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A STUDY OF BURNOUT LEVELS
AMONG COMMUNITY COLLEGE
ADMINISTRATORS

DISSERTATION

Presented to the Graduate Council of the
North Texas State University in Partial
Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

by

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This study examined the extent of job-related burnout among Dallas County Community College Administrators. The levels of burnout among the participants were assessed with the Maslach Burnout Inventory (MBI). This questionnaire seeks to measure the frequency and intensity of the three components of burnout--emotional exhaustion, depersonalization and lack of a sense of personal accomplishment.

Some 83 per cent or 168 of the Dallas County Community College District administrators surveyed during the Spring semester, 1983, responded. In this study, participants were grouped in several ways--by levels of responsibility, campus or district location, line or staff function and personal demographic characteristics such as age, gender, number of years in the present position, number of cumulative years in administrative positions and span of control or size of work group supervised. Several comparisons were made with regard to these groupings and the levels of burnout recorded by each group.

The findings indicate that administrative staff burnout is not a significant problem in the D.C.C.C.D. While mean differences existed, no significant differences were found among the eight administrative group levels on any MBI subscale. Female administrators reported significantly higher levels of burnout on the Emotional Exhaustion subscale and lower levels of burnout on the Personal Accomplishment subscale than did male administrators. Older administrators recorded less burnout on the Emotional Exhaustion subscales than did younger staff members. An attempt to construct a predictor formula which would help identify potential burnout victims among college administrators met with limited success. The study identified successful coping and stress management techniques.

Recommendations based on the findings from the study included the following:

1. The D.C.C.C.D. should continue efforts to improve the quality of work life for all employees;
2. An exit interview designed to analyze the reasons why administrators leave their positions should be initiated;
3. Further study should utilize new and more effective assessment instruments and should include an expanded target population.

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CHAPTER I

INTRODUCTION

Background of the Study

The modern day comprehensive community college is one of the more dynamic institutions of higher education in the United States today. The growth of campuses and the increase in number of students have been two of the more phenomenal trends in education in the last generation (4). As community colleges have become more complex, administrators from chancellors and presidents to deans and department chairpersons have had to become more systematic and management oriented (7). The days when faculty members attended to the management of operating the college in their spare time have long since passed. Colleges are now complex organizations which require considerable administrative ability at all levels (1). It is essential that college administrators display competency in the various aspects of management such as organizing, staffing, directing, coordinating and controlling educational programs (14). In addition, today's administrators are required to be familiar with personnel management, financial management, evaluation techniques, public information and computer operations, as well as competent in academic or technical-vocational disciplines.

Many community college administrators have stepped directly from teaching into management positions with little or no background or training for their new jobs (8). This is especially true for the middle manager (1). Although there are university departments for higher education and administration, many incumbents have had to learn on the job. Teaching experience does not necessarily prepare one for the responsibilities of educational leadership and management.

The effective community college administrator must function under conditions similar to those long associated with the business world (15). As college administration becomes more closely akin to corporate management, administrators will begin to encounter pressures previously identified by top and middle-level executives. These pressures of the job often produce stress. Job-related stress, not properly managed, can lead to individual burnout (9). Although the term "burnout" is relatively new and controversial, the recognition of exhaustion, irritability, cynicism and loss of motivation because of continued pressures of work has long been described by authorities (10).

Much of the recent literature on job stress and burnout concerns people in professions such as teaching, nursing, psychology, social work, and law enforcement (10). These professions have daily contact with the problems of others. They must respond to these problems in an effective manner in order to earn professional recognition and reward as well as

self-respect. Continued contact with such problems by highly motivated individuals with few positive results and inadequate rewards, however, can lead to a loss of drive and commitment. Burnout often occurs when high expectations are rarely realized (3).

Business executives and middle managers, because of the pressures of their jobs, have been subjects for serious studies dealing with job stress and its effects (2; 5). There has been a proliferation of popular articles and books in recent years dealing with self-help techniques to manage stress and combat burnout. Executives today are often faced with decreasing budgets, indifferent or hostile employees and binding institutional or governmental restrictions, which frustrate their personal job-related goals. College administrators are subject to all the pressures encountered by business executives and, as observed, they frequently lack managerial training or background. With inadequate preparation, the likelihood of job-related stress overload is increased. The conditions for burnout are present in campus administrators in the comprehensive community college setting (15).

In this study, the researcher attempted to assess the level of burnout among various groups of administrators in the Dallas County Community College District, Dallas, Texas. (Hereafter referred to as the D.C.C.C.D.). Demographic and job-related factors such as age, gender, number of years in

the job, span of control and level of responsibility were measured in relation to the self-perceived levels of burnout.

The D.C.C.C.D. was chosen for this study because it is a large, comprehensive and complex organization in which managerial ability and competence is of great importance to effective administration (13). The district has also completed a tremendous growth rate in the seventies and is now in a stable phase. Teaching responsibilities for administrators (division chairpersons) steadily have been diminished and administrative competence rather than academic excellence has been rewarded. Many administrators in the district have been in the same positions for a number of years, and with the decreased growth rate, the opportunities for advancement have diminished. Many factors which would seem to lead to job burnout are present in the district.

Statement of the Problem

This study was designed to determine to what extent the problem of job-related burnout exists among administrators in an urban multi-college community college district.

Purposes of the Study

The purposes of the study were as follows:

1. To describe the frequency and intensity of burnout among college campus directors, chairpersons, deans, vice-presidents, presidents and district-level managers, directors

and executives in the D.C.C.C.D. as determined by the Maslach Burnout Inventory (MBI);

2. To compare the frequency and intensity of burnout of district administrators with that of campus administrators in the D.C.C.C.D. as determined by the MBI;

3. To compare the frequency and intensity of burnout of line administrators with that of staff administrators in the D.C.C.C.D. as determined by the MBI;

4. To determine and relate the frequency and intensity of burnout in administrators in the D.C.C.C.D. to the following characteristics:

- a. Age
- b. Gender
- c. Number of years in the present position
- d. Number of years in administrative positions
- e. Level of responsibility
- f. Span of control as determined by the MBI;

5. To construct predictor formulae based on a multiple regression analysis of data gained from this study to help identify potential burnout victims in the D.C.C.C.D.;

6. To identify successful coping and stress management techniques, according to authorities and literature on the subject.

Research Questions

In order to accomplish the purposes of the study, the following research questions were utilized.

1. What levels of frequency and intensity of burnout are there among campus directors, division chairpersons,

deans, vice-presidents, presidents and district level managers, directors and executives in the D.C.C.C.D., as determined by the MBI?

2. What are the comparisons in the frequency and intensity of burnout between district administrators and campus administrators in the D.C.C.C.D., as determined by the MBI?

3. What are the comparisons in frequency and intensity of burnout between line administrators and staff administrators in the D.C.C.C.D., as determined by the MBI?

4. What is the relationship between the frequency and intensity of burnout in D.C.C.C.D. administrators and

- a. Age
- b. Gender
- c. Number of years in the present position
- d. Number of cumulative years in administrative positions
- e. Level of responsibility
- f. Span of control as determined by the MBI?

5. What predictor formulae may be constructed that are based on a multiple regression analysis of data gained from this study to help identify potential burnout victims in the D.C.C.C.D.?

Significance of the Study

This study is significant in that it will add to the basic knowledge and understanding of the phenomena of executive stress and burnout. There is an increasing amount of literature on the subject, but at present, most studies have dealt with business executives or people in the "helping

professions." The literature suggests a need to expand the base population, because burnout theoretically could apply to any occupational group having intensive contact with others (10).

The January, 1982 issue of the Journal of Occupational Behavior was devoted to recent studies dealing with occupational stress research. In each of the eight related articles, the author(s) called for more research to be conducted to broaden the understanding of the nature of job-related stress so that successful stress management and intervention techniques could be devised. In the final article, "Whither Stress Research?: An Agenda for the 1980's," (12) Roy Payne, Thomas Jick and Ronald Burke examined the "state of the art" in occupational stress research and called for exploration of additional topics.

We expect an expanded commitment to stress research in the 1980's. The magnitude and complexity of the problem warrants this investment. The number of academic researchers now interested in stress has grown. Advances in conceptualizing and methodology have already taken place and should make future research easier and more successful at either confirming or rejecting some of the tantalizing results suggested by the current literature (12, p. 143).

Christina Maslach of the University of California at Berkeley has exhibited a strong interest in the study of the burnout syndrome. She has developed an inventory scale (11) which is designed to measure the level and intensity of burnout in human beings and is involved in several research projects which will yield more data to the growing body of

knowledge about the subject. In a paper presented at the First National Conference on Burnout in Philadelphia in November of 1981, Maslach indicated a need for more basic research on this issue.

There is a crying need for large scale field studies that take a systematic approach toward discovering the causes and the consequences of burnout, and evaluating both the short-term and the long-term effects of various interventions (10, p. 10).

Community college administrators are faced daily with types of stress situations which have led to burnout in individuals in other professions. The effects of the syndrome are serious for college campuses; loss of productivity, cynicism and demoralization of key personnel, higher absentee rates and possible links to coronary heart disease for its victims. This study will assess the degree that burnout does exist among D.C.C.C.D. college administrators and in which job categories the most likely victims are to occur. If the incidence of burnout is pervasive enough, campus and district personnel may wish to devise staff development opportunities for managers to recognize the symptoms in themselves and their employees and to learn techniques and strategies to deal with the problem.

The study also indicated in which levels administrative managers feel the most negative job-related stress. These findings may have implications for the optimum number of people to be placed in work groups, the presence or absence

of role conflict and ambiguity among managers and the degree of work overload or underload. Institutional intervention techniques such as periodic job rotation, sabbatical leaves, exercise programs and various types of job enrichment opportunities may result. The goal of any study on job stress and burnout should lead researchers to discover ways of effectively mitigating the obvious deleterious effects.

Definition of Terms

For the purposes of this study, certain terms were defined as follows:

1. Burnout is a syndrome characterized by emotional exhaustion and cynicism relating to an employee's work environment. Burnout can be measured by scores recorded on the Maslach Burnout Inventory (MBI) (10);

2. Stress is a result of job-related forces or pressures exerted on an employee which produce physiological and/or psychological changes in the individual.

The remaining terms are identified in the context of the D.C.C.C.D. Administrative Policies and Procedures Manual.

3. Level of responsibility is the decision-making authority commensurate with different hierarchical administrative positions.

4. Span of control is the size of the work group supervised by an administrator in the D.C.C.C.D.

5. Line administrators are those managers whose activities are related most directly to the major objectives of an organization (5). Operationally, they are defined as individuals who have direct supervisory responsibilities over employees involved in work designed to accomplish the major objectives of the organization.

6. Staff administrators are managers who provide assistance and support to line personnel in order to help achieve institutional goals (5). Operationally, they are defined as individuals who have few or no supervisory responsibilities over employees involved.

7. A director is the lowest level administrator on the D.C.C.C.D. organizational chart. A director is responsible for a specific, limited area of the college (campus) operation.

8. A division chairperson is the person who is most directly responsible for administering an educational program for students. He/she supervises instructional faculty or counselors and reports to a campus vice-president.

9. A dean is the person who plans, manages and evaluates all functions of instructional services within a campus. He/she supervises directors, associate deans and assistant deans and reports to a campus vice-president.

10. A vice-president is the person who is responsible for all instructional, student services and business services programs at a particular campus. He/she supervises deans and division chairpersons and reports to a campus president.

11. A president is the person who directs the total operation of a college campus as the chief administrative officer. He/she supervises the campus vice-presidents as well as several staff officers and reports to the vice-chancellor for academic affairs at the district level.

12. District-level managers are the district personnel responsible for the management of district-related functions such as support services, program development and compensation. A manager has few supervisory responsibilities and reports to a district-level executive.

13. A district-level director is the district officer responsible for overall coordination of specific district-related functions such as personnel, public information and research. Directors supervise district managers and report to a district-level executive.

14. District-level executives include the chancellor, vice-chancellors, assistant chancellor, assistant and associate vice-chancellors, legal council and directors of computer services and the telecommunications center. These chief officers of the D.C.C.C.D. are responsible for the total operations of the district.

Limitations of the Study

In this study, the researcher utilized a research instrument designed to measure the frequency and intensity of burnout, a survey of the literature on the subject of

job-related stress and burnout and a synthesis of that literature. It was limited to campus administrators in the D.C.C.C.D. The research findings assessed certain job-related and demographic characteristics related to burnout among administrative groups. There were groups which were not large enough to obtain significant statistical validity, but their responses were reported in a percentage format.

Basic Assumptions

The following basic assumptions have been made for purposes of the study:

1. It is assumed that job-related stress and burnout are legitimate concepts which can be measured;

2. Since data gained from the survey instrument (MBI) is self-reported, it is assumed that all participants in the study responded honestly.

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CHAPTER II

REVIEW OF THE LITERATURE ON WORK-STRESS AND BURNOUT

What is Stress?

The term "stress" was originally used by engineers and physicists to describe a force or system of forces applied to an object, the result of which was "strain" or change in that object. For the past forty years, the concept of stress and resulting strain has been used by physicians and psychologists to describe the physiological and psychological forces which cause certain changes in the body's chemistry.

The first noted authority in the field of stress, as it relates to human beings, was Hans Selye, a Canadian endocrinologist. Selye began to study the sources of stress or "stressors" and their effects on the body in the 1930's. In 1956 he presented his stress theory in a book entitled The Stress of Life. Selye identified stress generally as "the rate of wear and tear in the body" and more technically as "the non-specific response of the body to any demand" placed on it (51, p. 1). Selye rejected earlier assumptions that an individual's physical reactions to stress depended on the nature of the stressors; such as extreme climate conditions, food deprivation, or noise. He argued instead that the body's biochemical reaction to any stressor is universal.

The physiological changes in the body amount to a defense mechanism designed to combat the source of stress on the individual. The source of stress is immaterial. Pleasant or unpleasant stressors produce the same type adaptation or readjustment in the body (50).

Selye termed the body's readjustment response to a stressor, the General Adaptation Syndrome (GAS). He argued that the GAS is composed of three distinct phases: (1) the alarm reaction, (2) the stage of resistance, and (3) the stage of exhaustion. In the first stage, physiological mobilization of the body's defense mechanisms takes place. Step two represents the fight against the cause of discomfort. The final stage occurs as the body's defenses begin to break down after too long an imbalance of the system (51).

There are three main ideas involved in Selye's discussion of stress.

1. The sources of stress are irrelevant. The body's reactions are non-specific.

2. The defenses, if prolonged could cause serious physical problems and could be worse than the stressor itself.

3. Stress and the GAS are seen exclusively in medical or physiological terms.

Although Selye is highly regarded in the medical profession and is a popular author, his findings have been challenged in recent years. The most noteworthy critic is the psychologist, Richard S. Lazarus. Lazarus questioned

each of Selye's major points. He argued that recent studies indicate that the stress-produced hormonal changes in the body identified by Selye's GAS can be brought about by the anticipation of harmful experiences instead of the experiences themselves. "Stress," he argued, "is a result of a dynamic interaction of individual with environment and is triggered by the former's perception of threat." (26). Psychological factors then, may have as much to do with the body's physiological changes associated with stress as do the direct threats to the body. Lazarus also maintained that the nature of the body's reactions does depend on the source of the stimulus condition. He argued that Selye's General Adaptation Syndrome was an overgeneralization (26, p. 116).

Lazarus contended that most definitions of stress by authorities could be categorized in one of three general types.

1. Systemic or physiological stress involves a disturbance in the tissue system in the body.

2. Psychological stress refers to cognitive factors which lead to the evaluation of a threat to the body.

3. Social stress is brought on by the disruption of a social unit or social system (27).

He argued that the concept, stress, should be viewed broadly to include stimuli producing the disturbance, the body's reactions to the stimuli and intervening or coping techniques.

The field of stress would thus include "the physiological, sociological and psychological phenomena and their respective concepts," (27, p.27).

Following the work of Lazarus, Joseph McGrath also proclaimed a broad definition of stress to include response-based phenomena, situation-based factors and organism-environment transaction. He maintained that "stress occurs when there is substantial imbalance between environmental demand and the response capability of the focal organism," (39, p. 17). McGrath also stated that this imbalance can be an "overloading or underloading" of the system both in terms of quantity and quality. The human organism needs stimulation, but when the stimulus is beyond the organism's capacity to accept or absorb, or if too little stimulus is present, the resulting imbalance produces stress (39).

Cary Cooper and Judi Marshall also have been involved in stress research. They contend that while Selye's work was of considerable importance, it was generally limited to a stimulus-response laboratory setting. More important, they maintain, is the work of Lazarus and other modern researchers who no longer emphasize the earlier concept of "external force." These writers "acknowledge that stress is essentially individually defined and must be understood with reference to characteristics of both the focal individual and his environment, as it is the outcome of a particular combination of the two," (8, p. 6).

Clearly, each authority has established his own definition of stress. While the definitions differ, recent authorities seem to agree that the interplay between psychological, physiological and social factors in producing stress is of utmost importance.

Sources of Stress

According to the literature, the harmful effects of job-related stress on employees and business organizations are pervasive. The evidence suggests that employee job satisfaction, morale, turnover and productivity are all affected by stress levels inherent in many organizations (44).

The theory of "Cognitive Dissonance" first articulated by Leon Festinger, seems appropriate to the discussion. Festinger theorizes that an individual has a natural tendency to try to reduce dissonance or disharmony in his life and to build toward consonance or consistency. The higher the level of internal inconsistency or "mixed signaling" to the employee in a given work environment, the greater the dissonance and resulting stress there will be (10).

The 1964 study, Organizational Stress: Studies in Role Conflict and Ambiguity, is a classic study of the sources of work-related stress. Robert L. Kahn and his associates studied job-related psychological tensions in employees in six large United States corporations. After conducting comprehensive interviews with hundreds of employees, the authors

found that those who suffered from role ambiguity and role conflict experienced lower levels of job satisfaction and higher levels of frustration, anxiety and stress than other employees. Kahn asserted that "conflict and ambiguity are among the major characteristics of our society, and we are marked by them," (24, p. 3).

According to Kahn, role conflict implies the incompatibility of two positions simultaneously occupied by the same individual. Conflict occurs when there are two or more sets of inconsistent pressures placed on the employee or when his membership in one group conflicts with his membership in another group. Conflict may also occur when an employee's supervisor demands one set of job-related personal behaviors, and his subordinates expect a different set. The mid-level manager is often subject to such conflict. An individual employee may also experience role conflict when the task he is asked to perform and the resulting role he is expected to assume violates his personal, ethical, moral or religious values. In each of these dilemmas, the employee feels that he is "caught in the middle" or that he is in a "no-win" situation. Within a large organization, the upper and middle levels of management manifest the greatest degree of role conflict (24, p. 381).

Role conflict assumes contradictory expectations, while role ambiguity implies evidence of unclear or obscure expectations. "Role ambiguity," Kahn states, "is a direct function

of the discrepancy between the information available to the person and that which is required for adequate performance of his role," (24, p. 73). Role expectation encompasses more than the contents of a position description. An employee's role expectation is a set of implicit and explicit behaviors and activities which is expected by supervisors, colleagues, subordinates and others inside and outside the organization. The more confused and apprehensive an employee is about that which is expected of him, the more anxiety and distress he will exhibit.

By requiring employees to cross organizational boundaries, produce innovative solutions to problems and be responsible for the actions of others, Kahn maintains that business organizations are often guilty of producing the "twin" dilemmas of conflict and ambiguity. Role ambiguity may result in increased tension, feelings of frustration and futility, job dissatisfaction and loss of self-esteem and self-confidence for the employee. Role conflict can lead to similar consequences as well as loss of confidence in supervisors and in the organization as a whole. As Kahn states, "the presence of conflict in one's role tends to undermine his relations with his role senders, to produce weaker bonds of trust, respect and attraction," (24, p. 71).

Kahn's seminal study articulated the negative effects role conflict and ambiguity can have on an employee's mental

health as well as on the well-being of an organization. Although there have been challenges to Kahn's conclusions concerning the deleterious effects of role conflict and ambiguity (12), other studies tend to support and amplify his findings.

John R. French and Robert Caplan conducted a large research project concerning the source of work-related stress at the University of Michigan. Their findings were reported in 1972 (13). The authors found that work overload and role ambiguity among employees can lead to anxiety, tension and low job satisfaction. They identified role ambiguity as "a state in which the person has inadequate information to perform his role," (13, p. 32). Role overload, often self-induced, can be of two types--quantitative or qualitative. Quantitative overload means that the employee has too many tasks to perform, while qualitative overload occurs when the employee possesses too few skills or inadequate training or competence to handle the demands of the job (13, p. 32).

The authors also found that executives primarily responsible for managing people generally have higher stress levels than their colleagues responsible for project tasks. Likewise, administrators usually have higher stress levels than scientists or engineers, presumably because administrators must deal more directly with "people problems" (13, p. 51).

The authors conclude that the stress maladies associated with corporate life are widespread and dangerous to both the

efficiency of the corporation and to the mental and physical health of the employees. They assert that one method of lessening stress levels of corporate workers is to allow employees more voice in those decisions which directly affect them and their work. As workers begin to participate in decision-making, they tend to experience more job satisfaction, better morale, lower levels of absenteeism, increased productivity and renewed commitment to their work (13, p. 5).

In a 1973 study of job turnover, Thomas Johnson and George Graen found that the degree of conflict and ambiguity an employee experienced on the job had a high positive correlation to his desire to leave and to his eventual resignation. Employee feelings of outstanding personal accomplishment and performance positively correlated with job satisfaction and low turnover rates (22).

Stress researcher James Manuso found that "twenty-five percent of all Americans are suffering severe emotional stress." According to his findings, the major occupational stressors are work overload, role conflict and extreme amounts of responsibility placed on employees. Organizational climate, which often encourages employees to contain healthy emotional reactions, is the major culprit. The resulting effects of personal employee stress are costly to the organization (29, pp. 23-26).

In Managerial Stress, published in 1975, editors Dan Gowler and Karen Legge identified several themes which are

consistent with the findings from studies dealing with the sources of managerial stress. The authors found that stress levels are directly related to the employee's feelings of being controlled in a given work situation. If the employee feels over-controlled or over-supervised, stress levels will rise and often lead the employee to exhibit defiant behavior. Lack of direction can cause uncertainty and anxiety about job expectations and performance standards. The authors conclude that job stress is normally related to "mismatch, imbalance and discontinuity" and to "hierarchy and power" (18, p. 15).

Management Development Professor Alec Calamidas maintains that high rates of distress occur in those work settings where employees are over-supervised and given little autonomy, "where there are threats, fear, insufficient delegation of authority; where stagnation is obvious and there is little or no opportunity for job or career growth" (2, p. 38). He also finds people most prone to stress ailments within the age range of early forties to mid-fifties.

Other psychologists point to a relationship between stress, burnout and mid-life crisis, Homer R. Figler writes that many executives face a crisis in their careers when they begin to realize the conflict between their career goals and their limitations on reaching those goals. Behavioral symptoms of this crisis are many times identical to symptoms of stress overload and job burnout (11).

Charles F. Cardinell sees stress, career burnout and mid-life professional crisis as parts of the same overall problem. He calls the ages thirty to fifty the "burnout hazard years." Cardinell maintains that the "stressful crisis prone atmosphere" of modern corporate life leads to a normal, predictable "burnout" stage (6).

Some studies have identified manifestations of job-related stress in physical terms such as ulcers, insomnia and loss of appetite (4, p. 22). Others indicate that work stress affects job satisfaction, morale, turnover rates, productivity, tardiness, absenteeism and general worker performance (19; 22; 44).

The "Type A" Personality

Although physicians and psychologists have studied the types of environmental or psychological pressures placed on an individual which produce stress, researchers are also compiling a growing body of data which suggests that personality type may also be a factor. Coronary Heart Disease (CHD) specialists, Drs. Meyer Friedman and Roy Rosenman, linked certain aggressive personality types with the incidence of CHD. In their 1959 Journal of the American Medical Association article (15), they reported recurring personality characteristics in many heart patients. These characteristics included the following:

1. an intense, sustained drive to achieve,
2. profound eagerness for competition,

3. persistent drive for recognition,
4. continuous involvement in many activities subject to deadlines,
5. a tendency to accelerate the rate of execution of all mental and physical functions,
6. an extraordinary mental and physical alertness.

In 1974, Friedman and Rosenman published a best-selling book, Type A Behavior and Your Heart (16). "Type B" individuals are characterized as more relaxed and easy-going. The book included evidence from an eight year study of those patients identified originally by the authors as "Type A" or "Type B." The "Type A's," which comprise 60 per cent of the United States' population had twice the incidence of CHD as those classified as "Type B." The "Type A" personality was also characterized as compulsive, impatient, impulsive, hyper-critical of self and others and status and achievement oriented.

A sense of time urgency was the most significant trait distinguishing "Type A's." "Type A's" generally over-schedule activities, appointments and projects. They are obsessive about and obsessed with time.

Friedman and Rosenman label those persons who exhibited traits such as patience, lack of hostility and the ability to relax and have fun as "Type B's." An urgency about time is not a normal characteristic of such individuals. Although the authors acknowledge that each personality type varies by

degree, they contend that persons with "Type A" and "Type B" behavior patterns are easy to distinguish (16).

The acknowledgement by Friedman and Rosenman of the correlation between CHD and those personality traits which are viewed essential for managerial and executive success is important. Many studies have been conducted recently concerning the "Type A" phenomena. Most identify a relationship between personality characteristics and physiological consequences (9).

Virginia Price constructed a model of the "Type A" individual based on cognitive social theory. She identified the following characteristics and their interplay as components of the "Type A" personality:

1. extreme ambition,
2. setting unrealistic standards of performance for oneself,
3. relentless effort,
4. competitiveness,
5. aggressiveness in winning,
6. a sense of time urgency,
7. a high level of impatience, frustration and irritation,
8. rapid and abrupt speech patterns (45).

In a study of male administrators who exhibited "Type A" behavior patterns and responses from their wives concerning marital satisfaction, Burke, Weir and DuWars (5) reported more marital stress than normal. Wives complained of having few

friends and social contacts and no strong sense of belonging to a social group which could provide psychological support.

David Glass identified the achievement-oriented "Type A" individual who pushes himself to near-capacity as a prime candidate for heart trouble. This individual is "highly competitive, feels pressured for time and reacts to frustrations with hostility." A sense of control, Glass contends, is the key element for stress avoidance in such individuals. The less the individual feels in control of his life, the more anxious and stressed he becomes (17).

Gabe Mirkin maintained that the same characteristics which cause an individual to become a top executive also predispose that individual to stress-related disease. He characterizes the stress-prone executive as "The one man band, the chronic hurrier, the volcanic struggler, and the combative challenger" (42).

David Shapiro coined the term "obsessive-compulsive" to identify the type of personality characterized by rigidity and continuous absorption in intensive activity. He concluded that such behavior was neurotic and harmful to psychological well-being (52).

Although these studies do not prove causation, they do illustrate the relationships between the person with "Type A" characteristics and CHD and other stress-related maladies.

Burnout

While research and discussion of the phenomenon of job-related stress and its effects on employees and organizations have occurred for thirty years, the concept of "burnout" is new. Burnout is related to stress, but the effects to the individual can be more acute. Christina Maslach, psychologist at the University of California at Berkeley, is one of the foremost authorities on the subject of human "burnout." She identifies "burnout" as "a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do 'people work' of some kind" (30, p. 3). According to Maslach, the distinction between other stress responses and "burnout" is that "burnout" arises almost entirely from social interaction. The "burnout" phenomenon can best be understood in terms of "situational" or "job-related, interpersonal stress" (30, p. 9).

Maslach's research on "burnout" has dealt with individuals whose work brings them into intimate and prolonged involvement with other people. In a study of 200 professionals in various social service and health agencies, she found many examples of cynical attitudes, growing detachment, unconcern for clients as well as psychosomatic illness and family problems among the professionals themselves (32). In later studies, Maslach found "helping professionals" to view recipients of their treatment as "dehumanized" (31). Studies of police

officers, lawyers, child care providers, physicians, nurses and other providers of public services support Maslach's initial findings that "burnout" is a prevalent and serious problem among groups of people whose life work is helping other people, (30; 31; 33; 34; 35; 36; 37; 38).

Much recent research has dealt with the problem of burnout among teachers and school counselors, (1; 3; 7; 21; 23; 40; 41; 43; 46; 47; 48; 53; 54; 55; 56; 57; 58). These studies, while dealing with different populations and using different research criteria, indicate that "burnout" among public school teachers and counselors is at epidemic levels. A number of contributing causative factors are put forth by the authors--low pay, too much bureaucracy, monotonous dull routine, lack of challenge, deterioration in student interest, measuring oneself solely by children's accomplishments and too much involvement with the personal problems of students.

Another authority on the "burnout" concept is Herbert J. Freudenberger. Along with associate Geraldine Richelson, Freudenberger has compiled a number of case studies of people in varying occupations who have "burned out" on the job. After analyzing characteristics of the individuals studied, he has developed a theory which explains the growing phenomena. Freudenberger maintains that "burnout" is the result of a chronic condition which develops over a number of years. The victim is usually a bright, energetic individual who has high ideals and personal expectations. When those high

expectations are seldom achieved, the individual becomes discouraged. When harder work and longer hours fail to bring a sense of accomplishment and reward, the individual begins to exhibit non-productive modes of behavior. The tragedy of the situation, according to Freudenberger, is that burnout is a problem born of good intentions. It occurs in the brightest, most enthusiastic and highly motivated employees (14).

Freudenberger maintains that "burnout" usually is generated by the work environment. In many large organizations, employees tend to feel insignificant. They do not feel in control of their own career destinies. Many people get caught in the dilemma of rising in the corporate ranks until they find themselves in positions in which they lack competence to perform or staying in jobs which offer inadequate compensation and little challenge (14).

Human resource development expert Tanis Helliwell agrees with Freudenberger that the complacent, satisfied worker seldom burns out. Instead, people who set high personal standards for themselves, who expect perfection in all they attempt and who seldom delegate duties to others are potential burnout victims. Idealistic individuals who set unrealistic goals and expectations and who subsequently fail to accomplish them run a high risk of burning out (20).

Although there have been few studies conducted of managerial or executive burnout, there is a growing concern with this phenomenon. Psychologist John Bartrus defines the

burnout syndrome as "a socially acceptable form of mental depression." Executives have higher stress levels today because of the environment, the economy and rising demands and expectations of people. Bartrus, however, contends that the single most important stress factor is the submergence of feelings. Executives are expected to be cool, objective, detached and emotionless. The containment of feelings rather than an occasional healthy emotional release can lead to burnout (49).

Industrial psychologist Harry Levinson supports the view that managers are among the prime victims of burnout. He contends that "managing people is the most difficult administrative task, and it has built-in frustration. That frustration, carried to extremes beyond stress, can-and-does-cause managers to burn out" (28, p.77). Levinson also contends that today's managers face pressures that breed burnout. Some of these pressures include growing demands on the manager's time, increasing complexity in modern organizations, the threat of obsolescence and increasing demands for employee rights. As the manager attempts to deal with these and other conflicting demands, his chances of burnout increase (28).

According to Emanuel Kay, the mid-level manager is most susceptible to distress because of his unique position of having to respond to the expectations of supervisors and subordinates. Supervisors generally have negative attitudes toward mid-managers, while subordinates many times see them

as having little influence. Inadequate salary levels, lack of authority and job insecurity add to the stress levels of mid-managers. Kay sees the problems of mid-management as severe enough to represent a crisis but sees little effort being made at the corporate level to alleviate the situation (25).

From this review of the literature on job stress and burnout, it is evident that the problem is one of significance. In order to cope with stress-related maladies, individuals and organizations have devised intervention and self-help techniques. In Chapter V of this study, the researcher will present several of the more successful techniques utilized by authorities in the field.

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CHAPTER III

METHOD

Subjects

The participants in this study were volunteers from all persons identified as administrators in the Dallas County Community College District in the Spring semester of 1983. These administrators were classified as college (campus) level directors, chairpersons, deans, associate deans, assistant deans, vice-presidents, presidents and district-level managers, directors and executive officers. They include line and staff positions. There were 168 persons who participated in the study.

The Dallas County Community College District, Dallas, Texas, is a large metropolitan community college district with seven college campuses, a telecommunication center and various administrative offices and service centers.

Design of the Study

The administrative personnel who participated in this study were grouped in three ways. The first arrangement was based on level of responsibility and included those persons classified as campus directors, chairpersons, deans, vice-presidents, presidents, and district managers, directors and executives. The second grouping separated campus administrators

(those having duties primarily devoted to campus activities) from district administrators (those having duties related to overall district functions). The third arrangement separated line administrators (those managers who work to accomplish institutional goals by leadership of a work group) from staff administrators (those managers who have few or no supervisory responsibilities of other employees).

These three groupings were utilized to make several comparisons with regard to frequency and intensity of burnout. These comparisons were made in order to determine if significant differences in burnout existed among the groups based on level of responsibility, college vs. district location and line vs. staff personnel.

Additional data was collected to determine each participant's age, gender, number of years in the present position, number of total years in administrative positions, level of responsibility and span of control. The relationship between these factors and the degree and level of burnout in the participant was ascertained.

Finally, the relationships obtained between the variables of age, gender, number of years in the present position, number of total years in an administrative position, level of responsibility and span of control and the level and degree of burnout was utilized to attempt to construct predictor formulae which would help to identify potential burnout victims among administrators in the D.C.C.C.D.

Instruments

A demographic data sheet was utilized to gather certain information from the participants of the study. (See Appendix A). The information gathered accomplished the purpose of grouping the respondents into age, gender, position, line or staff, length of time in the present position, total number of years in administrative positions and span of control (size of work group supervised). These groupings were necessary to accomplish the purposes of the study.

The primary instrument employed was the Maslach Burnout Inventory (MBI). (See Appendix B). This survey instrument was developed by Christina Maslach and Susan E. Jackson of the University of California and published by John Wiley and Sons (5). The instrument is the result of research designed to measure the concept of burnout which is identified by the authors as "a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do 'people work'." (5, p. 99). According to the authors, the measure is designed to assess the three different identifiable aspects of burnout--Emotional Exhaustion, Depersonalization and Personal Accomplishment.

Normative data on the MBI was obtained from samples of Social Security Administration public contact employees, police officers, nurses, agency administrators, teachers, counselors, social workers, physicians, psychologists, psychiatrists, attorneys and others. Means and standard

deviations for the MBI subscales, as well as a categorization system for the range of experienced burnout on each subscale, were reported in Maslach and Jackson (5). The categorization system breaks the MBI subscale data collected from the standardization sample into low, moderate and high scores for each subscale.

The first subscale of the MBI, Emotional Exhaustion, is designed to measure emotional over-extension and exhaustion due to one's work. The second subscale, Depersonalization, assesses impersonal or unfeeling responses toward the recipients of one's services, treatment or instruction. Personal Accomplishment, the third subscale, measures one's sense of achievement in his/her working relationship with people. Each subscale measures both frequency, or the number of times people have these feelings, and intensity, or the depth of these feelings.

The authors of the MBI believe the burnout syndrome to be a continuous variable ranging from high to low degrees of frequency and intensity. High scores on the Emotional Exhaustion and Depersonalization subscales indicate a high degree of burnout, whereas medium or low scores indicate the presence of lower levels of burnout. Low scores on the Personal Accomplishment subscales would reflect a high level of burnout and higher scores would indicate lower burnout levels. Since the relationship between the three aspects of the burnout syndrome are still unknown, each subscale is reported separately.

Items on the MBI were written in the form of statements about personal feelings or attitudes. Each statement is rated by the subject on two dimensions--frequency and intensity. The frequency scale ranges from 0 (never) to 6 (everyday). The intensity scale ranges from 0 (never) to 7 (major, very strong). The item format is shown below.

I feel emotionally drained from my work.

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

HOW STRONG:

0	1	2	3	4	5	6
Never	Very mild, barely noticeable			Moderate		Major, very strong

For each subscale, the mean of the component items is computed separately for frequency and for intensity, thus yielding two scores for each subscale.

The MBI appears to be sufficiently reliable. Maslach and Jackson (5) report the internal consistency reliability coefficients as follows: .90 (frequency) and .87 (intensity) for

the Emotional Exhaustion subscale, .79 (frequency) and .76 (intensity) for the Depersonalization subscale and .71 (frequency) and .73 (intensity) for the Personal Accomplishment subscale. Additionally, the test-retest reliability coefficients were reported as follows: .82 (frequency) and .53 (intensity) for the Emotional Exhaustion subscale, .60 (frequency) and .69 (intensity) for the Depersonalization subscale and .80 (frequency) and .68 (intensity) for the Personal Accomplishment subscale. Although these coefficients range from low to moderately high, all are significant beyond the .001 level.

Correlational studies conducted with the MBI have indicated acceptable levels of validity. Convergent validity is evaluated by correlating an instrument with other measures of the same trait. The convergent validity of the MBI was demonstrated by the significant positive correlations of MBI scores with behavioral ratings made independently by a person who knew the individual well, such as a spouse or co-worker (3). The convergent validity of the MBI was demonstrated further by significant correlations between various job characteristics and experienced burnout. These job characteristics included the number of clients (1; 6), direct contact with clients (4), time spent in administrative activities (6) and job feedback (7).

Additional validation of the MBI was provided by data that revealed significant negative relationships between

experienced burnout as measured by the MBI and various personal reactions such as growth satisfaction, experienced meaningfulness of the work and low job feedback. Also, as predicted by theorizing, MBI scores have been found to be significantly related to desire to leave one's job, frequent breaks from work and greater absenteeism (2). Other personal outcomes that have been found to be significantly related to MBI scores are relationship impairment, insomnia and increased use of alcohol and drugs (2). These relationships are consistent with burnout theory, thus adding to the validity of the MBI as a measure of burnout.

Procedures

Pursuant to the study, the investigator met with the President of Richland College and later with the Vice-Chancellor of the D.C.C.C.D., to inform them of the proposed study and to get their reactions and suggestions. After the two meetings, a letter was sent to the investigator's supervisor, the Vice-President of Instruction at Richland College, to ask permission to proceed with the study. This letter, (See Appendix C), briefly outlined the purposes of the study. The Executive Council of the D.C.C.C.D. endorsed the dissertation study request and the Vice-Chancellor forwarded the approval to the investigator with the following points of clarification:

1. The study is being conducted on your personal time and does not include a commitment from you to follow up on survey results;

2. Survey results will be made available to the Executive Council and other staff members who may wish to follow up;

3. All survey material will be confidential and notification of confidentiality will be included on the cover letter. (See Appendix D).

After having been granted permission to conduct the dissertation study, the investigator took the following steps:

1. Sufficient survey instruments were purchased from John Wiley and Sons, publishers;

2. A detailed set of instructions were attached to the demographic data sheet and the MBI. (See Appendix E). The instructions included assurances that individual responses to the questionnaire would be kept confidential. Completion of the MBI takes approximately thirty minutes. Response biases were minimized by assuring the participants of the confidentiality of their responses, by suggesting they complete the survey in private and by asking for complete and honest responses to all items. The test form was labeled Human Services Survey and the words "stress" or "burnout" were not used. The reason for the title was to avoid respondent sensitization to the issue of burnout. Many people

have strong positive or negative feelings about the term "burnout" and its use in the instructions might tend to elicit response bias. The label Human Services Survey should have produced more neutral responses from the participants.

One potentially misleading term was used several times in the survey instrument. The term is "recipient." This term was identified to the participants of the study to include those employees in the participant's work group, those employees who report to the participant and those employees who regularly receive the services of the participant. A cover memo from the Vice-Chancellor urging participation in the study and indicating the importance of the study to the D.C.C.C.D. was included (See Appendix F);

3. The cover letter from the Vice-Chancellor, the instruction sheet, the demographic data sheet, the MBI and an answer form were collated into sets of packets. The packets were taken by the investigator to each college campus' presidential secretary for distribution. The presidential secretary distributed the packets to all persons on campus classified as administrators. A period of two weeks was given to complete the survey and return the packet to the investigator by mail. (A stamped envelope with the investigator's home address was provided each participant);

4. At the end of the two week period, a reminder was placed in the regular "in-house" newsletters of each campus and the district office urging administrators who had not

responded to the questionnaire to please do so. Although the investigator did not follow up personally with individual administrators who failed to return the data sheet and questionnaire, a high percentage of those surveyed did respond. Some 168 administrators participated in the study out of 202 surveyed, resulting in an 83 per cent response rate;

5. The data collected was analyzed according to procedures outlined in this chapter entitled "Statistical Analysis of Data;"

6. After the data had been analyzed and conclusions drawn, a summary of the results was provided to the Executive Council and to individual participants who had requested the results. The investigator is now available to meet with the Executive Council and discuss the implications of the study to the D.C.C.C.D. if members of that council so desire.

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CHAPTER IV

PRESENTATION OF FINDINGS

One-hundred-sixty-eight Dallas County Community College District Administrators provided data for the present study. Some 83 per cent of these who were asked to participate submitted responses. Each participant completed a demographic data sheet that provided the administrator's specific age, gender, number of years served in the present position, number of cumulative years served in administrative positions, level of responsibility (where the specific position fits in the D.C.C.C.D. organizational chart) and span of control (the number of persons directly supervised). The participant also indicated whether he/she was a line or staff officer and whether he/she was assigned to a specific campus or to the district office. A copy of this data sheet can be found in Appendix A.

Additionally, each participant completed the Maslach Burnout Inventory (MBI), a twenty-two item questionnaire which yields an assessment of the three aspects of the burnout syndrome--Emotional Exhaustion, Depersonalization and lack of Personal Accomplishment. (See Appendix B). Each aspect is measured by a separate subscale. The Emotional Exhaustion subscale assesses feelings of emotional over-extension and exhaustion in one's work. Nine statements comprise this subscale. The statements are as follows:

1. I feel emotionally drained from my work;
2. I feel used up at the end of the workday;
3. I feel fatigued when I get up in the morning and have to face another day;
6. Working with people all day is really a strain for me;
8. I feel burned out from my work;
13. I feel frustrated by my job;
14. I feel I am working too hard on my job;
16. Working with people directly puts too much stress on me;
20. I feel like I am at the end of my rope.

Participants were asked to respond to each statement with a number from 0 (never) to 6 (every day) indicating the frequency of these feelings. They were also asked to respond to each of the statements with a number from 0 (never) to 7 (major, very strong) as to the degree to which they experienced these feelings. The Emotional Exhaustion subscale thus measures two dimensions--frequency (how often people experience these feelings) and intensity (the strength of these feelings). On the frequency dimension, scores of 0-17 indicate low levels of burnout, 18-29 moderate levels of burnout and 30 or over high levels of burnout. On the intensity dimension, scores of 0-25 indicate low levels of burnout, 26-39 moderate levels of burnout and 40 or over high levels of burnout.

The Depersonalization subscale measures a cynical or impersonal response towards the recipients of one's service, care, treatment or instruction. In this study, the recipients are defined as the administrator's direct subordinates. This subscale is comprised of five statements. The statements are as follows:

- 5. I feel I treat some recipients as if they were impersonal objects;
- 10. I've become more callous toward people since I took this job;
- 11. I worry that this job is hardening me emotionally;
- 15. I don't really care what happens to some recipients;
- 22. I feel recipients blame me for some of their problems.

Again, participants were asked to respond to each statement with a number from 0 to 6 indicating the frequency of these feelings. On the frequency dimension, scores between 0 and 5 indicate low levels of burnout, 6-11 moderate levels and 12 or over high levels. On the intensity dimension, scores between 0 and 6 indicate low levels of burnout, 7-14 moderate levels and 15 or over high levels of burnout on this subscale.

The Personal Accomplishment subscale of the MBI assesses feelings of competence and successful achievement in one's work with people. Eight statements comprise this subscale. They are as follows:

4. I can easily understand how my recipients feel about things;

7. I deal very effectively with the problems of my recipients;

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

12. I feel very energetic;

17. I can easily create a relaxed atmosphere with my recipients;

18. I feel exhilarated after working closely with my recipients;

19. I have accomplished many worthwhile things in this job;

21. In my work, I deal with emotional problems very calmly.

Participants were asked to respond to each item with a number from 0-6 indicating frequency and with a number from 0-7 indicating intensity. This subscale is scored in the reverse direction from the Emotional Exhaustion and Depersonalization subscales. Thus, on the frequency dimension, a score of 40 or over indicates low levels of burnout, 34-39 moderate levels and 0-33 high levels of burnout. On the intensity dimension, a score of 44 or over indicates low levels of burnout, 37-43 moderate levels and 0-36 high levels of burnout on this subscale.

As an example of the scoring process, respondent number fifty, a male division chairman, fifty-one years old, who has been in his present position two years, had five cumulative years of administrative experience and directly supervises thirty-five people, recorded the following scores on each of the components of the MBI:

Emotional Exhaustion Frequency	<u>38</u>
Emotional Exhaustion Intensity	<u>42</u>
Depersonalization Frequency	<u>18</u>
Depersonalization Intensity	<u>20</u>
Personal Accomplishment Frequency	<u>36</u>
Personal Accomplishment Intensity	<u>36</u>

His scores indicate that he is experiencing moderate to high levels of burnout on the Emotional Exhaustion subscales, high levels of burnout on the Depersonalization subscales and low to moderate levels of burnout on the Personal Accomplishment subscales.

One-hundred-sixty-eight D.C.C.C.D. administrators participated in the study. Of the participants, forty-two were classified as campus directors, thirty-one as campus chairpersons, twenty-nine as campus deans, nineteen as campus vice-presidents and six as campus presidents. Fifteen of the participants were classified as district-level managers, sixteen as district-level directors and nine as district-level executives. One-hundred-four or 62 per cent of the participants were male while sixty-four or 38 per cent were female. Males

comprised 63 per cent of the respondents from the district office and 62 per cent from campus administrative personnel. Ages of the participants ranged from twenty-seven to sixty-five with the average age being forty-two. One-hundred-nine of the respondents considered themselves as functioning in a direct line supervisory role while fifty-nine considered themselves as staff or support personnel. The average length of time that the participants had held their present positions was four years while the average cumulative time spent in administrative positions per person was eight years. While the number of people directly supervised by the participants varied greatly, campus division chairpersons averaged the highest number with twenty-six.

The research questions presented in Chapter I of this study were answered after compilation of data obtained from the demographic data sheets and the scores from the three subscales of the MBI. The first research question asked was, What levels of frequency and intensity of burnout are there among college directors, division chairpersons, deans, vice-presidents, presidents and district-level managers, directors and executives in the D.C.C.C.D. as determined by the MBI? The frequency and intensity of burnout among these groups were described by computing the means and standard deviations of the cumulative scores of each of the eight administrative groups for the frequency and intensity dimensions of each of the three subscales of the MBI. These statistics are

presented in Tables I through VI. Of the eight administrative range groups, the largest number of participants in the study were campus directors with forty-three followed by chairpersons with thirty-one and deans with twenty-nine. Nineteen campus vice-presidents, representing instruction, student services and business affairs participated in the survey as did six of the seven campus presidents. On the district level, fifteen managers, sixteen directors and nine top executives participated in the study.

Table I presents the number of participants, means and standard deviations for each of the eight administrative groups on the Emotional Exhaustion Frequency (EEF) subscale of the MBI. Campus chairpersons recorded the highest mean score of the groups with 20.19. This score falls within the range of moderate burnout according to the MBI scoring key. The moderate range is 18-29. Also falling in the moderate range were district-level directors (19.63), executives (19.22) and managers (18.33) as well as campus deans (19.07) and vice-presidents (18.84). Campus directors (16.56) placed in the low levels of burnout on this scale (0-17) as did campus presidents who recorded the lowest mean score of any group (12.5). Table I also indicates that campus presidents recorded the highest standard deviation or greatest variability of the groups (13.26) while district-level executives had the lowest standard deviation (7.80). However, no statistically significant differences appeared among these groups on this subscale ($F = .72, p. 05$).

TABLE I
EMOTIONAL EXHAUSTION FREQUENCY (EEF) SUBSCALE OF THE
MASLACH BURNOUT INVENTORY. NUMBER OF PARTICI-
PANTS, MEANS AND STANDARD DEVIATIONS FOR
THE EIGHT ADMINISTRATIVE GROUP LEVELS
OF RESPONSIBILITY

Administrative Groups Compared	Number of Ad- ministrators in Each Group	Mean: EEF Subscale	Standard Deviation EEF Subscale
Campus Directors	43	16.56	8.95
Campus Chairpersons	31	20.19	10.83
Campus Deans	29	19.07	10.09
Campus Vice-Presidents	19	18.84	11.05
Campus Presidents	6	12.5	13.26
District Managers	15	18.33	8.97
District Directors	16	19.63	10.79
District Executives	9	19.22	7.80
Total	168	. . .	. . .

¹ Emotional Exhaustion Frequency (EEF) subscale of the Maslach Burnout Inventory Categorization.

High	30 or over
Moderate	18-29
Low	1-17

² There are no significant differences among these groups (F = .72, p > .05).

Table II presents the number of participants, means and standard deviations for each of the eight administrative groups on the Emotional Exhaustion Intensity (EEI) subscale. Campus chairpersons recorded the highest mean score (29.29) on this subscale and they were followed closely by district-level directors (28.50), district-level executives (26.67) and campus deans (26.41). All these scores were in the moderate burnout level as defined by the MBI (26.39). Placing in the low burnout levels (0-25) were campus directors (25.88), district-level managers (24.47), campus vice-presidents (24.26) and campus presidents who again recorded the lowest mean score (16.00). Standard deviations on this subscale ranged from a low of 10.52 for district-level managers to a high of 14.10 for district directors. No group surveyed approached high levels of burnout on this subscale, and again, no statistically significant differences appeared among any of these groups on the Emotional Exhaustion Intensity measure ($F = .77$ $p > .05$).

Table III records the number of participants, means and standard deviations for each administrative group on the Depersonalization Frequency (DPF) subscale. Campus presidents (3.33) and district level executives (3.44) indicated low levels of burnout on this subscale (0-5) while the other six administrative groups recorded mean scores at the lower end of the moderate burnout category (6-11). Campus chairpersons had the highest variability in their responses with a

TABLE II

EMOTIONAL EXHAUSTION INTENSITY (EEI) SUBSCALE OF THE
MASLACH BURNOUT INVENTORY. NUMBER OF PARTICI-
 PANTS, MEANS AND STANDARD DEVIATIONS FOR
 THE EIGHT ADMINISTRATIVE GROUP LEVELS
 OF RESPONSIBILITY

Administrative Groups Compared	Number of Ad- ministrators in Each Group	Mean: EEI Subscale	Standard Deviation: EEI Subscale
Campus Directors	43	25.88	12.99
Campus Chairpersons	31	29.29	12.32
Campus Deans	29	26.41	13.35
Campus Vice-Presidents	19	24.26	10.73
Campus Presidents	6	16.00	10.64
District Managers	15	24.47	10.52
District Directors	16	28.50	14.10
District Executives	9	26.67	11.14
Total	168	. . .	. . .

¹ Emotional Exhaustion Intensity (EEI) subscale of the Maslach Burnout Inventory Categorization.

High	40 or over
Moderate	26-39
Low	0-25

² There are no significant differences among these groups
 (F = .72, p > .05).

TABLE III

DEPERSONALIZATION FREQUENCY (DPF) SUBSCALE OF THE
MASLACH BURNOUT INVENTORY. NUMBER OF PARTICI-
 PANTS, MEANS AND STANDARD DEVIATIONS FOR
 THE EIGHT ADMINISTRATIVE GROUP LEVELS
 OF RESPONSIBILITY

Administrative Groups Compared	Number of Ad- ministrators in Each Group	Mean: DPF Subscale	Standard Deviation: DPF Subscale
Campus Directors	43	6.33	5.11
Campus Chairpersons	31	6.84	5.27
Campus Deans	29	5.38	3.81
Campus Vice-Presidents	19	5.58	4.43
Campus Presidents	6	3.33	3.27
District Managers	15	5.67	4.95
District Directors	16	6.19	4.39
District Executives	9	3.44	2.13
Total	168	. . .	. . .

¹Depersonalization Frequency (DPF) subscale of the Maslach Burnout Inventory Categorization.

High	12 or over
Moderate	6-11
Low	0 5

²There are no significant differences among these groups
 (F = .93, p > .05).

Standard Deviation of 5.27 and district-level executives the lowest with 2.13. Among the groups on this subscale ($F = .93$, $p > .15$), no statistically significant differences were registered.

Table IV indicates the number of participants, means and standard deviations for each administrative group on the Depersonalization Intensity (DPI) subscale. Campus presidents were the only group to record a mean score (4.17) in the low burnout category on this subscale (0-6). The remaining groups all placed in the lower half of the moderate burnout category (7.14). Campus vice-presidents scored the lowest level of these seven groups with a mean of 7.11 while campus directors placed highest with 9.98. The variability in answers of the groups ranged from a low standard deviation of 3.82 for campus presidents to a high standard deviation of 8.33 for district executives. Again, no significant differences were found among the groups on this subscale ($F = 1.11$, $p > .05$).

Table V presents the number of participants, means and standard deviations for each administrative group on the Personal Accomplishment Frequency (PAF) subscale. Campus presidents were the only group to score in the low burnout category on this subscale (40 or over) with a mean score of 41.33. They also recorded the lowest standard deviation of any group (3.14). The other seven groups all recorded mean scores in the moderate burnout level (34-39). They ranged from mean scores of 39.16 for campus vice-presidents to 33.47

TABLE IV
DEPERSONALIZATION INTENSITY (DPI) SUBSCALE OF THE
MASLACH BURNOUT INVENTORY. NUMBER OF PARTICI-
PANTS, MEANS AND STANDARD DEVIATIONS FOR
THE EIGHT ADMINISTRATIVE GROUP LEVELS
OF RESPONSIBILITY

Administrative Groups Compared	Number of Ad- ministrators in Each Group	Mean: DPI Subscale	Standard Deviation: DPI Subscale
Campus Directors	43	9.98	7.55
Campus Chairpersons	31	9.94	5.99
Campus Deans	29	8.72	6.53
Campus Vice-Presidents	19	7.11	5.10
Campus Presidents	6	4.17	3.82
District Managers	15	9.13	7.81
District Directors	16	9.63	7.84
District Executives	9	7.22	8.33
Total	168	. . .	. . .

¹Depersonalization Intensity (DPI) subscale of the Maslach Burnout Inventory Categorization.

High	15 or over
Moderate	7-14
Low	0- 6

²There are no significant differences among these groups (F = 1.11, p > .05).

TABLE V
PERSONAL ACCOMPLISHMENT FREQUENCY (PAF) SUBSCALE OF THE
MASLACH BURNOUT INVENTORY. NUMBER OF PARTICI-
PANTS, MEANS AND STANDARD DEVIATIONS FOR
THE EIGHT ADMINISTRATIVE GROUP LEVELS
OF RESPONSIBILITY

Administrative Groups Compared	Number of Ad- ministrators in Each Group	Mean: PAF Subscale	Standard Deviation: PAF Subscale
Campus Directors	43	38.14	6.97
Campus Chairpersons	31	37.10	6.69
Campus Deans	29	38.03	6.16
Campus Vice-Presidents	19	39.16	4.34
Campus Presidents	6	41.33	3.14
District Managers	15	33.47	7.80
District Directors	16	37.75	5.00
District Executives	9	39.00	6.00
Total	168	. . .	. . .

¹Personal Accomplishment Frequency (PAF) subscale of the
Maslach Burnout Inventory Categorization.

High	0-33
Moderate	34-39
Low	40 or over

²There are no significant differences among these groups
($F = 1.34$, $p > .05$).

for district-level managers. Higher scores on the Personal Accomplishment subscales indicate lower levels of burnout. No significant differences among groups were recorded on this subscale ($F = 1.34, p > .05$).

Table VI records the number of participants, means and standard deviations for each administrative group on the Personal Accomplishment Intensity (PAI) subscale of the MBI. As in the previous two subscales described, campus presidents recorded lowest levels of burnout of any of the groups with the highest mean score of 44.83. The other seven groups had similar mean scores ranging from 43.26 for campus vice-presidents to 39.93 for district-level managers. On this subscale, all eight groups' mean scores were at the lower end of the moderate burnout range (37-43) and again, no significant differences among the groups were noted ($F = .063, p > .05$).

From the data gathered on the six MBI subscales, none of the eight administrative groups surveyed reported mean scores in the high burnout categories on any subscale. Most groups recorded mean scores in the lower levels of the moderate burnout range on each subscale. Although campus presidents tended to report the lowest levels of burnout of the groups surveyed, they were also the fewest in number (six) and their recorded data were not significantly different from the other groups. Moreover, no statistically significant differences were found among the eight administrative levels on any of the six MBI subscales.

TABLE VI

PERSONAL ACCOMPLISHMENT INTENSITY (PAI) SUBSCALE OF THE
MASLACH BURNOUT INVENTORY. NUMBER OF PARTICI-
 PANTS, MEANS AND STANDARD DEVIATIONS FOR
 THE EIGHT ADMINISTRATIVE GROUP LEVELS
 OF RESPONSIBILITY

Administrative Groups Compared	Number of Ad- ministrators in Each Group	Mean: PAI Subscale	Standard Deviation: PAI Subscale
Campus Directors	43	42.56	8.02
Campus Chairpersons	31	41.29	6.18
Campus Deans	29	40.86	6.31
Campus Vice-Presidents	19	43.26	5.28
Campus Presidents	6	44.83	5.67
District Managers	15	39.93	5.75
District Directors	16	40.94	5.99
District Executives	9	42.22	5.97
Total	168	. . .	. . .

¹Personal Accomplishment Intensity (PAI) subscale of the
Maslach Burnout Inventory Categorization.

High 0-36
 Moderate 37-43
 Low 44 or over

²There are no significant differences among these groups
 ($F = .1063$, $p > .05$).

The second research question was, What are the comparisons in the frequency and intensity of burnout between district administrators and campus administrators in the D.C.C.C.D. as determined by the MBI? This research question, along with the third research question, was investigated through conducting a two-way multivariate analysis of variance with six dependent variables. The administrative level classifications of district staff administrators constituted the independent variables. College (campus) administrators accounted for 128 of the respondents while forty worked in the District Office. The six dependent variables were the MBI measure subscales-- Emotional Exhaustion Frequency, Emotional Exhaustion Intensity, Depersonalization Frequency, Depersonalization Intensity, Personal Accomplishment Frequency and Personal Accomplishment Intensity.

Before discussing the results of this multivariate analysis of variance, a presentation of the descriptive data on these groups is in order. The statistics are in Tables VII through XVIII.

Table VII presents the number of participants in each administrative group and their mean scores and standard deviations on the Emotional Exhaustion Frequency (EEF) subscale. District administrators recorded a slightly higher mean score (19.05) on the subscale than did the campus administrative group (18.04). Both groups ranked in the lower moderate level of burnout as indicated by the MBI classification (18-29).

TABLE VII
EMOTIONAL EXHAUSTION FREQUENCY (EEF) SUBSCALE OF THE
MASLACH BURNOUT INVENTORY. NUMBER OF PARTICIPANTS,
MEANS AND STANDARD DEVIATIONS FOR COLLEGE AND
DISTRICT ADMINISTRATORS

Administrative Groups Compared	Number of Administrators in Each Group	Mean: EEF Subscale	Standard Deviation: EEF Subscale
Campus Administrators	128	18.04	10.12
District Administrators	40	10.05	9.30
Total	168	. . .	. . .

Emotional Exhaustion Frequency (EEF) subscale of the Maslach Burnout Inventory Categorization.

High	30 or over
Moderate	18-29
Low	0-17

Table VIII provides data for each administrative classification on the Emotional Exhaustion Intensity (EEI) subscale of the MBI. On this subscale each group scored almost identical mean scores and standard deviations (campus administrators 26.13 and 12.63; district administrators 26.58 and 12.04). Both campus and district groups scored on the lower end of the moderate burnout measure (26-39).

TABLE VIII
EMOTIONAL EXHAUSTION INTENSITY (EEI) SUBSCALE OF THE
MASLACH BURNOUT INVENTORY. NUMBER OF PARTICIPANTS,
MEANS AND STANDARD DEVIATIONS FOR COLLEGE AND
DISTRICT ADMINISTRATORS

Administrative Groups Compared	Number of Administrators in Each Group	Mean: EEI Subscale	Standard Deviation: EEI Subscale
Campus Administrators	128	26.13	12.63
District Administrators	40	26.58	12.04
Total	168	. . .	. . .

Emotional Exhaustion Intensity (EEI) subscale of the Maslach Burnout Inventory Categorization.

High	40 or over
Moderate	26-39
Low	0-25

Table IX presents data comparing campus administrators with district administrators on the Depersonalization Frequency (DPF) subscale. The campus group's mean score on this subscale was 5.98 with a standard deviation of 4.72. The district administrators' group recorded a mean score of 5.38 and a standard deviation of 4.28. These mean scores placed both administrative groups in the extreme lower end of the moderate range of burnout on this subscale (6-11).

TABLE IX

DEPERSONALIZATION FREQUENCY (DPF) SUBSCALE OF THE MASLACH BURNOUT INVENTORY. NUMBER OF PARTICIPANTS, MEANS AND STANDARD DEVIATIONS FOR COLLEGE AND DISTRICT ADMINISTRATORS

Administrative Groups Compared	Number of Administrators in Each Group	Mean: DPF Subscale	Standard Deviation: DPF Subscale
Campus Administrators	128	5.98	4.72
District Administrators	40	5.38	4.28
Total	168	. . .	. . .

Depersonalization Frequency (DPF) subscale of the Maslach Burnout Inventory Categorization.

High	12 or over
Moderate	6-11
Low	0- 5

As shown in Table X, the data on each administrative group from the Depersonalization Intensity (DPI) subscale indicates campus and district administrative personnel scoring in the lower moderate range of burnout (7-14). Campus administrators recorded a mean of 8.98 and a standard deviation of 6.57 while district administrators recorded a mean of 8.90 and a standard deviation of 7.79.

TABLE X
DEPERSONALIZATION INTENSITY (DPI) SUBSCALE OF THE MASLACH
BURNOUT INVENTORY. NUMBER OF PARTICIPANTS, MEANS
AND STANDARD DEVIATIONS FOR COLLEGE AND
DISTRICT ADMINISTRATORS

Administrative Groups Compared	Number of Ad- ministrators in Each Group	Mean: DPI Subscale	Standard Deviation: DPI Subscale
Campus Administrators	128	8.98	6.57
District Administrators	40	8.90	7.79
Total	168	. . .	. . .

Depersonalization Intensity (DPI) subscale of the Maslach
Burnout Inventory Categorization.

High	15 or over
Moderate	7-14
Low	0- 6

Table XI presents information on campus and district administrators on the Personal Accomplishment Frequency (PAF) subscale of the MBI. Low scores on this subscale indicate high burnout levels while high scores correspond with low burnout levels. The campus group recorded a mean score of 38.16 and a standard deviation of 6.24 while district administrators claimed a mean of 36.43 and a standard deviation of 6.67. Both groups fell within the moderate range of burnout on this subscale (34.39).

TABLE XI

PERSONAL ACCOMPLISHMENT FREQUENCY (PAF) SUBSCALE OF THE
MASLACH BURNOUT INVENTORY. NUMBER OF PARTICIPANTS,
 MEANS AND STANDARD DEVIATIONS FOR COLLEGE AND
 DISTRICT ADMINISTRATORS

Administrative Groups Compared	Number of Administrators in Each Group	Mean: PAF Subscale	Standard Deviation: PAF Subscale
Campus Administrators	128	38.16	6.24
District Administrators	40	36.43	6.67
Total	168	. . .	. . .

Personal Accomplishment Frequency (PAF) subscale of the
Maslach Burnout Inventory Categorization.

High	0-33
Moderate	34-39
Low	40 or over

Table XII presents information on campus and district administrators on the Personal Accomplishment Intensity (PAI) subscale. Again, lower scores on this subscale indicate higher levels of burnout while higher scores indicate positive feelings of personal accomplishment and therefore, lower levels of burnout. On this subscale, the mean score for campus administrators was 42.08 with a standard deviation of 6.74. The district group's mean score was 40.85 with a standard deviation of 5.81. Higher scores on this subscale indicate low burnout levels and vice versa. Thus, both groups recorded moderate levels of burnout (37-43) on this subscale.

TABLE XII

PERSONAL ACCOMPLISHMENT INTENSITY (PAI) SUBSCALE OF THE
MASLACH BURNOUT INVENTORY. NUMBER OF PARTICIPANTS,
 MEANS AND STANDARD DEVIATIONS FOR COLLEGE AND
 DISTRICT ADMINISTRATORS

Administrative Groups Compared	Number of Administrators in Each Group	Mean: PAI Subscale	Standard Deviation: PAI Subscale
Campus Administrators	128	42.08	6.74
District Administrators	40	40.85	5.81
Total	168	. . .	. . .

Personal Accomplishment Intensity (PAI) subscale of the
Maslach Burnout Inventory Categorization.

High	0-36
Moderate	37-43
Low	44 or over

From the data gathered on the six MBI subscales for the district and college (campus) administrative groups, all mean scores ranged within the lower end of moderate burnout. Neither group recorded scores in the low or high burnout levels on any subscale.

The third research question investigated in this study was, What are the comparisons in the frequency and intensity of burnout between line administrators and staff administrators in the D.C.C.C.D. as determined by the MBI? A two-way multi-variate analysis of variance with the two administrative groups as the independent variables and the six MBI subscales as the

dependent variables was also used to investigate this research question. The descriptive data are presented in Tables XIII through XVIII. Line administrators, those with direct supervisory duties over a work group, numbered 110. Staff or support administrative personnel numbered fifty-eight.

Table XIII presents data on line and staff administrative personnel on the Emotional Exhaustion Frequency (EEF) subscale of the MBI. As shown, staff administrators placed in the low burnout level (0-17) with a mean score of 15.90 and a standard deviation of 7.86. Line administrators recorded a mean score of 19.37 and a standard deviation of 10.83, placing the group in the moderate burnout range on this subscale.

TABLE XIII

EMOTIONAL EXHAUSTION FREQUENCY (EEF) SUBSCALE OF THE
MASLACH BURNOUT INVENTORY. NUMBER OF PARTICIPANTS,
 MEANS AND STANDARD DEVIATIONS FOR LINE AND
 STAFF ADMINISTRATORS

Administrative Groups Compared	Number of Administrators in Each Group	Mean: EEF Subscale	Standard Deviation: EEF Subscale
Line Administrators	110	19.37	10.83
Staff Administrators	58	15.90	7.86
Total	168	. . .	. . .

Emotional Exhaustion Frequency (EEF) subscale of the Maslach Burnout Inventory Categorization.

High	30 or over
Moderate	18-29
Low	0-17

Table XIV presents the scores of each group on the Emotional Exhaustion Intensity (EEI) subscale. As in the previous subscale, line administrators recorded a mean score (27.29) in the moderate level (26-39) while staff administrators placed at the top of the low burnout level (0-25) with a score of 24.22. The standard deviations on this subscale were almost identical. (Line administrators 12.26; staff administrators 12.70).

TABLE XIV
EMOTIONAL EXHAUSTION INTENSITY (EEI) SUBSCALE OF THE
MASLACH BURNOUT INVENTORY. NUMBER OF PARTICIPANTS,
MEANS AND STANDARD DEVIATIONS FOR LINE AND
STAFF ADMINISTRATORS

Administrative Groups Compared	Number of Administrators in Each Group	Mean: EEI Subscale	Standard Deviation: EEI Subscale
Line Administrators	110	27.29	12.26
Staff Administrators	58	24.22	12.70
Total	168	. . .	. . .

Emotional Exhaustion Intensity (EEI) subscale of the Maslach Burnout Inventory Categorization.

High	40 or over
Moderate	26-39
Low	0-25

Table XV indicates that line officers' mean score on the Depersonalization Frequency (DPF) subscale was 6.04, placing this group in the moderate burnout level (6-11). Staff officers scores a mean of 5.47 placing them at the lower end of the moderate category. Standard deviations on this subscale were 4.77 for line administrators and 4.31 for staff administrators.

TABLE XV
DEPERSONALIZATION FREQUENCY (DPF) SUBSCALE OF THE
MASLACH BURNOUT INVENTORY. NUMBER OF
PARTICIPANTS, MEANS AND STANDARD
DEVIATIONS FOR LINE AND
STAFF ADMINISTRATORS

Administrative Groups Compared	Number of Administrators in Each Group	Mean: DPF Subscale	Standard Deviation: DPF Subscale
Line Administrators	110	6.04	4.77
Staff Administrators	58	5.47	4.31
Total	168	. . .	. . .

Depersonalization Frequency (DPF) subscale of the Maslach Burnout Inventory Categorization.

High	12 or over
Moderate	6-11
Low	0- 5

As indicated in Table XVI, line administrators and staff administrators both placed in the moderate range (7-14) on

the Depersonalization Intensity (DPI) subscale. Their mean scores were 9.15 and 8.62 respectively. Standard deviations were 6.77 and 7.07 respectively.

TABLE XVI
DEPERSONALIZATION INTENSITY (DPI) SUBSCALE OF THE
MASLACH BURNOUT INVENTORY. NUMBER OF
PARTICIPANTS, MEANS AND STANDARD
DEVIATIONS FOR LINE AND
STAFF ADMINISTRATORS

Administrative Groups Compared	Number of Administrators in Each Group	Mean: DPI Subscale	Standard Deviation DPI Subscale
Line Administrators	110	9.15	6.77
Staff Administrators	58	8.62	7.07
Total	168	. . .	. . .

Depersonalization Intensity (DPI) subscale of the Maslach Burnout Inventory Categorization.

High	15 or over
Moderate	7-14
Low	0- 6

Table XVII indicates that the line and staff administrators again had moderate mean scores (34-39) on the Personal Accomplishment Frequency (PAF) subscale. Line officers had a mean of 38.07 with a standard deviation of 6.32 while staff personnel followed closely with 37.29 and 6.56. These scores placed both groups toward the low burnout category as

higher scores on this subscale indicate lower burnout levels and lower scores mean higher burnout levels.

TABLE XVII

PERSONAL ACCOMPLISHMENT FREQUENCY (PAF) SUBSCALE OF THE
MASLACH BURNOUT INVENTORY. NUMBER OF PARTICIPANTS,
 MEANS AND STANDARD DEVIATIONS FOR LINE AND
 STAFF ADMINISTRATORS

Administrative Groups Compared	Number of Administrators in Each Group	Mean: PAF Subscale	Standard Deviation: PAF Subscale
Line Administrators	110	38.07	6.32
Staff Administrators	58	37.29	6.56
Total	168	. . .	. . .

Personal Accomplishment Frequency (PAF) subscale of the
Maslach Burnout Inventory Categorization.

High	0-33
Moderate	34-39
Low	40 or over

Table XVIII, the Personal accomplishment Intensity (PAI) subscale for line and staff administrators indicates that the mean scores for line (42.12) and staff (41.16) were both in the moderate burnout range (37-43). Standard deviations on this subscale were 6.40 for line and 6.80 for staff administrators. Again, both groups neared the low burnout classification due to higher scores indicating the sense of an intense

feeling of personal accomplishment which is measured by this subscale.

TABLE XVIII
PERSONAL ACCOMPLISHMENT INTENSITY (PAI) SUBSCALE OF THE
MASLACH BURNOUT INVENTORY. NUMBER OF PARTICIPANTS,
MEANS AND STANDARD DEVIATIONS FOR LINE AND
STAFF ADMINISTRATORS

Administrative Groups Compared	Number of Administrators in Each Group	Mean: PAI Subscale	Standard Deviation: PAI Subscale
Line Administrators	110	42.12	6.40
Staff Administrators	58	41.16	6.80
Total	168	. . .	. . .

Personal Accomplishment Intensity (PAI) subscale of the
Maslach Burnout Inventory Categorization.

High	0-36
Moderate	37-43
Low	44 or over

The mean scores for line and staff administrators on each of the six MBI subscales show both groups scoring in the low to moderate range of burnout. As previously indicated, research question two and three were simultaneously investigated by a two-way multivariate analysis of variance with six dependent variables. The independent variables were the administrative level classifications of district and campus administrators as well as the classifications of line and staff

administrators. The six dependent variables were the MBI subscales.

This research design allows for simple effects comparisons between district and campus administrators, simple effects comparisons between line and staff administrators, as well as for the analysis of complex interactions between district-line, district-staff, campus-line and campus-staff administrators. Utilizing a multivariate design with the dependent variables permits all these comparisons to be conducted on the six dependent variables with one statistical analysis.

Despite the interesting trends noted in the descriptive data, the present two-way multivariate analysis of variance used to analyze differences in burnout levels among campus, district, line and staff administrators in the D.C.C.C.D. indicates statistically insignificant results ($F = 1.04$, $p > .05$). F values at this level indicate no statistical differences between district, campus, line or staff administrators on any of the six MBI measures.

In summary, research question two was, What are the comparisons in the frequency and intensity of burnout between district administrators and campus administrators in the D.C.C.C.D. as determined by the MBI? The mean scores on all six MBI subscales for the district and campus administrators were within the lower end of the moderate burnout range. However, no statistically significant differences between the district and campus administrators on any of the six MBI

burnout measures were found.

Research question three was, What are the comparisons in the frequency and intensity of burnout between line and staff administrators in the D.C.C.C.D. as determined by the MBI? The mean scores on the MBI burnout measures for the line and staff administrators fall in the moderate range of burnout with two exceptions. First, the staff administrators averaged low burnout scores on the Emotional Exhaustion Frequency (EEF) subscale and the Depersonalization Frequency (DPF) subscale. However, again no statistically significant differences between the line and staff administrators on any of the six MBI burnout measures appeared.

The fourth research question investigated was, What is the relationship between the frequency and intensity of the burnout measures of Emotional Exhaustion, Depersonalization, and Personal Accomplishment and the demographic indices of age, gender, number of years in the present position, number of cumulative years in administrative positions, level of responsibility and span of control in D.C.C.C.D. administrators? Pearson Product-Moment Correlation Coefficients were calculated for each of the six MBI measures of burnout and the demographic variables of age, gender, number of years in the present position, number of cumulative years in administrative positions and span of control.

The Pearson Product-Moment Correlation Coefficients calculated for the above variables indicate the degree of

relationship between each of the MBI subscales and the selected demographic indices by yielding a number that falls between -1.00, a perfect negative or inverse relationship and +1.00, a perfect positive relationship. The magnitude of the correlation coefficient is associated with the rate at which one variable changes with another, assuming that the relationship is linear. Therefore, the closer a correlation coefficient falls toward +1.00, the higher the degree of positive relationship or the higher the rate at which one variable changes with another in the same direction. The closer a correlation coefficient falls toward -1.00, the higher the degree of negative relationship, or the higher the rate at which one variable changes with another in the opposite or inverse direction.

Correlation coefficients do not indicate causality--only relationships. In interpreting a correlation coefficient, a certain amount of change in variable A accounts for a certain proportion of change in variable B, but variable A does not cause variable B. Correlation coefficients are tested for significance by analyzing the magnitude of difference between the obtained correlation coefficient and zero.

Eta Correlation Coefficients were used to assess the relationships between the six MBI measures of burnout and the level of responsibility demographic variable. This variation of the Pearson Product-Moment Correlation Coefficients was

utilized because the assumption of linearity is tenable. In other words, the eight administrative groups of campus directors, campus chairpersons, campus deans, campus vice-presidents, campus presidents, district managers, district directors and district executives do not necessarily fall in an orderly straight line with regard to the degree of responsibility inherent in the position. For example, district-level managers or directors do not have a higher degree of responsibility than do college (campus) presidents. These positions do not follow a prescribed order according to levels of responsibility. The Eta Correlation technique takes this non-linearity into account when computing a coefficient. This coefficient, however, is interpreted in the same manner as a Pearson Product-Moment Correlation Coefficient.

Table XIX presents the Pearson Product-Moment Correlation Coefficients for each of the six MBI subscales and the demographic variable, age. Significant correlations (r) were found to exist between the demographic variable, age and the Emotional Exhaustion Frequency subscale ($r = -.15, p < .05$). Age also significantly correlated with the Emotional Exhaustion Intensity subscale ($r = -.13, p < .05$). Both of these are negative relationships which indicate that the older respondents have lower levels of burnout as measured by emotional exhaustion. No significant relationships were found to exist between the age variable and any of the other four MBI measures.

TABLE XIX
 PEARSON PRODUCT-MOMENT CORRELATION COEFFICIENTS
 BETWEEN AGE AND THE SIX MASLACH
BURNOUT INVENTORY SUBSCALES

<u>Maslach Burnout Inventory Subscale</u>	Correla- tion (r)	Significance
Emotional Exhaustion Frequency	-.15	.03*
Emotional Exhaustion Intensity	-.13	.05*
Depersonalization Frequency	-.09	.12
Depersonalization Intensity	-.09	.13
Personal Accomplishment Frequency	.07	.19
Personal Accomplishment Intensity	.01	.44

*Statistically significant correlations at the .05 level or less.

Table XX presents the Pearson Product-Moment Correlation Coefficients for each of the six MBI subscale measures of burnout and the demographic variable of gender. As indicated, a significant correlation was found to exist between gender and the Emotional Exhaustion Intensity (EEI) subscale ($r = .13$, $p < .05$). To facilitate interpretation, males were arbitrarily assigned a value of one (1) and females were arbitrarily assigned a value of two (2). Therefore, this positive correlation indicates emotional exhaustion is higher among females.

A significant positive correlation also exists between gender and the subscale Personal Accomplishment Intensity (PAI)

($r = .14$, $p < .05$). This correlation indicates positive higher feelings of personal accomplishment and therefore, lower levels of burnout on this measure among females than among males. The correlation between gender and the other MBI subscales were not statistically significant at the .05 level.

TABLE XX
PEARSON PRODUCT-MOMENT CORRELATION COEFFICIENTS
BETWEEN GENDER (MALE =1 & FEMALE =2) AND THE
SIX MASLACH BURNOUT INVENTORY SUBSCALES

<u>Maslach Burnout Inventory</u> Subscale	Correlation (r)	Significance
Emotional Exhaustion Frequency	.04	.30
Emotional Exhaustion Intensity	.13	.04*
Depersonalization Frequency	-.10	.11
Depersonalization Intensity	-.02	.42
Personal Accomplishment Frequency	.07	.17
Personal Accomplishment Intensity	.14	.03*

*Statistically significant correlations at the .05 level or less.

Table XXI presents the correlation coefficients between the six MBI subscales and the variable, number of years served in the present administrative position. The only significant relationship found was between the number of years in present

position variable and the Depersonalization Intensity subscale ($r = -.13$, $p < .05$). This negative relationship indicates that the longer participants had served in their present positions, the less likely they were to experience burnout as measured by this subscale. No significant correlations were found to exist between number of years of service in the present administrative position and any of the remaining MBI subscales.

TABLE XXI
PEARSON PRODUCT MOMENT CORRELATION COEFFICIENTS
BETWEEN NUMBER OF YEARS IN THE PRESENT
ADMINISTRATIVE POSITION AND THE SIX
MASLACH BURNOUT INVENTORY SUBSCALES

<u>Maslach Burnout Inventory</u> Subscale	Correlation(r)	Significance
Emotional Exhaustion Frequency	-.03	.34
Emotional Exhaustion Intensity	-.08	.15
Depersonalization Frequency	-.08	.16
Depersonalization Intensity	-.13	.05*
Personal Accomplishment Frequency	.07	.17
Personal Accomplishment Intensity	.08	.16

*Statistically significant correlations at the .05 level or less.

Table XXII indicates the correlation coefficients between the six MBI subscales and the demographic variable, cumulative

number of years spent in administrative positions. No relationships emerged which approach the statistically significant .05 level on any of the subscales on this variable indicating that there was no relationship between number of years service in administration generally and burnout, as measured by the MBI.

TABLE XXII

PEARSON PRODUCT-MOMENT CORRELATION COEFFICIENTS
BETWEEN CUMULATIVE NUMBER OF YEARS SPENT IN
ADMINISTRATIVE POSITIONS AND THE SIX
MASLACH BURNOUT INVENTORY SUBSCALES

<u>Maslach Burnout Inventory</u> Subscale	Correla- tion (r)	Significance
Emotional Exhaustion Frequency	-.09	.12
Emotional Exhaustion Intensity	-.08	.15
Depersonalization Frequency	-.02	.42
Depersonalization Intensity	-.03	.35
Personal Accomplishment Frequency	.06	.24
Personal Accomplishment Intensity	.06	.23

*Statistically significant correlations at the .05 level or less.

Table XXIII presents the Eta Correlation Coefficients between the non-linear demographic variable, level of responsibility and the six MBI subscales. On this variable, none

of the Eta Correlation Coefficients were significant at the .05 level. In other words, in the D.C.C.C.D., level of administrative responsibility is not significantly related to burnout as measured by the six MBI subscales. Whether the administrator is a district executive, a campus president, or a division chairperson made no statistically significant difference as to the level of burnout as indicated by their scores on the MBI.

TABLE XXIII
ETA CORRELATION COEFFICIENTS BETWEEN LEVEL OF
RESPONSIBILITY AND THE SIX MASLACH
BURNOUT INVENTORY SUBSCALES

<u>Maslach Burnout Inventory Subscale</u>	Correla- tion (<u>Eta</u>)	Significance
Emotional Exhaustion Frequency	.19	.67
Emotional Exhaustion Intensity	.19	.63
Depersonalization Frequency	.22	.49
Depersonalization Intensity	.24	.36
Personal Accomplishment Frequency	.25	.23
Personal Accomplishment Intensity	.18	.17

*Statistically significant correlations at the .05 level or less.

Table XXIV presents data on the correlation coefficients between an administrator's span of control or number of persons he/she supervises directly and the six MBI subscales. As

indicated, span of control is significantly related to the two Emotional Exhaustion subscales ($r = .15$, $p < .05$) and ($r = .13$, $p < .05$). These relationships reveal that the greater the span of control (more people supervised) the greater the frequency and intensity of feelings of emotional exhaustion on the part of the administrator.

TABLE XXIV
PEARSON PRODUCT-MOMENT CORRELATION COEFFICIENTS
BETWEEN SPAN OF CONTROL (NUMBER OF
EMPLOYEES DIRECTLY SUPERVISED)
AND THE SIX MASLACH BURNOUT
INVENTORY SUBSCALES

<u>Maslach Burnout Inventory</u> Subscale	Correla- tion (r)	Significance
Emotional Exhaustion Frequency	.15	.03*
Emotional Exhaustion Intensity	.13	.05*
Depersonalization Frequency	.11	.09
Depersonalization Intensity	.08	.15
Personal Accomplishment Frequency	-.06	.23
Personal Accomplishment Intensity	-.05	.25

*Statistically significant correlations at the .05 level or less.

In summary, the fourth research question of this study was, What is the relationship between the frequency and intensity of burnout and the demographic variables of age, gender, number of years in the present position, number of

cumulative years in administrative positions, level of responsibility and span of control?

Several significant positive and negative relationships between the demographic variables and the six Maslach Burnout Inventory subscales were noted. Age was significantly related negatively to the Emotional Exhaustion subscales of the MBI indicating that the older administrative participants in the survey showed less burnout in this area than did the younger participants. (See Table XIX). Female administrative participants in the study reported significantly higher levels of burnout on the Emotional Exhaustion Intensity subscale than did male administrative participants. On the other hand, females reported significantly higher feelings of Personal Accomplishment Intensity or lower levels of burnout on this measure than did the male administrators. (See Table XX).

No significant positive or negative relationships between the cumulative number of years served in administrative positions and any of the six MBI subscales were found. (See Table XXII). A negative relationship however, does exist between the variable, number of years in the present position, and the Depersonalization Intensity subscale, indicating that administrators who had served the longest period of time in their present positions experienced less burnout on this subscale than other participants. (See Table XXI).

No significant correlation appeared between the level of responsibility variable, which is the level at which an

administrator is classified on the D.C.C.C.D. organization chart and any of the six MBI subscales. (See Table XXIII). Span of control or number of persons supervised by an administrator was positively correlated with the two Emotional Exhaustion subscales indicating that the larger the work group supervised by an administrator, the more emotionally exhausted he/she will be. (See Table XXIV).

The fifth research question investigated in this study was, What predictor formula may be constructed to help identify potential burnout victims in the D.C.C.C.D.? Prior research related to the burnout syndrome as well as the data presented in this study may aid in identifying individuals most prone to burnout. Identification procedures including earlier research and clinical judgment could be referred to as the qualitative prediction of potential burnout. For example, from the correlation data presented in this study, a young male administrator early in his career with a large number of people under his supervision could be predicted qualitatively to be a potential burnout victim.

Multiple regression analysis is another type of prediction technique. Multiple regression analysis comprises several measures called predictors, to predict quantitatively a single measure or score, called the criterion. This statistical approach yields a multiple correlation coefficient and a multiple regression equation. A multiple correlation coefficient (R) is similar to a Pearson Product-Moment Correlation

Coefficient. A Pearson Product-Moment Correlation Coefficient however, indicates the degree of relationship between one predictor and a criterion, while a multiple correlation coefficient indicates the degree of relationship between a combined set of predictors and a criterion. The second product of the multiple regression analysis is a prediction equation. Just as a prediction equation can be utilized with a Pearson Product-Moment Correlation Coefficient to predict the criterion score outcome from one predictor, a prediction equation can be utilized in multiple regression analysis to predict the criterion score or outcome from several predictors.

The fundamental problem in multiple regression analysis is obtaining the optimum weight to assign each of the predictor variables used in the multiple regression equation to obtain the best estimate of the criterion score. To determine how much any single variable adds to the estimate of the criterion already accomplished by the other variables requires complex statistical analysis. The solution to this dilemma rests in the calculation of beta weights. Since the unique relationship between each of the predictor variables and the criterion can be obtained from a multiple regression analysis, a partial regression coefficient for each of the predictor variables is calculated. These partial regression coefficients are then converted into standardized weighted values called beta weights. Each predictor variable will have its own beta weight. Beta weights can be thought of as the partial

regression coefficients that would have been obtained if the various predictor variables were equal to one another in terms of means and standard deviations. The best predictor is the predictor variable that has the largest beta weight, disregarding whether the beta weight is positive or negative. Conversely, a small beta weight indicates that the corresponding predictor variable does not contribute to successful prediction as much as the other predictor variables. Beta weights may be so small that they are insignificant in contributing to successful prediction of the criterion.

The multiple correlation coefficient measures the overall accuracy of the predictor. When the multiple correlation coefficient is statistically insignificant, the quantitative prediction of the criteria variable by combining several predictors is inaccurate. If, however, the multiple correlation coefficient is statistically significant and the beta weights of any of the predictor variables are large enough to provide a unique contribution to the estimation of the criteria, a multiple regression equation can be utilized in predicting or estimating individual criterion scores based on the predictor scores. Prediction of an individual's criterion score is the product of his/her predictor scores and the appropriate beta weights.

In this study, six multiple regression analyses were computed with each of the six burnout measures--Emotional Exhaustion Frequency, Emotional Exhaustion Intensity,

Depersonalization Frequency, Depersonalization Intensity, Personal Accomplishment Frequency, Personal Accomplishment Intensity--as the criteria. A separate regression analysis was computed for each of these criterion. the predictors utilized in each of these multiple regression analyses were the six demographic variables of age, gender, number of years in the present position, number of cumulative years in administrative positions, level of responsibility and span of control. These multiple regression analyses were conducted to be used quantitatively in predicting burnout subscale scores from the optimal weighting of the demographic variables. Theoretically, an individual's chances of experiencing burnout could quantitatively be predicted simply by knowing that individual's age, gender, number of years in his/her present position, total number of years in administrative positions, level of responsibility and span of control. If such formulae were available, an individual's demographic values would simply be multiplied by the appropriate beta weights and summed, producing a reliable estimation of that individual's burnout subscale scores, which could then be evaluated as to that person's level of burnout. The individuals would not be required to complete the MBI. In fact, no individual response would be necessary at all, if the organization's records were complete.

These formulae are valuable in two ways. First the practical value for the individual and for the organization

is in the early identification of individuals prone to burn-out, which would allow prevention and treatment programs to ameliorate burnout among educational administrators. Possible prevention and treatment programs will be surveyed in the last section of this study. Certainly, early identification and prevention treatment programs could be accomplished and implemented without these formulae to predict quantitatively an individual's burnout potential. Qualitative prediction based on prior studies and the correlational data previously presented in this study would allow for the identification of burnout-prone administrators. Still another identification approach exists. Administrators experiencing burnout could be directly identified by administering the MBI to all administrators. However, these identification approaches have two disadvantages. One, the expense in time and money is considerable. Two, the explanation of burnout from a theoretical/scientific standpoint would not be advanced.

On the other hand, multiple regression analysis, which allows for quantitative prediction by revealing the unique relationship of each of the predictors with the criterion, "explains" the criteria by accounting for its variance. For example, age may account for 10 per cent of a burnout variable. This partitioning of unique variance advances our understanding of burnout more than simply directly identifying, or predicting qualitatively, individual burnout.

The results of this study's attempt to utilize multiple regression analysis to predict quantitatively the six burnout measures based on demographic data were disappointing. Only one of the six multiple correlation coefficients was statistically significant. The multiple correlation coefficient related the demographic variable to the MBI subscale Personal Accomplishment Intensity ($R = .16$, $p < .05$). The multiple regression equation contained only one beta weight that contributed significantly to the prediction of Personal Accomplishment Intensity. This predictor was gender, which had a beta weight of $.16$ ($t = 1.99$, $p < .05$). The precise formula is shown below, with the 38.55 value being constant.

$$PAI = 38.55 + 2.14 (\text{gender})$$

The remaining statistically insignificant beta weights were as follows: age = $-.02$ ($p = .83$), time in present position = $.08$ ($p = .30$), cumulative time spent in administrative positions = $-.06$ ($p = .99$) and span of control = $-.02$ ($p = .83$). All the beta weights for this multiple regression equation are presented in Table XXV.

For example, this formula would predict the Personal Accomplishment Intensity score of a female administrator to be 43.03 (arbitrarily assigned a value of 2) from the following calculation:

$$PAI = 38.55 + 2.14 (2)$$

The Personal Accomplishment Intensity score of a male administrator (arbitrarily assigned a value of 1) would be predicted

to be 40.69 as follows:

$$PAI = 38.55 + 2.14 (1)$$

TABLE XXV

BETA WEIGHTS USED IN MULTIPLE REGRESSION ANALYSES
WITH THE PERSONAL ACCOMPLISHMENT INTENSITY
SUBSCALE AS THE CRITERIA AND AGE, GENDER,
TIME IN PRESENT POSITION, CUMULATIVE TIME
IN ADMINISTRATIVE POSITIONS, AND SPAN
OF CONTROL AS THE PREDICTORS

Predictor Variable	Beta Weight	Significance
Age	-.02	p = .83
Gender	.16	p = .05*
Time in Present Position	.08	p = .30
Cumulative Time in Administrative Position	-.06	p = .99
Span of Control	-.02	p = .83

*Statistically significant at the .05 level or less.

In summary, the fifth research question was, What predictor formula may be constructed to help identify potential burnout victims in the D.C.C.C.D.? This study's multiple regression analyses quantitatively to predict burnout met with limited success. Personal Accomplishment Intensity may be predicted quantitatively by a person's gender. Females have higher scores on the Personal Accomplishment Intensity subscale, which is indicative of lower levels of burnout. None of the other multiple regression analyses, however,

yielded statistically significant multiple correlations or beta weights that uniquely predicted the burnout measures. (See Table XXV).

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS

The purpose of this study was to examine the extent of job-related burnout among Dallas County Community College Administrators. The Maslach Burnout Inventory (MBI) served as the instrument used to assess the levels of burnout among the participants. This twenty-two item questionnaire is designed to measure the frequency and intensity of the three components of burnout--emotional exhaustion, depersonalization and lack of a sense of personal accomplishment. The author of the MBI assumes burnout to exist on a continuum ranging from low to high levels (11).

All 202 D.C.C.C.D. administrators during the Spring semester, 1983, were surveyed. One-hundred-sixty-eight individuals or 83 per cent responded. For purposes of the study, participants were grouped in several ways--by levels of responsibility, campus or district location, line or staff function and personal demographic characteristics such as age, gender, number of years in the present position, number of cumulative years in administrative positions and span of control or size of work group supervised. Several comparisons were made with regard to these groupings and the levels of burnout recorded by each group. The purpose of this chapter is to summarize

the findings, draw conclusions and implications and make recommendations.

Findings and Conclusions

An analysis of data describing the statistical results of the first five research questions of this study was presented in Chapter IV. A summary of these findings follows.

Research Question 1. What levels of frequency and intensity of burnout are there among college directors, division chairpersons, deans, vice-presidents, presidents and district-level managers, directors and executives in the D.C.C.C.D. as determined by the MBI? Mean scores and standard deviations were computed for each of the eight administrative levels on the frequency and intensity dimensions of the three MBI subscales--Emotional Exhaustion, Depersonalization and Personal Accomplishment. No group placed in the high burnout category as defined by the MBI scoring scale. Most groups recorded scores in the moderate levels on all subscales while campus presidents recorded low burnout levels on each subscale. Campus division chairpersons, the only administrative group with direct supervisory responsibilities over faculty, tended to record the highest level of burnout of the eight groups, especially on the Emotional Exhaustion and Depersonalization subscales. While mean score differences existed, no statistically significant differences were found among any of the groups on any of the six MBI subscales.

The basic conclusion, therefore, to the first research question is that serious levels of burnout are not a problem in any identifiable administrative group in the D.C.C.C.D. The consistently low levels of burnout scored on each subscale of the MBI by campus presidents suggests that the academic leaders most directly responsible for overall college (campus) operations see themselves as emotionally energetic, have positive feelings toward subordinates and feel that they are achieving on a high level. The higher levels of burnout recorded by division chairpersons suggests that those administrators most responsible for the day-to-day operations of the academic program on each college campus see themselves as having more emotional stress and a more detached attitude toward the people in their work groups than any other administrative group. Again, these differences were not statistically significant.

Research Question 2. What are the comparisons in the frequency and intensity of burnout between district administrators and college (campus) administrators in the D.C.C.C.D. as determined by the MBI? Means and standard deviations were recorded for each of these administrative groups on each of the six subscales of the MBI. The mean scores for both district and campus groups on all six subscales fell within the lower end of the moderate range of burnout. No statistically significant differences appeared in the two groups on any subscale. Also, no trends were apparent as the district group

recorded slightly higher mean scores indicating higher burn-out levels on the Emotional Exhaustion subscales but scores indicative of lower levels of burnout on the Depersonalization and Personal Accomplishment subscales. Therefore, the basic conclusion to the second research question is that the work location between district offices and the seven campuses in the D.C.C.C.D. is not a distinguishing factor in the levels of burnout found in administrative personnel.

Research Question 3. What are the comparisons in the frequency and intensity of burnout between line administrators and staff administrators in the D.C.C.C.D. as determined by the MBI? Mean scores and standard deviations for line and staff administrators on each subscale of the MBI were computed. All scores of both line and staff groups fell within the lower range of the moderate burnout category. Although there were no statistically significant differences between the groups on any MBI subscale, one important trend developed. Line administrators (those administrators charged with supervisory duties over a work group) recorded slightly higher mean scores, indicating higher burnout levels on the Emotional Exhaustion and Depersonalization subscales, than did staff administrators (those having little or no supervisory responsibility). The differences in the scores on the Emotional Exhaustion subscales were most apparent. Therefore, the basic conclusion to the third research question is that those administrators who have continuous and direct supervisory

responsibilities including evaluation of employees, indicated higher general stress levels than did administrators who are charged with a staff or support function. Again, the differences in scores were not statistically significant. The finding, however, is consistent with Maslach's assertion that burnout is most likely to affect individuals who are engaged in intense, emotional involvement with people (10).

Research Question 4. What is the relationship between the frequency and intensity of burnout in D.C.C.C.D. administrators and the following:

- a. Age,
- b. Gender,
- c. Number of years in the present position,
- d. Number of cumulative years in administrative positions,
- e. Level of responsibility,
- f. Span of control, as determined by the MBI?

Pearson Product-Moment Correlation Coefficients were calculated for each of the six MBI measures of burnout and the demographic variables of age, gender, number of years in the present position, number of cumulative years in administrative positions and span of control. Eta Correlation Coefficients were calculated for the six MBI subscales and the level of responsibility variable since this variable was not linear in nature.

Two significant relationships emerged between the variable age and the MBI subscales. Age was found to negatively correlate to the two Emotional Exhaustion subscales at the .05 level. Therefore, it is concluded that the older the

respondents were, the less burnout they experienced as measured by emotional exhaustion. This finding is consistent with Maslach's research. She reported that burnout is usually lower for older workers surmising that "with increased age, people are more stable and mature, have a more balanced perspective on life and are less prone to the excesses of burnout" (10).

Gender was also found to be related to burnout. Female administrators reported significantly higher levels of burnout as measured by the Emotional Exhaustion Intensity subscale than did male administrators. This finding is also consistent with prior research (10). Women consistently record higher levels of burnout on the Emotional Exhaustion subscales than men. Perhaps this fact can be explained by the differences in traditional masculine and feminine sex roles. Women in our society are expected to be more sensitive to people's feelings, more empathetic and sociable than men. Women also are expected to be more emotional and tend to get more emotionally involved with people than men do. Women, therefore, run a greater risk of emotional exhaustion (10, p. 58).

Female administrators were found to experience higher levels of personal accomplishment than male participants. Therefore, it may be concluded that males experience higher levels of burnout on the Personal Accomplishment Intensity subscale of the MBI than did females. This finding may be explained by traditional sex roles and expectations. Females

still constitute a small percentage of the management and executive positions in higher education or business. When a female does achieve a managerial level position, she is seen as having already accomplished a great deal. A male administrator, on the other hand, may not consider himself as professionally successful until he has attained a top-level executive position.

One significant relationship existed between the variable, number of years in the present position and the MBI subscale, Depersonalization Intensity. This negative correlation indicated that administrators who have served in their positions for longer periods of time, experience significantly less burnout in the area of personal relationships with subordinates than do administrators with shorter tenure. Therefore, it is concluded that those individuals who have survived the initial stress prone years of a new job have learned to work with their subordinates in a more understanding, trusting relationship. They also have had time to learn how to cope with job pressures. Again, the age factors previously discussed, also help explain this correlation.

No significant correlations were discovered between the variable, cumulative number of years in administrative positions and any of the six MBI subscales. Also, no significant relationships were found between the administrator's level of responsibility and any of the burnout subscales. Therefore, it is concluded that in the D.C.C.C.D., one's

time served in administrative capacities and one's job level do not correlate significantly with burnout as defined by the Emotional Exhaustion, Depersonalization or Personal Accomplishment subscales of the MBI.

The demographic variable span of control (size of work group supervised), significantly correlated with the two Emotional Exhaustion subscales of the MBI. This relationship indicated that D.C.C.C.D. administrators who supervised the largest work groups were most prone to emotional exhaustion. Many division chairpersons in the D.C.C.C.D. directly supervise twenty or more full-time faculty members and the number of part-time faculty and staff under their direction often runs to fifty or more. The size of these work groups necessitates many hours of personal contact between the division chairperson and numerous individuals as well as a large number of reports, forms, requests and other documents with which the individual must deal. This finding, that size of work group supervised is positively correlated with emotional exhaustion, is consistent with the findings of earlier studies conducted by Maslach. She concludes that many times "overload translates into too many people and too little time to adequately serve their needs--a situation ripe for burnout" (10, p. 38). A similar conclusion is resultant from this study. When the administrator's work load increases, stress level also will rise until that individual becomes a prime candidate for job-related burnout.

Research Question 5. What predictor formula may be constructed to help identify potential burnout victims in the D.C.C.C.D.? Multiple regression analysis was the prediction technique used to construct a formula which might identify potential burnout victims among D.C.C.C.D. administrators. If such prediction could be made, based on the data gathered in the first four research questions of this study, prevention and treatment programs could be utilized to help the burnout prone individual. The results of the multiple regression analysis used in this study to predict which individuals were most prone to burnout met with limited success. The only demographic characteristic which significantly contributed to a prediction of any of the six MBI subscales was gender. Female respondents recorded higher scores on the Personal Accomplishment Intensity subscale which indicates lower levels of burnout. None of the other demographic characteristics produced statistically significant predictive results. From the finding of this research question, it may be concluded that no predictor equation can be utilized effectively to identify potential burnout victims among administrative personnel in the D.C.C.C.D.

Implications

As the responses to this study's questions indicate, administrative staff burnout in the D.C.C.C.D. is not apparently a significant problem. A variety of possible explanations for these findings are plausible. First, most administrators in

the D.C.C.C.D. do not view themselves as burned out victims because they experience a favorable quality of work life. The D.C.C.C.D. has a local and national reputation as a leading community college district that enjoys outstanding financial support, superior physical facilities and a competitive administrative pay scale. Administrative fringe benefits include vacation and sick leave and life, health and dental insurance programs. Staff, faculty and student morale is generally high. In addition, the district has instituted many programs designed to improve the quality of life for all employees. Administrators may choose to participate in organized fitness activities, internship programs, sabbaticals and professional development opportunities both on and off campus. The "Wonderful Wednesday" program was initiated in 1982, allowing administrators to devote many Wednesdays during the academic year to individual professional development activity. The district seems sensitive to the personal and professional needs of its administrative staff.

The limitations of the survey instrument constitute a second possible explanation for the findings of this study. The Maslach Burnout Inventory is a measure of the frequency and intensity of burnout in individuals engaged in "helping professions." Although campus administrators do engage in prolonged and sometimes intense interaction with subordinates, the relationship established is not the same as that found between providers and recipients of mental or physical health

care. Many of the survey questions are directed at the individual respondent and his/her feelings about the recipients of his/her treatment, care or service. The questions do not probe the respondent's feelings toward his/her supervisor, co-workers or the general organization climate. Few questions address either the volume of work the respondent is expected to perform or the quality level he/she is expected to achieve. The survey instrument fails to assess a sense of lack of control, role ambiguity or other possible job-related causes of stress. In short, the MBI fails to address many possible dimensions of work stress and employee burnout.

A survey of the literature on stress suggests that personality characteristics also influence an individual's susceptibility to burnout. A person's needs, motivations and emotional control are factors related to his/her likelihood of experiencing burnout at some point in life. The MBI does not address these personality characteristics as it is designed to assess job-related stress only.

A third possible explanation for the findings of this study is that the target population was too limited. After a few years, many D.C.C.C.D. administrative employees return to teaching or leave the district entirely. Over the past few years, the turnover has been particularly high for division chairpersons. The literature reflects high turnover of employees as a characteristic of worker stress (9). The results of this study which indicate most administrators showing

moderate to low levels of burnout do not take into account administrators who have resigned their jobs. Perhaps administrators who remain and who participated in this study have learned to manage their stress levels effectively. A survey of persons who have recently left their administrative positions might reveal burnout levels of former D.C.C.C.D. administrators.

Although the results of this study show that none of the administrative groups recorded mean scores in the high burnout range on any of the six subscales of the MBI, some individual administrators did score in the high range on one or more subscales. These individuals should be introduced to stress management or individual coping techniques. More importantly, all employees need to have knowledge of a wide range of management and coping skills in order to deal effectively with those inevitable periods of stress overload in their lives. This knowledge will help them function more effectively both on their jobs as well as in their personal lives.

Stress is certainly one of the catch words of the eighties. Books, articles, recordings and seminars on stress management and coping strategies abound. A few of the more significant categories of stress reduction and management techniques will be reviewed here. Individual differences in people and in their work situations demand different coping strategies. Individuals should choose to develop those skills which fit their situations. Stress researcher Richard Lazarus

describes coping as "a constellation of many acts that stretch over time and undergo changes. What may be a useful coping procedure at one time, may not be as useful at another." Lazarus also contends that "stress is usually multiply determined and has multiple and often long-term effects" (12, p. 102).

Christina Maslach's book Burnout; The Cost of Caring, acknowledges that there are no quick and easy solutions to the problem. The best remedy for one person may not work for another. She identifies three general levels of burnout and describes three categories of coping strategy. Maslach's three levels are individual, social and institutional. Individuals experiencing burnout may begin to reduce stress by correctly identifying their particular stressors. Through identification, the individual may remove the source of stress or modify his/her behavior toward the stressor. Individuals may choose to set more realistic goals, alter their patterns of work, play and leisure, and take periodic breaks. They may also consciously alter their self-concept and their work by emphasizing the positive, pleasant aspects of their jobs and deemphasizing the negative, stress-producing aspects. They may strive to separate their job from their home life by blocking work life from "spill over" into the time reserved for home, family and friends. Some individuals must work to avoid emotional overinvolvement in their jobs. When all else

fails, an individual should consider a job change. Although the change itself can cause stress, a new job may be the best remedy for individual burnout.

Social interaction can be a source of combating burnout. The companionship of peers and colleagues can be a positive source of emotional support. Peers are normally in an excellent position to recognize the symptoms of stress in a fellow worker. They can sympathize with his/her situation, offer insight and comfort and make the individual feel that he/she is not alone. Humor, or the ability to laugh at oneself and one's situation, is a strong anti-burnout technique. Group support makes humor possible. Although there are potential drawbacks and pitfalls awaiting the individual who relies totally on a work group for emotional support, the group can be an important force in moderating the effects of burnout.

Institutional burnout is the most difficult level to address. Bringing change to an organization requires the efforts of many people at several levels. Organizations, however, can help alleviate worker burnout in a number of ways. Awareness of the problem is the most important factor in combating burnout on an organizational level. Supervisors should be able to detect symptoms of burnout in employees and eliminate these through rendering emotional support, recognition and reward for good performance and an equitable division of the work load among employees. Organizations can provide staff development opportunities, fitness and recreation

programs and counseling services for employees.

Maslach contends that although coping mechanisms for burnout victims can have positive effects, the best remedy is prevention. Prevention of burnout can be accomplished by developing good interpersonal skills to deal effectively with conflict, unpleasant situations and difficult people. Early detection of the warning signs of burnout also is essential.

Relaxation is important in reducing the tension which often leads to stress and finally to burnout. Progressive relaxation training is a popular strategy for individuals to use when they become tense and anxious due to job or personal stress. This training consists of learning to tense and release various muscle groups in the body. Relaxation training can include the use of deep breathing, music, imagery, awareness of anxiety-producing thought patterns, hypnosis and concentration techniques (1; 2; 7). These strategies and techniques are learned through therapy or the use of "self-help" books, manuals or recordings.

A major source of individual stress is the inability to deal effectively with work related or personal problems. Problem-solving skill development is an important coping strategy that is used to control anxiety and stress. Thomas D'Zurilla and Marvin Goldfried (3) developed a model to use with individuals to modify behavior through effective problem solving and stress reduction. The model includes five stages:

1. General orientation or realization that the world is

filled with problems,

2. Problem definition and formulation,
3. Generation of possible alternative choices of action (brainstorming),
4. Decision-making or evaluation and selection from possible alternatives,
5. Verification or assessment of the course of action chosen.

By training individuals to utilize the progressive steps in the decision-making process, the authors have provided an important strategy which can be useful for effective stress management.

Individuals who could be characterized as possessing non-assertive attributes are particularly prone to burnout. Such individuals seldom assert their rights and feelings to others. As a result, they are often subjects of manipulation by more aggressive people. Non-assertive employees often accept tasks and responsibilities which are not rightfully theirs, simply because they fear saying no to supervisors, peers or subordinates. Such individuals tend to take on too many tasks and inwardly develop feelings of anger, anxiety and resentment because of the way others treat them. Most tragically, non-assertive individuals usually develop a sense of self-doubt or self-contempt because of their seeming inability to be taken seriously by others.

In order to combat the emotional stress which can accompany non-assertive behavior, assertiveness training may be an option. Assertive training seminars and workshops have proliferated in the past decade. Many of these programs have been aimed at women and seem to be an inevitable aspect of the "women's movement" of the past two decades. Most assertive training programs emphasize the importance of developing a feeling of genuine self-respect. Once self-respect and self-confidence replace self-doubt and loathing, an individual can begin to behave in an assertive manner in his/her dealings with others. Open, honest, direct and rational communication with others is essential in order for mutual respect to develop. Assertive training programs usually distinguish between assertive behavior, which is based on respect for the rights of self and others and aggressive behavior, which is designed to elevate self above others. Aggressive individuals attempt to achieve personal goals at the expense of others. Assertive training normally involves role-playing situations in which the individual may practice assertive options of behavior as opposed to non-assertive or aggressive responses and then evaluate the effectiveness of such options (8).

One of the newer stress reduction strategies is called stress inoculation training (12). This method is used in psychotherapy to help individuals control anger, endure painful disease and cope with major stress-producing events of life. Stress inoculation involves exposing an individual

to a series of potentially stressful situations and providing a variety of cognitive coping mechanisms to use to "inoculate" oneself against future stress-producing events. The major phases of this cognitive behavior modification approach to stress reduction is an educational phase designed to provide the individual with an understanding of the nature of his stress response, a rehearsal phase which provides a variety of coping devices and an application phase in which the individual is tested under progressively stressful conditions.

Most stress management approaches focus on eliminating or lessening the causes of stress or on coping with the stress inherent in modern living by behavioral means. Examples of behavioral modification methods of stress reduction are progressive relaxation techniques, time management and assertiveness training. Albert Ellis, popularizer of rational emotive theory, philosophy and therapy, views such strict behavioral approaches as superficial distractions which have little potential for the permanent control of stress reaction.

Ellis (4; 5; 6) borrows heavily from the ancient stoic philosophers who taught that personal reactions to certain events, rather than the events themselves, were the true causes of emotional pain. Thought, feeling and behavior are the three interrelated psychological aspects of human functioning. The fundamental principle of rational emotive therapy (RET) is that when an individual changes his thought patterns, he will feel differently and behave differently.

Simply stated, people feel what they think. Events or other people do not cause an individual to "feel" good or bad. In fact, other people or events cannot cause an individual to experience any stress reaction. Rather, a person's perception and evaluation of external conditions cause him to react.

According to rational emotive therapists, irrational thought leads to dysfunctional emotion and erratic behavior. Irrational thinking is characterized by exaggeration, oversimplification, overgeneralization, illogic, unvalidated assumptions, faulty deductions and absolutist notions (14). Ellis (6) asserts that certain irrational beliefs are common in our culture. Moreover, these irrational beliefs often lead to emotional reaction typically symptomatic of stress overload or burnout.

One example of an irrational belief is found in the perfectionist who thinks he/she must be "perfect." When certain efforts do not measure up to this impossible standard, the perfectionist often becomes anxious, frustrated, angry or depressed. Likewise, the belief that one must be loved by every significant person in his/her life is irrational and may lead to feelings of anxiety, depression and self-criticism. These emotional consequences of irrational thinking can lead to dysfunctional behavior characteristic of the burnout syndrome; aggression, irritability, insomnia and general ineffectiveness.

The strategies for stress management proposed by Ellis (4; 5; 6) are eclectic and include some of those earlier discussed. The primary emphasis in rational emotive therapy, however, is the elimination of irrational beliefs and the substitution of a more realistic philosophy. Through building a rational belief system an individual can develop the cognitive tools necessary to alter his/her perception of events which seemed to cause stress. He/she can cognitively recognize that events cannot cause stress but that irrational reaction to events can produce stress. The individual will better relate to other people such as subordinates or supervisors, when he/she accepts the fact that others will not always behave as he/she wishes. The acceptance that people are fallible and have their own belief systems, which are unlikely to change, can help lessen one's anger, anxiety or frustration levels. When practiced diligently, rational thinking can change the levels of stress experienced by an individual. The disputation of an irrational belief system may be accomplished by guidance from a psychotherapist or counselor or may be learned and practiced through self-help approaches.

Recommendations

The following recommendations are based upon the findings and conclusions from this study and are suggested for implementation and further study:

1. The D.C.C.C.D. should continue efforts to improve

the quality of work life for all employees in order to prevent high levels of staff burnout;

2. The D.C.C.C.D. should provide administrators the opportunity to attend stress management seminars and workshops designed to alleviate managerial stress overload;

3. The D.C.C.C.D. should initiate an exit interview process designed to analyze why administrators resign their positions to return to teaching or to leave the district;

4. The D.C.C.C.D. should initiate a study to determine the optimum size of work groups so that "overload" of certain administrators might be avoided;

5. Stress management strategies for higher education administrators should be incorporated into the curricula of university departments of Higher Education and Administration;

6. New and more effective instruments should be developed to assess more accurately the stress and burnout levels of college administrators;

7. The present study was limited to participating administrators in the D.C.C.C.D. Future research on administrative stress should include personnel from other community colleges and universities to achieve a larger and more representative sample;

8. Further studies on burnout should analyze the relationship between employee reward systems and levels of burnout;

9. Community college and university teaching faculty should be target populations for future research studies on

stress and burnout;

10. A general conclusion drawn from the findings of this study and a review of related literature is that the problem is multi-dimensional. Further studies in the field might address specific aspects or types of stress and burnout. Future research projects which investigate the many aspects and manifestations of burnout as well as different target populations will add significantly to the theoretical knowledge of the subject.

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APPENDIX A

DEMOGRAPHIC DATA SHEET

Your Sex:

_____ Male

_____ Female

Your Age:

_____ Years

What is your position?

_____ College Director (Range 1-4)

_____ College Chairperson

_____ College Dean, Associate Dean, Assistant Dean

_____ College Vice-President

_____ College President

_____ District-level Manager (Assistant Director, Coordinator, Administrative Assistant, etc.)

_____ District-level Director

_____ District-level Executive Officer (Chancellor, Vice-Chancellor, Assistant and Associate Vice-Chancellors, Legal Council, or Directors of Computer Services and the Telecommunications Center)

Do you consider your position primarily line or staff?

_____ Line

_____ Staff

How long have you been in your present position?

_____ Years

How long have you been in an administrative position?

_____ Years

Approximately how many people do you supervise directly?

APPENDIX B

Human Services Survey

Christina Maslach and Susan E. Jackson

The purpose of this survey is to discover how various persons in the human services or helping professions view their jobs and the people with whom they work closely. Because persons in a wide variety of occupations will answer this survey, it uses the term *recipients* to refer to the people for whom you provide your service, care, treatment, or instruction. When answering this survey please think of these people as recipients of the service you provide, even though you may use another term in your work.

On the following page there 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 a "0" (zero) in both the "HOW OFTEN" and "HOW STRONG" columns 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. Then decide *how strong* the feeling is when you experience it by writing the number (from 1 to 7) that best describes how strongly you feel it. An example is shown below.

Example:

HOW OFTEN:	0 Never	1 A few times a year or less	2 Once a month or less	3 A few times a month	4 Once a week	5 A few times a week	6 Every day	
HOW STRONG:	0 Never	1 Very mild, barely noticeable	2	3	4 Moderate	5	6	7 Major, very strong

<u>HOW OFTEN</u>	<u>HOW STRONG</u>
0-6	0-7

Statement:

I feel depressed at work.

If you *never* feel depressed at work, you would write the number "0" (zero) on both lines. If you *rarely* feel depressed at work (a few times a year or less), you would write the number "1" on the line under the heading "HOW OFTEN." If your feelings of depression are *fairly* strong, but not as strong as you can imagine, you would write a "6" under the heading "HOW STRONG." If your feelings of depression are very mild, you would write a "1."

Human Services Survey

HOW OFTEN:	0 Never	1 A few times a year or less	2 Once a month or less	3 A few times a month	4 Once a week	5 A few times a week	6 Every day	
HOW STRONG:	0 Never	1 Very mild, barely noticeable	2	3	4 Moderate	5	6	7 Major, very strong

HOW OFTEN 0-6	HOW STRONG 0-7	Statements:
1. _____	_____	I feel emotionally drained from my work.
2. _____	_____	I feel used up at the end of the workday.
3. _____	_____	I feel fatigued when I get up in the morning and have to face another day on the job.
4. _____	_____	I can easily understand how my recipients feel about things.
5. _____	_____	I feel I treat some recipients as if they were impersonal objects.
6. _____	_____	Working with people all day is really a strain for me.
7. _____	_____	I deal very effectively with the problems of my recipients.
8. _____	_____	I feel burned out from my work.
9. _____	_____	I feel I'm positively influencing other people's lives through my work.
10. _____	_____	I've become more callous toward people since I took this job.
11. _____	_____	I worry that this job is hardening me emotionally.
12. _____	_____	I feel very energetic.
13. _____	_____	I feel frustrated by my job.
14. _____	_____	I feel I'm working too hard on my job.
15. _____	_____	I don't really care what happens to some recipients.
16. _____	_____	Working with people directly puts too much stress on me.
17. _____	_____	I can easily create a relaxed atmosphere with my recipients.
18. _____	_____	I feel exhilarated after working closely with my recipients.
19. _____	_____	I have accomplished many worthwhile things in this job.
20. _____	_____	I feel like I'm at the end of my rope.
21. _____	_____	In my work, I deal with emotional problems very calmly.
22. _____	_____	I feel recipients blame me for some of their problems.

(Administrative use only)

cat.		cat.	
EE:F	_____	EE:I	_____
DP:F	_____	DP:I	_____
PA:F	_____	PA:I	_____

APPENDIX C



RICHLAND COLLEGE MEMORANDUM

Dallas County Community College District

Date: July 8, 1982

From: Steve Ellis *Steve*

To: Jesse Jones

Subject: Dissertation Proposal

I am asking for administrative approval to conduct a study utilizing D.C.C.C.D. administrators. The study is a Ph.D. dissertation project aimed toward my degree in college teaching at North Texas State University. The subject of the study is stress and burnout among college administrators. The study will include a survey of all district and college administrators. The research instrument is the Maslach Burnout Inventory. It is designed to measure the level and degree of burnout among human services and administrative personnel. The questionnaire consists of twenty-two questions concerning employee feelings about his/her work life.

The literature on executive and managerial stress indicates that work-related stress and resulting burnout have serious implications for organizations in terms of reduced job effectiveness, increased absenteeism, and low morale. The results of the proposed study should complement the previously completed survey on "quality of work life" in the D.C.C.C.D. and will isolate administrative feelings of stress from those of faculty and non-contractual groups. The study should add important data for the district to consider in its continuing efforts to improve the quality of work life for all employees. Together with related efforts, this study should be timely, relevant and important to the district.

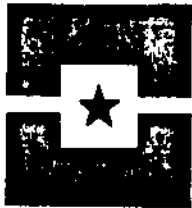
If the study is approved by the Executive Council, I will administer the questionnaire in late September. I will deliver the questionnaire and demographic data sheets to each college president's secretary (Rosemarie Hemedinger at District) to distribute locally and I will collect them on or about October 1. A cover memo will accompany each questionnaire. It will emphasize the importance of the project, the procedures for completing the questionnaire and the assurance of confidentiality of individual responses. Upon completion of the study I will make the findings available to the Executive Council.

Enclosed please find copies of the dissertation proposal, survey instrument and cover memo. If I can answer any questions please let me know.

Enclosure

plm

APPENDIX D



Memorandum

The Dallas County Community College District

FROM: Terry O'Banion *T.O.B.*

DATE: September 2, 1982

TO: Steve Ellis

SUBJECT: Dissertation Study Request

The Executive Council has endorsed the dissertation study you have proposed with the following points of clarification:

1. The study is being conducted on your personal time and does not include a commitment from you to follow-up on survey results.
2. Survey results will be made available to the Executive Council and other staff members who may wish to follow-up.
3. All survey materials will be confidential, and notification of confidentiality will be included on the cover letter.

I am personally looking forward to learning the results of this survey. Please let me know if we can be of assistance.

cc: Executive Council

APPENDIX E

**RICHLAND COLLEGE MEMORANDUM***Dallas County Community College District***Date:** April 30, 1983**From:** Steve Ellis *Steve***To:** DCCCD Administrators**Subject:** Human Services Survey

Would you please take a few minutes from your busy schedule to read and complete the attached questionnaire? The study I am conducting is designed to gather information from DCCCD administrators on a number of job-related attitudes and feelings. The survey instrument is widely used in a variety of work settings. Please note that the term "recipient" used in several statements is defined broadly to include those employees in your primary work group, those employees who report to you and/or those employees who regularly receive your services. The survey should take only 15-30 minutes. Please respond to all statements. Complete the questionnaire in private, without consultation with colleagues. Your honest and candid responses to the twenty-two statements are important to me and to the district in its commitment to improve the quality of work life for all employees.

Your responses to the questionnaire will be reported in percentages and your individual responses will be held in strict confidentiality. Upon completion of the study, I will make the overall results and recommendations available to the Executive Council and to you on request.

After completion of the survey please return the completed demographic data sheet and questionnaire to me in the envelope provided. I need them returned no later than May 9, 1983.

If I can answer any questions concerning procedures, please call me at 238-6291 or 596-0585. Thanks in advance for your help and cooperation.

APPENDIX F

**Memorandum****The Dallas County Community College District****FROM:** Terry O'Banion**DATE:** April 20, 1983**TO:** DCCCD Administrators**SUBJECT:** Dissertation Study -
Steve Ellis

Attached is a survey instrument and demographic data sheet which is being administered to all DCCCD administrators. The survey is part of a dissertation study by Steve Ellis, Social Science Division Chair at Richland College and doctoral candidate at North Texas State University. The study, approved by the Executive Council, is an inquiry into areas related to "quality of work life and renewal." The results of the study will give us additional information that will be beneficial as we continue our discussions on these topics.

Please take a few minutes to complete the data sheet and questionnaire and return to Steve as per his directions.

TOB:mem
Attachment

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