. Initially the researcher invited 20 (n = 20) teaching colleagues to take part in the research study. Those initial participants then forwarded to their teaching colleagues the information email from the researcher inviting participants to take part in the study. A full description of the study was included in the email, along with all information the participant needed for full and informed consent. The study's questionnaire was attached to the email. This resulted in a further 61 (n = 61) participants taking part in the study. To participate in this study participants had to be currently teaching in a main stream setting of a primary or a secondary school in Ireland.

The final sample consisted of 81 (n = 81), between the ages of 24 – 61 years of age. The average age in years was 39.85 (SD = 10.90). Of the 81 (n = 81) participants 13.6% (n = 11) were primary school teachers and 86.4% (n = 70) were secondary school teachers; there were 29 (n = 29) male participants and 52 (n = 52) female participants. 77 (n = 77) participants completed all questions on the questionnaire in full. There were missing values reported for 4 (n = 4) participants where some questions were unanswered.

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### **Design**

A quantitative cross-sectional study was carried out. SPSS was used to run descriptive and inferential statistics. Descriptive statistics were used to explore the distribution of the population, frequencies in gender, highest level of education, being a primary or secondary school teacher and teaching in a DEIS or Non-DEIS school. Descriptive statistics were prepared examining the relationships between age, total years in teaching, years in current school, school refusal total score and burnout total score.

Inferential statistics were used to further examine the relationship between school refusal total score, burnout total score and independent variables or predictor variables were gender, age, years teaching, years teaching in current school, subjects taught, teachers' highest level of educational achievement, teaching in a primary or secondary school, teaching in a DEIS or Non-DEIS school.

To investigate hypothesis 1: a pearson product-moment correlation coefficient was used. The dependent variable is teachers' recognition of school refusal behaviour and the independent variable is teachers' level of burnout. To investigate hypothesis 2: an independent T-Test was conducted to compare means scores. The dependent variable is teachers' recognition of school refusal behaviour and the independent variable is teachers teaching in a DEIS or Non-DEIS school. To investigate hypothesis 3: a multiple regression analysis was performed. The dependent variable is teachers' burnout score and the independent variables or predictor variables are gender, teaching in a DEIS or Non-DEIS school, total years in teaching and total school refusal score. A pilot study of two individuals was carried out, both participants confirmed the face validity of the questionnaire on completion.

## Exploring the Relationship Between Teachers Recognition of School Refusal and Teachers Burnout

### Materials

An information email was generated comprising of all information that each participant needed to give their full and informed consent. The questionnaire was formulated on the online MS Teams Forum from the National College of Ireland student access website for this research study. The parental school refusal assessment scale (Kearney & Silverman, 1993) and the Oldenburg Burnout Inventory (Demerouti, 1999) were used. The School Refusal Assessment Scale (SRAS) was developed to assess levels of school refusal from the parent and child perspectives. This study used the parental SRAS only. The SRAS questionnaire is made up of four factors; avoidance of stimuli that will evoke a negative affectivity (Factor 1), Escape from social aversion or social evaluation (Factor 11), pursuing attention from significant others (Factor 111) and Pursuing tangible reinforcement from parents or caregivers outside of school (Factor 1V).

The scale is made up of 16 questions in sets of four with each set relating to the four factors of school refusal as set out by Kearney and Silverman (1993). The questionnaire is scored using a 7-point Likert Scale ranging from never (1) to always (7), the scale has 16 questions. This scale is included in the appendix section of this study. The validity and reliability of this study has been assessed widely González et al. (2016) analyzed the factorial invariance and the latent means differences using the Spanish version of the School Refusal Assessment Scale. It was determined that it was the best-fit model which had a tetra-factorial structure and remained invariant through age and gender. González et al. (2018) also analyzed the scales factorial invariance and latent means difference, results showed that the SRAS is the best fit model and remains invariant covering gender and age. Kearney (2006) undertook a confirmatory factor analysis of the SRAS for parents and the results supported both reliability and validity of the measure. Categorical validity of the school refusal assessment scale for parents in a multiethnic sample was confirmed by Higa et al. (2002) who tested the construct validity of the SRAS measure for

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parents. The School Refusal Assessment Scale used in this questionnaire is included in the appendices of this study.

The Oldenburg Burnout Inventory (OLBI) was used to assess levels of burnout for teachers in this study. The OLBI has two elements to the scale, they are exhaustion and disengagement from work, the scale has 16 questions. Eight items in the scale measure exhaustion and eight items measure disengagement from work. Both elements are examined by using four positively worded items in the scale and four negatively worded items. The OLBI uses a four-point Likert Scale, ranging from Strongly Agree (1) to Strongly Disagree (4). The OLBI scale is included in the appendices of this study. The scale has been analyzed for reliability and validity in many studies. Halbesleben and Demerouti (2007) tested for both validity and reliability of this measure as it was translated into the English language. A factor analysis confirmed that the OLBI had acceptable reliability test and re-test reliability and distinguished validity. Sinval et al. (2019) assessed the cross-cultural adaption of the Oldenburg Burnout Inventory the results confirmed that the OBLI is a good-fit and holds good internal consistency. The Oldenburg Burnout Inventory used in this questionnaire is included in the appendices of this study.

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### Procedure

As the parents' items from the School Refusal Assessment Scale were being used for teachers instead of parents, direct contact was made with one leading researcher in this area Dr. Christopher Kearney who had published the SRAS for parents and, had developed the SRAS for teachers but the SRAS for teachers was unpublished. Dr. Kearney was asked about the difference between both the parents and the teachers SRAS. He confirmed that there was only one notable difference. In the SRAS for parents the child was referred to as 'your child' and in the SRAS for teachers the child was referred to as 'this child'. Dr. Kearney was able to confirm that the published SRAS for parents could be used for teachers also. He has undertaken extensive research in the area of school refusal during his research career from the 1980's to present day. Confirmation of the similarity between both SRAS questionnaires was very welcomed by this researcher. A small pilot study was carried out initially with a sample size of two people to check for face validity of the questionnaire as a whole. Participants in this pilot study completed the full questionnaire of the SRAS, the Oldenburg Burnout Inventory and demographic questions. Participants then anonymously submitted their completed questionnaire to the researcher, both participants confirmed face validity of the questionnaire being used in the pilot study for this research.

Consent was given by the participant answering yes to the first question on the Microsoft Form questionnaire. The participant could only continue with the questionnaire if they gave their full consent by answering yes, which was mandatory in order to continue with the questionnaire. If a prospective participant did not give their consent they could not go on to complete and submit the questionnaire. All returning Microsoft Forms were unidentifiable to any participant.

All initial participants received an introduction email which can be found in the appendices of this study, explaining in detail the research being conducted. The email included an information sheet and a consent form with a link to the questionnaire to be completed by the participant. The participant was asked

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in the information email to read the email in full to gain a complete understanding of what the research was about. The questionnaire was attached to the email, it was explained to participants that there would be an informed consent question at the start of the questionnaire and a questionnaire will only be used in this research if a participant gives full consent. Participants were informed that they would receive a debriefing sheet on completion of the questionnaire by emailing the researcher directly. Participants were informed that once the questionnaire was submitted the information the participant had submitted cannot be identified and immediately becomes part of the research study. The researchers email address was given to the participant within the information email at the start of the recruitment process so that if a participant had any questions they could contact the researcher directly. All participants were informed that it would take approximately 10 minutes to complete the questionnaire and submit. The questionnaire was generated using MS Forms. A questionnaire of 41 questions were used, including both the parent SRAS and the OLBI along with 8 demographic questions and one question confirming consent.

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### Results

#### Descriptive Statistics

Descriptive statistics for the continuous variables are presented in Table 2. Age in years ranged from 24-61 ( $M=39.85$ ). Total years in teaching ranged from 1-39 ( $M = 14.31$ ). Participants reported years teaching in their current school ranging between 1-31( $M = 8.51$ ). Participants recognition of school refusal ranged from 35-86 ( $M = 59.05$ ), this showed a moderate level of recognition of school refusal. The burnout scores from participants ranged from 29-44 ( $M = 36.18$ ). Frequencies for gender, teachers' highest level of education achieved, teachers of primary or secondary school and teachers teaching in a DEIS or Non-DEIS school are also displayed in Table 1.

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**Table 1**

*Descriptive statistics for Gender; Highest Level of Education Achieved; Primary or Secondary School Teacher; Teaching in a DEIS or Non-DEIS School (n = 81)*

Variable	Frequency	Valid %
<b>Gender</b>		
Man	29	35.8%
Woman	52	64.2%
<b>Highest Level of Education</b>		
Undergraduate	14	17.3%
Post Graduate	63	77.8%
Doctorate	4	4.9%
<b>Primary or Secondary School Teacher</b>		
Primary	11	13.6%
Secondary	70	86.4%
<b>Teaching in a DEIS or Non-DEIS School</b>		
DEIS	43	53.8%
Non-DEIS	37	46.3%



## Exploring the Relationship Between Teachers Recognition of School Refusal and Teachers Burnout

**Table 2**

*Descriptive statistics for Teachers Perception of School Refusal and Burnout; Age in Years; Total Years Teaching; Years Teaching in Current School; SRAS Total Scores; Burnout Total Scores (n = 81)*

Variable	<i>M</i> [95% CI]	<i>SD</i>	Range
<b>Age in Years</b>	39.85 (36.42 – 41.28)	10.90	24 - 61
<b>Total Years Teaching</b>	14.31 (12.6 – 16.47)	9.68	1 – 39
<b>Years in Current School</b>	8.51 (6.86 – 10.15)	7.35	1 - 31
<b>SRAS Total Score</b>	59.05 (56.67 – 61.43)	10.56	35 – 86
<b>Burnout Total Score</b>	36.18 (35.44 – 36.93)	3.26	29 - 44

**Inferential Statistics****Hypotheses 1**

A Pearson product-moment correlation coefficient was conducted to determine if teachers' recognition level of school refusal behaviour in the classroom was related to a teachers' level of burnout. There was no significant correlation between the two variables ( $r = -.15$ ,  $n = 81$ ,  $p = .210$ ). However, burnout is correlated to being male and working in a DEIS school (see Table 3 for details).

## Exploring the Relationship Between Teachers Recognition of School Refusal and Teachers Burnout

**Table 3***Correlations between all continuous variables.*

Variables	1	2	3	4	5	6	7
1. Gender	1						
2. SRAS Total Score	-.04	1					
3. Burnout Total Score	.28**	-.15	1				
4. Age in Years	-.11	.02	.05	1			
5. Total Years Teaching	-.19	.07	.19	.78***	1		
6. Years in Current School	-.17	.11	.10	.46***	.67***	1	
7. DEIS or Non-DEIS	.05	-.13	-.30***	-.10	-.16	-.10	1

Note. Statistical significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

**Hypothesis 2**

An independent T Test was conducted to compare the mean score between teachers' recognition of school refusal between teachers who teach in a DEIS and Non-DEIS school. No significant difference was found ( $t(75) = 1.09, p = .005$ ) so the HO is accepted, with teachers in a DEIS school ( $M = 60.36, SD = 8.04$ ) and teachers in a Non-DEIS school ( $M = 57.71, SD = 12.98$ ). The magnitude of the differences in the means (mean difference = -2.65, 95% CL: -2.17 – 7.46) was small (cohens'd = .25).

## Exploring the Relationship Between Teachers Recognition of School Refusal and Teachers Burnout

### Hypothesis 3

A multiple regression analysis was performed to determine how well teachers' level of burnout could be explained by four variables including gender, teaching in a DEIS or Non-DEIS school and total years in teaching and total school refusal.

Preliminary analyses were conducted to ensure no violation of the assumptions of normality, linearity, and homoscedasticity. The correlations between the predictor variables and the criterion variable included in the study were examined (see Table 3 for full details). Two of the predictor variables were significantly correlated with the criterion variable, and these ranged from  $r = -.28^{**}$  (gender) to  $r = -.30^{**}$  (teaching in a DEIS school). The correlations between the predictor variables were also assessed with  $r$  values ranging from  $-.19$  to  $.30$ . These results indicate that there were no violations of the assumption of multicollinearity and that the data was suitable for examination through multiple linear regression analysis.

Since no a priori hypotheses had been made to determine the order of entry of the predictor variables, a direct method was used for the analysis. The model as whole explained 2.2% of variance in burnout scores ( $F(4, 74) = 4.59, p = .002$ ). The strongest predictors in the model of burnout were teaching in a DEIS school ( $\beta = -.30, p = .009$ ) and being male ( $\beta = -.28, p = .020$ ).

## Exploring the Relationship Between Teachers Recognition of School Refusal and Teachers Burnout

**Table 4**

Multiple regression model predicting a teachers' level of burnout

	R <sup>2</sup>	Adj R <sup>2</sup>	B	B	SE	CI 95% (B)
<b>Model</b>	.20**	.16**				
Gender			-.25**	-1.7	.73	-3.20 / -.27
DEIS or Non-DEIS			-.29**	-1.9	.70	-3.31 / -.49
School Refusal Total Score			-.20	-.06	.03	-.12 / .00
Total Years Teaching			.10	.03	.03	-.03 / .10

Note. R<sup>2</sup> = R-squared; Adj R<sup>2</sup> = Adjusted R-squared;  $\beta$  = standardized beta value; B = unstandardized beta value; SE = Standard errors of B; CI 95% (B) = 95% confidence interval for B; N = 398; Statistical significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

## Exploring the Relationship Between Teachers Recognition of School Refusal and Teachers Burnout

### Discussion

The first aim of the current study was to investigate the relationship between teachers' level of recognition of school refusal behaviour in their classroom and teachers' level of burnout. The second aim of the study was to determine if teachers' level of recognition of school refusal was higher or lower for teachers' who worked in a DEIS or Non-DEIS school setting. The third aim of this present study also investigated if younger teachers suffer burnout at the same level, more or less than older teachers. Burnout between genders was also examined to see if there are any significant differences or similarities. Burnout was investigated to see if teachers' who have longer teaching experience suffer burnout more or less than those who have less teaching experience. There is a data gap in the knowledge that exists for teachers' level of recognition of school refusal behaviour as it occurs in their classroom and how a teachers' level of burnout may influence this recognition. The data gap also exists for teachers who teach in DEIS and Non-DEIS schools in Ireland. There have been no studies undertaken on teachers' burnout from an Irish teachers' perspective. This study aimed to address the data gap by recruiting from the Irish teaching population across both DEIS and Non-DEIS schools. The knowledge to be gained from accessing a population who have experience of teaching within both school types could provide significant information on levels of teachers' recognition of school refusal and teacher burnout.

Current knowledge of school refusal behaviour is seen as a worldwide problem, seen particularly in lower socio-economic groups. Research has determined that 17.8% of our school going population worldwide is currently not attending school (Kearney and Graczyk, 2020). Problematic school attendance, chronic school non-attendance and early school leaver rates are increasing. School refusal is life curtailing and is a growing condition where our young people can become lost within the educational system (Kearney and Graczyk, 2020). A key challenge in alleviating the level of school refusal and early school

## Exploring the Relationship Between Teachers Recognition of School Refusal and Teachers Burnout

leaving is finding at what particular point is school refusal and absenteeism considered a problem for the child (Kearney, 2022). However, connections between these studies have not been analysed from an Irish perspective. Research has investigated teachers' who have high levels of burnout and found that they have lower levels of self-efficacy and poorer coping skills (Smetackova et al., 2019). Because increased burnout levels are detrimental to teachers' personal well-being, the quality of their teaching practice professionally and the teacher student relationship (Smetackova et al., 2019). This current study was important in determining if a teachers' level of burnout is related to the ability to recognise school refusal behaviour in their classroom. It is important to look at the area of burnout in teaching to support teachers who are doing a difficult public service job. Teachers need support in developing a balance between their work effort and their job reward because this can improve their stress recovery and support reducing their level of burnout (Gluschkoff et al., 2016).

This study endeavoured to explore the relationship between teachers' recognition of school refusal behaviour and teachers' level of burnout. Through this research, three hypotheses were designed to address the objectives for this study.

Hypothesis 1 explored the relationship between a teachers' recognition level of school refusal behaviour in their classroom and a teachers' level of burnout. There was no significant correlation between the two variables. However, it was seen that teachers' recognition level of school refusal behaviour in their classrooms was averaged at  $M = 59.05\%$ . This mean score determines that teachers have a moderate to high recognition of school refusal behaviour within their classroom setting. It was also found that burnout is correlated to being male and working in a DEIS school. This is an important finding in this study as 35.8% of the sample were male and 53.8% of the teachers in the sample worked in a DEIS school. Looking at gender differences in research it has been shown that there is very little difference between genders for

## Exploring the Relationship Between Teachers Recognition of School Refusal and Teachers Burnout

burnout (Purvanova and Muros, 2010). As a result, for this study to find that being male was significant for experiencing more burnout than females in the DEIS school setting is an important finding.

Hypothesis 2 explored the relationship between teachers' recognition of school refusal behaviour between teachers teaching in a DEIS school and a Non-DEIS school. No significant difference was found. Teachers teaching in a DEIS or a Non-DEIS school all had the same recognition level of school refusal behaviour in their classrooms. There is no other research available to compare this finding to.

Hypothesis 3 explored the relationships between teachers' level of burnout with respect to their gender, age, whether they were teaching in a DEIS or Non-DEIS school and the teachers' total years of experience in teaching. The model as whole explained 2.2% of variance in burnout scores; the strongest predictors in the model of burnout were teaching in a DEIS school and being male. This was also confirmed from hypothesis one correlation test. As there is a data gap in literature around this subject these current research findings are important.

A strength of the current study is that it is now known that teachers do have a moderate to high recognition level of school refusal behaviour in their classrooms. Prior to this research study the level of recognition teachers had for school refusal behaviour was unknown. As there is no relationship between teachers' burnout and teachers' level of school refusal, further research can now focus on other implications for a teachers' recognition of school refusal. The findings on male teachers experiencing more burnout were not consistent with current literature on burnout between genders. Purvanova and Muras (2010) found in their meta-analysis study there was no significant differences found between genders experiencing burnout. As there is no current research on the DEIS school environment and the impact of that on teachers no other conclusions can be drawn from the data.

## Exploring the Relationship Between Teachers Recognition of School Refusal and Teachers Burnout

### Limitations

One possible limitation of this current study was that the parents school refusal assessment scale questionnaire was used for teachers, asking current post primary teachers about the subjects they teach and teachers level of education. The school refusal assessment scale for teachers was never published by Christopher Kearney. Only the parent and the child school refusal assessment questionnaires were published. However, this researcher did ask Mr. Kearney if he would recommend using the parents SRAS for teachers. Mr. Kearney did confirm that yes it would be appropriate as the only difference between the parents and the teachers' scales was how the child was referred to. In the parent's SRAS the child is referred to as 'your child' and in the teachers' SRAS the child is referred to as 'this child'. Mr. Kearney recommended that this researcher make that change and use the parents SRAS for this study.

Post primary teachers were asked about the subjects they teach. It was assumed that a post primary teacher would have two major subjects and teach those. However, as principals can now deem a teacher fit to teach any necessary subject within their school, within reason, it was found that the responses were so wide and varied that the data would not provide any relevance to this study.

Teachers were also asked about their level of education. However, currently in Ireland all teachers must be registered with the teaching counsel of Ireland. This means that all teachers have to have a common level of education. Gathering this information for this study was not necessary as there is no significant difference in the levels of education that teachers hold.



## Exploring the Relationship Between Teachers Recognition of School Refusal and Teachers Burnout

### **Conclusion**

To reiterate there was no significant relationship found between teachers' recognition of school refusal and teachers' level of burnout. Also, there was no significant relationship found between teachers' recognition of school refusal between teaching in a DEIS or Non-DEIS school. Additionally, there was no significant relationship found with teachers' level of burnout between their age and teachers' total years of teaching experience. There was a statistically significant relationship with teachers' level of burnout and being male and teaching in a DEIS school. It is a relevant and important finding that teachers' recognition level of school refusal was found to be 59.05% which is a moderate to high recognition rate for teachers teaching in either a DEIS or Non-DEIS school.

This study contributes to current literature as there is a data gap in the current literature around whether school refusal is recognised or not at classroom level. There is no current research around the DEIS or Non-DEIS school setting and so the findings of this study support a framework for future research. Further research needs to concentrate on when a teacher recognises school refusal and what then are the next appropriate steps for the teacher in the classroom and the school as a whole. A future goal for research in this area is to identify school refusal as soon as possible in order to prevent early school leaving. Further research should explore Early School Leaving, (ESL) by gathering data on ESL from schools to be collated and examined. Exploration of the current practices in relation to the prevention of and response to early school leaving in our schools should be undertaken in addition to identification of good practice and effective strategies that prevent ESL. Identification of pathways for early school leavers to re-engage with or continue in education and or training as appropriate, is needed to then culminate in the dissemination of the excellent practices developed in our schools in relation to increasing school completion rates.

## Exploring the Relationship Between Teachers Recognition of School Refusal and Teachers Burnout

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## Exploring the Relationship Between Teachers Recognition of School Refusal and Teachers Burnout

### Appendices

#### Appendix 1

#### Participant Informed Information sheet

##### Consent form

##### Information Sheet on Exploring the Relationship Between Teachers' Recognition of School Refusal and Occupational Burnout

You are invited to participate in a research study that will form the basis for an undergraduate thesis.

Please read the following information before deciding whether or not to participate.

Once you begin the questionnaire you give your consent to taking part in the research study by answering yes to the first question on the questionnaire attached.

**What are the objectives of the study?** The objectives of this study are to explore the levels of teachers' recognition of school refusal behaviour within the classroom setting while also looking at the levels of burnout that teachers' experience during the course of their careers. This study aims to review how school refusal behaviour is picked up on in the classroom situation and study the levels of school refusal apparent to teachers in general. Another aim of the study is to assess the levels of occupational burnout that teachers can experience and to assess if that impacts on perception of school refusal. A debriefing sheet is available to you on completion of the questionnaire, please email the researcher for a debriefing sheet. If you have any questions you may contact the researcher at any time.

**Why have I been asked to participate?** I would like to collect information from different teachers. The research requires participants to take part in an online questionnaire.

## Exploring the Relationship Between Teachers Recognition of School Refusal and Teachers Burnout

**What does participation involve?** Participation involves the participant answering on online questionnaire which will take approximately ten minutes to complete. At the end of the questionnaire the participant needs to press the submit button and this will automatically send the responses back to the researcher.

**Right to withdraw?** Participants have the right to withdraw from the research at any time for whatever reason without any consequence. However, the data you provide cannot be withdrawn once submitted as it will not be identifiable.

**Are there any benefits from my participation?** While there will be no direct benefit from participation studies like this can make an important contribution to our understanding of how school refusal is perceived in the classroom with respect to a teachers' level of burnout. As such, the findings from this study may be presented at national and international conferences and will be submitted for publication in peer-reviewed journals. Interim and final reports will be prepared. However, no individual participant will be identified in any publication or presentation. Individuals will not be offered any monetary or other rewards for their participation.

**Are there any risks involved in participation?** There is a low risk that mild stress could occur from taking part in the online questionnaire. Should you feel any mild stress please text "HELLO" to 50808 for a free support service which is open 24/7 and is anonymous. If you would like to speak to someone if you are experiencing mild stress call Pieta on 1800247247 this is a free 24/7 helpline, which is also anonymous. Any inconvenience involved in taking part will be limited.

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**Confidentiality** All individual information collected as part of the study, will be used solely for the purposes of the research study. They will be stored safely and will not be publicly displayed or published without prior consent. There is no possibility that the data will be archived for secondary data analysis. This data will be held for up to five years on a special server system in the National College of Ireland.

### Contact Details

If you have any further questions about the research you can contact:

Researcher: Dorothy Lawlor                      x18102131@student.ncirl.ie

Supervisor: Dr. Amanda Kracen              [Amanda.kracen@ncirl.ie](mailto:Amanda.kracen@ncirl.ie)

In agreeing to participate in this research I understand the following:

- The method proposed for this research project has been approved in principle by the Departmental Ethics Committee, which means that the Committee does not have concerns about the procedure itself as detailed by the student. It is, however, the above-named student's responsibility to adhere to ethical guidelines in their dealings with participants and the collection and handling of data.
- If I have any concerns about participation, I understand that I may refuse to participate or withdraw at any stage by exiting my browser.
- I understand that once my participation has ended, that I cannot withdraw my data as it will be fully anonymised.
- I have been informed as to the general nature of the study and agree voluntarily to participate.



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- All data from the study will be treated confidentially. The data from all participants will be compiled, analysed, and submitted in a report to the Psychology Department in the School of Business.  
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- I understand that my data will be retained and managed in accordance with the NCI data retention policy, and that my anonymised data may be archived on an online data repository and may be used for secondary data analysis. No participants data will be identifiable at any point.
- At the conclusion of my participation, any questions or concerns I have will be fully addressed.

I give my informed consent to the above by answering yes to the first question on the questionnaire attached asking me if I consent to participating in this research project.

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## **Appendix 2 – Introduction Email**

**Please Read This Document Carefully Before You Decide to Participate in This Study**

### **Exploring the Relationship Between Teachers Recognition of School Refusal and Teachers level of Burnout**

#### **Introduction Email**

My name is Dorothy Lawlor and I am a final year student studying the BA in Psychology programme at National College of Ireland. As part of the final year of the degree an independent research project must be completed. My research project is titled exploring the relationship between teachers' recognition of school refusal behaviour in the classroom and teachers' levels of burnout. I aim to investigate whether teachers' recognition of school refusal and teachers' level of burnout are associated. School refusal is seen where a child has missed more than 50% of school within two weeks or where a child has haphazard attendance and finds attending school a difficulty for at least two weeks. Some of the signs noted where a child finds difficulty attending school is where the child is found to be constantly late for class, feeling ill and needing to go home during the school day, taking half days and full days off school with no definite need. Occupational burnout is where a teacher is experiencing physical or emotional exhaustion as a direct effect of their workload.

This research project is being supervised by Dr. Amanda Kracen and her email address is

[Amanda.Kracen@ncirl.ie](mailto:Amanda.Kracen@ncirl.ie)

Should you decide to take part in this research, you will be asked to take part in an online questionnaire which is attached to this email. The topics covered in the questionnaire cover general demographic questions for example age, gender, questions on school refusal behaviour and questions on

## Exploring the Relationship Between Teachers Recognition of School Refusal and Teachers Burnout

burnout. The questionnaire will take approximately ten minutes to complete. If you would like to take part in this research please note that you should be a teacher who is currently working in a primary or secondary school mainstream setting. You need to be of working age between the ages of 22 to 70 years of age.

If you are retired, on leave due to illness, working in a special classroom setting for autistic or moderate learners, or on a career break then this research questionnaire does not relate to you. This research is voluntary, you do not have to take part, and a decision not to take part will have no consequences for you. If you do decide to take part, you can withdraw from participation at any time by simply not completing the attached questionnaire. Once you have submitted your questionnaire, it will not be possible to withdraw your data from the study, because the questionnaire is anonymous and individual responses cannot be identified.

The benefits of taking part is knowing that you as an individual professional teacher have contributed to a research project which will support further research into the area of identification of school refusal behaviour and teacher burnout. There are no risks to taking part in this study it is a completely voluntary individual decision. On assessment of the questionnaire it is thought that there is a possibility of mild psychological distress but no possibility of physical harm that could come to you the participant as a result of taking part in this research project. However, if you are mildly distressed by any question contained within this questionnaire you are free to simply discontinue participation and exit the questionnaire at any time.

The questionnaire is anonymous, it is not possible to identify a participant based on their responses to the questionnaire. All data collected for the study will be treated in the strictest confidence. Only the researcher and academic supervisor will have access to the anonymised data collected.

The data retention policy for the National College of Ireland where the data will be stored states that the data will be retained for five years. Responses to the questionnaire will be stored securely in a password

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protected/encrypted file on the researcher's computer. Only the researcher and their supervisor will have access to the anonymised data.

Data will be retained for 5 years in accordance with the NCI data retention policy. The results of this study may be shared at psychology conferences, as part of an academic journal for publication, as part of a presentation, or for teaching use. As a participant if you would like to know the results of this research project please email the researcher at [x18102131@student.ncirl.ie](mailto:x18102131@student.ncirl.ie) As the data collected is anonymous the researcher can only disseminate to participants at their written request through email. The results of this study will also be presented in my final dissertation, which will be submitted to National College of Ireland.

For further information please contact the researcher at [x18102131@student.ncirl.ie](mailto:x18102131@student.ncirl.ie) or the research supervisor, Dr. Amanda Kracen, associate professor of psychology at the National College of Ireland, email [Amanda.Kracen@ncirl.ie](mailto:Amanda.Kracen@ncirl.ie)

Kind regards

Dorothy Lawlor

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### Appendix 3

#### Participant Questionnaire

#### Exploring the Relationship Between Teachers Recognition of School Refusal and Burnout

#### Demographic Questions

- |   |   |
|---|---|
| Q1) Do you consent to take part in this research?                   | Yes/No  |
| Q2) What is your gender?  | Man/ Woman/<br>Non-Binary/<br>Transgender/ Self-<br>Identify as other                   |
| Q3) Do you teach in a DEIS or Non-DEIS school?                      | DEIS/ Non-DEIS  |
| Q4) What is your highest level of education?                        | Undergraduate/<br>Post Graduate/<br>or Doctorate  |
| Q5) What is your age in years?                                      |   |
| Q6) How many years in total have you been teaching?                 |   |
| Q7) How many years are you in your current employment?              |   |
| Q8) Are you a primary school teacher or a secondary school teacher? | Primary School<br>Secondary School  |
| Q9) What are the main subjects you teach                            | Primary School<br>Teacher<br><br>Secondary School<br>Teacher List your<br>main subjects |

## Exploring the Relationship Between Teachers Recognition of School Refusal and Teachers Burnout

**The following questions are asked using a 7-point Likert Scale ranging from Never to Always.**

Q10) Do you notice children in the classroom extremely afraid of something at or within the school building (for example, a fire alarm, room, etc)?

Q11) Do you notice children in the classroom having trouble speaking with the other children at school?

Q12) Have you experienced children in the classroom, upset or annoy you to gain attention?

Q13) Do you notice children in the classroom talking about activities outside of their home during the week (Monday – Friday)?

Q14) Have you experienced children seeming frightened of the teachers or others at school?

Q15) Do you notice children saying to you that they feel uncomfortable or embarrassed in front of other people in school?

Q16) Do you notice children in the classroom talking about wanting to be with a parent rather than attend school?

Q17) Do you hear children in the classroom talking about speaking with or seeing other people when not in school during the week (Monday – Friday)?

Q18) Do you notice children who seem more nervous with his/her friends when in school than they should be normally?

Q19) Do you notice children in the classroom who have trouble making friends?

Q20) Do you notice children in the classroom talking about how they miss or think of their parents often when they are not with them?

Q21) Do you notice children in the classroom talking about enjoying various activities when not in school during the week (Monday – Friday)?

Q22) Do you notice children in the classroom talking about how they dread or are scared of going to school after the weekend or holidays?

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Q23) Do you notice children in the classroom avoiding school situations where talking to others is likely?

Q24) Do you notice children not attending school because they simply want to be at home with their parents or simply to just be at home?

Q25) Do you notice children in your classroom refusing to attend school because they have more fun outside of school?

**The following questions relate to Odenburg Burnout Inventory, this inventory uses a 4-point Likert Scale ranging from Strongly Agree to Strongly Disagree.**

Q26) I always find new and interesting aspects in my work?

Q27) There are days when I feel tired before I arrive at work?

Q28) It happens more and more often that I talk about my work in a negative way?

Q29) After work, I tend to need more time than in the past in order to relax and feel better?

Q30) I can tolerate the pressure of my work very well?

Q31) Lately, I tend to think less at work and do my job almost mechanically?

Q32) I find my work to be a positive challenge?

Q33) During my work, I often feel emotionally drained?

Q34) Over time, one can become disconnected from this type of work?

Q35) After working, I have enough energy for my leisure activities?

Q36) Sometimes I feel sickened by my work tasks?

Q37) After my work I usually feel worn out and weary?

Q38) This is the only type of work I can imagine myself doing?

Q39) Usually, I can manage the amount of my work well?

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Q40) I feel more and more engaged in my work?

Q41) When I work I usually feel energised?

## Appendix 4

### Debriefing Sheet for Participants

Dear Participants,

Thank you for taking the time to take part in my research study on exploring the relationship between teachers' recognition of school refusal behaviour in the classroom and occupational burnout. Your participation has helped in a unique way to inform the levels of teacher burnout and its effect on teachers' perception of school refusal within the classroom environment.

As the researcher of this question my hypothesis is that there is a relationship between teachers' perception of school refusal behaviour in the classroom and teacher's level of burnout. If you have any further questions you would like to ask please contact me at any time.

Should you find you need further clarification on any part of this research study please contact my research supervisor Dr. Amanda Kracen through this email address [Amanda.Kracen@ncirl.ie](mailto:Amanda.Kracen@ncirl.ie) or indeed myself as researcher at [x18102131@student.ncirl.ie](mailto:x18102131@student.ncirl.ie)

Yours sincerely

Dorothy Lawlor

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Exploring the Relationship Between Teachers Recognition of School Refusal and Teachers Burnout

## Appendix 5

### School Refusal Assessment Scale

**PsycTESTS Citation:**

Kearney, C. A., & Silverman, W. K. (1993). School Refusal Assessment Scale [Database record]. Retrieved from PsycTESTS. doi: <https://dx.doi.org/10.1037/t20929-000>

**Instrument Type:**

Inventory/Questionnaire

**Test Format:**

This instrument has two forms, both of which comprise 16 items that utilize a 7-point Likert-type scale ranging from never (0) to always (6).

**Source:**

Kearney, Christopher A., & Silverman, Wendy K. (1993). Measuring the function of school refusal behavior: The School Assessment Scale. *Journal of Clinical Child Psychology*, Vol 22(1), 85-96. doi: [https://dx.doi.org/10.1207/s15374424jccp2201\\_9](https://dx.doi.org/10.1207/s15374424jccp2201_9), © 1993 by Taylor & Francis. Reproduced by Permission of Taylor & Francis.

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**School Refusal Assessment  
Scale SRAS-P**

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**SRAS -P Items**

1. Does your child seem extremely afraid of something at or within the school building (for example, a fire alarm, room, etc)?
2. Does your have trouble speaking with the other kids at school?
3. Does your child seem to upset or annoy you to gain attention?
4. Does your child go out of the house when not in school during the week (Monday to Friday)?
5. Does your child seem frightened of the teachers or others at school?
6. Do your child say to you that he/she feels uncomfortable or embarassed in front of other people at school?
7. How often does your child wish to be you or your spouse rather than attend school?
8. Does your child often speak to or see other people when not in school during the week (Monday to Friday)?
9. Does your child seem more nervous with his/her friends when in school than with his/her friends somewhere else (for example, at a party or at home)?
10. Does your child say that he/she has trouble making friends?
11. Does your child say that he/she thinks of you often when you are way?

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**School Refusal Assessment Scale  
SRAS-P**

- 
12. Does your child enjoy doing various activities when not in school during week (Monday to Friday)?
  13. Does your child seem scared about school on the weekends?
  14. Does your child seem to avoid social situations where talking to others is likely?
  15. Does your child ever refuse to attend school just to be with you or your spouse?
  16. Does your child school because he/she has more fun outside of school?
- 

*Note* . The measure utilized a 7-point Likert-type scale ranging from *never* (0) to *always* (6).

## Exploring the Relationship Between Teachers Recognition of School Refusal and Teachers Burnout

### Appendix 6

#### Oldenburg Burnout Inventory

**PsycTESTS Citation:**

Demerouti, E. (1999). Oldenburg Burnout Inventory [Database record]. Retrieved from PsycTESTS. doi: <https://dx.doi.org/10.1037/t01688-000>

**Instrument Type:**

Inventory/Questionnaire

**Test Format:**

Oldenburg Burnout Inventory items are rated on a 4-point scale ranging from 1 = strongly disagree to 4 = strongly agree.

**Source:**

Demerouti, Evangelia, Mostert, Karina, & Bakker, Arnold B. (2010). Burnout and work engagement: A thorough investigation of the independency of both constructs. *Journal of Occupational Health Psychology*, Vol 15(3), 209-222. doi: <https://dx.doi.org/10.1037/a0019408>

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## Exploring the Relationship Between Teachers Recognition of School Refusal and Teachers Burnout

### Oldenburg Burnout Inventory

#### Items

Instruction: Below you find a series of statements with which you may agree or disagree. Using the scale, please indicate the degree of your agreement by selecting the number that corresponds with each statement.

	Strongly agree	Agree	Disagree	Strongly disagree
1. I always find new and interesting aspects in my work.	1	2	3	4
2. There are days when I feel tired before I arrive at work.	1	2	3	4
3. It happens more and more often that I talk about my work in a negative way.	1	2	3	4
4. After work, I tend to need more time than in the past in order to relax and feel better.	1	2	3	4
5. I can tolerate the pressure of my work very well.	1	2	3	4
6. Lately, I tend to think less at work and do my job almost mechanically.	1	2	3	4
7. I find my work to be a positive challenge.	1	2	3	4
8. During my work, I often feel emotionally drained.	1	2	3	4
9. Over time, one can become disconnected from this type of work.	1	2	3	4
10. After working, I have enough energy for my leisure activities.	1	2	3	4
11. Sometimes I feel sickened by my work tasks.	1	2	3	4
12. After my work, I usually feel worn out and weary.	1	2	3	4
13. This is the only type of work that I can imagine myself doing.	1	2	3	4
14. Usually, I can manage the amount of my work well.	1	2	3	4
15. I feel more and more engaged in my work.	1	2	3	4
16. When I work, I usually feel energized.	1	2	3	4

*Note.* Disengagement items are 1, 3(R), 6(R), 7, 9(R), 11(R), 13, 15. Exhaustion items are 2(R), 4(R), 5, 8(R), 10, 12(R), 14, 16. (R) means reversed item when the scores should be such that higher scores indicate more burnout.

