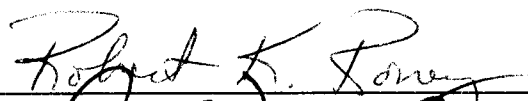
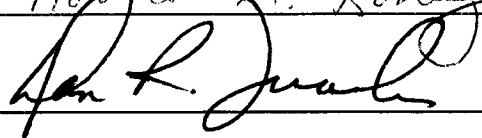


To the Graduate Council:

I am submitting herewith a dissertation written by Jeffrey Brian Hall entitled, "An Investigation of Sources of Stress Among Chief Administrative Officers in Christian Schools International Member Institutions." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration and Supervision.


Gerald Ubben, Major Professor

We have read this dissertation
and recommend its acceptance:


Accepted for the Council:


Associate Vice Chancellor
and Dean of The Graduate School

AN INVESTIGATION OF SOURCES OF STRESS AMONG CHIEF
ADMINISTRATIVE OFFICERS IN CHRISTIAN SCHOOLS
INTERNATIONAL MEMBER INSTITUTIONS

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

Jeffrey Brian Hall

December 1991

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ABSTRACT

The focus of this study was an examination of stress among administrative officers within Christian Schools International (CSI) schools in the United States. Administrators from 304 schools were surveyed to determine levels of stress for various administrative tasks. Demographic information was also collected. Interaction studies were performed using the statistically significant stressors with other stressors and with demographic variables. Through peer nomination, exemplary administrators were selected for comparison to the population and for ratings concerning administrative preparation and for coping strategies.

The study revealed eight statistically significant stressors for administrators: time away from family, interruptions in personal schedule, complaints received, conflicts to mediate, instructional supervision, student discipline, job description implementation, and personal finances. The highest number of interactions were found with supervision of instruction and implementing the job description.

The stress ratings of the exemplary administrators did not differ significantly from those of the general population with the exception of the implementation of the

job description. All of the nominated headmasters ranked formal training, mentoring programs, and experience as very high in terms of suitability for preparation for administration. The administrators also cited a variety of coping strategies.

The conclusions of the study were: 1. administrators sensed stress in their personal lives, focusing time on task, and interpersonal conflict; 2. preparation from a variety of sources was beneficial for effective administration; and 3. individuals require unique coping strategies concerning stress.

Recommendations were: training should be offered to help administrators develop strategies concerning coping and focusing time on task. Because of the similarities of ratings regardless of most demographic variables, moving to different situations was not an appropriate coping strategy. School boards should consider appropriate compensation for administrators to reduce the stress of personal finances.

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CHAPTER I

INTRODUCTION

During the past few years there has been a developing shortage of administrators among schools which are associated with Christian Schools International (CSI). These schools have had, and continue to have, difficulty recruiting and retaining chief administrators. A sister association, the Association of Christian School Administrators (ACSA), requested that CSI take action to address the situation (Vanderhoek, 1990).

As a response, CSI began work on a mentoring program which was to be implemented in the various districts in 1992 (Vanderhoek, 1990). This program was to attempt to address the struggles of administration in the Christian school. The basic assumptions of such a program center on the preparation of administrators for the various tasks they encounter in the administration of Christian schools in the United States and Canada.

The job description of the chief administrator of a school has expanded in the 1980s (Elve, 1982; Perryman, 1987). A catalog of the varied expectations for administrative duties may include many or all of the following areas of educational leadership. The administrator gives guidance to the faculty concerning their instructional

styles and processes. He or she must be a well-trained observer and a skillful communicator concerning the classroom competencies of the instructional personnel under supervision. Constant evaluation to provide for educational improvement is spearheaded by the chief administrator. The competent headmaster is familiar with rules, regulations, and laws which relate to the operation of a school in the relevant region. The organization of and communication with many volunteer organizations is necessary. The school curriculum provides an additional area of challenge. Spiritual leadership and human relationships are primary considerations. The administrator must have expertise in marketing and student recruitment. In addition, he or she must be able to formulate budgets from tuition and to cultivate ancillary funding sources to balance the expenditures with the revenues. Long-range planning and capital improvements must be envisioned. In summary, much is expected of the Christian school administrator and the resources are often scarce (Elve, 1982).

Various surveys have been conducted in recent years concerning the tasks and stresses of the principalship in traditional public schools. Principals generally have viewed their jobs as being robust and challenging (Eisenhauer, 1984). The clearer the responsibilities and expectations, the more robust the job is perceived to be. Low role ambiguity and low role conflict produce high levels

of satisfaction (Eisenhauer, 1984; Solomon, 1986). Also, a significant relationship has been found between items which cause distress and the objects of dissatisfaction in educational leadership (Saleh & Kashmeeri, 1987).

An inspection of the tasks of principals depicted a general list of responsibilities consisting of discipline, student support, student activities, and supervision (Mendez, 1987). When principals ranked the most important portion of their job descriptions, they were: instructional supervision, management of duties, and scheduling of meetings (Greene, 1987).

In studies concerning the areas of stress in school administration the three areas most referred to were: time, personnel, and finance (Williamson, 1987). The stresses of finance were in terms of the expense side of the budget. In other words, the administrator must avoid overspending the allotted resources and must continue to provide a quality education. The time stress was also the result of resource management difficulties. The personnel difficulties were concerned with conflict resolutions on various fronts (Williamson & Campbell, 1987).

The task of the chief administrator in a school is supervision of instruction, personnel, plant, and finance. Unless the administrator is encountering problems, no advances are being made (Fuhr, 1987). However, the educational leader should reduce stresses which result from

implementing poor plans or using uninformed strategies. The research demonstrates that stresses generally come from a scarcity of resources to provide a quality program and from the conflicts which arise among the people within the school community.

Problem

There has been a shortage of administrators in CSI schools, and it is likely that the characteristic stresses of administration in Christian schools have discouraged future administrators and have prematurely ended the careers of potentially productive leaders (Elve, 1982). Simultaneously, there are some administrators in CSI who have had long and fruitful careers. To date there has been no formal attempt to link positive characteristics, practices, or beliefs of these relatively successful administrators to those competencies required to help other administrators to serve in the most productive ways possible.

Purpose

The purpose of this study was to investigate the particular stresses and coping strategies of Christian school administrators in CSI, using: (1) a questionnaire

and (2) a description of an "exemplary administrator" compiled of successful headmasters who were selected by peer nomination.

Importance

The variety of Christian schools represented in CSI is unique in the American fabric of educational culture. These schools have their roots in the Protestant Reformation of the 1500s and have supported reformed Christian education in the United States and Canada for more than century. The stresses of providing leadership in these privately operated Christian schools have discouraged potential administrators from serving in posts of influence (Elve, 1982).

Officials of CSI have initiated efforts to establish a mentoring system to aid administrators through the struggles of leadership because of a general recognition of the difficulties of the position. However, a specific body of knowledge concerning the strains of administration and the unique qualities of successful administrators should provide a springboard for informed action in a district-implemented program.

In addition, the collective educational community of public and private schools should benefit from a study of the stresses and tensions of private school administra-

tion. Leaders in public education are beginning to give attention to recruitment and development in a time of financial limitations and the potential for schools of choice. Therefore, a study of stressors in the private sector could have benefits beyond the scope of the administrators surveyed.

Questions

The following questions were addressed in this study:

1. What were the significant stressors for administrators in CSI schools in the United States?
2. What were the demographic characteristics for CSI schools and their administrators in the United States?
3. Were there statistically significant item inter-correlations between statistically significant stressors and other stressors?
4. Were there significant relationships between demographic variables and stressors?
5. What were the major stressors for peer-nominated CSI exemplary administrators?
6. Were the ratings of stressors for exemplary administrators different from those of the general population of CSI administrators?

7. How did exemplary administrators rate the preparations of formal education, experience, and mentoring programs with successful administrative practice?

8. How did exemplary administrators cope with stress?

Limitations

Limitations were inherent in this study and should be recognized as having possible impact on the validity of generalizing the findings to other groups of administrators.

This study was limited by the nature of a self-completed survey of evaluation. The respondent's personal reflections concerning employment and its stresses may not have been an accurate reflection of objective data concerning those stresses but were only an accurate record of perceptions of stress.

Delimitations

This study was delimited to the chief administrator in each CSI school in the United States. Nation-wide, this included 304 schools.

Assumptions

1. It was assumed that the Likert-type scale satisfied the constraints of parametric statistics with the intervals between values being equal.
2. It was assumed that a peer nomination system was a valid source of experts in educational administration.

Definitions

ACSA is the Association of Christian School Administrators consisting of executive officers of CSI schools.

Board refers to a governing organization of the school, its members are either appointed or elected by the school association and/or the church.

Chief administrator refers to the chief executive officer of the school who oversees the implementation of board policy within the school; local titles can include such terms as: superintendent, headmaster, principal, head teacher, lead teacher, etc.

Clearing house question refers to an interview question which asks for as many responses as the interviewee brings to mind.

CSI is Christian School International; an affiliation of Christian schools of the reformed tradition in the United States and Canada.

District 13 is the CSI district which encompassed the southeastern United States.

Exemplary administrator refers to one of the top ten peer-nominated administrators of CSI schools.

Parochial refers to a school which has a direct relationship with a particular church.

Parent controlled refers to a school which is directly controlled by an association of the parents who enroll their children in the school.

Peer nomination is the process by which perceived experts of administration will be selected through recommendation of colleagues on the survey to be distributed.

Private school refers to a school which is supported primarily through the tuition of students who attend.

Interaction refers to the statistically significant value between two variables calculated for the Pearson product moment correlation coefficient or the Chi square test.

Reformed refers to a school which seeks to undergird its academic studies with the presuppositions of the Reformation of the 1500s and the following Protestant doctrines.

Significant stressor refers to a stressor with a mean rating which differs from the grand mean rating for stressors on a paired t-test.

Stress is strain and tension measured subjectively by the respondents on interval scales of the survey.

United States CSI schools are the 304 schools of CSI which are located in fifty of the United States.

Organization of the Study

Chapter I introduced the problem, purpose, and importance of the study. The questions to be studied were listed. It also provided a description of limitations, delimitations, assumptions and definitions.

Chapter II provides a review of the literature concerning administrative job descriptions, stress in general, stressors in administration, and coping strategies which have been used.

Chapter III outlines the methods and procedures used to develop the survey, collect the data, and analyze the findings.

Chapter IV explores the findings of the returns and will analyze the data focusing on the descriptive statistics, relations, and responses of exemplary administrators. Finally a comparison will be made with related literature.

Chapter V provides the summary, conclusions, and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The superintendency is one of the least researched roles in education today (Bridges, 1982). Without a greater body of data concerning the chief executive officers of schools, improved communication, preparation, and performance will be happenstance at best (Wimpelberg, 1988). By 1990, more than 50% of all current principals were predicted to have retired (Sashkin, 1988). The administrators who fill those vacant positions would benefit from thorough investigations concerning the nature and practices of the executive functions of the school.

The researcher addressed the shortage of administrators through a study of stressors. Stress generated through the office of administration has been researched as a cause for leaving executive posts. A study compiled by Phil Elve and Ken Swets in 1980 for Christian Schools International (CSI) concluded that stressors were a major reason for shortened tenures of administrators in CSI schools. They found eight significant stressors which administrators cited as having a causal relationship with their considerations of premature conclusions to their

careers. Another report compiled by the American Association of School Administrators found six significant problems which lead to resignation of the superintendency (Knezevich, 1971). Other studies have stated that high stress leads to short tenure (Meichenbaum & Jarenko, 1983), and that higher morale was related to longer tenure (Carlson, 1972; Hertzberg, Mauser, Peterson, & Capwell, 1957). Subsequent studies concur with these findings (Cedoline, 1982).

Because of the history of using stressors as a predictor of administrative tenure, it was concluded that this study would also investigate stressors and their impact on CSI schools in the current crisis.

Job Descriptions

An inspection of a variety of job descriptions served as a valuable comparison for the appropriate construction of a questionnaire. The scope of the tasks of the typical executive administrator was found to be wide and varied.

In short, administrators were to be everything to everybody (Gilbert, 1979). They have constantly fought the image of being a busy person (Gilbert, 1979). A chief administrator has appeared to have time for everyone who desired it -- not necessarily an always open door; however, there has been a general accessibility.

The principal has been seen at the center of a world of subcultures (Morris, 1984). He/she has dealt with students who have varying concerns about the life of the school. The faculty has required attention as professionals who need to be nurtured and encouraged. The support staff has been another subculture with demands concerning the physical and logistical operation of the school. The parents of the students have had much concern about the education their children; they have received and have been heard as an important subgroup as well. There also has been the board to consider. Often politically motivated, they have provided policy direction and may have facilitated or have impeded the progress of the school system. There have been special interest groups which wanted to see specific concerns addressed in a manner which is supported by their opinions (Morris, 1984). The headmaster has been encouraged to participate with all aspects of the community (Effective School, 1986).

The administrator has not needed to be an expert of everything he/she has overseen, but rather should have been informed about how to empower subordinates in their occupational duties (Koerner, 1988; Heath, 1981).

The superintendent should have been informed as to the criteria of his or her evaluation (Educational Research Service, 1978). A Management by Objectives model with key objectives for each year has been perhaps the

best design because it has helped chief administrators to prioritize the many tasks at hand (Redfern, 1980).

There have been models to organize the general responsibilities of the principal or superintendent. Ubben and Hughes (1987) delineated four organizational and societal settings. Building leadership and instructional leadership comprised the first two categories. These types of leadership helped to set the general direction for the school body and defined the scope, sequence, and methodology of the curriculum and program. Executive decision making comprised the third setting. The administrator was called upon to make many choices and selections throughout the school day. Finally, the community setting of the school has to be considered. The school and the community have been interdependent and share interests and activities.

Drake and Row (1986) divided the tasks in a three-way split of authority. They cited instructional supervision, special problems, and support services as the major areas of concern. Instructional supervision included the oversight of teachers and curriculum and was perceived as the major task of the principal and a secondary task of the superintendent. Special problems included public relations, community ties, and miscellaneous concerns. The management of support services included the central office staff, the business office, facilities, buses, etc.

The American Association of School Administrators (AASA) (1971, 1980, 1983) published several pamphlets concerning the roles of chief administrators and their relationships with governing boards of directors. In general the tasks of the administrator were divided into seven areas and the specific details of the superintendent were cataloged in eleven descriptions.

The general categories of administration were classified as:

- general administration;
- instructional supervision;
- business administration;
- public relations;
- supervision of staff personnel;
- oversight of pupil services; and
- human resource management (American Association of School Administrators, 1971).

Within the general area of educational administration the superintendent had these specific responsibilities:

- to serve as the chief executive officer and advisor of the board of directors;
- to serve as the educational leader of the school system;
- to keep the board informed about school operations;

- to keep the community informed about school policies;
- to interpret the needs of the school to the board;
- to recommend policy;
- to develop implementation strategies for policies;
- to provide leadership for educational programs;
- to develop a program of school-community relations;
- to manage day-to-day operations; and
- to evaluate personnel and inform board (American Association of School Administrators, 1980).

Although there were various ways to divide the duties of the educational administrator, most sources listed similar specific tasks. For the general organization of the survey, a subcultures grouping of tasks was used which would closely approximate the divisions delineated by Morris (1984).

Evaluations of performance and stress in the administrative position were researched as well. Effective administrators experienced less stress because of well managed situations (National Association of Secondary School Principals, 1982). Such effective administrators anticipated and assigned priorities, worked closely with others, managed conflict, adapted well, were proactive, and saw consequences to their actions (National Association of Secondary School Principals, 1982). Van Meter

(1986) designed an instrument for rating priorities as a measure of effectiveness. In his study, the evaluator was given a number of items and a limited number of checks with which to weight each item. The rater would assign weights to various administrative categories in terms of priorities of the present and priorities which would be considered ideal. The discrepancies between the ideal and actual ratings were compared. The greater the disparity, the greater the administrative stress.

Another rating system was employed through a model constructed by Boles and Davenport (1983). This model consisted of a two-by-two grid. The nomenclature for one set was performed and unperformed. The labels for the opposite axis were desirable and undesirable. Positive points were awarded to tasks which were placed in the quadrants of performed-desirable and unperformed-undesirable. Negative points were awarded for the quadrants of performed-undesirable and unperformed-desirable.

Although these two types of ratings are unique, most studies and results cited in the next section of this chapter come from forced choice, Likert-type rating, or ranking of stressors. For the reasons of clarity and ease of analysis of data, the Likert-type rating scale was used to define levels of stress on an interval scale in the present study.

Stress

Stress has been defined by a number of researchers and theoreticians. Selye (1974) considered stress in primarily physiological terms as a bodily response to demands of the environment. Kelly (1974) extended the definitions to include difficult or extenuating circumstances, and McGrath (1970) included the psychological phenomena of anticipation or inability.

Ivancevich and Matteson (1980) researched a number of varying physiological responses to stress. The negative effects included: increased heart rate, increased blood pressure, dilation of the pupils, sweating, numbness, inability to concentrate, excessive eating, aggression, anxiety, depression, fatigue and some forms of cancer.

Some researchers have attempted to distinguish between stress and distress (Burchfield, 1985). However, for the sake of this research, the words will be considered synonymous. Stress has been viewed as a negative effect in the traditional definition. It has not been defined overtly for the administrators who completed the survey. They were only asked to make a distinction between high and low stress on an interval Likert-type scale.

Some studies which have dealt with occupational stressors have used the nomenclature of "burnout" (Cedo-

line, 1982). Cedoline (1982) defines burnout as a "loss of concern for the people with whom one is dealing." The symptoms for occupational burnout encompass physical, intellectual, psychological, and spiritual domains (Cedoline, 1982).

Physical symptoms included constant fatigue, physical drains, and minor ills. The area of intellectual functioning was affected as well. Typical signs of burnout were informational overload, lack of concern, time watching, and excessive procrastination. The worker felt out of control and impotent to make significant changes (Cedoline, 1982).

Social difficulties were manifested in a burned out professional by irritability, isolation, and a perception of a lack of time. The worker had difficulty relating to people and put off necessary interactions. Often the veteran was irritable when interactions occurred. The employee had the perception that there was more to do than there was time to complete the task.

In the psychological domain, the burned out worker experienced boredom and alienation. In the spiritual realm, symptoms included a breakdown of values, a sense of job divorce, and a desire to escape. In summary, the burned out administrator experienced stress in virtually all areas of life. It was this type of general stress

about occupation that leads to a premature end to one's professional career (Cedoline, 1982).

The stress was a mixed function of environment and individual. However, for the sake of this survey, since the stress has been self-reported, no distinction has been made between institutional stressors and personal propensities for symptoms of burnout.

Stressors in Administration

It was possible that any portion of the job description of an administrator could have been the source of stress. Theories have been advanced about stress in administration and studies have been conducted. It was helpful to have examined both articles of theory and items of research for this portion of the study.

Dix (1937) wrote an article entitled, "Administration Faces New Problems." He provided an interesting historical perspective in that the concerns he raised were not very different from the challenges for the administrator of the 1990s. Among the five challenges he enumerated were: not enough time for the demands of the job, scheduling of daily work, the guidance of students, coordinating teaching efforts, and meeting the needs of a diversity of students. In reviewing this list it is

possible that at least some major portions of stressors are the same as they were decades ago.

Goodlad (1987) contended that administrators are faced with seven paradoxes which were potentially stress producing:

- a call to reform without research;
- principals were the most important but least trained educators;
- much was expected of principals and little was assessed;
- effective principals have had traits for success but there was not enough time for the development of those traits;
- principals were expected to be instructional leaders but their span of control was constantly growing;
- curriculum broadened and inservice demands narrowed; and
- collaboration was the key to leadership but few principals empowered teachers.

Freudenberger (1974) wrote an article concerning staff burnout in which he described two sources of administrative stress. The first source of burnout was the repeated requirement for the administrator to make unemotional responses to emotionally volatile situations. This state of denial of feelings for the administrator was a possible source of psychological fatigue. The second

cause of burnout cited was the besieging of the principal by "give me", "help me", and "tell me" requests. This state of affairs placed the administrator in the giving and supporting role consistently paying attention to the needs of others and possibly neglecting his/her own needs.

On the topic of administrative burnout, Cedoline (1982) listed several causes of burnout:

- lack of control over one's destiny;
- lack of occupational feedback;
- work overload or underload;
- contact overload;
- role conflict/ambiguity;
- individual factors; and
- training deficits.

Albrecht (1979) developed a theory of managerial stress which involved four basic distressors. He delineated time distress, anticipatory distress, situational distress, and encounter distress. Time distress had to do with the lack of time to perform the expected tasks or time conflicts over two or more tasks which needed attention simultaneously. Anticipatory distress was what is commonly called worry. It involved looking toward the future with a sense of dread of impending doom. Situational distress was defined as the perception that the circumstances were controlling the administrator. Such situational distress would lead to conflicts

of values and actions. The final type of distress Albrecht listed was encounter distress which had to do with the confrontations which occurred in any executive position. When decisions were being made and plans were being implemented, someone usually expressed disagreement. This produced encounter distress for the headmaster.

Giammatteo and Giammatteo (1981) developed a theory of leadership stress from various theories. They associated five types of stress with five basic questions. They believed that any or all of these theoretical areas could provide stress. The theories and corresponding questions were:

- role theory, "Can I live up to my role?";
- needs theory, "Will the role block my needs?";
- value theory, "Is it right?";
- exchange theory, "What do they expect in return?";

and

- sequential theory, "What next?".

Making a synthesis of some of the theories and devising a check list, Abrell (1984) wrote an article to help administrators know when it was time to resign a post. He said that there were four basic signs that the burnout was near completion and that the leader would best serve the organization by leaving. The first sign was that the administrator would prefer to hire subordinates whom he/she perceived to be inferior and who would offer

unquestioned obedience. The second sign to look for was frequent doubt concerning professional competencies. Another item on the check list had to do with a sensed loss of purpose. Finally, the administrator would tend to play it safe. A leader with this set of tendencies lacked the tenacity and vision to lead others to achieving their individual best and would fail to provide the impetus for organizational excellence.

There were common strands to these theories of stress and burnout. These theories provided a base for some analysis of the data presented in the subjects which the researcher has reviewed in the subsequent paragraphs. Simply stated, there were many types of stressors possible for the administrator of a school or system. The combination of a significant number of these stressors led to a situation which impaired the administrator or provided a state of affairs in which success or further effort seemed out of the question. It was with this understanding of stressors, burnout, and performance that attention was turned toward specific studies regarding stress in educational administration.

The superintendents of school systems in America were remarkably similar. The typical chief executive was a white male who was married and middle-aged, Protestant and upwardly mobile. The average superintendent was native born and was of rural origins (Crowson, 1987). Despite

these rather uncolorful generalizations, the superintendent had a rigorously stressful job.

A number of surveys have been completed in attempts to depict and delineate the specific stressors of the chief administrative post. The most relevant research concerning CSI administrators was conducted eleven years ago by Elve and Swets (1980). They performed an internal study concerning administrative personnel changes in CSI. They constructed a simple survey with a short demographics portion and a check list response to eighteen areas of administration. The survey was analyzed and eight stressors were found to receive a significantly negative response (in rank order, high to low):

- time involvement;
- school finances;
- government control;
- personnel: evaluation and control;
- salaries (staff, self);
- accountability or evaluation;
- parent commitment; and
- working with board.

In that study no correlation tests with demographics or within stressors was conducted. The interpretation of the data of that study revealed that time involvement and personal relationships were the two major stressors to be given attention. Further recommendations concerning

screening of administrators during the hiring process were also made. Recommendations were made for better preparation programs for administrators and boards and a reevaluation of administrative job descriptions and salaries was also recommended.

Another study which was conducted in independent schools (Lepyard, 1988) listed six significant stressors and items of controversy for school boards. In rank order they found the stressors to be fundraising, tuition, admissions, maintenance, long range planning, and purposes. Although these stressors were unique to governing boards, they would have an impact on the superintendent or headmaster because of the close link of the executive officer to the governing board. Some similarities can be seen with the CSI report regarding the general areas of finance and purpose of the institution.

Other studies have been conducted in public school settings regarding stress in the administrative post. Knezevich (1971) conducted a survey for American Association of School Administrators (AASA) and found that chief administrators usually worked in excess of 58 hours each week and found six areas of significant stress: 1. teacher strikes, 2. board member interaction, 3. finances, 4. student unrest, 5. social-cultural ferment, and 6. attacks on the superintendent. These stressors were all cited as

possible causes for the administrator to leave his/her post.

Another study performed in the public sector sought to delineate the ten most potent stressors and the ten most frequent stressors (Robertson & Matthews, 1988). They found the most frequent stressors among public school administrators to be:

- long hours;
- too much work;
- telephone interruptions;
- paperwork;
- meetings;
- decisions;
- rules and policies;
- evaluations;
- public approval for programs; and
- resolving differences between and among staff

(Robertson & Matthews, 1988). The researchers also listed the ten most potent stressors in order:

- meetings;
- paperwork;
- too much work;
- long hours;
- rules and policies;
- decisions;
- public approval of school programs;

- resolving differences between and among staff;
- telephone interruptions; and
- evaluations (Robertson & Matthews, 1988). A brief overview of the lists showed a significant interaction between the two ways of measuring stress.

Hemphill, Richards, and Peterson (1965) performed a study for the National Association of Secondary School Principals (NASSP) regarding high school principals. He found six "roadblocks" to the effective completion of the principal's tasks. They were: 1. lack of time, 2. lack of planning time for instruction, 3. lack of funds, 4. teacher tenure, 5. tradition, and 6. rigidity.

Other studies have associated job satisfaction with a lack of role ambiguity (Eisenhauer, 1984; Solomon, 1986). The more clearly the administrator understood his/her position, the more likely he/she was to have a satisfying feeling of robustness.

In summary, the demands of the office of chief administrator have been found to be significant. Stress occurred with time, personnel, resources, and duties. In addition, these stresses have been seen to have a causal relationship concerning shorter tenures. In the light of these generalizations, attention was turned to coping strategies.

Coping Strategies

Writings concerning strategies for coping with stress can also be grouped into those which are more theoretical and those which are researched-based.

One theoretical set of strategies was offered by Robertson and Matthews (1988). These researchers determined five coping strategies for dealing with occupational stress. Not all of their coping strategies were positive or productive. However, the strategies covered a wide range of responses. First, they depicted physical coping through activities such as exercise. Second, the researchers listed mental coping using distraction -- giving one's mind a break from the stressful thoughts. Activities may have included working crossword puzzles, watching television and the like. The third domain of coping which was delineated was destructive. Tactics such as taking revenge would fit in this category. Direct coping provided the fourth domain. This type of action would seek to eliminate stress through dealing with it and its cause directly. Finally, the psychological domain was noted. Areas such as humor or escape were noted. The thought of using laughter and humor as a coping device for stressful situations was also recommended by Jacobson (1986).

Some theoretical recommendations for reducing stress in a more research-based study came from the previously

cited work of Robertson and Matthews (1988). Once they listed the most frequent and the most potent stressors; they could make a list of coping strategies relative to the stresses. The following list of coping strategies was based on their stress research:

- work on important tasks;
- list tasks daily;
- stop work at a fixed time;
- start work with the most important tasks;
- do it right the first time;
- do not try to please everyone;
- work undistracted at least one hour each day;
- work when you are at the job;
- improve your skills; and
- schedule personal time (Robertson & Matthews, 1988).

Other research-based coping strategies were collected through surveys of select and general populations of educators. In a somewhat related study, 339 elementary and secondary teachers were asked to rank factors which would reduce occupational burnout (Schwab, 1986). The two highest rankings were given to the reduction of role ambiguity and the empowerment of teachers. This seemed related to results of the Eisenhauer (1984) study which ranked low role ambiguity with occupational robustness.

Another study done with a sample of the general population of educators was conducted with 212 public secondary school principals (Cooper, 1988). The strongest stressors were found in the task-based, role-based, conflict mediating, and boundary-spanning categories. The coping strategies were categorized and found to include a number of tactics. A consultative strategy involved talking about stressors with another trusted party. Workaholic tactics were employed by those who sought to lose themselves in their work. Eat/sleep escapes were also used to divert attention from pressure through other bodily satisfiers. Some of the principals used exercise to work out their frustrations. Others used recreation and time out from time-on-task to give themselves a respite.

Other studies focused on exemplary professionals. Sergiovanni (1987) discovered that successful principals were adaptable strategists who were committed to education. Although most did not intend to become principals, they were able to work effectively with people and considered their task a mission, not a mere job. Their task-oriented coping strategies centered on the furthering of the interests of the school. This task-oriented theme of coping was further underscored by a study completed by McEnany (1986). This study focused on 34 career teachers who were perceived to be dynamic by their peers. These teachers were primarily internally

motivated. Although they felt the support of the community, they received their high reward by witnessing the success of their students. They were actively committed to their profession and sought understanding beyond factual knowledge. Their high energy and dedication helped them to deal with the routine sameness of repetitive patterns.

These studies of exemplary groups seemed to focus on directing the energy of stress into positive enthusiasm for individual and institutional goals which were very closely linked. Although it seemed necessary to follow the dictates of the theoretical papers and research studies which advocated time away and a displacement of energy, the exemplary leader was able to channel much of the energy created through the stress of administration back into the organization for personal and corporate fulfillment.

CHAPTER III

METHODS AND PROCEDURES

Introduction

A questionnaire was constructed and mailed to Christian Schools International (CSI) member schools in the United States to gather data on administrative stress. The returns were analyzed through the use of statistical tools for description, difference, and item inter-correlation.

Survey Development

The questionnaire (see Appendix B) was developed in order to retrieve three types of information:

- stress ratings of tasks;
- demographic descriptions of schools and administrators; and
- nominations of exemplary administrators.

The initial list of stressors was derived from telephone interviews with chief administrators of schools. The catalog of stressors to be rated on the survey was obtained from these selected school administrators and from the literature. The respondents were chosen accord-

ing to the two categories of age of the school and size of the school. The researcher attempted to interview six administrators from a stratified sample which considered these two variables in combination. The category of the age of the institution was broken into two groups: 1. new schools (less than ten years old) and 2. established schools (ten or more years old). This classification would allow for any differences between schools which had recently set up an operation and those which had a more established tradition. The age was cross-matched with the classification of enrollment size. Sizes were classified in three categories of small (1-149), medium (150-499), and large (>499). This classification was an attempt to allow for different tasks which may accompany the administration of different-sized schools. The resulting cross-section rendered six possible categories:

- small and new;
- small and established;
- medium and new;
- medium and established;
- large and new; and
- large and established.

Schools were found in each of the classifications with the exception of large and new. This category was omitted which left five classifications of schools for the

interviews. The schools were randomly selected. Five schools were chosen, one from each category.

A telephone interview was conducted during which each of the administrators from the selected schools was asked the following open-ended question: "What are the tasks you perform which may cause stress for an administrator?" Responses were categorized according to the model of subcultures described earlier from Morris (1984).

The first subculture respective to classification was "student relations." All respondents mentioned discipline and academic achievement in one regard or another (see Table 1). Three administrators mentioned scheduling and one mentioned spiritual growth.

The second subculture classification was "teacher relationships." In this area all administrators mentioned oversight of teachers and personal relationships with and among teachers. Inservice training was mentioned by two respondents and curriculum decisions or textbook selections by four respondents.

The subculture of parent relationships was listed by all administrators. Two administrators listed organizing parent groups or volunteers; four mentioned communication with parents; and all respondents included receiving complaints and mediating conflict.

Superordinate relationships were listed less frequently. Three executive officers listed communication

TABLE 1

RANDOMLY SELECTED EXECUTIVE OFFICERS' RESPONSES TO
INTERVIEWS REGARDING POSSIBLE STRESSORS FOR
ADMINISTRATORS IN CHRISTIAN SCHOOLS
INTERNATIONAL SCHOOLS IN THE
UNITED STATES (1991)

Stressors	SN	School Type*			LE
		SE	MN	ME	
<u>Student Relations</u>					
disciplining	x	x	x	x	x
scheduling		x	x	x	
academic achievement	x	x	x	x	x
spiritual growth			x		
<u>Teacher Relations</u>					
supervising instruction	x	x	x	x	x
scheduling		x	x	x	
personal relations among teachers	x	x	x	x	x
personal relations with teachers	x	x	x	x	x
inservice training	x		x		
curriculum decisions	x		x	x	x
<u>Parent Relationships</u>					
organizing parent volunteers	x				x
receiving complaints	x	x	x	x	x
mediating conflict	x	x	x	x	x
communication with parents	x	x	x	x	
<u>Superordinate Relationships</u>					
translating policy into action				x	
implementing the job description					x
communication with the governing board	x	x			x
communication with committees	x	x			x
<u>Financial Responsibilities</u>					
internal accounting		x	x		x
seeking grants and contributions				x	x
fundraising activities	x	x	x	x	x
collecting tuition	x	x			

TABLE 1 (continued)

Stressors	School Type*				
	SN	SE	MN	ME	LE
<u>Financial Responsibilities</u>					
operational budgeting	x		x	x	
capital budgeting					x
<u>Building Maintenance</u>					
daily cleaning	x	x	x		
timely repairs	x		x		
capital improvements					x
personnel			x	x	x
<u>Marketing Responsibilities</u>					
publishing promotional material					x
student recruitment	x	x	x	x	x
teacher recruitment	x	x		x	
community relations	x			x	x

*SN = small, new; SE = small, established; MN = medium, new; ME = medium, established; LE = large, established.

with the board and its committees. Only one listed implementation of policy and defining the job description.

All of the respondents mentioned money in one regard or another. Every respondent used the word "fundraising" at one time or another. Despite that commonality only three respondents listed bookkeeping or accounting and the formulation of operational budgets. Two respondents mentioned collecting tuition and seeking grants, while only one respondent mentioned the formulation of capital budgets.

The researcher included two more areas of general responsibility to categorize building maintenance and marketing concerns. In the area of building maintenance, two administrators from smaller schools and one from a medium school listed daily maintenance or janitorial concerns. Two of these administrators also mentioned timely repairs. Administrators from the medium and larger schools listed management of personnel and only the administrator from the largest school mentioned capital improvements.

The final classification of marketing responsibilities was mentioned, at least indirectly, by every administrator in terms of student enrollment and recruitment. Three administrators listed teacher recruitment and community relations while only one listed the publishing of promotional material.

The stressors listed by the administrators were combined into a modified survey using the subcultures model of Morris (1984). During a meeting of District 13 administrators from CSI schools, copies of the proposed questionnaire were distributed and the following question was asked: "Is there anything which produces stress in your job which is not listed?" As a result of responses, a new category was added: personal management. This category included "time away from the family," "interruptions during the school day," "personal finances," and "personal integrity."

Finally the questionnaire was reviewed by the researcher's doctoral committee. The committee helped to clarify some of the categories and added the option of listing stressors. The stressors were organized in a questionnaire which used a Likert-type scale of one to five, denoting low to high stress respectively.

The demographic variables were derived largely from the earlier CSI study by Elve and Swets (1980). In this study, the questions were asked in a way so as to generate ratio level data rather than categorical or collapsed data wherever possible. However, the area of administrative selection was omitted and the nominal data category of school type of governance was created.

Thus the demographic variables used were: grade levels, number of students, age of the school, and type of

governance. There was also a section describing the respondents formal training and a section for experience in education and expected future tenure. The final section of the questionnaire requested the respondent to nominate exemplary administrators.

A cover letter (see Appendix A) was constructed which focused attention on the crisis in Christian school administration and the part each respondent could play in beginning a solution through this initial gathering of information. The proposal was developed with input from the executive director of CSI and from the president of the board. The letter was cosigned by the president of the board.

Treatment of the Data

Initially, descriptive statistics were calculated for the stressors and demographic variables. The means and standard deviations for the returns were calculated and ranked. A dependent t test was performed to identify the significant stressors. Statistically the significant stressors were used in further interaction analysis with a Pearson product moment correlation coefficient. Statistically significant stressors were tested for interaction with other stressors to help add further definition to those stressors which required the most crucial attention.

The assumption underlying this procedure is that statistically significant interaction with a large number of stressors indicated a larger sphere of dysfunction or strain for the administrator, thereby, calling for more immediate attention than might be warranted through the stress rating alone.

Correlation studies were also performed with demographic variables and statistically significant stressors. The Chi square test was used to locate significant differences in the categorical data of grade level (collapsed to two classifications), type of governance, and highest degree in education. The Pearson product moment correlation coefficient was calculated for the interval data of the demographic variables concerning number of students, age of school, number of courses, years since most recent formal study, and tenure in education. The research of correlations and differences sought to find patterns of stress related to the school attributes or the characteristics of the administrator.

Finally, the nominations for exemplary administrators were tallied. The top ten administrators were selected to be interviewed by phone concerning three ratings and one clearing house question. The administrators were asked to rate each of the following with the impact of the success of a CSI administrator: formal education, experience, and a mentor. The clearing house question asked for a list of

stress coping activities the administrator employed on a regular basis to reduce the strain of the job. The administrators were also polled concerning what tasks caused the greatest amount of stress in administration of a Christian school. Finally, the administrators were asked to describe the greatest benefit of the profession of leadership in Christian schools.

The results of this portion of the study were also analyzed using parametric statistical tools. The responses of the exemplary administrators were compared with the responses of the population. An independent t test was used to see if there were any statistically significant differences between the stress ratings of the general population of administrators and the exemplary administrators.

Descriptive statistical tools of means and standard deviations were used with the ratings of the benefits of formal training, experience, and mentoring programs. These ratings were used to describe the relative benefit according to the opinions of the nominated administrators.

Finally, the coping strategies of the administrators were cataloged and tallied to form a list for comparison of the various strategies.

CHAPTER IV

FINDINGS

Returns

A total of 304 questionnaires were sent to the Christian Schools International (CSI) schools in the United States of America. By the time of tabulation, 229 questionnaires were received resulting in a 75.3 percent return rate. Each of the ten districts was represented, and it was assumed that the return rate provided sufficient data to make valid inferences to the CSI schools in the United States.

Descriptive Statistics

Demographic Variables

There were many variations of grade levels of supervision. Based on the raw data, the category was collapsed into two groups: those containing high school supervision (grades nine through twelve) and those that did not (see Table 2). Seventy-one administrators had oversight which included high school grades. This distinction was made because of the unique qualities of secondary administra-

TABLE 2
 GRADE LEVELS OF RESPONDING CHRISTIAN SCHOOLS
 INTERNATIONAL INSTITUTIONS (1991)

	Number	Percent
With High Schools	71	31
Without High Schools	158	69

tion. This meant that 158 schools did not include that portion of secondary education. Thirty-one percent had high school grades and sixty-nine percent did not.

The mean number of students for each institution was 288 with a standard deviation of 244.8. This mean compared favorably with the mean of the population which was 244 with a standard deviation of 238.0 (see Table 3). The standard deviation indicated a great deal of variety in the size of the schools in terms of student population.

The mean age of schools surveyed was 43.7 years with a standard deviation of 29.9 (see Table 4). This mean also compared favorably with the population mean of 37.0 with a standard deviation of 28.7. This indicated a fair amount of variety with a minimum response at 1 and a maximum of 114.

There were three possible responses for the type of governance used by each school (see Table 5). One hundred seventy-seven schools (or 69.4%) were governed by parent association. Thirty-four (or 13.3%) were governed by a church body, and sixteen (or 5.9%) were governed by some other means. The "other" category usually referred to a legal corporation or a self-perpetuating board.

The training of administrators in terms of formal course work was measured by the number of courses taken in administration. The average number of courses taken was 10.7 with a standard deviation of 6.6. This resulted in

TABLE 3

MEAN STUDENT POPULATION OF RESPONDING INSTITUTIONS AND
OF THE MEAN OF GENERAL POPULATIONS OF CHRISTIAN
SCHOOLS INTERNATIONAL SCHOOLS (1991)

	Number of Students	Standard Deviation
Schools responding	288	244.8
General population	244	238.0

TABLE 4

MEAN AGES OF SCHOOLS SURVEYED AND OF THE GENERAL POPULATION
OF CHRISTIAN SCHOOLS INTERNATIONAL SCHOOLS (1991)

	Age (years)	Standard Deviation
Schools responding	43.7	29.9
General population	37.0	28.7

TABLE 5

GOVERNANCE TYPE OF THE SURVEYED CHRISTIAN SCHOOLS

INTERNATIONAL SCHOOLS (1991)

	Number	Percent
Parent Association	171	69.4
Church Body	34	13.3
Other	16	5.9

134 (52.5%) respondents having earned a Master's degree, 12 (4.7%) having had a Specialist's degree, and 6 (2.4%) having had a Doctor's degree (see Table 6). The other respondents did not have an advanced degree in administration. These administrative courses had been completed an average of 4.9 years ago with a standard deviation of 4.7.

The mean tenure in education in general for the surveyed administrators was 19.5 years with a standard deviation of 8.9 and a range of 1 to 41 (see Table 7). The stay in CSI schools was 15.6 years with a standard deviation of 10.0 and a range of 1 to 41. Therefore, most of these administrators had been in CSI schools for about 80 percent of their careers. The mean tenure in administrative positions within education was 12.4 with a standard deviation of 8.9 and a range of 1 to 41. The mean years in administration in a CSI school was only slightly lower at 11.0 with a standard deviation of 8.9 and a range of 1 to 40. Therefore, the difference between the mean average in education and the mean average in administration was about 7.2 years. Therefore, administrators performed other educational functions for about seven years before becoming administrators, and the average administrator had been in his/her office for about 63 percent of his/her career.

There was a significant number of missing responses concerning the years of expected service remaining in CSI

TABLE 6
DEGREES IN ADMINISTRATION OF SURVEYED CHRISTIAN SCHOOLS
INTERNATIONAL SCHOOL ADMINISTRATORS (1991)

	Number	Percent
None	77	40.4
Master's	134	52.5
Specialist's	12	4.7
Doctor's	6	2.4

TABLE 7
MEAN TENURES OF SURVEYED CHRISTIAN SCHOOLS INTERNATIONAL
ADMINISTRATORS DESCRIBED BY CATEGORY (1991)

	Years	Standard Deviation
Education in General	19.5	8.9
CSI Schools	15.6	10.0
Administration in General	12.4	8.9
Administration in CSI Schools	11.0	8.9
Remaining Years Predicted	13.0*	9.5*

*Response rate at 51%

administration. Of the 229 surveys received, only 119 (51 percent) responded clearly to this item. That would cause the mean of 13.0 and the standard deviation of 9.5 to have had questionable validity at best. However, it is possible that the unique response to this item indicated reluctance to consider a long-term commitment to CSI school administration.

The underlying theme of these demographic characteristics was one of diversity. Generally high standard deviations and wide ranges attest to this statement.

Ratings of Stressors

Each of the stressors was rated by the administrators on a Likert-type scale of one to five, low stress to high stress respectively. Table 8 shows the ranking of the means of the stressors which includes the standard deviation and the subculture for each.

A mean average of stress ratings was calculated for each individual. The mean score was compared to each stress rating using a paired t test to contrast the rating for each stressor with the individual's total mean score to determine which stresses were statistically significantly higher than the rest. The top eight stressors ranked statistically significantly higher than the others at the .01 level of significance on a one-tailed test.

TABLE 8
MEANS AND STANDARD DEVIATIONS FOR RATINGS OF STRESS BY
CHIEF ADMINISTRATORS IN CHRISTIAN SCHOOLS
INTERNATIONAL SCHOOLS (1991)

Stressor	Subculture Domain	Mean	Standard Deviation
Time away from family	Personal	3.8*	1.2
Interruptions	Personal	3.7*	1.1
Receiving complaints	Parent	3.6*	1.0
Mediating conflicts	Parent	3.4*	1.1
Supervising instruction	Teacher	3.2*	1.0
Student discipline	Student	3.1*	1.0
Implementing job description	Super- ordinate	3.1*	1.1
Personal finances	Personal	3.1*	1.4
Teacher recruitment	Marketing	3.0	1.1
Spiritual growth of students	Student	2.9	1.0
Curriculum decisions	Teacher	2.9	1.0
Translating policy to action	Super- ordinate	2.9	.9
Student recruitment	Marketing	2.9	1.0
Formulating operating budgets	Finance	2.8	1.1
Fundraising activities	Finance	2.8	1.2
Academic achievement	Student	2.8	.9
Scheduling teachers	Teacher	2.8	1.0
Seeking grants, contributions	Finance	2.7	1.2
Managing maintenance personnel	Building	2.7	1.0
Capital improvements	Building	2.7	1.0
Relations among teachers	Teacher	2.7	1.1
Communications with board	Super- ordinate	2.7	1.1
Publishing promotional material	Marketing	2.7	.9
Timely repairs	Building	2.6	1.0
Inservice training	Teacher	2.6	1.0
Scheduling students	Student	2.6	1.0
Organizing parent volunteers	Parent	2.6	1.0
Community relations	Marketing	2.6	1.0

TABLE 8 (continued)

Stressor	Subculture Domain	Mean	Standard Deviation
Relations with teachers	Teacher	2.5	.1
Communications with parents	Parent	2.5	.9
Formulating capital budget	Finance	2.5	1.1
Communicating with committees	Super-ordinate	2.5	1.0
Personal integrity	Personal	2.5	1.1
Collecting tuition	Finance	2.4	1.2
Daily maintenance	Building	2.4	.9
Internal accounting	Finance	2.3	1.0

*significantly above the grand mean. $p < .01$, one-tailed t test

Attention was not given to those items which were significantly below the mean, because these items were not relevant to the study of high levels of stress. This level of confidence allowed the researcher to highlight stresses which ranked higher than chance would allow 99 percent of the time.

The top four stressors were in a relatively tight cluster of high rank. The first two items related to the general schedule of the school. Administrators have sensed the most stress over excess time spent away from families ($\bar{X} = 3.8$). Interruptions ($\bar{X} = 3.7$) during the workday have extended the hours of the day and have made the day less productive in general. Very close to the stress rating of interruptions in the personal schedule was the mean score for receiving complaints ($\bar{X} = 3.6$). The final stressor of the top cluster was the mediating of conflicts ($\bar{X} = 3.4$).

The next cluster of scores also contained four ratings; these ratings were even more closely grouped than the previous four.

The supervision of instruction provided a fair amount of stress for the administrators ($\bar{X} = 3.2$). Discipline also ranked in this second cluster ($\bar{X} = 3.1$). Situations of student discipline by definition resulted from a conflict of one sort or another. Implementing the job de-

scription also was in this cluster ($\bar{X} = 3.1$). Personal finances ranked high as well ($\bar{X} = 3.1$).

For the most part the scores after these two clusters seemed to be grouped relatively closely. The following scores did not differ significantly from the mean rating of stressors for the administrators who were surveyed. Most of the standard deviations were about one point. Stressors close to the mean were: teacher recruitment ($\bar{X} = 3.0$), spiritual growth of students ($\bar{X} = 2.9$), curriculum decisions ($\bar{X} = 2.9$), translating policy into action ($\bar{X} = 2.9$), student recruitment ($\bar{X} = 2.9$), formulating operating budgets ($\bar{X} = 2.8$), fundraising activities ($\bar{X} = 2.8$), academic achievement ($\bar{X} = 2.8$), scheduling teachers ($\bar{X} = 2.8$), seeking grants and contributions ($\bar{X} = 2.7$), managing maintenance personnel ($\bar{X} = 2.7$), capital improvements ($\bar{X} = 2.7$), relations among teachers ($\bar{X} = 2.7$), communications with the board ($\bar{X} = 2.7$), publishing promotional materials ($\bar{X} = 2.7$), timely repairs ($\bar{X} = 2.6$), inservice training ($\bar{X} = 2.6$), scheduling students ($\bar{X} = 2.6$), organizing parent volunteers ($\bar{X} = 2.6$), community relations ($\bar{X} = 2.6$), relations with teachers ($\bar{X} = 2.5$), communications with parents ($\bar{X} = 2.5$), formulating capital budgets ($\bar{X} = 2.5$), communicating with committees ($\bar{X} = 2.5$), and personal integrity ($\bar{X} = 2.5$).

Attention may be given to the lower extremes of scores. Some administrators made notes that their job

description did not include direct oversight in some of these areas. Assuming that there were competent employees handling these tasks, it was understandable that areas such as collecting tuition ($\bar{X} = 2.4$), daily maintenance ($\bar{X} = 2.4$), and internal accounting ($\bar{X} = 2.3$) would produce relatively low levels of stress.

Throughout the ratings it is important to the scope of the study to mention that although the standard deviation of most scores was about one point with a relatively normal distribution, the range on nearly all scores encompassed ratings from one to five. Therefore, in the inspection of the general picture, the individual situation and stresses of an administrator can differ greatly from these generalizations.

Relations

As an extension of the descriptive study of the ratings of stressors, a calculation of relations was executed. First, a Pearson's product moment correlation coefficient was calculated for ratings of stressors with each other (see Table 9). This procedure was used to seek interaction between stressors. A correlation coefficient was also computed for all interval data from the demographic variables with stressors (see Table 10). For all categorical demographic responses, a Chi square was calcu-

TABLE 9

CROSTABULATION OF RATINGS OF STRESSORS BY CHRISTIAN SCHOOLS
INTERNATIONAL ADMINISTRATORS IN THE UNITED STATES (1991)

	Student Discipline	Student Scheduling	Academic Achievement	Spiritual Growth	Supervising Instruction	Scheduling Teachers
Student discipline	0.09					
Student scheduling	0.05	0.32*				
Academic achievement	0.16	0.15	0.47*			
Spiritual growth	0.08	0.11	0.38*	0.21		
Supervising instruction	0.04	0.72*	0.34*	0.16	0.32*	
Scheduling teachers						
Relations among teachers	0.20	0.15	0.06	0.27	0.23	0.25
Relations with teachers	0.18	0.12	0.24	0.31*	0.38*	0.27
Inservice training	0.11	0.31*	0.26	0.21	0.21	0.30*
Curriculum decisions	-0.05	0.40*	0.49*	0.34*	0.39*	0.44*
Organizing parent volunteers	0.14	0.15	0.35*	0.34*	0.19	0.08
Receiving complaints	0.45*	-0.05	-0.09	0.15	0.05	-0.08
Mediating conflicts	0.38*	0.11	-0.02	0.15	0.11	0.09
Communicating with parents	0.16	0.15	0.41*	0.28	0.30*	0.11
Translating policy to action	0.06	0.14	0.27	0.26	0.29*	0.21
Implementing the job description	-0.13	0.21	0.36*	0.31*	0.21	0.27

TABLE 9 (continued)

	Student Discipline	Student Scheduling	Academic Achievement	Spiritual Growth	Supervising Instruction	Scheduling Teachers
Communicating with board	-0.15	0.04	0.25	0.13	0.18	0.00
Communicating with committees	-0.09	0.14	0.34*	0.19	0.23	0.14
Internal accounting	0.32*	0.32*	0.23	0.19	0.20	0.21
Seeking grants	0.09	0.12	0.20	0.13	0.10	-0.04
Fundraising	0.10	0.13	0.19	0.16	0.10	-0.03
Collecting tuition	0.22	0.13	0.12	0.11	0.16	0.00
Operational budgets	0.01	0.15	0.33*	0.34*	0.21	0.14
Capital budgets	0.03	0.20	0.34	0.27	0.27	0.18
Maintenance	0.03	0.19	0.17	0.17	0.15	0.18
Repairs	-0.05	0.18	0.26	0.15	0.21	0.07
Capital improvement	-0.16	0.13	0.20	0.32*	0.09	0.09
Management of personnel	0.16	0.24	0.12	0.20	0.36*	0.36*
Publishing promotional material	0.24	0.31*	0.24	0.46*	0.14	0.16
Student recruitment	0.10	0.02	0.21	0.31*	0.37*	-0.03
Teacher recruitment	0.27	0.37*	0.31*	0.33*	0.33*	0.28
Community relations	0.04	0.17	0.32*	0.39*	0.36*	0.18
Time away from family	0.02	0.17	0.09	0.14	0.25	0.31*
Interruptions	-0.05	0.26	0.18	0.16	0.18	0.35*
Personal finances	-0.11	0.03	0.43*	0.33*	0.16	0.20
Personal integrity	0.06	0.18	0.32*	0.44*	0.16	0.24

TABLE 9 (continued)

	Relations Among Teachers	Relations With Teachers	Inservice Training	Curriculum Decisions	Organizing Parent Volunteers	Receiving Complaints
Student discipline						
Student scheduling						
Academic achievement						
Spiritual growth						
Supervising instruction						
Scheduling teachers						
Relations among teachers						
Relations with teachers	0.74*					
Inservice training	0.05	0.19				
Curriculum decisions	0.27	0.34*	0.43*			
Organizing parent volunteers	0.47	0.18	0.33*	0.39*		
Receiving complaints	0.27	0.21	-0.06	-0.16	0.33*	
Mediating conflicts	0.21	0.17	0.01	-0.09	0.19	0.67*
Communicating with parent	0.31*	0.42*	0.33*	0.40*	0.40*	0.32*
Translating policy into action	0.22	0.32*	0.39	0.58*	0.27	-0.03
Implementing the job description	0.18	0.39*	0.33*	0.51*	0.20	-0.09
Communicating with board	0.07	0.07	0.17	0.24	0.20	-0.09
Communicating with committees	-0.05	0.04	0.17	0.22	0.26	0.00

TABLE 9 (continued)

	Relations Among Teachers	Relations With Teachers	Inservice Training	Curriculum Decisions	Organizing Parent Volunteers	Receiving Complaints
Internal accounting	0.22	0.38*	0.22	0.35*	0.38*	0.19
Seeking grants	-0.02	0.02	0.14	0.17	0.23	0.13
Fundraising	0.00	0.15	0.10	0.15	0.25	0.21
Collecting tuition	-0.06	0.07	-0.02	0.10	0.06	0.25
Operational budgets	0.04	0.27	0.28	0.32*	0.13	0.04
Capital budgets	0.10	0.34*	0.23	0.26	0.22	0.19
Maintenance	0.08	0.04	0.11	0.18	0.39*	0.04
Repairs	0.03	0.09	0.08	0.17	0.39*	-0.01
Capital improvement	0.14	0.32*	0.23	0.18	0.22	-0.11
Management of personnel	0.31*	0.36*	0.21	0.35*	0.21	0.09
Publishing						
promotional material	0.45*	0.48*	0.31*	0.44*	0.34*	0.24
Student recruitment	0.41*	0.36*	0.15	0.43*	0.24	0.25
Teacher recruitment	0.32*	0.40*	0.35*	0.49*	0.28	0.13
Community relations	0.28	0.38*	0.31*	0.47*	0.46*	0.15
Time away from family	0.35*	0.37*	0.18	0.18	-0.07	0.06
Interruptions	0.23	0.28	0.28	0.26	0.23	0.10
Personal finances	0.17	0.25	0.29	0.37*	0.33*	0.03
Personal integrity	0.33*	0.45*	0.26	0.40*	0.47*	0.21

TABLE 9 (continued)

	Communi- cating With Parents	Trans- lating Policy to Action	Imple- menting the Job Description	Communi- cating With the Board	Communi- cating With Committees
Mediating Conflicts					
Student discipline					
Student scheduling					
Academic achievement					
Spiritual growth					
Supervising instruction					
Scheduling teachers					
Relations among teachers					
Relations with teachers					
Inservice training					
Curriculum decisions					
Organizing parent volunteers					
Receiving complaints					
Mediating conflicts					
Communicating with parents					
Translating policy to action	0.28				
Implementing the job description	-0.08	0.48*			
Communicating with board	-0.05	0.32*	0.56*		
	-0.14	0.37*	0.39*	0.38*	

TABLE 9 (continued)

	Mediating Conflicts	Communi- cating With Parents	Trans- lating Policy to Action	Imple- menting the Job Description	Communi- cating With the Board	Communi- cating With Committees
Communicating with committees	-0.10	0.41*	0.39*	0.36*	0.78*	
Internal accounting	0.23	0.35*	0.32*	0.42*	0.29*	0.30*
Seeking grants	-0.02	0.21	0.05	0.20	0.36*	0.45*
Fundraising	0.16	0.27	0.05	0.20	0.26	0.39*
Collecting tuition	0.29	0.12	-0.13	0.07	0.06	0.10
Operational budgets	0.14	0.43*	0.21	0.46*	0.28	0.33*
Capital budgets	0.12	0.42*	0.23	0.38*	0.45*	0.46*
Maintenance	0.18	0.12	0.16	0.16	0.24	0.23
Repairs	0.15	0.09	0.14	0.19	0.14	0.20
Capital improvement	-0.08	0.06	0.04	0.24	0.17	0.14
Management of personnel	0.34*	0.12	0.29*	0.29*	0.01	0.04
Publishing						
promotional material	0.33*	0.48*	0.36*	0.25	0.09	0.10
Student recruitment	0.14	0.40*	0.36*	0.37*	0.26	0.21
Teacher recruitment	0.12	0.33*	0.52*	0.44*	0.17	0.14
Community relations	0.04	0.65*	0.41*	0.31*	0.41*	0.42*
Time away from family	0.27	0.23	0.24	0.36*	-0.05	0.04
Interruptions	0.25	0.24	0.21	0.37*	0.13	0.12
Personal finances	-0.06	0.28	0.33*	0.19	0.31*	0.24
Personal integrity	0.17	0.56*	0.47*	0.44*	0.31*	0.36*

TABLE 9 (continued)

	Internal Accounting	Seeking Grants	Fund- raising	Collecting Tuition	Operational Budgets	Capital Budgets
Student discipline						
Student scheduling						
Academic achievement						
Spiritual growth						
Supervising						
instruction						
Scheduling teachers						
Relations among						
teachers						
Relations with						
teachers						
Inservice training						
Curriculum decisions						
Organizing parent						
volunteers						
Receiving complaints						
Mediating conflicts						
Communicating with						
parents						
Translating policy						
to action						
Implementing job						
description						
Communicating with						
board						
Communicating with						
committees						

TABLE 9 (continued)

	Internal Accounting	Seeking Grants	Fund- raising	Collecting Tuition	Operational Budgets	Capital Budgets
Internal accounting						
Seeking grants	0.37*					
Fundraising	0.43*	0.76*				
Collecting tuition	0.35*	0.60*	0.56*			
Operational budgets	0.46*	0.32*	0.38*	0.37*		
Capital budgets	0.47*	0.50*	0.53*	0.45*	0.72*	
Maintenance	0.27	0.12	0.17	0.11	0.23	0.29
Repairs	0.33*	0.02	0.20	0.03	0.21	0.23
Capital improvement	0.23	0.18	0.27	0.10	0.44*	0.53*
Management of personnel	0.39*	0.04	0.09	0.05	0.23	0.21
Publishing						
promotional material	0.46*	0.26	0.42*	0.36*	0.32*	0.29
Student recruitment	0.35*	0.30*	0.37*	0.20	0.28	0.33*
Teacher recruitment	0.54*	0.05	0.14	0.01	0.25	0.26
Community relations	0.30*	0.21*	0.25	0.11	0.38*	0.41*
Time away from family	0.10	-0.08	-0.04	0.03	0.21	0.22
Interruptions	0.22	-0.06	-0.06	-0.09	0.14	0.29*
Personal finances	0.06	0.11	0.17	0.09	0.14	0.26
Personal integrity	0.38*	0.13	0.28	-0.04	0.33*	0.39*

TABLE 9 (continued)

	Maintenance	Repairs	Capital Improvements	Management of Personnel	Publishing Promotional Materials	Student Recruitment
Student discipline						
Student scheduling						
Academic achievement						
Spiritual growth						
Supervising instruction						
Scheduling teachers						
Relations among teachers						
Relations with teachers						
Inservice training						
Curriculum decisions						
Organizing parent volunteers						
Receiving complaints						
Mediating conflicts						
Communicating with parents						
Translating policy to action						
Implementing the job description						
Communicating with board						

TABLE 9 (continued)

	Maintenance	Repairs	Capital Improvements	Management of Personnel	Publishing Promotional Materials	Student Recruitment
Communicating with committees						
Internal accounting						
Seeking grants						
Fundraising						
Collecting tuition						
Operational budgets						
Capital budgets						
Maintenance	0.77*					
Repairs	0.32*	0.49*				
Capital improvements						
Management of personnel	0.47*	0.36*	0.23			
Publishing promotional materials	0.05	0.13	0.23	0.33	0.44*	0.42*
Student recruitment	0.15	0.24	0.16	0.28	0.52*	0.48*
Teacher recruitment	0.13	0.25	0.18	0.52*	0.46*	0.13
Community relations	0.17	0.13	0.24	0.21	0.34*	0.07
Time away from family	0.10	0.11	0.08	0.37*	0.21	-0.01
Interruptions	0.08	0.15	0.20	0.33*	0.26	0.19
Personal finances	0.21	0.04	0.23	0.02		
Personal integrity	0.21	0.12	0.27	0.25	0.49*	

TABLE 9 (continued)

	Teacher Recruitment	Community Relations	Time Away From Family	Inter-ruptions	Personal Finances	Personal Integrity
Student discipline						
Student scheduling						
Academic achievement						
Spiritual growth						
Supervising instruction						
Scheduling teachers						
Relations among teachers						
Relations with teachers						
Inservice training						
Curriculum decisions						
Organizing parent volunteers						
Receiving complaints						
Mediating conflicts						
Communicating with parents						
Translating policy to action						
Implementing the job description						
Communicating with board						

TABLE 9 (continued)

	Teacher Recruitment	Community Relations	Time Away From Family	Inter- ruptions	Personal Finances	Personal Integrity
Communicating with committees						
Internal accounting						
Seeking grants						
Fundraising						
Collecting tuition						
Operational budgets						
Capital budgets						
Maintenance						
Repairs						
Capital improvements						
Management of personnel						
Publishing promotion- al material						
Student recruitment						
Teacher recruitment						
Community relations	0.43*	0.13				
Time away from family	0.26	0.29	0.69*			
Interruptions	0.27	0.29	0.11	0.12		
Personal finances	0.04	0.31*	0.28	0.34*		
Personal integrity	0.35*	0.62*			0.53*	

*statistically significant $p > 0.02$

TABLE 10
CROSTABULATION OF ADMINISTRATIVE STRESS RATINGS AND DEMOGRAPHIC
VARIABLES FOR CHRISTIAN SCHOOLS INTERNATIONAL SCHOOLS
IN THE UNITED STATES (1991)

	Student Population	Age of School	Number of Courses In Adminis- tration	Years Since Coursework	Years In Education	Years In CSI
Student discipline	0.14	0.22	0.14	0.15	0.24	0.25
Student scheduling	-0.08	0.18	-0.02	0.19	0.06	0.09
Academic achievement	-0.07	-0.06	0.07	-0.24	-0.18	-0.34*
Spiritual growth	-0.03	0.05	0.00	-0.20	-0.12	-0.025
Supervising instruction	-0.01	-0.04	0.03	-0.25	0.01	-0.14
Scheduling teachers	-0.09	0.13	-0.04	-0.12	-0.09	0.01
Relations among teachers	-0.13	0.18	-0.03	-0.15	-0.03	-0.02
Relations with teachers	-0.07	0.18	-0.03	-0.19	-0.03	-0.05
Inservice training	-0.10	0.02	0.29*	-0.03	-0.08	-0.11
Curriculum decisions	-0.23	-0.19	0.21	-0.30*	-0.24	-0.20
Organizing parent volunteers	-0.36*	-0.29	0.06	-0.08	-0.24	-0.16
Receiving complaints	0.12	0.15	0.00	0.15	0.18	0.21
Mediating conflicts	0.12	0.30*	-0.11	-0.01	0.07	0.25

TABLE 10 (continued)

	Student Population	Age of School	Number of Courses In Adminis- tration	Years Since Coursework	Years In Education	Years In CSI
Communicating with parents	-0.04	0.13	0.29	-0.29*	0.00	-0.03
Translating policy to action	-0.25	-0.03	0.17	-0.32*	-0.06	-0.03
Implementing the job description	-0.14	-0.01	0.13	-0.48*	-0.09	-0.14
Communicating with board	0.09	-0.13	0.04	-0.19	0.18	-0.09
Communicating with committees	0.04	-0.10	0.00	-0.19	0.15	-0.13
Internal accounting	0.000	-0.10	0.05	-0.27	0.10	0.09
Seeking grants	0.26	-0.12	0.08	-0.01	0.09	-0.16
Fundraising	0.20	-0.09	0.02	-0.02	0.27	0.00
Collecting tuition	0.40*	0.05	0.08	-0.17	0.21	0.03
Operational budgets	0.15	0.05	0.05	-0.22	0.15	-0.01
Capital budgets	0.25	-0.06	-0.03	-0.18	0.19	-0.05
Maintenance	-0.25	-0.19	-0.18	-0.10	-0.01	-0.16
Repairs	-0.23	-0.19	-0.16	-0.18	-0.06	-0.20
Capital improvement	0.000	-0.10	-0.21	-0.05	-0.01	-0.18
Management of personnel	-0.27	-0.16	-0.15	-0.22	-0.17	-0.12
Publishing promotion- al material	-0.05	0.18	0.10	-0.25	-0.01	0.04

TABLE 10 (continued)

	Student Population	Age of School	Number of Courses In Adminis- tration	Years Since Coursework	Years In Education	Years In CSI
Student recruitment	-0.04	-0.12	0.14	-0.39*	-0.01	-0.17
Teacher recruitment	-0.06	-0.01	0.16	-0.34*	-0.04	0.01
Community relations	-0.11	0.01	0.28	-0.22	-0.04	-0.06
Time away from family	-0.09	0.36*	-0.01	-0.34*	-0.22	-0.02
Interruptions	-0.14	0.13	0.04	0.33*	-0.29*	-0.04
Personal finances	-.30*	-0.14	-0.05	0.05	-0.18	-0.29*
Personal integrity	-0.25	0.05	0.05	0.02	0.01	-0.01

	Years In Adminis- tration	Years In CSI Adminis- tration	Years Remaining In CSI
Student discipline	0.10	0.13	-0.03
Student scheduling	-0.17	-0.15	0.03
Academic achievement	-0.21	-0.34*	-0.15
Spiritual growth	-0.12	-0.23	-0.08
Supervising instruction	-0.05	-0.15	-0.17
Scheduling teachers	-0.19	-0.14	0.01
Relations among teachers	-0.15	-0.14	0.01
Relations with teachers	-0.67	-0.09	-0.08
Inservice training	-0.09	-0.10	0.14

TABLE 10 (continued)

	Years In Adminis- tration	Years In CSI Adminis- tration	Years Remaining In CSI
Curriculum decisions	-0.21	-0.27	-0.07
Organizing parent volunteers	-0.19	-0.21	0.03
Receiving complaints	0.14	0.15	-0.08
Mediating conflicts	0.12	0.16	0.15
Communicating with parents	-0.02	-0.07	-0.04
Translating policy to action	-0.01	-0.05	-0.06
Implementing the job description	-0.19	-0.25	-0.09
Communicating with board	0.08	-0.12	0.000
Communicating with committees	-0.01	-0.16	-0.11
Internal accounting	-0.08	-0.13	-0.08
Seeking grants	-0.03	-0.14	-0.06
Fundraising	0.17	0.03	-0.07
Collecting tuition	0.10	-0.01	-0.13
Operational budgets	0.10	-0.02	-0.05
Capital budgets	0.04	-0.11	-0.04
Maintenance	-0.08	-0.20	-0.05
Repairs	-0.16	-0.25	-0.15
Capital improvement	-0.15	-0.22	-0.09

TABLE 10 (continued)

	Years In Adminis- tration	Years In CSI Adminis- tration	Years Remaining In CSI
Management of personnel	-0.15	-0.17	0.01
Publishing promotion- al material	-0.06	-0.08	-0.12
Student recruitment	-0.03	-0.14	-0.17
Teacher recruitment	-0.10	-0.14	-0.22
Community relations	-0.03	-0.08	-0.12
Time away from family	-0.27	-0.18	0.05
Interruptions	-0.30*	-0.21	0.06
Personal finances	-0.14	-0.25	0.01
Personal integrity	-0.06	-0.11	0.01

* statistically significant p 0.02

lated with all stressors (see Tables 11, 12, and 13). In the following review of significant relationships a two-tailed level significance of 0.02 has been noted. The variables have been listed in order of stress ratings from greatest to least.

This portion of the analysis will highlight the statistically significant stressors and statistically significant correlations and differences. Therefore, attention will be focused on the stressors which have passed empirical standards to be rated as statistically significant. The statistically significant Pearson product moment correlation coefficients should not be interpreted as practically significant except as where noted. Rather, the number of statistically significant correlations will give a sense of the scope of related stress or dysfunction.

Items are arranged in tables according to the order on the survey. This display was used to refrain from ranking items according to correlation coefficients which were statistically significant but had little practical significance when r^2 was calculated. The number of items is more important than any individual correlation coefficients.

Spending time away from home caused the most stress for individuals in CSI administration. Significant positive correlations in Table 14 were found with scheduling

TABLE 11
CHI SQUARE CALCULATIONS FOR DIFFERENCES BETWEEN GRADE
LEVELS REGARDING STRESS RATINGS OF CHRISTIAN SCHOOLS
INTERNATIONAL ADMINISTRATORS (1991)

	x	df	Significance
Student discipline	8.86	4	0.06
Student scheduling	6.39	4	0.17
Academic achievement	1.43	4	0.84
Spiritual growth	7.78	4	0.10
Supervising instruction	0.30	4	0.98
Scheduling teachers	1.48	4	0.83
Relations among teachers	4.43	4	0.35
Relations with teachers	2.23	4	0.69
Inservice training	1.99	4	0.73
Curriculum decisions	10.75	4	0.03
Organizing parent volunteers	8.16	4	0.09
Receiving complaints	3.62	4	0.46
Mediating conflicts	4.74	4	0.32
Communicating with parents	4.59	4	0.33
Translating policy to action	0.81	4	0.94
Implementing the job description	1.83	4	0.77
Communicating with board	2.14	4	0.71
Communicating with committees	3.60	4	0.46
Internal accounting	0.81	4	0.94
Seeking grants	3.27	4	0.51
Fundraising	4.60	4	0.33
Collecting tuition	2.62	4	0.62
Operational budgets	13.40*	4	0.01
Capital budgets	8.58	4	0.07
Maintenance	3.38	4	0.50
Repairs	3.86	4	0.42
Capital improvement	1.45	4	0.84
Management of personnel	3.05	4	0.55
Publishing promotional material	5.25	4	0.26
Student recruitment	1.57	4	0.81
Teacher recruitment	3.27	4	0.51
Community relations	4.08	4	0.40
Time away from family	0.73	4	0.95

TABLE 11 (continued)

	x	df	Significance
Interruptions	0.36	4	0.98
Personal finances	3.35	4	0.50
Personal integrity	2.76	4	0.60

*statistically significant $p < 0.02$

TABLE 12

CHI SQUARE CALCULATIONS FOR DIFFERENCES BETWEEN TYPES OF
SCHOOL GOVERNANCE REGARDING STRESS RATINGS OF
CHRISTIAN SCHOOLS INTERNATIONAL
ADMINISTRATORS (1991)

	x	df	Significance
Student discipline	14.11	12	0.29
Student scheduling	5.52	12	0.94
Academic achievement	14.34	12	0.28
Spiritual growth	14.65	12	0.26
Supervising instruction	6.84	12	0.87
Scheduling teachers	17.80	12	0.12
Relations among teachers	11.18	12	0.51
Relations with teachers	20.41	12	0.06
Inservice training	10.85	12	0.54
Curriculum decisions	9.59	12	0.65
Organizing parent volunteers	16.53	12	0.17
Receiving complaints	16.63	12	0.16
Mediating conflicts	11.02	12	0.53
Communicating with parents	6.10	12	0.91
Translating policy to action	10.54	12	0.57
Implementing the job description	15.59	12	0.21
Communicating with board	9.97	12	0.62
Communicating with committees	9.47	12	0.66
Internal accounting	11.13	12	0.52
Seeking grants	33.09*	12	0.00
Fundraising	30.70*	12	0.00
Collecting tuition	17.70	12	0.13
Operational budgets	14.64	12	0.26
Capital budgets	22.94	12	0.03
Maintenance	17.40	12	0.14
Repairs	13.56	12	0.33
Capital improvement	16.88	12	0.15
Management of personnel	8.70	12	0.73
Publishing promotional material	19.75	12	0.07
Student recruitment	13.14	12	0.36
Teacher recruitment	10.86	12	0.54
Community relations	10.69	12	0.56
Time away from family	23.65*	12	0.02

TABLE 12 (continued)

	X	df	Significance
Interruptions	4.84	12	0.96
Personal finances	9.66	12	0.65
Personal integrity	15.45	12	0.22

* statistically significant $p < 0.02$

TABLE 13

CHI SQUARE CALCULATIONS FOR DIFFERENCES BETWEEN
ADMINISTRATORS WITH DIFFERENT ACADEMIC DEGREES
REGARDING RATINGS OF STRESS OF CHRISTIAN
SCHOOLS INTERNATIONAL ADMINISTRATORS
(1991)

	x	df	Significance
Student discipline	9.48	12	0.66
Student scheduling	9.70	12	0.64
Academic achievement	13.17	12	0.36
Spiritual growth	9.25	12	0.68
Supervising instruction	20.60	12	0.06
Scheduling teachers	16.49	12	0.17
Relations among teachers	20.77	12	0.05
Relations with teachers	23.15	12	0.03
Inservice training	8.43	12	0.75
Curriculum decisions	3.77	12	0.99
Organizing parent volunteers	16.07	12	0.19
Receiving complaints	18.42	12	0.10
Mediating conflicts	22.95	12	0.03
Communicating with parents	13.53	12	0.33
Translating policy to action	2.91	12	0.99
Implementing the job description	13.08	12	0.36
Communicating with board	14.24	12	0.29
Communicating with committees	13.47	12	0.34
Internal accounting	10.88	12	0.54
Seeking grants	13.69	12	0.32
Fundraising	8.00	12	0.79
Collecting tuition	8.97	12	0.71
Operational budgets	12.24	12	0.43
Capital budgets	9.60	12	0.65
Maintenance	9.04	9	0.43
Repairs	9.10	12	0.69
Capital improvement	10.38	12	0.58
Management of personnel	15.56	12	0.21
Publishing promotional material	16.88	12	0.15
Student recruitment	18.24	12	0.11
Teacher recruitment	10.11	12	0.60

TABLE 13 (continued)

	x	df	Significance
Community relations	11.23	12	0.51
Time away from family	15.75	12	0.20
Interruptions	35.22*	12	0.00
Personal finances	14.55	12	0.27
Personal integrity	9.76	12	0.64

* statistically significant $p < 0.02$

TABLE 14

SIGNIFICANT DIFFERENCES AND CORRELATIONS OF STRESSORS AND
DEMOGRAPHIC VARIABLES WITH THE TIME AWAY FROM FAMILY FOR
CHRISTIAN SCHOOLS INTERNATIONAL ADMINISTRATORS (1991)

Stressor	Correlation Coefficient
Scheduling teachers	0.31
Relations among teachers	0.35
Relations with teachers	0.38
Implementing job description	0.36
Management of maintenance personnel	0.37
Publishing promotional material	0.34
Interruptions in the daily schedule	0.69
Age of the school	0.36
Type of Governance	*

*categorical data Chi square = 23.65, df = 12.

teachers ($r = 0.31$), relationships among teachers ($r = 0.35$), relationships with teachers ($r = 0.38$), implementing the job description ($r = 0.36$), management of non-instructional personnel ($r = 0.37$), publishing promotional material ($r = 0.34$), interruptions in the daily schedule ($r = 0.69$), and the age of the school ($r = 0.36$). The category of the governance of the school created statistically significant differences with church-run schools generating less stress than parent-controlled schools. Of the nine significant relationships, seven were with other stressors. The stressors had a relatively large span of diversity indicating an interaction with variables from a variety of general categories.

The second highest rating for a stressor was found with interruptions in the personal schedule (see Table 15). This item was related to the highest rated stressor of time away from family. Therefore, it was probable to have seen a relationship with some of the previously discussed stressors. Those relationships included scheduling teachers ($r = 0.35$), implementing the job description ($r = 0.37$), and managing personnel ($r = 0.33$). A new stressor was added to the category: monitoring capital improvement ($r = 0.29$).

Two new areas of relationship were added to this category: personal integrity and experience in education. Personal integrity ($r = 0.34$) was a higher stress for

TABLE 15

SIGNIFICANT CORRELATIONS AND DIFFERENCES OF STRESSORS AND
DEMOGRAPHIC VARIABLES WITH INTERRUPTIONS IN THE
PERSONAL SCHEDULE FOR CHRISTIAN SCHOOLS
INTERNATIONAL ADMINISTRATORS (1991)

Stressor	Correlation Coefficient
Scheduling teachers	0.35
Implementing job description	0.37
Capital improvements	0.29
Managing maintenance personnel	0.33
Time away from family	0.69
Personal integrity	0.34
Years since training	-0.33
Years in education	-0.29
Years in administration	-0.30
Level of degree	*

*Categorical data, Chi square = 35.21722, df = 12

individuals with stressful interruptions in their schedule. When there were insufficient resources and increased expectations, the stress of personal integrity increased as well.

A number of indicators in the experience and training categories had negative relationships with stress caused by interruptions. Years in education ($r = -0.29$) and years in administration ($r = -0.30$) had negative correlations with the stress produced by interruptions. Experience was a factor in this area. The more one has dealt with interruptions, the less stressful they become.

Also, training was a factor. The higher the academic degree of an individual, the less likely he/she was to have had stress from interruptions (Chi square = 35.21722, $df = 12$). Training and experience combined in the years since the most recent course work to demonstrate a negative correlation of -0.33 . This indicated that the longer a person has been trained for a position, the less stress interruptions would generate.

Receiving complaints was the next highest stressor with an average of 3.6 and a standard deviation of 1.0. The significant correlations were in the areas of student discipline ($r = 0.45$), organizing parent volunteers ($r = 0.33$), mediating conflicts ($r = 0.67$), and communicating with parents ($r = 0.32$). This group showed some relation-

ship between the complaints and the relationship of the administrator with the student and home (see Table 16).

The fourth highest mean rating was in the category of mediating conflicts (see Table 17). As already stated, this category had significant relationships with student discipline ($r = 0.38$) and receiving complaints ($r = 0.67$). In addition, conflicts in the areas of tuition collection ($r = 0.29$) and managing maintenance personnel ($r = 0.34$) had significant relationships with mediating conflicts. Publishing promotional materials ($r = 0.33$) and the age of the school ($r = 0.30$) also showed positive correlations.

If there was a difficulty in collecting tuition there likely will have been conflicts to mediate. If parents were having difficulty in paying tuition or if the billing system of the school was malfunctioning, there will have been significant conflicts and a need for mediation. One line of reasoning would have been that older schools were larger and had more conflicts; however, the correlation coefficient between number of students and mediating conflicts was only 0.12. At the very least this correlation indicates that it would have been false to assume that older schools had less conflict.

Likewise, if the management of personnel was a stress there will have been conflicts to manage in terms of authority or adequate completion of task.

TABLE 16

SIGNIFICANT CORRELATIONS OF STRESS RATINGS WITH RECEIVING
COMPLAINTS FOR CHRISTIAN SCHOOLS INTERNATIONAL
ADMINISTRATORS (1991)

Stressors	Correlation Coefficient
Student discipline	0.45
Organizing parent volunteers	0.33
Mediating conflicts	0.67
Communication with parents	0.32

TABLE 17

SIGNIFICANT CORRELATIONS OF STRESS RATINGS AND
DEMOGRAPHIC VARIABLES WITH MEDIATING CONFLICTS
FOR CHRISTIAN SCHOOLS INTERNATIONAL
ADMINISTRATORS (1991)

Stressors	Correlation Coefficient
Student discipline	0.38
Receiving complaints	0.67
Collecting tuition	0.29
Managing personnel	0.34
Publishing promotional material	0.33
Age of school	0.30

Finally, there was a relationship between the age of the school and the stress produced from mediating conflicts. The older the school, the higher the stress from conflict. This was an odd correlation, because it seems to imply that older schools, even though they may have been assumed more stable, had greater stress from conflicts.

The fifth highest stressor depicted in Table 18 was the supervision of instruction ($\bar{X} = 3.2$). This stressor had no statistically significant relationships with the previously discussed stress ratings. The correlations in this area covered more of the other stressors than any one item discussed thus far. In general, a high stress in this area seemed to correlate with nearly all areas related to the quality of instruction.

Significant correlations were found with the areas of academic achievement ($r = 0.38$) and curriculum decisions ($r = 0.39$). This correlation was understandable in terms of the relationship between supervising instruction, the quality of teaching, and the measurable productivity of the classroom.

Stress from the supervision of teachers correlated with stress from relationships with teachers ($r = 0.38$), because instruction was highly dependent on the performance of individual teachers. Further difficulties were noted in the areas of scheduling teachers ($r = 0.32$) and

TABLE 18

SIGNIFICANT CORRELATIONS OF STRESS RATINGS WITH
SUPERVISING INSTRUCTION FOR CHRISTIAN SCHOOLS
INTERNATIONAL ADMINISTRATORS (1991)

Stressors	Correlation Coefficient
Academic achievement	0.38
Scheduling teachers	0.32
Relations with teachers	0.38
Curriculum decisions	0.39
Communication with parents	0.30
Translating policy to action	0.29
Daily maintenance	0.33
Recruiting students	0.37
Recruiting teachers	0.33
Community relations	0.36

recruiting teachers ($r = 0.33$). Simply stated, if there was stress with the supervision of instruction, there was stress with teachers in general.

Stress from the supervision of instruction was also correlated with stress in relating to families and the community in general. Positive correlations were found in communication with parents ($r = 0.30$), recruiting students ($r = 0.37$), and community relations ($r = 0.36$). These areas seem to have had a secondary relationship. None of these areas were directly related to instruction; however, if supervising instruction was stressful, it was stressful to communicate with the community in general and families in particular.

In addition, supervision of maintenance personnel ($r = 0.33$) seems to have had a correlation which may have been secondary in relation to the instruction of supervision. It does not follow that if teachers were having difficulty in the classroom, the administrator would have had difficulty with the janitor. However, if the administrator has not supervised teachers well, perhaps she/he will have not supervised janitors well either.

Finally, the administrator who has had difficulty with supervision of instruction also has had stress from translating school policy into action (0.29).

Student discipline (see Table 19) was the sixth highest stressor ($\bar{X} = 3.1$). It had significant correla-

TABLE 19

SIGNIFICANT CORRELATIONS OF STRESS RATINGS WITH

STUDENT DISCIPLINE FOR CHRISTIAN SCHOOLS

INTERNATIONAL ADMINISTRATORS (1991)

Stressors	Correlation Coefficient
Receiving complaints	0.45
Mediating conflicts	0.38
Internal accounting	0.32

tions with receiving complaints ($r = 0.45$) and mediating conflicts ($r = 0.38$) which have already been discussed. A correlation was indicated by a coefficient of 0.32 with internal accounting. This final correlation does not seem to have had a quickly noticeable relationship of explanation with the area of student discipline.

The seventh highest mean rating of stress involved the implementation of the job description ($\bar{X} = 3.1$). This item was similar to the supervision of instruction in that if this was an area of stress, pervasive relations with other areas were likely. Nineteen areas of statistically significant correlation were noted. These items were listed in Table 20 of the text.

Implementation of the job description correlated with the areas of student relations in academic achievement ($r = 0.36$) and spiritual growth ($r = 0.31$). This stressor also had a high correlation in areas of teacher relations such as: relationship with teachers ($r = 0.39$), inservice training ($r = 0.33$), and curriculum decisions ($r = 0.51$). The entire academic setting seems to have been affected by stress caused from the implementation of a job description.

There was stress also from the internal relationships within the organization correlating with this stress: translating policy into action ($r = 0.56$), communication with the governing board ($r = 0.38$), and communicating

TABLE 20

SIGNIFICANT CORRELATIONS OF RATINGS OF STRESS AND
DEMOGRAPHIC VARIABLES WITH IMPLEMENTING THE JOB
DESCRIPTION FOR CHRISTIAN SCHOOLS INTERNATIONAL
ADMINISTRATORS (1991)

Stressors	Correlation Coefficient
Academic achievement	0.36
Spiritual growth	0.31
Relations with teachers	0.39
Inservice training	0.33
Curriculum decisions	0.51
Communicating with parents	0.32
Translating policy to action	0.56
Communicating with the governing board	0.38
Communicating with committees	0.36
Internal accounting	0.42
Formulating operating budget	0.46
Formulating capital budget	0.38
Student recruitment	0.37
Teacher recruitment	0.44
Community relations	0.31
Time away from family	0.36
Interruptions in daily schedule	0.37
Personal integrity	0.44
Years since course work	-0.48

with committees of the board ($r = 0.36$). Further stress was noted in the areas of finances: internal accounting ($r = 0.42$), formulating operational budgets ($r = 0.38$), and formulating capital budgets ($r = 0.38$). Relations with external marketing were also noted: student recruitment ($r = 0.37$), teacher recruitment ($r = 0.44$), community relations ($r = 0.31$), and communication with parents ($r = 0.32$). Finally the area of personal life seemed to have been extremely stressful as well with statistically significant correlations in the areas of time away from family ($r = 0.36$), interruptions in personal schedule ($r = 0.37$), and personal integrity ($r = 0.44$).

The job description that was too vague or too vast caused pervasive stress in virtually all the general areas surveyed. With a lack of defined direction that was in the realm of accomplishment, stress was evidenced through the significant relationships with subcultures inside and outside the school.

The only demographic variable which had a statistically significant correlation with implementing the job description was the years since coursework. The more years of experience an administrator had, the less stress there was in implementing a job description ($r = -0.48$). The more experienced administrator was able to handle interpretations of job description with significantly less stress.

The final area of statistically significant stress (see Table 21) for the administrators was personal finance ($r = 0.31$). There were two negative correlations from the demographics portion of the survey: number of students ($r = -0.30$) and years in CSI schools ($r = -0.29$). In other words, larger schools and more experience in CSI schools statistically significantly reduced the stress from this area.

However, there were a number of positive correlations within the stress ratings: academics ($r = 0.43$), spiritual growth of the students ($r = 0.33$), curriculum decisions ($r = 0.37$), organization of parents ($r = 0.33$), translating policy into action ($r = 0.33$), communicating with the governing board ($r = 0.31$), community relations ($r = 0.31$), and personal integrity ($r = 0.53$).

Further analysis of the crosstabulation in Table 20 provided insights apart from the attention given to statistically significant stressors. Using r^2 to calculate practical significance in the crosstabulation, a correlation coefficient of 0.50 or greater was highlighted because it would explain 25 percent of the variances. Some variables had correlations exceeding 0.50 and will be ignored because of possible overlap of categories. For example, receiving complaints and mediating conflicts had a Pearson product moment correlation coefficient of 0.67. This relationship was not highlighted because complaints

TABLE 21
SIGNIFICANT CORRELATIONS OF STRESS RATINGS AND
DEMOGRAPHIC VARIABLES WITH PERSONAL FINANCES
FOR CHRISTIAN SCHOOLS INTERNATIONAL
ADMINISTRATORS (1991)

Stressors	Correlation Coefficient
Academic achievement	0.43
Spiritual growth	0.33
Curriculum decision	0.37
Organization of parent volunteers	0.33
Translation of policy to action	0.33
Communication with the board	0.31
Community relations	0.31
Personal integrity	0.53
Number of students	-0.30
Years in CSI schools	-0.29

and conflicts seem closely related by nature. The researcher chose to highlight only those practically significant relations that did not have this potential overlap. Table 22 illustrates these relationships.

The highest correlation was found with time away from family and interruptions ($r = 0.69$). The other correlations seemed related to one of two categories: 1. personal integrity and 2. teacher recruitment. Personal integrity was related to community relations ($r = 0.62$), communicating with parents ($r = 0.56$), and personal finances ($r = 0.53$). This seemed to indicate that tensions with integrity, communication, and a lack of personal resources were related. Teacher recruitment had relations with four other stressors: 1. internal accounting ($r = 0.54$), 2. translating policy into action ($r = 0.52$), 3. publishing promotional material ($r = 0.52$), and 4. management of personnel ($r = 0.52$).

Exemplary Administrators

The final item on the questionnaire was a request for a nomination of a peer administrator who was considered to be exemplary in performing administrative duties in a CSI school. The top ten nominations were examined after the tally. Of these top ten only seven were active administrators in CSI as a chief administrator of a system or

TABLE 22

PRACTICALLY SIGNIFICANT RELATIONS BETWEEN NON-OVERLAPPING
STRESSORS FOR CHRISTIAN SCHOOLS ADMINISTRATORS (1991)

Time away from family	Interruptions	0.69
Personal Integrity	Community Relations	0.62
Personal Integrity	Communicating with Parents	0.56
Teacher Recruitment	Internal Accounting	0.54
Personal Integrity	Personal Finances	0.53
Teacher Recruitment	Translating Policy into Action	0.52
Teacher Recruitment	Publishing Promotional Material	0.52
Teacher Recruitment	Management of Personnel	0.52

school and none were female. The means for the exemplary administrators' responses to the questionnaire were tallied and compared with the means for the responses of the general population of the other administrators surveyed using an independent t test. Table 23 contains the mean responses to the survey.

A comparison with the general population indicated that there were no responses which differed significantly at the .02 level of significance on a two-tailed independent t test. The top six stressors for these seven administrators were located in the top eight, significant stressors of the general population.

However, the large discrepancy between the ratings of stress for implementing the job description show a noticeable, if not statistically significant, difference. The general population rated this item at 3.1, the seventh highest stressor. The rating given this item by the exemplary administrators was 2.3, the twenty-second item.

The demographic responses for the exemplary administrators were similar to the general population as well. Five of the seven administered a school which contained grades nine through twelve. The mean number of students was 711 with a standard deviation of 187.3 (see Table 24). The mean age of the schools was 54.9 with a standard deviation of 25.2. All seven schools were controlled by a parent association without a church affiliation. The only

TABLE 23

MEANS AND STANDARD DEVIATIONS OF RATINGS OF STRESS FOR

EXEMPLARY ADMINISTRATORS OF CHRISTIAN SCHOOLS

INTERNATIONAL SCHOOLS (1991)

Stressor	Subculture Domains	Mean	Standard Deviation
Time away from family	Personal	4.0	1.4
Receiving complaints	Parent	3.9	1.3
Interruptions in schedule	Personal	3.7	1.4
Mediating conflicts	Parent	3.1	1.6
Student discipline	Student	3.1	1.2
Supervision of instruction	Teacher	3.1	1.2
Relations among teachers	Teacher	3.1	0.7
Inservice training	Teacher	2.9	0.9
Spiritual growth	Student	2.9	1.1
Academic achievement	Student	2.7	1.0
Scheduling teachers	Teacher	2.7	1.0
Personal finances	Personal	2.6	1.1
Recruiting teachers	Marketing	2.6	0.8
Formulating operational budget	Finance	2.6	1.0
Community relations	Marketing	2.6	0.5
Supervising personnel	Building	2.6	1.1
Publishing promotional material	Marketing	2.4	1.0
Curriculum decisions	Teacher	2.4	1.1
Formulating capital budget	Finance	2.4	0.8
Recruiting students	Marketing	2.3	0.5
Relations with teachers	Teacher	2.3	0.8
Implementing job description	Super- ordinate	2.3	1.1
Internal accounting	Finance	2.1	0.4
Translating policy to action	Super- ordinate	2.1	0.7
Personal integrity	Personal	2.1	1.5
Seeking grants	Finance	2.1	0.9
Communication with board	Super- ordinate	2.1	1.1
Communication with committees	Super- ordinate	2.0	0.8

TABLE 23 (continued)

Stressor	Subculture Domains	Mean	Standard Deviation
Communication with parents	Parent	2.0	0.8
Fundraising activities	Finance	2.0	0.8
Capital improvements	Building	2.0	0.8
Timely repairs	Building	2.0	1.0
Organizing parent volunteers	Parent	1.9	0.7
Collecting tuition	Finance	1.9	0.7
Scheduling students	Student	1.9	0.7
Daily maintenance	Building	1.7	0.8

TABLE 24

DEMOGRAPHIC VARIABLES FOR EXEMPLARY ADMINISTRATORS AND
THEIR CHRISTIAN SCHOOLS INTERNATIONAL SCHOOLS (1991)

Variable	Mean	Standard Deviation
Student population	711 students	187.3
Age of school	54.9 years	25.2
Courses taken	18.4 courses	7.1
Years since coursework	3.5 years	4.0
Tenure in education	22.7 years	5.3
Tenure in CSI schools	22.6 years	5.4
Tenure in CSI administration	16.6 years	6.8
Expected years remaining	13.4 years	9.3

significant difference in the surveys was found in the number of courses taken by the exemplary administrators. The average of 18.4 courses with a standard deviation of 7.1 was statistically significantly higher than the 10.7 of the general population, i.e., four (57.1 percent) had a Master's degree, two (28.6 percent) had a Specialist's degree, and one (14.3 percent) had a Doctor's degree. It had been a mean of 3.5 years since their most recent course work with a standard deviation of 4.0. Most of the educational experience of these administrators was in a CSI school with only one year of the cumulative total being spent outside of the organization. The administrators had spent a mean of 22.7 years with a standard deviation of 5.3 in education in general and an average of 22.6 with a standard deviation of 5.4 in CSI schools. All of the years of administrative experience were inside CSI organized schools with the mean years of experience at 16.6 with a standard deviation of 6.8. All exemplary administrators responded to the years they expected to remain in CSI service. The expectancy was 13.4 years with a standard deviation of 9.3.

Each exemplary administrator was interviewed by telephone and was asked to respond to six questions. The first three questions required a rating on a one to five Likert-type scale, and the remaining three questions required a narrative response.

The three rating questions involved items of preparation for administrative duties. The administrators were asked to rate the value of formal education, experience, and a mentoring program. The mean ratings are depicted in Table 25. These ratings were rather homogeneous with no major differences. Experience received the highest mean rating at 4.7 with a standard deviation of 0.5. The next most valuable component was a mentoring program with a mean of 4.4 and a standard deviation of 0.7. It is noteworthy that none of the administrators interviewed took part in a structured mentoring program. However, should such a program have been available, all agreed that it would have been an excellent asset. Two administrators asked if they could use a rating of higher than five for this item. Finally, formal training was seen as valuable with a rating of 3.4 and a standard deviation of 0.9.

From these responses it was evident that the seven exemplary administrators inferred that a quality program of preparation for administration in CSI schools would incorporate formal training, administrative experience, and structured mentoring.

The administrators also were asked to give a narrative answer to three questions concerning reducing stress, critical problems of administration, and major benefits of leadership.

TABLE 25

EVALUATION OF METHODS OF PREPARATION BY CHRISTIAN SCHOOLS
INTERNATIONAL EXEMPLARY ADMINISTRATORS (1991)

Item	Mean	Standard Deviation
Formal training	3.4	0.9
Experience	4.7	0.5
Mentor	4.4	0.7

Each administrator was asked what he did in his personal life to reduce stress. The results were recorded in Table 26.

Table 26 illustrates a variety of activities and practices which the seven administrators used to reduce stress. The item mentioned most frequently was physical exercise (4). The men mentioned running, golf, walking, and other types of physical activity. Following bodily disciplines were three practices which three administrators employed. The following all ranked second in terms of being mentioned: leaving their work at school, having a consistent devotional life, and talking to a sympathetic confidant. Three items were mentioned only once: television watching, food-and-nutrition, and a sense of humor.

The second question evoked a variety of responses. Only one item was mentioned twice as the most critical problem. The others were unique to each administrator. Table 27 illustrates this diversity. These responses could be the result of differing strengths of administrators or differences in school communities. Receiving complaints from irate or disgruntled parties received two responses, and all others received only one response. Those items were: time limitations, student discipline, understanding of Christian education, finances, communication for ownership, and demands from too many sectors. It was conceivable that two of the responses may have con-

TABLE 26

METHODS OF REDUCTION OF PERSONAL STRESS LISTED BY
CHRISTIAN SCHOOLS INTERNATIONAL EXEMPLARY
ADMINISTRATORS (1991)

Item	Number of Administrators Mentioning
Exercise	4
Leave work at school	3
Devotional life	3
Talking to someone in confidence	3
Watching television	1
Nutrition	1
Humor	1

TABLE 27

CRITICAL PROBLEMS OF CHRISTIAN SCHOOLS INTERNATIONAL

EXEMPLARY ADMINISTRATORS (1991)

Item	Number of Administrators Responding
Receiving complaints	2
Time and priorities	1
Student discipline	1
Understanding of Christian	
Education	1
Finances	1
Communication for ownership	1
Demands from too many	
sectors	1

cerned the same general area: understanding Christian education and communication for ownership. These administrators expressed similar concerns with dissimilar words. Whether the cause of this diversity of responses rests with the administrator or with the school, it is obvious that the most critical stress of administration is perceived differently by competent administrators.

The final question of the interview involved the major benefit to the administrator of providing leadership in a CSI school. This question had the least varied response with only four replies being used. Table 28 shows the responses and the frequencies. Each of the administrators drew satisfaction from something in their religious experience. Every administrator mentioned his relationship to God through work or devotion. Four listed experiencing the work of God as the primary benefit. Four also listed seeing others grow and benefit. Two felt that making a meaningful contribution was the greater benefit, and one administrator felt that the joy of leadership was the prime reward.

It should be noted that some administrators made more than one response to the last three questions. When more than one response was made the responses were recorded without regard to ranking.

TABLE 28

BENEFITS OF CHRISTIAN SCHOOLS INTERNATIONAL

ADMINISTRATION LISTED BY EXEMPLARY

ADMINISTRATORS (1991)

Item	Number of Administrators Responding
Experiencing the work of God	4
Seeing others grow and benefit	4
Making a meaningful contribution	2
Joy of leadership	1

Comparison with Related Literature

As the stressors were ranked and compared with previous studies, some similarities emerged. Time involvement away from home was the highest ranked stressor in at least two other studies as well as this one (Elve & Swets, 1980; Robertson & Matthews, 1988). Similarities between this study and previous research continue the theme of a lack of resources (time and money). Managing conflict as well seemed to be a common thread throughout other findings (Elve & Swets, 1980; Robertson & Matthews, 1988; Lepyard, 1988; Knezevich, 1971; Hemphill, Richards, & Peterson, 1985).

The coping strategies depicted nearly all of the theoretical writings (Robertson & Matthews, 1988) and empirical studies (Cooper, 1988; Schwab, 1986). The physical, mental, spiritual, and social dimensions were represented throughout.

While the analysis of correlations provided some data on interaction, it seemed as though the data collected in this study were consistent with previous studies of general populations of administrators.

Special attention should be given to the "defining of the job description." The findings of a high number of interactions is similar to the findings of Eisenhower

(1984) who perceived that low role ambiguity was related to a sense of robustness of task.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The focus of this study was an examination of stress among administrative officers within Christian Schools International (CSI) schools in the United States. Administrators from 304 schools were surveyed to determine ratings of stress for various administrative tasks. Demographic information also was collected. Interaction studies were performed using the statistically significant stressors with other stressors and with demographic variables. Through a peer nomination, exemplary administrators were selected for comparison to the general population and for ratings concerning administrative preparation and coping strategies.

The study revealed eight statistically significant stressors for administrators: time away from family, interruptions in personal schedule, receiving complaints, mediating conflicts, supervising instruction, student discipline, implementing the job description, and personal finances. The highest number of interactions were found with supervision of instruction and implementing the job description.

The stress ratings of the exemplary administrators did not differ significantly from those of the general population with the exception of the area of implementation of the job description. All of the nominated headmasters ranked formal training, mentoring programs, and experience as very high in terms of suitability for preparation for administration. The administrators also cited a variety of coping strategies.

Although some other studies have been conducted concerning stressors in administration of education this study sought to seek patterns from exemplary administrators for comparison and example. The stress ratings derived from the study have also been compared with demographic variables and other stressors through studies of relationship to describe patterns of stress and possible interactions. The summaries of the findings of this study were as follows:

1. The scarcity of the resources of time and money created statistically significant stress for many of the surveyed administrators in their personal lives. Less stress from time away from family was noted in church-governed schools.

2. High stress concerning interruptions in the personal schedule illustrated a difficulty in focusing on time.

3. High stress concerning implementing the job description illustrated difficulty in focusing on task.

4. Receiving complaints and mediating conflicts caused statistically significant stress for administrators.

5. Student discipline and supervision of instruction were statistically significant stressors in CSI administration.

6. The high stress of supervising instruction and implementing job descriptions had statistically significant correlations with ten or more other stressors.

7. Experience and training were a statistically significant help for administrators in dealing with the stressors of implementing job descriptions, personal finances, and interruptions in personal schedules.

8. Stress in personal integrity had practically significant correlations with community relations and personal finances.

9. Stress from teacher recruitment had practically significant correlations with marketing, finances, and employer-employee relationships.

10. The only major difference between stress ratings given by exemplary administrators and those given by the general population of administrators concerned the item of implementing the job description.

11. A diversity of demographic descriptors of schools did not produce a significant difference in the ratings of stress by the administrators with the exception of church run school administrators experiencing less stress from time away from family.

12. The exemplary administrators rated training, experience, and a mentoring program as valuable for the administrator.

13. The exemplary administrators used a variety of coping techniques when dealing with stress.

14. The exemplary administrators perceived their jobs as missions.

Conclusions

Based on the findings of the research, the following conclusions were made concerning CSI administrators and stress:

1. The demands of the task of the chief administrator of a CSI school make a significant impact on personal life.

2. The focusing of energies on job tasks is difficult for the administrator as demonstrated in the high ratings of interruptions in the personal schedule and implementation of the job description.

3. Interpersonal relationships and conflicts cause significant stress.

4. A variety of experiences and training can help reduce stress from some of the salient difficulties.

5. The position of chief administrator resulted in similar stressors regardless of the demographics of the schools or the abilities of administrators.

6. Different coping strategies for dealing with stress were acceptable depending on the preference of the individual.

7. Intrinsic motivation for accomplishing tasks was common among exemplary administrators.

8. Effective implementation of a job description is a key to reducing stress and can be affected by training or experience.

Recommendations

Based on the conclusions of this study, the following recommendations are made:

1. Since the strains on the administrator of CSI schools in the United States significantly affect personal life, it is recommended that future administrators be taught personal coping strategies and be given some self-assessment tools to discover appropriate strategies for easing stress in this area. It is further recommended

that school boards approach the demands of the chief administrator with greater attention given to priorities of tasks and remuneration which is adequate for the span of control.

2. Because of the difficulty of focusing time on task it is recommended that administrators set aside a certain time each day for non-interruption. It is also recommended that boards and administrators use a Management by Objectives model which employs the use of key objectives to prioritize the tasks of the administrators.

3. Since stress is generated through conflicts, it is recommended that administrators become formally aware of conflict management strategies and seek help as needed from local professional resources.

4. A complete preparation program for CSI administration would seek to blend formal training, experience, and mentoring. It is recommended that classes, internships, and professional practice be used to illustrate and implement effective administrative techniques.

5. Should an administrator sense a great deal of difficulty with stress resulting from his/her position, consideration should be given to a different field of employment.

6. Preservice and inservice sessions should be offered concerning the following topics:

--limiting time away from family;

- managing interruptions in the work schedule;
- receiving complaints;
- mediating conflicts;
- supervising instruction;
- disciplining students;
- implementing the job description; and
- organizing personal finances.

7. Special attention should be given to helping inexperienced administrators and boards to define job descriptions. Formal study and mentoring programs should include time management theories. Attention should also be given to:

- translating policy to action;
- addressing student concerns;
- making decisions regarding curriculum;
- recruiting students and teachers;
- addressing parent concerns;
- addressing teacher concerns; and
- addressing matters of the personal life.

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APPENDICES

APPENDIX A. COVER LETTER



**Christian Schools
International**

Dear Colleague,

Your willingness to take the next few minutes to complete the enclosed survey will be a valuable investment in the future of Christian school administration.

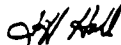
Each year brings increasing demands and challenges and also brings a dwindling population of potential candidates for administrative posts in CSI. This survey will provide the data necessary to have a positive impact concerning the developing dilemmas in Christian school administration and will be used in doctoral research. You are among the people who are most dedicated to Christian education in the United States. Chief administrators in Christian schools work many thankless hours and are often perceived to be simultaneously the cause and the solution of many of the day to day struggles of the school.

Administrators who are well prepared for the challenges of leadership, are more likely to understand the situations of educational administration in the Christian sector. In order to guide the preparation of administrators for the posts of tomorrow, this project is attempting to collect an accurate and comprehensive data set concerning the stresses of such leadership positions. In addition to a data set of stressors, there will be interviews with some administrators who are exemplary in the field. These conversations could form the basis for plans and programs to prepare administrators for the challenges that lie ahead. CSI is dedicated to meeting the challenge of "Servant Leadership" through its Strategic Plan. Information from the grass roots of the organization will insure appropriate program implementation.

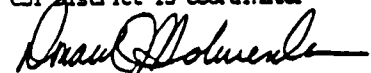
Please help the administrators of tomorrow's Christian schools by completing the enclosed survey today. The number on the survey will not be stored with the data set; it is only used to keep track of which schools have responded. You will not be able to be linked to your survey and all reports will print only the compilations of data. Anonymity of institution and individual is guaranteed.

Your prompt response will reduce the cost of this project, because there will be follow-up expenses incurred until a sufficient return rate is achieved. You will receive a summary report when the data is collected. Thank you for your time.

In His service,


Jeff Hall

CSI District 13 Coordinator


Donald J. Holwerda
President, CSI Board of Directors

APPENDIX B. SURVEY INSTRUMENT

SURVEY OF ADMINISTRATIVE STRESS

Administrators of schools in CSI are facing increasing challenges and demands. The high levels of stress involved with school supervision in the Christian sector has become a concern of administrators in general and of CSI in particular. This instrument should provide some useful information concerning particular stressors and a subsequent study may furnish some strategies to help present and future administrators in the challenging task of leadership.

The data gathered through the use of this instrument will be used to help administrators. Return of this survey indicates informed consent to participate in the study. Anonymity is insured to the individuals and institutions involved.

Your prompt and candid participation will be appreciated and will reduce the cost of completing the study. This is your opportunity to help fellow administrators in similar positions in Christian schools.

Directions: The survey should be completed by the chief executive administrator of the school or school district. Please CIRCLE the one number which corresponds to your level of stress in each area. One (1) represents no stress and five (5) represents high stress.

	no stress				high stress
<u>Student Relations</u>					
1. Disciplining	1	2	3	4	5
2. Scheduling	1	2	3	4	5
3. Academic achievement	1	2	3	4	5
4. Spiritual growth	1	2	3	4	5
<u>Teacher Relationships</u>					
5. Supervising instruction	1	2	3	4	5
6. Scheduling	1	2	3	4	5
7. Personal relationships among teachers	1	2	3	4	5
8. Personal relationships with teachers	1	2	3	4	5
9. Inservice training	1	2	3	4	5
10. Curriculum decisions	1	2	3	4	5
<u>Parent Relationships</u>					
11. Organizing parent volunteers	1	2	3	4	5
12. Receiving complaints and concerns	1	2	3	4	5
13. Mediating school-home conflicts	1	2	3	4	5
14. Communicating with parents	1	2	3	4	5
<u>Superordinate Relationships</u>					
15. Translating policy into action	1	2	3	4	5
16. Implementing your job description	1	2	3	4	5
17. Communicating with governing board	1	2	3	4	5
18. Communicating with committees	1	2	3	4	5
<u>Financial Responsibilities</u>					
19. Internal accounting	1	2	3	4	5
20. Seeking grants and contributions	1	2	3	4	5
21. Fundraising activities	1	2	3	4	5
22. Collecting tuition	1	2	3	4	5
23. Formulating operational budgets	1	2	3	4	5
24. Formulating capital budgets	1	2	3	4	5

(over)

Building Maintenance

- | | | | | | |
|-----------------------------|---|---|---|---|---|
| 25. Daily maintenance | 1 | 2 | 3 | 4 | 5 |
| 26. Timely repairs | 1 | 2 | 3 | 4 | 5 |
| 27. Capital improvements | 1 | 2 | 3 | 4 | 5 |
| 28. Management of personnel | 1 | 2 | 3 | 4 | 5 |

Marketing Responsibilities

- | | | | | | |
|-------------------------------------|---|---|---|---|---|
| 29. Publishing promotional material | 1 | 2 | 3 | 4 | 5 |
| 30. Student recruitment | 1 | 2 | 3 | 4 | 5 |
| 31. Teacher recruitment | 1 | 2 | 3 | 4 | 5 |
| 32. Community relations | 1 | 2 | 3 | 4 | 5 |

Personal Management

- | | | | | | |
|--|---|---|---|---|---|
| 33. Time away from family | 1 | 2 | 3 | 4 | 5 |
| 34. Interruptions in personal schedule | 1 | 2 | 3 | 4 | 5 |
| 35. Personal finances | 1 | 2 | 3 | 4 | 5 |
| 36. Personal integrity | 1 | 2 | 3 | 4 | 5 |
| 37. Other (specify) _____ | 1 | 2 | 3 | 4 | 5 |
| 38. Other (specify) _____ | 1 | 2 | 3 | 4 | 5 |

Demographics

Describe your active administrative position:

Grade levels _____
Number of students _____
Age of school _____
Type of governance (Check one) _____ Parent Association
_____ Church
_____ Other (specify) _____

Describe your training in administration:

Number of Courses in administration _____
Highest Degree in Administration _____
Year of most recent course work _____

Describe your tenure in administration:

Number of years in education (any type) _____
Number of years in CSI schools _____
Number of years in administration (any school) _____
Number of years in administration of CSI schools _____

Number of years you expect to remain in administration in CSI schools _____

Nominate one or more CSI Administrators who exemplify the behaviors of effective administration:

Name	School
_____	_____
_____	_____
_____	_____

Please return this survey in the provided envelope to Jeff Hall, Chattanooga Christian School, 3354 Broad Street, Chattanooga, TN 37409.

APPENDIX C. HUMAN SUBJECTS PERMISSION

(PLEASE TYPE ON THIS FORM.)

(Instructions on reverse side of this form.)

MAR 14 1991 ... 3484

Certification of Exemption from Review by Full Commission for Research Involving Human Subjects

Date Received in ORA

A. PROJECT DIRECTOR(s) and/or CO-DIRECTOR(s): (For student projects, list both the student and the advisor.)
Student- Jeff Hall; Advisor- Dr. Gary Ubben

B. DEPARTMENT: Department of Educational Leadership

C. COMPLETE MAILING ADDRESS AND PHONE NUMBER OF PD(s) and CO-PD(s):
Jeff Hall, 4114 St. Elmo Avenue, Chattanooga, TN 37409 (wk)266-1040
Dr. Gary Ubben, Dept. Of Ed. Leadership, 233 Claxton Addition, University of Tenn.

D. TITLE OF PROJECT: Knoxville, TN 37996 974-2214
A Survey of Stress Among Chief Administrators of CSI Schools in the United States

E. EXTERNAL FUNDING AGENCY AND ID NUMBER (if applicable):

NA

F. GRANT SUBMISSION DEADLINE (if applicable):

NA

G. STARTING DATE: Upon certification by Coordinator of Compliance. (NO RESEARCH MAY BE INITIATED UNTIL CERTIFICATION IS GRANTED.)
ASAP

H. ESTIMATED COMPLETION DATE (include all aspects of research and final write-up):

January 1992

I. Objective(s) of Project (see Section 8.4 of Manual):

1. To list descriptors and ratings of stress of CSI chief administrators
2. To interview peer-nominated exemplary administrators to create a profile

II. Subjects (see Section 8.5 of Manual) (Use additional page, if needed.):

Chief Administrators of Christian Schools International Schools- About 300 in the United States. Respondents will complete a written survey and select administrators will be interviewed.

III. Methods or Procedures (see Section 8.6 of Manual) (Use additional page, if needed.):

A written survey will be completed voluntarily by administrators with the promise of anonymity for individuals and institutions. Surveys which are returned will be stored in a locked file cabinet at 3354 Broad Street, Chattanooga, TN. Once the research is completed, the surveys will be destroyed. No risk.

Selected Administrators will be interviewed by phone or inperson to retrieve relevant data. CATEGORY(s) FOR EXEMPT RESEARCH PER 45 CFR 46 (see reverse side for categories): 3

CERTIFICATION: The research described herein is in compliance with 45 CFR 46 101(b) and presents subjects with no more than minimal risk as defined by applicable regulations.

Investigator Jeff Hall

Advisor Dr. Gary Ubben

Dept. Review Dr. Robert Roney

Comm. Chair

Dept. Head MARY JANE CANNELLY

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Date 4-4-91

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VITA

Jeffrey Brian Hall was born in Rochester, Pennsylvania and attended Brighton Township Elementary School and was graduated from Burrell High School in 1974. He attended Westminster College and received a Bachelor of Arts in Elementary Education from Grove City College in 1978. He was employed by Jubilee Christian School in Grove City and completed the requirements for a Master's degree at Slippery Rock University in 1981.

Since 1986, the author has been employed by Chattanooga Christian School in Tennessee as an Elementary Principal and Curriculum Coordinator. He also serves on the Christian Schools International District Coordinators Council to represent the interests of the Southeastern United States in matters of curriculum and policy.