IMPACT OF A DISCIPLINE MODEL ON TEACHER EFFICACY AND BURNOUT:

PERSPECTIVES FOR ELEMENTARY TEACHERS IN MICHIGAN

by

Lori Cooper

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

Liberty University

July, 2014

IMPACT OF A DISCIPLINE MODEL ON TEACHER EFFICACY AND BURNOUT:

PERSPECTIVES FOR ELEMENTARY TEACHERS IN MICHIGAN

by Lori Cooper

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

Liberty University, Lynchburg, VA

July, 2014

APPROVED BY:

KAREN PARKER, EdD, Committee Chair

JANET RICHARDS, EdD, Committee Member

KARIM MEDICO LETWINSKY, EdD, Committee Member

Scott B. Watson, PhD, Associate Dean of Advanced Programs

2

IMPACT OF A DISCIPLINE MODEL ON TEACHER EFFICACY AND BURNOUT:

PERSPECTIVES FOR ELEMENTARY TEACHERS IN MICHIGAN

ABSTRACT

This study examined the impact of the implementation of a classroom management and

emotional intelligence program, *Conscious Discipline®* by Dr. Becky Bailey (2001) on

Michigan elementary teachers' perceptions of their self-efficacy and level of burnout. Teachers

completed a survey of the Teacher Sense of Efficacy Scale (TSES) and Maslach's Burnout

Inventory (MBI) five months after the adoption of the classroom management/emotional

intelligence program, *Conscious Discipline®*, school-wide in the treatment group (*n*=12). In

addition, a fidelity measure of observation in the classrooms of participants was conducted by

the researcher five months after attendance at the school-wide training to measure the level of

implementation of the content taught for the treatment group. Surveys and the fidelity measure

observation rubric were also completed in a control group (*n*=15) in a nearby location with

similar student population demographics. The purpose of the study was to examine the impact of

implementation of the *Conscious Discipline®* emotional intelligence and classroom management

program on teachers' efficacy and burnout scores for early childhood teachers. Results from this

study found no statistical significance in TSES or MBI scores between those in treatment and

control groups. Additionally, no statistical significance was found in amount of observed

implementation level of *Conscious Discipline®* and efficacy or burnout scores.   This is likely

due to the differences found in leadership and school climate between the treatment and control

group schools.

   Keywords: Classroom Management, Emotional Intelligence, Efficacy, Burnout,

Conscious Discipline®

Acknowledgments

Philippians 2:13 states: "for it is God who works in you to will and to act in order to fulfill His good purpose." This journey is certainly testament to that verse. When I was began this doctoral program, I knew that God had called me to the task and has sustained me along the way. Without Him, I would never have had the tenacity, time, energy, and support that I needed for success along this journey. God granted me support from family, friends, colleagues, and professors, and I am eternally grateful.

To Rob, my rock, my sense of reason, and my love; I appreciate your patience with me while I spent hours on my laptop and neglected you. Your support and wisdom have been amazingly steadfast.

To Jarrod and Sydney, who have learned to vacuum, dust, and put up with their Mom while she was immersed in research and cooking less-than-nutritious meals; thank you for demonstrating for me the inspiration for this work.

I forever appreciate my Mom and her encouragement along the journey as well as my Dad and his texts that kept my head "in the game". I am so grateful to David and Becky for your hospitality and generosity.

To Tracey Tucker, Dr. Jeffrey Rain, and Dr. Becky Bailey, you have taught me unimaginable lessons and I appreciate your willingness to share your knowledge with me.

Dr. Letwinsky, you have been incredibly patient, knowledgeable, and kind. Thank you for your guidance. Dr. Richards, thank you for the inspiration of how to be a truly effective online educator. Dr. Parker, thank you for keeping me on track and helping me to stay true to my passion.

Table of Contents

List of Tables

List of Figures

CHAPTER ONE: INTRODUCTION

Background

Classroom management can be a significant struggle for teachers. With issues such as impulsivity, disrespect, and even violence, classroom disruptions can challenge even the most experienced teachers. Often times, teachers learn how to manage behaviors on-the-job and have had little instruction regarding classroom management before entering the profession. As Mary Clement (2010), professor of teacher education stated, "one can hardly be considered a highly-qualified teacher without a mastery of sound best-practice strategies for managing classroom time, space, and student behavior" (p. 41). Clement (2010) noted several techniques that teachers are sometimes taught while in their preparation programs such as: experience is the only way to learn about managing a classroom, be stern and not smile until midway through the school year, and make examples out of students who seem to be revered by their peers to ensure compliance. Traditional techniques such as these typically rely on firm rules and consequences as well as a reliance on fear of punishment for successful management of behavior in students. Todd Whitaker, author of *What Great Teachers Do Differently: 17 Things that Matter Most* asserted, "We do want to establish a businesslike and professional tone from the first day of class, but if we don't smile until Thanksgiving, there's a chance that our students never will" (2012, p. 21).

Additionally, this type of structure for classroom management can sometimes fail to meet the needs of all students in the classroom. Some of the most challenging behaviors can be presented by the same students repeatedly without progress toward gains in regulation of behaviors. When students struggle with respecting the structures of the classroom and productive interactions with others, they can have difficulty with learning, struggle with

commitment to their school, and flounder in overall socialization (Lopes, Mestre, Guil, Kremenitzer, & Salovey, 2012). Since management of behaviors can impact academic achievement, emotional regulation, and social skills, emphasis on helping teachers with these challenges is imperative (Lopes et al., 2012).

Classroom management can be challenging when individual students have varying abilities and skills with emotional self-regulation. Students possess skills, such as the ability to calm oneself down, when they are required to participate in testing situations, share materials with peers, and wait to begin an activity that is perceived as exciting. Students can also lack these skills. This is evident it situations where students "melt down" when a friend takes the last bottle of glue in the bin, students are unable to keep bodies to themselves in line, and when waiting their turn to go down the slide is almost more than they can bear. These problems with self- regulation, impulse control, and empathy for others are all interrelated to emotional intelligence (Goleman, 1995). On the other hand, those who possess emotional intelligence possess the qualities of being outgoing, socially poised, playful, assertive, tenacious, self-controlled, comfortable with themselves and others, and adapt well to stress (Goleman 1995). In others words, those who possess emotional intelligence are easier to spend time with because they can regulate their emotions and relate to the feelings of others.

Emotional intelligence comes naturally to some children. Their homes are structured in a way that allows them freedom to explore safe from harm. They are exposed to varying experiences where they can take the perspective of other people, when old enough to do so, and offer empathy for the circumstances of others. These children are self-aware of their own feelings and can then read feelings in others (Goleman, 1995). When these traits are not evident, children can struggle with spending time in classrooms where they share the space with many

11

other children and adults. Classroom teachers, therefore, need to have skills and resources

available to be able to understand the challenges their students face as well as teach skills to help

students successfully navigate emotions and reactions to those emotions. Emotional intelligence

is also an indirect part of what teachers deliver in classrooms in addition to expertise and

pedagogy (Joshith, 2012).

One way to help teachers to develop effective ways to manage classrooms and instill

emotional intelligence is to participate in training that is specifically geared toward teachers and

the development of classroom management skills. One such program, *Conscious Discipline®*

was developed by Dr. Becky Bailey (2001), and is based on brain research and a variety of

seminal educational theories such as those of Abraham Maslow, Benjamin Bloom, Jean Piaget,

John Bowlby, and others. The focus of *Conscious Discipline®* is to first help adults make

changes in how they react to conflict, and then support and model for students the behaviors for

managing conflict as well (Colasanti, 2005). *Conscious Discipline®* is unique because the

program strives to help adults master the skills prior to teaching the skills to students while

maintaining a focus on relationships instead of traditional models that rely on fear to help inspire

change (Bailey, 2001).

In addition to challenges in varying levels of emotional intelligence in students

and management of classrooms, teachers also need to feel effective in the various roles they

fulfill as leaders of the classroom. According to Bandura (1977), when teachers feel successfully

competent in their roles and are making a difference in the lives of their students, they are

demonstrating efficacy. In contrast, teachers who do not feel effective are more likely to

experience burnout and may leave the profession (Brown, 2012). *Conscious Discipline®*

(Bailey, 2001) is one way to help teachers to learn to manage their own emotions and build

strong relationships with students to help build a firm foundation for effective problem solving.

Through participation in the *Conscious Discipline for Educators* training and implementing the

skills and powers embedded within the training, teachers can develop their effectiveness as

teachers (Bailey, 2001) who will not only remain in the profession, but also feel effective in

helping their students learn academically, socially, and emotionally.

Problem Statement

Teachers often encounter challenges with classroom management issues and varying

levels of emotional intelligence in students. Teachers who struggle with classroom management

and emotional intelligence challenges may experience low levels of self-efficacy and burnout.

These problems can lead to teachers who leave the profession. Teacher attrition is disruptive and

can be costly to schools and students (Ronfeldt, Loeb, & Wyckoff, 2012). Teacher attrition is

especially significant in large urban areas (Jurist Levy, Joy, Ellis, Jablonski, & Karelitz, 2012).

The problem is that some teachers experience low self-efficacy and burnout (Brown, 2012).

There is a significant need in the education community for tools that help teachers to perform

more effectively in the classroom. One such tool, *Conscious Discipline®*, is a classroom

management, emotional intelligence program that can assist teachers in not only effectively

manage problem behaviors, but to manage their own emotions and teach students methods of

effective problem solving and empathy (Bailey, 2001).

Purpose of the Study

The purpose of this study was to examine the impact of implementation of the *Conscious*

Discipline® emotional intelligence and classroom management program on teachers' efficacy

and burnout scores for early childhood teachers. This quasi-experimental study inspected the

impact of implementing the *Conscious Discipline®* emotional intelligence and classroom

13

management system on teachers' perception ratings of efficacy and burnout. Since behaviors in the classroom can impact teachers' feelings of their own efficacy (Tschannen-Moran, & Woolfolk Hoy, 2001), the study seeks to discover whether implementing this particular emotional intelligence and classroom management system will impact the teacher's perception of their own effectiveness in the classroom. Also, since teacher efficacy is linked to burnout in a negative correlation (Brown, 2012), this study sought to find out the impact of *Conscious Discipline for Educators*, developed by Dr. Becky Bailey (2001), on burnout rates.

Identification of Variables

The independent variables for this study are the attendance at the *Conscious Discipline for Educators* training and implementation of the skills and structures learned at the *Conscious Discipline for Educators* training. Attendance was measured through attendance records at the training. Implementation of the skills and structures were measured by the principal investigator using the fidelity measure rubric provided by *Conscious Discipline*® through observation in classrooms.

The dependent variables were teacher efficacy, implementation level, and burnout. Teacher efficacy was measured using the Teacher Sense of Efficacy Scale (TSES) long form that was developed by Tschannen-Moran and Hoy in 2001. Implementation level was measured by the *Conscious Discipline*® fidelity checklist (Rain & Brehm, 2012a). Burnout was measured by the implementing the Maslach Burnout Inventory (MBI) for teachers (Maslach, Jackson, Leiter, Schaufeli, & Schwab, 2013). Both the self-efficacy and burnout scales used Likert scales that were combined into one survey instrument for this study and completed by participants electronically. The survey was administered approximately five months after school-wide

adoption of the program. The principal investigator implemented the fidelity measure via observation during the same time frame as the administration of the online survey.

Significance of the Study

While the subject area of teacher self-efficacy has been studied regarding various aspects of teaching, foundational authors in the field, Gibson and Dembo (1984) suggested that further research is needed to relate efficacy specifically with classroom management. More recently, Almog and Shechtman (2007) found that there is a positive correlation between teacher self-efficacy and effective methods for dealing with students that exhibit behavior issues. This research study examined this relationship with a specific focus on the program, *Conscious Discipline®* and also related efficacy scores with implementation of *Conscious Discipline®* and burnout.

This study is significant because although studies have been done on the effectiveness of the *Conscious Discipline®* program in schools and classrooms around the nation, past studies focused on the impact of *Conscious Discipline®* on student achievement scores (Rain & Brehm, 2012b), social validity (Calderella, Page, & Gunter, 2012), and discipline referrals (Zastrow & Simonis, 2005). No studies have been published thus far on the effect of *Conscious Discipline®* on teachers' sense of self-efficacy or their tendency toward burnout. "Teachers' efficacy beliefs have a profound effect on the educational process" (Knoblauch & Hoy, 2008, p. 166), increases in student achievement (Schunk, 1991) and reduce teacher burnout (Lee, Patterson, & Vega, 2011). In addition, Knoblauch and Hoy (2007) asserted that efficacious teachers are of higher quality than those who are not. Since these conclusions have been made, an investigation regarding whether this program would be effective in increasing teacher efficacy and/or decreasing their sense of burnout would contribute to the field of literature and ultimately

empower teachers by encouraging schools to use the *Conscious Discipline®* model of behavior management.

In addition to valuing teacher efficacy and level of burnout, this study looked at the effect of a classroom management/emotional intelligence program that is stated to be congruent with the notion that students are valued as individuals with dignity and integrity, are intrinsically motivated to engage, are lead in their choices in a trustworthy manner, and are provided with resources and support to enable students to achieve ends that are meaningful and fulfilling (Doyle, 2009). This study is significant for practicing teachers looking for ways to increase their efficaciousness. Also, the study is important to administrators who are looking for tools to help their teachers perform at more effective levels and, in-turn, remain in the field. In addition, the present study is significant for institutions of higher education that are equipping pre-service teachers with skills for effective classroom management. In order to pursue the study of the influence of *Conscious Discipline for Educators* on teacher self-efficacy and burnout levels, a comprehensive review of the literature was completed.

Research Questions

RQ1: Is there a statistically significant difference in survey scores of teacher efficacy between early childhood teachers who are implementing the *Conscious Discipline®* classroom management/emotional intelligence program and those who are not?

RQ2: Is there a statistically significant difference in survey teacher ratings of teacher burnout between early childhood teachers who are implementing the *Conscious Discipline®* classroom management/emotional intelligence program and those who are not?

RQ3: Is there a statistically significant difference in the survey scores of teacher efficacy for teachers and high scores versus low scores on the fidelity measure of implementation of content learned through *Conscious Discipline for Educators* training?

RQ4: Is there a statistically significant difference in the survey scores of teacher burnout for teachers and high versus low scores on the fidelity measure of implementation of content learned through *Conscious Discipline for Educators* training?

<div align="center">

Research Hypotheses

</div>

H$_1$: There is a statistically significant difference in survey scores of teacher efficacy between early childhood teachers who are implementing the *Conscious Discipline*® classroom management/emotional intelligence program and those who did not?

H$_2$: There is a statistically significant difference in survey teacher ratings of teacher burnout between early childhood teachers who are implementing the *Conscious Discipline*® classroom management/emotional intelligence program and those who are not?

H$_3$: There is a statistically significant difference in the survey scores of teacher efficacy for teachers and high versus low scores on the fidelity measure of implementation of content learned through *Conscious Discipline for Educators* training?

H$_4$: There is a statistically significant difference in the survey scores of teacher burnout for teachers and high versus low scores on the fidelity measure of implementation of content learned through *Conscious Discipline for Educators* training.

<div align="center">

Operational Definitions

</div>

Terms for operational definition for this research are noted as follows.

Elementary teachers: are individuals who are certified to teach students in grades kindergarten through grade eight in the state of Michigan (Michigan Department of Education, 2007).

Emotional Intelligence: is defined as intelligence involving attributes such as "self-control, zeal and persistence, and the ability to motivate oneself" (Goleman, 1995, p. xii).

Teacher Burnout: is a continuous variable that ranges from high to medium to low degrees of a feeling experienced by the participant. Burnout is the psychological syndrome where stress leads to the interrelated components of emotional exhaustion (EE), depersonalization (DP), and reduced personal accomplishment (PA) and can occur for teachers as measured by the Maslach Burnout Inventory (Maslach, Jackson, & Leiter, 1996 as cited in Zalaquett & Wood, 1997).

Teacher efficacy: is defined as a teacher's belief that they can affect student performance (Berman, McLaughlin, Bass, Pauly & Zellman, 1977) and influence student learning capacity, despite their internal motivation (Guskey & Passaro, 1994). The scores will be used from teachers' responses on the Teacher Sense of Efficacy Scale (TSES) inventory for efficacy, long form (Tschannen-Moran & Hoy, n.d.).

Conscious Discipline®: is a classroom management and emotional intelligence program for teachers and parents to implement (Bailey, 2001).

Conscious Discipline for Educators: is the title of the training for the treatment in this study that is based on the *Conscious Discipline*® program.

CHAPTER TWO: LITERATURE REVIEW

The following review of the literature examines the theoretical framework for the study and the various aspects of the study such as teacher self-efficacy and burnout as well as various methods of classroom management. Additionally, the relationship between efficacy and burnout are explored as well as the philosophies that are the basis for various classroom management strategies seen in today's classrooms. Finally, the application of the focus of the study to a Biblical Worldview is described.

Theoretical Framework

Primary theories explored in this study are those of Maslow's hierarchy of needs (1962), Vygotsky's Socio-Cultural Theory (Smagorinsky, 2007), Neuroscience (Moula, Mohseni, Starrin, Scherp, & Puddephatt, 2010), and Bandura's efficacy theory (1986).

Maslow's Hierarchy of Needs

Abraham Maslow (1962) stated in his book that learning and change in a person's character is holistic and complex, not a mere collection of habits. Maslow devised a hierarchy of needs that is progressive in nature. Maslow's needs in order are: Physiological, Safety, Love, Esteem, and Self-Actualization (Brophy, 2010). Physiological needs are those all humans need to survive such as food, shelter, water, clothing, and sleep (Brophy, 2010). Safety needs revolve around having a freedom from anxiety or danger (Brophy, 2010). The need for love for students is contingent upon acceptance from peers, parents, and teachers (Brophy, 2010). The need for esteem stems from a student's desire to master experiences and have confidence in one's abilities (Brophy, 2010). Finally, self-actualization is a need for creativity and curiosity (Brophy, 2010). According to Maslow, primary needs will have to be met in order for progression on to the next higher level (Brophy, 2010). In other words, a child would need to be fed, clothed, rested, feel

safe and loved in order to have a need to master new experiences or learn. In addition to his hierarchy of needs, Maslow (1962) asserted that perception impacts a person's experience. This perception is a powerful vehicle through which an individual filters experiences and reacts to situations (Maslow, 1962).

Socio-Cultural Theory

Socio-Cultural Theory was pioneered by Lev Vygotsky's work, which focused on social interactions as a means of knowledge acquisition being done by actively exploring the environment using meaningful context instead of isolated subjects as the context for learning (Stetsenko, 2010). Development, for Vygostky, can be thought of as the transformation of socially shared and fully contextualized activities into internalized processes (Stetsenko, 2010). The term "socially shared" in this context would mean that there are relationships with others that play a part in internalization of knowledge in socio-cultural theory. These social relationships would be supported through interactions of students with peers and adults in the classroom setting. The discourse that occurs in a Vygotskian model would not be superficial "small-talk" or lecture in format. The sharing of information socially is the cornerstone of the theory. In other words, one does not truly "know" information unless they have shared the information socially with other individuals (Kim, 2001). For Vygotsky, the primary tool for construction of culture is speech (Smagorinsky, 2007). In addition, speech is not only a means by which an individual represents their world, but the process of speaking itself can often serve as a catalyst for new emerging thought (Smagorinsky, 2007).

Additionally, learning should be matched with the child's level of development instead of merely following a sequence of curriculum (Vygotsky, 1978). Keeping the child's developmental level in mind promotes the ability in teachers to "scaffold" children in their "zone

20

of proximal development" (Vygotsky, 1978, p. 86) which is the difference between the level at which a student is in need of assistance from an adult and the level at which they are capable of doing the work independently. Understanding and targeting this zone of proximal development is beneficial for teachers to help students grow in their individual needs. This process of scaffolding children is necessary, not only for academic knowledge, but for behavioral as well.

Anna Stetsenko (2010) refers to a threefold process that lays the foundation on which to overcome the traditional gulf that separates development from teaching-learning to instead view learning from the cultural context while incorporating their life experiences and active learning. Having an appreciation for the cultural context and life experiences of individual children shows respect for what they bring to the learning experience and enables the teacher to successfully scaffold the child to the next level of development or skill set. While a building contractor may use scaffolding to support the work of constructing a new building, scaffolding in an educational setting is the support each child needs to move from prior knowledge to construction of new information all while relating the new knowledge to the prior knowledge (Miller, 2011). Vygotsky proposed that it is the teacher's responsibility to help scaffold the child from known knowledge to new knowledge by supporting them through questioning, problem solving, and investigation with peers and adults (Smagorinsky, 2007). Because this acquisition of knowledge, according to Vygotsky, happens with the support of others, it is therefore social in nature. Peter Smagorinsky (2007), in his article "Vygotsky and the Social Dynamics of Classrooms", stated that speech, for Vygotsky, is the primary mechanism in the creation of culture. Smagorinsky (2007) also stated that the process of speaking itself can serve frequently as a medium through which new thoughts surface. This process of incorporating speech as the main avenue for learning helps teacher evaluators to focus on interactions occurring in classrooms.

Neuroscience

Dr. Bailey (2012a), author of *Conscious Discipline®*, has simplified the human brain as having three portions that work in tandem to problem solve. These three portions are divided into the brain stem, the limbic system, and the frontal lobe. The brain stem is the portion of the brain where physical responses to problems are used (Bailey, 2012a). This would resemble a child hitting another child who took a coveted toy. The limbic system is where language is accessed (Bailey, 2012a). This would resemble a child calling another child names because she is jealous of his lollipop. The frontal lobe is where true problem solving can occur (Bailey, 2012a). This would resemble two students working together to solve the problem of who gets to have a turn on the computer. Due to human beings possessing a frontal lobe, as opposed brain capabilities of all other creatures, we are able to make conscious decisions regarding right and wrong, seek new solutions to problems, and become conscious of one's own feelings (Moula et al., 2010). Additionally, the frontal lobe is coined as the chief executive officer of the brain (Moula et al., 2010).
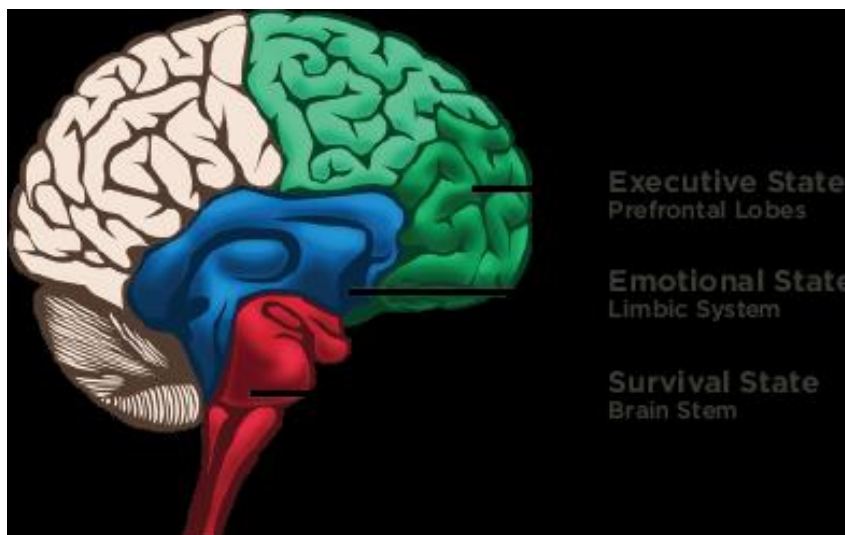
Figure 1. Conscious Discipline® Brain State Model, (Bailey, 2012a)

The integration of the person's emotional state, their environment, and their internal state is completed in the frontal lobe of the brain (Moula et al., 2010). In addition, emotions such as anger cause the interruption of the functioning of the frontal lobe and can cause the individual to no longer behave in rational ways and to no longer be aware of the fact that he/she is no longer behaving in a rational manner (Newberg & Waldman, 2009).

Teacher Efficacy

Teacher Efficacy Defined and Refined

Albert Bandura (1986) defined self-efficacy to be "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (p. 391). To feel competent at their job, teachers need to feel as if they are making a difference in the lives of their students and their school (Bandura, 1997). When teachers feel defeated by the roadblocks in their way of success, no matter the cause, they tend to go on the defensive and blame others for their lack of success instead of working to form a solution to the root of problems (Knight, 2010).

Bandura (1977) established and refined efficacy theory as a predictor of behavioral change and mastery of content. Additionally, Bandura (1977) proposed that the activities in which individuals choose to engage are related to that individual's feelings of efficacy of the task. For example, a teacher who feels incompetent at engaging in the scientific process may avoid implementing science experiments in the classroom when possible. Teacher efficacy revolves around the ability to engage students, maintain effective classroom management, and implement effective instructional strategies (Tschannen-Moran, & Woolfolk Hoy, 2001). Teachers' abilities to effectively manage classrooms and perceive themselves as efficacious are imperative to constructing a quality educational system for children (Smitta Dibapile, 2012).

23

Efficacy, according to Bandura (1997), is more than merely a function that is evident only within the classroom. Friedman and Kass (2002) asserted that Bandura's efficacy theory has evolved to include other functions of teaching such as decision making, student discipline, family involvement, and school climate. When these elements are added to the definition of efficacy, one can deduce that the measure of efficacy goes beyond mere classroom instruction to relationships between teachers and all stakeholders around them such as students, administration, parents, and the community (Friedman & Kass, 2002). Perception of effectiveness of teachers goes deeper than merely the perception of others that is communicated to teachers from colleagues, families, and administrators. Teachers' self-efficacy is their perception of their own effectiveness in various aspects of teaching. Bandura (1986) defined self-efficacy as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (p. 391). For teachers, the perception of their own effectiveness can not only impact their feelings about their role in the field of education, but it can also impact their pedagogical methods, their relationships with peers, parents and students, and can alter their abilities to become effective role models for sound decision making (Babaoglan & Korkut, 2010).

Efficacy Related to Teacher Burnout

In addition to the positive influences that high self-efficacy can bring, low self-efficacy can lead to frustration for teachers. Teacher burnout, the result of this frustration, is comprised of three components: emotional exhaustion, depersonalization, and personal accomplishment (Maslach, Schaufeli, & Leiter, 2001). Carol Brown (2012) performed a meta-analysis of efficacy and teacher burnout. She found a statistically significant negative correlational relationship between teacher efficacy and teacher burnout (Brown, 2012). Therefore, teachers

24

are headed down a path of enormous challenge if they feel as if they are not efficacious as teachers. Since teachers leave the profession at alarming rates (Lynch, 2012), improving teachers' self-efficacy is imperative to keeping teachers in the profession as well as helping students to enjoy positive classroom experiences. Efficacy was also shown to predict attrition and retention rates positively in a study by Lee et al. (2011). Perception of efficacy can empower teachers to be able to stay in the field. Viel-Ruma, Houchins, Jolivette, and Benson (2010) found that teacher effectiveness was a predictor of job satisfaction. The study showed that teachers who consider themselves to be effective are more likely to be satisfied with their jobs (Viel-Ruma et al., 2010). Teachers who feel effective in the classroom will feel more satisfied in their profession and not only stay in the field longer, but could bring more energy, innovation, and creativity to their classrooms as a result of their satisfaction with their jobs. Refining the process of educating teachers and their professional development once in the classroom in a meaningful way can help teachers to be more successful in classroom settings and experience less burnout (Viel-Ruma et al., 2010).

Evolution of Teacher Efficacy Measures

In addition to the foundational research of Bandura (1977), additional research on teacher efficacy has evolved from work done by Rotter (1966) on locus of control. This work was based on Rotter's Social Learning Theory (1966), with questions for teachers based on the impact of the teacher on outcomes of students. For example, a teacher would be surveyed to find out if the reason a student succeeded or failed on a test was due to the teacher's effectiveness or other circumstances such as parental involvement or student ability (Tschannen-Moran & Hoy, 2001). The answers to survey questions would then indicate the efficacy teachers perceived that they had with regard to student outcomes (Tschannen-Moran & Hoy, 2001). The validity and

reliability of the measure is marginal at best in predicting teacher efficacy, so further research

was done to construct a more valid and reliable instrument (Tschannen-Moran & Hoy, 2001).

Teacher Sense of Efficacy Scale

The Teacher Sense of Efficacy Scale (TSES) was developed out of this need. The

authors, Megan Tschannen-Moran and Anita Hoy (2001) developed their instrument using

Bandura's social cognitive theory. This scale, originally named the Ohio State Teacher Efficacy

Scale, is comprised of either a long form or short form (Tschannen-Moran & Hoy, 2001). The

short form has 12 questions, and the long-form is comprised of 24 questions that are factored

into subcategories of student engagement, instructional strategies, and classroom management

(Tsigilis, Grammatikopoulos, & Koustelios, 2007).

Link between Efficacy and Emotional Intelligence

Emotional intelligence has been connected to efficacy and even been termed foundational

(Vesely, Saklofske, & Leschied, 2013). Vesely et al. (2013) stated that programs that promote

and teach emotional intelligence can lead to positive self-efficacy for teachers. The ways that

teachers can not only tap into their own emotional intelligence, but also utilize resources and

supports around them such as professional development opportunities, can be pivotal in helping

them cope with the demands of classroom life and help them to be more efficacious (Vesely et

al., 2013).

Link between Efficacy and Student Achievement

A positive correlational relationship has been found between teacher efficacy and student

praise, attention to individual student progress, and student achievement in math and language

arts (Schunk, 1991). In other words, if teachers feel they are capable of effective teaching, they

are more likely to implement positive strategies that are linked to increases in student

26

achievement. This relationship between teacher efficacy and student achievement can even be seen as a "self-fulfilling prophecy", whether teachers feel they are capable of educating students or not (Tschannen-Moran, & Hoy, 2007, p. 945).

Burnout

According to Christina Maslach, Susan Jackson, and Michael Leiter, pioneers in the study of the concept of burnout, burnout is a psychological phenomenon in which the three aspects of "emotional exhaustion, depersonalization, and reduced personal accomplishment" occur (in Zalaquett & Wood, 1997, p. 192). This psychological phenomenon is common among practitioners who work in fields where they are assisting others such as in the human service professions (Maslach et al., as cited in Zalaquett & Wood, 1997). Burnout is more likely in these fields due to relationships with others being an integral part of the job and the emotional demands that result (Vandenberghe & Huberman, 1999). The implications of burnout are that students' behavior can become unruly and student academic outcomes can plummet (Vandenberghe & Huberman, 1999). Additionally, relationships with colleagues can become strained if one is not putting forth full effort. Teachers themselves may feel that their jobs are not rewarding and their performance in the classroom may suffer (Vandenberghe & Huberman, 1999). "Burnout is always more likely when there is a major mismatch between the nature of the job and the nature of the person who does the job" (Maslach & Leiter, 1997, p. 9).

Burnout for Teachers

Demands on teachers have increased over the years, yet compensation, support from the educational community, and support from local communities have all remained stagnant or reduced due to the current economic climate (Maslach & Leiter, 1997). Demands on teachers to teach more than historically academic subjects, eroding perceptions of effectiveness in the public

27

eye, decreasing funds, and increasing pressure to perform are all contributing factors to teachers experiencing job dissatisfaction and burnout (Maslach, Jackson, & Leiter, 2010). In addition, a chief contributor to stress for teachers is student misbehavior (Vandenberghe & Huberman, 1999). Kuzsman and Schnall (1987) report that problems with student discipline are the most taxing aspect in the work environment for teachers. Due to the difficulty of student misbehavior, management of classrooms is paramount in helping to increase time spent on task and creating a positive classroom climate for learning. Figure 1 above displays the process of burnout as theorized by Maslach et al. (2010).

Burnout has three facets of emotional exhaustion, depersonalization, and a decreased sense of personal achievement (Maslach et al., 2010). Emotional exhaustion is experienced when teachers feel drained due to emotional energy depletion (Maslach et al., 2010). Although all teachers experience this state, chronic and long-term emotional exhaustion can contribute to a teacher's sense of not giving their students their best in their job (Maslach et al., 2010). Depersonalization is described as the second phase of burnout in which teachers no longer have positive feelings toward their role as teachers (Maslach et al., 2010). This can also lead to a loss in positive feelings toward students and emotional withdrawal can occur (Maslach et al., 2010). School districts and other educational program administrators can benefit from surveying teachers to indicate any potential problems with teachers. Then added training, support, and guidance can be administered to help teachers who are experiencing burnout to gain the skills and resources needed to help them to not only improve their daily lives in the classroom, but also improve the educational experience for students as well.

Additionally, reducing rates of burnout can help teachers to remain in the field of education and specifically remain within each school. Lack of support has been noted as the

most significant contributor to teacher burnout and attrition (Burke, 2014). Providing support for teachers can help teachers and provide more stable learning environments for students (Burke, 2014).

Classroom Management

Classroom management can be defined in many ways, but for the purposes of this study, the definition is "actions taken by the teacher to establish order, engage students, or elicit their cooperation" (Emmer & Stough, 2001, p. 103). There are as many different ways to implement classroom management as there are teachers who manage classrooms. There are, however, certain categories of classroom management models from which teachers choose how to manage their classroom. Since classroom management has been shown to have an effect on teacher efficacy and burnout (Emmer & Stough, 2001; Vesely et al., 2013), it is imperative to further define and discover the implications of classroom management.

Behaviorist Classroom Management Models

Traditionally, classroom management models are rooted in behaviorist theory (Brophy, 2010), offering rewards for positive behaviors and punishments for undesirable behaviors as common practice (Schunk, 1991). Additionally, concepts such as rules and consequences with graduated severity are relied upon for compliance and order in the classroom (Brophy, 2010). Behaviorist theory is based on stimulus-response and using reinforcement to reward positive behaviors and consequences to discourage undesirable behaviors (Brophy, 2010). Controlling human behavior was achieved through careful planning and explicit conditioning (Skinner, 1967). Classroom management systems such as card-turning, marble jars for positive behaviors in the hallway, sticker charts based on behaviors, time out for aggressive behaviors, and loss of recess for talking out of turn are all examples of behaviorist management. According to Bandura

(1986), rewards for positive behavior can be motivating. Rewards that are contingent upon performance improved student motivation, their efficacy, and the skill being learned; however rewards for merely participating did not have an effect (Schunk, 1991).

Choice Theory

Pioneered, by William Glasser, Choice Theory focuses on the concept that the only person one can change is oneself (Glasser, 1997a). He asserted that there are "four psychological needs that all humans have: the need to belong, the need for power, the need for freedom, and the need for fun" (Glasser, 1997b, p. 599). Pleasure and pain are indicators that we are either satisfying a need or not (Glasser, 1997b). Things that individuals find to be most pleasurable become components of their "quality world" (Glasser, 1997b, p. 599). This quality world is the framework for how individuals want their reality to become and how they would like to be treated (Glasser, 1997b). When teachers coerce students based on the stimulus-response of behaviorist methods, they eliminate themselves from the quality world of their student; therefore, prohibiting growth and achievement (Glasser, 1997b). By changing the perspective from stimulus-response to providing students with choices and showing a genuine interest in caring for student needs, the probability of teachers being included in students' quality worlds increase and enhance student achievement (Glasser, 1997a).

<div align="center">

Conscious Discipline®

</div>

Overview

The *Conscious Discipline®*: *7 Brain Smart Skills for Brain Smart Classroom Management* book, and subsequent program, pioneered by Dr. Becky Bailey (2001), serves teachers of students throughout the elementary years in both classroom management and emotional intelligence. Many social/emotional curricula have been studied for their effectiveness and have been linked

to social/emotional and academic gains (Powell & Dunlap, 2009). Most especially, programs with an affective approach, as compared to a cognitive approach, have seen favorable results in regard to student behavior (Shechtman & Leichtentritt, 2004). A primary focus of *Conscious Discipline®*, as opposed to other social/emotional curricula is to help children to take ownership of their own feelings and use conflict as a means of developing this control. A major component of this model is that interaction with others sets the stage for problem solving (Bailey, 2001).

Conflict is no longer perceived as a hindrance in the classroom, but an opportunity to teach social skills (Bailey, 2001). Conflict is perceived as an avenue for generating motivation for students to want to solve problems and/or let go of previous misconceptions of ineffective problem solving (Bailey, 2012a). Moving from impulsivity in the lower centers of the brain where reaction takes place to conscious decision-making in the higher centers of the brain where response takes place is a primary goal of the *Conscious Discipline®* program (Zastrow & Simonis, 2005). This is achieved through providing safety to move from the lower centers of the brain to the limbic system (Bailey, 2001). In order to help students to move from the limbic system to the frontal lobe, or higher centers of the brain, connection with others needs to be established and nourished (Bailey, 2001). It is in this higher center of the brain where true problem solving capabilities lie (Bailey, 2001). While the focus is on classrooms for teachers and home environments for parents, the principles embedded within *Conscious Discipline®* are applicable to all types of human interactions and relationships (Bailey, 2012a).

The Seven Powers for Conscious Adults

In order to begin the process of implementing *Conscious Discipline®,* adults first need overcome their own inadequacies and past hurts by learning the skills and powers taught in the program (Bailey, 2001). The goal is for these powers to be internalized and help adults become

conscious of their own behaviors. Once these powers are internalized and adults are conscious

of their own actions and thoughts (Bailey, 2001). These powers then lead to the seven skills of

conscious adults that help teachers develop consciousness of their behaviors and help their

students do the same (Bailey, 2001). The seven powers for conscious adults are: The power of

perception, the power of unity, the power of attention, the power of free will, the power of

acceptance, the power of love, and the power of intention (Bailey, 2001). Table 1 illustrates a

representation of the powers and skills of *Conscious Discipline®.*

Table 1

The Powers and Skills of Conscious Discipline® (Bailey, 2001).

7 Discipline Skills	7 Powers	7 Life Skills
Composure	Perception	Anger Management
Encouragement	Unity	Helpfulness
Assertiveness	Attention	Assertiveness
Choices	Free Will	Impulse Control
Positive Intent	Love	Cooperation
Empathy	Acceptance	Empathy
Consequences	Intention	Problem Solving

Each of the powers are sequential in the fact that understanding one helps the individual

to become empowered to progress in subsequent powers successfully, but the powers are not

linear in theory or application (Colasanti, 2004). In the power of perception, the premise is that

no one can make you mad without your permission (Bailey, 2001). The goal to achieve through

perception is to take responsibility for your own feelings and then model this, teaching children

to be responsible for their own behavior (Bailey, 2001). The power of unity states that all people

are in the situation together (Bailey, 2001). The goal for unity is to "offer compassion to

ourselves and others" (Bailey, 2001, Unity Section). The power of attention asserts that "what

we focus our attention on, we get more of "and that "when we are upset, we are focused on what

we don't want" (Bailey, 2001, Attention Section). With the power of free will, the only person

that can be changed is your own self, and the goal is to learn to connect with others and guide

them in decision making rather than forcing or coercing change (Bailey, 2001). In the power of

acceptance, the current moment is viewed for what it is, and the goal is to accept the current

moment instead of wishing for something different (Bailey, 2001). The power of love, according

to Bailey (2001) is to "see the best in others" (Love Section). The power of intention is based on

the premise that conflict and mistakes are opportunities to learn new skills (Bailey, 2001).

Instead of punishing students for not attaining skills that it is believed they should already have,

the goal for intention is to teach proficiency for problem-solving (Bailey, 2001).

The School Family

The school family is a paradigm shift from that of traditional behaviorist classrooms.

Instead of using consequences for children, such as being rewarded and punished for acts, they

are instead internally influenced by a culture of caring and responsibility (Bailey, 2001). The

classroom is transformed from a mere conglomeration of walls, desks, students and teachers to a

school family built upon respect and concern for others so that all members of the classroom can

strive for healthy development (Bailey, 2001). This transformation to a school family is modeled

after a healthy family model instead of the behaviorist model that is based in coercion, fear, and

external rewards. Dr. Bailey states, "*Conscious Discipline*® works because consciousness is a better teacher than consequences. Through the conscious awareness of others and ourselves, we can consciously choose the consequence of our life's actions" (2001, p. 6). The connections made among families, teachers, and students through routines, rituals, and structures foster this culture of school family and can build a spirit of cooperation instead of manipulation (Bailey, 2001). In addition, the classroom is named the school family. Students are reminded of the job description of teachers and student that revolve around safety (Bailey, 2001). This fundamental change in classroom management helps to encourage attentiveness, motivation to learn, and control of one's impulses (Bailey, 2001).

The Seven Skills of Discipline

The seven skills of discipline emerge from the seven skills for conscious adults (Bailey, 2001). The transition into teaching these skills needs to come from growth in adults so that a focus can remain on actions from the higher centers of the brain, where the skills of problem solving lie, instead of the lower centers of the brain where fight/flight skills originate (Bailey, 2001). According to Becky Bailey (2000), the skills of discipline are composure, encouragement, assertiveness, choices, empathy, positive intent, and consequences. The seven skills of *Conscious Discipline*® are outlined in Table 2.

Table 2

Skills in Conscious Discipline® (Bailey, 2012b).

Conscious Skill (Emerges from Powers)	Life/Communication Skills	Value
Composure	Anger Management, gratification delay	Integrity

Encouragement		
	Pro-social skills (kindness, caring, helpfulness)	Interdependence, optimism, gratitude
Assertiveness		
	Bully prevention, healthy boundaries	Respect for self and others
Choices		
	Impulse control, goal achievement	Persistence
Empathy		
	Emotional regulation, perspective taking	Honoring diversity, honesty
Positive Intent		
	Cooperation, problem-solving	Compassion, generosity
Consequences		
	Learn from your mistakes	Responsibility

By learning to internalize the power of composure, anger can be managed and
gratification delayed (Bailey, 2001). With encouragement, the life skills of helpfulness and other
pro-social skills are learned and the values of thankfulness, dependence on others, and optimism
are internalized (Bailey, 2001). Assertiveness is the skill that helps individuals to establish
healthy boundaries and prevent bullying (Bailey 2001). Enmeshed within the skill of choices,
the values of goal achievement and impulse control are mastered (Bailey, 2001). The goal of
persisting, no matter the level of adversity, coincides with the skill of choices (Bailey, 2001).
The skill of empathy teaches the values of taking the perspective of others and regulating ones
emotions (Bailey, 2001). The goal to be achieved with empathy is to be honest and value
differences in others (Bailey, 2001). Positive intent is the skill whereby problem-solving and
cooperation are valued en route toward the goal of generosity and compassion (Bailey, 2001).
Finally, the skill of consequences focuses on learning from one's mistakes and working toward
the goal of taking responsibility (Bailey, 2001). While each skill relies heavily upon growth in

other skills, a firm progression is not needed for success in *Conscious Discipline®* (Bailey, 2001).

Implications in Classrooms

Moula et al. (2010) stated that encouraging children to gain control of impulsivity should be a goal of education. Additionally, the authors asserted that "schools do not pay enough attention to the fact that the development of the executive function of learners is at the heart of great teaching (Moula et al., 2010, p. 28). Learning to function in the executive state (limbic system) and uncover and express internal power are constructs taught in the *Conscious Discipline®* program (Colasanti, 2005). Teaching students fundamental skills that help them to become problem-solvers, who can overcome impulses and work together with peers by using conflict as a motivating factor, are goals of the *Conscious Discipline®* program (Bailey, 2001).

Studies using Conscious Discipline®

Several studies have been implemented using *Conscious Discipline®,* program pioneered by Dr. Becky Bailey (2000). Included here are some studies that used the *Conscious Discipline®* program. The results vary and incorporate impacts of *Conscious Discipline®* on social validity, student achievement, student physical aggression, and other behavioral difficulties in children.

Impact on academic achievement. In an unpublished study in Osceola County, Florida, students who were in prekindergarten classrooms that implemented the *Conscious Discipline®* program were deemed more prepared for kindergarten than children who were not in *Conscious Discipline®* classrooms (Rain & Brehm, 2012b).

Social validity study. A study by Calderella et al., (2012) investigated the social validity of *Conscious Discipline®.* The participants' acceptance of the premises of the program was

investigated to measure willingness to participate and satisfaction with the program methods (Calderella et al., 2012). Participants in this mixed methods study were public preschool educators from the Intermountain West region of the United States (Calderella et al., 2012). A Likert scale questionnaire was distributed for completion online along with two open-ended questions for qualitative feedback. The *Conscious Discipline*® model was found to be socially valid according to the results of the study (Calderella et al., 2012).

Action research study. This study, by Zastrow and Simonis (2005) was implemented to observe the relationship between implementation of the *Conscious Discipline*® program and physical aggression in students aged four and five. After conferring with Dr. Bailey on their research proposal, they decided to also relate the study to academic student achievement in literacy as well (Zastrow & Simonis, 2005). The mixed method study results indicated that student achievement increased, behavior incidents decreased, and teachers were overall satisfied with the classroom management and emotional development program (Zastrow & Simonis, 2005). The main finding was that the implementation of conflict resolution strategy increased which led to significant decreases in physical aggression in these prekindergarten classrooms (Zastrow & Simonis, 2005).

Classroom management study. Due to the researchers' need to find a program that could support the problems discovered with discipline and classroom management challenges, they decided to measure the impact of *Conscious Discipline*® on behavioral difficulties in classrooms (Hoffman, Hutchison, & Reiss, 2009). The Teacher Rating Scales (TRS) portion of the Behavior Assessment System for Children (BASC) was used to measure student behaviors before and after the implementation of the *Conscious Discipline*® program in two Florida elementary schools. The results of the study indicated that behavioral changes are possible

37

through development of emotional intelligence, first in adults in the classroom and then in students once this is modeled (Hoffman et al., 2009).

Related Literature

Biblical Application

Although Conscious Discipline® is not advertised as a biblically-based program, there are parallels between the premises and practices of the program that are congruent with biblical and Christian worldviews. These parallels are fear and love, self-control, and respect for others.

Fear and Love. Dr. Becky Bailey (2001), author of *Conscious Discipline®,* states that the difference between this program and others is the fact that *Conscious Discipline®* is based on love and not fear. She states that most adults were disciplined based on fear and therefore believe that fear is the best method of controlling others and managing classrooms (Bailey, 2001). This fear that Bailey (2001) describes is congruent with fear that prohibits optimal brain development and learning according to current brain research has indicated (Bailey, n.d.). Fear is used in the Bible in multiple ways. Psalm 112:1 states "Blessed is the man who fears the Lord, who greatly delights in his commandments." In this context, however, fear is meant to mean honor, not fear as in fear of something daunting.

Instead of a dependence on fear, which can be detrimental, Bailey (2001) suggests that discipline based on love is preferred. This dependence on love for discipline is not the love that is a feeling, but instead a decision to bring the best of oneself to the moment of conflict and problem-solving (Bailey, 2001). Love is expressed through safety, cooperation, and respect to permeate the classroom through empowerment of teachers and students (Bailey, 2001). The Bible states in 2 Timothy 1:7 "For God gave us a spirit not of fear but of power and love and

38

self-control." This statement reinforces Dr. Bailey's premise that love and self-control are more powerful than fear.

Self-control. According to Dr. Bailey (2001), self-control is necessary to the implementation of *Conscious Discipline®.*

> Self-control is not pretending to be calm in difficult moments. It is the ability to reach out and empathize with others, to accept and celebrate differences, to communicate feelings directly, to resolve conflicts in constructive ways and to enjoy being contributing members of a community. It is the ability to embrace conflict as a teaching opportunity instead of viewing it as a disruption to learning (Bailey, 2001, p. 15).

Bailey (2001) states that teachers need to change their attitudes and behaviors first to reflect self-control before students can receive instruction on how to handle conflicts. The Bible states in 2 Timothy 1:7 that God does not give us a spirit of fear, but of power and love and self-control. God is the source of self-control and gives generously.

Respect. Respect is a concept that has been modeled, taught, and preached over the centuries. The only flawless example of treating others in a humble, respectful, and gracious manner is the example of Jesus. Treating others how we would like to be treated has long been taught as the "golden rule." Matthew 7:12 states that we need to do unto others as we would have them do unto us in all things. *Conscious Discipline®* emulates this statement by remembering to bring our best selves to each moment and use the higher centers of our brain to solve problems (Bailey, 2001) so that students can be respected.

Love. The Bible states in Matthew 22:39 that Jesus commanded us to "love our neighbors as we love ourselves." Treating others, including students with the love, mercy, and

grace that God freely grants us, extends the love that Jesus charged us with sharing with others. Dr. Bailey (n.d.) states that love, as used in *Conscious Discipline®* is not the feeling, but the decision to bring the best of ourselves to every situation. In addition, the Power of Love, one of the seven powers of conscious adults (Bailey, 2012) states that seeing the best in others keeps us in the higher centers of our brains so we don't revert to using skills that rely on fear to solve problems. When teachers demonstrate love toward their students, and teach them how to problem solve in a constructive fashion, they are showing God's love as well as inspiring students to work hard in a genuine manner rather than a reliance on fear or coercion.

Neuroscience and the Bible

Dr. Andrew Newberg and Mark Robert Waldman have written extensively on the impact of the brain and neuroscience on various facets of life. One such book, *How God Changes Your Brain: Breakthrough Findings from a Leading Neuroscientist* (2009) comprehensively examined the effect of God on the human brain. Newberg and Waldman (2009) asserted through their research at the University of Pennsylvania that "spiritual practices, even when stripped of religious beliefs, enhance the neural functioning of the brain in ways that improve physical and emotional health" (p. 6). They also stated that practices that incorporate contemplation can reinforce a "specific neurological circuit that generates peacefulness, social awareness, and compassion for others" (Newberg & Waldman, 2009, p. 7). Additionally, when neuroscientists have viewed the human brain in action, they are able to view how feelings and thoughts have the ability to change the electrochemical activity and blood flow to many sections of the brain (Newberg & Waldman, 2009). God has created us to be "wonderfully made" (Psalm 139: 14) and our brains are no exception. Practices such as calming techniques, prayer, dialoguing with

others, and physical exercise are all ways to not only enhance brain functioning, but also build relationship with God (Newberg & Waldman, 2009).

Implications for Teachers

In a study by Tschannen-Moran, Hoy, and Hoy (1998), student teachers who experienced low efficacy indicated behaviors that were more controlling of their students' behaviors. These teachers were more likely to be pessimistic about student motivation, enforce strict punishments, and extrinsic rewards (Tschannen-Moran et al., 1998). These behaviors are contrary to those elucidated in *Conscious Discipline®*. The link between teacher efficacy and a classroom management program that is contrary to behaviorist methods such as extrinsic rewards and punishments is a connection that could prove to be an interesting one. In addition, because educators typically enter the profession of teaching to help students to develop and grow in positive ways, a lack of personal accomplishment in development of students contributes to educator burnout (Maslach et al., 2010).

Because *Conscious Discipline®* has a focus on conflict resolution and problem solving, it is imperative that teachers cultivate relationships with every student. Students will not feel motivated internally if they do not feel a connection with others around them (Bailey, 2001). Motivation for change and academic success stem from positive relationships between teachers and students (Hinton & Fischer, 2010). Additionally, according to White (2007), optimal learning can only occur for children when students and teachers have strong relationships surrounding learning. Therefore, teachers need to strive toward not only helping students make connections with each other, but also to make connections with themselves.

Summary

41

Research using *Conscious Discipline®* has been extensive, including relationships with topics such as student achievement, discipline referrals, and increase teaching time in classrooms (Bailey, 2012b). Implementation of the strategies and techniques in the program has been termed useful and life-changing by program participants (Bailey, 2001). The field of literature is comprehensive, yet a gap exists in studying the relationship between implementation of the program and teacher efficacy. Due to this gap, research is needed to investigate how *Conscious Discipline®* impacts teachers. This study specifically studies the impact on efficacy and burnout scores. If a statistically significant finding through a quasi-experimental study indicates that this classroom management and emotional intelligence program helps teachers feel more efficacious, then teachers may stay in the profession longer and classrooms might be more positive experiences for teachers and students. If no statistically significant finding results from the study, then further studies investigating the relationship between teacher self-efficacy and other classroom management systems would need to be investigated to see if there is a relationship between them. Additionally, efficacy of teachers and student achievement gains would need to be revisited in the latter scenario due to existing studies that currently link teacher efficacy and student achievement (Schunk, 1991).

CHAPTER THREE: METHODOLOGY

Introduction

The purpose of this study was to examine the impact of implementation of the *Conscious Discipline*® emotional intelligence and classroom management program on teachers' efficacy and burnout scores for early childhood teachers using a quantitative quasi-experimental static-group control group design. The following is a description of the methodology of the study.

Design

The characteristics of this type of study are a lack of random assignment, a treatment and control group, and the use of a survey that was administered to both groups (Gall et al., 2007). This type of study is then categorized as a static-group comparison design. The study was conducted in Michigan, using teachers who educate students in grades kindergarten through fifth grade. Although teachers in Michigan are certified to teach kindergarten through eighth grade, the focus on grades kindergarten through fifth grade was a conscious decision to help make the study more applicable to elementary teachers in other states. A trainer from Loving Guidance, who is certified to teach the skills and powers of *Conscious Discipline for Educators,* trained teachers for two full days in August of 2013. All teachers and administrators of children grades kindergarten through fifth in the treatment group school were required to attend this event that was hosted by the school as pre-service training for the academic year.

Variables

The independent variables for this study are the attendance at the *Conscious Discipline for Educators* training and implementation of the skills and structures learned at the *Conscious Discipline for Educators* training. Attendance was measured through attendance records at the training. Implementation of the skills and structures were measured by the principal investigator

using the fidelity measure rubric provided by *Conscious Discipline®* through observation in classrooms.

The dependent variables were teacher efficacy, implementation level, and burnout. Teacher efficacy was measured using the Teacher Sense of Efficacy Scale (TSES) long form that was developed by Tschannen-Moran and Hoy in 2001. Implementation level was measured by the *Conscious Discipline®* fidelity checklist (Rain & Brehm, 2012a). Burnout was measured by the implementing the Maslach Burnout Inventory (MBI) for teachers (Maslach et al., 2013). Both the self-efficacy and burnout scales used Likert scales that were combined into one survey instrument for this study and completed by participants electronically. The survey was administered approximately five months after school-wide adoption of the program. The principal investigator implemented the fidelity measure via observation during the same time frame as the administration of the online survey.

Research Questions

RQ1: Is there a statistically significant difference in survey scores of teacher efficacy between early childhood teachers who are implementing the *Conscious Discipline®* classroom management/emotional intelligence program and those who are not?

RQ2: Is there a statistically significant difference in survey teacher ratings of teacher burnout between early childhood teachers who are implementing the *Conscious Discipline®* classroom management/emotional intelligence program and those who are not?

RQ3: Is there a statistically significant difference in the survey scores of teacher efficacy for teachers and high scores versus low scores on the fidelity measure of implementation of content learned through *Conscious Discipline for Educators* training?

RQ4: Is there a statistically significant difference in the survey scores of teacher burnout for teachers and high versus low scores on the fidelity measure of implementation of content learned through *Conscious Discipline for Educators* training?

<p style="text-align:center;">**Research Hypotheses**</p>

H₁: There is a statistically significant difference in survey scores of teacher efficacy between early childhood teachers who are implementing the *Conscious Discipline®* classroom management/emotional intelligence program and those who did not?

H₂: There is a statistically significant difference in survey teacher ratings of teacher burnout between early childhood teachers who are implementing the *Conscious Discipline®* classroom management/emotional intelligence program and those who are not?

H₃: There is a statistically significant difference in the survey scores of teacher efficacy for teachers and high versus low scores on the fidelity measure of implementation of content learned through *Conscious Discipline for Educators* training?

H₄: There is a statistically significant difference in the survey scores of teacher burnout for teachers and high versus low scores on the fidelity measure of implementation of content learned through *Conscious Discipline for Educators* training.

<p style="text-align:center;">**Participants**</p>

The participants of the study were a convenience sample of teachers who teach students in kindergarten through fifth grade in a charter school located in Michigan. Participants were Michigan certified teachers who teach in the state. The treatment group consisted of early childhood teachers who experienced some *Conscious Discipline®* training, implemented the program in their classrooms at varying levels, and received support in implementation methods of *Conscious Discipline®* through book and/or video studies. The control group members were

elementary teachers who did not have any *Conscious Discipline*® training and are not implementing the program in their classroom. The control group was comprised of teachers in similar programs with similar student populations of similar socio-economic backgrounds and disability proportions.

Setting

The setting for this study took place in charter schools in the greater Detroit, Michigan region. The treatment and control schools were located approximately 15 miles apart and served at-risk populations of students and families. This particular location was chosen because three schools nation-wide were implementing *Conscious Discipline*® school-wide, and this location was both large enough to study elementary teachers with statistical power and would agree to participate in the study.

The treatment school has been in existence for ten years and serves children from kindergarten through twelfth grade. The school is split between three campuses, but only two campuses were observed for the study. Kindergarten was in a separate campus, approximately five miles away from the elementary campus, which housed the remaining grades observed in the study. The third campus housed the middle and high school. At the elementary campus, the majority of classrooms were in the main building, but two additional modular buildings with several classrooms were located outside the main building to accommodate the growth of the school.

Teachers in the treatment school were chosen by their administrators to attend the training and implement the structures in their classrooms due to school-wide implementation of the program. Since the school in the treatment group had decided to implement *Conscious*

Discipline® school-wide, monthly training in the form of a book chapter review, support, and coaching are being provided for teachers throughout the 2013-2014 academic year

The control school was also located just outside Detroit, Michigan and serves approximately 800 children in grades kindergarten through eighth grade and has been in operation since 1999. All grades observed in the study, kindergarten through fifth grade, were housed in one building, with an addition being built to accommodate the growth in the school. Teachers in the control school did not attend *Conscious Discipline for Educators* training, but instead were trained on their school-wide discipline system. All teachers participated in training on their school-wide discipline system through in-service training and webinars.

Instrumentation

Surveys

The Teacher Sense of Efficacy Scale (TSES) and Maslach's Burnout Inventory (MBI) will be used for participants to electronically complete as the survey in this study. The TSES uses a 9 point Likert scale with one denoting that nothing can be done by teachers to affect the situation, to nine signifying that a great deal can be done by teachers to influence the situation (Tschannen-Moran & Woolfolk Hoy, n.d.). The authors of the instrument performed factor analysis to determine respondent trends (Tschannen-Moran & Woolfolk Hoy, n.d.). The authors found the following to be correlated: Efficacy in Student Engagement, Efficacy in Instructional Practices, and Efficacy in Classroom Management (Tschannen-Moran & Woolfolk Hoy, n.d.). The long-form of the TSES will be used for enhanced precision in identification of trends. Permission to use the scale for research has been obtained by the author (Woolfolk-Hoy, n.d.).

The TSES scale has been studied with regard to reliability and validity (Tschannen-Moran & Hoy, 2001) with additional factor analysis and reliability analysis performed by

Tschannen-Moran and Hoy (2007). The original study in 2001 found that the TSES is a valid

and reliable tool for measuring teacher efficacy by implementing three separate studies using the

instrument with a reliability score of .94 (Tschannen-Moran & Hoy, 2001). Additionally the

Cronbach score for reliability was .93 for a separate study by Fives and Buehl (2010). The TSES

was also found to have construct validity with previous measures (Tschannen-Moran & Hoy,

2001). The addition of questions regarding a wider variety of teaching tasks allowed for a

greater application to a variety of settings (Tschannen-Moran & Hoy, 2001).

Table 1

TSES Long Form Descriptive Data

	m	*sd*	α
TSES	7.1	.94	.94
Engagement	7.3	1.1	.87
Instruction	7.3	1.1	.91
Management	6.7	1.1	.90

The Maslach Burnout Inventory- Educators Survey (MBI-ES) will be used to measure the

level of burnout each teacher is experiencing. This scale was developed specifically for teachers

after the development of the original Maslach Burnout Inventory (MBI) for those in human

service professions (Maslach et al., 2010). The MBI is available in various editions for those in

various professions and is the most commonly used tool in the assessment of burnout according

to Leithwood, Menzies, Janzti, and Leithwood (n.d., as cited in Vandenberghe & Huberman,

1999). Additionally, extensive research has been conducted on the use of the MBI for over 25

years (Maslach et al., 2013). The three subscales of emotional exhaustion, depersonalization,

and personal accomplishment are identified and factored in the survey (Maslach et al., 2013). This seven-point Likert scale can be coded as low, average, or high by using cut off points listed on the scoring key (Maslach et al., 2013). While the MBI-ES is not a clinical diagnostic tool, it can give a clear indication to school administrators where potential problems may lie, and help support teachers who need it most (Maslach et al., 2010). The MBI-ES can also help teachers to self-assess and gain a clearer awareness of what areas are contributing to the most satisfaction and/or dissatisfaction in their work so remediation or other steps in career management can be taken (Maslach et al., 2010).

The MBI has been tested for reliability ($\alpha = .91$) with each subscale of the instrument demonstrating average reliability of Emotional Exhaustion (EE) ($\alpha = .88$, $SD = 0.05$), Depersonalization (DP) ($\alpha = .71$, $SD = 0.09$) and Personal Accomplishment (PA) ($\alpha = .78$, $SD = 0.08$) (Aguayo, Vargas, de la Fuente, & Lozano, 2011). Thirty-eight studies were represented in the regression subsample of the meta-analysis using the English version of the scale. Their reliability alpha ranged from .72 to .95, with $M = .88$ and $SD = .04$ (Aguayo et al., 2011). Descriptive statistics from the full sample were similar to those from the regression subsample. In addition, studies done on the English version of fifty-three studies of the EE subscale and coefficient alpha estimates ranged from .72 to .95, with $M = 88$ and $SD = .04$, 95% CI = 87, .89 (Aguayo et al., 2011).

Special qualifications are not needed for administration of the MBI except the perception that there should be no perceived authority over respondents such as those in supervisory roles (Maslach et al., 2013). The administrator of the MBI should work to reduce bias and ensure that completion of all items has taken place (Maslach et al., 2013). In order to overcome these

potential barriers, the principle investigator had no prior relationship with either the treatment or control group school and the surveyor required answers to all questions regarding the MBI.

Fidelity Measure

An observation took place in all treatment and control group classrooms to measure the level of implementation of the skills, powers, and structures of *Conscious Discipline®*. "Treatment fidelity is the extent to which the treatment conditions, as implemented, conform to the researcher's specifications for the treatment" (Gall et al., 2007, p. 395). Permission to conduct the fidelity measure in both the treatment and control groups has been obtained by the administrators in both schools. The observations for fidelity were implemented by the researcher in December 2013.

<div align="center">

Procedures

</div>

The survey used was the TSES long form and MBI combined with the addition of questions regarding Michigan certification and level of education. In addition, questions confirming attendance at training and level of education in *Conscious Discipline®*. Directions for completion were sent to teachers via email with a link to electronic completion webpage included. Consent for participation in the study was obtained before the email was sent to the administrators in both the treatment and control groups for their use in forwarding to participants in the study.

The surveys were completed electronically with accuracy of question wording to ensure validity and reliability of both instruments. In addition, the data was compiled and stored on a data stick in the researchers locked office at Keystone College in a locked drawer. In addition to the TSES and MBI in the survey, the participants in the study were asked if they are certified to teach in Michigan, how much *Conscious Discipline®* training and book study they have

completed, as well as how many years of experience they have with teaching children in the age group they are currently teaching.

The survey of the TSES and MBI combined were sent to teachers in both the treatment and control groups in an email with a link to SurveyMonkey. Both schools served children of the same age group and similar school demographics. Permission was obtained from school administrators in both the treatment and control groups in the fall of 2013.

Treatment

The treatment for this study is implementing a new program of *Conscious Discipline®* in early childhood classrooms after receiving training about *Conscious Discipline for Educators* in the Fall of 2013. Measurement of the implementation of the program will be done through the fidelity measure developed by Dr. Jeffrey Rain (2012), named the *Conscious Discipline®* Fidelity Rubric. The principal investigator will be responsible for implementing the fidelity measure approximately five months after the teachers have attended the initial training.

Quasi-Experimental Design

This study follows the Static-Group Comparison Design due to lack of random assignment to treatment versus control groups and posttest administration to both treatment and control groups (Gall et al., 2007). Participants were not randomly assigned to the experimental and control groups. The treatment group consisted of participants in the *Conscious Discipline for Educators* training at the charter school, and the control group consisted of educators in a nearby charter school who did not attend the *Conscious Discipline for Educators* training. The survey of the combined TSES and MBI was administered to both the treatment and control groups to measure teacher efficacy and burnout respectively. This method and implementation was congruent with quasi-experimental design (Gall et al., 2007).

51

Participants were asked to voluntarily take part in the study through completion of a consent form. Participation included the completion of a survey and an observation by the principal investigator using the fidelity checklist (Rain & Brehm, 2012a). There were no threats to ethical treatment of participants.

Threats to Internal Validity

The assumption of full attendance at the *Conscious Discipline*® training is a possible limitation of the study. Sign-in sheets for attendance at the training have been verified, but individuals could have signed in without full attendance. Also, it is assumed that the five month time frame between the initial *Conscious Discipline for Educators* training and the survey will demonstrate that teachers are genuinely affected by the treatment and not merely going through the motions when the fidelity measure is scored with observation. Another assumption is that participants will honestly complete the survey with accuracy of their true feelings and experiences.

One limitation for this study is that because this study is only being conducted in Michigan, the results may not be transferrable to other populations. Also, because the study is being conducted with teachers of elementary grades the results may not be applicable to teachers in other grades. The limitation also exists that data is not being gathered in the natural setting of the teacher's classroom, so the measures could be considered to be obtrusive (Gall, Gall, & Borg, 2007). Since the study is survey only, the limitation exists that the difference(s) that occur could be due to other factors than the treatment. Pretest was not used in this study; however, the use of a control group was used to overcome this limitation (Gall et al., 2007).

The limitation of inter-rater reliability for the fidelity measure observation is addressed in that the principal investigator will be the only individual observing in classrooms. Additionally,

since the principal investigator is familiar with *Conscious Discipline®,* the reliability and validity have been protected. The TSES and MBI have been shown to be reliable and valid as assessment measures of teacher efficacy and teacher burnout (Maslach et al., 2013; Tschannen-Moran & Hoy, 2001; Tschannen-Moran & Hoy, 2007; Tsigilis et al., 2007).

The limitation also exists of confounding factors of difference between the treatment and control schools that the principal investigator was not aware of before arriving on site. Differences in school climate, administrative differences, teacher compensation, and other factors could influence either faculty in their feelings of self-efficacy and/or burnout. Despite these limitations and assumptions, the possibility exists that participation in *Conscious Discipline for Educators* training and implementation of the skills and powers of *Conscious Discipline®* could influence teacher self-efficacy and tendency toward burnout.

Group differences on the survey could be due to characteristics of the groups rather than the treatment effect (Gall et al., 2007). Experimental treatment diffusion and/or compensatory rivalry is/are remotely possible for teachers in the control group who learn of the strategies gathered by participants in the treatment group. However, that would be unlikely due to schools not providing the training for teachers in the control group and the teachers not working in the same environment. Experimental treatment diffusion will be addressed by notifying participants that they are not to share their findings from the new program with other teachers in neighboring districts or schools.

The lack of a pretest in this study could threaten internal validity. However, since the number of possible participants was small, requiring a pretest and posttest could have potentially affected the sample size even further.

The difference in student demographics between the treatment and control schools is another threat to internal validity. The treatment group school has students that are over 90% African American and 83% Free and Reduced Lunch (FRL) (Treatment School Administrator, 2013). In the control group school, the demographic data was as follows: 40% African American, 40% Hispanic, 18% Caucasian, 2% Asian, and 85% Free and Reduced Lunch (FRL) (Control School Administrator, 2013). Since students from similar financial backgrounds are both found to be at risk of academic failure due to a similar majority of students participating in FRL (Gavigon & Kurtts, 2010), the threat to internal validity is lessened. Both the treatment and control schools serve populations with similar risk factors regarding academic achievement since both serve the majority of students as non-white and at an economic disadvantage. This similarity limits the threat to internal validity.

In addition to demographics, additional control was imposed through the location by choosing schools who are located in the greater Detroit, Michigan area. In addition, the types of schools as they are similar. Both schools are charter schools and serve children and families in a similar proximity to Detroit. This similarity in location and population of students/families helps to lessen the threat to internal validity.

An additional consideration of the study is the potential for teachers to actually decline in their efficacy after attending the *Conscious Discipline*® training. Because *Conscious Discipline*® is based on teaching adults how to first manage their own behavior and learn new skills for problem solving before being able to teach these skills to children (Bailey, 2000 & 2001), teachers will need to feel confident in their own transformation before a lasting impact on efficacy could possibly be reached. Due to this concern, the survey and fidelity measures will be

administered five months after the training to ensure time for teachers to practice the new skills before testing their efficacy.

Data Analysis

Data was analyzed first for descriptive statistics (Gall et al., 2007). Mean scores of the surveys of the classroom management factor of the TSES were computed with an independent sample *t* test, comparing the mean scores of the TSES and MBI between the treatment and control group. Gall et al., (2007) recommend a *t* test for analysis of static-group comparison design.

Conclusion

The results of this study may help teachers and administrators to be aware of a classroom management and emotional intelligence program that may impact efficacy in a positive way. This information will supplement the already published information regarding the positive impact regarding student achievement and reduction of discipline referrals. Implications to the field would include innovative methods of positive guidance, management of classrooms, and conflict resolution for more effective teaching, which can lead to greater student achievement and teacher efficacy. Having teachers who feel effective can lead to less burnout and lower incidences of attrition (Lee et al., 2011). Therefore, the results of this study could be significant in helping students achieve greater gains academically, socially, and emotionally as well as helping teachers to learn new skills to effectively manage their classrooms and remain in the field for years to come.

CHAPTER FOUR: FINDINGS

The purpose of this quantitative quasi-experimental static-group control group design study was to determine the effect of *Conscious Discipline for Educators* training on scores of teacher self-efficacy and burnout. *Conscious Discipline for Educators* is a classroom management and emotional intelligence program aimed at helping teachers to demonstrate appropriate behaviors in a classroom setting. Since a foundational piece of this program is for adults to learn the principles before they can be taught to their students, the purpose of this study is to look at the effect this training had on teacher feelings of effectiveness in the classroom. In addition, the teacher tendency toward burnout was also measured to see if teachers are prone toward leaving the field.

After a descriptive analysis of the sample and instrument results, an analysis was conducted between a treatment and control group in this post-test only design. The test used to compare means for each research question was an independent sample *t*-test at the recommendation of Gall et al. (2007).

Description of Study

Data was analyzed quantitatively using SPSS 20.0 software. After importing, cleaning, and coding the data properly, both descriptive and inferential analyses were conducted to determine the answers to the research questions for the study. Prior to analysis, reverse coding was applied where necessary and scales were summed to calculate necessary new variables. The independent variable in the study was the level of implementation of *Conscious Discipline®* based on the observational fidelity score. Since the researcher was the only individual conducting the observations for the fidelity score, there is no issue of inter-rater reliability. The

dependent variables for this study included scores on the Teacher Sense of Efficacy Scale (TSES) and the Maslach's Burnout Inventory (MBI).

Description of Sample

The participants in the study consisted of elementary teachers in Michigan ($n = 27$) who taught in classrooms of children in grades kindergarten through fifth grade in two charter schools in the greater Detroit metropolitan area. Teachers in the treatment group ($n = 12$) were both observed and completed the online survey of the combined TSES and MBI instruments as well as questions pertaining to their level of training in *Conscious Discipline®.* In the control group ($n = 15$), teachers completed the identical online survey and were observed using the same fidelity measure during the same time frame as the treatment group.

Participants were asked several questions in addition to the TSES and MBI in the online survey. One preliminary question asked if the participants were certified to teach the grade level assigned to them in the current school year. All participants responded that they were certified to teach in their current grade level in the state of Michigan. Figure 3 shows the frequency of participant responses for the entire sample regarding years of teaching grades kindergarten through fifth grade.
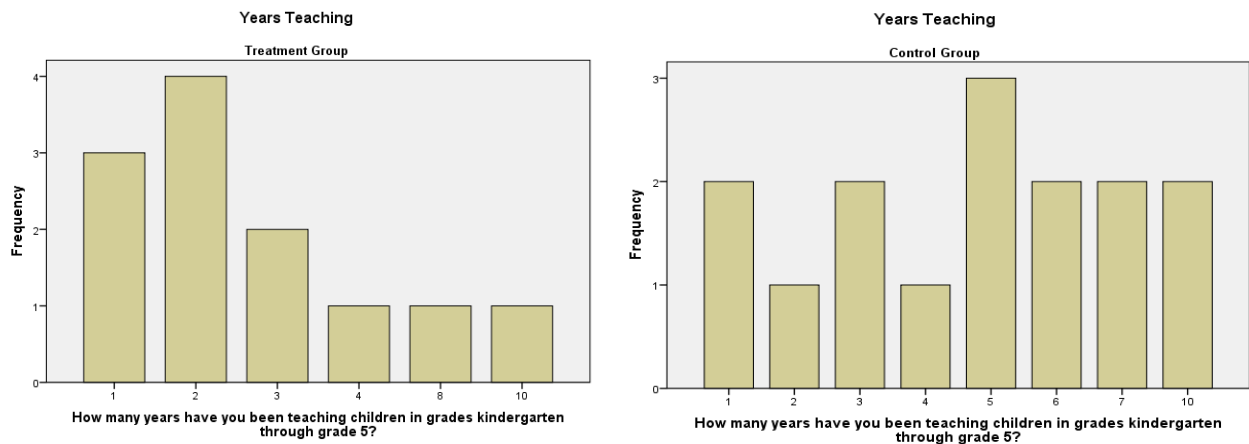
Figure 2. Number of years teaching frequencies for participants

Table 5 shows descriptive statistics for years of experience between the treatment group and the control group. The average deviation in both the treatment and control group fell within 3 standard deviations of the mean.

Table 2

Descriptive Statistics of Years Teaching by Group

Years Teaching	N	Mean	SD	Max	Min
Treatment	12	3.25	2.86	1	10
Control	15	5.00	2.80	1	10

Data that pertains to the group's participation in *Conscious Discipline for Educators* training and the level of self-study in book and/or DVD form is summarized in Table 6. Of those in the treatment group who attended the training offered by the school, two of the treatment group participants also attended the *Conscious Discipline® Summer Institute* in 2013.

Table 3

Amount of self-study in which participants engaged

Self-Study	DVD		Book	
	Frequency	Percent	Frequency	Percent
No Self-Study	15	55.6	15	55.6
Minimal Self-Study	7	25.9	5	18.5
Some Self-Study	5	18.5	6	22.2
Lots of Self-Study	0	0.00	1	0 .04
Total	27	100.0	27	96.34

Instrumentation

Descriptive analysis was conducted on the data gathered using the instruments of fidelity, TSES, and MBI. Descriptive analysis consists of the use of mathematics to summarize and organize numerical data (Gall et al., 2007). Because the sample did not reveal any significant

outliers, the mean was calculated as a measure for central tendency. Had outliers been present,

the median would have been a preferred measure because the mean is susceptible to extreme

values (Cronk, 2010).

Table 4

Descriptive Statistics for all three instruments

	Group	*m*	*sd*	Max	Min
	Control (*n* = 15)				
	Treatment (*n* = 12)				
Fidelity	Control	76.53	20.04	113.00	46.00
	Treatment	98.25	23.33	140.00	71.00
TSES	Control	184.47	23.69	216.00	129.00
	Treatment	170.08	18.70	199.00	135.00
MBI	Control	61.13	11.99	81.00	44.00
	Treatment	67.42	13.21	89.00	45.00

The Kolmogorov-Smirnov and Shapiro-Wilk tests supplemented this examination to

determine normality of the data. These assessments of distribution normality are preferred when

the sample size is less than 50 (Elliot & Woodward, 2007). Table 8 shows the results of these

tests indicating that normality is not rejected and that parametric procedures can safely be

applied.

Table 5

Tests of Normality

	Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Total_TSES	1.00	.122	12	.200[*]	.972	12	.934
	2.00	.126	15	.200[*]	.942	15	.402
Total_MBI	1.00	.164	12	.200[*]	.965	12	.854
	2.00	.151	15	.200[*]	.936	15	.330
Fidelity_Total	1.00	.187	12	.200[*]	.919	12	.275
	2.00	.125	15	.200[*]	.964	15	.763

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Fidelity

The Fidelity Observer Checklist was provided by the research team at Loving Guidance, the parent company for *Conscious Discipline®* and applied as the observation instrument for this study. Based on the rubrics developed by Dr. Becky Bailey regarding School Family (2012b) and Fidelity Skills (2011a), the Fidelity Observer Checklist rates the various skills and powers of *Conscious Discipline®* in terms of observational components.

Fidelity scores varied despite whether the teacher was a part of the treatment or control group. The top fidelity scores were mainly from the treatment group, with eight of the top fourteen scores coming from the treatment group. Nine of the bottom thirteen scores were from the control group. The mean fidelity score of the treatment group (*n* = 12) was 98.25, with the mean fidelity score of the control group (*n* = 15) of 76.53. Figure 4 shows side by side box plots of the data for the treatment and control groups.
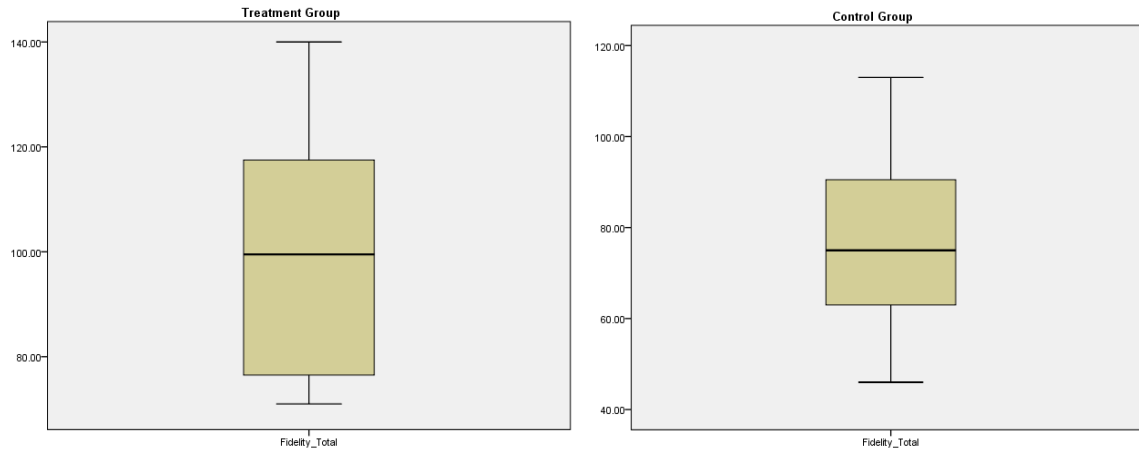
Figure 3. Fidelity side by side box plots

Further evidence of normality is apparent through examination of the box plots in Figure 4. Elliot and Woodward (2007) suggested that if the box plot for the data approximates normality by revealing symmetry and appropriate length whiskers, as well as achieving the non-significant results of the prior tests, this assumption is satisfied. A final examination of the total sample evidenced in Figure 5, shows the data was slightly positively skewed, yet sufficiently approached normality. The examination continued with view of the histogram. Figure 5 shows the data approaching normality with a slight positive skew, confirming the assessment of the box plot. With this assumption satisfied the independent sample *t* tests can be properly used.
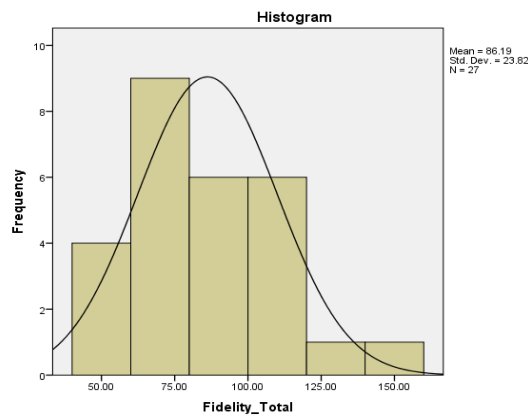

Figure 4. Total Fidelity Score Frequencies

Reliability. The Fidelity Checklist provided by Loving Guidance, Inc., the parent company for *Conscious Discipline®*, was never used to produce an overall score in previous studies. Because of this, no validity or reliability information could be obtained for an overall score. The Fidelity Checklist was previously used in observing and rating the four subscales. These four subscales are Structures, Rituals, and Routines-Observer (SRRO), Social Emotional Personal Development (SEPD), Teaching Style Rating Scale (TSRS-O) and the Classroom Social Emotional Behavior (CSEB). The TSRS-O contains three subscales, Positive Discipline (PD), Classroom Management (CM), and Positive Emotional Climate (PEC). Table 9 shows the reliability alpha scores for the Fidelity Checklist subscales as reported by the author of the instrument (Rain, 2014).

Table 6

Reliability Scores for Fidelity Checklist Subscales

	SRRO	SEPD	TSRS-O	CSEB
α	0.85	0.91	PD 0.89 CM 0.78 PEC 0.94	0.92

Validity. According to the author of the Fidelity Checklist, all subscale measures are content valid (Rain, 2014). Additionally, all subscale measures have demonstrated criterion-related validity through correlations with other similar measures with the exception to the Structures and Skills rubrics. Since there were no like measures for the Structures and Skills rubrics, they have been validated only against earlier versions of themselves (Rain, 2014).

Results. The mean score on the Fidelity Checklist for the treatment group ($n = 12$) was 98.25 ($sd = 23.33$). The control group ($n = 15$) mean score was 76.53 ($sd = 20.04$).

TSES

The Teacher Sense of Efficacy Scale (TSES) measured the self-efficacy for educators. The TSES was developed by Megan Tschannen-Moran and Anita Woolfolk Hoy (2001) in response to previous measures demonstrating marginal validity and reliability. Based on Bandura's Social Cognitive Theory (1986), the instrument measures an individual teacher's perception of their own efficacy.

There are two versions of the Teacher Sense of Efficacy Scale (TSES), the long form and the short form (Tschanned-Moran & Hoy, n.d.). In this study, the long form was used. The long form of the TSES is comprised of 24 questions with opportunities for teachers to rate their own efficacy in a nine-point Likert scale. The various numbers of one through nine represent ratings of teacher beliefs with the continuum of one being nothing can be done and nine being a great deal can be done to help students in various scenarios. All questions were positively stated, so nine would represent the highest score of efficacy for each question. The highest score possible on the TSES, denoting the highest sense of self-efficacy and a score of nine points for each question would be 216. As previously indicated on Table 7, the data from the TSES revealed normality and reliability using the Kolmogorov-Smirnov and Shapiro-Wilk tests. As evidenced in Table 7 and Figure 7, these data were slightly negatively skewed, yet sufficiently approached normality.

TSES scores varied despite whether the teacher was a part of the treatment or control group. The mean score on the TSES for the treatment group ($n = 12$) was 170.08, with the control group ($n = 15$) mean score being 184.47. The data for the TSES scores approached normality. Evidence of this can be found in the box plot found in Figure 6.
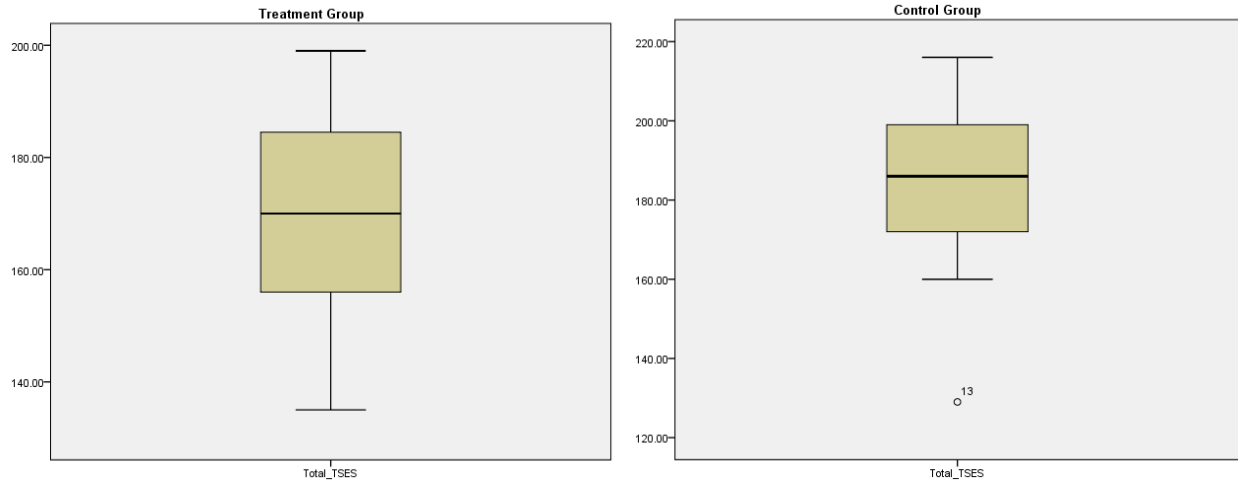
Figure 5. TSES side by side comparison

In addition to the box plot, a histogram was constructed to verify normality of data for the

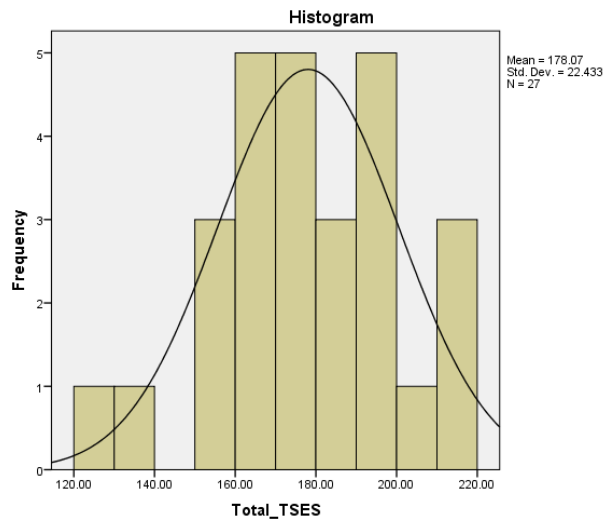TSES. Figure 7 shows the histogram with normality curve, confirming data normality.

Figure 6. Total Fidelity Score Frequencies

Elliot and Woodward (2007) suggested that if the box plot for the data approximates

normality by revealing symmetry and appropriate length whiskers, as well as achieving the non-

significant results of the prior tests, this assumption is satisfied. Since these assumptions are

satisfied, an independent sample *t* test can be conducted.

64

Reliability. The TSES instrument has been deemed both reliable and valid by the authors (Tschannen-Moran & Woolfolk Hoy, 2001). Reliability for the TSES was established through multiple studies conducted by the authors for refinement of the instrument (Tschannen-Moran & Woolfolk Hoy, 2001). The third study alone had 410 participants and directly measured reliability and validity (Tschannen-Moran & Woolfolk Hoy, 2001). Additionally, the authors of the TSES established reliability of the overall TSES (α = .94) as well as for each subscale, Engagement α = .87, Instruction α = .91, and Management α = .90. The outcome of the various studies indicated that the instrument is not only valid and reliable, but superior in measuring overall efficacy to the other current instruments in the field regarding measurement of teacher efficacy (Tschannen-Moran & Woolfolk Hoy, 2001).

Validity. Validity correlations can be viewed in Table 10 (Tschannen-Moran & Hoy, n.d.).

Table 7

Validity Correlations

	TSES	Instruct	Manage	Engage
TSES		.89	.84	.87
Instructional Strategies	.84		.60	.70
Classroom Management	.79	.46		.58
Student Engagement	.85	.61	.50	

Above diagonal, long form (24 items); below diagonal, **p<0.01 (2-tailed); (Tschannen-Moran & Hoy, 2001).

In addition, Nie, Lau, and Liau found that the TSES provided positive results in predictive and convergent validity in a study performed in 2012. In addition, this study (Nie et

al., 2012) found that the three subscale structure was supported in validity as well as computing a single efficacy score from these three combined subscales.

Results. The scores of the TSES from participants were mixed between the treatment and control group. Table 11 shows the mean scores of the Treatment and Control groups on the TSES as well as years of teaching experience in grades kindergarten through fifth grade.

Table 8

Mean TSES Scores by Group

	Mean (*m*) TSES	*sd* TSES	Mean (*m*) Years Teaching	*sd* Years Teaching
Treatment	170.08	18.70	3.25	2.86
Control	184.47	23.69	5.00	2.80

As evidenced in Table 11, it is interesting to note that teachers in the control group both taught for more years and scored higher on the TSES than those in the treatment group.

In addition to overall TSES score computation, mean and standard deviation scores were also examined based on the three subscales devised by the Tschannen-Moran & Woolfolk Hoy (2001). These three subscales were identified as Efficacy in Student Engagement, Efficacy in Instructional Strategies, and Efficacy in Classroom Management (Tschannen-Moran, & Woolfolk Hoy, 2001).. Scores by participants in the study were then compared with the mean scores identified by the instrument authors (Tschannen-Moran & Hoy, n.d.) as evidenced in Table 12.

Table 9

Descriptives of TSES Subscales

	Treatment (n = 12)	Study Mean	Study *sd*	TSES Mean	TSES *sd*	Difference

		Control (n = 15)				
Student Engagement (SE)	Treatment	7.06	0.78	7.3	1.1	-0.24
	Control	7.48	1.02			+0.18
Instructional Strategies (IS)	Treatment	7.17	0.75	7.3	1.1	-0.13
	Control	7.81	1.02			+0.51
Classroom Management (CM)	Treatment	7.03	0.99	6.7	1.1	+0.33
	Control	7.78	0.88			+1.08

Note: TSES Mean and SD (Tschannen-Moran & Woolfolk Hoy, 2001).

Mean scores on each subscale of the TSES were mainly reflective of scores in the studies by the instrument authors with the exception of Classroom Management. Mean scores in the control group were over one point higher, and approximately one *sd* higher, than the mean scores in Classroom Management in the TSES study.

MBI

Maslach's Burnout Inventory (MBI) has been developed to measure burnout in the workplace and is the premier inventory of its kind (Maslach et al., 2010). There are three versions of the instrument: the General Survey, the Human Services Survey, and the Educator Survey (Maslach et al., 2010). The original instrument developed was for those working in the human services industry and an adaptive instrument was developed for educators (Maslach et al., 2010).

Before any descriptive analysis could be done, various responses needed to be recoded to reflect accuracy in noting high or low indications of burnout. Questions four, seven, nine, 12, 18, 19, and 21 were reverse coded so that score zero transposed to six, indicating a high rate of burnout. Scores of one were recoded to five, and scores of two were recoded to four. Scores of four were recoded to two, scores of five were recoded to one and scores of six were recoded to zero. Scores of three remained unchanged, as they did not reflect a change in rating.

The mean score of the treatment group ($n = 12$) was 67.42 with the mean score of the control group of 61.13. One matter of note is that the higher the MBI score, the higher the tendency toward burnout; therefore a lower score is desired. Figure 8 shows the normality of the data for the MBI, and is divided into the treatment and control groups for comparison.
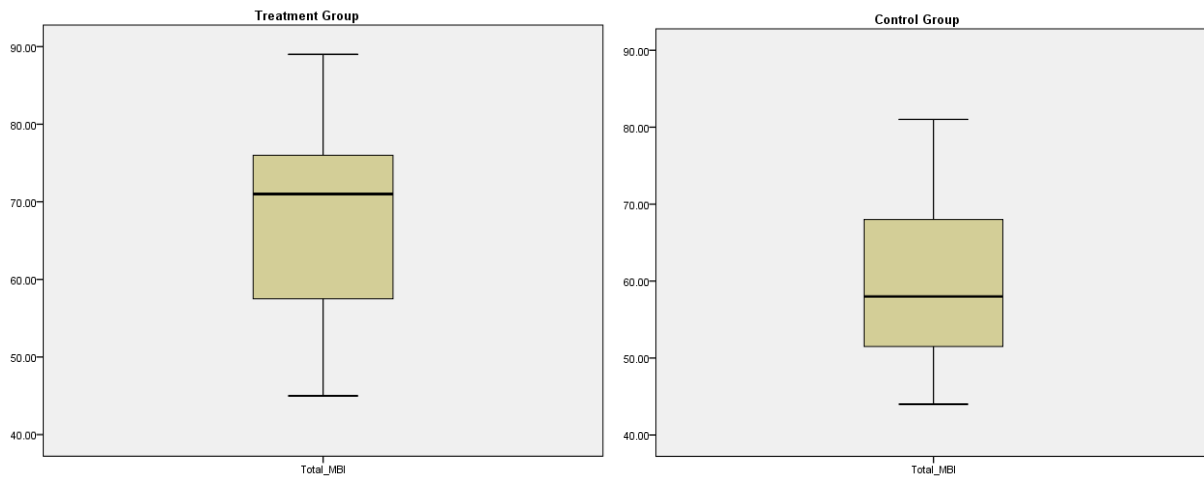

Figure 7. MBI side by side comparison

In addition to the review of the box plots per group, a histogram was reviewed for confirmation of normality. Since the data approached normality in both tests, an independent sample *t* test can be used to compare means for inferential analysis (Gall et al., 2007).
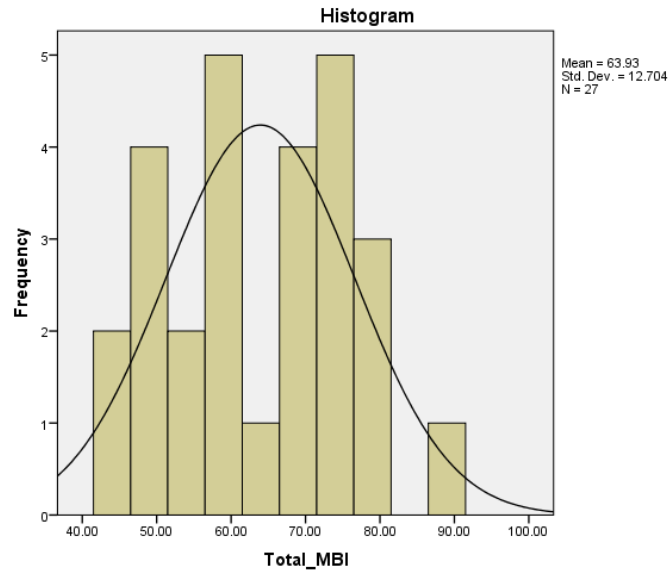
Figure 8. Total MBI Score Frequencies

Subscales. There are three subscales embedded within the Maslach Burnout Inventory

(MBI). These three subscales are Emotional Exhaustion, Depersonalization, and Personal

Accomplishment (Maslach et al., 2010). Scores for each subscale are categorized into three

levels of high, medium, and low (Maslach et al., 2010). Both Emotional Exhaustion and

Depersonalization are denoted as higher numbers representing higher levels of burnout, where

lower levels of Personal Accomplishment represent higher levels of burnout. Table 13 shows the

range of scores for educators to denote these varying levels in the three subscales according to

the authors of the instrument. The categories of high, medium, and low demonstrate varying

levels for individual review of results to compare to norms, but the original scores in numerical

form should be used for statistical analysis for greater power (Maslach et al., 2010).

Table 10

MBI Subscale Scoring

Categorization of MBI Scores			
MBI Subscales	Low	Average	High

K-12 Teaching	(Lower Third)	(Middle Third)	(Upper Third)
EE	≤16	17-26	≥27
DP	≤8	9-13	≥14
PA	≥37	36-31	≤30

Validity and reliability. Maslach (2010) established validity of the MBI though several studies, including correlation with burnout indicators. Reliability and internal consistency was also established using Cronbach's coefficient alpha for Emotional Exhaustion ($\alpha = 90$), Depersonalization ($\alpha = 79$), and for Personal Accomplishment ($\alpha = .71$) (Maslach, 2010). With regard to test-retest reliability, Emotional Exhaustion was found to register at .60, Depersonalization at .54, and .57 for Personal Accomplishment (Jackson, Schwab, & Schuler, 1986). Longitudinal studies have shown a high degree of consistency within each subscale using the MBI that does not diminish markedly over time, which verifies the purpose of measuring the enduring state of burnout.

Descriptive analysis of MBI results. All participants ($n = 27$) completed the entire Maslach Burnout Inventory. An analysis of the data gathered from the MBI revealed normality using the Kolmogorov-Smirnov ($p = .02$) test as an indicator ($M = 63.93$, $SD = 12.70$). As evidenced in Figures 8 and 9, these data approach normality. According to Ergin (1992), validity and reliability studies of the instrument were conducted, with the Cronbach's Alpha coefficient for content validity being calculated as .83 for emotional exhaustion, .65 for depersonalization and .72 for personal accomplishment (as cited in Koruklu, Feyzioglu, Özenoglu-Kiremit, & Aladag., 2012).

Subscales. The authors of the MBI, (Maslach et al., 2010), noted that there are three distinct subscales embedded in the instrument. These three subscales are Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA) (Maslach et al., 2010). The

questions that pertain to each of these subscales were identified and averaged to isolate subscale scores. Computing the mean instead of totaling scores for each subscale was recommended by the authors of the instrument (Maslach et al., 2010). Each subscale had a different number of responses in the instrument, so computing the mean demonstrated trends in response rather than totals that would prove misleading due to varying numbers of responses. Table 14 shows the frequency in responses in subscale scores for EE, DP, and PA for control and treatment groups.

Table 11

MBI Subscale Frequencies by Group

Treatment Group Emotional Exhaustion					Control Group Emotional Exhaustion			
Burnout Tendency	Score	Frequency in Responses	Percent in Responses		Burnout Tendency	Score	Frequency in Responses	Percent in Responses
High	27 or over	7	58.33%		High	27 or over	2	13.33%
Moderate	17-26	2	16.67%		Moderate	17-26	6	40.00%
Low	0-16	3	25.00%		Low	0-16	7	46.67%

Treatment Group Depersonalization					Control Group Depersonalization			
Burnout Tendency	Score	Frequency in Responses	Percent in Responses		Burnout Tendency	Score	Frequency in Responses	Percent in Responses
High	14 or over	0	0.00%		High	14 or over	0	0.00%
Moderate	9-13	2	16.67%		Moderate	9-13	1	6.67%
Low	0-8	10	83.33%		Low	0-8	14	93.33%

Control Group Personal Accomplishment					Treatment Group Personal Accomplishment			
Burnout Tendency	Score	Frequency in Responses	Percent in Responses		Burnout Tendency	Score	Frequency in Responses	Percent in Responses
High	0-30	0	0.00%		High	0-30	0	0.00%
Moderate	31-36	1	6.67%		Moderate	31-36	1	8.33%
Low	37 or over	14	93.33%		Low	37 or over	11	91.67%

As noted in Table 14, the only subscale in which participants scored in the category of High Burnout Tendency was in the Emotional Exhaustion (EE) subscale. With 58% of the treatment group and 13% of the control group responding in the high category, this tendency was the most pronounced. Of note, however, was the lack of high burnout tendency in both the Depersonalization (DP) and Personal Accomplishment (PA) subscales. In contrast, the highest percentages of tendency in these subscales were in the low category for both the treatment and control groups.

Inferential Analysis

It is necessary to use the laws of probability to infer trends and draw statistical conclusions with data (Gall et al., 2007). In order to make an inference of the statistical results of a sample to the greater defined population, inferential analysis must be used (Gall et al., 2007). Inferential statistics were used to draw conclusions about elementary teachers based on the sample of elementary teachers in the treatment and control groups in the research study. An independent sample *t*-test was used in this study to compare means of the treatment and control groups as the primary means of inferring conclusions to the larger population. The assumptions necessary for applying an independent sample *t*-test include a normal distribution, homogeneity of variance, and test variables that are independent of one another (Green & Salkind, 2011). All assumptions were satisfied for this study.

Research Questions

The following research questions guided the data analysis in this study:

Question one. Is there a statistically significant difference in survey scores of teacher efficacy between early childhood teachers who attended the *Conscious Discipline for Educators* training for this classroom management/emotional intelligence program and those who did not? To answer this research question, an independent sample *t*-test was performed to evaluate the research hypothesis that teachers who implement *Conscious Discipline®* are more likely to rate themselves as being effective educators. The Levene's test revealed homogeneity of variances for interpretation. The evaluation of efficacy was completed using the Teacher Sense of Efficacy Scale (TSES) measures to determine whether there was a significant difference between the treatment (*m* = 170.08, *sd* = 18.70) and control (*m* = 184.47, *sd* = 23.69) groups regarding implementation of *Conscious Discipline®*. No significant difference was found, *t*(25) = 1.76, *p* = .098. Because the *t* value approaches significance at the .10 level, however, further study of the effect of *Conscious Discipline®* on teacher efficacy is warranted.

Question two. Is there a statistically significant difference in survey teacher ratings of teacher burnout between early childhood teachers who attended the *Conscious Discipline for Educators* training in this classroom management/emotional intelligence program and those who did not? To answer this research question, an independent sample *t*-test was performed to evaluate the research hypothesis that teachers who implement *Conscious Discipline®* are less likely to experience burnout. The instrument used to evaluate burnout was the Maslach's Burnout Inventory (MBI) measure, and was used to determine whether there was a statistical difference between the treatment and control groups regarding implementation of *Conscious Discipline®*. No statistical difference was found between the treatment (*m* = 67.42, *sd* = 13.21)

and control groups ($m = 61.13$, $sd = 11.99$) for this research question $t(23) = 1.28$, $p = .21$. All test item questions were not significant at the .05 level.

Question three. Is there a statistically significant difference in the survey scores of teacher efficacy for teachers and high scores versus low scores on the fidelity measure of implementation of content learned through *Conscious Discipline for Educators* training? To answer this research question, definition of high versus low scores on the fidelity measure needed to be identified. The mean score on the fidelity measure was identified and all those with the mean scores and above were considered in the high category. All participants who scored below the mean were considered to be in the low category. An independent sample *t*-test was performed on the TSES measure to evaluate the research hypothesis that teachers who score high in fidelity of implementation of *Conscious Discipline®* are more likely to rate themselves as efficacious. This was determined by noting whether there was a statistical difference between groups who scored in the upper half of the fidelity measure versus those who scored in the lower half of the fidelity measure regarding implementation of *Conscious Discipline®*. No statistical difference was found between the high ($m = 179.00$, $sd = 21.91$) and low groups ($m = 177.33$, $sd = 23.58$) for this research question, $t(24) = -.19$, $p = .85$. All test item questions were not significant at the .05 level.

Question four. Is there a statistically significant difference in the survey scores of teacher burnout for teachers and high versus low scores on the fidelity measure of implementation of content learned through *Conscious Discipline for Educators* training? To answer this research question, definition of high versus low scores on the fidelity measure needed to be identified. The mean score on the fidelity measure was identified and all those with the mean score and above were considered in the high category. All participants who scored

below the mean were considered to be in the low category. An independent sample *t*-test was performed to evaluate the research hypothesis that teachers who implement higher levels of *Conscious Discipline®* would be less likely to experience burnout. The MBI instrument was used to determine whether there was a statistical difference between groups who scored in the upper half of the fidelity measure versus those who scored in the lower half of the fidelity measure regarding implementation of *Conscious Discipline®*. No statistical difference was found between the high (*m* = 65.33, *sd* = 12.46) and low groups (*m* = 62.80, *sd* = 13.21) for this research question *t*(24) = -.51, *p* = .61. All test item questions were not significant at the .05 level.

Summary

Descriptive statistic results were congruent with normality and inferential statistics were conducted on all research questions using independent sample *t* tests. Data on the results of all research questions were analyzed. With the results from the descriptive and inferential analyses concluded, conclusions could then be drawn. A description of the findings follows.

CHAPTER FIVE: DISCUSSION

This research study sought to find a method of helping teachers to feel more efficacious and less likely to be prone to burning out. Since classroom management and emotional intelligence are two problems plaguing many classrooms, *Conscious Discipline®,* a classroom management, emotional intelligence program has potential to help teachers.

Data was gathered through teacher participation in an online survey that contained both the Teacher Sense of Efficacy (TSES) and the Maslach Burnout Inventory (MBI) as well as a fidelity rubric that was scored by the researcher by visiting classrooms of participants. All data collection measures were provided by participants in both the treatment and control groups.

Overview of the Findings

This research study answered four research questions.

1.	Is there a statistically significant difference in survey scores of teacher efficacy between early childhood teachers who are implementing the *Conscious Discipline*® classroom management/emotional intelligence program and those who are not? There was no significant difference in efficacy scores on the Teacher Sense of Efficacy Scale (TSES) (Tschannen-Moran & Woolfolk Hoy, 2001) between teachers who implement *Conscious Discipline*® in the classroom and those who did not. The difference in *t* value approaches significance (*t* = .098) at the .10 level, however. Even though significance at the .05 level is preferred, approaching significance with a 90% confidence interval is an interesting finding. Because of this finding, the study of the effect of *Conscious Discipline*® on teacher efficacy bears further exploration.

2.	Is there a statistically significant difference in survey teacher ratings of teacher burnout between early childhood teachers who are implementing the *Conscious Discipline*® classroom management/emotional intelligence program and those who are not? There was no significant

difference in burnout scores on the Maslach Burnout Inventory (MBI) (Maslach et al., 2013) between teachers who implement *Conscious Discipline®* in the classroom and those who did not.

3.   Is there a statistically significant difference in the survey scores of teacher efficacy for teachers and high scores versus low scores on the fidelity measure of implementation of content learned through *Conscious Discipline for Educators* training? There was no significant difference in burnout scores on the Teacher Sense of Efficacy Scale (TSES) (Tschannen-Moran & Woolfolk Hoy, 2001) between teachers who score high versus low scores on the Fidelity Checklist.

4.   Is there a statistically significant difference in the survey scores of teacher burnout for teachers and high versus low scores on the fidelity measure of implementation of content learned through *Conscious Discipline for Educators* training? There was no significant difference in burnout scores on the Maslach Burnout Inventory (MBI) (Maslach et al., 2013) between teachers who score high versus low scores on the Fidelity Checklist.

Discussion of the Findings

There are some possible explanations for the results of the study. There are factors that were notably different between the schools that could impact study results that were not possible to measure before arrival on site. Insignificant results make sense in the results of this study due to the following possible reasons.

Implementation Time

One possibility is that teachers have not yet had enough time to implement the new skills learned to have a significant effect on efficacy and/or burnout. Since the majority of teachers in the treatment school attended the two-day *Conscious Discipline for Educators* training in

August, measuring efficacy and burnout five months later may be too soon to determine a strong outcome. Also, since teachers had recently begun their DVD and book self-studies, perhaps reassessing these teachers after the studies were completed could lead to more significant results.

Since emotional intelligence has been found to be foundational to efficacy (Vesely et al., 2013) and classroom management (Friedman & Kass, 2002), it is likely that added time will show positive results for *Conscious Discipline®* to become beneficial for teachers regarding efficacy and burnout. Once teachers have had more time to practice and refine skills learned through training and self-study, the benefit of implementation of this emotional intelligence/classroom management program will be evident.

Leadership

Another reason as to why it makes sense for the results to be insignificant could be attributed to the difference in leadership in the schools. The treatment group school was split up into two different campuses in the elementary level, one with multiple portable buildings. Administrators were found during observations to be absent from one campus or another due to issues at the other building as well as a medical leave of absence of one administrator for several weeks. Lack of daily support from school administration can contribute to teacher burnout (Burke, 2014). The leadership at the control group school was different in that each wing had an administrator that was available to coach, mentor, support, and answer questions on a daily basis. This administrator was also tasked with evaluation of their teachers. There was also a principal who oversaw this process for further accountability. Since the mere presence of administration and the perception of support and availability were so strong, this could contribute to the lack of burnout in the control group school.

In addition to increased numbers of administrators, the building in the control group housed all classrooms in the kindergarten through fifth grades that encompassed the study. Because leadership style was not measured in the current study, formal conclusions could not be made, but the fact remains that the possibility exists that this could contribute to affecting the study results. For instance, not providing support for teachers has been noted as the largest factor in contributing to burnout, and ultimately, teachers who leave the profession (Burke, 2014).

School Climate

Finally, the climate of each school was also varied between the treatment and control group schools. Even though both schools were charter schools, the climate of the environments were different. School climate was not formally assessed in the current study, but differences were evident. The treatment school personnel demonstrated challenges with using welcoming language with visitors, knowledge of programs used, administrator availability and consistently warm interactions. Due to multiple buildings and absence of an administrator at times, support for teachers could be lacking. When daily support of teachers by administrators is lacking, this can contribute to teacher perceptions that are not efficacious (Burke, 2014).

The control school personnel, on the other hand, served visitors promptly with knowledgeable responses to help direct people to the services needed. Administrators were available regularly as there were more of them, and administrative assistants were privy to administrator availability to help visitors and families know how to reach the proper person.

Although *Conscious Discipline*® has been shown to impact school climate (Hoffman et al., 2009), this was not evident yet in the treatment school. Perhaps as noted above, implementation would increase over time and improve school climate in the long run.

Additionally, due to the recent adoption of the program, teachers may have resisted the change or become overwhelmed at the thought of additional work. If teachers do not have confidence in a new program that is introduced, the likelihood of success is drastically diminished (Rutherford, 2007). This confidence in the program is essential for success in adoption of reform (Rutherford, 2007). If teachers were not included in the decision making for implementation of *Conscious Discipline*®, or they were not given clear justification for adoption of the program, their resistance could impact overall school climate (Friedman & Kass, 2002).

Since the climate in the control school was so positive, this could impact teachers feeling more efficacious and less likely to burnout. School climate can be a huge determining factor in the success of teachers (Collie, Shapka, & Perry, 2012). If teachers are successful in their endeavors in the classroom, their outcomes for their own work will be perceived as efficacious. Therefore, the climate of the school impacts teacher perceptions of efficacy.

Theoretical Implications

Despite *Conscious Discipline*® helping students and teachers meet Maslow's primary needs (Brophy, 2010) by helping them access the higher centers of their brain (Bailey, 2001), significance was not found in this study with regard to teacher efficacy and burnout. Teachers need to feel as if they are making a difference in the lives of their students and their school in order to feel they are efficacious (Bandura, 1997). In this study, both the treatment group and control group teachers were mixed in their feelings that they were making a difference in the lives of their students and their school through different avenues. This is likely due to the new implementation of *Conscious Discipline*® in the treatment school and strong administrative support and positive school climate in the control group school. Because both groups had access to support in differing ways, no significant difference was found related to both efficacy and

burnout. Burnout is related to efficacy because those teachers who feel they are effective in the classroom will feel more satisfied in their profession and be less likely to burnout (Viel-Ruma et al., 2010). Teachers in both the treatment and control group were mixed in their responses regarding efficacy and their burnout scores would easily match the mixed responses.

Recommendations for Further Research

In order to investigate this subject matter further, more studies are needed regarding use of *Conscious Discipline®*. Previous studies have been published regarding the impact of the program on student achievement and student discipline referrals, but no studies before this one were published regarding the impact on teachers.

In order to see if the results of this study were lacking significance due to recent school-wide implementation of the *Conscious Discipline®* program, then further study of schools that have implemented the program over several years would be a logical next step. Revisiting the schools used in this study would not be recommended as the difference in leadership and positive school climate were so varied, but studying other schools might lead to differing results.

Additionally, schools who have had a large proportion of staff attend the *Conscious Discipline Summer Institute* would also be worthy of study, to see if additional intense training such as this might have a larger impact on teacher efficacy and burnout. It might also be beneficial to study only teachers who attended the summer institute to see if the level of training in this five day institute would have an impact if the two-day training was not deemed beneficial in helping to increase efficacy and reduce burnout rates. Furthermore, other classroom management or emotional intelligence programs could be studied to see if they had an impact on teacher efficacy and burnout rates. Perhaps other programs would have a stronger impact on efficacy and burnout.

Since the difference between the schools was so noticeable in this study regarding leadership and school climate, further investigation on the importance of leadership and school climate on implementation of programs such as *Conscious Discipline*® are needed. This could be accomplished by contacting the participants in this study to raise questions regarding possible barriers to effective implementation of *Conscious Discipline*® on a large scale. Implementation of school-wide educational change is widely researched (Rutherford, 2007; Collie et al., 2012; Tajasom & Ahmad, 2011), but specific knowledge about leadership styles that lend themselves most to implementation of *Conscious Discipline*® would be beneficial to administrators who are considering undertaking such a task school or district-wide.

Certainly the need for supports for classroom teachers is clear. Lack of professional support drives teachers out of the profession and prohibits stable learning environments for students (Burke, 2014). Teachers leave the field at high rates, with beginning teachers leaving the field at the highest rate of all populations (National Commission on Teaching and America's Future, 2010) and those who remain in the field can eventually be harmful to student success and well-being if they are feeling ineffective and burning out. Continuing to search for possible ways to support teachers so they can be efficacious and satisfied with their jobs would benefit the profession as well as the children they serve.

REFERENCES

Almog, O., & Shechtman, Z. (2007). Teachers' democratic and efficacy beliefs and styles of

coping with behavioural problems of pupils with special needs. *European Journal of*

Special Needs Education, *22*, 115–29.

Aguayo, R., Vargas, C., de la Fuente, E. I., & Lozano, L. M. (2011). A meta-analytic reliability

generalization study of the Maslach Burnout Inventory. *International Journal of Clinical*

and Health Psychology. *11*(2), 343-361.

Babaoglan, E., & Korkut, K. (2010). The correlation between level of classroom teachers'

self-efficacy beliefs and classroom management ability perceptions. *Inonu University*

Journal of the Faculty of Education. 11(1), 1-19.

Bailey, B. (n.d.) *Conscious discipline live!* DVD set. Oviedo, FL: Loving Guidance, Inc.

Bailey, B. A. (2000). *Easy to love, difficult to discipline: The seven basic skills for turning*

conflict into cooperation. New York, NY: Harper Collins.

Bailey, B. (2001). *Conscious Discipline®: 7 brain smart skills for brain smart classroom*

management. Oviedo, FL: Loving Guidance, Inc.

Bailey, B. (2011a). *Conscious Discipline Rubric Rating Sheet: Skills.* Oviedo, FL: Loving

Guidance, Inc.

Bailey, B. (2011b). *The theoretical and scientific basis of Conscious Discipline®.* Oviedo, FL:

Loving Guidance, Inc. Retrieved from

http://consciousdiscipline.com/downloads/research/Theoretical%20and%20Scientific%2

0Basis%20of%20Conscious%20Discipline.pdf

Bailey, B. (2012a). Conscious Discipline® brain state model. Loving Guidance. Retrieved from

http://consciousdiscipline.com/about/brain_state_model.asp

Bailey, B. (2012b). *Conscious Discipline Rubric Rating Sheet: School Family Components*.

     Oviedo, FL: Loving Guidance, Inc.

Bandura, A. (1977). Efficacy: Toward a unifying theory of behavioral change. *Psychological*

     Review, 84(2), 191-215. doi: 10.1037/0033-295x.84.2.191

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*.

     Englewood Cliffs, NJ: Prentice Hall.

Bandura, A. (1997). *Efficacy: The exercise of control.* NewYork, NY: Freeman.

Berman, P., McLaughlin, M., Bass, G., Pauly, E., & Zellman, G. (1977). Federal

     programs supporting educational change: Vol. VII. Factors affecting

     implementation and continuation (Rep. No. R-1589/7-HEW). Santa Monica, CA:

     RAND

Brophy, J. E. (2010). *Motivating students to learn* (3rd ed.) Florence, KY: Routledge.

Brown, C. G. (2012). A systematic review of the relationship between efficacy and burnout in

     teachers. *Educational & Child Psychology*, *29*(4), 47-63.

Burke, K. (2014, April 2). *Replacing "sink or swim" with "structure and support" for beginning*

     teachers. Retrieved from http://nctaf.org/featured-home/replacing-sink-swim-structure-

     support-beginning-teacher/.

Caldarella, P., Page, N. W., & Gunter, L. (2012). Early childhood educators' perceptions of

     Conscious Discipline. *Education*, 132(3), 589-599.

Clement, M. (2010). *First time in the college classroom: A guide for teaching assistants,*

     instructors, and new professors at all colleges and universities. Lanham, MD: R&L

     Education.

Colasanti, J. (2005). Analysis of teaching adults to become effective in conflict resolution. Doctoral Project: James Madison University.

Collie, R. J., Shapka, J. D., & Perry, N. E. (2012). School climate and social–emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy. *Journal of Educational Psychology, 104*(4), 1189-2104. doi: 10.1037/a0029356.

Control School Administrator (2013). Demographic data. *Atschool Database.*

Cronk, B. C. (2010). *How to use PASW statistics: A step-by-step guide to analysis and interpretation* (6th ed.). Glendale, CA: Pyrczak Publishing.

Doyle, W. (2009). Situated practice: A reflection on person-centered classroom management. *Theory into Practice, 48*(2), 156-159. doi: 10.1080/00405840902776525

Elliot, A. C., & Woodward, W. A. (2007). *Statistical analysis: Quick reference guidebook.* Thousand Oaks, CA: Sage Publications.

Emmer, E. T., & Stough, L. M. (2001). Classroom management: A critical part of educational psychology, with implications for teacher education. *Educational Psychologist, 36*(2), 103-112.

Fives, H., & Buehl, M. (2010). Examining the factor structure of the teachers' sense of efficacy scale. *The Journal of Experimental Education*, *78*, 118–134.

Friedman, I. A. & Kass, E. (2002). Teacher self-efficacy: A classroom-organization conceptualization, *Teaching and Teacher Education*, *18*(6), 675-686. http://dx.doi.org/10.1016/S0742-051X(02)00027-6.

Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational research: An introduction*. (8th ed.). Boston, MA: Allyn and Bacon.

Gavigon, K., & Kurtts, S. (2010). Together we can: Collaborating to meet the needs of at risk

      students. *Library Media Connection*. *29*(3), 10-12.

Glasser, W. (1997a). "Choice theory" and student success. *The Education Digest*, *63*(3), 16-21.

      Retrieved from http://search.proquest.com/docview/218173649?accountid=12085

Glasser, W. (1997b). A new look at school failure and school success. *The Phi Delta Kappan,*

      78(8), 596-602. doi: 10.2307/20405873

Gibson, S., & Dembo, M. H. (1984). Teacher efficacy: A construct validation. *Journal of*

      Educational Psychology. *76*(4), 569-582. doi 10.1037/0022-063.76.4.569

Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ.* New York, NY:

      Bantam Books.

Green, S. B., & Salkind, N .J. (2011). *Using SPSS for Windows and Macintosh: Analyzing and*

      understanding data. (6th ed.). Upper Saddle River, NJ: Prentice Hall.

Guskey, T. & Passaro, P. (1994). Teacher efficacy: A study of construct dimensions. *American*

      Educational Research Journal, *31*(3), 627-643. Retrieved from

      http://www.jstor.org/stable/1163230.

Hinton, C., & Fischer, K. W. (2010). Learning from the developmental and biological

      perspective. In H. Dumont, D. Istance & F. Benavides (Eds.), *The nature of learning.*

      Using research to inspire practice. Paris: OECD.

Hoffman, L. L., Hutchinson, C. J., & Reiss, E. (2009). On improving school climate: Reducing

      reliance on rewards and punishment. *International Journal of Whole Schooling, 5*(1), 13-

      24.

Jackson, S. E., Schwab, R. L., & Schuler, R. S. (1986). Toward an understanding of the burnout

      phenomenon, *Journal of Applied Psychology, 71*, 630-640.

Joshith, V. P. (2012). Emotional intelligence as a tool for innovative teaching. *I-Manager's Journal on Educational Psychology, 5*(4), 54-60. Retrieved from http://search.proquest.com/docview/1473907358?accountid=12085

Jurist Levy, A., Joy, L., Ellis, P., Jablonski, E., & Karelitz, T. M. (2012). Estimating teacher turnover costs: A case study. *Journal of Education Finance, 38*(2) 102-129.

Kim, B. (2001). Social Constructivism. *Emerging perspectives on learning, teaching, and technology.* Retrieved 10/12/2011, from http://projects.coe.uga.edu/epltt/.

Knight, J. (2010). *Unmistakable impact: A partnership approach for dramatically improving instruction.* Thousand Oaks, CA: Corwin Press.

Knoblauch, D., & Woolfolk Hoy, A. (2008). "Maybe I can teach those kids." The influence of contextual factors on student teachers' efficacy beliefs. *Teaching and Teacher Education, 24*(1), 166-179. http://dx.doi.org/10.1016/j.tate.2007.05.005

Koruklu, N., Feyzioglu, B., Özenoglu-Kiremit, H., & Aladag, E. (2012). Teachers' burnout levels in terms of some variables. *Educational Sciences: Theory & Practice*, *12*(3), 1823-1830.

Kuzsman, J. F., & Schnall, H. (1987). Managing teachers' stress: Improving discipline. *The Canadian School Executive, 6*, 3-10.

Lee, Y., Patterson, P., & Vega, L. (2011). Perils to efficacy perceptions and teacher-preparation quality among special education intern teachers. *Teacher Education Quarterly*. *38*(2), 61. Retrieved from: http://go.galegroup.com.ezproxy.liberty.edu:2048/ps/i.do?id=GALE%7CA259680548&v=2.1&u=vic_liberty&it=r&p=AONE&sw=w

Lopes, P. N., Mestre, J. M., Guil, R., Kremenitzer, J. P., & Salovey, P. (2012). The role of knowledge and skills for managing emotions in adaptation to school: Social behavior and misconduct in the classroom. *American Educational Research Journal*, *49*(4), pp. 710–742. doi: 10.3102/0002831212443077

Loving Guidance (2013). School-wide implementation of Conscious Discipline promotes learning. *Summary of research.* Retrieved from http://consciousdiscipline.com/downloads/research/2014_new_research_summary--FINAL.pdf

Lynch, M. (2012). Recruiting, retaining, and fairly compensating our teachers. *International Journal of Progressive Education, 8*(2), 121-135.

Maslach, C. Jackson, S. E., Leiter, M. P. Shaufeli, W. B., & Schwab, R. L. (2013). The leading measure of burnout. *Maslach Burnout Inventory (MBI).* Retrieved from http://www.mindgarden.com/products/mbi.htm

Maslach, C., Jackson, & Leiter, M. P. (2010). *Maslach burnout inventory manual*. (3rd ed.). Mountain View, CA: Mind Garden, Inc.

Maslach, C., & Leiter, M. P. (1997). *The truth about burnout: How organizations cause personal stress and what to do about it.* San Francisco, CA: Jossey-Bass.

Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001), Job burnout. *Annual Review of Psychology*, *52*, 397-422.

Maslow, A. H. (1962). *Toward a psychology of being.* Princeton, NJ: D Van Nostrand.

Michigan Department of Education. (2007). Classes that can be taught by holders of various endorsements, as impacted by NCLB. Office of Professional Preparation Services. Retrieved from

http://www.michigan.gov/documents/What_can_be_taught_composite_TQ_C107355_A1

12320_7_123436_7.doc

Miller, P. (2011). *Theories of developmental psychology* (5th ed.). New York, NY: Worth

Publishers.

Moula, A., Mohseni, S., Starrin, B., Scherp, H. Å., & Puddephatt, A. J. (2010). The intelligent

method of learning. *Reclaiming Children & Youth, 19*(3), 26-31.

National Commission on Teaching and America's Future (January 2010). Who will teach?

Experience matters. Retrieved from http://nctaf.org/wp-

content/uploads/2012/01/NCTAF-Who-Will-Teach-Experience-Matters-2010-Report.pdf

Newberg, A., & Waldman, M. R. (2009). *How God changes your brain: Breakthrough findings*

from a leading neuroscientist. New York, NY: Ballantine Books.

Nie, Y., Lau, S., & Liau, A. K. (2012). The teacher efficacy scale: A reliability and validity

study. *Asia-Pacific Education Researcher*, *21*(2), 414-421.

Powell, D., & Dunlap, G. (2009). *Evidence-based social-emotional curricula and intervention*

packages for children 0-5 years and their families: Roadmap to effective intervention

practices. Tampa, Florida: University of South Florida, Technical Assistance Center on

Social Emotional Intervention for Young Children. Retrieved from:

www.challengingbehavior.org

Rain, J. S. (2014). Conscious Discipline research study: Final report. Report presented to Loving

Guidance, Inc.

Rain, J. S., & Brehm. (2012a). Conscious discipline skills rubric. Rain and Brehm Consulting

Group, Inc.

Rain, J. S., & Brehm. (2012b). Unpublished study by Rain and Brehm consulting. U.S.

    Departments of Education, Health and Human Services, and Justice under a Safe

    Schools/Healthy Students Grant Initiative.

Ronfeldt, M., Loeb, S., & Wyckoff, J. (2012). How teacher turnover harms student achievement.

    American Educational Research Journal, *50*(1), 4-36.

Rotter, J. B. (1966). Generalized expectancies for internal versus external control of

    reinforcement. *Psychological Monographs*, *80*, 1–28.

Rutherford, C. (2007). Planning to change: Strategic planning and comprehensive school reform.

    Educational Planning. 18(1), Proceedings from the Annual Meeting of the American

    Educational Research Association. Chicago, IL: AERA.

Schunk, D. H. (1991). Efficacy and academic motivation. *Educational Psychologist, 26*(3/4),

    207-231.

Shechtman, Z., & Leichtentritt, J. (2004). Affective teaching: A method to enhance classroom

    management. *European Journal Of Teacher Education*, *27*(3), 323-333.

    doi:10.1080/0261976042000290822

Skinner, B. F. (1967). B. F. Skinner. In E. G. B. G. Lindzey (Ed.), *A history of psychology: An*

    autobiography, (Vol. V) (pp. 385-413). East Norwalk, CT: Appleton-Century-Crofts.

Smagorinsky, P. (2007). Vygostsky and the social dynamics of classrooms. *English Journal, 97*,

    61-66.

Smitta Dibapile, W. T. (2012). A review of literature on teacher efficacy and classroom

    management. *Journal of College Teaching & Learning, 9*(2), 79. Retrieved from

    http://search.proquest.com/docview/1418715985?accountid=12085

Stetsenko, A. (2010). Teaching-learning and development as activist projects of historical

becoming: Expanding Vygotsky's approach to pedagogy. *Pedagogies: An International*

Journal, 5, 6-16.

Tajasom, A., & Ahmad, Z. A. (2011). Principals' leadership style and school climate: Teachers'

perspectives from Malaysia. *The International Journal of Leadership in Public*

Services, 7(4), 314-333. doi:http://dx.doi.org/10.1108/17479881111194198

Treatment School Administrator. (2013). Executive summary. *AdvancED*.

Tschannen-Moran, M., & Woodfolk Hoy, A. (n.d.) *Teacher sense of efficacy scale (long form).*

Retrieved from: http://people.ehe.osu.edu/ahoy/files/2009/02/tses.pdf

Tschannen-Moran, M., Anita, W. H., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and

measure. *Review of Educational Research, 68*(2), 202-248. Retrieved from

http://search.proquest.com/docview/214114604?accountid=12085

Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an

elusive construct. *Teaching and Teacher Education, 17*, 783-805.

Tschannen-Moran, M., & Hoy, A. W. (2007). The differential antecedents of efficacy beliefs of

novice and experienced teachers. *Teaching and Teacher Education, 23*(6), 944-956.

doi:http://dx.doi.org/10.1016/j.tate.2006.05.003

Tsigilis, N., Grammatikopoulos, V., & Koustelios, A. (2007). Applicability of the teachers' sense

of efficacy scale to educators teaching innovative programs. *The International Journal of*

Educational Management, 21(7), 634-642. doi:

http://dx.doi.org/10.1108/09513540710822229

Whitaker, T. (2012). *What great teachers do differently: 17 things that matter most* (2nd ed.).

Larchmont, NY: Eye On Education.

White, J. C. (2007). Learner-centered teacher-student relationships are effective: A meta-analysis. *Review of Educational Research, 77*(1), 113-143.

Woolfolk-Hoy, A. (n.d.). Permission to use the TSES for research. *College of Education and Human Ecology*. Columbus, OH.

Vandenberghe, R. & Huberman, M.A. (1999). *Understanding and preventing teacher burnout.* Cambridge, UK: Cambridge University Press.

Vesely, A. K., Saklofske, D. H., & Leschied, A. D. W. (2013). Teachers-the vital resource: The contribution of emotional intelligence to teacher efficacy and well-being. *Canadian Journal of School Psychology, 28*(1), 71-89. Retrieved from http://search.proquest.com/docview/1449795456?accountid=12085

Viel-Ruma, K., Houchins, D., Jolivette, K., & Benson, G. (2010). Efficacy beliefs of special educators: The relationship among collective efficacy, teacher efficacy and job satisfaction. *The Journal of the Teacher Education Division of the Council for Exceptional Children, 33.* doi: 10.1177/0888406409360129

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Zalaquett, C. P., & Wood, R. J. (1997). *Evaluating stress: A book of resources*. Lanham, MD: The Scarecrow Press.

Zastrow, K., & Simonis, P. (2005). Enhanced learning with Conscious Discipline®. *Institute for Learning Partnership Final Grant Report,* University of Wisconsin-Green Bay.

Appendix A
PERMISSIONS

Permission to use the Teacher Sense of Efficacy Scale (TSES)

COLLEGE OF EDUCATION AND HUMAN ECOLOGY
THE OHIO STATE UNIVERSITY

ANITA WOOLFOLK HOY, PH.D.

PROFESSOR
PSYCHOLOGICAL STUDIES IN EDUCATION

Dear

You have my permission to use the *Teachers' Sense of Efficacy Scale* in your research. A copy of both the long and short forms of the instrument as well as scoring instructions can be found at:

http://www.coe.ohio-state.edu/ahoy/researchinstruments.htm

Best wishes in your work,

Anita Woolfolk Hoy, Ph.D.
Professor

COLLEGE OF EDUCATION
29 WEST WOODRUFF AVENUE
COLUMBUS, OHIO 43210-1177

WWW.COE.OHIO-STATE.EDU/AHOY

PHONE 614-292-3774
FAX 614-292-7900
HOY.17@OSU.EDU

Permission to Use Maslach Burnout Inventory Educator Survey (MBI-ES)

mind garden

www.mindgarden.com

To whom it may concern,

This letter is to grant permission for the above named person to use the following copyright material for his/her thesis or dissertation research:

Instrument: *Maslach Burnout Inventory, Forms: General Survey, Human Services Survey & Educators Survey*

Copyrights:

MBI-General Survey (MBI-GS): Copyright ©1996 Wilmar B. Schaufeli, Michael P. Leiter, Christina Maslach & Susan E. Jackson. All rights reserved in all media. Published by Mind Garden, Inc., www.mindgarden.com

MBI-Human Services Survey (MBI-HSS): Copyright ©1981 Christina Maslach & Susan E. Jackson. All rights reserved in all media. Published by Mind Garden, Inc., www.mindgarden.com

MBI-Educators Survey (MBI-ES): Copyright ©1986 Christina Maslach, Susan E. Jackson & Richard L. Schwab. All rights reserved in all media. Published by Mind Garden, Inc., www.mindgarden.com

Three sample items from a single form of this instrument may be reproduced for inclusion in a proposal, thesis, or dissertation.

The entire instrument may not be included or reproduced at any time in any published material.

Sincerely,

Robert Most
Mind Garden, Inc.
www.mindgarden.com

Permission to Use the Fidelity Score Sheet

Hi Tracey,

Did you hear anything back from Jeffrey Rain regarding the score sheet for the fidelity rubric? I would like to include it in my study, but wasn't sure if it was OK. Also, if it is OK to use, may I include it in my IRB application so the review committee can see what I will be using? I will include the rubrics that are available online as well, but the score sheet makes it so easy to see in one page.

Thank you! Lori

Hi Lori,

He said to feel free to give you the observation.

"Please feel free to share the observation form with Lori. I'm glad to hear she is one step closer to her degree. I'll drop her an email with congratulations and see what direction her topic has taken."

Keep me posted on your progress.

Wishing you well,

Professional Development and Research

Hi Dr. Rain,

I passed my defense and my university is set to publish my results in their digital commons. Do I have your permission to include your instrument in my published dissertation?

Thank you for all of your help along the way! Your willingness to assist has been so very helpful.

Sincerely,
Lori Cooper

Dr. Cooper! Congratulation on turning the final page in this chapter. Hope the defense meeting went as smoothly as they possibly can go. Did you get any weird questions?

Yes, you have my permission to include the instrument in your university's digital commons.

I'd love to see the final product. Would you please send me a final copy or a link to the digital commons (assuming those outside the university can access it)?

So what's next for you - a vacation, more research, or just back to work?

Congratulations again!

Jeff

Permission to Publish Image

Hi <name>

I am wondering if I have permission to use the following image to demonstrate the Brain State Model. I have included the proper citation and reference information, but wanted to be sure it was OK to be included in the final dissertation for publication at our university library.

Thank you for your consideration, and I wish you well!
Lori Cooper

Greetings, Lori!

How wonderful to hear of your intent to include Conscious Discipline in your dissertation. Using the attached image in your dissertation and in the university publication is permissible, as long as you are citing the work. I have attached our current copyright guidelines for your reference in the future.

Please let me know if I may be of further assistance.

Wishing you well,
<name>
Publishing

Appendix B

RECRUITMENT

Email Recruitment and Verbal Script for Faculty Meeting for Treatment Group

Dear Teacher,

My name is Lori Cooper, and I am a doctoral student at Liberty University. I am conducting a study regarding the relationship between the Conscious Discipline® program and teacher attitudes and job satisfaction and am contacting you to ask if you would like to participate in this study. You have been selected to possibly participate as the control group in this research study due to your school's location and the demographics of your student population. You have individually been selected to possibly participate in a research study because your school administration has agreed for me to study teachers' attitudes regarding job satisfaction as it relates to classroom management strategies. I am contacting you today to ask if you would like to participate in a study that is being done regarding the effect of classroom management on your attitudes and job satisfaction. Participation in this study is entirely voluntary and would benefit the early childhood/elementary education communities with added knowledge regarding best practices and teacher support. Information that would be used as a result of participation in the study would be your name and email address only. NO identifying information in ANY form will be shared with your school administration, Conscious Discipline®, or Liberty University and will only be viewed by me. Any use of the information gleaned from the results will be randomly coded without any identifying information.

The total amount of anticipated time spent for participation would be 60 minutes. A survey will be sent to you in an email and completed via SurveyMonkey in December 2013 that will likely take approximately 15-20 minutes to complete. In addition, I will be visiting your classroom to see what practices you have adopted from Conscious Discipline merely for reporting purposes of the study. This observation will not be evaluative in any way, nor will the results be shared with your school administration. This observation will take approximately 40 minutes for me to observe all criteria in the rubric. In sum, participation in this study would consist of completion of a brief survey and then I will observe in your classroom.

Thank you for your consideration of participation in this study. A consent form to participate is included as an attachment to this email. Kindly reply to this email to consent with "I consent" in the subject line, as well as print, sign, and date the consent form and give it to your administration for collection.

Every person who is selected to participate in the study and completes all aspects of the study will receive an entry into a drawing for a $50 Barnes and Noble Gift Certificate. I look

forward to meeting you and for studying the ways that Conscious Discipline can impact your life as an elementary teacher.

Sincerely,

Lori Cooper

Verbal Script for Faculty Meeting for Treatment Group:

Lori Cooper, doctoral candidate with Liberty University would like to ask if you would please consider participating in a study that she is conducting regarding the effect of Conscious Discipline® implementation on your feelings of effectiveness in the classroom and job satisfaction. Participation in this study is entirely voluntary and would benefit the elementary education community with added knowledge regarding best practices, teacher support, and being able to keep teachers in the field of elementary education. Information that would be used as a result of participation in the study would be your name and email address. NO identifying information in ANY form of the results will be shared with your school administration, Conscious Discipline, or Liberty University, and will only be viewed by me. Any use of the information gleaned from participation will be coded and without any identifying information.

The total amount of anticipated time spent for participation would be approximately one hour. A SurveyMonkey survey link will be sent to you in December. Total time for completing the survey is approximately 15 minutes. In addition, Lori will be observing in elementary classrooms for approximately 40 minutes per classroom to view the level of Conscious Discipline implementation. This observation is not to evaluate teachers in any way, nor will the results with identifying information be shared with school administration, Liberty University, or Conscious Discipline.

Consent forms have been sent to you in an email and are also available today. In order for you to participate, a consent form would need to be signed and dated. Thank you for your consideration of participation in this study. If anyone has any questions or concerns regarding this study, please feel free to contact Lori Cooper at (phone number) or (email address).

Thank you for your consideration!

Email Recruitment and Verbal Script for Faculty Meeting for Control Group

Dear Teacher,

My name is Lori Cooper, and I am a doctoral student at Liberty University. I am conducting a study regarding the relationship between the Conscious Discipline® program and teacher attitudes and job satisfaction and am contacting you to ask if you would like to

participate in this study. You have been selected to possibly participate as the control group in this research study due to your school's location and the demographics of your student population. You have individually been selected to possibly participate in a research study because your school administration has agreed for me to study teachers' attitudes regarding job satisfaction as it relates to classroom management strategies. I am contacting you today to ask if you would like to participate in a study that is being done regarding the effect of classroom management on your attitudes and job satisfaction. Participation in this study is entirely voluntary and would benefit the early childhood/elementary education communities with added knowledge regarding best practices and teacher support. Information that would be used as a result of participation in the study would be your name and email address only. NO identifying information in ANY form will be shared with your school administration, Conscious Discipline, or Liberty University and will only be viewed by me. Any use of the information gleaned from the results will be randomly coded without any identifying information.

The total amount of anticipated time spent for participation would be 60 minutes. A survey will be sent to you in an email and completed via SurveyMonkey in December 2013 that will likely take approximately 15-20 minutes to complete. In addition, I will be visiting your classroom to see what practices you have adopted from Conscious Discipline merely for reporting purposes of the study. This observation will not be evaluative in any way, nor will the results be shared with your school administration. This observation will take approximately 40 minutes for me to observe all criteria in the rubric. In sum, participation in this study would consist of completion of a brief survey and then I will observe in your classroom.

Thank you for your consideration of participation in this study. A consent form to participate is included as an attachment to this email. Kindly reply to this email to consent with "I consent" in the subject line, as well as print, sign, and date the consent form and give it to your school administration for collection.

Every person who is selected to participate in the study and completes all aspects of the study will receive an entry into a drawing for a $50 Barnes and Noble Gift Certificate. I look forward to meeting you and for studying the ways that Conscious Discipline can impact your life as an elementary teacher.

Sincerely,

Lori Cooper

Verbal Script for Faculty Meeting for Control Group:

Lori Cooper, doctoral candidate with Liberty University, would like to ask if you would please consider participating in a study that she is conducting regarding the effect of implementing a classroom management program titled Conscious Discipline® on your feelings of effectiveness in the classroom and job satisfaction. Because you have not participated in this training, your participation is important and needed as the control group in this study. Participation in this study is entirely voluntary and would benefit the elementary education community with added knowledge regarding effective practices, teacher support, and being able to keep teachers in the field of elementary education. Information that would be used as a result of participation in the study would be your name and email address. NO identifying information in ANY form of the results will be shared with your school administration, Conscious Discipline, or Liberty University, and will only be viewed by me. Any use of the information gleaned from participation will be coded and without any identifying information.

The total amount of anticipated time spent for participation would be approximately 60minutes. A SurveyMonkey survey link will be sent to you in December. Total time for completing the survey is approximately 15 minutes. In addition, Lori will be observing in elementary classrooms for approximately 40 minutes per classroom to view classroom management practices. This observation is not to evaluate teachers in any way, nor will the results be shared with identifying information with school administration, Liberty University, or Conscious Discipline.

Consent forms have been sent to you in an email and are also available today. In order for you to participate, a consent form would need to be signed and dated. Thank you for your consideration of participation in this study. If anyone has any questions or concerns regarding this study, please feel free to contact Lori Cooper at (phone number) or (email address).

Thank you for your consideration!

CONSENT FORM TREATMENT GROUP

Impact of a Discipline Model on Teacher Attitudes:
Perspectives for Early/Primary Teachers in Michigan
Lori Cooper
Liberty University
Education Department

You are invited to be in a research study of discovering the effect of Conscious Discipline for Educators on the attitudes of the teachers in your school. You were selected as a possible participant because your school is adopting the Conscious Discipline program this academic year. I ask that you read this form and ask any questions you may have before agreeing to be in the study. This study is being conducted by Lori Cooper in the Education Department at Liberty University.

Background Information:
The purpose of this study is to examine the impact of using the *Conscious Discipline*® emotional intelligence and classroom management program on teachers' attitudes for early childhood/elementary teachers.

Procedures:

If you agree to be in this study, your teachers would be asked to do the following things:

Attend the pre-service Conscious Discipline for Educators training and any accompanying support your school is hosting regarding Conscious Discipline, complete a survey on how effective they feel they are in the classroom as well as how they feel about your attitudes regarding your current job, and allow me to briefly observe your classrooms to see what Conscious Discipline strategies are being used. The total amount of time to complete the survey would be no more than 15 minutes per teacher. The survey will be completed on an online survey so you do not have to mail surveys back to me. The amount of time I will spend observing in each of your classrooms will be approximately about 40 minutes. The purpose of the observation is not to evaluate your school's performance or individual performance of teachers, but to observe what components of the Conscious Discipline program are observable in the classroom settings. The results of the survey and observation will not be shared with anyone. Data will be coded so no identifying information will be present for data analysis. The name of your school or any identifying information will not be published in any way.

Risks and Benefits of being in the Study:

The study has minimal risks: The risks are no more than you would encounter in everyday life. The benefit to the field would be to possibly identify methods best practice and support for early childhood/elementary teachers.

Compensation:

All individual participants will be entered into a drawing to win a $50 Barnes and Noble gift card. One will be awarded to a participant in the treatment group, and one to a participant in the control group.

Confidentiality:

The records of this study will be coded and kept private. In any sort of report I might publish, I will not include any information that will make it possible to identify a subject. Research records will be stored securely in a locked file drawer and/or data stick and only the researcher will have access to the records. Additionally, the file will be password protected for added security. Also, your survey information will not be shared with anyone, including your school administration, Loving Guidance/Conscious Discipline, or anyone at Liberty University. The information collected will only be viewed by me. This information could possibly be used for comparative and/or longitudinal research in the future, but your identity will not be made public at any time. Since your survey information will only be viewed by me for this research, your confidentiality and privacy are assured.

Voluntary Nature of the Study:

Participation in this study is entirely voluntary. Your decision whether or not to participate will not affect your current or future relations with Conscious Discipline or Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

Contacts and Questions:

The researcher conducting this study is Lori Cooper. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact her at (phone number) or (email address). You may also contact the Faculty Advisor for this study, at (phone number) or (email address). If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher(s), **you are encouraged** to contact the Institutional Review Board, (mailing address) or (email address).

You will be given a copy of this information to keep for your records.

Statement of Consent:

I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

Signature of School Administration: _____ Date: _____

School Administration Printed Name: _____

School Administration Email Address: _____

Signature of Investigator: _____Date: _____

SCHOOL CONSENT FORM

Impact of a Discipline Model on Teacher Attitudes:
Perspectives for Elementary Teachers in Michigan
Lori Cooper
Liberty University
Education Department

You are invited to be in a research study of discovering the effect of Conscious Discipline for Educators on the attitudes of the teachers in your school. You were selected as a possible participant because your school is adopting the Conscious Discipline program this academic year. I ask that you read this form and ask any questions you may have before agreeing to be in the study. This study is being conducted by Lori Cooper in the Education Department at Liberty University.

Background Information:
The purpose of this study is to examine the impact of using the *Conscious Discipline*® emotional intelligence and classroom management program on teachers' attitudes for early childhood/elementary teachers.

Procedures:

If you agree to be in this study, your teachers would be asked to do the following things:

Attend the pre-service Conscious Discipline for Educators training and any accompanying support your school is hosting regarding Conscious Discipline, complete a survey on how effective they feel they are in the classroom as well as how they feel about your attitudes regarding your current job, and allow me to briefly observe your classrooms to see what Conscious Discipline strategies are being used. The total amount of time to complete the survey would be no more than 15 minutes per teacher. The survey will be completed on an online survey so you do not have to mail surveys back to me. The amount of time I will spend observing in each of your classrooms will be approximately about 40 minutes. The purpose of the observation is not to evaluate your school's performance or individual performance of teachers, but to observe what components of the Conscious Discipline program are observable in the classroom settings. The results of the survey and observation will not be shared with anyone. Data will be coded so no identifying information will be present for data analysis. The name of your school or any identifying information will not be published in any way.

Risks and Benefits of being in the Study:

The study has minimal risks: The risks are no more than you would encounter in everyday life. The benefit to the field would be to possibly identify methods best practice and support for early childhood/elementary teachers.

Compensation:

All individual participants will be entered into a drawing to win a $50 Barnes and Noble gift card. One will be awarded to a participant in the treatment group, and one to a participant in the control group.

Confidentiality:

The records of this study will be coded and kept private. In any sort of report I might publish, I will not include any information that will make it possible to identify a subject. Research records will be stored securely in a locked file drawer and/or data stick and only the researcher will have access to the records. Additionally, the file will be password protected for added security. Also, your survey information will not be shared with anyone, including your school administration, Loving Guidance/Conscious Discipline, or anyone at Liberty University. The information collected will only be viewed by me. This information could possibly be used for comparative and/or longitudinal research in the future, but your identity will not be made public at any time. Since your survey information will only be viewed by me for this research, your confidentiality and privacy are assured.

Voluntary Nature of the Study:

Participation in this study is entirely voluntary. Your decision whether or not to participate will not affect your current or future relations with Conscious Discipline or Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

Contacts and Questions:

The researcher conducting this study is Lori Cooper. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact her at (phone number) or (email address). You may also contact the Faculty Advisor for this study, at (phone number) or (email address). If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher(s), **you are encouraged** to contact the Institutional Review Board, (mailing address) or email at (email address).

You will be given a copy of this information to keep for your records.

Statement of Consent:

I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

Signature of School Administration: _____ Date: _____

School Administration Printed Name: _____

School Administration Email Address: _____

Signature of Investigator: _____Date: _____

Appendix D
TEACHER SENSE OF EFFICACY SCALE (TSES)

http://web.utk.edu/~tpte/ScienceEducation/Instruments/TSES.pdf.

Appendix E
MASLACH BURNOUT INVENTORY-EDUCATOR SURVEY (MBI-ES)
EXAMPLE QUESTIONS

MBI-Educators Survey
Christina Maslach, Susan E. Jackson & Richard L. Schwab

*The purpose of this survey is to discover how educators view their job
and the people with whom they work closely.*

Instructions: On the following pages are 22 statements of job-related feelings. Please read each statement carefully and decide if you ever feel this way about *your* job. If you have *never* had this feeling, write the number "0" (zero) in the space before the statement. If you have had this feeling, indicate *how often* you feel it by writing the number (from 1 to 6) that best describes how frequently you feel that way. An example is shown below.

How often:	0	1	2	3	4	5	6
	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

Example:

How Often 0-6	Statement:
1. _____	I feel depressed at work.

If you never feel depressed at work, you would write the number "0" (zero) under the heading "How Often." If you rarely feel depressed at work (a few times a year or less), you would write the number "1." If your feelings of depression are fairly frequent (a few times a week but not daily), you would write the number "5."

Example Questions:

How Often:

_____ I feel I'm positively influencing other people's lives through my work.

_____ I feel like I'm at the end of my rope.

_____ I worry that this job is hardening me emotionally

Appendix F
CONSCIOUS DISCIPLINE FIDELITY SKILLS RUBRIC

Observer Checklist

Today's Date: ☐☐ - ☐☐ - ☐☐

Start Time: ☐☐ : ☐☐   End Time: ☐☐ : ☐☐

Observer ID: ☐☐☐

Session ID: ☐☐☐

Section 1a - Structures	Little or No	Some	Most	Full	Can't Rate
Location	O	O	O	O	O
Physical location where children can remove themselves from others to facilitate calming down or self-regulation (not used for time-out).					
Post Routine	O	O	O	O	O
Daily schedule showing the major activities for the entire day.					
Routines for common class behaviors (e.g., procedures for going to bathroom, lining up, getting water).					
Post Rules	O	O	O	O	O
Class rules that include two positive choices of acceptable behavior.					
Behaviors that contribute to the welfare of others (e.g., illustrations of ways to be helpful).					
Where aggressive incidents (verbal or physical) are re-enacted (go back in time) using specific steps that transform the incident to a helpful one instead of a hurtful one.					
Displays	O	O	O	O	O
Achievements honored or celebrated (not limited to birthdays).					
Expressions of care or concern for others who are absent or upset, as well as for situations beyond their control.					
Visual expression of their appreciation, concern or caring for others.					
Picture board or notebook consisting of pictures of all students and school personnel, along with their respective family members.					

Section 1b - Rituals, and Routines	Little or No	Some	Most	Full	Can't Rate
Engagement and Transitions	O	O	O	O	O
Actively greets each child individually.					
Begins the day with an activity specifically selected to unite students, reduce their stress, connect with them, and engage them.					
Engage in a ritual promoting connection with each child individually through eye contact, touch, presence, and playfulness.					
When an absent child returns, students and educator engage in a ritual that sends a message to the returning child that their absence was noticed, they were missed, and the group is glad they are back.					
Safe Environment	O	O	O	O	O
Reinforce for the children that the teacher's job is to keep the class safe & the children's job is to help keep it safe.					
Class Jobs	O	O	O	O	O
Expect all children to perform at least one meaningful job that contributes to the classroom.					

Section 2 - SEL Practices and Skills	Little or No	Some	Most	Full	Can't Rate
Helps children:					
Manage their emotions & teach calming strategies.	O	O	O	O	O
Become aware of own actions rather than routine compliance.	O	O	O	O	O
Determine appropriate behavior by offering two positive choices, depending on emotional state.	O	O	O	O	O
Use assertive tone and tell others how they want to be treated.	O	O	O	O	O

Engages in practices that:	Little or No	Some	Most	Full	Can't Rate
Give clear, assertive commands; avoids passive or aggressive tones.	O	O	O	O	O
Reflect back the child's emotional state and desires.	O	O	O	O	O
Attribute positive intent to child's misbehavior; see misbehavior as teaching opportunity.	O	O	O	O	O
Use logical consequences to motivate child to use expected skills.	O	O	O	O	O

Section 3 - Teaching Style

Positive Discipline

	Almost Never		Sometimes		Almost Always
When behavior problems arise, positive behavior management strategies were implemented.	O	O	O	O	O
Used authoritarian or highly controlling techniques to discipline children.	O	O	O	O	O
Used preventive measures to avoid behavior problems.	O	O	O	O	O

Classroom Management

Maintained a regular routine; Maintained consistent responses when there were behavior problems..	O	O	O	O	O
Set reasonable limits on the children's behavior.	O	O	O	O	O
Paced activities to avoid waiting periods and "down time."	O	O	O	O	O

Positive Emotional Climate

Encouraged children to communicate how they feel, particularly when upset. Validated children's feelings when they are expressed..	O	O	O	O	O
Encouraged use of self-control techniques to calm down & regulate emotions.	O	O	O	O	O
Used feeling words.	O	O	O	O	O

Section 4 - Classroom-level student behavior

	10% or less	25%	40%	60%	75%	90% or more
Students dealing with stress and change	O	O	O	O	O	O
Practicing methods to reduce anxiety and stress in real or simulated situations.						
Controlling temper in conflict situations.						
Showing ability to adjust to new situations.						
Students dealing with interruptions and interference	O	O	O	O	O	O
Ignoring distraction from others.						
Standing up for rights and being appropriately assertive.						
Resolving conflict with peers alone or with adult intervention as appropriate.						
Students interacting with others	O	O	O	O	O	O
Taking turns when talking with others. Acting responsibly toward others.						
Cooperating with others. Listening to others.						
Showing kindness to others. Asking for help.						
Students accepting conditions/limits	O	O	O	O	O	O
Following directions.						
Following classroom rules.						
Accepting consequences of a wrong doing without excessive complaining.						

Note any exceptions or unusual occurrences

5956