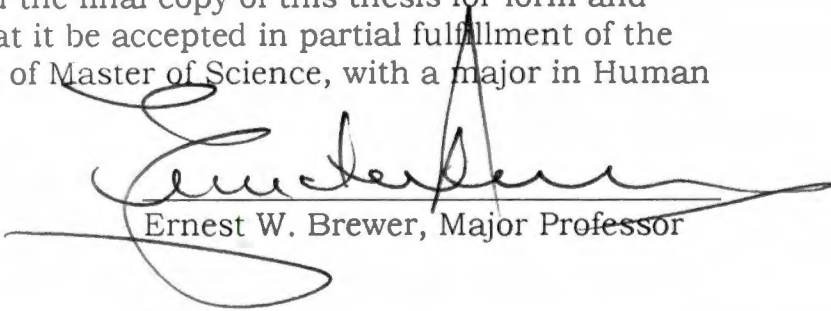


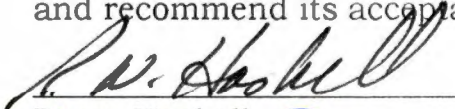
To the Graduate Council:

I am submitting herewith a thesis written by Laura Clippard entitled "Burnout and Job Satisfaction Among Student Support Services Personnel." I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Human Resource Development.

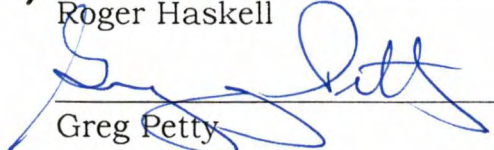


Ernest W. Brewer, Major Professor

We have read this thesis
and recommend its acceptance:



Roger Haskell



Greg Petty

Accepted for the Council:



Associate Vice Chancellor and
Dean of the Graduate School

**Burnout and Job Satisfaction Among Student
Support Services Personnel**

A Thesis
Presented for the
Master of Science
Degree
The University of Tennessee, Knoxville

Laura F. Clippard

August 1999

Dedication

This thesis is dedicated to my daughter, Rebecca Ellen Clippard, who
teaches me what really matters in life.

Acknowledgements

The writing of this thesis would have been impossible without the help and support of my family and my committee. My family has rearranged much of their time and lives in order for me to complete this work. My husband, Steven, was the wind beneath my wings, giving support, encouragement, and love. My daughter helped me to keep a perspective on my work and my life.

My graduate committee provided me with expertise and guidance during my coursework and completion of my thesis. I appreciate the help and support provided by Dr. Ernest W. Brewer, HRD Professor, CFS Department Head, and Principal Investigator/Director of Federal Programs, for both my academic and professional goals. His classes showed me how hands-on learning should take place. In addition, he has been a mentor to me while I have worked in the TRIO field.

My appreciation also goes out to the other members of my committee, Dr. Roger Haskell and Dr. Greg Petty. Dr. Roger Haskell provided the foundation for this research with his HRD 504 class and has provided me with knowledge on how research should be done. Dr. Greg Petty, Department Head of Human Resource Development, showed high dedication to the field of Human Resource Development and contributed much in the planning of this research.

To Mr. Bob Muenchen, I would like to thank for his help with the

statistic work and understanding of the results. He was always patience, friendly, helpful, and prompt in answering my questions.

I would also like to thank my friends and family who served as proofreaders for me.

Abstract

The purpose of this study was to measure burnout and job satisfaction among Student Support Services Personnel on a national level. Burnout was measured using the MBI Human Services Survey that measured emotional exhaustion, depersonalization, and personal accomplishment. Job satisfaction was measured using the Job Satisfaction Scale that examined intrinsic, organizational, and salary and promotion. This study correlated three components of burnout with the total mean from the Job Satisfaction Scale. Burnout levels were compared to national norms.

Subjects were randomly selected from the *1998-99 Directory of TRIO Programs*. Multiple mailings were utilized. One hundred-sixty five usable surveys were returned with a response rate of 66%. Using the Spearman rho and multiple regression, the results indicated some significant findings. Finding disclosed a significant negative relationship between emotional exhaustion and total job satisfaction, a significant positive relationship between personal accomplishment and total job satisfaction, and an overall relationship between the three components of burnout and total job satisfaction. Implications were discussed based on the current literature.

Table of Contents

Chapter	Page
I. Introduction.....	1
Statement of the Problem	5
Purpose of the Study	5
Significance of the Problem	6
Operational Definitions	6
Demographic Variables	9
Limitations.....	11
Research Questions	12
Hypotheses	13
II. Review of Literature	15
Introduction to Literature Review	15
Theories of Burnout	16
Causes of Burnout	20
Effects of Burnout.....	25
Burnout and Job Satisfaction	28
Burnout and Locus of Control.....	34
Burnout and Organizational Commitment.....	36
Burnout and Vacation Relief	38
Coping with Burnout.....	40
Summary.....	44
III. Methodology	47
Subjects.....	48
Demographic Survey	48
Job Satisfaction Scale	49
MBI Human Services Survey	49
Materials.....	55
Procedures.....	55
Data Analysis.....	56
IV. Results	59
Characteristics of the Sample.....	59
Research Questions	62
Data Analysis.....	69
Hypothesis One.....	73
Hypothesis Two.....	73
Hypothesis Three	73
Hypothesis Four.....	75

V. Summary, Conclusions, and Recommendations	77
Summary	77
Conclusions	81
Organizational Satisfaction and Emotional Exhaustion	85
Personal Accomplishment and Intrinsic Satisfaction	87
Intercorrelations of Burnout	87
Job Satisfaction	88
Research Limitations	89
Recommendations	90
List of References	92
Appendix A	99
Appendix B	101
Appendix B-1	102
Appendix B-2	103
Appendix B-3	104
Appendix C	105
Vita	107

List of Tables

Table	Page
I. Reported Symptoms of Job Burnout	26
II. Current Years in Job and Number of Years in TRIO	63
III. Regional Areas of Student Support Services Personnel with States and Percentage of Responses.....	64
IV. Burnout Information: Means and Standard Deviations of Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA) for SSSP and Other Service Occupations	66
V. Job Satisfaction Information: Means and Standard Devia- tions of Intrinsic Satisfaction, Organizational Satisfaction, Salary and Promotion, and Total Job Satisfaction for SSSP	67
VI. Job Satisfaction Information: Intercorrelations of Job Sat- isfaction Types: Intrinsic Satisfaction (IS), Organizational Satisfaction (OS), Salary and Promotion (S/P), and Total Job Satisfaction (T/S)	68
VII. Burnout Information: The Intercorrelations of the Burnout Components: Emotional Exhaustion (EE), Depersonaliza- tion (DP), and Personal Accomplishment (PA).....	70
VIII. The Kolmogorov-Smirnov (Test of Normality) with Emotional Exhaustion, Depersonalization, Personal Accomplishment, and Total Job Satisfaction	71
IX. Burnout and Job Satisfaction Information: Emotional Ex- haustion, Depersonalization, and Personal Accomplishment correlated with Intrinsic Satisfaction (IS), Organizational Satisfaction (OS), Salary and Promotion (S/P), and Total Job Satisfaction (TS)	74

List of Figures

Figure	Page
I. Structural Model of Burnout.....	18
II. Ages of SSSP	60
III. Racial Make-Up of SSSP	60
IV. Marital Status of SSSP	61
V. Programs Administered by SSSP.....	61
VI. Educational Level of SSSP	63

Chapter I

Introduction

Burnout, in health and service workers, was first identified in 1973 by H.J. Freudenberger, who described it as a state of fatigue and frustration arising from unrealistic and excessive demands on personal resources. He observed that health care workers became physically and mentally exhausted (Miller, 1995). Cordes and Dougherty (1993) noted that as late as 1982 there was no commonly accepted definition of burnout. Today, the term burnout has become a "buzzword"- a term used so frequently and commonly that its true meaning has been lost (Miller). Consequently, for this research, the term burnout has been defined according to Maslach, Jackson, and Leiter (1996).

Maslach et al. (1996) stated that burnout was not one concept but had three different components: (a) emotional exhaustion, (b) depersonalization, and (c) personal accomplishment. Burnout should not be viewed as either absent or present, but as a phenomenon. It has been conceptualized as a continuous variable with ranges from low to high. It has been believed that an overload of demands coupled with a lack of resources led to burnout. Demands theorized to lead to burnout included (a) work overload, (b) personality conflict, (c) role ambiguity, (d) role conflict, (e) stressful events, and (f) work pressure. Resources that have been believed to influence burnout included (a) social support, (b) employee

participation in decision making, (c) autonomy, and (d) sense of control. Most of the research recently has been driven by the Maslach instrument (Koeske & Kelly, 1995; Lee & Ashforth, 1996; Maslach et al., 1996).

Burnout has been considered an ongoing concern with employees who worked extensively with people. Maslach et al. (1996) stated:

Staff members in human services and educational institutions are often required to spend considerable time in intense involvement with other people. Frequently, the staff-client interaction is centered on the client's current problem (psychological, social, or physical) and is therefore charged with feelings of anger, embarrassment, fear, or despair. Because solutions for clients' problems are not always obvious and easily obtained, the situation becomes more ambiguous and frustrating. For the person who works continuously with people under such circumstances, the chronic stress can be emotionally draining and lead to burnout (p. 3).

The consequences of burnout have been considered serious, both for the individual who experiences it and for his or her company. Burnout could result in a lower standard of care for clients. It also appeared to be a factor in (a) job turnover, (b) absenteeism, (c) lower organization commitment, (d) low job involvement, and (e) lower job satisfaction (Lee & Ashforth, 1996; Marinelli, 1992; Maslach et al., 1996; Razza, 1993; Singh, Goolsby, & Rhoads, 1994). Burnout has been associated with

physical and mental health issues including (a) physical exhaustion, (b) insomnia, (c) increased use of alcohol and drugs, (d) family problems, (e) depression, (f) anxiety, (g) headaches, (h) backaches, and (i) gastric-intestinal problems (Burke & Richardsen, 1996; Maslach et al., 1996; Miller, 1995). Burnout research has been done with various populations including (a) teachers, (b) social services, (c) medicine and mental health workers, (d) police officers, (e) child-care workers, (f) lawyers, and (g) customer service representatives, among others (Maslach et al.).

This study focused on Student Support Services Personnel (SSSP). Student Support Services Personnel have been involved in the TRIO programs since Upward Bound was created as a part of President Johnson's War on Poverty in 1964. Educational Talent Search (ETS) was added with the Higher Education Act of 1965, and Student Support Services (SSS) was created in the Higher Education Amendment of 1968. These three programs became known as TRIO. Later, other programs were added including Educational Opportunity Centers (EOC), Ronald E. McNair Post-Baccalaureate Achievement Programs (McNair), Veterans' Upward Bound (VUB), and Math and Science Regional Centers (MSRC). These represented the programs that SSSP service and administer (Mortenson, 1995; Wolanin, 1997).

The purpose of these programs was listed in the *1998-99 Directory of TRIO programs* (NCEO, 1998-99). They must provide educational as-

sistance to disadvantaged students, defined as first-generation college students and/or low-income students. First-generation meant that neither parent had completed a baccalaureate degree. Low-income was defined as individuals whose taxable family income did exceed 150% of the poverty level as defined by the most recent U.S. Census (NCEO, 1998-99).

Student populations for these programs have included high school students in Upward Bound and Educational Talent Search, to college students in Student Support Services, adults in Educational Opportunity Centers, and undergraduate and graduate students for the Ronald McNair Programs. Veterans have been served also through the Veterans' Upward Bound Program (Mortenson, 1995; NCEO, 1998-99).

With specific regulations for each program, their common purpose has been to provide academic, financial aid, and personal counseling services to aid students in receiving a post-secondary education (Mortenson, 1995). Students enrolled in these programs have reflected today's multi-cultural nation with 39% white, 36% african american, 16% hispanic, 5% native americans, and 4% asian american. In 1998, there were 16,000 TRIO students who were disabled, and 25,000 who were U.S. military veterans. The laws governing these programs have mandated ongoing evaluations to establish effectiveness and to discover ways to improve services (NCEO, 1997).

Statement of the Problem

Student Support Services Personnel have been a part of the helping profession for over 30 years, and they have been susceptible to job burnout that could result in lower job satisfaction. In working with low-income and first-generation students, the special challenges that SSSP faced could create high burnout and low job satisfaction. "In many communities, the TRIO programs are the only programs that help students to overcome class, social, academic, and cultural barriers to higher education" (NCEOA, 1997, p. 4). The students served by these programs are poor and are trying to escape the "The vicious cycle of poverty in America" (NCEOA, 1997, p. 5). Before this research, there was little known about the levels of job burnout and satisfaction among SSSP.

Purpose of the Study

The purpose of this study was to measure burnout and job satisfaction among SSSP on a national level. Burnout levels were compared to national norms to examine whether SSSP had higher or lower burnout rates than did other human service professions such as (a) teaching, (b) education, (c) social service, (d) medicine, and (e) mental health. In addition, job satisfaction was measured and correlated with three components of burnout. Using various statistical techniques such as multiple regression and the Spearman rho, this study looked for significant relationships between burnout, job satisfaction, and demographic variables.

Significance of the Problem

In 1997, an estimated 710,960 students were served in TRIO programs at a cost of \$500,000,000 (NCEO, 1998). High burnout and low job satisfaction among SSSP would be a cause of concern given the amount of funds the federal government has spent on these programs.

Job performance has been shown to be affected by burnout (Singh et al., 1994; Wright & Bonett, 1997) and because each program must meet specific and measurable objectives as defined by their approved grant, high burnout and low job satisfaction might affect the program's performance. It might also be an issue that the Council for Opportunity in Education should address, since it has provided national training to SSSP. As Singh et al. (1994) stated, "The promise inherent in understanding burnout is the possibility of doing something about it" (p. 568).

Operational Definitions

This study used Maslach's (Maslach et al., 1996) definition of burnout. It has become the most widely accepted in the burnout literature (Cordes & Dougherty, 1993; Maslach et al.; Singh, et al., 1994). The three definitions of burnout included: emotional exhaustion, depersonalization, and personal accomplishment. Each component was measured using the 22-item questionnaire called the MBI Human Services Survey. The instrument was researched and developed by Consulting Psychologist Press, Inc.

The following operational definitions were taken from the *Maslach Burnout Inventory Manual* (Maslach et al., 1996):

1. Emotional exhaustion was defined as feeling emotionally over-extended and exhausted by work.
2. Depersonalization was defined as an attempt to cope with the emotional stress of work by developing a negative perception of clients and maintaining a strong emotional distance from them. Workers were unemotional and impersonal in their responses to recipients in their care, treatment, or instruction.
3. Personal accomplishment was the perception that an employee has of his or her achievements at work. Personal accomplishment was defined in terms of its reduction. When an employee experiences burnout, personal accomplishment was reduced as the employee perceives less work achievements and had lower levels of self-confidence.

Burnout as a general term will be discussed frequently throughout this research. Cordes and Dougherty (1993) discussed the terminology used in burnout research by stating the following:

Although we support the conceptualization of burnout as a three-pronged syndrome, we frequently refer to burnout and not to the specific components. We do not believe the use of such an umbrella term is appropriate for purpose of investigation, but we do

believe it is acceptable when discussing the phenomenon more generally (p. 622).

The Job Satisfaction Scale developed by Gary Koeske measured job satisfaction. The scale was a 14-item questionnaire that measured three components of job satisfaction (Koeske, Kirk, Koeske, & Rauktis, 1994). According to Koeske et al., the following three components of job satisfaction were defined as follows:

1. Intrinsic satisfaction was the satisfaction that an individual felt from really helping people, working with clients, and feelings of success as a professional.
2. Organizational satisfaction was the satisfaction that an individual felt with the supervision received, amount of authority that had been given in the job, and the clarity of the guidelines for doing the job.
3. Salary and promotion was the satisfaction that an individual felt with current pay and opportunities for job promotions.

The following was the definition used for SSSP: Student Support Services Personnel (SSSP) was defined as the staff responsible for overseeing the operations of the following programs: (a) Upward Bound, (b) Math and Science Regional Center, (c) Student Support Services, (d) Equal Opportunity Center, (e) Veterans' Upward Bound, (f) Educational Talent Search, or (g) the McNair Program. The names of the subjects to

be surveyed were taken from the *1998-99 Directory of TRIO Programs* published by the Council for Opportunity in Education (the Council), formally known as the National Council of Education Opportunity Associations (NCEOA). Names included in the directory were those of SSSP responsible for supervising the day to day operations of the approved grants (NCEOA, 1998-99).

Student Support Services Personnel must (a) handle any personnel problems, (b) answer to the federal government for the use of their funds, and (c) must ensure that their clients receive the needed help that they require to reach their educational goals. Most of the time, the goal for clients was the achievement of a post-secondary degree. Some SSSP included in this research were responsible for more than one program. The term SSSP in this study referred only to the administrators of the programs listed in the *1998-99 Directory of TRIO Programs* (NCEOA, 1998-99).

The only other type of staff listed in the *1998-99 Directory of TRIO Programs* (NCEOA, 1998-99) was training staff. Training staff was excluded from the study because their job duties varied widely from SSSP. They were responsible for regional or national training services and not necessarily for overseeing the daily operations of a TRIO program.

Demographic Variables

Demographic variables were included in the study. For each demo-

graphic variable, subjects selected the category that best fit them (Appendix C). Age was divided into the following categories: (a) 21-30, (b), 31-40, (c), 41-50, (d), 51-60, and (e) over 60. Sex was simply divided into male and female categories. For marital status, subjects had the following options (a) married, (b) divorced, (c) separated, and (d) single. Ethnicity was divided into (a) white, (b) black, (c) hispanic, (d) asian/pacific islander, (e) native american, and (f) other.

Student Support Services Personnel were polled concerning their current TRIO programs. Choices were (a) Upward Bound, (b) Veteran's Upward Bound, (c) Math and Science Regional Center, (d) Educational Talent Search, (e) Student Support Services, (f) McNair Program, and (g) Educational Opportunity Center. Subjects were also asked the number of years that they had been currently employed in their current position and the number of years that they had worked for TRIO programs. For both questions, similar selections were given: (a) 2 years or less, (b) 3-5 years, (c) 6-10 years, (d) 11-15 years, (e) 16-20 years, and (f) 21 years or more.

For the demographic question on subjects' educational level, the choices were (a) high school degree, (b) bachelor's degree, (c) master's degree, and (d) doctoral degree. Student Support Services Personnel were also asked if they were employed full or part-time. A regional organization question was also included. The ten regional organizations listed

were: (a) the Association for Equality and Excellence in Education (AEEE), (b) the Association of Special Programs in Region Eight (ASPIRE), (c) the Caribbean Association of TRIO Programs (CATP), (d) the Mid-American Association of Educational Opportunity Program Personnel (MAEOPP), (e) the Mideastern Association of Educational Opportunity Program Personnel (MEAEOPP), (f) the New England Association of Educational Opportunity Program Personnel (NEAEOPP), (g) the Northwest Association of Special Programs (NASP), (h) the Southeastern Association of Educational Opportunity Program Personnel (SAEOPP), (i) the Southwest Association of Student Assistance Programs (SWASAP), and (j) the Western Association of Educational Opportunity Personnel (WESTOP).

Limitations

The major limitations of the study consisted of the following:

1. Dependence on voluntary responses limited this study. Every effort was made to obtain as many responses as possible including, (a) follow-up letters, (b) postcards, and (c) phone calls.
2. The study used a narrow definition of SSSP, and the results of this study may not generalize to other populations within the TRIO network such as trainers, counselors, tutors, or instructors. The subjects have been in more of an administrative role than the other job titles. Student Support Services Personnel would not have as much direct contact with clients so it cannot

be assumed that their levels of burnout and job satisfaction would be similar to other positions like counselors.

3. The lack of causality was another limitation of the study. In the relationship between job burnout and job satisfaction, it was not known whether burnout caused changes in job satisfaction or job satisfaction caused changes in burnout. In addition, there could be a third unknown variable affecting both.
4. The research was limited to SSSP employed within a specific time span. Research was conducted June-September 1998. The programs have been renewed by the federal government every 4-5 years. Many programs have been added or removed each time a grant cycle occurs.

Research Questions

Job burnout has been viewed as an issue of current concern in the helping profession. Student Support Services Personnel have actively helped low-income and first-generation students since 1964 (Mortenson, 1995). A review of the literature failed to uncover any research to date on job satisfaction and burnout with SSSP.

There were three questions to be examined within this study:

1. To what degree were SSSP satisfied with their jobs? Student Support Services Personnel used a Likert scale to rate their satisfaction with the intrinsic aspects, organizational aspects,

and salary and promotion opportunities of their jobs.

2. What was the rate of burnout among SSSP? Did employees show high, medium, or low rates of burnout in emotional exhaustion, depersonalization, and personal accomplishment?
3. Were the employees' responses on the MBI Human Services Survey and Job Satisfaction Scale in line with the known information and literature on burnout and job satisfaction?

Hypotheses

Four hypotheses were formulated as to the general nature of the results. In the review of the literature, these issues will be discussed in further detail.

H₀ 1: There will be no significant relationship between emotional exhaustion as measured by the MBI Human Services Survey and total job satisfaction as measured by the Job Satisfaction Scale for Student Support Services Personnel.

H₀ 2: There will be no significant relationship between depersonalization as measured by the MBI Human Services Survey and total job satisfaction as measured by the Job Satisfaction Scale for Student Support Services Personnel.

H₀ 3: There will be no significant relationship between personal accomplishment as measured by the MBI Human Services Survey and total job satisfaction as measured by the Job Satis-

faction Scale for Student Support Services Personnel.

H₀ 4: There will be no significant overall relationship among the three components of job burnout as measured by the MBI Human Services Survey and total job satisfaction as measured by the Job satisfaction Scale for Student Support Services Personnel.

Chapter II

Review of Literature

Introduction to Literature Review

This section examined the concept of burnout, the causes and effects of burnout, and its relationships to job satisfaction. In addition, this researcher looked at burnout as it related to other variables such as locus of control and organizational commitment. Ways to cope with burnout were reviewed including the use of vacation time.

Burnout has been theorized to be caused by an overload of demands and a lack of coping resources (Maslach et al., 1996). Variables thought to be related to burnout were discussed including (a) environment factors, (b) personality factors, and (c) demographic characteristics. Research had divided the effects of burnout into three basic categories (a) physical, (b) emotional, and (c) cognitive/affective symptoms (Miller, 1995).

Burnout and job satisfaction should not be viewed as the same variable, although they do have a weak correlation (Maslach et al., 1996). Various research studies of burnout and job satisfaction examined (a) relationship to employee's perception of the work environment, (b) social support, (c) employee over-involvement, (d) role stress, and (e) employee commitment (Cropanzano, Howes, Grandey, and Toth, 1997; Koeske & Kelly, 1995; Koeske & Kirk, 1995b).

The perception that employees had of their control over their work could also affect burnout. Internal and external locus of control were defined and discussed. Outcomes varied with the employee's view of the world (Koeske & Kirk, 1995a). Suggested ways to cope with burnout included the (a) use of vacations, (b) company programs, and (c) individual coping techniques (Burke & Richardsen, 1996; Cordes & Dougherty, 1993; Lawlor, 1997; Ryndes, 1997; Stokes, 1996).

Theories of Burnout

The term burnout lacked a commonly accepted definition until the creation of the MBI Human Services Survey (Cordes & Dougherty, 1993; Singh et al., 1994). According to Maslach et al. (1996), burnout should be measured on a continuous scale, rather than simply as being present or absent. The three components of burnout were emotional exhaustion, depersonalization, and personal accomplishment (Maslach et al.).

Emotional exhaustion was defined as feeling emotionally overextended and exhausted by work. Examples included police officers who came home from work (a) upset, (b) angry, (c) tense, (d) anxious, (e) physically exhausted, and (f) complaining about work-related problems. Many researchers considered emotional exhaustion to be the key to the experience of burnout. Maslach et al. (1996) theorized that emotional exhaustion was the first step in burnout. It was believed to cause depersonalization that in turn led to lower personal accomplishment (Burke &

Richardsen, 1996; Cordes & Dougherty, 1993; Maslach et al.).

Depersonalization was defined as an attempt to cope with the emotional stress of work by developing a negative perception of clients and a strong emotional distance from them. Workers were unemotional and impersonal when responding to clients in their care, treatment, or instruction (Maslach et al., 1996). An example of this given by Cordes and Dougherty (1993) was the use of derogatory or abstract language (i.e. -I need to see the "kidney" in Room 212 to refer to the patient). Such workers may be callous and cynical toward co-workers, clients, and the organization.

Personal accomplishment was defined in terms of its reduction. Employees perceived less work achievements and had lower levels of confidence when they experienced burnout (Maslach et al., 1996). Employees felt that there was a lack of progress in their work, and that they were losing ground professionally. Employees who felt that they had fewer work achievements were also likely to be seen as problem employees by their supervisors. Researchers have found that those with reduced personal accomplishment were more likely than other workers to have received disciplinary citations (Cordes & Dougherty, 1993).

The structural model of burnout given from *Maslach Burnout Inventory Manual* (Maslach et al., 1996) was shown in Figure I. This model showed one current theory of burnout, which stated that an overload of

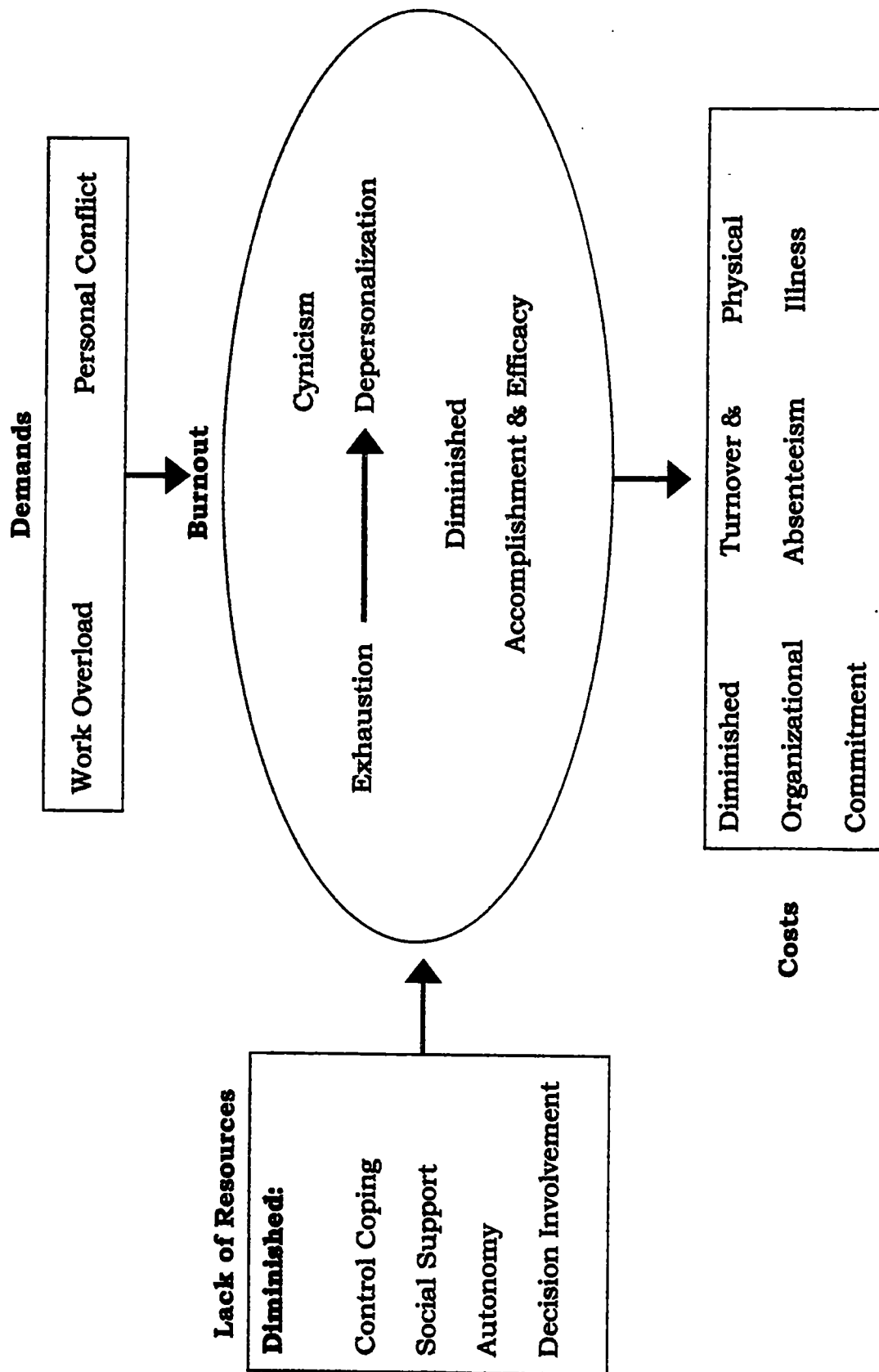


Figure I. Structural Model of Burnout. Source: (Maslach et al., 1996, p. 36).

demands along with a lack of resources caused burnout. Demands included work overload and personality conflict. Conflicts with co-workers and supervisors were cited as being more stressful than conflicts with clients. The emotional demands made by distressed clients were cited as a factor in the employee's perception of work overload. Diminished resources included (a) a lack of control coping skills, (b) social support, (c) autonomy, and (d) decision involvement. Burnout led to higher costs for both employees and employers including (a) diminished organizational commitment, (b) turnover, (c) absenteeism, and (d) physical illness.

The current theory listed in the *Maslach Burnout Inventory Manual* has been that emotional exhaustion led to depersonalization resulting in diminished personal accomplishment (Maslach et al., 1996). Lee and Ashforth (1996) disagreed with Maslach et al. and stated that emotional exhaustion and depersonalization developed in a parallel path, leading to reduced personal accomplishment.

Maslach et al.'s (1996) current theory stated that excessive demands affected emotional exhaustion and that a lack of resources was more related to depersonalization. Lee and Ashforth (1996) cited (a) work overload, (b) role ambiguity, (c) role conflict, (d) stressful events, and (e) work pressure as possible demands. Resources included (a) social support from various sources, (b) employee participation in decision making, (c) autonomy, (d) control over the job, and (e) reinforcement of employee

efforts. Emotional exhaustion and depersonalization were theorized to cause employees to exhibit coping behaviors including (a) low job involvement, (b) low commitment to the job, (c) low job satisfaction, and (d) a desire to quit (Lee & Ashforth, 1996; Maslach et al., 1996).

Causes of Burnout

Cordes and Dougherty (1993) reviewed the causes of burnout and found that the reasons for burnout were varied. Singh et al. (1994) stated that the stresses causing burnout had a cumulative effect and could overwhelm the individual's coping resources. Staff that had more direct, frequent, and longer contacts with clients had higher levels of burnout. High levels of work demands were thought to be the primary determinant of emotional exhaustion (Burke & Richardsen, 1996; Cordes & Dougherty, 1993). Burke and Richardsen stated, "Burnout scores are always higher in work settings characterized by overload" (p. 103). Cordes and Dougherty also noted that the type of client could make a difference. Higher burnout rates have been found for staff who worked with clients with chronic versus acute problems. Burke and Richardsen found that burnout was likely to happen if workers considered client contact stressful.

Staff who experienced role stresses such as role conflict, role ambiguity, and role overload also had high rates of burnout. Role conflict referred to staff who were asked to perform two duties that the employees

viewed as contradictory. For example, staff were asked by a doctor to discharge a patient within the day, but the family requested them to keep the patient in the hospital. Role ambiguity meant employees lacked information about (a) the expectations of that job, (b) how to fulfill expectations and/or (c) the consequences of their role. Role overload was defined as role demands which exceeded an employee's abilities and/or motivation (Cordes & Dougherty, 1993; Singh, et al., 1994).

Westman and Eden (1997) found in their research on vacations and burnout a sub-group of employees who were resistant to fluctuations in their burnout level, maintaining low-levels whether on or off vacation. The authors theorized that burnout could be caused by personality factors rather than external factors. Other researchers supported the theory that burnout was caused by personality factors (Burke & Richardson, 1996; Cordes & Dougherty, 1993; Layman & Guyden, 1997; Maslach et al., 1996). Those workers who placed more demands on themselves had more burnout. This included (a) younger workers who were comparatively more idealistic, (b) anyone with higher expectations of themselves and their organizations, and (c) those who made work their central life interest (Cordes & Dougherty; Maslach et al.).

Burke and Richardson (1996) supported the theory that idealistic employees were more prone to burnout but added that employees who were (a) sensitive, (b) empathic, (c) overly enthusiastic, or (d) who over

identified with clients were also prone to burnout. Those with higher anxiety and/or who were more obsessive were also thought to be more likely to experience burnout than other workers. They believed that certain personality types were more resistant to burnout.

Layman and Guyden (1997) further discussed the issue of personality and burnout. They suggested that certain personality traits were linked with burnout, including introversion and extroversion. Introversion, according to Jungian theory, referred to people who renewed their energy from within themselves and needed to be alone to gather emotional strength. Introverts preferred to think about ideas before speaking. Extroverts gathered their strength from external sources such as people and situations. The authors stated that introverted people were more at risk for burnout because (a) they tended to be bothered by role overload, (b) had difficulty dealing with the trend towards flatter organizations, (c) had difficulty speaking up at meetings, and (d) were more resistant to workforce changes.

Other theories stated that the work environment itself caused burnout. Poor work environments could range from a physically uncomfortable office to a rigid, controlling organization (Belicki & Woolcott, 1996; Cordes & Dougherty, 1993; Gabris & Ihrke, 1996; Maslach et al., 1996). Cordes and Dougherty stated that employees who worked in impersonal, bureaucratic, rigid, or controlling work environments experi-

enced higher levels of burnout as did employees who could not participate in the decision making process. For example, employees felt left out because their input was seldom solicited or was not acted upon by management.

Belicki and Woolcott (1996) argued that the characteristics of the organization were more important than the individual circumstances of employees in causing burnout. These organizational characteristics included (a) workload, (b) supervisor and peer support, (c) conflict with other employees, and (d) the ability to participate in decision making on the job. Belicki and Woolcott stated that, "Research has shown that levels of burnout bear little or no relationship to the individual circumstances of employees' lives but do correlate with the characteristics of the job setting" (p. 38).

Leadership has been considered an organizational characteristic. During change, a lack of leadership in an organization might lead to high rates of burnout. Gabris and Ihrke (1996) studied federal employees known as district conservationists. They were found to have significantly higher burnout rates when compared to other groups at risk for developing burnout. This phenomenon was attributed to change in job duties. Under new federal laws, district conservationists begin the process of enforcing environmental requirements with farmers. Previously, they had served as a friendly helper to those individuals. They were expected to

play a dual role of friend and foe by providing technical advice to farmers and also by punishing those that did not comply with government environmental regulations. Gabris and Ihrke also measured leadership perceptions within the agency and found perceptions of poor leadership. Employees positively correlated poor leadership with the high levels of burnout.

Research has found aspects of burnout to be related to demographic characteristics such as gender, marital status, and race. Women tended to have higher levels of emotional exhaustion while men had higher rates of depersonalization and lower personal accomplishment. Younger employees appeared more prone to burnout than older employees. One theory accounting for lower burnout in older workers was that older, more experienced employees might have lower, more realistic expectations whereas, younger workers were thought to be more idealistic. In addition, married people had lower rates of burnout as did those employees who had children (Cordes & Dougherty, 1993; Maslach et al., 1996).

Limited studies have been done on burnout and its relationship to racial differences. One study by Lankau and Scandura (1996) found differences in nurses in a large hospital. They found that hispanics had higher job satisfaction than did blacks or whites. The authors theorized that hispanics were more satisfied because they were more recent entries

into the professional work force and were therefore, more appreciative of their jobs. Whites had higher levels of burnout and less organizational commitment than did blacks or hispanics. The hospital where the research was done had a diverse employee population. The theory was that whites were less satisfied with this diversity than were blacks or hispanics.

Effects of Burnout

Currently, job burnout has been considered to be a major issue of concern (Burke & Richardsen, 1996; Marinelli, 1992; Maslach et al., 1996; Miller, 1995; Razza, 1993; Singh et al., 1994). Miller categorized burnout employee symptoms into three main areas: physical, behavioral, and cognitive/affective. (See Table I). Burke and Richardsen (1996) supported the observation that those who experienced burnout had more physical and emotional problems. They listed (a) fatigue, (b) physical exhaustion, (c) sleep difficulties, (d) headaches, (e) colds, and (f) flu. Higher burnout was linked by the authors to emotional symptoms such as depression, anxiety, and tension.

The evidence indicated that burnout could affect work outcomes. High burnout has been linked to (a) poor job satisfaction (Marinelli, 1992; Maslach et al., 1996; Razza, 1993; Singh et al., 1994), (b) low organizational commitment (King & Sethi, 1997), (c) a desire to quit one's

Table I

Reported Symptoms of Job Burnout

Type of Burnout and Symptom
Physical
Physical exhaustion and malaise
Lingering minor illnesses
Headaches and back pain
Sleeplessness
Gastro-intestinal disturbances
Behavioral
Increased anger and irritation
Increased alcohol and drug use
Marital and relationship problems
Inflexibility in problem solving
Impulsively and acting out
Withdrawal from non-colleagues
Cognitive/Affective
Emotional numbness or hypersensitivity
Over-identification with clients
Grief, sadness, or depression
Pessimism, cynicism, and hopelessness
Indecision, boredom, and inattention

Note: Taken from Miller (1995) p. 22.

job (Maslach et al., 1996), and (d) attrition (Burke & Richardsen, 1996; Drake & Yadama, 1996). In describing the consequences of burnout, Singh et al. stated:

Tragically, burnout impacts precisely those individuals who had once been among the most idealistic and enthusiastic. We have found, over and over again, that in order to burnout a person needs to have been on fire at one time. It follows, then, that one of the great costs of burnout is the diminution of the effective service of the best people in a given profession. Accordingly, everyone is the poorer for the existence of this phenomenon (p. 567).

During a 15-month period, Drake and Yadama (1996) found that emotional exhaustion was strongly related to attrition rates among child protection workers. Employees not only quit their jobs more frequently when they suffered burnout, but those who stayed were likely to exhibit lower job performance. Wright and Bonett (1997) found a connection between emotional exhaustion and job performance. In conducting a longitudinal study in a public human resource department, they found that the higher the emotional exhaustion an employee had, the lower work performance they exhibited as measured by their supervisors. The authors emphasized that this finding did not mean that burnout led to poor job performance. It could be that poor job performance led to burnout or perhaps that there was a third factor involved.

Singh et al. (1994) surveyed 377 customer service representatives in a large firm to examine the consequences of burnout on behavioral and psychological outcomes. They found that the employee burnout rate among customer service representatives was high when compared with other burnout prone populations such as nurses and police officers. They also found that the higher the level of burnout, the lower the employee's job satisfaction, job performance, and organization commitment. The authors speculated that chronic burnout could result in behaviors such as (a) absenteeism, (b) physical isolation, (c) extended breaks while on the job, and (d) attrition.

Burnout and Job Satisfaction

Another factor that this research study examined was job satisfaction. Brewer (1998) defined job satisfaction as the "Degree to which an individual enjoys his or her work" (p. 27). Job satisfaction has been linked to burnout. The *Maslach Burnout Inventory Manual* (Maslach et al., 1996,) stated "Although one would expect the experience of burnout to have some relationship to lowered feelings of job satisfaction, it was predicted that they would not be so highly correlated as to suggest that they were actually the same thing" (p.15). Maslach et al. also cited a moderate negative correlation ($r = -.22, p < .05$) between job satisfaction and both emotional exhaustion and depersonalization as well as a slightly positive correlation ($r = .17, p < .02$) between job satisfaction and

personal accomplishment.

Singh et al. (1994) discussed possible reasons that individuals with higher burnout had lower job satisfaction. The authors theorized that employees evaluated demands and compared them to personal coping resources. When employees noted an imbalance in that relationship, lower job satisfaction resulted. Additional studies have supported an inverse relationship between burnout and job satisfaction (Belicki & Woolcott, 1996; Marinelli, 1992; Prosser et al., 1997; Razza, 1993).

Marinelli (1992) measured burnout with the "Tedium measure" and job satisfaction with the Rehabilitation Job Satisfaction Inventory and found a significant negative correlation -0.49 between burnout and job satisfaction for rehabilitation counselors. The author also found that job satisfaction and burnout were significantly correlated with education and caseload sizes. The lower the educational level and the higher the caseload, the less job satisfaction and the higher burnout that the employee experienced.

Belicki and Woolcott (1996) conducted research on the patients, staff, and management in a rehabilitation and chronic care hospital in Ontario, Canada. One factor that made this study different from most was that all three groups participated in planning the study design. The groups were given the MBI Human Services Survey, Moos' and Insel Work Environment Scales, the role ambiguity subscales from the Occu-

pational Stress Inventory, and a survey to measure job satisfaction and other variables. The results indicated that (a) having respect from others, (b) having a work schedule that employees liked, (c) being able to get changes made within the company, and (d) having their opinions sought out significantly reduced emotional exhaustion and depersonalization and significantly increased job satisfaction. The work environment also affected burnout and job satisfaction. Employees had significantly lower scores in emotional exhaustion and depersonalization and significantly higher scores in job satisfaction when they felt (a) involved at work, (b) had good peer bonding, (c) good supervisory support, (d) a sense of autonomy, (e) clarity in their job duties, (f) were allowed be innovative, and (g) physical comfort on the job.

In another study on burnout and job satisfaction, Razza (1993) examined job satisfaction for 236 direct care staff in group homes that served mentally retarded individuals. The author chose emotional exhaustion alone to measure employee burnout. Justification for the decision was that of the three scales of burnout, emotional exhaustion had greater validity and reliability than did either of the other two scales. The author concluded that four variables were related to job satisfaction: (a) emotional exhaustion, (b) agreement of the job with personal goals and values, (c) satisfaction with supervisor, and (d) employee's job history. Emotional exhaustion and job satisfaction had a negative correlation

(-0.34). Employees with more burnout had less job satisfaction. The authors noted that remuneration was not related to job satisfaction.

Egan and Kadushin (1993) supported Razza's (1993) findings in their investigation of rural hospital social workers, finding that emotional exhaustion was related to employee satisfaction. In this study, most social workers were found to be happy with their jobs. However, those with high emotional exhaustion were significantly less satisfied with their work, their co-workers, and their salary. Those who believed their caseloads were too heavy also had higher levels of emotional exhaustion.

Prosser et al. (1997) studied 121 mental health workers and their sources of stress as related to job satisfaction. Workers were asked to name their sources of stress. They also completed the MBI Human Services Survey and the Job Diagnostic Survey to measure job satisfaction. Results indicated that employees who felt they had too much work to do had significantly higher scores on emotional exhaustion. Employees reported that too much paperwork and bureaucracy accounted for this work overload. Role stress was associated with higher levels of emotional exhaustion. Role stress was referred to "Receiving requests from two or more people/groups that are incompatible" (p. 53). Those who reported stress from client work had significantly higher levels of depersonalization. Those who had high job satisfaction scored significantly higher on personal accomplishment. However, job satisfaction was not correlated

with emotional exhaustion or depersonalization.

Koeske and Kelly (1995) took another approach to studying burnout and job satisfaction. They studied over-involvement and its effects on social workers, hypothesizing that over-involved social workers were more at risk for burnout, and that burnout led to poor job satisfaction. Over-involvement was defined as a counselor's becoming so emotionally involved with his or her clients that the therapeutic process was impeded. Koeske and Kelly suggested that effective support systems could moderate the effects of over-involvement on burnout. They hypothesized that social support protected employees from burnout (Koeske & Kelly).

To test their hypothesis on burnout and over-involvement, Koeske and Kelly (1995) measured (a) over-involvement, (b) emotional exhaustion, (c) job satisfaction, (d) social support, and (e) demographic variables in 232 social workers. Most workers had low involvement, low burnout and high job satisfaction, thus supporting the hypothesis that over-involvement increased the risk of burnout and negatively affected job satisfaction. Over-involvement was significantly related to burnout that was theorized to erode job satisfaction. However, burnout did not directly correlate to job satisfaction. In addition, social support was shown to have a significant effect on reducing burnout. Lee and Ashforth (1996) supported Koeske and Kelly's argument that social and supervisory support were related to burnout. They found that the higher the support, the

lower the employee burnout.

Other studies have not supported the link between social support and burnout and job satisfaction. Koeske and Kirk (1995b) studied 42 caseworkers who worked intensely with mentally-ill clients and collected data four times over an 18-month period. Subjects completed questionnaires on 16 different variables to predict seven worker outcomes including (a) job stress, (b) the three components of MBI Human Services Survey, and (c) job satisfaction. Social support was not found to be significantly related to any outcome. This surprised the authors, who noted their small sample size as a possible reason for the lack of correlations. The most significant factor identified was the worker's general psychological well-being when they were hired. The better adjusted the worker at the time of hire, the greater the worker's job satisfaction and the lower the emotional exhaustion. Koeske and Kirk (1995b) discovered that positive psychological well-being also accompanied a higher sense of personal accomplishment. The authors inferred that negative life events seem to affect these employees even when they occurred in the year before they were hired. The implication was that troubled employees experienced higher burnout rates and lower job satisfaction.

Employee's perceptions of the work environment may also affect burnout and job satisfaction. Cropanzano et al. (1997) examined the effects of organizational politics and support on burnout and job satisfac-

tion. They defined a “political” environment as a competitive work environment with groups or individuals pursuing their own interests. A “supportive” environment was defined as a one in which co-workers were helpful and looked out for each other’s needs. The authors conducted two studies that examined the effects of these environments on workers. The first study examined full-time employees. Results indicated that employees who perceived their work environment to be hostile were more likely to plan to leave that company. Employees who felt supported had greater job satisfaction and greater organizational commitment. Those employees who worked in a politically negative environment had (a) lower levels of job satisfaction, (b) job involvement, and (c) organizational commitment.

The second part of the study from Cropanzano et al. (1997) examined part-time workers. Results showed that in a supportive environment, those subjects had (a) significantly lower turnover intentions, (b) fewer negative work behaviors, (c) higher job satisfaction, (d) lower burnout, and (e) more commitment to the organization. Conversely, employees in a negative political environment had (a) significantly higher turnover intentions, (b) more negative work behaviors, (c) lower job satisfaction, (d) higher burnout, and (e) lower job commitment (Cropanzano et al.).

Burnout and Locus of Control

Employee’s perceptions of their own control may also impact job

factors. Koeske and Kirk (1995a) considered employee's locus of control as it related to burnout and to job satisfaction. Locus of control was defined as either internal or external. An internal locus of control was characterized by (a) having taken responsibility for personal behavior, (b) having attributed the outcomes in one's life to effort or skill rather than to luck or chance, and (c) having felt a sense of personal control over one's life. An external locus of control was defined as a person who saw the world as not being under his or her control but rather as being shaped by external factors such as luck or environmental factors.

Koeske and Kirk (1995a) conducted two separate studies relating to locus of control. The first was with social workers measuring (a) emotional exhaustion, (b) job satisfaction, (c) quitting employment, (d) conflict, (e) growth needs, (f) social support, (g) self-esteem (h) workload, and (i) demographic data. Those researchers correlated those variables with external and internal locus of control. Social workers who felt that they had an internal locus of control had (a) significantly less burnout, (b) higher job satisfaction, and (c) perceived less conflict on the job. For their second study, Koeske and Kirk (1995a) analyzed previously collected data from mental health caseworkers and found that job satisfaction was related to locus of control. Those who perceived that they had more control were significantly more satisfied with their jobs than were other workers.

Koeske and Kirk, (1995a) also found that as burnout or job dissatisfaction worsened, workers classified as external locus of control became less satisfied with their lives and were more likely to quit their jobs. The authors also suggested that an internal control had a buffering effect on emotional exhaustion and negative job attitudes. They suggested that supervisors be careful not to undermine employees' idealism and enthusiasm because those traits could contribute to an internal locus of control which in turn would protect against burnout. Maslach et al. (1996) supported the research findings of Koeske and Kirt (1995a) stating that those with an internal locus of control experienced less emotional exhaustion.

Burnout and Organizational Commitment

King and Sethi (1997) examined the possible relationship between job burnout and organizational commitment. They tried to determine if organizational commitment helped employees cope with job stress, thus buffering against burnout. They also examined two aspects of burnout (role ambiguity and role conflict). The subjects were information systems professionals including (a) system programmers, (b) project leaders, (c) application programmers, (d) systems analysts, (e) managers, (f) software engineers, and (g) consultants. One hundred-sixty five firms were randomly selected from five United States metropolitan areas and were requested by telephone to participate in the study. Eighty-nine firms

agreed resulting in 312 responses from a wide variety of industries.

Employee burnout was measured using emotional exhaustion only (King & Sethi, 1997). Organizational commitment was measured using instruments that rated levels of employee identification with the company and what the costs were of leaving the company for employees. Role ambiguity and conflict were measured by an altered version of Rizzo, House, and Lirtzman's scales. The first hypothesis was that role ambiguity and conflict would have a positive correlation with burnout. The second hypothesis was that strong employee commitment would reduce stresses that led to burnout (King & Sethi).

The first hypothesis was supported, with role ambiguity and role conflict being positively correlated to emotional exhaustion ($r = 0.44$ and 0.53 respectively). The second hypothesis was only partly supported. Employees who had high measures of identification with the company had significantly lower levels of burnout. King and Sethi (1997) concluded that the correlation of role ambiguity and role conflict with burnout provided another reason for organizations to clarify roles within the company. They found that organizational commitment served to moderate stress reactions in employees (King & Sethi). Lee and Ashforth (1996) supported those research conclusions by finding that high organizational commitment reduced emotional exhaustion and depersonalization.

Burnout and Vacation Relief

Westman and Eden (1997) were trying to determine if employees had less burnout due to anticipation of vacations and if burnout was lowered during vacations. They also wanted to see if the effects of burnout would fade once employees returned to work. They hypothesized that women would have greater job burnout than men and that women would experience greater relief while on vacation. Women were thought to have more stress due to household chores and greater work-family conflict than men. The study examined 76 clerical employees (31 women and 45 men) at the headquarters of an electronics firm in central Israel. Data collection was scheduled around a two week plant shutdown. Employees completed the MBI Human Services Survey six-weeks before vacation, three days before vacation, at the beginning of the second week of vacation, three days after returning to work, and three weeks after returning to work. Subjects also completed the Lounsbury and Hoopes Vacation Satisfaction Scale, an 18 item self-report questionnaire designed to measure several aspects of vacation satisfaction.

The results were that males and females who experienced the highest levels of burnout reportedly also enjoyed their vacations the most. Burnout levels dropped three days before vacation but not to a significantly. However, during vacation, those subjects with higher burnout levels experienced relief from job burnout. Three days after returning

to work, burnout levels were still significantly lower, but by the third week of work, burnout had returned to original levels. Women had higher burnout rates and enjoyed their vacations more than men, but these women had the same level of burnout three weeks after returning to work. Researchers found a small group that had low burnout rates before and after vacation and who seemed resistant to fluctuations in their stress levels (Westman & Eden, 1997).

The research by Westman and Eden (1997) supported the hypothesis that vacations relieved burnout. However, the effects were temporary. The authors suggested that future studies measure burnout on a daily basis to see if burnout levels rise quickly or gradually after returning to work. They also suggested that just being away from 'stressed-out' colleagues might reduce one's level of burnout. For women, the authors suggested that being on vacation relieved work and home conflicts, thus relieving stress. In addition, they suggested vacations might not relieve stress levels for those employees having marital discord or family conflicts.

Other recommendations for future studies included investigating whether or not many short vacations have a more permanent effect on burnout than one very long vacation. On the job stress reduction measures such as (a) physical exercise, (b) meditation, (c) "power naps", and (d) teaching employees to change their negative thinking were also sug-

gested for future study. Alternate ways to relieve burnout should be studied because vacations do not relieve burnout on a long-term basis (Westman & Eden, 1997).

Coping With Burnout

The most important question concerning burnout has been "What are some ways of alleviating the tedium that exists in professional workplaces? How can the workplace be kept vibrant?" (Burke & Richardsen, 1996, p. 111). Lawlor (1997) discussed four ways to help employees cope with burnout. Companies that implemented programs and policies aimed at reducing burnout have been successful. For example, companies with policies that supported (a) balance between work and family time, (b) had good physical and mental health insurance, (c) good communications within the company, and (d) flexible work hours experienced one-half the burnout rates of those companies that did not have such policies. The authors stated that a helpful supervisor could be the best line of defense against burnout. Supervisors who gave employees control over their work and kept employee overtime to a minimum had employees who had (a) lower rates of burnout, (b) less illness, (c) absenteeism, and (d) fewer thoughts of quitting their jobs. Management could reduce burnout by promoting an atmosphere of trust and by encouraging open and honest communication with their staff (Lawlor).

Burke and Richardsen (1996) stated that employees could recover

from burnout. Conditions that helped prevent or reduce burnout included more (a) employee autonomy, (b) organizational support, and (c) interesting work. Occasionally, employees achieved these conditions by leaving the company or by accepting a higher position within the company. Burke and Richardsen discussed several successful burnout programs, including (a) individual counseling programs that teach cognitive training skills, (b) relaxation, (c) meditation training, and (d) exercise training. The group that used relaxation and meditation showed the greatest improvement.

Other programs have included some that focused on team building. Post-test results showed that the treatment group had significantly less burnout after training than did the control group. Post-test scores on a four month follow-up showed that employees who went through training on team building had significantly lower levels of burnout (Burke & Richardsen, 1996).

By studying organizations with higher stress levels, researchers might derive recommendations for high-risk employees. Ryndes (1997) looked at hospice workers and made suggestions that could be applied to other organizations. The author suggested that organizations build order into their structures by (a) providing orientation, (b) routine training, (c) clear policies and procedures, and (d) by keeping the work environment uncluttered. Organizations that have uncluttered environments could aid

in preventing burnout. Overcrowded bulletin boards, cramped desk space, disorderly supply closets, and cluttered counters reduced efficiency and could increase stress. Increasing communications between management and staff about new policies could also reduce burnout. The author recommended (a) in-house newsletters, (b) e-mail, (c) voice mail, and (d) even daily reports if necessary (Ryndes).

Koeske, Kirk, and Koeske (1993) considered two ways of coping with the job stresses that could lead to burnout: control coping and avoidance coping. Control coping methods included (a) talking about the situation, (b) making a plan of action to deal with the problem, (c) finding alternatives to difficult solutions, (d) being objective, (e) exercising, (f) solving problems one step at a time, and (g) trying to see the positive side of the situation. Conversely, avoidance coping methods included (a) keeping feelings to oneself, (b) avoiding people, (c) drinking and taking drugs, and (d) ignoring difficult situations. Prior research has suggested that avoidance coping methods might work in the short run but could be harmful in the long run. Those people that used control coping appeared to have lower burnout rates than those that use avoidance methods. Other research has found that flexibility in using different coping methods resulted in lower level of job burnout (Koeske et al.).

In addition, Koeske et al. (1993) studied avoidance and coping strategies by examining mental health case workers who worked with se-

verely mentally ill clients. Workers were assessed three times over an 18-month period. Factors examined included (a) coping style (control or avoidance), (b) burnout, (c) job satisfaction, (d) physical symptoms, and (e) life satisfaction. The results indicated that employees who used only control methods coped better with job stresses than did those who used only avoidance techniques. Employees who used control methods held the negative consequences of stress in check. There was no evidence that avoidance strategies had benefits. Those who relied exclusively on avoidance strategies expected to have less impact and took less responsibility for helping their clients. The authors suggested that employees be taught control strategies to prevent or lower burnout (Koeske et al.).

As discussed earlier with job satisfaction and burnout, coping resources could prevent burnout (Burke & Richardsen, 1996; Cordes & Dougherty, 1993; Lee & Ashforth, 1996). Coping resources such as social support from the organization and family moderated burnout, reducing emotional exhaustion and depersonalization and increasing personal accomplishment. "More specifically, the availability of organizational social support and personal social support, in particular spouse and family, moderate the experiences of emotional exhaustion and depersonalization and enhance feelings of personal accomplishment" (Cordes & Dougherty, 1993, p. 649).

Stokes (1996) discussed additional ways to address burnout. One

key strategy was setting boundaries between work and personal time. To sustain energy and drive, it was suggested that employees take vacations and that they set both mental and physical boundaries between work and home. Learning new job skills and updating one's education was another suggestion as a coping method for burnout. Employees who believed that they had a career path within the company were more likely to be committed to their organization and to have a sense of vocational purpose.

Burnout might be reduced if an employee took responsibility for his or her career. When employees saw themselves as being in control, rather than being controlled, they could cope better with job demands. Stokes (1996) stated that a personal vision could help employees cope. Personal vision was defined as a mental visualization of what was important to an employee; it was begun with a strong set of core values. The author stated that a personal vision helped employees to find meaning in their work and to place their jobs in perspective within the whole of their life (Stokes).

Summary

This review of literature has shown possible relationships among different variables and burnout. Burnout has been linked to (a) physical, behavioral and cognitive/affective symptoms, (b) lower job performance, (c) job exit, (d) lower employee commitment, and (e) lower job satisfaction

(Cordes & Dougherty, 1993; Drake & Yadama, 1996; King & Sethi, 1997; Marinelli, 1992; Miller, 1995; Razza, 1993; Singh et al., 1994). Theories of the causes of burnout cited (a) the work environment, (b) other organizational traits, (c) employee personality traits, (d) demographics variables, and (d) organizational leadership (Belicki & Woolcott, 1996; Burke & Richardsen, 1996; Cordes & Dougherty; Gabris & Ihrke, 1996; Layman & Guyden, 1997, Maslach et al., 1996).

Various studies have found inverse relationships between burnout and job satisfaction (Belicki & Woolcott, 1996; Marinelli, 1992; Prosser et al., 1997; Razza, 1993; Singh et al., 1994). Typically, the higher the burnout, the lower the job satisfaction. Factors linked to high burnout and lower job satisfaction included (a) the belief that caseloads were too heavy, (b) over-involvement of employees with clients, (c) general psychological well-being of the employee, (d) role conflict, and (e) employees' perceived of control over the environment (Belicki & Woolcott; Koeske & Kelly, 1995; Koeske & Kirk, 1995a; Koeske & Kirk, 1995b; Razza; Prosser et al.).

Coping mechanisms that were discussed included (a) taking vacations, (b) increasing organizational commitment from employees, (c) changing the work environment, and (d) providing training for employees (Burke & Richardsen, 1996; Koeske et al., 1993; Lawlor, 1997; Ryndes, 1997; Stokes, 1996; Westman & Eden, 1997). In addition, it was sug-

gested that employees (a) build a strong support system, (b) use control coping methods, (c) learn to set boundaries between work and home, and (d) increase their education within their field.

Chapter III

Methodology

Although, burnout has been commonly associated with workers in the helping professions, Cordes and Dougherty (1993) argued that "The study of burnout has been unnecessarily limited to the helping professions, but it is experienced by a variety of occupational groups beyond nurses, teachers and social workers" (p. 621). This research measured burnout and job satisfaction with SSSP who administered programs that aided low-income and first-generation students. One goal of this research was to detect the smallest significant correlation between burnout and job satisfaction. Cohen (1988) investigated different research studies and found that 0.30 was viewed as the lowest correlation that most researchers were interested in considering. Using a computer program called *SamplePower Version 1.0* written by Borenstein, Rothstein, and Cohen (1997), this research study proposed:

One goal of the proposed study was to test the null hypothesis that the correlation in the population was 0.00. The criterion for the significance (α) was set at 0.05. The test was two-tailed, which meant that an effect in either direction was interpreted. With the proposed sample size of 250 the study had the power of 99.8% to yield a statistically significant result. This computation assumed that the correlation in the population was 0.00. The observed value

was tested against a theoretical value (constant) of 0.30. This effect was selected as the smallest effect that would be important to detect, in the sense that any smaller effect would not be of clinical or substantive significance (n.p).

Subjects

Subjects were selected from the *1998-99 Directory of TRIO Programs* published by the Council for Opportunity in Education (NCEO, 1998-99). The *1998-99 Directory of TRIO Programs* included 10 geographic regions with 1,702 members. Two hundred-fifty surveys were mailed. Using the operational definition of SSSP that was listed earlier, each potential subject was assigned a number, and then subjects were randomly selected using Microsoft® Excel 97 computer program. Confidentiality of the subject identities was assured in the request letters.

Subjects were asked to complete two forms: the Job Satisfaction Scale/demographics survey and the MBI Human Services Survey.

Demographic Survey

The demographics survey was created for this study. Questions that were compared to burnout and job satisfaction included: (a) type of program served, (b) years in current position, (c) years in TRIO, (d) age, (e) marital status, (f) sex, (g) race, and (h) regional organization. A sample of the survey was included in Appendix C.

Job Satisfaction Scale

The Job Satisfaction Scale, created by Koeske et al. (1994), was used (see Appendix C). It included a 14-item questionnaire that measured job satisfaction in the human service field, with attention to three different factors: (a) intrinsic satisfaction with seven questions, (b) organizational satisfaction with five questions, and (c) salary and promotion with two questions. The Job Satisfaction Scale took subjects approximately five minutes to complete. The scale was developed through a series of research studies 1980 to 1991 of 600 subjects. Alpha reliabilities ranged between 0.83 and 0.91, and reliabilities from two of its subscales on intrinsic and organizational satisfaction ranged from 0.85 to 0.90 and 0.78 to 0.90, respectively. The construct validity of the instrument referred to the MBI Human Services Survey.

Koeske et al. (1994) also found significant correlations with the MBI Human Services Survey dimensions: -0.59 for emotional exhaustion, -0.54 for depersonalization, and 0.50 for personal accomplishment (Koeske et al., 1994). For this study, question 5 was altered slightly from, "Your feelings of success as a social worker" to "Your feelings of success as a TRIO professional" (Koeske et al., 1994). Written permission was obtained from Koeske to use and modify this survey (see Appendix A).

MBI Human Services Survey

The measure chosen for burnout was the MBI Human Services

Survey, selected for its brevity, ease of use, and extensive reliability and validity studies (Maslach et al., 1996). It was purchased from Consulting Psychologist Press, Inc. A copy was not attached in the Appendix due to copyright laws. It had a self-administered instrument of 22-questions, requiring about 10-15 minutes to complete. As previously stated, the instrument measured three constructs: (a) emotional exhaustion (9 questions), (b) depersonalization (5 questions), and (c) personal accomplishment (8 questions). These scales should be examined as separate components only. Burnout was seen as a continuous, rather than a dichotomous variable. A high score reflected high burnout in emotional exhaustion and depersonalization, while a high score reflected low burnout for personal accomplishment. An average degree of burnout was reflected in average scores on the three subscales; low burnout was reflected by low scores on emotional exhaustion and depersonalization and a high score in personal accomplishment (Maslach et al.).

Emotional exhaustion and depersonalization were found to have a high positive correlation. When an employee has a high level of one of these, he or she usually has a high level of the other (Cordes & Dougherty, 1993; Drake & Yadama, 1996; Maslach et al., 1996). It has been theorized that emotional exhaustion would come first, with depersonalization being a subsequent coping mechanism. The intercorrelations between the scales were 0.52 for depersonalization and emotional ex-

haustion, -0.26 for depersonalization and personal accomplishment, and -0.22 for emotional exhaustion and personal accomplishment (Maslach et al.). Lee and Ashforth (1996) supported Maslach et al.'s research. Lee and Ashforth analyzed 61 research studies (1982 to 1994) that had used the MBI Human Services Survey. The correlations that they found among the three burnout components were higher than Maslach et al.'s research with 0.64 between emotional exhaustion and depersonalization, -0.33 between emotional exhaustion and personal accomplishment, and -0.36 between depersonalization and personal accomplishment.

Reliability for the MBI Human Services Survey was given as follows (Maslach et al., 1996):

1. Reliability coefficients for the subscales were: 0.90 for emotional exhaustion, 0.79 for depersonalization, and 0.71 for personal accomplishment.
2. Test-Retest reliabilities have been computed with five different samples with a range of 0.60 to 0.82 for emotional exhaustion, 0.50 to 0.72 for depersonalization, and 0.57 to 0.80 for personal accomplishment. The test-retest length of time ranged with the shortest being two weeks and the longest being one year.

Validity studies have been quite extensive (Maslach et al., 1996).

One type of validity that the MBI Human Services Survey focused on was

convergent validity or "The coefficients of correlation between measurements of the same variable with different methods" (Magnusson, 1966, p. 136). Simply, they looked at burnout by comparing it to older established methods. For example, independent ratings of employees by their spouses and co-workers were compared to employees' scores on the MBI Human Services Survey. Significant correlations were found between independent ratings and depersonalization (0.56) and emotional exhaustion (0.42) (Maslach et al., 1996).

In another study of MBI Human Services Survey's convergent validity, the spouses of police officers were asked to rate their mates on factors predicting emotional exhaustion and personal accomplishment (Maslach et al., 1996). The resulting correlations were in line with predictions. Police officers who scored high on emotional exhaustion were rated by their mates as coming home from work (a) angry, (b) tense, (c) anxious, and/or (d) upset. Spouses reported that the officers with high emotional exhaustion were also physically exhausted and complained about problems at work. Officers who scored high on emotional exhaustion were likely to report that they got angry with family members and wanted to spend time alone. Police officers with high scores on personal accomplishment were rated as coming home in cheerful or happy moods with pride in their work. Those with high scores on depersonalization were more likely to be absent from family celebrations and to have fewer

friends. Officers with high burnout scores were likely to have an intention to quit (Maslach et al.)

The three components of burnout were found to have significant correlations with variables that were hypothesized to be related to burnout. Lee and Ashforth (1996) analyzed data from 61 studies from 1982 to 1994 and found significant correlations for all three components. Emotional exhaustion was positively correlated with the following factors: (a) 0.53 for role conflict, (b) 0.62 for role stress, (c) 0.52 for stressful work events, (d) 0.65 for heavy workload, (e) 0.50 for work pressure, (f) 0.53 for unmet expectations, and (g) 0.44 for turnover intentions. For example, the higher the unmet expectations of employees, the higher the emotional exhaustion scores. Emotional exhaustion was negatively correlated with the following variables: (a) -0.32 good social support, (b) -0.37 for supervisor support, (c) -0.48 for community bond, (d) -0.30 innovation, (e) -0.31 good employee participation, (f) -0.31 using control coping, and (g) -0.41 for organization commitment. For example, the higher the supervisor support, the lower the emotional exhaustion.

For depersonalization, Lee and Ashforth (1996) found that there were positive correlations with the following variables: (a) 0.34 for role ambiguity, (b) 0.37 for role conflict, (c) 0.54 for role stress, and (d) 0.34 for heavy workload. For example, the heavier the workload, the higher the score was for depersonalization. There were negative correlations for

depersonalization with the following variables: (a) -0.46 for community bond, (b) -0.34 for team cohesion, (c) -0.39 for skill utilization, (d) -0.37 for preventive coping, (e) -0.42 for organizational commitment, and (f) -0.44 with job satisfaction. For example, the higher the job satisfaction, the lower the score would be for depersonalization. For personal accomplishment, only two correlations were found. Using control coping methods (0.52) and having work friends (0.49) were positively correlated with higher feelings of personal accomplishment (Lee & Ashforth).

Maslach et al. (1996) discussed the discriminate validity of burnout, citing research that demonstrated that burnout could be distinguished from other psychological constructs. The authors stated that burnout was not simply dissatisfaction with one's job. There was a relationship between job satisfaction and burnout, but the correlation coefficients were not so high as to suggest that the two constructs are synonymous. When comparing burnout to job satisfaction for social and mental health workers, correlations were (a) -0.23 for emotional exhaustion, (b) -0.22 for depersonalization, and (c) 0.17 for personal accomplishment.

It could be theorized that many questions on MBI Human Services Survey could contradict professional ideals. To test that idea, the MBI Human Services Survey has also been correlated with the 1964 Social Desirability Scale. There were no significant correlations between social

desirability and the three scales of the MBI Human Services Survey. This finding indicated that answers on the MBI Human Services Survey were not significantly influenced by the desire to look professional (Maslach et al., 1996).

Materials

Materials needed to conduct this study included the demographic questionnaire, copies of the Job Satisfaction Scale, the MBI Human Services Survey, a cover letter (Appendix B), a pre-addressed stamped return envelope, follow-up postcards, and a copy of the *1998-99 Directory of TRIO Programs* (NCEO, 1998-99).

Procedures

Before undertaking this research, Form A Certification for Exemption from Institutional Review Board (IRB) for Research Involving Human Subjects was filed and approved by the University of Tennessee. This study used a random sample taken from the *1998-99 Directory of TRIO Programs* (NCEO, 1998-99) produced by the Council for Opportunity in Education. According to Gay (1996), "Random sampling is the best single way to obtain a representative sample" (p. 114). In addition, this study followed the recommendations by Gay concerning the construction of a sample.

Each potential subject was assigned a number, and then 250 subjects were selected randomly using the selected using Microsoft® Excel

97 computer program. Subject numbers were converted to binary dotted codes. All surveys were coded to keep track return surveys. Names and codes were held in the strictest confidence.

Initially, each subject was mailed a request letter, the Job Satisfaction Scale/demographic survey, the MBI Human Services Survey, and a stamped and addressed envelope for returning the surveys. Subsequent mailings went only to subjects who did not return their surveys. Reminder postcards were mailed three weeks after the first letter was mailed. After the first deadline, another request letter with additional surveys and stamped envelopes were mailed (Appendix B). At the Council for Opportunity in Education national conference (week of September 25, 1998), reminder postcards were placed in the subjects' mailboxes. In addition, subjects who returned unusable surveys were contacted by telephone or e-mailed in an effort to make the surveys usable. Most often, the reason for a telephone call was missing data (i.e.-blanks left on the MBI Human Services Survey).

Data Analysis

The Job Satisfaction Scale was averaged by using Microsoft® Excel 97 computer spreadsheet. Each score was entered for the 14-questions for the Job Satisfaction Scale. The result was a mean for each of the three components of job satisfaction (intrinsic, organizational, and salary and promotion) as well as a total mean of all fourteen questions. The MBI

Human Services Survey was tallied according to the directions in the *Maslach Burnout Inventory Manual* (Maslach et al., 1996). For example, the nine questions from emotional exhaustion were added together and the sum was categorized according to the MBI scoring key. The same was done for depersonalization and personal accomplishment.

The data from the surveys was computer tallied by the researcher, with SPSS Version 8.0. Descriptive statistical methods were used to summarize the data. For the MBI Human Services Survey and the Job Satisfaction Scale, each test was computerized scored for a mean and for a standard deviation. The scores from the MBI Human Services Surveys were compared to the norms listed in the *Maslach Burnout Inventory Manual* on emotional exhaustion, depersonalization, and personal accomplishment (Maslach et al., 1996). All statistical tests used 95% confidence level. The Spearman rho was used instead of the Pearson r correlation matrix because the data was significantly skewed (Gay, 1996; Siegel, 1956). In reviewing the data though the use of histograms and Kolmogorov-Smirnov, it was determined that the assumptions needed to use parametric tests were not present. Specially, the data were not found to be normally distributed.

A demographics survey, three components of burnout, and job satisfaction were examined using the Spearman rho correlation. The smallest correlation considered to be significant was 0.30 (Borenstein et

al., 1997; Cohen, 1988). In addition, regression analysis was used to determine the relationships between total job satisfaction and the three constructs that constitute burnout.

Chapter IV

Results

Characteristics of the Sample

All survey materials were mailed to 250 subjects, and a return rate of 174 or 69% was achieved. Only 66% or 166 surveys were usable due to the blanks left on the MBI Human Services Survey. The demographic characteristics of the sample included 68% female and 32% male. Figure II showed that most subjects were between the ages of 41-50 years (51%). The age group 21-30 had 4% response, 31-40 age group had 18% response, 51-60 age group had 22%, and over 60 years had 5%.

Race was varied with 46% white, 36% black, 7% hispanic, 5% native american, 4% asian/pacific islander, and 3% race was unknown (See Figure III). Sixty-five percent of the subjects were married followed by divorce/separated at 17%, and single at 17%. Marital status was unknown for 1% (See Figure IV).

Most SSSP served one program, but 15% of SSSP served two or more programs. One hundred sixty-six SSSP represented a total of 191 programs. As shown in Figure V, Student Support Services (SSS) showed the greatest response at 48%, followed by Upward Bound (UB) at 23%, and Educational Talent Search (ETS) with 15%. The remaining programs had less than 5% representation, with Ronald McNair 5%, Educational Opportunity Centers 4%, Veteran's Up ward Bound 2%, and Math and

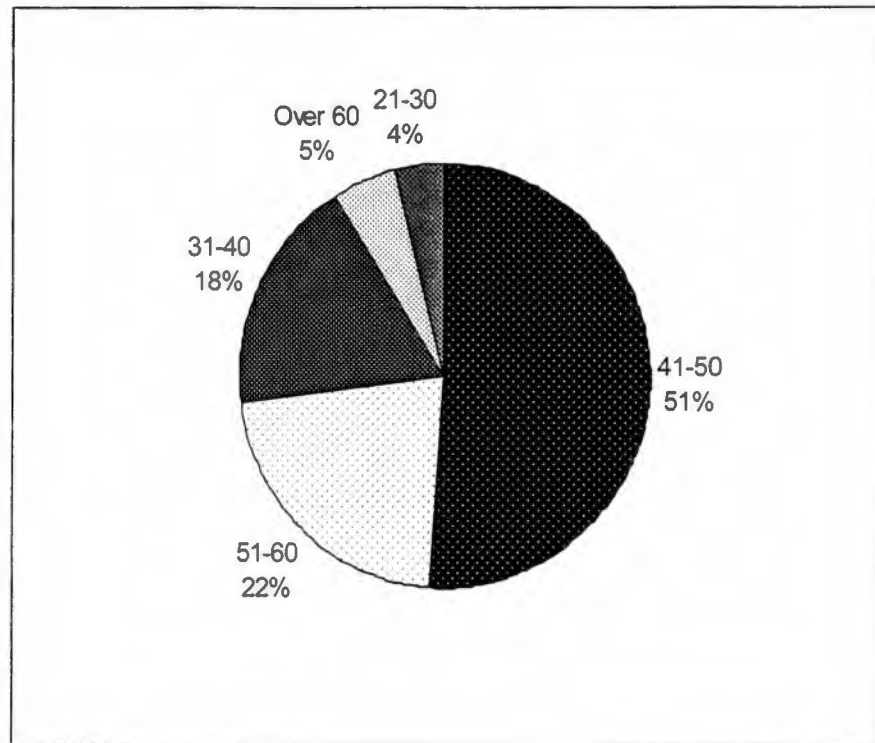


Figure II. Ages of SSSP

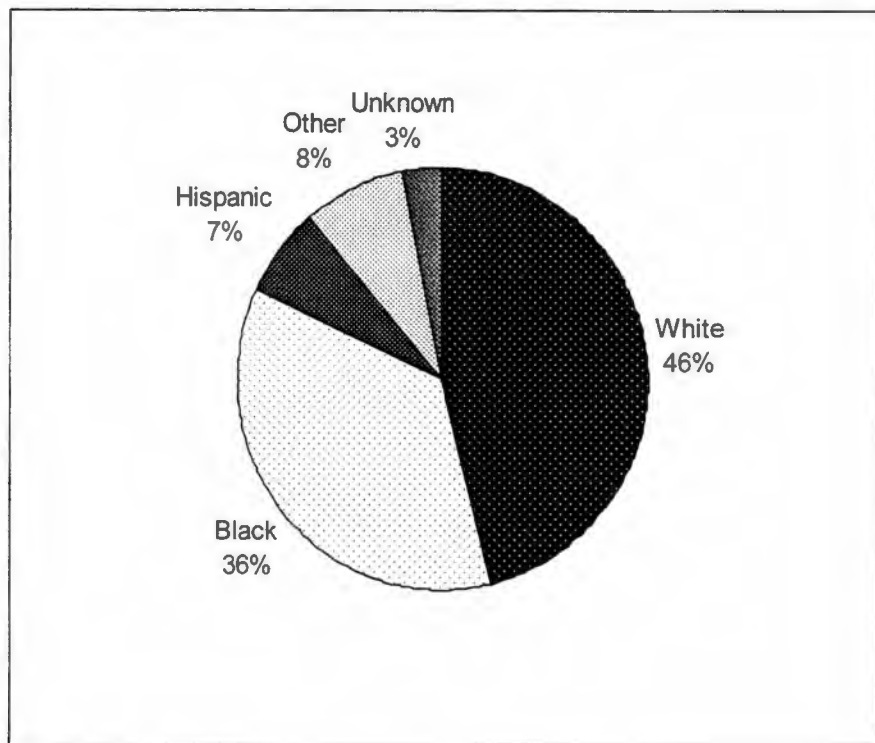


Figure III. Racial Make-Up of SSSP

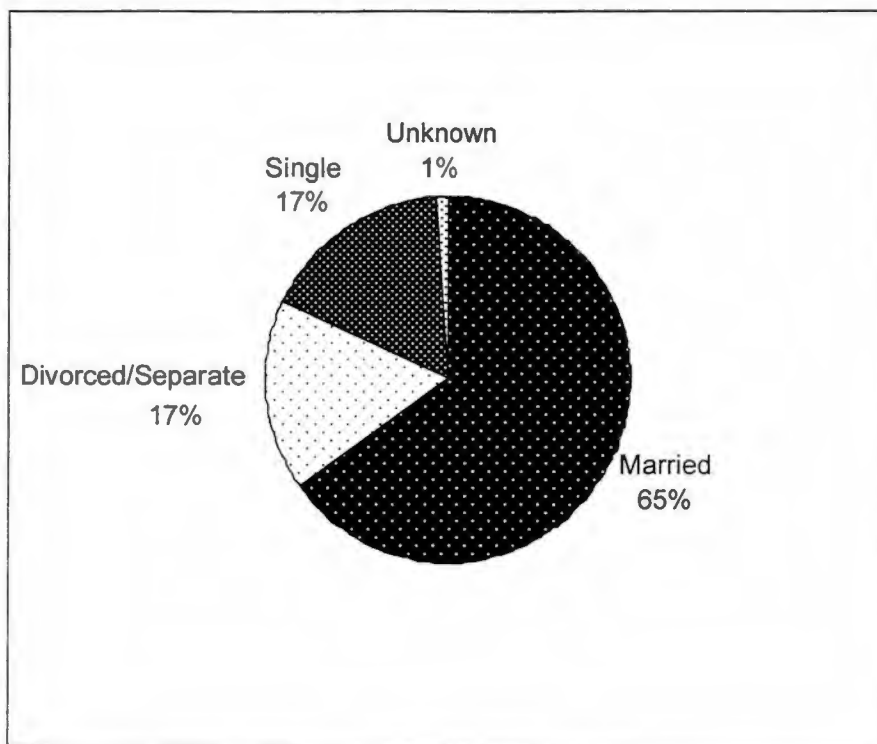


Figure VI. Marital Status of SSSP

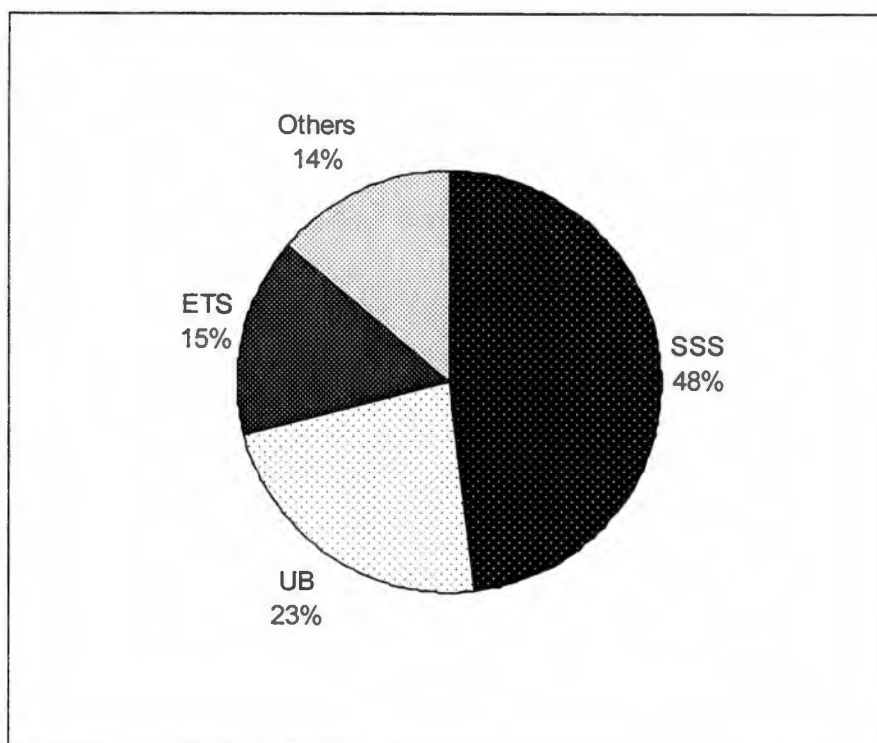


Figure V. Programs Administered by SSSP

Science Regional Center 3%.

Seven in ten subjects had master's degrees (70%) followed by 21% who held doctoral degrees, 9% with a bachelor's degrees, and 1% associate degrees (Figure VI). Finally, most subjects (99%) were employed full-time in their jobs. Table II shows the years in current job and years in TRIO. The largest percentage of participants (30.1%) had been in their current job for 3-5 years, followed by 6-10 years (24.1%), and then 2 years or less (21.1%). Most participants had been with TRIO for 6-10 years (27.7%), followed by 3-5 years (20.5%) and 11-15 years was third (16.3%).

Student Support Services Personnel were divided into regional affiliations. Table III shows the regional areas with their percentage of responses. The Southeastern Association of Educational Opportunity Program Personnel (SAEOPP) had the greatest responses rate followed by Mid-American Association of Educational Opportunity Personnel (MAEOPP), and Southwest Association of Student Assistance Programs (SWASAP) was third.

Research Questions

Because this researcher used the MBI Human Services Survey to examine burnout, the means of the sample could be rated in either the low, medium, or high category for each burnout construct according to Maslach et al. (1996). For emotional exhaustion, low scores were

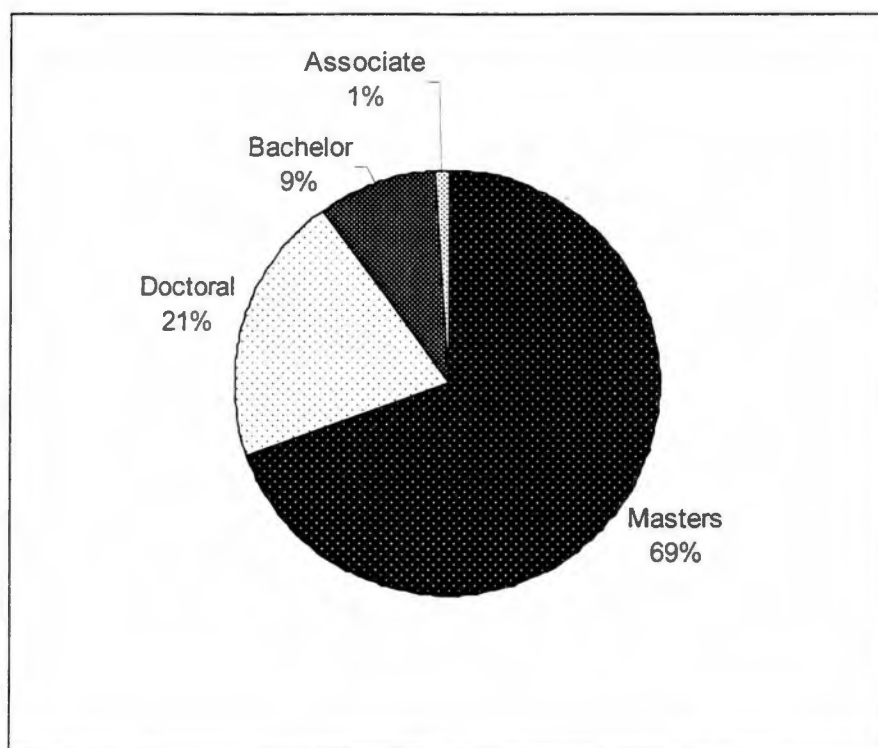


Figure VI. Educational Level of SSSP

Table II

Current Years in Job and Number of Years in TRIO

Number of Years	Current years	TRIO Years
2 years or less	21.1%	13.3%
3-5 years	30.1%	20.5%
6-10 years	24.1%	27.7%
11-15 years	12.0%	16.3%
More than 20 years	9.0%	15.1%
21 years or more	3.6%	7.2%

Table III

Regional Areas of Student Support Services Personnel with States and Percentage of Responses

Region	States	Percentage
AEEE	NY, NJ	8%
ASPIRE	CO, UT, MT, WY, ND, SD	3%
CATP	PR, VI	2%
MAEOPP	IL, IN, IA, KS, MI, MN, MO, NE, OH, WI	18%
MEAEOPP	DC, DE, MD, VA, WV	11%
NEAEOPP	CT, ME, MA, NH, RI, VT	6%
NASP	OR, WA, AK, ID	7%
SAEOPP	AL, FL, GA, KY, MS, NC, SC, TN	23%
SWASAP	LA, AR, NM, OK, TX	14%
WESTOP	AZ, HI, NV, CA and Pacific Territories	8%

categorized 0-16; moderate scores were 17-26, and high scores were above 26. For depersonalization, low scores were categorized from 0-6; moderate scores were 7-12, and high scores were those above 12. For personal accomplishment, low scores were 39 or higher; moderate scores were 32-38, and high scores were 0-31. The means for the SSSP sample of emotional exhaustion, depersonalization, and personal accomplishment were in the low category. Table IV shows the means and other related data for the three burnout constructs for SSSP and other service occupations.

The means for SSSP in Table IV can also be compared to other occupational groups. Table IV also showed the means for other occupational categories, which also can be categorized as low, medium, or high scores in the burnout constructs. The scale was exactly the same.

There was no national database to compare job satisfaction responses. Presented in Table V were the means and related data of the Job Satisfaction Scale. The scale used was a Likert scale from 1 to 11 with the score 11 being the highest possible response. Subjects had the highest scores in the area of intrinsic satisfaction (IS), followed by organization satisfaction (OS), total job satisfaction (TS), and salary and promotion (S/P).

In addition, the types of job satisfaction were found to have correlations among themselves. This information might be useful for other

Table IV

Burnout Information: Means and Standard Deviations of Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA) for SSSP and Other Service Occupations

Occupation and variables	EE	DP	PA
1. SSSP (**n=166)			
Mean	14.43	3.05	40.60
Standard Deviation	9.50	3.36	6.28
2. Teaching (**n=4,163)			
Mean	21.25	11.00	33.54
Standard Deviation	11.01	6.19	6.89
3. Post-Secondary Education (**n=635)			
Mean	18.57	5.57	39.17
Standard Deviation	11.95	6.63	7.92
4. Social Services (**n=1,538)			
Mean	21.35	7.46	32.75
Standard Deviation	10.35	5.11	7.11
5. Medicine (**n=1,104)			
Mean	22.19	7.12	36.53
Standard Deviation	9.53	5.22	7.34
6. Mental Health (**n=730)			
Mean	16.89	5.72	30.87
Standard Deviation	8.90	4.62	6.37

Note: Data was taken from Maslach et al. (1996). For SSSP data, $p < .05$.

**Total participants in the sample.

Table V

Job Satisfaction Information: Means and Standard Deviations of Intrinsic Satisfaction, Organizational Satisfaction, Salary and Promotion, and Total Job Satisfaction for SSSP

Type	Mean	Standard Deviation
Intrinsic Satisfaction	9.46	1.29
Organization Satisfaction	9.06	1.81
Salary and Promotion	7.61	2.46
Total Job Satisfaction	9.05	1.30

Note: $p < .05$. Scales of possible ranges of means 1-11.

Table VI

Job Satisfaction Information: Intercorrelations of Job Satisfaction Types: Intrinsic Satisfaction (IS), Organizational Satisfaction (OS), Salary and Promotion (S/P), and Total Job Satisfaction (T/S)

Type	IS	OS	S/P	TS
Intrinsic Satisfaction	1.00	0.52*	0.47*	0.82*
Organizational Satisfaction		1.00	0.54*	0.85*
Salary and Promotions			1.00	0.74*
Total Job Satisfaction				1.00

Note: * $p < .05$. Spearman rho was the non-parametric test used.

researchers planning to use the Job Satisfaction Scale. Table VI showed the correlations of the types of job satisfaction.

In addition, the three burnout components were compared to the sub-levels of job satisfaction: intrinsic, organizational, and salary and promotion. As shown in table VII, emotional exhaustion was found to be positively significantly correlated with depersonalization (0.51). Organizational satisfaction and emotional exhaustion were found to be significantly negatively correlated (-0.38). Personal accomplishment was found to be significantly related to intrinsic job satisfaction with positive correlation of 0.44. There were no significant correlations between any of the demographic variables and any burnout components or total job satisfaction.

Data Analysis

Originally, the research plan was to use the Pearson r . In reviewing the data through the use of histograms and Kolmogorov-Smirnov, it was determined that the assumptions needed to use parametric tests such as the Pearson r were not present. The Kolmogorov-Smirnov has been classified as a test of normality meaning that it examined the data for a normal distribution (see Table VIII). Through reviewing histograms, the data for emotional exhaustion and depersonalization were found to be positively skewed, while the data from personal accomplishment and total job satisfaction were negatively skewed.

Table VII

Burnout Information: The Intercorrelations of the Burnout Components: Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA)

	EE	DP	PA
Emotional Exhaustion	1.00	0.51*	-0.16
Depersonalization		1.00	-0.17
Personal Accomplishment			1.00

Note: * $p < .05$. Spearman rho was the non-parametric test used.

Table VIII

The Kolmogorov-Smirnov (Test of Normality) with Emotional Exhaustion, Depersonalization, Personal Accomplishment, and Total Job Satisfaction

Burnout Component	Statistic	df	Significant
Emotional Exhaustion	.127	166	.0005*
Depersonalization	.226	166	.0005*
Personal Accomplishment	.149	166	.0005*
Total Job Satisfaction	.086	166	.004*

Note: *The significant level was compared to $p < .05$ that would be considered normal.

The data were not found to be normally distributed. Thus, the Spearman rho was selected.

Gay (1996) stated:

Parametric tests, however, require that certain assumptions be met in order for them to be valid. One of the major assumptions underlying the use of parametric tests is that the variable measured is normally distributed in the population (p.476).

Alternative tests were selected. They were the Spearman rho and regression analysis using rank transformation. These non-parametric tests did not require assumptions about the shape of the data (Gay, 1996; Siegel, 1956). The original plan was to use the Pearson r since the raw data from the research could be classified as interval. The Spearman rho used ranked scores or ordinal data. "The Spearman rho is thus appropriate when the data represent an ordinal scale (although, it may be used with interval data)" (Gay, p. 446).

The raw scores were thus converted into rank data and correlations between variables were sought. Interpretation of the results was considered the same of the Pearson r . "The Spearman rho is interpreted in the same way as the Pearson r and also produces a coefficient somewhere between -1.00 and $+1.00$ " (Gay, 1996, p. 446). However, the Pearson r would have been preferred because parametric tests have been considered more powerful. Thus, it was more difficult to reject the null

hypothesis with the Spearman rho due to the ranking of raw scores or ordinal data.

Hypothesis One

Hypothesis One stated there would be no significant relationship between emotional exhaustion as measured by the MBI Human Services Survey and total job satisfaction as measured by the Job Satisfaction Scale for SSSP. The null hypothesis was rejected. A significant negative correlation was found between emotional exhaustion and total job satisfaction as shown in Table IX.

Hypothesis Two

Hypothesis Two stated that there would be no significant relationship between depersonalization as measured by the MBI Human Services Survey and total job satisfaction as measured by the Job Satisfaction Scale for SSSP. Using the Spearman rho, the scores for depersonalization and total job satisfaction were ranked and correlated using the SPSS Version 8.0 computer program. The null hypothesis was not rejected. The correlation was -0.26 , whereas the level for significance was set at ± 0.30 . Please refer to Table IX.

Hypothesis Three

Hypothesis Three stated there would be no significant relationship between personal accomplishment as measured by the MBI Human Services Survey and total job satisfaction as measured by the Job

Table IX

Burnout and Job Satisfaction Information: Emotional Exhaustion, Depersonalization, and Personal Accomplishment correlated with Intrinsic Satisfaction (IS), Organizational Satisfaction (OS), Salary and Promotion (S/P), and Total Job Satisfaction (TS)

Type of burnout	IS	OS	S/P	TS
Emotional Exhaustion	-0.27	-0.38*	-0.29	-0.38*
Depersonalization	-0.26	-0.21	-0.18	-0.26
Personal Accomplishment	0.44*	0.26	0.23	0.37*

Note: * $p < .05$. Spearman rho was the non-parametric test used.

Satisfaction Scale for SSSP. Using Spearman rho, the null hypothesis was rejected. A significant positive correlation of 0.37 was found (Table IX).

Hypothesis Four

Hypothesis Four stated there would be no significant relationship overall among the three components of job burnout as measured by the MBI Human Services Survey and between total job satisfaction as measured by the Job Satisfaction Scale for Student Support Services Personnel. Using a non-parametric procedure, the null hypothesis was rejected with a Multiple R of .50 with the level of significance set at 0.30, at the 95% confidence level.

Conover (1980) outlined the statistical procedure that was used. Rank transformation was used to rank the scores from smallest to largest; then regression analysis was used. According to Conover, the results obtained should be close to the level of significant regardless of the population distribution. Regression analysis was performed on raw scores and compared to the regression analysis on the ranked scores. In the current case, the raw scores resulted in a Multiple R of .50 compared to the rank Multiple R of .50. Conover stated, "If the two procedures give nearly identical results the assumptions underlying the usual analysis of variance are likely to be reasonable and the regular parametric analysis valid." (p. 337).

Based on the regression analysis, 25% of the variance in total job satisfaction was determined by emotional exhaustion, depersonalization, and personal accomplishment. The formula based on the raw scores of total job satisfaction was: Total job satisfaction = $7.4 - .0519$ (emotional exhaustion) - $.0044$ (depersonalization) + $.0573$ (personal accomplishment).

Chapter V

Summary, Conclusions, and Recommendations

Summary

This research examined job burnout as measured by the MBI Human Services Survey and total job satisfaction as measured by the Job Satisfaction Scale with Student Support Services Personnel (SSSP). Emotional exhaustion, depersonalization, and personal accomplishment were correlated to total job satisfaction using the Spearman rho. Total job satisfaction was composed of three sub-levels: intrinsic satisfaction, organizational satisfaction, and salary and promotion. The Pearson r was the parametric test originally selected, but because the results were significantly skewed, the Spearman rho was used. In addition, a multiple regression formula was used with ranked scores for the three components of burnout and for total job satisfaction.

Burnout has been conceptualized as three separate components: emotional exhaustion, depersonalization, and personal accomplishment with continuous ranges from low to high (Maslach et al., 1996). It was hypothesized that an overload of demands coupled with a lack of resources led to burnout. Demands theorized to lead to burnout included (a) work overload, (b) personality conflict, (c) role ambiguity, (d) role conflict, (e) stressful events, and (f) work pressure. Resources that were believed to influence burnout included (a) social support, (b) employee par-

ticipation in decision making, (c) autonomy, and (d) sense of control.

(Koeske & Kelly, 1995; Lee & Ashforth, 1996; Maslach et al.).

The effects of burnout have been considered to be serious. For the individual, consequences have included physical problems, including (a) malaise, (b) sleeplessness, (c) physical exhaustion, (d) minor illnesses, and (e) backaches. Symptoms linked to the cognitive/affective area included (a) depression, (b) anxiety, (c) anger, (d) hypersensitivity, (e) pessimism, (f) cynicism, and (g) difficulty with decision-making. Negative behavioral symptoms included (a) increased alcohol and drug use, (b) increased relationship problems, and (c) withdrawal from family and friends (Burke & Richardsen, 1996; Miller, 1995).

Organizations have also been affected by employee burnout. Some problems that burnout caused were (a) job turnover, (b) absenteeism, (c) lower organization commitment, (d) lower job performance, and (e) lower job satisfaction (Lee & Ashforth, 1996; Marinelli, 1992; Maslach et al., 1996). Lower job satisfaction has been linked through numerous studies to high burnout (Belicki & Woolcott, 1996; Marinelli, 1992; Maslach et al.; Prozzer et al., 1997; Razza, 1993). These studies stated that burnout and job satisfaction were not correlated strongly enough to suggest that they were the same variable.

To cope with burnout, Koeske and Kirk (1995a) suggested that developing an internal locus of control was helpful. Employees who had an

internal locus of control (a) took responsibility, (b) did not attribute outcomes to luck or chance, and (c) had a feeling of control over their lives. Factors that helped prevent and reduce burnout were (a) policies that balance work and family, (b) good communications with companies, including clear policies and procedures, (c) flexible work hours, (d) helpful supervisors, (e) employee autonomy, (f) counseling programs for employees, and (g) neat and orderly external environments. Employees were encouraged to (a) use control coping strategies, (b) set boundaries between work and home, (c) develop a strong social support network, (d) further their education, and (e) develop a personal vision of their life values (Burke & Richardsen, 1996; Cordes & Dougherty, 1993; Lawlor, 1997; Lee & Ashforth, 1996; Ryndes, 1997; Stokes, 1996). Vacations alone were not believed to eliminated burnout (Westman & Eden, 1997).

For the methodology, this research randomly selected 250 subjects from a total population of 1,702. Subjects were mailed the surveys two times as well as mailed reminder postcards. There was a 66% rate or 166 usable responses. The two surveys mailed were the MBI Human Services Survey developed by Consulting Psychologist, Inc. and the Job Satisfaction Scale developed by Koeske et al. (1994). The Job Satisfaction Scale was combined with a demographics survey. The MBI Human Services Survey had extensive reliability and validity studies, while the Job Satisfaction Scales were more limited in their reliability and validity (Maslach

et al., 1996). The surveys were tallied using the instructions given in the *Maslach Burnout Inventory Manual* (Maslach et al.) and by Koeske et al. (1994).

Using the Spearman rho, the three components of burnout and total job satisfaction were examined for significant relationships. In addition, other results were examined to answer research questions like comparing SSSP to national norms for burnout. Other results were examined for purposes of providing information to SSSP such as comparing the burnout components to the sub-levels of total job satisfaction (intrinsic, organizational, and salary and promotion).

Student Support Services Personnel's burnout means were in the low category in all three components of burnout. Using the *Maslach Burnout Inventory Manual's* database of normative information (Maslach et al., 1996), SSSP were compared to other populations. Although statistical tests were not run, SSSP had lower burnout scores than other service fields did including (a) teachers, (b) social service workers, (c) medicine, and (d) mental health. There were no national norms for comparing job satisfaction responses. The highest job satisfaction scores were in intrinsic satisfaction, followed by organizational satisfaction, total job satisfaction, and salary and promotion.

For the first three hypotheses, the relationship was found to be negatively significant between emotional exhaustion and total job satis-

faction and positively significant between personal accomplishment and total job satisfaction. However, depersonalization and total job satisfaction were not found to have a significant relationship. The last hypothesis stated that there would be no significant overall relationship between the three components of burnout and total job satisfaction. Using a non-parametric procedure recommended by Conover (1980), the null hypothesis was rejected by using multiple regression. Twenty-five percent of the variance in total job satisfaction was related to emotional exhaustion, depersonalization, and personal accomplishment.

Other results were found to fit past research about burnout and job satisfaction. Emotional exhaustion and organizational satisfaction were found to be significantly negatively correlated (Belicki & Woolcott, 1996; Cropanzano et al., 1997; Koeske & Kelly, 1995). Emotional exhaustion and depersonalization were found to be significantly positively correlated. Intrinsic satisfaction was found to be significantly correlated with personal accomplishment (Maslach et al., 1996).

Conclusions

It appeared that SSSP have low burnout scores in emotional exhaustion, depersonalization, and personal accomplishment, and higher scores for total job satisfaction. This could be considered good news for those funding these programs. High burnout and low job satisfaction might have indicated additional problems, such as (a) lower job perform-

ance, (b) high employee turnover, and (c) lower employee commitment (Cordes & Dougherty, 1993; Drake & Yadama, 1996; King & Sethi, 1997; Marinelli, 1992; Miller, 1996; Razza, 1993; Singh et al., 1994).

High burnout and low job satisfaction also have been linked with organizational factors such as (a) work overload, (b) role conflict and ambiguity, (c) rigid and controlling environments, and (d) a lack of employee decision-making power (Burke & Richardsen, 1996; Cordes & Dougherty; Maslach et al., 1996; Singh et al., 1994). These research results do not eliminate the possibility of negative organizational factors. However, the results positively showed that SSSP did not have high job burnout or lower job satisfaction.

The results substantiated most of known correlations about burnout and job satisfaction. One area that this research confirmed was the relationship between emotional exhaustion and job satisfaction as stated in Hypothesis One. The literature stated and these results supported the belief that higher emotional exhaustion scores correlated with lower job satisfaction scores (Maslach et al., 1996; Prosser et al., 1997; Razza, 1993). Conversely, this study's results also supported the idea that the lower the score in emotional exhaustion, the higher the job satisfaction score (Belicki & Woolcott, 1996; Egan & Kadushin, 1993; Koeske & Kelly, 1995; Koeske & Kirk, 1995b; Singh et al., 1994). Koeske et al. (1994) found that the correlation between emotional exhaustion and total job

satisfaction ranged from -0.45 to -0.54 , which were somewhat higher than the finding of the current study. The lower correlation in this study could be due to the use of non-parametric tests in this study (Conover, 1980).

For Hypothesis Two, there was no significant relationship found between depersonalization and total job satisfaction. It was expected that there might be a correlation between depersonalization and total job satisfaction as indicated by past research (Belicki & Woolcott, 1996; Prosser et al., 1997; Razza, 1993). Apparently, a lack of correlation occurred because the scores in depersonalization were low, with a mean score of 3.05. The scale for low burnout for depersonalization is 0-6. This indicated that SSSP generally did not develop some symptoms of burnout, such as negative perceptions of clients or staff and becoming unemotional and impersonal to those in their care. Other fields reported much higher means including: (a) 11.00 for teaching (K-12), (b) 5.57 for post-secondary education teachers, (c) 7.46 for social services, (d) 7.12 for medicine, and (e) 5.72 for mental health (Maslach et al., 1996) (see Table IV).

For Hypothesis Three, personal accomplishment was significantly correlated with total job satisfaction at 0.37, indicating that those who believed they had high job accomplishment also had higher total job satisfaction. This finding was expected. Koeske et al. (1994) found that per-

sonal accomplishment and total job satisfaction scores were significantly correlated at 0.50. The lower correlation in this research may have been due to the use of non-parametric tests (Conover, 1980).

For Hypothesis Four, there was a significant finding, indicating that the three components of burnout and total job satisfaction were correlated with a Multiple R of 0.50. This result indicated that 25% of the variance in total job satisfaction was due to the components of burnout. This research supported the belief that burnout could affect total job satisfaction.

One reason for low burnout and higher job satisfaction could have been the unique mission of the TRIO programs to serve low-income, first-generation students. "The educational and human services offered through TRIO programs are distinguishable from all other counseling programs in America" (NCEOA, 1997, p. 4). The programs typically (a) served fewer than 250 students, (b) had performance-based goals, (c) focused on early interventions with students, and (d) were based on the needs of the community (NCEOA, 1997).

The *NCEOA Annual Report* cited the strong commitment that these programs had to meeting the needs of their clients and of their communities. Each TRIO program must reapply for grants every four-five years and must show how they will serve their community (NCEOA, 1997). There was also a strong sense of community among the programs them-

selves that might have aided in reducing emotional exhaustion, and depersonalization, and in increasing personal accomplishment. "Historically, the success of the TRIO Programs can be directly attributed to the unity of the TRIO Community. Since 1965, TRIO administrators, counselors and teachers have worked collectively towards one common goal—advancing equal educational opportunity" (NCEOA, p. 2).

Organizational Satisfaction and Emotional Exhaustion

One unique finding was not related to any hypothesis. Organizational satisfaction correlated to emotional exhaustion with a negative correlation of -0.38. This meant that the higher the emotional exhaustion score, the more likely the employee was to become dissatisfied with the organization. Perhaps for SSSP, the dissatisfaction with the environment or organization could lead to emotional exhaustion. For example, SSSP often have been outsiders, who bring in external funds from the government, to their college or university settings.

Speculation on the cause of the significant correlation between organizational satisfaction and emotional exhaustion might be that SSSP have different stresses affecting their satisfaction with the organization. Depending on the university setting, SSSP may be viewed as outsiders by other departments or by the administrators within the university. Student Support Services Personnel must adhere to two sets of administrative guidelines and procedures. They must perform their job duties as

defined by the federal government. They must supervise the day-to-day operations of the grant, handle personnel problems, and ensure that their clients receive the help they need to break the poverty cycle (NCEOA, 1997). They must also adhere to the requirements of their college or university settings. University administrators and others might be either helpful or indifferent to their mission of helping low-income, first-generation college students.

Another theory on the correlation between organization satisfaction and emotional exhaustion might be that federal government requirements and the bureaucratic requirements of some university settings have led to frustration for some SSSP. Cordes and Dougherty (1993) indicated that those who worked in impersonal, bureaucratic, or rigid environments would have higher levels of burnout. In addition, burnout could be increased if programs did not receive adequate attention and support from those in higher level positions within the university or college setting. The reverse of this might be true also. Those subjects who had higher levels of support from their settings could be less likely to experience emotional exhaustion (Belicki & Woolcott, 1996; Cropanzano et al., 1997; Koeske & Kelly, 1995). Other reasons that SSSP might have linked organizational satisfaction and emotional exhaustion might be simpler. Maybe most employees start feeling unhappy with the organization if they experienced emotional exhaustion regardless of the career

field.

Personal Accomplishment and Intrinsic Satisfaction

Another interesting finding not related to any hypothesis concerned personal accomplishment and intrinsic satisfaction. Personal accomplishment was found to be significantly correlated with intrinsic satisfaction at 0.44. This finding indicated that those who believed they had significant accomplishments also reported that they had higher enjoyment of working with their clients or staff. One explanation might be that working with low-income, first-generation clients led to higher feelings of personal accomplishment than other career fields. Most programs that SSSP served had fewer than 250 students allowing for more one-on-one contact with clients. That factor may have contributed to higher feelings of personal accomplishment. "Unlike traditional counseling programs, TRIO professionals get to know each student on a first-name basis" (NCEOA, 1997, p. 4).

Intercorrelations of Burnout

Another finding not related to the main hypotheses was the relationship between emotional exhaustion and depersonalization. Emotional exhaustion and depersonalization had a correlation of 0.51. That fit the known information about these constructs according to Maslach et al. (1996). Maslach et al. found a correlation of 0.52 between the two variables. This correlation meant that SSSP who had high levels of emotional

exhaustion were more likely to have high levels of depersonalization (Cordes & Dougherty, 1993; Drake & Yadama, 1996). These research results suggested that most SSSP had low levels of both emotional exhaustion and depersonalization. Research by Maslach et al. indicated that this was probably not a result of the social desirable response, which meant it was not likely that the subjects answered questions to make themselves look better.

It was expected that there would not be a significant correlation between depersonalization and personal accomplishment since previous research had not found a significant negative correlation between depersonalization and personal accomplishment (-0.22) (Maslach et al., 1996). This research found a non-significant correlation (-0.17).

Job Satisfaction

Subjects in this study apparently were satisfied with their jobs in the areas of intrinsic, organization, and total job satisfaction, with average scores of 9.00 or above on a 1-11 Likert scale. Salary and promotion was lower (7.61). This indicated that subjects liked working with their clients or staff, but that they desired higher remuneration and/or more promotional opportunities. However, it could be argued that most employees desire a higher paycheck. For many SSSP, positions were the highest they could hope to achieve without leaving that organization. As indicated in Table II, many SSSP have been in TRIO for a number of

years; but not as many have been at their current jobs. One possible explanation for the differences between the years in TRIO and years in their current job might be that many instructors or counselors have been promoted to SSSP. Another possible explanation would be that many SSSP have had additional TRIO programs added or taken away, since grants are renewed every 4-5 years.

Research Limitations

One limitation of this research was the response rate of 66%. This meant that the burnout and job satisfaction of the remaining 34% of subjects were not determined. It would be easy to theorize that those who were least burned out were more likely to return their surveys than those with higher levels of burnout. High burnout has been associated with overwork, so it may be theorized that those who had too much to do were more likely to be among the non-respondents (Burke & Richardsen, 1996; Cordes & Dougherty, 1993). The burnout level and job satisfaction of the unknown 34% could have drastically changed the outcome of this research.

Another limitation of this research was its narrow operational definitions of job burnout and job satisfaction. These findings may not apply to other populations or may not generalize to other job titles with the SSSP network including trainers, counselors, educational specialists, instructors, and tutors. Student Support Services Personnel would not

have as much direct contact as counselors, educational specialist, instructors, and tutors with clients so it cannot be assumed that their levels of burnout and job satisfaction would be similar to those workers in other positions.

The research was limited to employees within a specific time span. Research was conducted June-September 1998. The federal government every 4-5 years has renewed the programs. Many programs have been added or removed with each grant cycle. The population of SSSP might change significantly with new grant cycles.

Recommendations

The purpose of this study was to measure the relationship between total job satisfaction and burnout among SSSP. Burnout was found to be low; job satisfaction appeared to be high. Based on the current findings, it did not seem that additional training was needed for preventing burnout and to raise job satisfaction for SSSP.

One clear limitation of this study was the response rate of only 66%. Recommendations included additional studies to reconfirm or deny the findings of this research. Perhaps administering or providing the questionnaires during a national conference would be helpful in the future, although this approach also has similar drawbacks as multiple mailings. Student Support Services Personnel with high rates of burnout might not be inclined to attend conferences.

Burnout rates for those who worked most directly with clients were unknown in the TRIO programs. It would be interesting to see if counselors, teachers, and front line staff have the same burnout rates as the administrators of the programs. Research literature indicated that those who had more direct, frequent, and longer contacts with clients were likely to have higher burnout rates than those who had limited and infrequent contact with clients (Cordes & Dougherty, 1993).

List of References

References

- Belicki, K., & Woolcott, R. (1996). Employee and patient designed study of burnout and job satisfaction in a chronic care hospital. *Employee Assistance Quarterly*, 12 (1), 37-45.
- Borenstein, M., Rothstein, H., & Cohen, J. (1997). *SamplePower 1.0*. Chicago, IL: SPSS.
- Brewer, E.W. (1998). Employee satisfaction and your management style. *NCEOA Journal*. Spring, 27-29.
- Burke, R.J., & Richardsen, A.M. (1996). Stress, burnout, and health. In Cooper, C.L. (Eds), *Stress, medicine, and health* (p.101-117). Boca Raton: CRC Press, Inc.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences*. Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers.
- Conover, W.J. (1980). *Nonparametric statistics*. Canada: John Wiley & Sons, Inc.
- Cordes, C.L., & Dougherty, T.W. (1993). A review and an integration of research on job burnout. *Academy of Management Review*, 18 (4), 621-656.
- Cropanzano, R., Howes, J.C., Grandey, A.A., & Toth, P. (1997). The relationship of organizational politics and support to work behaviors, attitudes, and stress. *Journal of Organizational Behavior*, 18

(2), 159-180.

Drake, B., & Yadama, G.N. (1996). A structural equation model of burnout and job exit among child protective service workers. *Social Work Research, 20* (3), 179-187.

Egan, M., & Kadushin, G. (1993). Burnout and job satisfaction in rural hospital social workers. *Human Services in the Rural Environment, 16* (4), 5-11.

Gabris, G., & Ihrke, D.M. (1996). Burnout in a large federal agency: phase model implications for how employees perceive leadership credibility. *Public Administration Quarterly, 20* (2), 220-249.

Gay, L.R. (1996). *Educational research: Competencies for analysis and application*. Upper Saddle River, NJ. Prentice-Hall, Inc.

King, K.C., & Sethi, V. (1997). The moderating effect of organizational commitment on burnout in information systems professionals. *European Journal of Information Systems, 6*, 86-96.

Koeske, G.F., & Kelly, T. (1995). The impact of overinvolvement on burnout and job satisfaction. *American Journal of Orthopsychiatric, 65* (2), 282-292.

Koeske, G.F., & Kirk, S.A. (1995a). Direct and buffering effects of internal locus of control among mental health professionals. *Journal of Social Service Research, 20* (3/4), 1-28.

Koeske, G.F., & Kirk, S.A. (1995b). The effects of characteristics of hu-

- man service workers on subsequent morale and turnover. *Administration in Social Work*, 19 (1), 15-31.
- Koeske, G.F., Kirk, S.A., & Koeske, R.D. (1993). Coping with job stress: which strategies work best? *Journal of Occupational and Organizational Psychology*, 66 (1), 319-335.
- Koeske, G.F., Kirk, S.A., Koeske, R.D., & Rauktis, M.B. (1994). Measuring the Monday blues: Validation of a job satisfaction scale for human services. *Social Work Research*, 18 (1), 27-35.
- Lankau, M.J., & Scandura, T.A. (1996). An examination of job attitudes of White, Black*/spanic nurses in a public hospital. *International Journal of Public Administration*, 19 (3), 377-398.
- Lawlor, J. (1997). Aarrhh. *Sales and Marketing Management*, 149 (3), 46-53.
- Layman, E., & Guyden, J.A. (1997). Reducing your risk of burnout. *Health Care Supervisor*, 15 (3), 57-69.
- Lee, R.T., & Ashforth, B.E. (1996). A meta-analytic examination of the correlates of the three dimensions of job burnout. *Journal of Applied Psychology*, 81 (2), 123-133.
- Magnusson, D., (1966). *Test theory*. Reading, Massachusetts: Addison-Wesley Publishing Company.
- Marinelli, E.A., (1992). *Burnout, hardiness, and job satisfaction of rural and urban rehabilitation counselors*. Unpublished master's thesis,

University of Tennessee, Knoxville.

Maslach, C., Jackson, S.E. & Leiter, M.P. (1996). *Maslach burnout inventory manual*. (3rd ed.). Palo Alto, CA: Consulting Psychologist Press.

Miller, D. (1995). Stress and burnout among health-care staff working with people affected by HIV. *British Journal of Guidance and Counseling*, 23 (1), 19-31.

Mortenson, T.G.(1995) TRIO at a glance. *NCEOA Journal*, March, 17-19.

NCEOA (1997). Building a stronger TRIO community for the 21st Century. *Annual report*. Washington, D.C: U.S. Government Printing Office.

NCEOA. (1998). *FY99 appropriations handbook*. Washington, DC: U.S. Government Printing Office.

NCEOA (1998-99). *Directory of TRIO programs*. Washington, D.C: U.S. Government Printing Office.

Prosser, D., Johnson, S., Kuipers, E., Szmukler, G., Bebbington, P., & Thornicroft, G. (1997). Perceived sources of work stress and satisfaction among hospital and community mental health staff, and their relation to mental health, burnout and job satisfaction. *Journal of Psychosomatic Research*, 43 (1), 51-59.

Razza, N.J. (1993). Determinants of direct-care staff turnover in group homes for individuals with mental retardation. *Mental Retardation*, 31 (5), 284-291.

- Ryndes (1997). Stress. Creating an environment to prevent burnout. *Healthcare Forum Journal*, 40 (4), 54-57.
- Siegel, S. (1956). Nonparametric statistics for the behavioral sciences. New York, New York: McGraw-Hill Book Company, Inc..
- Singh, J., Goolsby, J.R., & Rhoads, G.K. (1994). Behavioral and psychological consequences of boundary spanning burnout for customer service representatives. *Journal of Marketing Research*, 31, 558-569.
- Stokes, S.L. (1996). A line in the sand: maintaining work-life balance. *Information Systems Management*, (13), 83-85.
- Westman, M., & Eden, D. (1997). Effects of a respite from work on burnout: Vacation relief and fade-out. *Journal of Applied Psychology*, 82 (4), 516-527.
- Wolanin, T.R. (1997). The history of TRIO: Three decades of success and counting. *NCEOA Journal*, April, 2-4.
- Wright, T.A. & Bonett, D.G. (1997). The contribution of burnout to work performance. *Journal of Organizational Behavior*, 18, 491-499.

Appendices

Appendix A

Appendix A

Dear Dr. Koeske:

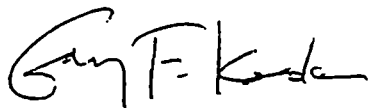
Thank you for the fax of the Job Satisfaction Scale. I am planning to use it in my research on TRIO administrators.

My major professors wishes for me to obtain written permission from you to use this instrument. Therefore, I am requesting that you read and return this to me in a stamped envelope that I have enclosed.

Thank you.

Laura Clippard
lclippard@pcengineering.com
423-974-4466
2801 Fawnridge Lane
Knoxville, TN 37938

I, Dr. Gary Koeske, give Laura F. Clippard permission to use the Job Satisfaction Scale that I have developed. I understand that she may modify the form for purposes of her study but that credit will be given to me for development of the form and any changes will be discussed in full in her thesis.



Dr. Gary Koeske

Appendix B

Appendix B-1

Dr. Joe Jones
The University of Tennessee
Knoxville, TN 37996

Dear Dr Joe Jones:

The enclosed two surveys concern assessing job satisfaction and other human service factors. This is a national study being conducted with TRIO administrators. The results will be submitted for publication in the *NCEOA Journal and/or The Journal of Educational Opportunity*. The results of this study will be helpful in providing future training to administrators like yourselves.

I am very interested in obtaining your response because of your membership in NCEOA. As a member, you realize the importance of TRIO and that job satisfaction can impact our clients. The enclosed two surveys will require little of your time. Most people are able to complete them in 5-10 minutes. Due to the cost of purchasing these test instruments, only one mailout will be made with the instruments enclosed.

It will be appreciated if you complete the enclosed forms prior to August 31, 1998 and return them in the enclosed stamped, pre-addressed envelope to:

Laura Clippard
Project Director of Job Satisfaction
Human Services Survey
2801 Fawnridge Lane
Knoxville, TN 37996

Other phases of the research cannot be carried out until we complete analysis of the survey data. Your responses will be held in the strictest confidence. Questions or requests for replacement surveys can be e-mailed to (lclippard@pcengineering.com). Please note on a separate sheet of paper if you would like to receive a summary of the results of this study.

Sincerely,

Laura Clippard
Project Director of Job Satisfaction/Human Services Survey

xc: Dr. Ernest W. Brewer
HRD Professor, CFS Dept. Head, and Principal Investigator/
Director of Federal Programs

Appendix B-2

Dear TRIO Colleague:

JUST A REMINDER. You have been selected to participate in a national study concerning job satisfaction and other human service factors with members of the NCEO. The results of this study will be helpful in providing future training to administrators like you. Please return your surveys by August 30, 1998 if you have not already done so. Thank you for your time.

Questions or requests for replacement surveys can be sent to:

Laura Clippard
Project Director of Job Satisfaction
Human Services Survey
2801 Fawnridge Lane
Knoxville, TN 37938

Or by email at:

Lclippard@pcengineering.com

Appendix B-3

Mr. Joe Jones
Talent Search
1804 Green Street
Selma, AL 36701

Dear Mr. Joe Jones::

The second mailing of the two surveys concerning job satisfaction and other human service factors is enclosed. This is a national study involving all TRIO administrators. The results will be submitted for publication in the *NCEOA Journal* and/or *The Journal of Educational Opportunity*. The study will be helpful in providing future training to administrators like you.

The two surveys will require little of your time. Most people are able to complete them in 5-10 minutes. I am very interested in obtaining your response because of your membership in NCEOA. As a member, you realize the importance of TRIO and that job satisfaction can impact our clients.

Please complete the enclosed forms prior to September 30, 1998 and return them in the enclosed stamped, pre-addressed envelope. Other phases of the research cannot be carried out until we complete analysis of the survey data. Your responses will be held in the strictest confidence. Questions or requests for replacement surveys can be sent by regular mail or e-mailed to (Lclippard@pcengineering.com). Please note on a separate sheet of paper if you would like to receive a summary of the results of this study.

Please note on the *MBI Human Service Survey* that the term "recipients" refers to with whom you work, whether it is clients or staff.

Many thanks for your prompt response.

Sincerely,

Laura Clippard
Project Director of Job Satisfaction/Human Services Survey

xc: Dr. Ernest W. Brewer
HRD Professor, CFS Dept. Head, and Principal Investigator/
Director of Federal Programs

Appendix C

Appendix C

Job Satisfaction Scale		Demographic Questionnaire	
Instructions: Please rate each of the aspects of your work listed below according to the degree of satisfaction or dissatisfaction it provides you. Circle a number between 1 (Very Dissatisfied) and 11 (Very Satisfied) for each aspect.		Please circle or check the answers appropriate to your situation	
1. Working with your clients	1 2 3 4 5 6 7 8 9 10 11	1. Age:	21-30 31-40 41-50 51-60 Over 60
2. The challenge your job provides you	1 2 3 4 5 6 7 8 9 10 11	2. Sex:	Female Male
3. Chances for acquiring new skills	1 2 3 4 5 6 7 8 9 10 11	3. Marital Status:	Married Separated Single Divorce
4. Amount of client contact	1 2 3 4 5 6 7 8 9 10 11	4. Ethnicity:	White Black Hispanic Asian/Pacific Islander Native American Other
5. Your feeling of success as a TRIO professional	1 2 3 4 5 6 7 8 9 10 11	5. Type of TRIO program currently employed with:	Upward Bound Veteran's Upward Bound Math and Science Regional Center Talent Search Student Support Services McNair Program Educational Opportunity Center
6. Field of specialization you are in	1 2 3 4 5 6 7 8 9 10 11	6. Years working in current position:	2 years or less 6-10 years 11-15 years 16-20 years 21 years or more
7. Opportunity for really helping people	1 2 3 4 5 6 7 8 9 10 11	7. Years working for TRIO:	Same 3-5 years 6-10 years 11-15 years 16-20 years 21 years or more
8. The amount of authority you have been given to do your job	1 2 3 4 5 6 7 8 9 10 11	8. Highest Educational Degree received:	High School Degree Bachelor's degree Master's degree Doctoral Degree
9. Interpersonal relations with fellow workers	1 2 3 4 5 6 7 8 9 10 11	9. I am employed:	Full-time Part-time
10. The quality of supervision you receive	1 2 3 4 5 6 7 8 9 10 11	10. Your regional organization is:	NEAEOOP NASP SABOFP SWASAP WESTOP MAEOFP MEAOFP
11. Opportunity for involvement in decision making	1 2 3 4 5 6 7 8 9 10 11		
12. The recognition given your work by your supervisor	1 2 3 4 5 6 7 8 9 10 11		
13. Your salary and benefits	1 2 3 4 5 6 7 8 9 10 11		
14. Opportunities for promotion	1 2 3 4 5 6 7 8 9 10 11		

Vita

Laura Clippard has worked for a Student Support Services Personnel program since December of 1993 at The University of Tennessee. She currently serves as the Interim Coordinator for the Pre-College Upward Bound Program. Professional memberships include: Kappa Delta Pi, Phi Kappa Phi, SAEOPP (Southeastern Association of Education Opportunities for Program Personnel), and TASP (Tennessee Association of Special Programs). Prior to coming to the University of Tennessee, she worked as a Caseworker for Cherokee Mental Health Center and Detoxification Rehabilitation Institute. She received her Bachelor of Science degree in Psychology with a minor in Special Education from East Tennessee State University.