

PERCEIVED LEADERSHIP STYLES OF SUPERVISORS
AND THE RELATIONSHIP TO BURNOUT IN
FEMALE MIDDLE-ADMINISTRATORS
IN HIGHER EDUCATION

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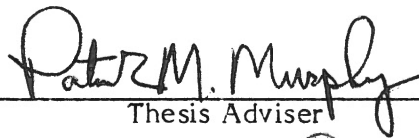
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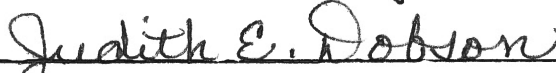
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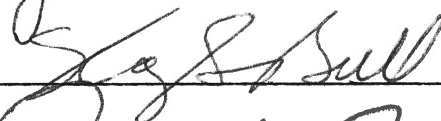
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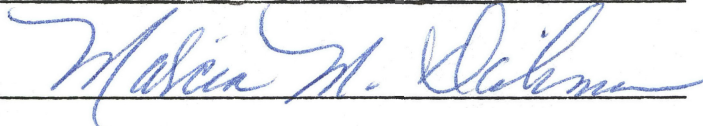


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CHAPTER I

INTRODUCTION

The pressures inherent in the modern workplace have resulted in a phenomenon called "burnout" which is affecting many of the brightest and most enthusiastic talents in the helping professions (Vash, 1980). Stress, which often leads to burnout, is becoming the number one cause of managerial malfunction. Too much stress cripples and sometimes even kills (Conoway & Coleman, 1984).

According to Vash (1980), many administrators in the helping professions work under constant pressure and feel that the problems with which they must cope are overwhelming. As a result, they may not be able to rest, physically or emotionally, after the stress of the day, or even the previous hour. Vash believed that "psychologists, rehabilitation counselors, nurses, social workers, poverty lawyers, school teachers, psychiatrists, and other people helpers who are inundated daily by the seemingly insoluble problems of others have appeared to just wear out and stop caring" (p. 1). One suggested reason for this inability to relax among people helpers is that they often do not return to a stage of resolution or state of rest. As a result, they find themselves operating with less and less energy (Bramhall & Ezell, 1981).

In discussing the phenomenon of burnout in the helping professions, Freudenberger (1977) observed that helpers of other people work harder than anyone else, contribute more, take on superhuman tasks, and often ruin their health in the process. Freudenberger and Richelson (1980) reported that people who burn out are the leaders who have never been able to admit limitations. As a

result, they become fatigued, depressed, irritable, bored, and overworked with ever-increasing inflexibility. Such factors as client overload, long hours, funding insecurities, unresponsive management, and excessive paperwork make burnout indigenous to many types of organizational settings (Bramhall & Ezell, 1981).

Burnout is found among administrative ranks in all types of organizations (Freudenberger, 1977; Vash, 1980). For example, Vash stated that administrators were equally susceptible to burnout because of "too many years of trying to manage the unmanageable and change the unchangeable . . . leaving a burnt out shell where once a bright, young, enthusiastic administrator used to be" (p. 2). As early as 1977, Freudenberger stated that administrators in every field were reporting cases of burnout.

Middle-administrators compose one such group which has attracted relatively little attention until recently (Vash, 1980). Persons in the middle-administrative ranks are considered prime targets for job stress, which can eventually lead to burnout (Scott, 1978; Vash, 1980). Austin and Gamson (1983), Scott (1978), and Kanter (1979) state that middle administrators are targets for burnout due to the fact that they experience limited mobility within the organizational structure, a sense of powerlessness, and limited time and resources with which to perform the multiplicity of roles they have been assigned. To add to the frustration of middle-administrators, there is little opportunity for this group to determine the content of their work. Rather, they are faced with administrative duties which oftentimes take them further away from what they love most, working with and helping people (Austin & Gamson, 1983).

An analysis of the work and the problems encountered by middle-administrators has led this researcher to conclude that administrators are affected by the leadership styles of their supervisors (Bertrand, 1981; Cherniss, 1980). Female middle-administrators experience role conflict, ambiguity, and a

sense of powerlessness which has caused them to become overly stressed and eventually burned out (Kanter, 1979). This study was designed to investigate a number of variables thought to be associated with burnout among female middle-administrators in student personnel services in higher education.

Statement of the Problem

The literature over the last decade on burnout in the work place has increased as attempts have been made to determine why employees develop stress-related disorders. Although initially associated with helping professions such as nursing, social services, police work, and teaching (Maslach, 1976; Vash, 1980), burnout has been increasingly documented in higher education as well (Kanter, 1979; Scott, 1978). More specifically, burnout of college presidents (Trachtenberg, 1981); department heads (Bostrom, 1984); faculty (Schnacke, 1982); and career services professionals (Forney, Wallace-Schutzman & Wiggers, 1982) has been researched.

Administrators in the area of student personnel in all probability face many of the same kinds of problems or circumstances as do other human services professionals. As in all human services or helping professions, the problems and circumstances which female middle-administrators face expose them to prolonged stress and subsequently to burnout (Kanter, 1979).

Although a number of variables have been associated with burnout in higher education settings, there is some indication that certain leadership styles may lead to a higher incidence of burnout (Boenisch, 1983). Burke (1982) suggested that females and other minorities may be at a higher risk for burnout than other groups. A number of demographic variables including age, years of service, number of hours worked, and marital status have been studied in burnout research.

The purpose of this study was to investigate the relationship between the perceived leadership styles of supervisors and burnout in female middle-administrators in student personnel services in colleges and universities in one mid-western state. Additionally, this study identifies the preferred leadership styles of female middle-administrators in student personnel services. Also studied was the difference between the perceptions supervisors have of their leadership styles and the perceptions of supervisors' leadership styles by female middle-administrators who report to them. This study examined whether burnout results from similarities or dissimilarities in leadership styles between supervisors and female middle-administrators. Selected demographic variables (age, years in present position, size of institution, number of hours worked per week, and marital status) were investigated to determine their relationship to burnout among female middle-administrators in student personnel services.

Significance of the Study

A number of variables have been associated with stress and burnout of administrators in all types of work settings. However, there is a small body of literature which suggests factors related to burnout of female middle-administrators in academic administration, and especially in student personnel services.

This study is significant in that it attempted to identify burnout factors related to female middle-administrators in student personnel services. It was implied by Boenisch (1983) that certain leadership styles may be associated with burnout among student personnel administrators. Burke (1982) noted that females were at significant risk for developing burnout. Demographic variables identified in the literature were studied to determine their impact on the incidence of experienced burnout of female middle-administrators. Of further significance is

the identification of the preferred administrative leadership style of female middle-administrators and the degree to which similarities or dissimilarities in leadership styles of supervisors and female middle-administrators lead to burnout among female administrators.

Furthermore, this study may add valuable information to the existing literature on burnout among female middle-administrators in higher educational settings. This study also may promote further studies on burnout among female middle-administrators, and identify leadership styles which promote individual effectiveness and reduce stress and burnout.

Research Questions

The following research questions were formulated to guide the research.

1. Do supervisors perceive their administrative leadership styles differently than do their female middle-administrators?
2. Do similar or dissimilar perceived leadership styles among supervisors and female middle-administrators lead to burnout in female middle-administrators?
3. Do certain administrative leadership styles result in increased levels of burnout among female middle-administrators?
4. What is the preferred administrative style of female middle-administrators in higher education student personnel services?
5. What effect, if any, does age have upon burnout of female middle-administrators in higher education student personnel services?
6. What effect, if any, does the number of years in present position have upon burnout of female middle-administrators in higher education student personnel services?

7. What effect, if any, does the size of institution have upon burnout of female middle-administrators in higher education student personnel services?

8. What effect, if any, does the number of hours worked per week have upon burnout of female middle-administrators in higher education student personnel services?

9. What effect, if any, does marital status have upon burnout of female middle-administrators in higher education student personnel services?

Limitations of the Study

The conclusions drawn from the results were subject to the following limitations:

1. Results of this study are generalizable only to those female middle-administrators who work in traditional student personnel services.

2. Because the responses of the female middle-administrators included in the study were acquired by mail-in questionnaires, the sample consisted of volunteers and may not represent the entire population of female middle-administrators in student personnel services.

Definition of Terms

The following definitions were used throughout the study.

Burnout. Burnout is a syndrome of emotional exhaustion and cynicism based on three aspects of middle administrators' behavior: (a) Emotional exhaustion, which is characterized by increased feelings of resource depletion and the inability to give of oneself at a psychological level; (b) depersonalization, which is defined as the development of negative, cynical attitudes and feelings about one's clients; and (c) personal accomplishment, which is the tendency to evaluate

oneself negatively, particularly with regard to one's work with clients (Maslach & Jackson, 1986).

Female Middle-Administrators. Female middle-administrators are those female student personnel workers who supervise one or more professional or paraprofessional staff personnel and who supervise one or more programs in student services. Such administrators usually hold the title of vice president, dean, director, or coordinator.

Leadership Styles. Leadership styles are behaviors which provide direction and structure for the task at hand and show consideration for the followers' needs (Burke, 1980). Leadership styles in this study are further defined as those traits which are measured by the Administrative Styles Questionnaire (ASQ) based on the Managerial Grid[®] concept of Blake and Mouton (1978). Five basic styles are identified by the Grid: (a) 1,1 - Caretaker Administration; (b) 1,9 - Comfortable and Pleasant Administration; (c) 5,5 - Constituency-Centered Administration; (d) 9,1 - Authority-Obedience Administration; (e) 9,9 - Team Administration. A sixth style which represents a combination of 1,9 and 9,1 (9+9) - Maternalism/Paternalism also will be utilized.

Supervisors. Supervisors are those persons whom the female middle-administrators identify as their supervisors or otherwise name as the persons to whom they are held accountable for their work productivity.

Organization of the Study

The introduction to the study, which includes a statement of the problem, significance of the study, research questions, limitations of the study, and definitions of terms were presented in Chapter I. A review of pertinent literature is presented in Chapter II. The method and instruments are discussed in

Chapter III. The results are presented in Chapter IV and the summary of findings, conclusions, and recommendations are discussed in Chapter V.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents literature on burnout relative to different organizational settings and burnout and student personnel administrators. Demographic variables used in this study and their relationship to burnout are discussed along with background information on female middle-administrators and female student personnel middle-administrators. Studies which address leadership styles in public school and higher educational administration are also discussed.

Burnout

A phenomenon called burnout has been associated with virtually all types of work settings, especially those which focus on helping people. Burnout as defined by Maslach and Jackson (1986) is a syndrome of emotional exhaustion and cynicism based on three aspects of middle administrators' behavior: emotional exhaustion, depersonalization, and personal accomplishment. A proliferation of literature exists examining burnout in various helping professions, i.e., police work (Maslach & Jackson, 1979); health care (Maslach, 1979); counseling (Tiedeman, 1979; Warnath, 1979); education (Briscoe, 1984; Metz, 1979; Moore, 1980/81; Zabel & Zabel, 1980); protective services (Daley, 1979); child care facilities (Maslach & Pines, 1977; Pines & Maslach, 1980); law (Maslach & Jackson, 1978); and social services (Bramhall & Ezell, 1981).

Few studies have investigated burnout in administrators in higher educational settings. Although administrators spend fewer hours resolving the

kinds of problems which are encountered by front-line service providers, that are reported to lead to burnout, Vash (1980) believed that other powerful forces seem to make them an especially vulnerable target for burnout. Cherniss (1980) noted that because of role conflict and ambiguity, stress and strain are often built into the roles of administrators.

Cherniss (1980) identified the organizational design or formal aspects of any type of work setting as being the single most common cause of stress and burnout among those persons who work within an organization. Based on findings by the Berkeley Planning Associates (1977), Cherniss reported that organizational climate variables, such as leadership behavior and communication, are more powerful sources of burnout than individual demographics such as sex and education.

Metz (1979) explored the concept of professional burnout and renewal among educators by attempting to discover: (a) Characteristics or patterns which are common to those educators who rated themselves as professionally burned out; (b) characteristics or patterns which are common to those educators who reported that they were professionally renewed; and (c) the major reported sources of professional burnout and renewal for educators. To gather these data, Metz used face-to-face interviews, a survey, and a small group interview session. The major sources of burnout included bureaucratization, discipline problems, lack of administrative support, lack of positive feedback, powerlessness, administrative incompetence, and lack of opportunity for change by choice. For educators who had been professionally renewed, administrative support, enthusiastic colleagues, freedom and responsibility to operate within the system, good communications, positive feedback, power in decision-making, individually initiated changes, and time away from the school setting were identified as the major sources which promoted professional renewal.

Bertrand (1981) studied personal and organizational correlates of role stress and job satisfaction in female managers. The antecedent variables were age, education, marital status, number of children, sex role orientation, coping strategies, work perception, sponsors, gender ratio, organizational level, length of experience, organizational power, desire for promotion, and women's support groups. Bertrand found that a critical factor in determining role ambiguity of female managers was a favorable image of themselves and their job as it related to feelings of energy, ability to influence others, organizational support, self confidence, autonomy, success, and effectiveness. The research also revealed that as managers confront frustration, emotionally draining situations, fatigue, and burnout feelings, role conflict increases. Stress variables and job satisfaction variables were negatively correlated. This study indicated that organizational variables may impact on female managers, creating role stress which contributes to burnout.

Davis-Sacks, Jayaratne and Chess (1985) compared the effects of social support with the incidence of burnout. A total of 288 child welfare workers, spouses or significant others participated in the investigation. One questionnaire was sent to child welfare workers and another to their spouses. The spouse questionnaire contained items related to the spouse's perceptions of the worker and the circumstances of the worker's job and a series of questions related to family life. The worker questionnaire contained the same items found in the spouse questionnaire, as well as additional comprehensive questions dealing with work stress, strain, and social support. Supervisor support, co-worker support, and spouse support were measured by a set of four questions asked about each source of support. These responses were averaged. High scores on these support measures indicated that the respondent believed that each of the sources provide support when problems arise. Davis-Sacks et al. measured two basic outcomes;

burnout and mental health problems. Three questionnaires were used to measure the effects of social support with the incidence of burnout. They included a revised form of the Maslach Burnout Inventory (MBI) which measures burnout among child welfare workers, the Rosenberg Self-Esteem Scale, and an author constructed three-scale questionnaire which measures mental health problems experienced by child welfare workers. The authors also included three short descriptions of major job related events which asked which source of support would you prefer talking with about a given situation (spouse, co-worker, supervisor, or other). The results indicated that workers preferred to talk with spouses, co-workers, and supervisor respectively after highly emotional job events. The results also showed that high levels of support from support measures resulted in low levels of stress and a high sense of personal accomplishment. Spouse support and supervisor support were significantly correlated with several of the measures of stress symptoms. Whereas, co-worker support was significantly correlated with only one of the measures of stress, Self-Esteem. The conclusions and recommendations made by Davis-Sacks et al. (1985) indicated that increasing social support from any source may not be the most effective way to reduce undesirable job reactions. Instead, redesigning the job and increasing the participation of the worker in organizational decisions may be more effective.

Brookins (1982) studied 130 educational administrators in an effort to identify organizational characteristics or items that educational administrators perceived as promoting burnout. Based on the literature related to burnout, the following questions were asked: (a) Do administrators in higher education perceive organizational characteristics to be related to individual burnout factors; and (b) if so, which organizational factors or items are believed to contribute the most and the least to individual burnout.

Nine individual items were found to be most frequently correlated with burnout; (a) feelings of anger and resentment, (b) lack of enthusiasm for job, (c) lack of sense of success, (d) feeling alienated, (e) feelings of frustration, (f) lowered self-concept, (g) a poor job attitude, (h) extreme disorganization, and (i) lack of a sense of control. Organizational items that correlated most with the individual burnout items and explained the most variance were unclear goals/goal ambiguity. A loosely structured organization had a low correlation with burnout.

Demographic Variables and Burnout

Demographic variables which have been measured in association with burnout are numerous. Those variables included in this study are discussed.

Bertrand (1980/81), Forney and Wiggers (1984), King (1980/81), and Maslach and Jackson (1986), considered age as a factor in burnout and found that burnout was most likely to occur during the earlier years of one's career. Moore (1980/81) studied age as a factor in burnout and found no significant differences between age and burnout scores. Forney and Wiggers (1984) suspected that the relationship of age to burnout was due to the fact that older workers may have acquired coping skills as a result of having been on the job for a longer length of time.

Years of service in one's job was found to be an important factor in burnout. The more experience, the less one feels emotionally exhausted and depersonalized, and the better one feels about personal accomplishments (Zabel & Zabel, 1980). Moore (1980/81) studied burnout among school principals and found that principals who had been on the job less than three years reported higher burnout scores than did those principals with four or more years on the job. In contrast, Bertrand (1980/81) studied length of management experience and the relationship to burnout and found that there was a positive relationship between how much experience one has and the stress and role conflict one feels.

Moore (1980/81) found size of the institution to be correlated with burnout. Principals who worked in schools with large enrollments experienced more burnout than principals who worked in smaller schools. This suggests that the larger the school, the more students; hence, the more concerns with which one must deal.

Forney, Wallace-Schutzman and Wiggers (1982), Kahn (1978), Maslach (1978a), Moore (1980/81), Watkins (1983), and Zabel and Zabel (1980) found that hours worked per day or week were correlated with burnout. Forney, Wallace-Schutzman and Wiggers (1982) and Moore (1980/81) found that professionals who spent little time in off-the-job activities, and who worked in excess of 60 hours per week reported higher burnout scores. Maslach (1978b) and Watkins (1983) stated that burnout rates soar whenever workers fail to separate work and personal life so that they merge as one.

Marital status has been addressed as a demographic variable in several studies on burnout (Pines & Kafry, 1981; Forney, Wallace-Schutzman & Wiggers, 1982; Spicuzza, Baskind & Woodside, 1984). Pines and Kafry (1981) reported that married females experience more role conflict and stress which appeared to result from dual responsibilities, both at work and at home. Since the subjects in this present study were female middle-administrators, this factor was of great interest.

Leadership Styles

Leadership styles have been examined and re-examined by observers of management for many years. As a result, a number of theories or positions have evolved. Debate between those who contend that there is one best style of leadership and those who contend that situations call for different styles has continued for many years among theorists and researchers (Burke, 1982). The Great-Man Theories of earlier times shaped the way leaders are presently viewed.

These theories attempted to explain leadership on the basis of inheritance. An adequate supply of superior leaders, therefore, depended upon a proportionately high birth rate among the abler class (Bass, 1981). Trait theorists according to Bass, advanced the idea that if leaders are endowed with superior qualities that differentiate them from their followers, it should be possible to identify those qualities. They explained leadership in terms of traits of personality and character.

What finally emerged was the understanding that there are two primary dimensions of leadership. According to Burke (1980), some researchers have called these leadership dimensions "group task roles," and "group building or maintenance roles"; while others have called them "initiation of structure" and "consideration" roles. Stated more succinctly, one role stresses the task at hand, while the other role emphasizes the person.

The point was further debated that the dominance of one style or the other depends on the specific situation (situational/contingency leadership). This approach was advanced in the model of Hersey and Blanchard (1977) and Fiedler (1967). The normative model of leadership contends that there is one best form of leadership which involves a simultaneous high concern for production and concern for people. This model was identified by Blake and Mouton (1978). The Blake Mouton Managerial Grid, through its accompanying assessment instruments, identifies five major or dominant grid styles (1,1 Caretaker Administration; 1,9 Comfortable and Pleasant Administration; 9,1 Authority-Obedience Administration; 9,9 Team Administration; and 5,5 Constituency-Centered Administration). These five styles represent the basic styles and are typical of most administrators. The Grid measures two dimensions of leadership: concern for production and concern for people. These two variables are plotted along two

axes. The two dimensions are independent of each other, resulting in the leader being high or low on both axes, or high on one and low on the other.

However, several recognized grid combinations have been recognized for use as well (Blake & Mouton, 1985; Blake, Mouton & Williams, 1981). One combination approach cited in *The Academic Administrator Grid* (Blake, Mouton & Williams, 1981) is the 9+9 approach to administration which is a combination of 9,1 and 1,9 styles. This style is commonly referred to as Paternalism/Maternalism Administration, and is very important to academic administration (Blake, Mouton & Williams, 1981).

Spence and Helmreich (1978) advanced knowledge in the area of leadership styles by looking at two variables, masculinity and femininity. Although indirectly related to leadership, the research shed considerable light on the hypothesis that masculinity and femininity represent dual characteristics of personality and behavior rather than a single continuum (Burke, 1982). Every person was characterized as having some degree of both masculinity and femininity (i.e., scores on both scales) rather than being located at bipolar opposites. The Spence and Helmreich (1978) model encompassed many of the same features as the Blake and Mouton (1978) model.

Although both situational and normative models of leadership have been and still remain popular in management training and development, Burke (1980) stated that recent research supports the normative model such as the one developed by Blake and Mouton (1978). The normative framework is favored because of its emphasis on task accomplishments and relationships in an equal sense. Burke also found evidence that strongly supports the belief that both task and relationship are of equal importance regardless of the situation. This author suggests that a leader's job is to provide direction and structure for the task at hand while also being considerate of the follower's needs.

Public School Administration

A further review of the literature included a number of studies which focused on leadership styles in public school administration (Baker, 1979; Gilbert, 1981/82; Gilligan, 1982; King, 1980/81; Watson, 1980). Although different from higher education, studies in public school administration may have some applicability to the study of perceived leadership styles as reported by subordinates of administrators in colleges and universities. One such study by Baker (1979) sought to determine: (a) If there was a significant relationship between principals' leadership styles and job satisfaction variables of Mississippi teachers, and (b) the styles of leadership these teachers perceived their principals as using most often. Baker correlated the job satisfaction of teachers whose principals used the concern-for-production leadership style with job satisfaction of teachers whose principals used the concern-for-people leadership style. Teachers ranked leadership styles as low, medium, and high in the study which involved 42 schools and 210 subjects. The results supported the fact that teachers perceived their principals as using most frequently the High-Production, Low-People style of leadership. More specifically, the principals were perceived by teachers as having a high level of concern for performance and a relatively low level of concern for relationships with teachers. The Medium-Production, Medium-People and Low-Production, High-People styles were the least utilized styles. There was a negative correlation between the Low-Production, Low-People leadership styles of principals and a measure of teachers' on-the-job satisfaction.

King (1980) studied the relationship between stress and leadership style of school managers. The researcher hypothesized that task-oriented managers would exhibit more stress than would relationship-oriented managers. Participants

included 104 practicing school managers enrolled in the doctoral program in school management at the University of La Verne. Stress was measured by the Heimler Scale of Social Functioning and leadership was measured by the Least Preferred Co-Worker Scale. Demographic data also were collected and were compared with the stress level of each manager. Demographic variables included age, sex, years on the job, and years in the present position.

The study revealed no statistically significant relationships between leadership style and level of stress of school managers. There also were no significant relationships between the demographic variables and stress. King (1980) also reported that 90% of the subjects chose the relationship-oriented style of leadership over the task-oriented style of leadership.

Higher Educational Administration

The study of managerial leadership at certain levels in higher educational settings is not well documented. The existing studies have focused on limited areas within higher educational administration. Todd (1977) studied leadership styles and characteristics of Oklahoma state-supported colleges' division and department chairpersons. Paschall (1977) and Ballard (1978) have researched leadership styles of chief administrative officers. Fedo (1980) focused on the characteristics of administrative leadership. Loudermilk (1979) compared leadership styles associated with women in higher education and Leonard (1981) reviewed the difference in managerial styles of both men and women in academic settings. The following studies which focus on leadership styles of chief executive officers and chief student affairs officers in higher education provided a supportive base for the present research, since they help to identify the leadership styles most preferred by administrators.

Glasscock (1980) studied 65 chief executive officers (CEOs) from all 48 public community college districts and campuses in Texas to: (a) Determine the presence of preferred (self-perceived) and dominant (subordinate-perceived) leadership styles utilized by chief executive officers in Texas public community colleges; (b) investigate the existence of style adaptability among CEOs in Texas public community colleges; and (c) investigate the relationship between contextual variables, personal characteristics of chief executives, and leadership styles. The Styles of Management Inventory, the Tennessee Self Concept Scale, and an author-constructed questionnaire were sent to 40 CEOs. The Management Appraisal Survey was sent to 80 subordinates to rate the management styles of the CEOs as perceived by the subordinates.

An analysis of the data revealed that CEOs preferred the 9,9 (high concern for people and task) style of management followed by 1,9 (high concern for people, low concern for task), 1,1 (low concern for people and task), 5,5 (moderate concern for people and task), and 9,1 (high concern for task, low concern for people). Agreement between self- and subordinate-perceptions of preferred or dominant leadership styles was not found. The relationship between personal and contextual variables and leadership style was not established.

Boenisch (1983) studied community college student services professionals in Colorado and Wyoming to determine whether leadership style, job type, job stress, and job satisfaction would yield statistically significant information about person-environment fit. A total of 221 subjects were identified, which included persons with positions in admissions, recruitment, financial aid, student activities, counseling, registration and student records, bookstore, housing, health services, placement, food services, and dean or vice president for student services. Each was sent four subjective measurement instruments (Managerial Styles Measure, Job Type Measure, Job Related Stress Measure, and Job Satisfaction Measure)

which were combined to form an 80-item assessment form. A demographic data form was also sent. The results indicated that 99% of the respondents rated themselves in three of the five leadership styles from the Managerial Grid; (a) high concern for people and task (9,9)-(24%), (b) moderate concern for people and task (5,5)-(63%), and (c) low concern for people and task (1,1)-(12%). Respondents with 1,1 leadership styles had significantly higher stress levels compared to those with 5,5 and 9,9 leadership styles. Additionally, 49% of the respondents reported both low stress and low satisfaction.

Richardson (1980) studied the leadership styles of chief student affairs administrators (CSAAs) in Southern Baptist colleges and universities to determine: (a) The prevalent leadership style of the CSAAs in Southern Baptist colleges and universities in terms of the Blake Mouton Managerial Grid concept; (b) if self-reported leadership styles were congruent with the leadership style determination obtained through an instrument developed to analyze leadership style choice of the CSAAs; and (c) if the leadership style of the CSAAs were predominantly people-oriented or purpose-oriented. The 9,9 (high concern for people, high concern for task) leadership style was the highest-weighted choice of administrators followed by the 1,9 (high concern for people, low concern for task) leadership style. Administrators reported a stronger inclination toward the more effective leadership styles (9,9 and 1,9) in their self-ranked statements on the questionnaire than on the Styles of Leadership Survey. Significant differences in leadership style choice were found in the following factors: years of experience, previous professional experience, and comparison of people-orientations and purpose-orientations. Administrators reported a preference for the 1,9 people-oriented styles over the 9,1 purpose-oriented style of leadership.

Barlow (1985) assessed chief executive officers (CEOs) including chairs of boards of trustees, college and university CEOs, and vice presidents for academic

affairs in Southern Baptist colleges and universities. Each CEO was given a 20-item questionnaire which indicated ideal qualities, perspectives, and action tendencies required for effective leadership. Each respondent also rated other CEOs on the same variables.

Analysis of the data revealed considerable agreement among officers on their perceptions of both ideal and actual leadership styles, but even stronger agreement on ideal leadership styles. The self-assessments of actual leadership styles reported by the CEOs agreed more strongly with the assessment given by their superiors than with the assessment of their subordinates. Both the chairs of the board of trustees and the vice presidents for academic affairs agreed that the actual leadership behavior of the CEOs was less than ideal when dealing with conflict, performance reviews, and communication.

Parker (1979) studied perceptions of leadership behaviors held by 278 deans and directors of student development/student personnel services in 57 Texas public community/junior colleges. The directors were identified as directors of counseling and guidance, student activities, admissions and records, financial aid, job placement, and health services.

The purposes of Parker's (1979) study were to identify the leadership behaviors commonly associated with the field of student development/student personnel services and to compare the dean's and director's perceptions of the importance of the leadership behaviors identified. Parker also compared the perceptions of deans and directors with those of authorities in the field to determine the nature of the relationship of perceptions of leadership behavior within and among the deans and directors.

Parker (1979) found the following results: (a) There are leadership behaviors which are common to the field of student development/student personnel services,

(b) there is agreement between deans, directors, and jurors on those leadership behaviors which they perceive to be most and least important to leadership in general and leadership in their various positions and areas of responsibility, and (c) deans and directors place a high priority on collaborative-interactive type behaviors and a low priority on administrative-related behaviors.

Female Middle-Administrators

Academic administration in higher education traditionally has been dominated by males (Taylor, 1973). Present indications are that this trend is slowly changing (Rickard, 1985).

Few studies have focused on women administrators and the participation of women in non-faculty professional positions has seldom been analyzed except in individual self studies (Gappa & Uehling, 1979). This situation exists partially because women have become prominent participants at this level of administration only during the past 20 years (Gappa & Uehling, 1979; Guido-DiBrito, Carpenter & DiBrito, 1986).

In general, the number of middle-administrators in higher education have increased as a result of the growing size and complexity of educational institutions (Scott, 1978). As a result, many middle-administrative positions have been and continue to be dominated by women (Gappa & Uehling, 1979). Women were found to be clustered in various positions, such as head librarians, nursing deans, bookstore managers, registrars, financial aid directors, home economics deans, and information directors. These positions are more involved in policy administration and least involved in policy formulation (Scott, 1978).

The role of middle-administrators in higher education has sometimes been ambiguous. At various times they have been described as anonymous leaders

(Glenny, 1972), yeomen (Scott, 1978), and robots and reinsmen (Scott, 1979).

Scott (1978) describes middle-administrators by saying,

. . . they enter the field to work with students, but find that they work mostly with paper. They have high institutional loyalty, but must look off campus for training, guidance, recognition, collegueship, and awards. They are highly oriented to service, but find increasing pressures to exert both administrative and financial controls. They have little substantial contact with faculty and senior officers, but want higher status on campus. They exhibit highly desired traits of behavior—tolerance of ambiguity, administrative talent, fiscal ability and interpersonal skills, but experience a very high rate of turnover (p. 93).

Other problems which exist for middle-administrators of both sexes were limited opportunity structure (Kanter, 1979; Scott, 1978); fewer intrinsic dimensions in work (Austin & Gamson, 1983; Scott, 1978); conflict and ambiguity (Cherniss, 1980; Kahn, 1978); and ineffective measures of outcomes of work (Scott, 1978). These various conflicts and frustrations make middle-administration a difficult task, at best. However, Kay (1974) has suggested ". . . if we can provide an environment in which our middle-managers are more effective, then we can multiply the effectiveness of the entire organization" (p. 8).

Female Student Personnel Middle-Administrators

With the national trends relative to women's issues and the mandates of Affirmative Action during the late 1970s, studies addressing females in academic administration became more evident (Holmes, 1982). To date, the majority of studies have highlighted career mobility of female administrators, including those

employed in student personnel services (Etaugh, 1984; Evans & Kuh, 1983; Holmes, 1982; Lunsford, 1984; Rickard, 1985; Smith, 1985; Tinsley, 1985). This body of research deals specifically with career pathways to senior level administrative positions such as chief academic officer, college dean, and chief executive officer.

There is a void in the research literature on female administrators in student personnel services as it relates to female middle-administrative positions. This lack of research is due to the same circumstances which exist for female administrators in general, namely their lack of representation in the senior ranks of administration and, more specifically, their under-representation in student personnel services (Delworth & Jones, 1979; Etaugh, 1984; Smith, 1985).

Rickard (1985) reported that although student personnel administration historically has been dominated by white males, females have steadily increased in representation from 17% during the 1970s to more than 20% in the 1980s. With the gains made by females to administrative ranks, Tinsley (1985) notes that "women are far more likely to be assistants to, assistants, or associates" (p. 6), than they are to hold top-line positions. These middle-administrative positions also serve as career pathways for females who seek CSAO positions in student personnel services (Rickard, 1985).

Burnout and Student Personnel Administrators

The literature on burnout of student personnel administrators is sparse. A few studies have focused on various units within the student services area. Forney, Wallace-Schutzman and Wiggers (1982) conducted research which involved 10 female and 14 male career development professionals. Forney et al. (1982) sought to determine the pervasiveness of burnout in the profession and the factors that contributed to or served to prevent this malady. Interviews were

conducted which covered the following five topic areas; (a) job content, (b) work environment, (c) work-nonwork relationship, (d) self awareness, and (e) energy level/burnout. Some of the causes cited by Forney which contributed to burnout included repetition, lack of opportunity for advancement, overextension in terms of amount of work, money issues, feedback issues, lack of challenges, politics, supervision issues, boredom and insufficient time for personal and professional development. This preliminary phase of research highlighted the need for individualization in the process of preventing or treating burnout among career development professionals.

De Voe, Spicuzza and Baskind (1983) reported that many of the stresses contributing to burnout among other helping professions also seemed to be present among career planning and placement professionals. Types of activities and responsibilities of career planning and placement directors were noted stressors. Career services personnel must work under the pressures of quantitative and qualitative overload, insufficient resources, ambiguity, and lack of support. To determine whether career planning and placement directors in higher education settings were suffering from burnout, 237 of the 473 career services directors, members of the Association for School, College and University Staffing (ASCUS) were surveyed using the Maslach Burnout Inventory. The results did not support the notion that career services professionals experience significant levels of burnout.

Spicuzza, Baskind and Woodside (1984) sought to answer the question, "Does burnout exist with those professionals providing frontline services within a career planning and placement office?" This study was a follow-up to a previous study on burnout among career services directors by De Voe et al. (1983). Again, the results revealed a lack of a meaningful relationship between burnout and career services workers.

Forney and Wiggers (1984) studied career development professionals to determine the experiences these professionals have with stress, strain, and burnout. They also sought to enhance burnout research in general. The authors categorized burnout into three types--trait, state, and functional burnout. Trait represented the all pervasive form of burnout. State referred to a periodic or situational kind of burnout. Functional described burnout that the individual feels when performing a particular task, such as counseling.

A total of 200 career counseling and placement persons comprised the sample. Each subject completed the Occupational Environment Scales (OES) to measure the types of work-related role stresses. The Personal Strain Questionnaire (PSQ) was administered to measure the types of life strains. The Person Resources Questionnaire (PRQ) yielded information which measured the extent to which resources are available to people to counteract the effects of occupational stress. High scores on the PSQ and OES reflected greater stress and strain. Higher scores on the PRQ reflected higher coping levels. The results indicated that career services professionals do not experience a significant amount of stress or strain. Also, they possess no greater coping skills than other professionals.

Summary

The burnout phenomenon appears to exist in all types of organizational settings. Many factors are cited in the literature as causes of burnout. Some of the functional areas within higher education where professionals are at greatest risk are identified.

Some of the probable causes of burnout listed in the literature on burnout are powerlessness, role conflict, lack of advancement opportunities, work over-extension, negative feedback, lack of challenge, role ambiguity, work

environment, lack of participation in decision-making, bureaucratization, and lack of administrative support. Many of these same factors are identifiable in educational settings in which middle-administrators work.

The literature tends to support the idea that middle-administrators in higher education serve in roles which are vulnerable to burnout. As one looks at the status of student services programs and the multifaceted roles that are required of personnel, burnout appears to be almost inevitable. However, the studies which addressed burnout in student personnel middle-administrators in career counseling and placement functions did not substantiate the existence of burnout among this group. Other functional areas have virtually no exposure, leaving a void in the literature relative to burnout among other student personnel services professionals.

The research on leadership styles seems to identify a common element, whether in discussing leadership styles in public school administration or higher educational administration. Specifically, there appears to be a propensity toward the 9,9 (high concern for people and task) leadership style among administrators.

The most definitive burnout literature suggests a relationship exists between leadership styles and burnout. This connection is validated in the works of Savicki and Cooley (1982) and Boenisch (1983). Savicki and Cooley (1982) identified several organizational variables which are possible causes of burnout. Boenisch found that as a group, student services professionals who rated themselves as having a low concern for people and a low concern for tasks (1,1) reported high levels of stress. The more integrated leadership styles (5,5 moderate concern for people and performance, and 9,9 simultaneous high concern for people and performance) reported less stress. These findings were important to the present research since they explored the relationship between leadership style and burnout.

CHAPTER III

METHOD AND INSTRUMENTS

This chapter describes the research method and instruments used in this study. The subjects and research design also are presented, along with the data collection and analysis procedure.

Subjects

The subjects for this study were female middle-administrators who are listed in the 1987-88 College Personnel Association Directory of a mid-western state. In addition, other female student personnel professionals who were not listed in the Directory, but were functioning in a student personnel capacity in state colleges and universities also were included. This information was secured through the Chief Student Affairs Officer (CSAO) of each college or university represented. The CSAO also helped to identify the supervisor of each female middle-administrator. A total of 114 female middle-administrators returned questionnaires. This number represented 71% of 160 female middle-administrators who received questionnaires. Seventy supervisors of female middle-administrators returned questionnaires representing 68% of the 102 questionnaires sent to supervisors. Since supervisors oversee more than one female middle-administrator, special care must be given in interpreting the sample size. Hypothesis 1 required a matched sample of supervisors and female middle-administrators. Therefore, 101 matched pairs were obtained from the

questionnaires which were returned. For the other hypotheses, responses from all 114 female middle-administrators were used in data analyses.

Characteristics of the Subjects

Demographic data are summarized in Figures 1 through 12 in Appendix D. Some of the more notable findings include the following. Female middle-administrators were fairly well distributed among all student personnel services. The highest percentage serve in counseling units (14.9%), followed by financial aid (13.2%), placement (9.6%), housing (8.8%), student activities (8.8%), admissions (7.9%), health services (7.0%), recreation (3.5%), central administration (1.8%), student union (1.8%), and discipline (0.9%). Twenty-two percent of the respondents selected "other" as a category (Figure 1, Appendix D).

One-third of the respondents have worked 4 to 9 years in student personnel services (33.3%). A total of 28.7% have worked less than three years, 22.8% from 10-15 years, and 11.4% from 16-21 years. Five females have worked in the area longer than 22 years (4.4%) as noted in Figure 2, Appendix D.

Sixty percent of female middle-administrators supervise fewer than three people while 14% supervise more than eleven people. A total of 15.8% supervise 4-6 people, and 9.6% supervise 7-10 people (Figure 3, Appendix D).

Slightly fewer than a third of all female middle-administrators (30.7%) were 31-40 years of age. Approximately one-third also were 41-50 years of age (30.7%). A total of 23.7% were less than 30 years of age, and 14.9% were 50 years and older (Figure 4, Appendix D).

The master's degree was held by 47.8% of the female student personnel services workers, the bachelor's degree by 35.4%, and the doctorate degree by 7.1%. A total of 9.7% of respondents selected the "other" category (Figure 5, Appendix D).

The majority of female middle-administrators were married (64.9%). Another 18.4% were single, and 14.9% were divorced. A very small percentage (1.8%) were widowed (Figure 6, Appendix D).

Over one-half of the respondents had been in their present positions 0-3 years (58.7%). One-fourth (26.3%) had been in their present positions between 4-9 years, 8.8% for 10-15 years, 4.4% for 16-21 years, and 1.8% for a period exceeding 22 years (Figure 7, Appendix D).

A large percentage (71.9%) of female middle-administrators spent between 40-49 hours per week at work, 20.2% exceeded 50 hours of work per week, and 0.9% worked less than 20 hours per week. A total of 4.4% worked 20-29 hours, and 2.6% worked 30-39 hours per week (Figure 8, Appendix D). Most female middle-administrators were employed in public (77.2%) as opposed to private colleges and universities (22.8%) as shown in Figure 9, Appendix D.

Slightly less than one-half (40.4%) of the respondents worked on campuses that exceed 11,000 students, while 26.3% of respondents reported campus enrollments of less than 1,999 students. Another one-fourth (23.7%) had campus enrollments between 2,000-4,999. A total of 5.3% reported 8,000-10,999 students, and 4.4% reported enrollments of 5,000-7,999 (Figure 10, Appendix D).

Job titles of "director" and "coordinator" were held by 53.6% of female middle-administrators, "dean" by 2.6%, and other titles which include "counselor," "associate," and "assistant director" by 43.9% (Figure 11, Appendix D). Males were reported as immediate supervisors of female middle-administrators more often (80.7%) than females (19.3%) as shown in Figure 12, Appendix D.

Instruments

The variables investigated in the present study were leadership styles, age, years of service, area of responsibility, size of institution, number of hours

worked per week, marital status (independent variables) and three types of burnout, emotional exhaustion, personal accomplishment, and depersonalization (dependent variables). Following is a summary of the instruments that were used to collect the research data on the dependent and independent variables.

Maslach Burnout Inventory

The Maslach Burnout Inventory (MBI) as modified by Maslach, Jackson and Schwab (1986) was used to measure burnout. This modified version is labeled as the Form Ed or Educators Survey and is discussed in the manual. According to the MBI manual, a 22-item likert-type scale identifies three aspects of burnout; emotional exhaustion, depersonalization, and lack of personal accomplishment. Each aspect of burnout is measured by a distinct subscale. The Emotional Exhaustion subscale, which consists of nine items, assesses feelings of being exhausted by one's work. The Depersonalization subscale, which consists of five items, measures an unfeeling and impersonal response toward recipients of one's services. The Personal Accomplishment subscale, which consists of eight items, assesses feelings of competence and successful achievement in one's work with people. Responses are obtained for each subscale on the frequency in which people have these feelings (1-never to 6-everyday). MBI items are summed to form subscales yielding three separate scores rather than one single score (Maslach & Jackson, 1986). The Form Ed of the MBI which was labeled as the Educators Survey was used so that respondents would not recognize the survey as a measure of burnout.

The MBI Form Ed (Educators Survey) is basically the same as the MBI with slight modifications. The word "recipient" was changed to "student" to insure clarity and consistency in the interpretation of the items since students are the

recipients of the services of educators. This form of the test was selected based upon this minor modification.

Burnout is conceptualized as a continuous variable, ranging from low to moderate to high degrees of intensity of experienced feeling on each of the three subscales (Maslach & Jackson, 1986). Burnout is not viewed as a dichotomous variable, which is either present or absent. "Scores may be interpreted as high, medium, and low based on the distribution of scores which the authors have established for each normative group" (Maslach & Jackson, 1986, p. 3). The higher the degree of experienced burnout, the higher the scores on the Emotional Exhaustion and Depersonalization subscales, and the lower the scores on the Personal Accomplishment subscale.

The MBI can be self-administered in 10-15 minutes. The MBI respondents were unaware that the MBI measured burnout in order to minimize the reactive effect of personal beliefs and expectations associated with burnout.

Survey Construction. In developing the MBI, the authors used a 47-item scale which was administered to a sample of 605 people (56% males, 44% females). Respondents were from a variety of health and service occupations including teaching, counseling, agency administration, police work, nursing, social work, medicine, mental health work, law, psychology, and psychiatry. According to the test developers, all of these occupations have high potential for burnout (Maslach, 1976; Maslach, 1978a).

After a factor analysis of initial items, the usable question pool was decreased from 47 to 35. A new sample consisting of the same combination of occupations was given the revised measure. The two data sets were then combined by the authors for further analysis.

Reliability. Reliability coefficients were based on samples that were not used in the item selection to avoid any improper inflation of the reliability

estimates. Internal consistency was estimated by Cronbach's coefficient alpha. The reliability coefficients for the subscales were .90 for Emotional Exhaustion, .79 for Depersonalization, and .71 for Personal Accomplishment.

Test-retest reliability (from a sample of graduate students) for the MBI after a two-to-four week interval yielded the following coefficients; .82 for Emotional Exhaustion, .60 for Depersonalization, and .80 for Personal Accomplishment. To strengthen test-retest reliability for the MBI, the authors reported that in a sample of 248 teachers who were retested after one year, reliabilities were .60 for Emotional Exhaustion, .54 for Depersonalization, and .57 for Personal Accomplishment.

Validity. The authors reported several types of validity. Convergent validity was obtained by correlating an individual's MBI scores with behavioral ratings made independently by a person who knew the individual well. Second, MBI scores were correlated with the presence of certain job characteristics that were expected to contribute to experienced burnout. Third, MBI scores were correlated with measures of various outcomes hypothesized to be related to burnout. Substantial support for the validity of the MBI was obtained. Discriminant validity was obtained by distinguishing the MBI from measures of other psychological constructs that might be confounded with burnout. Such measures included general job satisfaction, social desirability, and clinical depression.

Administrative Styles Questionnaire

The Administrative Styles Questionnaire (ASQ) which is based on the Managerial Grid concept of Blake and Mouton (1985) and the Academic Administrator Grid concept of Blake, Mouton and Williams (1981), was used to measure perceived subject and supervisor leadership styles (see Appendix A). The

Academic Administrator Grid is aimed at leaders in universities, colleges, and community colleges. Possible respondents include presidents, deans, institute heads, department chairs, researchers, and those faculty members who exercise significant committee responsibility (Blake, Mouton & Williams, 1981).

Although Blake, Mouton and Williams (1981) specify five basic administrative styles in the Academic Administrator Grid, they identify several possible combinations involving 9,1 and 1,9 administrative styles. The combination which the authors suggested for use in academic administration was the style labeled 9+9 or Paternalism/Maternalism Administration. This 9+9 administrative style will constitute the sixth style designation used for the remainder of this study.

Six areas of leadership behavior were assessed through the Grid questions; (a) making decisions, (b) holding convictions, (c) managing conflict, (d) controlling temper, (e) expressing humor, and (f) exerting effort. Each of the six areas was designed to assess the administrator's concern for institutional performance and concern for people. The Administrative Styles Questionnaire was composed of 36 statements. Six statements relating to each of the six areas on leadership behavior were assessed through the Grid.

The individual's Grid style was represented by one or more of six basic designations.

1,1: Caretaker Administration. Little concern for institutional performance characterizes this style, and low involvement in exercising power and authority is typical of this leader. Because of a lack of leadership, subordinate involvement is likely to be low. Questions 2, 12, 13, 24, 28, and 34 represent this style designation (see Appendix F).

9,1: Authority-Obedience Administration. This administration has a high concern for institutional performance yet a low concern for people. The major

thrust is to get results, exercise power and authority in a unilateral way, and extract obedience from subordinates. Questions 3, 8, 18, 19, 26, and 33 represent this designation (see Appendix F).

1,9: Comfortable and Pleasant Administration. Institutional performance is low, and concern for people is high in this orientation. The general belief is that when people are happy, results will take care of themselves and that there will be no need for supervision. Questions 1, 11, 15, 21, 29, and 36 represent this designation (see Appendix F).

5,5: Constituency-Centered Administration. The emphasis in this orientation is on moderate institutional performance coupled with moderate concern for people. There is a balance between results and people, so that neither dominate. This administration attempts to gain acceptable results by doing whatever is expected by the superior and simultaneously avoiding actions that lead to criticism. Questions 4, 10, 17, 20, 30, and 32 represent this designation (see Appendix F).

9,9: Team Administration. This orientation involves integration of concern for institutional performance with simultaneously high concern for people. Subordinates are encouraged to achieve the highest possible performance in terms of quality, quantity, and personal satisfaction. Involvement is generated in people who are able to mesh their individual efforts for the accomplishment of meaningful goals that are both sound and creative. Questions 5, 9, 16, 22, 27, and 31 represent this designation (see Appendix F).

9+9: Paternalism/Maternalism Administration. This orientation emphasizes a 9,1 concern for performance coupled with a 1,9 motivated approval-giving for compliance. Control of subordinates is maintained by creating a relationship of obligation in such a way as to gain the warmth and affection of subordinates.

Questions 6, 7, 14, 23, 25, and 35 on the ASQ reflect the 9+9 orientation (see Appendix F).

The Grid concept was selected for this study for the following reasons:

(a) The extensive and continuous use for the past 25 years provides support for the Grid as one of the best instruments available to measure leadership on a two-dimensional scale; (b) the Grid appears to have face validity in that it seems to measure on a practical level that which it purports to measure (Boenisch, 1981); (c) it assesses the major tenants under study; (d) the Grid concept seems to have content validity in that the six areas of leadership behavior assessed by this instrument purport to be representative of the administrative tasks in which middle-administrators in student personnel positions are involved.

Blake and Mouton (1964) developed the original Managerial Grid for use in training and consultation for industrial, service, and research companies. Subsequent adaptations of the original Grid have been made for the areas of sales, social work, military, real estate, nursing, and academics (Boenisch, 1981). Research by Blake and Mouton (1968, 1978) indicates that teaching and subsequent use of the 9,9 leadership style, which is considered by the authors to be the best combination of leadership behaviors, has resulted in improved physical and mental health.

Scores for the Administrative Styles Questionnaire were derived by adding the weighted ranks for each statement. Each of the six statements on the six areas of leadership behaviors represents a Grid style designation. Columns are summed and total scores are derived for each of the grid styles. The column with the highest score represents the dominant leadership style. The statements have been randomly placed and are in no particular order. The use of a scoring key shows which statements are 1,1; 9,1; 1,9; 5,5; 9,9; and 9+9 (see Appendix F). The

Administrative Styles Questionnaire is easily understood and can be administered in 15 minutes.

In order to accommodate both supervisors and supervisees, the researcher varied instructions to reflect when the questionnaire was a self-rating of the individual completing it or a rating for someone else as perceived by the individual. Additionally, subjects were given limited information as to the identity of the instrument in an effort to counteract self-rating deception bias.

Procedures

Female middle-administrators listed in the 1986-87 College Personnel Association Directory of a mid-western state were identified as subjects. A telephone survey was made of all chief student affairs officers (CSAOs) in colleges and universities in the same state to identify other female middle-administrators who were eligible to be included in the study. The CSAOs contacted were asked to assist in identifying the supervisors of those female middle-administrators who had been identified as eligible to participate in the study.

Persons who held job titles such as "vice president," "dean," "director," and "coordinator" of student personnel units comprised the sample. The service units included were counseling, housing, placement, student activities, student union, health services, admissions and registration, financial aid, international student advising, discipline, recreation, minority student programs and services, orientation, and central administration.

After the population was identified, a letter and the appropriate questionnaires were sent to 160 female middle-administrators and 102 immediate supervisors. All subjects received a biographical data sheet and the Administrative Styles Questionnaire (see Appendix A). Female middle-

administrators also received the Educators Survey which measures burnout. Each subject was assured of the confidentiality of the responses and were told that the questionnaires had been coded so that responses could be matched for analysis.

Two weeks after questionnaires were mailed, telephone calls were made to subjects who had not returned the forms. In an effort to further improve the return rate, unresponsive subjects were sent a follow-up letter and additional questionnaires during the second week in January. Telephone calls were made during the third week of January to urge unresponsive subjects to return the questionnaires. By the first week in February, 68% or 70 immediate supervisors and 71% or 114 female middle-administrators had returned questionnaires. It should be noted that some female middle-administrators had the same immediate supervisor. When matched, a possible total of 101 pairs of female middle-administrator and supervisors were derived. Only analysis number one required the matching of subjects. For all other analyses the total 114 female middle-administrators were used.

Design and Data Analysis

The independent variables in this study were leadership styles (1,1; 1,9; 5,5; 9,1; 9,9; 9+9-labeled paternalism/maternalism) as measured by the Administrative Styles Questionnaire and demographic data (age, number of years in present position, size of institution, number of hours worked per week, and marital status). The dependent variables were the three types of burnout (Emotional Exhaustion, Personal Accomplishment, and Depersonalization) as measured by the Maslach Burnout Inventory Educators Survey. The SAS (1985) statistical package was used to analyze the research data.

The following designs and statistical analyses were used to answer the various hypotheses.

1. There is no difference between the supervisors' perceptions of their administrative leadership styles and the female middle-administrators' perceptions of the supervisors' administrative leadership styles. Kendall's Tau coefficient (Mattson, 1981, p. 281) was used to determine the agreement between the rankings of the female middle-administrator and the supervisor as they relate to the supervisor's leadership style. Data were summarized by showing the percentage of supervisors and female middle-administrators who were in agreement and disagreement.

2. There is no difference between burnout scores of female middle-administrators who have perceived leadership styles similar to their supervisors and those female middle-administrators who have perceived leadership styles dissimilar to their supervisors. The independent variable was leadership styles (similar and dissimilar) and the dependent variables were the three types of burnout (Emotional Exhaustion, Personal Accomplishment, and Depersonalization). Once the leadership style of each supervisor and female middle-administrator was identified, they were labeled "similar" if the leadership styles were identical and "dissimilar" if the leadership styles were different. All females who had similar leadership styles as their supervisors were grouped together and all females who had dissimilar leadership styles from their supervisor also were grouped together. Data were analyzed by a One-way MANOVA.

3. There is no difference in burnout scores for each of the six leadership styles for female middle-administrators in higher education. The independent variable was leadership styles as represented by six basic Grid designations (1,1; 1,9; 5,5; 9,1; 9,9; and 9+9). The dependent variables were the three types of burnout (Emotional Exhaustion, Personal Accomplishment, and Depersonalization). A One-way MANOVA was employed to analyze the data.

4. There are no differences in the preferred administrative leadership styles of female middle-administrators. The One-way Chi Square statistic was used to analyze the data.

5. There is no difference in burnout scores across age levels of female middle-administrators. The independent variable was age (less than 30 years; 31 to 40 years; 41 to 50 years; and greater than 50 years). The dependent variables were the three types of burnout (Emotional Exhaustion, Personal Accomplishment, and Depersonalization). A One-way MANOVA was used to analyze the data.

6. There is no difference in burnout scores across number of years in present position for female middle-administrators. The independent variable was number of years in present position (0 to 3 years; 4 to 9 years; 10 to 15 years; 16 to 21 years; and greater than 22 years). The dependent variables were the three types of burnout (Emotional Exhaustion, Personal Accomplishment, and Depersonalization). A One-way MANOVA was used to analyze the data.

7. There is no difference in burnout scores across size of institution for female middle-administrators. The independent variable was the size of the institution (less than 1,999 students; 2,000 to 4,999 students; 5,000 to 7,999 students; 8,000 to 10,999 students; and greater than 11,000 students). The dependent variables were the three types of burnout (Emotional Exhaustion, Personal Accomplishment, and Depersonalization). A One-way MANOVA was used to analyze the data.

8. There is no difference in burnout scores across number of hours worked per week for female middle-administrators. The independent variable was number of hours worked per week (less than 20 hours; 20 to 29 hours; 30 to 39 hours; 40 to 49 hours; and 50 to 59 hours). The dependent variables were the three types of burnout (Emotional Exhaustion, Personal Accomplishment, and Depersonalization). A One-way MANOVA was used to analyze the data.

9. There is no difference in burnout scores across marital status for female middle-administrators. The independent variable was marital status (divorced; married; single; and widowed). The dependent variables were the three types of burnout (Emotional Exhaustion, Personal Accomplishment, and Depersonalization). A One-way MANOVA was used to analyze the data.

CHAPTER IV

RESULTS

This chapter presents the results of the study. Several statistical procedures were used to analyze the nine hypotheses (Kendall's Tau Coefficient, Chi-square, and MANOVA).

Analysis of the Data

Hypothesis 1

There is no difference between the supervisors' perceptions of their administrative leadership styles and the female middle-administrators' perceptions of the supervisors' administrative leadership styles.

The Kendall's Tau coefficient was used to measure the agreement between each female middle-administrator and her supervisor on their rankings of the supervisor's leadership style. Coefficients were considered in agreement when the Tau value was greater than .6 which represents the .05 level of confidence (Conover, 1980). An examination of the Tau coefficient for each pair of ratings indicated that female middle-administrators differed with their supervisors on the supervisor's leadership style. The null hypothesis was rejected. A total of 21% of subjects were in agreement, and 80% in disagreement on the perceived leadership styles of supervisors. The raw data on the ratings of leadership styles and Tau values for each of the 101 paired subjects (101 female middle-administrators and 70 supervisors) and an explanation of the scores are found in Appendix E.

Hypothesis 2

There is no difference between burnout scores of female middle-administrators who have perceived leadership styles similar to their supervisors and those female middle-administrators who have perceived leadership styles dissimilar to their supervisors.

A One-way MANOVA was used to analyze the data. The independent variable was leadership styles (similar and dissimilar) and the dependent variables were the three measures of burnout (emotional exhaustion, depersonalization, and personal accomplishment). The omnibus F Test was statistically significant ($F=3.73$; $df=1,99$; $p < .05$). The null hypothesis was rejected. An examination of the univariate F Tests indicated that the personal accomplishment variable accounted for the greatest variance in the MANOVA. Table 1 presents the means and standard deviations for female middle-administrators who are similar and those who are dissimilar in leadership style from their supervisors on the three burnout variables.

Hypothesis 3

There is no difference in burnout scores for each of the six leadership styles for female middle-administrators in higher education.

A One-way MANOVA was used to analyze the data. The independent variable was leadership styles (1,1; 1,9; 5,5; 9,1; 9,9; and 9+9). The dependent variables were the three measures of burnout (emotional exhaustion, depersonalization, and personal accomplishment).

The MANOVA omnibus F Test was not statistically significant ($F=1.12$; $df=5,108$; $p > .05$). The null hypothesis was not rejected. Table 2 presents the means and standard deviations for the analysis.

Table 1
Means and Standard Deviations for Similar and
Dissimilar Leadership Styles and Burnout Variables

Burnout Variables	N	Similar LS	N	Dissimilar LS	F Value
Emotional Exhaustion	57		44		1.52
M		21.8		19.7	
SD		9.4		7.1	
Depersonalization	57		44		1.80
M		5.8		4.68	
SD		4.9		3.71	
Personal Accomplishment	57		44		7.96*
M		41.1		37.65	
SD		4.3		8.04	

*p < .05

Table 2
Means and Standard Deviations for Leadership
Styles and Burnout Variables

Personal Accomplishment	Means	Std. Dev.	N	F Value
1,1	41.2	3.8	14	0.89
1,9	39.2	4.9	12	
5,5	41.7	5.3	12	
9,1	41.3	4.3	13	
9,9	38.7	7.6	58	
9+9	39.0	2.6	5	
Depersonalization	Means	Std. Dev.	N	F Value
1,1	5.6	4.8	14	0.41
1,9	5.9	5.9	12	
5,5	3.7	3.6	12	
9,1	5.3	3.6	13	
9,9	5.1	4.1	58	
9+9	6.2	5.1	5	
Emotional Exhaustion	Means	Std. Dev.	N	F Value
1,1	24.1	8.1	14	2.38
1,9	20.9	12.5	12	
5,5	14.0	8.5	12	
9,1	22.6	7.5	13	
9,9	20.0	7.5	58	
9+9	24.6	7.8	5	

$p < .05$

Hypothesis 4

There are no differences in the preferred administrative leadership styles of female middle-administrators.

A One-way Chi-square test was performed on the independent variable which was leadership styles (1,1; 1,9; 5,5; 9,1; 9,9; and 9+9). An examination of the Chi-square presented in Table 3 indicated that the most preferred administrative style of female middle-administrators was 9,9 (team administration), $X^2(5, N=114)=98.74, p < .0001$. The null hypothesis was rejected.

Table 3
Preferred Leadership Styles of Female
Middle-Administrators

	1,1	1,9	5,5	9,1	9,9	Mat./Pat.	Total
Observed Frequency	14 12%	12 11%	12 11%	13 11%	58 51%	5 4%	114
Expected Frequency	19	19	19	19	19	19	

$$X^2(5, N=114)=98.74, p < .0001$$

Hypothesis 5

There is no difference in burnout scores across age levels of female middle-administrators.

A One-way MANOVA was used to test the effect of age (< 30 years, 31-40 years, 41-50 years, and > 50 years) on the burnout variables (emotional exhaustion, depersonalization, and personal accomplishment). The omnibus F Test was statistically significant ($F=2.30$; $df=3,110$; $p < .05$). The null hypothesis was rejected. An examination of the univariate F Tests indicated that the emotional exhaustion and depersonalization variables made the greatest contributions to the MANOVA. Table 4 presents the means and standard deviations for each of the univariate F Tests.

Hypothesis 6

There is no difference in burnout scores across number of years in present position for female middle-administrators.

A One-way MANOVA was used to test the effect of the number of years in present position (0-3 years, 4-9 years, 10-15 years, 16-21 years, and > 22 years) on the burnout variables (emotional exhaustion, depersonalization, and personal accomplishment). The omnibus F Test was not statistically significant ($F=0.46$; $df=4,109$; $p > .05$). The null hypothesis was not rejected. The results are presented in Table 5.

Hypothesis 7

There is no difference in burnout scores across size of institution for female middle-administrators.

Table 4
Means and Standard Deviations for Age and
Burnout Variables

Personal Accomplishment	Means	Std. Dev.	N	F Value
< 30	38.74	5.7	27	0.30
31 - 40	40.14	7.7	35	
41 - 50	39.80	6.1	35	
> 50	40.23	4.4	17	
Depersonalization	Means	Std. Dev.	N	F Value
< 30	8.14	4.8	27	6.75*
31 - 40	4.45	3.4	35	
41 - 50	3.71	3.5	35	
> 50	5.29	4.7	17	
Emotional Exhaustion	Means	Std. Dev.	N	F Value
< 30	24.07	10.5	27	2.67*
31 - 40	20.60	7.6	35	
41 - 50	18.00	6.8	35	
> 50	19.82	9.3	17	

*p < .05

Table 5
Means and Standard Deviations for Number of Years
in Present Position and Burnout Variables

Personal Accomplishment	Means	Std. Dev.	N	F Value
0 - 3 years	39.8	6.9	67	0.08
4 - 9 years	39.5	4.8	30	
10 - 15 years	39.8	5.6	10	
16 - 21 years	39.8	9.6	5	
> 22 years	37.5	0.7	2	
Depersonalization	Means	Std. Dev.	N	F Value
0 - 3 years	5.3	4.0	67	0.37
4 - 9 years	5.4	4.9	30	
10 - 15 years	4.2	4.6	10	
16 - 21 years	5.6	5.0	5	
> 22 years	2.5	2.2	2	
Emotional Exhaustion	Means	Std. Dev.	N	F Value
0 - 3 years	20.7	7.7	67	0.91
4 - 9 years	20.3	9.9	30	
10 - 15 years	18.1	9.3	10	
16 - 21 years	26.6	8.2	5	
> 22 years	17.5	16.2	2	

p < .05

A One-way MANOVA was used to analyze the data where the independent variable was size of institution (< 1,999 students; 2,000-4,999 students; 5,000-7,999 students; 8,000-10,999 students; and > 11,000 students). The dependent variables were emotional exhaustion, depersonalization, and personal accomplishment. The omnibus F Test was not statistically significant ($F=1.03$; $df=4,109$; $p > .05$). The null hypothesis was not rejected. The results are presented in Table 6.

Hypothesis 8

There is no difference in burnout scores across number of hours worked per week for female middle-administrators.

A One-way MANOVA was used to analyze the data. The independent variable was number of hours worked per week (< 20 hours, 20-29 hours, 30-39 hours, 40-49 hours, and 50-59 hours). The dependent variables were three types of burnout (emotional exhaustion, depersonalization, and personal accomplishment). The omnibus F Test was not statistically significant ($F=1.04$; $df=4,109$; $p > .05$). The null hypothesis was not rejected. The results are presented in Table 7.

Hypothesis 9

There is no difference in burnout scores across marital status for female middle-administrators.

A One-way MANOVA was used to analyze the data. The independent variable was marital status (single, married, divorced, and widowed). The dependent variables were three measures of burnout (emotional exhaustion, depersonalization, and personal accomplishment). The omnibus F Test was not

Table 6
Means and Standard Deviations for Size of the
Institution and Burnout Variables

Personal Accomplishment	Means	Std. Dev.	N	F Value
< 1,999 students	38.9	5.4	30	1.49
2,000-4,999 students	40.3	5.5	27	
5,000-7,999 students	36.2	9.2	5	
8,000-10,999 students	35.8	6.9	6	
> 11,000 students	40.7	6.7	46	
Depersonalization	Means	Std. Dev.	N	F Value
< 1,999 students	6.3	4.3	30	0.70
2,000-4,999 students	4.8	4.6	27	
5,000-7,999 students	5.2	3.4	5	
8,000-10,999 students	4.8	4.8	6	
> 11,000 students	4.7	4.1	46	
Emotional Exhaustion	Means	Std. Dev.	N	F Value
< 1,999 students	20.6	7.6	30	0.59
2,000-4,999 students	19.8	9.9	27	
5,000-7,999 students	25.2	6.3	5	
8,000-10,999 students	17.5	7.3	6	
> 11,000 students	20.6	8.8	46	

p < .05

Table 7
Means and Standard Deviations for Number of Hours
Worked Per Week and Burnout Variables

Personal Accomplishment	Means	Std. Dev.	N	F Value
< 20 hours	37.0	0.0	1	0.55
20-29 hours	43.0	4.0	5	
30-39 hours	41.0	8.1	3	
40-49 hours	39.3	6.8	82	
50-59 hours	40.3	4.6	23	
Depersonalization	Means	Std. Dev.	N	F Value
< 20 hours	1.0	0.0	1	0.96
20-29 hours	2.8	3.6	5	
30-39 hours	2.6	2.0	3	
40-49 hours	5.4	4.5	82	
50-59 hours	5.3	3.7	23	
Emotional Exhaustion	Means	Std. Dev.	N	F Value
< 20 hours	6.0	0.0	1	2.25
20-29 hours	17.0	6.0	5	
30-39 hours	12.3	7.0	3	
40-49 hours	20.4	8.6	82	
50-59 hours	23.2	8.1	23	

p < .05

statistically significant ($F=1.38$; $df=3,110$; $p > .05$). The null hypothesis was not rejected. The results are presented in Table 8.

Table 8
Means and Standard Deviations for Marital Status
and Burnout Variables

Personal Accomplishment	Means	Std. Dev.	N	F Value
Single	39.0	7.1	21	0.91
Married	39.4	6.4	74	
Divorced	42.0	3.7	17	
Widowed	38.0	12.7	2	
Depersonalization	Means	Std. Dev.	N	F Value
Single	4.7	3.8	21	2.39
Married	5.9	4.6	74	
Divorced	3.1	2.7	17	
Widowed	2.5	3.5	2	
Emotional Exhaustion	Means	Std. Dev.	N	F Value
Single	19.5	8.8	21	1.11
Married	21.5	8.5	74	
Divorced	20.1	8.9	17	
Widowed	10.5	6.3	2	

$p < .05$

Summary

This study investigated the perceived leadership styles of supervisors and the relationship to burnout in female middle-administrators in higher education student personnel services. Nine research hypotheses were analyzed and results reported. Of the nine research hypotheses, five failed to show statistical significance. Among the more notable findings are the following: (a) Supervisors and female middle-administrators differ substantially on the perceived leadership styles of the supervisor; (b) female middle-administrators have statistically significantly higher scores on the personal accomplishment subscale when they have styles similar to their supervisors and statistically significantly lower scores on the personal accomplishment subscale when they have styles dissimilar to their supervisors; (c) female middle-administrators prefer a 9,9 (team administration) leadership style over other styles; and (d) age is statistically significant in predicting burnout.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The problem investigated in this study was whether there was a statistically significant relationship between the perceptions female middle-administrators have of their supervisor's leadership style and burnout as experienced by female middle-administrators. Several prior research studies pointed out that middle-administrators were prime targets for burnout because of such factors as a sense of powerlessness, limited job mobility, role conflict and ambiguity, and limited time and resources with which to perform the job.

The subjects in this study were 114 female middle-administrators and 70 supervisors employed in colleges and universities in a mid-western state. All were employed in traditional student services programs.

Research questionnaires were sent to 160 female middle-administrators and 102 immediate supervisors. The questionnaires included the Maslach Burnout Inventory Form Ed (Educators Survey), the Administrative Styles Questionnaire, and an author constructed demographic data form. A total of 114 female middle-administrators and 70 supervisors returned questionnaires. However, some supervisors oversee more than one female middle-administrator. For this reason only, 101 matched pairs were obtained from the questionnaires which were returned. Matching was required for hypothesis one only. Responses from a total of 114 female middle-administrators were used to test all other hypotheses.

The statistics used in this study included Kendall's Tau Coefficient, Chi Square Statistics, and MANOVA. Statistically significant agreement was found in only 21% of the paired ratings of the female middle-administrator and the supervisor on the description of the supervisor's leadership style. Statistically significant differences were found in burnout scores of female middle-administrators who had dissimilar leadership styles as their supervisors. Specific leadership styles which related to burnout could not be identified. Female middle-administrators showed a statistically significant preference for the 9,9 (team administration) style of leadership. Statistically significant differences also were found between age and burnout. Statistically significant differences were not found for burnout and the number of years in present position, size of the institution, hours worked per week, or marital status.

Conclusions

The following conclusions were drawn based upon the results of the study.

1. Supervisors and female middle-administrators differed significantly as to how each perceived the leadership style of the supervisor. Barlow (1985) and Glasscock (1980) reported the same conclusions for chief executive officers. However, Barlow added that ratings of leadership styles were more closely related when chief executive officers were rated by their superiors rather than by their subordinates. When applied to the present study, this may indicate that supervisors project a different image of themselves to their superiors than they do to their subordinates who in this case are the female middle-administrators. Supervisors also may be rating themselves according to how they would like to be seen by others rather than as they are. Blake, Mouton and Williams (1981) noted this to be the case with administrators in the seminars which they presented on leadership styles. It also is possible that female middle-administrators have

certain biases based on their perceptions of past experiences with their supervisors which prevent them from making an accurate rating of their supervisor's behavior.

2. Female middle-administrators who had perceived leadership styles similar to those held by their supervisors reported slightly higher scores on the depersonalization and emotional exhaustion subscales than did female middle-administrators who had perceived leadership styles dissimilar to those held by their supervisors. Both similar and dissimilar groups reported statistically significant scores on the personal accomplishment subscale. However, persons with similar leadership styles were slightly higher on the personal accomplishment subscale than those persons with dissimilar leadership styles. These findings suggest that when the supervisor and supervisee share similar leadership styles, less burnout is experienced by the supervisee. Institutions may wish to match supervisors and supervisee based on their leadership styles in an effort to prevent burnout. Having a similar leadership style as their supervisors has given this group of female middle-administrators a stronger sense of personal accomplishments. This sense of personal accomplishment may help to cancel out the effects of the dimensions of depersonalization and emotional exhaustion as sources of burnout.

These findings also suggest that similar leadership styles may reflect a mentoring relationship between the supervisor and supervisee that perhaps promotes greater communication and less stress. The focus of the mentoring relationship is to provide a set of behaviors for the mentoree to emulate. This association appears to be beneficial since it promotes positive feelings about the achievements one can and has accomplished.

3. The analysis failed to statistically identify specific leadership styles which lead to burnout. The research by Blake, Mouton and Williams (1981)

suggests that the 9,9 (team administration) approach to leadership can be expected to impact on reducing stress and burnout within academic administration. Since the majority (84%) of supervisors and 58% of female middle-administrators identified in this study perceived themselves as having a 9,9 leadership style, and the 9,9 style leads to less stress and burnout, it would suggest that the present study contradicts the premise made by Blake, Mouton and Williams (1981). To the contrary, Boenisch (1983) reported that the 1,1 (caretaker administration) approach leads to significantly more burnout than any of the other styles. This premise was also unsubstantiated in the present research. Given the contradictions presented by the Blake, Mouton and Williams and Boenisch hypothesis, perhaps the most important conclusion which can be drawn from this analysis is that no singular leadership style leads to burnout among female middle-administrators. Rather, the degree of similarity or dissimilarity of the leadership style of the supervisor and the supervisee may be the primary source of stress on female middle-administrators.

4. Female middle-administrators preferred the 9,9 (team administration) approach to leadership significantly more than any other approach. Their second preference was 1,1 (caretaker administration); followed by 9,1 (authority-obedience administration); then by 1,9 (comfortable and pleasant administration) and 5,5 (constituency-centered administration) with equal ranks. Maternalism/Paternalism (9+9) was the least preferred choice. Studies by Boenisch (1983), Glasscock (1980), Parker (1979), and Richardson (1980) reported similar findings. The preferred style in all of these studies was 9,9. These findings are ideal in terms of the position held by Blake, Mouton and Williams (1981), who contend that 9,9 represents the soundest approach to university management.

5. Age was determined to be statistically significant in predicting burnout. Females who were less than 30 years of age reported higher burnout

scores on both the depersonalization and emotional exhaustion subscales, and lower scores on the personal accomplishment subscale when compared to other age groups. This further supports the findings of Maslach and Jackson (1986) and Forney and Wiggers (1984) which suggest that burnout occurs most often during the early years of one's career when coping strategies have not been formulated. On the contrary, King (1981) did not find significant differences in stress when studying school managers. Younger female middle-administrators may have more idealistic views. When the same idealistic view is not held by those in authority, stress levels may increase because of a lack of communication and understanding on the part of both parties. The younger administrator's effectiveness may eventually lessen giving rise to a sense of helplessness and frustration. If this individual had acquired the necessary coping skills, the likelihood of a solution would increase prior to the onset of significant stress.

6. The number of years in the present position was not statistically significant in predicting burnout, although it was found to be significant in earlier studies reported by Bertrand (1980/81) and Moore (1980/81). However, King (1980/81) also noted the same results as those found in the present research. Moore (1980/81) found that persons who had four to seven years of experience scored significantly higher on the personal accomplishment subscale than did those persons with three years or less of experience. This group of female middle-administrators were relatively equal in mean scores on the personal accomplishment subscale across the same two variables presented by Moore (1980/81). In fact, mean scores on the personal accomplishment subscale were slightly higher for female middle-administrators in the 0-3 year age group than for female middle-administrators in the 4-9 year age group.

A review of the present data on student personnel professionals in this study might suggest that this group is very mobile. They are neither remaining in any

one position for any length of time, nor remaining in student services in large numbers beyond nine years. These trends may lead to some indications as to why this group did not experience burnout. The last suggestion is that female middle-administrators who have been in their present positions for three years or less have apparently developed strategies for coping with the day-to-day stress encountered in working with students and higher education administration.

7. Size of institution did not appear to impact on burnout, as Moore (1980/81) found. Burnout scores for female middle-administrators who work in colleges and universities with smaller enrollments were no different than for those from colleges and universities with larger enrollments. Perhaps the work load demands made on college and university personnel are different from those Moore found with high school principals, even when enrollments are large.

8. Number of hours worked per week did not affect burnout scores. These conclusions did not support previous research findings by Moore (1980/81), Maslach (1978), and Watkins (1973). At least with this sample, it may be concluded that if one is satisfied with one's work the number of hours worked do not correlate to the mental and physical fatigue characterized by burnout.

9. Marital status did not significantly affect burnout scores. These findings contradict Pines and Kafry (1981) who found that married females experienced more role conflict and stress because of the dual responsibilities found at work and at home. The married females in this sample may have learned how to cope with the sometimes wearing responsibilities of job and marriage which Pines and Kafry (1981) attributed to stress. This is particularly interesting or noteworthy since 71% of the females in this study had been in student services between four and twenty-two years and had in all likelihood resolved the frequently noted conflicts between job and home roles. One also may suggest that

different types of work settings may very well present an entirely different set of stressors for persons within a particular marital status category.

Recommendations

Based upon the research findings and the conclusions of this study, the following recommendations are made.

1. Research which seeks to identify the various factors which are associated with burnout should be continued since current findings remain conflicting and inconclusive.
2. This study should be replicated with a broader group of female middle-administrators to explore whether detectable differences can be identified in the variables under study.
3. Additional studies on burnout involving female administrators in higher education other than student personnel services should be undertaken.
4. Research should be conducted to determine whether the 9,9 (team administration) approach does, in fact, reduce stress in organizational settings.
5. Efforts to further develop and refine tools for measuring burnout and leadership styles should be continued.
6. Studies should be developed to determine why female middle-administrators who have leadership styles similar to those of their supervisors experience less burnout than do those who do not share the same leadership styles as their supervisors. Research studies should address the behaviors which take place in a mentoring process between supervisor and supervisee. Such research would help to determine whether emulating the behaviors of one's supervisor or mentor results in a less stressful work environment for female middle-administrators in student personnel services in higher education.

7. Training programs should be developed which teach administrative strategies for coping with stress and burnout.

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APPENDIXES

APPENDIX A

MEASUREMENT INSTRUMENTS

Administrative Styles Questionnaire

STAFF ASSESSMENT

Six areas of leadership are identified on this questionnaire. In each area are statements which describe various styles of leadership. Please read all of the statements and then rank each statement as to how you perceive your immediate administrative supervisor. Rank each statement on a scale from 1-6 with 6 being your perception of your administrator's most frequently observed style, 5 being his/her second most frequently observed style, 4 being his/her third most frequently observed style, 3 being his/her fourth most frequently observed style, 2 being his/her fifth most frequently observed style, and 1 being his/her least observed leadership style. Each statement must be ranked differently. There can be no duplicate ranks.

Area 1: INITIATIVE

My Administrator:

- () 1. initiates actions that help and support others.
- () 2. puts out enough to get by.
- () 3. drives himself and others.
- () 4. seeks to maintain a steady pace.
- () 5. exerts vigorous effort and causes others to join in enthusiastically.
- () 6. stresses loyalty and extends appreciation to those who support his/her initiatives.

Area 2: INQUIRY

My Administrator:

- () 7. double-checks what others tell him/her and compliments them when he/she is able to verify their position.
- () 8. investigates the facts and positions so that he/she is in control of any situations and to assure that others are not making mistakes.
- () 9. invites and listens for opinions and ideas different from his/her own. Continuously re-evaluates his/her facts, beliefs, and positions.
- () 10. takes things at face value and checks facts and positions when obvious discrepancies appear.
- () 11. looks for facts and positions that suggest all is well. Prefers harmony to challenge.
- () 12. goes along with facts and opinions given him.

Area 3: ADVOCACY

My Administrator:

- () 13. keeps his own position and avoids taking sides by revealing true opinions or ideas.
- () 14. maintains strong convictions but permits others to express their ideas so that he/she can help them think more objectively.
- () 15. takes the opinions and ideas of others even though he/she may have reservations.
- () 16. feels it is important to express his/her convictions and respond to sound ideas by changing his/her mind.
- () 17. expresses opinions and ideas in a tentative way and tries to meet others halfway.
- () 18. stand up for his/her opinions and ideas even though it means rejecting the views of others.

Area 4: CONFLICT

My Administrator:

- () 19. tries to cut it off or win his/her position.
- () 20. tries to find a position that others find suitable.
- () 21. tries to soothe feelings to keep people together.

- ()22. seeks reasons for it in order to resolve the underlying causes.
- ()23. terminates it but thank people for expressing their views.
- ()24. remains neutral or seeks to stay out of conflict.

Area 5: MAKING DECISIONS**My Administrator:**

- ()25. has the last say and makes a sincere effort to see that his/her decisions are accepted.
- ()26. places high value on making his/her own decisions and rarely is influenced by others.
- ()27. places a high value on arriving at sound decisions based on understanding and agreement.
- ()28. allows others to make decisions or come to terms with whatever happens.
- ()29. looks for decisions that maintain good relations and encourages others to make decisions.
- ()30. searches for workable decisions that others will accept.

Area 6: CRITIQUE**My Administrator:**

- ()31. encourages two-pway feedback to strengthen operations.
- ()32. gains informal feedback regarding suggestions for improvement.
- ()33. identifies weaknesses in his/her staff.
- ()34. avoids giving feedback.
- ()35. gives others feedback and expects them to accept it because it is for their own good.
- ()36. encourages and praises when something positive happens, but avoids giving negative comments.

Administrative Styles Questionnaire

SELF ASSESSMENT

Six areas of leadership are identified on this questionnaire. In each area are statements which describe various styles of leadership. Please read all of the statements and then rank each statement from 1-6 with 6 being your most preferred style, 5 being your second most preferred style, 3 being your fourth most preferred style, 2 being your fifth most preferred style and 1 being your least preferred leadership style. Each statement **must** be ranked differently. There can be no duplicated ranks.

Area 1: INITIATIVE

- () 1. I initiate actions that help and support others.
- () 2. I put out enough to get by.
- () 3. I drive myself and others.
- () 4. I seek to maintain a steady pace.
- () 5. I exert vigorous effort and cause others to join in enthusiastically.
- () 6. I stress loyalty and extend appreciation to those who support my initiatives.

Area 2: INQUIRY

- () 7. I double check what others tell me and compliment them when I am able to verify their position.
- () 8. I investigate the facts and positions so that I am in control of any situation and to assure that others are not making mistakes.
- () 9. I invite and listen for opinions and ideas different from my own. I continuously re-evaluate my facts, beliefs, and positions.
- () 10. I take things at face value and check facts and positions when obvious discrepancies appear.
- () 11. I look for facts and positions that suggest all is well. Prefer harmony to challenge.
- () 12. I go along with facts and opinions given me.

Area 3: ADVOCACY

- () 13. I keep my own position and avoid taking sides by revealing true opinions or ideas.
- () 14. I maintain strong convictions but permit others to express their ideas so that I can help them think more objectively.
- () 15. I take the opinions and ideas of others even though I may have reservations.
- () 16. I feel it is important to express my convictions and respond to sound ideas by changing my mind.
- () 17. I express opinions and ideas in a tentative way and try to meet others halfway.
- () 18. I stand up for my opinions and ideas even though it means rejecting the views of others.

Area 4: CONFLICT RESOLUTION

- () 19. I try to cut it off or win my position.
- () 20. I try to find a position that others find suitable.
- () 21. I try to soothe feelings to keep people together.
- () 22. I seek reasons for it in order to resolve the underlying causes.
- () 23. I terminate it but thank people for expressing their views.
- () 24. I remain neutral or seek to stay out of conflict.

Area 5: MAKING DECISIONS

- () 25. I have the last say and make a sincere effort to see that my decisions are accepted.

- ()26. I place high value on making my own decisions and am rarely influenced by others.
- ()27. I place a high value on arriving at sound decisions based on understanding and agreement.
- ()28. I allow others to make decisions or come to terms with whatever happens.
- ()29. I look for decisions that maintain good relations and encourage others to make decisions.
- ()30. I search for workable decisions that others will accept.

Area 6: CRITIQUE

- ()31. I encourage two-way feedback to strengthen operations.
- ()32. I give informal feedback regarding suggestions for improvement.
- ()33. I identify weaknesses in my staff.
- ()34. I avoid giving feedback.
- ()35. I give others feedback and expect them to accept it because it is for their own good.
- ()36. I encourage and praise when something positive happens, but avoid giving negative comments.

Biographical Data Sheet

Please respond to this questionnaire by selecting responses which describe your personal characteristics. The individual responses will be included and reported only as a group.

I. Background Information

A. Your sex: (check one)

- (1) male
 (2) female

B. Your Age: (check one)

- (1) less than 30 years
 (2) 30-40 years
 (3) 41-50
 (4) over 50 years

C. Are you (check only one group)

- (1) Asian, Asian American
 (2) Black American
 (3) Latino, Mexican, Mexican American
 (4) Native American, American Indian
 (5) White, Caucasian
 (6) other (please specify _____)

D. Marital Status: (check most current)

- (1) single
 (2) married
 (3) divorced
 (4) widowed
 (5) other (please specify _____)

E. If married, how long have you been married to your present spouse? (check one)

- (1) less than 1 year
 (2) 1-9 years
 (3) 10-19 years
 (4) 20 or more years

F. Please check the highest degree you have received: (check one)

- (1) B.A./B.S.
 (2) M.A./M.S.
 (3) Ph.D.
 (4) Ed.D.
 (5) other (please specify _____)

G. How many professionals/paraprofessional staff do you presently supervise? (check one)

- (1) 3 or less
 (2) 4-6
 (3) 7-10
 (4) 11 or more

- H. What is the **primary** area in which you work? (check only one answer)
- | | |
|---|---|
| <input type="checkbox"/> (1) counseling | <input type="checkbox"/> (9) international student advising |
| <input type="checkbox"/> (2) placement | <input type="checkbox"/> (10) discipline |
| <input type="checkbox"/> (3) housing | <input type="checkbox"/> (11) recreation |
| <input type="checkbox"/> (4) student activities | <input type="checkbox"/> (12) minority programs |
| <input type="checkbox"/> (5) student union | <input type="checkbox"/> (13) orientation |
| <input type="checkbox"/> (6) health services | <input type="checkbox"/> (14) central administration |
| <input type="checkbox"/> (7) admissions | <input type="checkbox"/> (15) other (please specify _____) |
| <input type="checkbox"/> (8) financial aid | _____) |
- I. What is your present job title? (check one)
- (1) vice president
- (2) dean
- (3) director
- (4) coordinator
- (5) other (please specify _____)
- J. How long have you held your present position? (check one)
- (1) less than 1 year
- (2) 1-5 years
- (3) 6-9 years
- (4) 10-19 years
- (5) 20 years or more
- K. How many hours per week do you spend in the performance of your job? (check one)
- (1) fewer than 20 hours per week
- (2) 20-29 hours per week
- (3) 30-39 hours per week
- (4) 40-49 hours per week
- (5) 50-59 hours per week
- L. How long have you been employed in student services profession? (check one)
- (1) less than 1 year
- (2) 1-5 years
- (3) 6-9 years
- (4) 10-19 years
- (5) 20 years or more
- M. Is your immediate supervisor male or female? (check one)
- (1) male
- (2) female
- N. Describe your institutional setting. (check one)
- (1) public
- (2) private
- O. Describe the present enrollment status of your college/university. (check one)
- (1) less than 2,499 students
- (2) 2,500-4,999 students
- (3) 5,000-9,999 students
- (4) 10,000-19,999 students
- (5) 20,000 or more students
- P. Describe the type of college/university you represent. (check one)
- (1) 2 year
- (2) 4 year
- (3) comprehensive graduate university

APPENDIX B

LETTERS TO SUBJECTS

November 30, 1987

Dear Colleague:

I am a doctoral candidate at Oklahoma State University, embarking on the arduous task of completing a dissertation. My dissertation focuses on the leadership styles of supervisors as perceived by female middle-administrators in student personnel services in higher education.

I am asking that you participate in this study along with the female middle-administrator(s) who report directly to you. Enclosed, you will find a leadership styles survey and a demographic data sheet which you are being asked to complete. Both forms will require 20 minutes of your time. Your responses will be held in confidence. Survey forms are being coded so that female middle-administrators can be matched with their immediate supervisors. Each female middle-administrator who is to be included has been identified through the 1986-87 Oklahoma College Personnel Association (OCPA) Directory.

Your response would be appreciated by December 14, 1987. A self-addressed, stamped envelope is enclosed for your convenience. Thank you in advance for your cooperation.

Sincerely,

Yvonne Montgomery
Director, Career Development and Placement
Langston University

Dr. Patrick Murphy
Dissertation Advisor

Enclosures

November 30, 1987

Dear Female Middle-Administrator,

I am a doctoral candidate at Oklahoma State University embarking on the arduous task of completing a dissertation. My dissertation focuses on the leadership styles of supervisors as perceived by female middle-administrators in student personnel services in higher education.

I am asking that you participate in this study along with your immediate supervisor. Enclosed you will find the following: (a) demographic data sheet, (b) administrative styles questionnaire (self-assessment), (c) administrative styles questionnaire (staff-assessment), and (d) educators survey. Approximately 40 minutes of your time is all that is required. Your responses will be held in confidence. Survey forms are being coded so that female middle-administrators can be matched with their supervisors.

Your response would be appreciated by December 14, 1987. A self-addressed, stamped envelope is enclosed for your convenience. Thank you in advance for your assistance.

Sincerely,

Yvonne Montgomery
Director, Career Development and Placement
Langston University

Dr. Patrick Murphy
Dissertation Advisor

Enclosures

November 30, 1987

Dear Colleague:

I am a doctoral candidate at Oklahoma State University. My dissertation focuses on the leadership styles of supervisors as perceived by female middle-administrators in student personnel services in higher education.

I am asking that you participate in this study along with any female middle-administrator(s) who report directly to you, and your immediate supervisor. Each have been identified and have been asked to participate in this study. Enclosed, you will find a demographic data sheet, two short surveys which measure your leadership style, and your perception of your supervisor's leadership style, and an educator's survey form. These surveys will require 45 minutes of your time. Your responses will be held in confidence.

Your response to the enclosed surveys would be appreciated by December 14, 1987. A self-addressed, stamped envelope is enclosed for your convenience. Thank you in advance for your cooperation.

Sincerely,

Yvonne Montgomery
Director, Career Development and Placement
Langston University

Dr. Patrick Murphy
Dissertation Advisor

Enclosures

Two weeks ago you received several measurement instruments dealing with leadership style and job related attitudes. I have eagerly awaited your response to my survey.

Recognizing that this is a very busy time of the year for those of us in student personnel services, I am again enclosing the appropriate survey forms for your completion, in the event that the first mailing is hidden under the never-ending stack of information that is received daily. Please complete at your earliest convenience.

Thank you very much for your assistance.

Sincerely,

Yvonne Montgomery
Director, Career Development and Placement
Langston University

Enclosures

APPENDIX C

PERMISSION LETTERS

September 16, 1987

Artie Stockton
Scientific Methods, Inc.
P. O. Box 195
Austin, Texas 78767

Dear Ms. Stockton:

Thanks very much for the material you provided on the Managerial Grid concept. As I indicated earlier, I am a doctoral candidate at Oklahoma State University. My dissertation deals with the perceived leadership styles of supervisors and the relationship to burnout among female middle-administrators in higher education student personnel services.

Presently, I am requesting permission to use a slightly modified version of the School Administration: Leadership Styles Questionnaire which is based on the Academic Administrator Grid of Blake, Mouton, and Williams (1981).

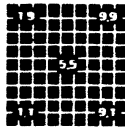
Enclosed is a copy of the instrument I propose to use in my study. As agreed, I will expect the scoring key to the proposed instrument once approval is granted.

A self-addressed, stamped envelope is enclosed for your reply. Thank you kindly.

Sincerely,

Yvonne Montgomery

Enclosure



Scientific Methods, Inc.

BOX 195, AUSTIN, TEXAS 78767 ■ 512-477-5781 ■ CABLE: GRID

TELEX 776443

September 24, 1987

Mrs. Yvonne Montgomery
18 Shadycreek
Guthrie, Oklahoma 73044

Dear Mrs. Montgomery:

By this letter, we hereby grant you permission to include material adapted from The Academic Administrator Grid in your doctoral dissertation.

This permission is granted with the understanding that it be referenced as follows:

Reference: This questionnaire was developed using the work of Robert R. Blake, Jane S. Mouton, and Martha S. Williams in their text, The Academic Administrator Grid. San Francisco: Jossey-Bass Inc., Publishers, 1981. Permission for use of these questions has been granted by the authors.

Also, the word Grid is a registered service mark of Scientific Methods, Inc. and should be designated as such by the use of ® on initial use.

Permission is granted for use only in the dissertation.

Authorization is offered in exchange for one copy of the dissertation upon publication.

Robert R. Blake

Jane Srygley Mouton

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APPENDIX D

DEMOGRAPHIC DATA

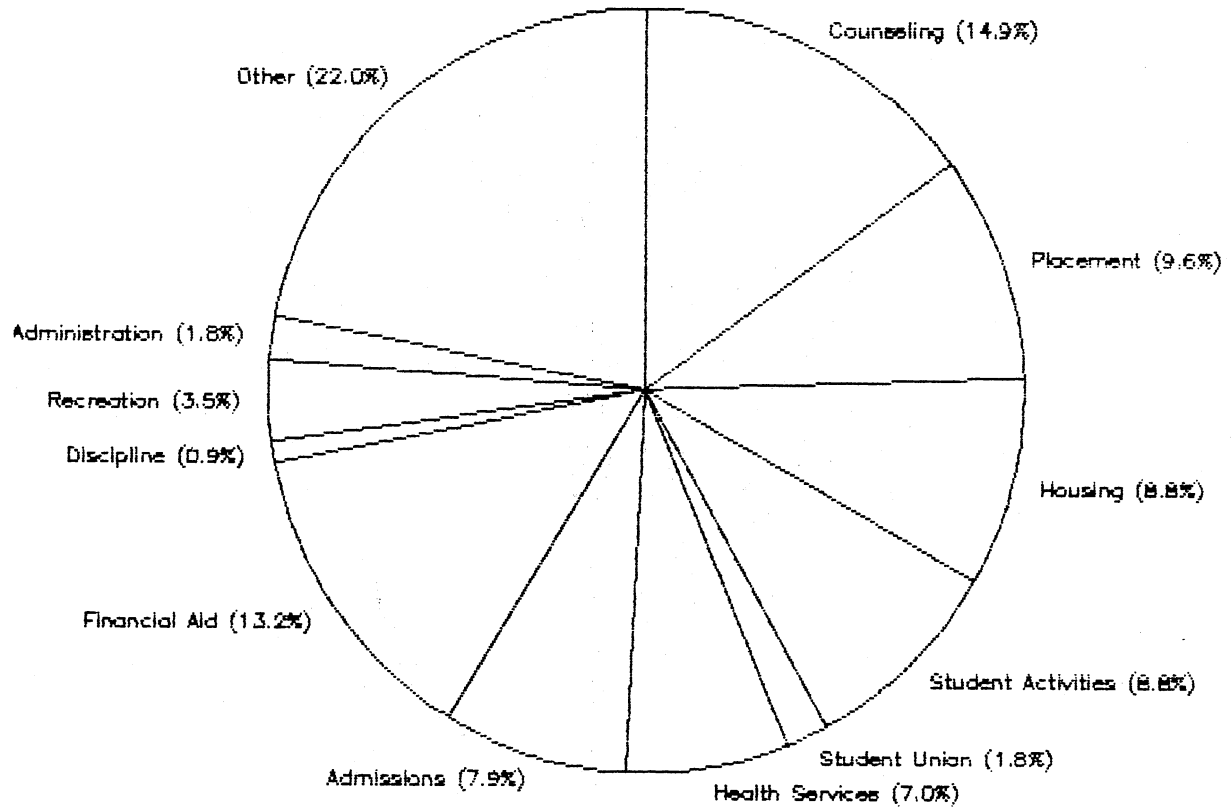


Figure 1. Job Responsibilities of Respondents

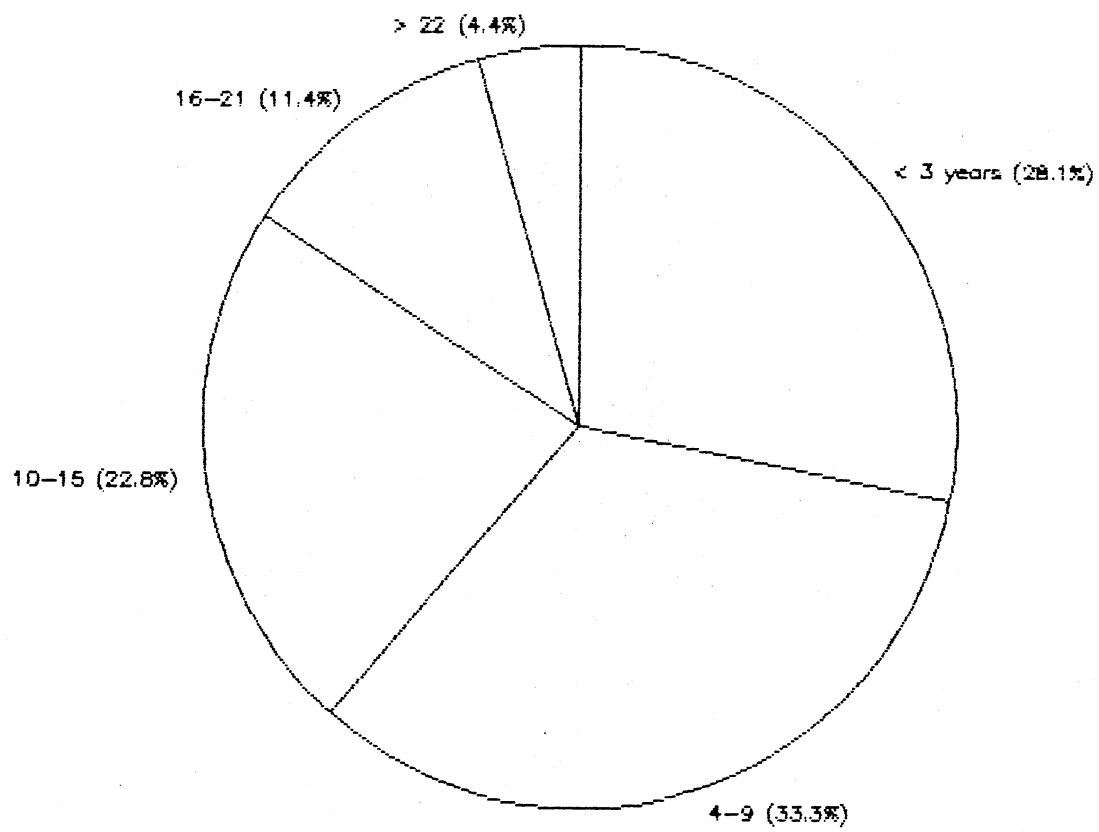


Figure 2. Number of Years in Student Services

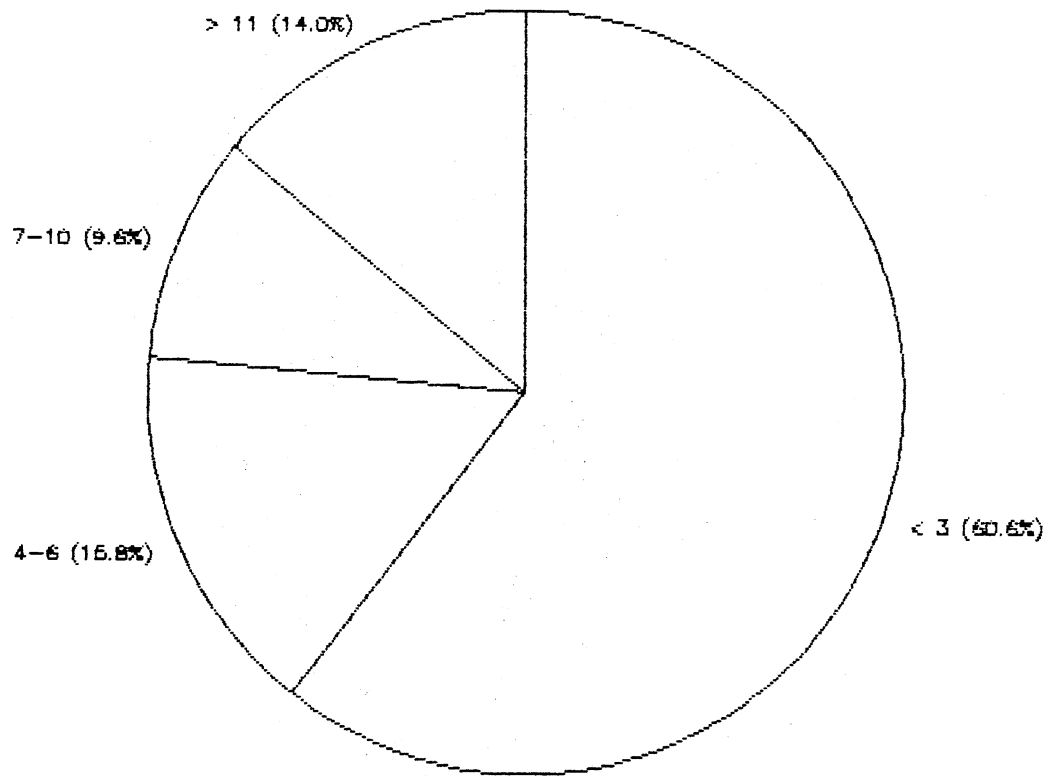


Figure 3. Number of Persons Supervised

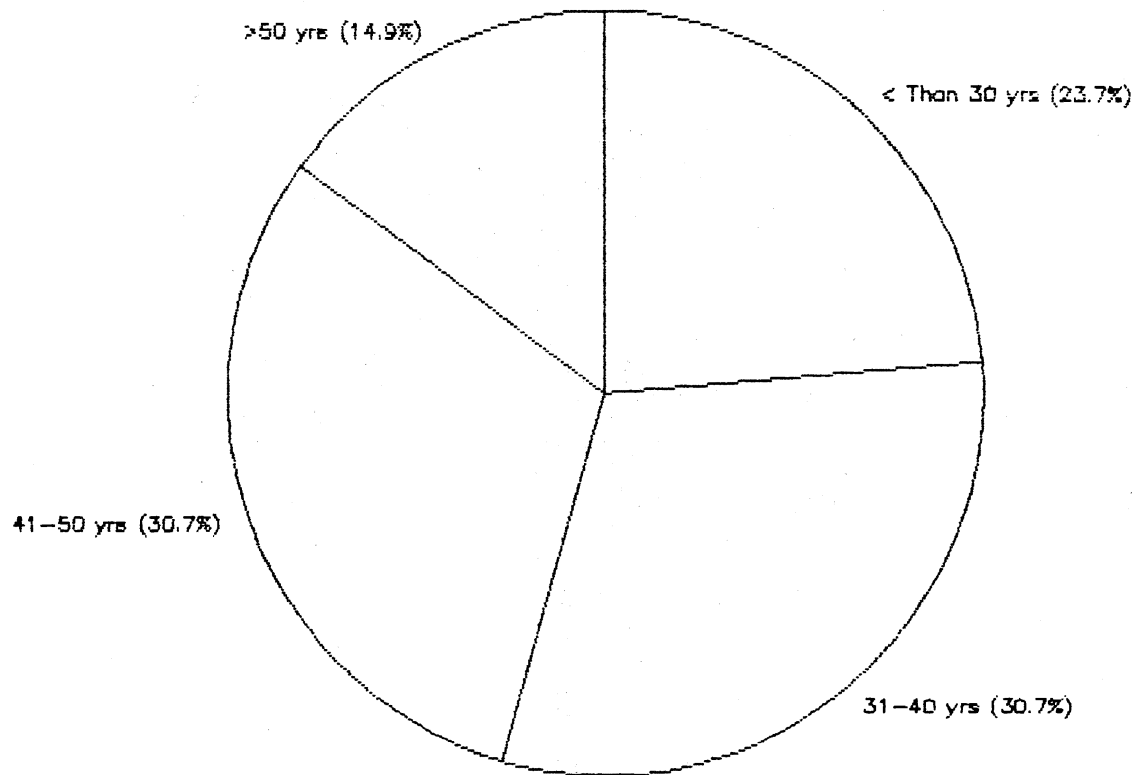


Figure 4. Age of Respondents

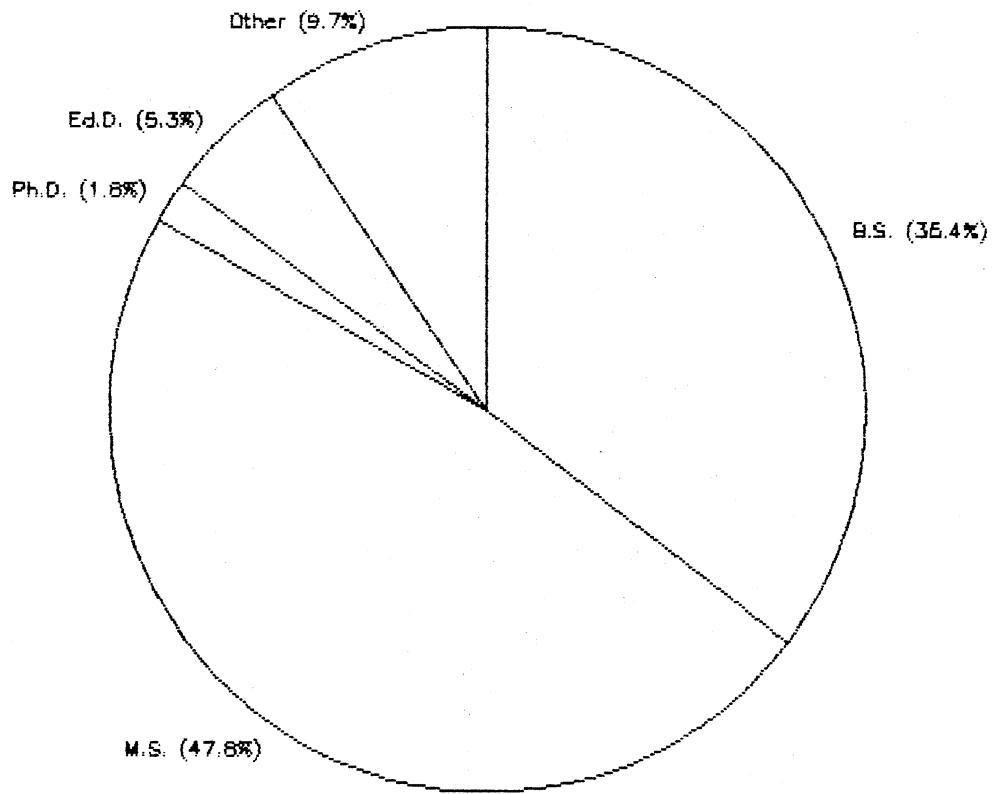


Figure 5. Highest Educational Degree Attained

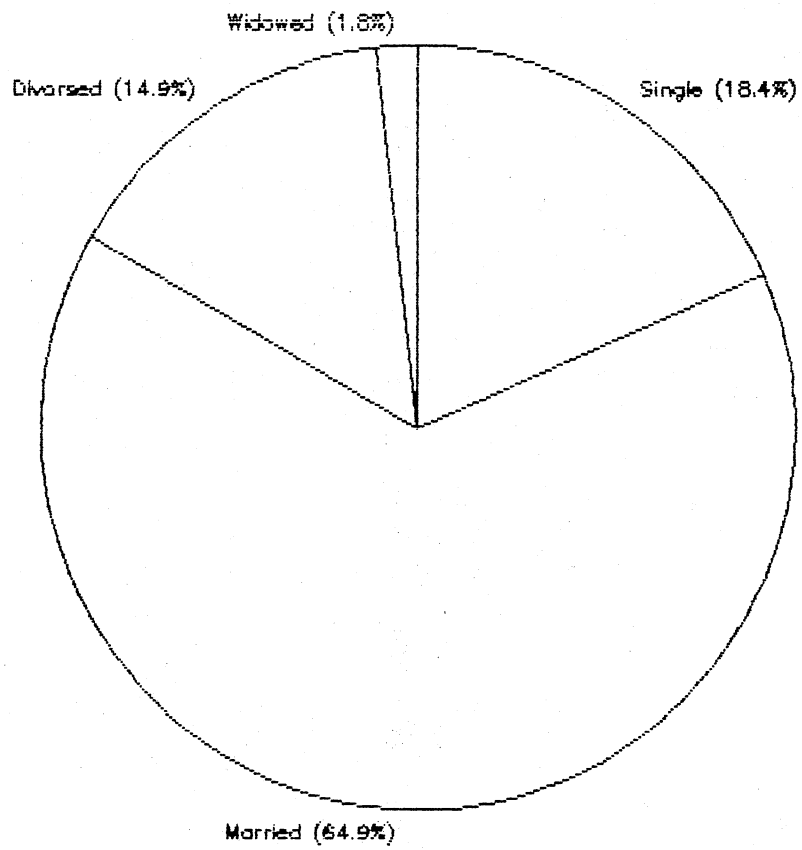


Figure 6. Marital Status of Respondents

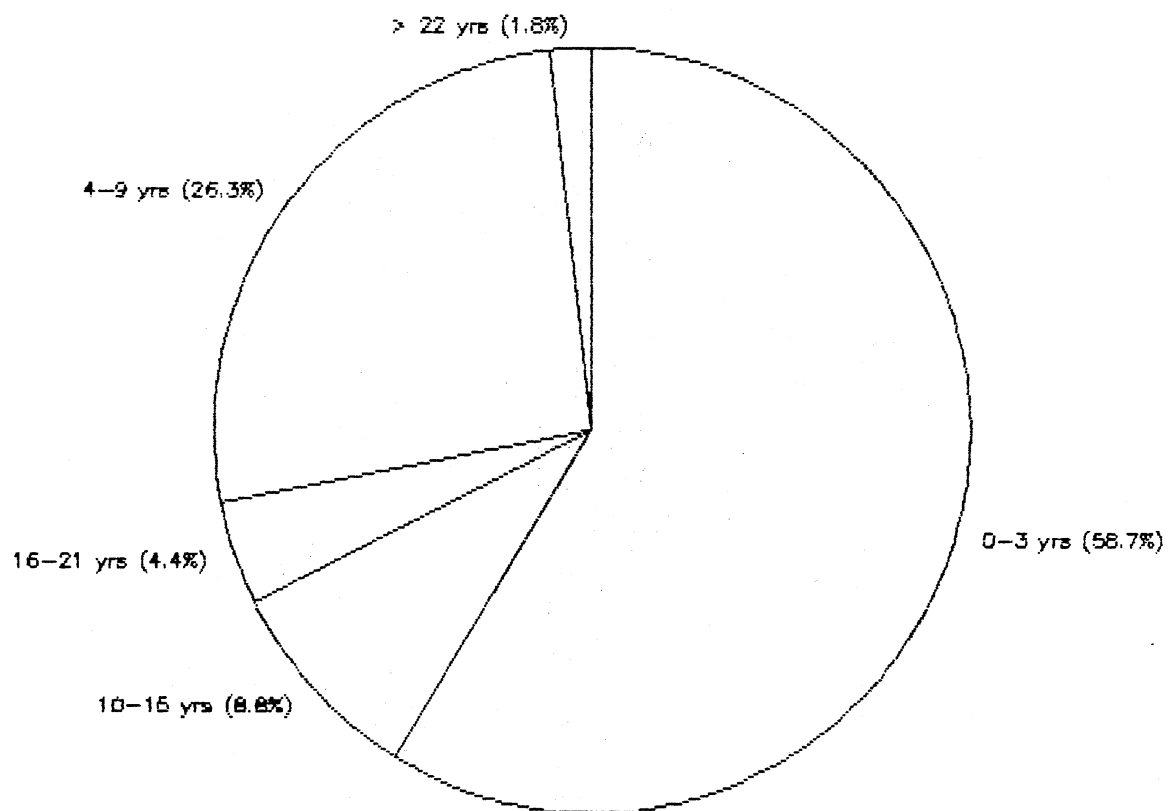


Figure 7. Number of Years in Present Position

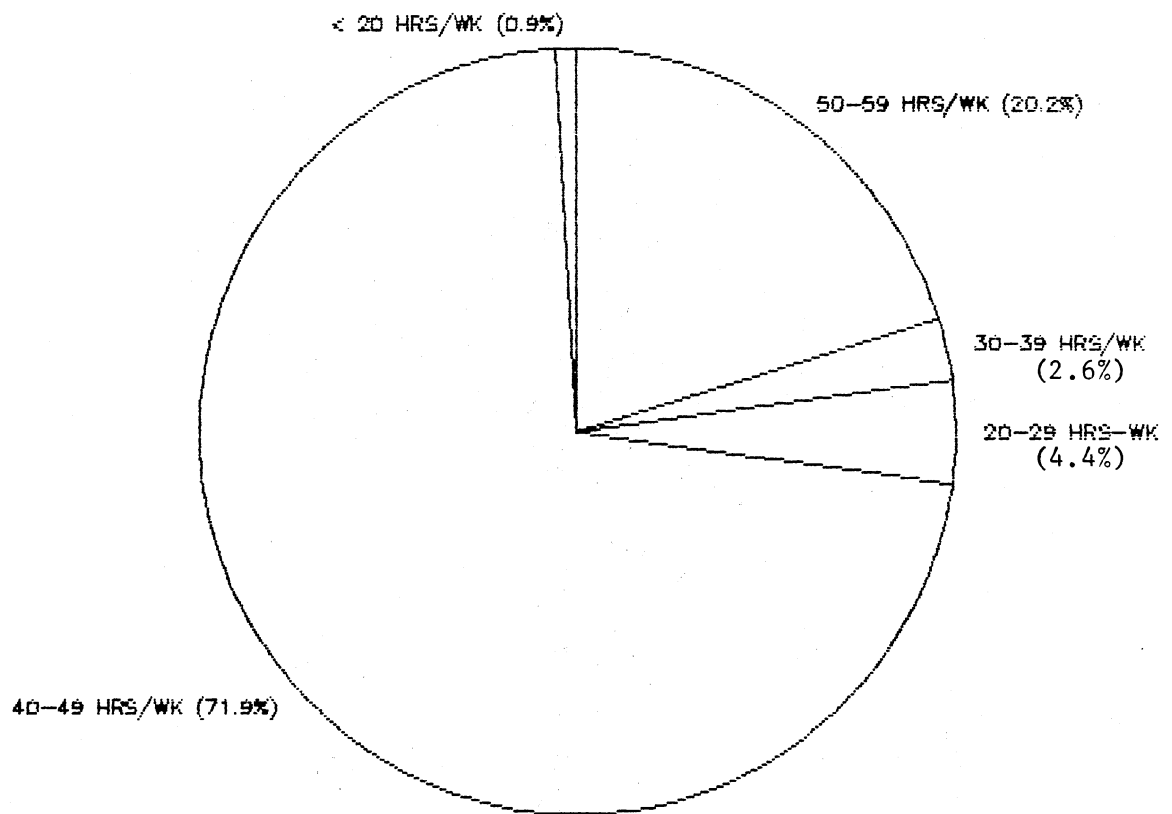


Figure 8. Hours Spent Weekly Performing Job

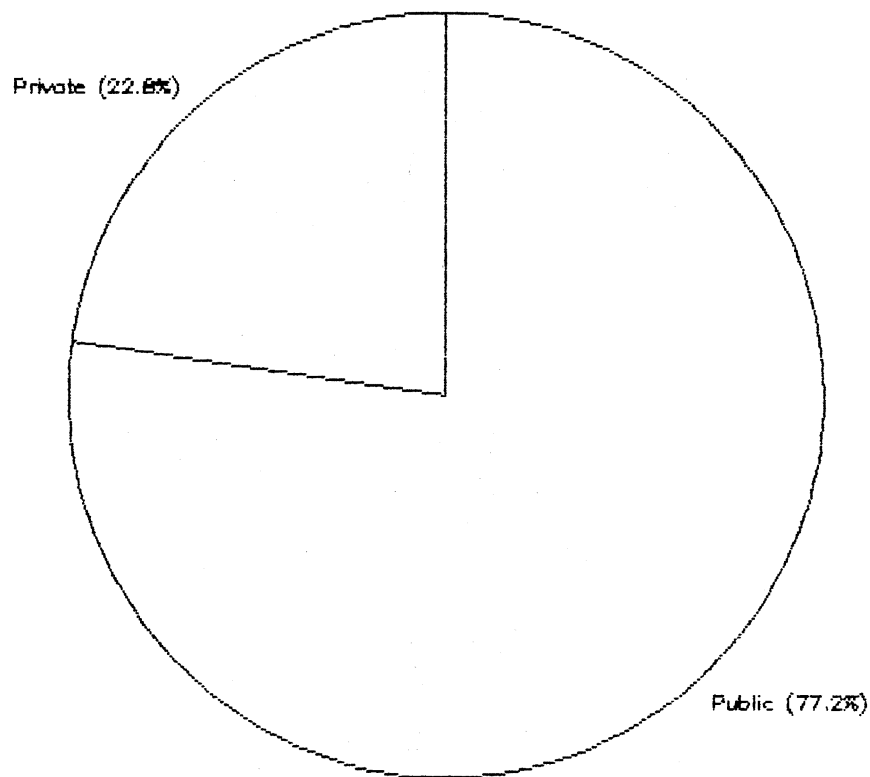


Figure 9. Institutional Setting

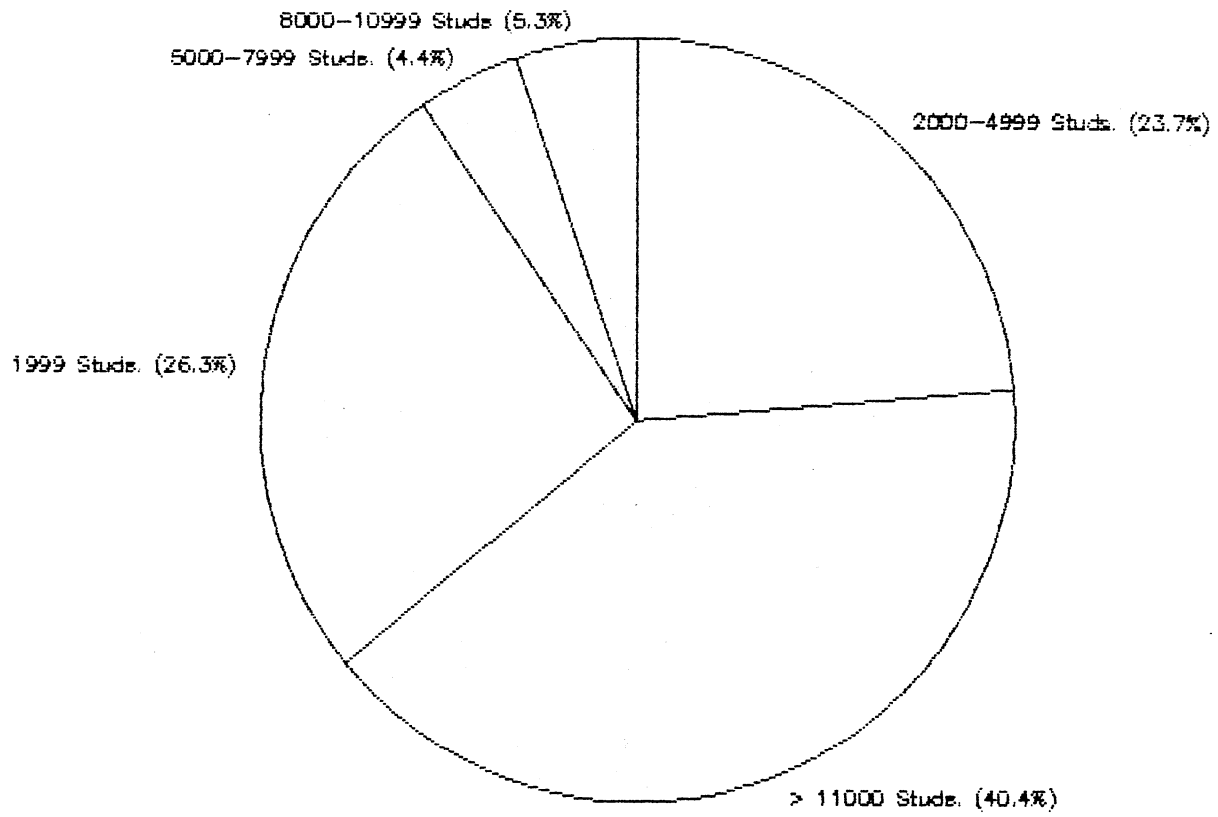


Figure 10. College Enrollment

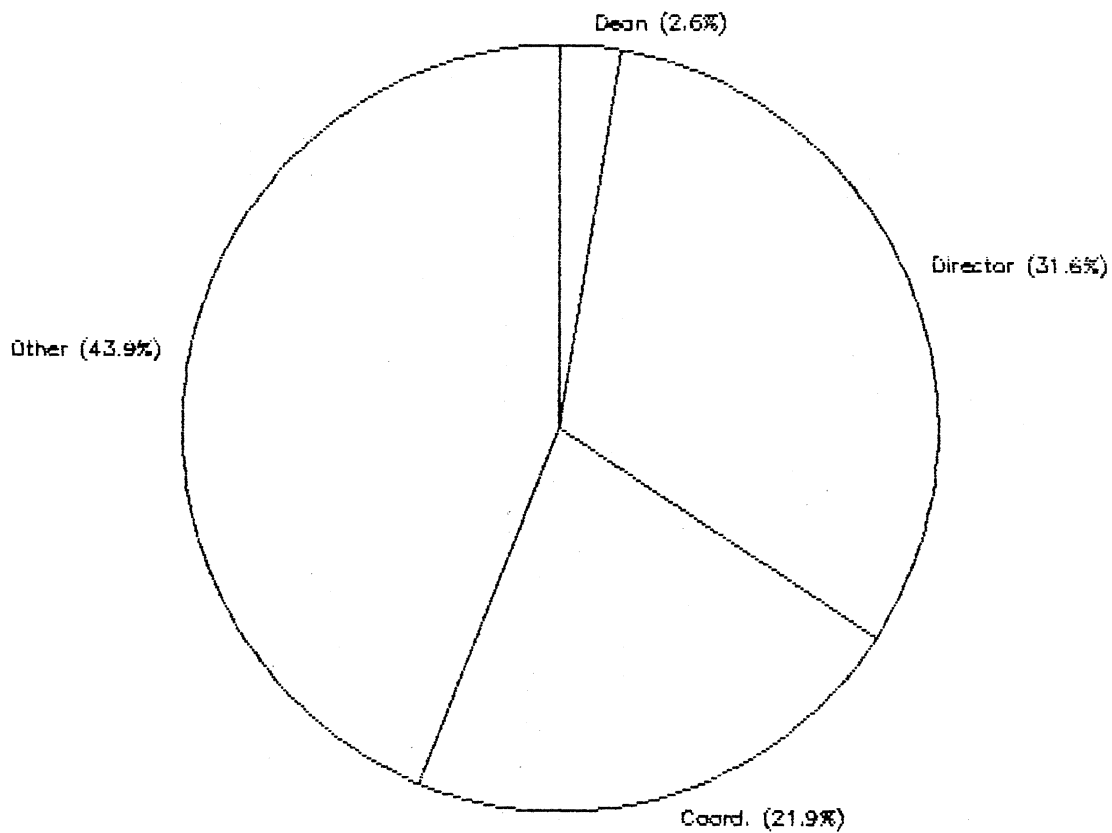


Figure 11. Job Titles of Respondents

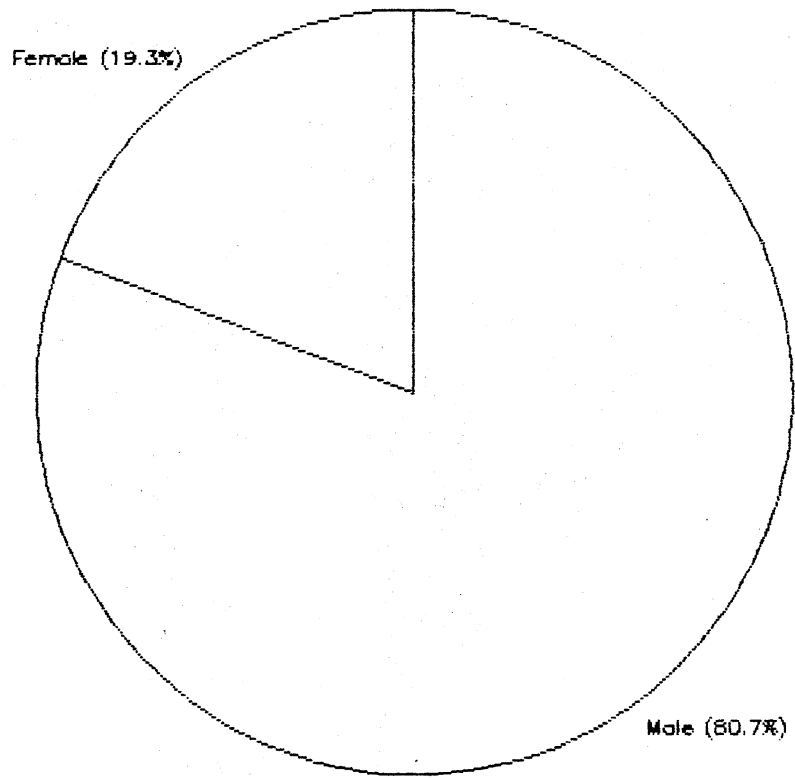


Figure 12. Sex of Supervisors

APPENDIX E

RANKINGS OF LEADERSHIP STYLES AND TAU
COEFFICIENTS FOR SUPERVISORS AND
FEMALE MIDDLE-ADMINISTRATORS

Rankings of Leadership Styles and Tau Coefficients
for Supervisors and Female Middle-Administrators

Obs	ID	IDENF	Female Middle-Administrators						Supervisors						Tau Value
			1,1	1,9	5,5	9,1	9,9	9+9	1,1	1,9	5,5	9,1	9,9	9+9	
1	02A	02AFA1	13	21	17	24	29	23	11	28	17	14	30	26	0.46667
2	02B	02BFA	17	23	25	10	34	18	10	26	23	16	32	17	0.73333*
3	02D	02DFA	16	25	24	13	32	17	19	28	29	13	22	15	0.46667
4	03A	03AFA1	14	11	16	29	26	30	7	26	22	13	35	23	0.06667
5	03A	03AFA2	10	28	24	17	29	18	7	26	22	13	35	23	0.86667*
6	03A	03AFA3	13	14	22	26	27	24	7	26	22	13	35	23	0.33333
7	04A	04AFA1	18	19	22	20	17	29	9	23	18	20	30	28	-0.06667
8	04A	04AFA3	13	28	15	18	25	26	9	23	18	20	30	28	0.60000
9	05A	04AFA1	22	21	29	14	24	16	10	25	21	15	35	20	0.33333
10	05A	05AFA2	27	14	23	29	9	24	10	25	21	15	35	20	-0.86667
11	05A	05AFA3	14	21	18	31	18	24	10	25	21	15	35	20	-0.13801
12	05B	05BFA2	12	20	24	16	34	21	11	25	21	16	33	20	0.73333*
13	05D	05DFA	18	13	22	24	25	23	11	20	19	22	34	21	0.73333*
14	07A	07AFA	11	20	18	19	33	25	11	18	22	21	35	19	0.33333
15	08B	08BFA	31	21	24	22	10	19	9	21	27	14	33	22	-0.60000
16	09A	09AFA	29	30	28	10	19	11	12	25	19	20	26	27	-0.33333
17	10B	10BFA2	20	27	28	10	25	16	12	21	27	13	34	18	0.46667
18	11A	11AFA1	11	22	19	20	28	26	10	25	29	16	32	14	0.33333
19	12A	12AFA	17	16	18	33	15	26	10	25	24	18	31	19	-0.60000
20	12B	12BFA	12	22	16	21	36	19	11	24	22	12	34	23	0.73333*
21	12C	12CFA	8	24	23	21	28	22	12	22	19	17	36	21	0.86667*
22	12D	12DFA1	14	19	17	18	31	26	35	16	23	20	15	17	-0.86667
23	12D	12DFA2	11	24	20	16	32	23	35	16	23	20	15	17	-0.86667
24	12E	12EFA1	18	25	33	16	15	20	11	24	20	18	32	21	-0.06667
25	12E	12EFA2	14	21	24	25	23	20	11	24	20	18	32	21	0.06667
26	12E	12EFA3	22	19	25	20	17	23	11	24	20	18	32	21	-0.46667
27	14B	14BFA1	20	21	26	14	27	18	13	20	25	19	32	17	0.60000
28	14B	14BFA2	12	24	25	17	33	16	13	20	25	19	32	17	1.00000*
29	16A	16AFA1	26	18	15	24	21	23	15	26	23	30	35	31	-0.06667

Obs	ID	IDENF	Female Middle-Administrators						Supervisors						Tau Value
			1,1	1,9	5,5	9,1	9,9	9+9	1,1	1,9	5,5	9,1	9,9	9+9	
30	16A	16AFA2	17	23	21	31	16	22	15	26	23	30	35	31	0.06667
31	16B	16BAF	35	20	17	15	18	22	18	20	28	22	22	17	-0.69007
32	19A	19AFA1	21	11	18	29	14	33	13	24	22	15	33	19	-0.46667
33	19A	19AFA2	11	17	23	25	34	16	13	24	22	15	33	19	0.46667
34	19B	19BFA	17	20	30	12	23	24	28	24	26	23	6	19	-0.06667
35	20A	20AFA1	15	19	26	18	32	16	11	24	23	18	33	17	0.86667*
36	21A	21AFA2	13	22	24	15	28	23	10	22	31	12	32	19	0.73333*
37	21A	21AFA3	16	20	26	13	28	23	10	22	31	12	32	19	0.86667*
38	21A	21AFA	17	20	30	15	26	18	10	22	31	12	32	19	0.73333*
39	22A	22AFA1	18	24	23	12	36	13	12	25	24	11	33	22	0.86667*
40	22A	22AFA3	18	24	25	20	21	19	12	25	24	11	33	22	0.33333
41	23B	23BFA	11	25	17	16	31	26	17	20	16	24	32	18	0.33333
42	26A	26AFA2	25	22	16	30	10	23	16	27	26	11	31	15	0.86667*
43	26A	26AFA1	18	24	27	13	28	17	16	27	26	11	31	15	-0.73333
44	26B	26BFA1	12	24	23	14	34	20	15	22	28	14	36	13	0.46667
45	26C	26CFA2	28	19	20	16	21	22	15	23	26	14	33	16	0.33333
46	26C	26CFA1	12	18	20	27	30	19	15	23	26	14	33	16	0.06667
47	26D	26DFA1	14	26	22	18	29	17	13	25	24	15	30	19	0.86667*
48	26D	26DFA2	17	31	20	15	30	14	13	25	24	15	30	19	0.46667
49	26D	26DFA3	15	12	13	33	19	31	13	25	24	15	30	19	-0.33333
50	26E	26EFA	24	17	21	22	20	23	10	28	25	11	31	21	-0.73333
51	26F	26FFA1	17	29	25	11	30	15	27	19	10	31	12	29	-0.73333
52	26F	26FFA3	14	24	25	19	28	16	27	19	10	31	12	29	-0.60000
53	26F	26FFA2	13	22	28	14	33	17	27	19	10	31	12	29	-0.46667
54	26H	26HFA1	10	19	28	24	33	12	11	26	20	15	34	21	0.46667
55	26H	26HFA3	16	22	25	12	34	17	11	26	20	15	34	21	0.60000
56	26I	26IFA	16	15	17	29	21	27	11	20	32	22	26	15	0.06667
57	26J	26JFA3	24	21	26	14	22	19	18	10	27	21	30	21	0.06667
58	26K	26KFA1	12	24	19	20	35	16	14	22	28	10	34	18	0.46667
59	26L	26LFA	19	24	25	11	27	20	16	18	15	28	26	27	-0.33333
60	26M	26MFA	10	25	23	18	30	20	15	21	16	22	25	27	0.33333
61	27A	27AFA1	9	16	15	24	32	30	9	21	24	19	34	20	0.33333

Obs	ID	IDENF	Female Middle-Administrators						Supervisors						Tau Value
			1,1	1,9	5,5	9,1	9,9	9+9	1,1	1,9	5,5	9,1	9,9	9+9	
62	28A	28AFA1	13	29	18	16	29	21	11	27	24	16	32	17	0.82808*
63	28A	28AFA2	14	15	18	21	34	24	11	27	24	16	32	17	0.33333
64	28A	28AFA3	8	23	21	17	35	22	11	27	24	16	32	17	0.86667*
65	28A	28AFA4	10	18	29	11	30	28	11	27	24	16	32	17	0.73333*
66	29B	29BFA	23	28	25	11	21	18	20	26	28	7	29	16	0.46667
67	31A	31AFA5	20	22	20	10	24	30	13	22	24	12	34	21	0.60000
68	31A	31AFA3	12	29	22	19	23	20	13	22	24	12	34	21	0.41404
69	32A	32AFA1	11	15	24	22	29	25	11	24	23	18	33	17	0.33333
70	32A	32AFA3	20	18	21	12	32	23	11	24	23	18	22	17	0.20000
71	32A	32AFA4	19	25	23	15	26	18	11	24	23	18	33	17	0.60000
72	32A	32AFA6	19	26	22	11	24	25	11	24	23	18	33	17	0.33333
73	32B	32BFA	33	21	27	8	24	13	7	26	25	18	34	17	-0.06667
74	33B	33BFA	28	22	23	24	15	16	13	28	27	16	29	14	-0.60000
75	35A	35AFA1	36	21	20	18	17	16	11	22	19	20	31	23	-0.60000
76	35A	35AFA3	13	24	23	14	33	20	11	22	19	20	31	23	0.60000
77	36A	36AFA1	23	30	13	14	22	18	28	27	15	21	10	25	0.46667
78	36A	36AFA3	25	21	24	17	20	22	28	27	15	21	10	25	0.33333
79	36B	36BFA1	10	16	17	24	33	27	12	16	18	31	25	24	0.73333*
80	36B	36BFA2	8	21	15	28	24	30	12	16	18	31	25	24	0.60000
81	36C	36CFA	18	27	23	13	30	15	15	21	27	13	32	18	0.73333*
82	38A	38AFA	30	18	21	25	10	22	9	23	22	18	32	24	-0.73333
83	39A	39AFA2	10	30	18	14	29	25	17	28	23	14	29	15	0.33333
84	39A	39AFA1	12	18	26	23	29	17	17	28	23	14	29	15	0.46667
85	40A	40AFA	14	15	24	34	16	22	15	25	27	13	30	16	-0.06667
86	41A	41AFA1	10	25	24	16	33	18	11	23	20	19	32	22	0.86667*
87	41A	41AFA2	20	28	24	7	30	17	11	23	20	19	32	22	0.60000
88	42B	42BFA1	27	21	26	19	16	17	11	25	18	22	33	17	-0.46667
89	42B	42BFA2	33	25	18	17	10	23	11	25	18	22	33	17	-0.60000
90	42B	42BFA3	26	26	18	19	21	16	11	25	18	22	33	17	0.27603
91	42B	42BFA4	17	24	22	16	25	21	11	25	18	22	33	17	0.60000
92	42C	42CFA1	9	21	20	22	33	23	8	17	25	18	36	23	0.60000
93	42C	42CFA2	6	15	18	32	28	27	8	17	25	18	36	23	0.46667

Obs	ID	IDENF	Female Middle-Administrators						Supervisors						Tau Value
			1,1	1,9	5,5	9,1	9,9	9+9	1,1	1,9	5,5	9,1	9,9	9+9	
94	42C	42CFA3	17	19	16	34	10	30	8	17	25	18	36	23	-0.33333
95	42C	42CFA4	8	20	16	25	32	24	8	17	25	18	36	23	0.46667
96	42D	42DFA1	14	16	21	27	25	24	12	19	24	20	35	15	0.46667
97	42D	42FA2	11	24	20	18	32	21	12	19	24	20	35	15	0.46667
98	42H	42HFA2	20	26	25	16	27	13	13	22	20	21	32	18	0.60000
99	42H	42HFA3	14	27	23	16	26	20	13	22	20	21	32	18	0.60000
100	45A	45AFA2	30	24	27	16	12	17	14	29	26	14	30	13	-0.27603
101	45E	45EFA	8	26	25	13	32	23	13	22	19	18	29	25	0.73333*

*p < .05

NOTES: Column 2 is coded so that each different number represents a different supervisor. Each female middle-administrator in column 3 is matched with her supervisor who is coded in column 2. Code key-- Column 2-First 2 digits represent the school. The alphabet identifies the supervisor within the school. Column 3-First 2 digits represents the school, the first alphabet identifies the supervisor within the school, the third and fourth alphabet identifies the person as a female middle-administrator, and the last number identifies a specific female middle-administrator.

Numbers in columns 4-9 represent raw leadership styles scores for female middle-administrators. Numbers in columns 10-15 represent raw leadership styles scores for supervisors.

The above 101 observations represent 70 supervisors and 101 female middle-administrators who have been matched for this analysis. Some supervisors supervise more than one female middle-administrator.

APPENDIX F

SCORING KEY FOR ADMINISTRATIVE
STYLES QUESTIONNAIRE

Elements of Leadership	Leadership Style					
	Caretaker 1,1	Comfortable and Pleasant 1,9	Constituency-Centered 5,5	Authority-Obedience 9,1	Team 9,9	Paternalism/Maternalism 9+9
Initiative	2	1	4	3	5	6
Inquiry	12	11	10	8	9	7
Advocacy	13	15	17	18	16	14
Conflict Resolution	24	21	20	19	22	23
Decision Making	28	29	30	26	27	25
Critique	34	36	32	33	31	35

VITA

Yvonne Kay Washington Montgomery

Candidate for the Degree of

Doctor of Education

Thesis: PERCEIVED LEADERSHIP STYLES OF SUPERVISORS AND THE
RELATIONSHIP TO BURNOUT IN FEMALE MIDDLE-
ADMINISTRATORS IN HIGHER EDUCATION

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