THE RELATIONSHIP OF WORK ENVIRONMENT AND TYPE OF STUDENT CONTACT TO BURNOUT IN SELECTED COMMUNITY COLLEGE COUNSELING PERSONNEL

DISSERTATION

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One of the many challenges that confront helping professionals such as social workers, nurses, and psychologists is how to effectively deal with a variety of job stresses. This too is often the case for community college counseling personnel. Burnout, a type of job stress, is a syndrome that has been widely studied although little research has focused upon it among community college counseling personnel.

The purpose of this study was to examine the relationship of work environment and type of student contact to burnout among selected community college counseling personnel. Instruments used in this study included the Maslach Burnout Inventory (MBI), (Form Ed), the Work Environment Scale (WES), (Form R), and a demographic data sheet.

Multiple regression analyses were utilized to predict scores for each of the three burnout subscales of the MBI (Emotional Exhaustion; Depersonalization; and Personal Accomplishment). Results revealed that 5 of the 144 subjects (3.4% of the sample) studied were experiencing a high level of burnout as defined by Maslach. Results also

indicated that age was significantly related to Emotional Exhaustion, Depersonalization, and Personal Accomplishment; years in one's present position was significantly related to Personal Accomplishment; academic advisement was significantly related to Depersonalization and Personal Accomplishment; and the Relationship Dimensions and the System Maintenance and System Change Dimensions of the (WES) were significantly related to Emotional Exhaustion.

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CHAPTER I

INTRODUCTION

The challenges that confront many helping professionals today are quite numerous. One such challenge is how to maintain one's level of effectiveness in helping others, and at the same time constructively deal with the myriad job stresses that seem endemic with one's chosen profession. This is as likely to be the case whether we refer to social workers, nurses, psychologists, or community college counseling personnel.

An interest in stress has flourished since the early work of Hans Selye (1956). A heightened interest in job stress in recent years, however, has led to a wealth of published research. The word "burn-out" first appeared in the research literature in 1974 as a result of Freudenberger's (1974) seminal work. Although a relatively new term, "burnout", has received considerable attention as researchers and mental health practitioners alike have become increasingly concerned about the adverse consequences of this particular type of job stress. A pioneer in the study of burnout, Maslach (1982) defines it as:

> Burnout is a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who

> do "people work" of some kind. It is a response to the chronic emotional strain of dealing extensively with other human beings, particularly when they are troubled or having problems. Thus, it can be considered one type of job stress. Although it has some of the same deleterious effects as other stress responses, what is unique about burnout is that the stress arises from the social interaction between the helper and the recipient. (p. 3).

A common concern expressed by many in the helping professions is that there needs to be a better understanding of job stress in general, and this syndrome in particular. As burnout appears to play a prominent role in increased absenteeism, lost performance, and escalating health care costs, it only seems logical that a better understanding could lead to improvements in physiological as well as psychological well-being.

In spite of the fact that a phenomenal amount of attention has focused on burnout within helping professions such as social work, the incidence of burnout in academia has been noted too. In fact, Melendez and de Guzman (1983) refer to burnout as "the new academic disease". Within academia burnout can be studied in settings ranging from the preschool classroom through and including the post-graduate experience. All helping personnel within these academic environments are potential burnout victims if reality is as

much research suggests. This would undoubtedly include the community college environment and those who are engaged in "people work" -- faculty, administrators, and student development professionals. One group obviously represented within this larger aggregate would be counseling personnel.

Successfully dealing with burnout is obviously important in any work setting. This is certainly the case for counseling personnel in the community college setting. It is these individuals who frequently provide help to students who are in the process of dealing with a variety of life and educational issues. As community college counseling personnel engage in this helping relationship with students, they endure many of the job stresses that Ivancevich and Matteson (1980), and Farber (1983) have so extensively written about. Thus, any impairment resulting from the burnout that counselors experience then is likely to be harmful not only to the counselor, but also to the student being served, and the institution employing the counselor.

In their discussion of "impaired counselors", Stadler and Willing (1988) cite the resultant debilitation that can occur following chronically high burnout. Maslach (1976), Edelwich and Brodsky (1980), and Kilberg, Nathan and Thoreson (1986) have also written extensively about the harmful effects of the burnout syndrome for both the helper and the recipient of help. Although a considerable body of literature exists dealing with burnout, little research has

been conducted to gauge the impact of it in the community college environment. Furthermore, until very recently, no burnout study at all had been conducted where subjects were community college counseling personnel. The DeFranco (1989) study was the first such effort to systematically look at burnout among these "helpers".

In light of the potential cost to the institution, the students, and the counselor, the lack of burnout research is alarming. As noted by several investigators (Cherniss, 1980; Pines et al., 1981; and Ekbom, 1985) the harmful effects of burnout to all parties concerned warrants the need to know more about it. Much of the research to date depicts burnout as an inevitable occupational hazard that is synonymous with certain types of work such as those described by Maslach (1982, p. 3) and others. One of the more unique aspects of DeFranco's study was the attempt to examine the relationship between certain variables and burnout among the community college counselors. She maintained that community college counselors are the individuals likely to experience burnout, and her effort provides the impetus for this investigation.

Interest in burnout has been extremely high through the years since Freudenberger initially introduced the term. In fact, Corcoran (1987) notes that, "Few topics in the social sciences have received enthusiasm parallel to burnout"

(p. 57). The popularity of this topic is undeniable. One may simply review the literature and find that social workers, (Gillespie, 1987); pharmacists, (Radde, 1982); executives, (Levinson, 1983); dentists, (Levin, 1980); adult educators, (Zahn, 1980); and police officers, (Maslach, 1979) have all been examined with regard to burnout. Society unfortunately at times seems to exploit the popularity of this topic, burnout, and treats it with unjust simplification. In Business Week's Guide to Careers article, "10 Jobs that Cause Burnout", Batten (1985) creates the impression that the job alone causes burnout. Whereas job characteristics almost always play a key role in the etiology of burnout, to suggest even casually that other factors may not be equally or more important is tragic and misleading. It is perhaps for this reason that Carroll and White (1982), and more recently Raquepaw and Miller (1989) have called for more research and less speculation or anecdotal reports about burnout.

Review of the Literature

Stress

A variety of definitions of stress have been postulated over the years. One of the earliest notions of stress comes from an engineering perspective. This notion relates to an extreme force or forces which are directed at an object. Individuals in the helping professions have, in a more contemporary sense, thought of stress a bit differently than

have engineers. One departure from the definition espoused by engineers and applied to human beings rather than materials came from Grinker and Spiegel (1945). They spoke of unusual demands that are placed on an individual.

Hans Selye, the Canadian physiologist, is perhaps the most renown figure who is still identified when discussions of stress take place. Selye is deemed by some as the father of stress research for his pioneering efforts on the physiological aspects of stress within human beings. Since much of what is known today about stress may be directly attributed to the tireless work of Selye, a brief overview of his work and resultant theory is warranted.

In his landmark book, The Stress of Life, (1956) Selye presented his theory of stress. This work was the culmination of many years of laboratory research in which Selye concluded that stress is the major influence on all human behavior. Selye, who had begun to study the effects of stress back in the 1930's characterized stress as "the nonspecific response of the body to any demand placed on it" (Selye, 1978, p. 51). Inherent in his definition was the consideration of the wear and tear which an individual endures physiologically as a consequence of being subjected to stress. Stress for an individual may be physical or psychological according to Selye. Of central importance, is the notion that individuals have only a limited amount of energy for adapting to stress.

A focal point of Selye's theory is his formulation of the General Adaptation Syndrome. The General Adaptation Syndrome describes the body's reaction to stress, or its' physiological response to a stressor. Selye believed that an individual's response, as detailed in his phases of the General Adaptation Syndrome, is universally experienced. Phases of the General Adaptation Syndrome are as follows: When an individual is subjected to either physical or psychological stress, or both, the body reacts with

1. ALARM -- this phase is characterized by an alarm reaction of the body. Typical somatic responses at this stage may include elevated blood pressure, rapid heartbeat, pupil dilation, enlarged adrenal cortex, and increased gastrointestinal fluid. Here, the "fight or flight" response is frequently referred to in the various literature.
2. RESISTANCE -- at this phase the body goes through a period of adaptation which continues until a state of maximum resistance has been reached. During this phase the body's energy has been depleted completely or at least substantially so that resistance ceases.

3. EXHAUSTION -- following the phase above, if stress continues the body undergoes physiological as well as psychological fatigue. At this phase there is a pronounced diminution in the body's defense capabilities. At this phase is the greatest likelihood one will become physically ill, or the phase at which he/she are most susceptible to disease.

There is a great possibility that an individual will come to experience any of a variety of what Selye has classified as "diseases of adaptation" if he/she is exposed to severe, prolonged stress. Spicuzza and DeVoe (1982) list as common diseases of adaptation gastrointestinal ulcers, coronary heart disease, and many different types of infections. If the individual is successful in coping with stress to the degree that there is a return to his/her pre-exposure state, then the individual has returned to balance, or homeostasis.

Researchers besides Selye have made significant contributions in offering divergent definitional perspectives of what stress is. In spite of the fact that Selye's theory of stress is still popular and accepted today, others have in their formulations been critical to the ideas of Selye. One example is the work of Richard Lazarus of the University of California at Berkeley.

Lazarus (1966) introduced the role of "cognitive appraisal". In this view, Lazarus maintains that stress is produced if the individual perceives an environmental demand that he/she is unable to cope with. That is to say, according to Lazarus, how an individual appraises his/her situation within the environment will affect how he/she copes. In terms of the appraisal process, Lazarus has differentiated two types--primary and secondary appraisal (Lazarus and Folkman, 1984). Primary appraisal refers to the evaluation of the significance of the event. Is it harmful or not? Whereas secondary appraisal refers to the evaluation of one's coping abilities. What can be done about it (the situation)?

Subsequent to the early work of Lazarus, McGrath (1970) and Sells (1970) both defined stress in terms of a complex interaction between the individual and the environment. Inherent in their respective definitions of stress was an integration of psychological, physiological, and environmental components. The integration of these three components was further advocated by Caplan, et al. (1975) as they sought to define stress. Mason (1975) chronicled the development and refinement of many definitions of stress through the years.

As definitions have evolved, and many still vary slightly even today, there has been movement to incorporate the importance of the role of both the organism and the

environment by most prominent stress theoreticians and researchers. Mikhail (1981) cited the numerous philosophical differences that have been central to the reluctance of stress theorists to universally agree to, What is stress? A holistic definition of stress was offered by Mikhail: "Stress is a state which arises from an actual or perceived demand-capability imbalance in the organism's vital adjustment actions and which is partially manifested by a nonspecific response" (p. 14). In offering this holistic definition it is ironic that Mikhail quotes Kaplan (1964) who wrote, "In an important sense, new scientific theories do not refute the old ones but somehow remake them" (p. 304). Nearly a decade has passed since Mikhail offered the holistic definition of stress, and in the absence of a universally accepted definition of stress, Kaplan's words still ring true.

Burnout

More than three decades have passed since Stanton and Schwartz (1954) wrote about what is now classified by many professionals as "burnout". What we now call burnout is the net result of observations and writings of a New York psychoanalyst, Herbert Freudenberger. Farber (1983) observed that Freudenberger took a word "burnout" that had been frequently used in reference to the negative effects of chronic drug abuse prevalent in the 1960's to describe a state of well-being among those he studied. Thus, the

phrase "burned out" on drugs was borrowed to label something quite different from chronic drug abuse.

Freudenberger (1974) dealt with the condition, burnout, in helping facilities like free clinics where volunteer helpers played a prominent role in the delivery of services. It soon became apparent though that others such as the self-employed professional in private practice, or the nurse of the inner city hospital also seemed beleaguered with the symptomatology of burnout. A plethora of studies and articles on burnout since the early work of Freudenberger are clear evidence of the popularity of this phenomenon. In fact, in the decade after Freudenberger coined the term burnout, Riggar (1985) reviewed what he called the best 1000+ publications which culminated in the publication of an annotated bibliography on the subject entitled Stress Burnout.

Although many researchers have dealt with burnout as a topic of special interest, there has been a relatively consistent agreement as to how it is defined. While Freudenberger laid the foundation back in the mid 70's of what is burnout, others have subsequently added to or otherwise modified slightly his definition. Again, Riggar (1985) cites a number of different definitions which nonetheless share some common characteristics:

> ..... to deplete oneself, to exhaust one's physical and mental resources.

..... to wear oneself out by excessively striving to reach some unrealistic expectation imposed by oneself or values of society.

..... the emotional exhaustion resulting from the stress of interpersonal contact.

..... when staff lose all feeling and concern for clients and treat them in detached and even dehumanizing ways.

..... a condition produced by working too hard for too long in a high-pressure environment. (p. xvii).

There are indeed commonalities in these varying definitions. The relationship of personality characteristics and environmental factors to burnout seems quite prominent. They will therefore be discussed in more detail later in this chapter.

The consequences of burnout are also generally agreed upon. Clearly, the most common prices that are paid by the individual who suffers from burnout are well identified in Maslach's definition viz., emotional exhaustion, depersonalization, and reduced personal accomplishment. Physical symptoms may include increased anxiety, nervousness, chronic fatigue, insomnia, headaches, backaches, substance abuse, depression, changes in dietary habits (Spicuzza and DeVoe, 1982). There are consequences which affect others besides the individual who experiences burnout as well. Losses due to employee turnover, absenteeism, poor morale, and lowered

productivity represent still another staggering expense as a result of burnout. In summary, all would likely agree that the prices paid for burnout are high for all concerned.

One of the more recognized researchers and writers about burnout is Maslach. Maslach has been an extremely vital and active leader in the study of burnout. The interest and work of Maslach and Jackson (1986) eventually led to the development and standardization of an instrument to measure burnout. This inventory, the Maslach Burnout Inventory, is widely utilized by many professionals attempting to better understand the burnout syndrome.

The following section of this chapter is devoted to reviewing research which is believed relevant to this study. Included in this section is a brief overview of research which has attempted to identify the factors which contribute to burnout in human service professionals. In addition, some of the research on personality factors and the role of the environment in burnout is presented. Finally, research on burnout among community college counseling personnel is reviewed.

A vast body of research seems to clearly support the belief that burnout among individuals in the "helping professions" occurs at a rate that is disproportionately higher than for those who are not in the helping professions. The efforts of Maslach (1976), (1978a), (1978b), (1979); Pines and Kafry (1978); Kafry and Pines

(1980); and Edelwich and Brodsky (1980) all substantiate this claim. Considerable attention has been given to answer the question as to why helping professionals, particularly social workers, counselors, and the like, seem to be more susceptible to this stress syndrome--burnout.

In an effort to understand why some are more susceptible than others to burnout, some researchers have attempted to identify characteristics within helping professionals which could, in fact, predispose them to burnout. Pines and her colleagues examined the many traits of helping professionals, and arrived at three commonalities which they suggest might predispose these individuals to burnout (Pines, et al., 1981). These commonalities include: the work that they perform tends to be emotionally taxing; they tend to have a client-centered orientation; and they all share some common personality traits which seemed responsible for them choosing to work in the helping professions.

Work such as counseling involves a tremendous personal investment of time and energy on the part of the "helper" to the client. In many instances it seems as though the helper gives, and the client takes; and this pattern of give and take continues as the therapeutic process proceeds. All too often the process is repeated with little time taken by the counselor to replenish his/her energy. As clients come and

go, and as the process is repeated over a significant period of time, emotional resources eventually become drained. It is at this point that the counselor suffers from what Maslach and others have deemed as emotional exhaustion.

The client-centered orientation specifically refers to the emphasis on the part of the counselor to provide the client with service. This may be thought of as, "I'm here to serve you" or "I'm here to meet your needs" orientation. Unfortunately, as Freudenberger (1975) asserts clients have many needs, and many are in extreme need. The client-centered orientation becomes problematic when the counselor believes that he/she must help everyone, and further should be successful. Ball (1977) has noted the dilemma that counselors experience in this regard.

Finally, in looking at common personality traits among helping professionals Pines, et al., (1981) identified dedication and commitment, as well as caring as universally shared characteristics. In addition, these researchers found that another commonality was the view of helping professionals of their work as not merely "work". They viewed what they do as a "calling". Freudenberger and Richelson (1980) like Pines and her colleagues, note that dedication and commitment are prominent virtues among helping professionals as well. Although dedication and commitment are desirable traits, the type of great expectations that are sometimes promoted in the training of

counselors and other helpers can lead to unrealistic idealism and ultimately disillusionment (Warnath and Shelton, 1976).

In addition to the antecedents of burnout just cited, Edelwich and Brodsky (1980) offer some additional ones. Among these are low pay at all levels of education, skill, and responsibility; a lack of criteria for measuring accomplishment; upward mobility through administrative channels only; inadequate funding and institutional support; and high visibility coupled with popular misunderstanding and suspicion.

Burnout and personality

In spite of the fact that many researchers look at burnout in a manner separate and distinct from "Type A" personality factors, others choose to at least incorporate "Type A" research into their discussions of personality factors and burnout. Still others examine the relationship of the Type A's and burnout (Johnson and Stone, 1987). First, an overview of the basic tenets of the Type A personality are in order.

For many years the medical community and the psychological community investigated the various types of psychological and environmental pressures which seemed to produce stress for an individual. Over time it seemed as if there was growing evidence that an individual's personality type might have a significant role in production of stress

for the individual. Two cardiologists, Milton Friedman and Ray Rosenman, in their studies of coronary heart disease identified an array of personality characteristics that were consistently present in many cardiac patients. In an article that appeared in the Journal of the American Medical Association (1959) they listed the personality characteristics that they had identified. These characteristics included an intensive and sustained drive to achieve; an eagerness for competition; a drive for recognition; heavy involvement in numerous activities which have strict deadlines; marked mental and physical alertness; and a tendency to accelerate their mental and physical functions. Individuals having these characteristics were termed "Type A" personality types. Friedman and Rosenman continued their research through the years since their early work was published, and more recently distinguished a personality type which is quite different from the "Type A". This other type they classified as the "Type B" personality. Type B's, in contrast to Type A's, are patient, relax easily, lack hostility, have fun and are not obsessed with time. This latter point is a particularly important point as this characteristic has become more readily identifiable with the Type A personality. Type A's as noted by Friedman and Rosenman (1974) have as their most distinguishing trait the sense of time urgency. Hence, they over schedule themselves with appointments, projects, and so forth.

This overextension of self by overscheduling appointments is poignantly depicted by Pines and Aronson (1989). In recounting their work with dentists, Pines and Aronson learned that the most common response to burnout among dentists is diametrically opposed to what would be consistent with successful coping. As dentists see one patient after another, hour after hour, day after day, until burnout is reached, their response is alarming. They simply schedule more patients. Metaphorically, this somehow seems like throwing gasoline onto a fire in the effort to extinguish it. This strategy is entirely dysfunctional in attempting to successfully cope with burnout.

In a study with social workers Johnson and Stone (1987) explored different types of job stressors suggested by cognitive approaches to stress. In their study, 46 participants completed the Maslach Burnout Inventory, the Hassles Scale, the Work Environment Scale, and the Jenkins Activity Survey (A "Type A" measure). Insofar as the present discussion is concerned, the results of this study indicated that a significant relationship between Type A behavior patterns and feelings of personal accomplishment exists. This finding unfortunately emphasizes positive rather than negative aspects of the Type A personality and, thus, is contrary to what most mental health professionals espouse as "healthy".

Friedman and Rosenman (1974) like many of those who have investigated burnout, have suggested the importance of environmental influences. Studies which have focused on the environment and its relationship to burnout are abundant.

Burnout and environment

In identifying causes of job stress many physical aspects of the work environment have been studied. Examples of physical aspects of the work environment would typically include noise, air pollution, extreme heat or cold, and improper lighting to name a few. There are, however, other aspects of the work environment that are also important and have been investigated as to their role as environmental stressors. Examples of some of these other environmental factors are the individual's role at work, which includes the concepts of role ambiguity and role conflict. Also included as aspects of the environment that are not physical are relationships with co-workers and supervisors, and opportunities for personal growth.

In the context of job stress and burnout research, Insel and Moos (1974) were among the first to argue that the environment as well as the individual's perception of it is critically important to the understanding of one's behavior. It was, in fact, Moos and his associates who developed a model of the effects of environmental and personality variables on the health and behavior of the individual. This early work by Moos and his colleagues laid the

foundation for the development of his Work Environment Scale, a standardized inventory which assesses an environmental characteristic that Moos refers to as social climate. Upon examination of the various dimensions of the Work Environment Scale (WES) the physical and non-physical aspects of the environment become more obvious. The WES is one instrument utilized in the present study.

Many studies have looked at a variety of the dimensions which Moos has incorporated into the WES. Some of these investigations have employed the WES, while others have not. In looking at some specific environmental factors, results of several studies will be summarized as follows: (Relationships with co-workers and supervisors) -- Cherniss (1980); Golembiewski, et al., (1983); and Savicki and Cooley (1987) found that where relationships with co-workers and supervisors were nonsupportive, unpleasant or hostile there was a greater risk for burnout. (Role Conflict and Role Ambiguity) -- Kahn, et al., (1964); and House and Rizzo (1972) found that counselor stress reactions were consistently more pronounced with conflicting role demands and ambiguity about one's job role. This finding is also consistent with evidence linking greater burnout to role conflict and role ambiguity Pines, (1982); Maslach and Jackson (1984); and Savicki and Cooley (1987). (Lack of Control and Autonomy) -- Golembieski, et al., (1983); Maslach and Jackson (1982); and Pines (1982) found

that lack of control and little autonomy in carrying out one's job responsibilities is linked to greater burnout.

Cherniss (1980) reported findings consistent with those which have been mentioned above. In his investigation with 28 helping professionals, he detailed how individuals' adaptation to job stress gave rise to burnout. Where role ambiguity and conflict existed, and relationships were nonsupportive, burnout was indeed evidenced. Although the study examined the interaction between the individuals and their environment and indicated major sources of stress, these may be of secondary importance. Perhaps the Cherniss study is of more importance because of its two year longitudinal design. It was Lazarus (1966) who called attention to the fact that in job stress research emphasis is too often placed on discrete events rather than ongoing sources of stress. Studies such as the one conducted by Cherniss best allow for attention given to the more chronic, ongoing sources of stress delineated by Lazarus.

Another factor which seems to fall under the category of environmental influences, and has been widely researched in relation to burnout, is the concept of "Social Support". Although the present study does not singularly explore the relationship of social support and burnout, it has received sufficient attention that it deserves some attention here. Social support has been defined by a number of individuals who all essentially assert the same thing. One definition

is offered by Tolsdorf (1976) who maintains that social support is any action or behavior that functions to assist the focal person in meeting his/her personal goals or in dealing with the demands of a given situation. (p. 410).

Research on burnout and social support has repeatedly substantiated the positive impact that social support has in reducing stress and burnout among a variety of human service professionals. Results obtained from Ekbom (1985); Maslach and Pines, (1977); and Pines and Kafry, (1978) provide support for the benefits of good social support. At this point, it seems clear from the results of many studies that social support is a vitally important variable which can directly or indirectly reduce burnout among helping professionals. Research has so strongly proclaimed the value of good social support that in the future most prudent efforts aimed at reducing burnout should incorporate a good social support system into any work environment being considered.

Various demographic characteristics have been identified with burnout and may ultimately be utilized to predict who is at risk for burnout. Maslach and Jackson (1981) have found that sex, age, education, and marital status are related to burnout in the following ways:

-- women tend to have higher burnout scores than men, especially on the emotional exhaustion subscale of the MBI;

-- younger professionals tend to have higher burnout scores than do older professionals; burnout is thought to be more intense during the first five years of a career.

-- higher burnout scores are evidenced among those with lesser amounts of education i.e., professionals with a doctorate have a lower burnout score than those with a baccalaureate degree;

-- married people have lower burnout scores than unmarried ones.

There are some additional demographic variables relative to counselors that are also noteworthy. Ekbom (1985); Maslach and Pines, (1977); and Pines and Maslach, (1978) have noted that burnout scores tend to be lower for counselors who can temporarily withdraw from their work responsibilities i.e., have time outs. Also, the larger the number of clients one must deal with, the higher the burnout scores (Ekbom, 1985; and Maslach and Pines, 1977). Finally, Freudenberger (1975) and Pines, et al., (1981) found that in looking at years of counseling experience (years in the profession) higher burnout scores tended to be associated with fewer years in the profession.

Many researchers have considered the role of the environment in their research. Two such efforts which provide the stimulus for this investigation are the work of Savicki and Cooley (1987), and DeFranco (1989). The Savicki

and Cooley study examined the relationship of work environment to burnout. They also explored the relationship of type of client contact to burnout. The DeFranco study, on the other hand, looked at burnout among community college counseling personnel. A review of these studies follows.

For the purposes of their study, Savicki and Cooley used a sample which consisted of 94 mental health workers from a total of 10 different mental health agencies. The subjects consisted of nurses, psychologists, psychiatrists, mental health specialists, child-youth workers, family workers, supervisor-administrators, and a variety of paraprofessionals. Instrumentation for the study consisted of the Maslach Burnout Inventory, the Work Environment Scale and a demographic data sheet. A 75% response rate from the original subjects who were selected for participation in the study was reached.

Following the administration of the questionnaires, the data were analyzed in several ways ranging from simple correlational analysis to stepwise multiple regression analysis. The results indicated that each of the components of burnout (Emotional Exhaustion, Depersonalization, and Personal Accomplishment) had a different pattern of environmental contributors. Based upon their results, the researchers concluded that those work environments that are associated with low levels of burnout are the ones in which a worker is committed to his/her work, relationships with

co-workers are encouraged, and the supervisory relationship is supportive. Conversely, they concluded that high levels of burnout are found in those work environments where worker freedom and flexibility are restricted, and there is a de-emphasis on planning and efficiency for completion of work tasks. Consistent with the results of Pines and Maslach (1980), they also found high levels of burnout to be associated with vague or ambiguous job expectations, and a lack of support or encouragement for new ideas.

Another study conducted more recently, and one which is similar to the present study, is the one by DeFranco (1989). In her investigation of burnout among two-year college counselors, DeFranco examined 507 two-year college counselors from across the United States. The purpose of her study was to examine the influence of social support variables on burnout among two-year college counselors. Whereas some of these support variables are similar to those defined and measured by the Work Environment Scale (Moos, 1981), there are some differences in instrumentation used by DeFranco in her study and compared to the previously cited study by Savicki and Cooley. This fact should be emphasized as many researchers speak of social support variables, but not all necessarily define these variables the same nor measure them the same way. DeFranco did however, as many others before her, employ the MBI as her measure of burnout.

Again the widespread usage of the MBI speaks well to its acceptance by the scientific community.

DeFranco's results indicated that only 18 of the 507 counselors, or 3.3%, experienced a high level of burnout as measured by the MBI. Although the overall findings did not allow for adequate prediction of when one might likely expect to see a high level of burnout, the study did focus on one population that had previously not been studied--the two year college counselor. With this in mind, and also taking into consideration the recommendations for future research made by DeFranco, the present investigation was undertaken.

CHAPTER 2

METHODS

Purpose of the Study

The purpose of this study was to examine the relationship of work environment and type of student contact to burnout among selected community college counseling personnel. In addressing this lack of knowledge about burnout among community college counseling personnel, the following additional purposes were set forth:

1. To describe the frequency of burnout among those community college counseling persons who participated in the present study. The frequency was the actual number of subjects whose scores classified them as experiencing a high degree of burnout defined from cut-off scores of the Maslach Burnout Inventory, (Form Ed). Maslach and Jackson (1986) defined a high degree of burnout as being reflected in high scores on both the Emotional Exhaustion and Depersonalization subscales and in low scores on the Personal Accomplishment subscale of the Maslach Burnout Inventory, (Form Ed). A summary of actual cut-off scores with the defined intensity of burnout is listed in the Definition of Terms section of this Chapter under BURNOUT.

2. To identify which environmental factors of those utilized in this study were linked to burnout of those community college counseling persons who participated in this study.

3. To identify which types of student contact of those utilized in this study were linked to burnout of those community college counseling persons who participated in this study.

Research Questions and Hypotheses

To carry out the purposes of the study, the following research questions were posed:

1. What is the frequency of burnout among selected community college counseling personnel?

2. What environmental factors are related to burnout among selected community college counseling personnel? For this study, the ten subscale scores of the Work Environment Scale, Form R, were summed into their three respective dimensions. This process of summing the ten subscale scores subsequently yielded three scores rather ten. The new set of scores then came from the three major dimensions of the Work Environment Scale, Form R. These three dimensions are the Relationship dimensions; the Personal Growth dimensions; and the System Maintenance and System Change dimensions. A more detailed description of these scales and the Work Environment Scale may be found in the Instrumentation section of this Chapter.

3. What types of student contact are related to burnout among selected community college counseling personnel? For this study, types of student contact consisted of typical kinds of counselor-to-student encounters that might be found among community college counseling personnel. These types of contact included academic advisement, career counseling, personal counseling, classroom instruction, and job placement activities. Further definition of these types of student contact may be found in the Definition of Terms section of this Chapter.

4. What relationship exists between burnout among selected community college counseling personnel and the following:

a) gender
b) age
c) number of years employed in the community college
d) number of years employed in the present position

5. Based upon multiple regression analysis of the data, what predictors may be effectively used to identify potential candidates for burnout among selected community college counseling personnel?

The null hypotheses for this study are:

1. There is no relationship between the following environmental factors and burnout scores of the Maslach Burnout Inventory, Form Ed.

a) Relationship dimensions

b) Personal Growth dimensions

c) System Maintenance and System Change dimensions

2. There is no relationship between the following types of student contact and burnout scores of the Maslach Burnout Inventory, Form Ed.

a) academic advisement

b) career counseling

c) personal counseling

d) classroom instruction

e) job placement activities

3. There is no relationship between the following demographic variables and burnout scores of the Maslach Burnout Inventory, Form Ed.

a) gender

b) age

c) number of years employed in the community college

d) number of years employed in the present position

Definition of Terms

For the purposes of this study, the terms listed below are defined as follows:

Burnout is a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment among community college counseling personnel. For this study it is evidenced by high scores on the Emotional Exhaustion and Depersonalization subscales, and a low score from the Personal Accomplishment subscale of the Maslach Burnout Inventory, (Form Ed). The score ranges and cut-off points are:

Emotional Exhaustion	
High	27 or over
Moderate	17 - 26
Low	0 - 16
Depersonalization	
High	14 or over
Moderate	9 - 13
Low	0 - 8
Personal Accomplishment	
High	0 - 30
Moderate	31 - 36
Low	37 or over

It should be noted that in order for a subject to be considered burned out by the scoring scheme of this instrument and definition, he/she must have a score of 27 or

over for the Emotional Exhaustion subscale; and a score of 14 or over for the Depersonalization subscale; and a score between (0 and 30) for the Personal Accomplishment subscale. Thus, subjects scoring high on the Emotional Exhaustion subscale only, or high on that subscale and the Depersonalization subscale only, are not considered burned-out by this operational definition. A limitation of the Maslach Burnout Inventory is detailed in the Limitations section.

Community College Counseling Personnel refers to subjects included in this study. They are individuals in counseling positions at community colleges within the state of Texas, and whose job responsibilities include any combination of activities defined as academic advisement, career counseling, personal counseling, classroom instruction,and job placement activities.

Type of Student Contact refers to assistance provided to students by community college counseling personnel that includes academic advisement, career counseling, personal counseling, classroom instruction, and job placement activities.

Academic Advisement is assistance provided to students in planning coursework and/or programs consistent with their potentials and interests.

Career Counseling is assistance provided to students in analyzing their interests, aptitudes, abilities, previous

work experience, personal traits, and desired life style to promote awareness of the interrelationship between self-knowledge and career choice.

Personal Counseling is assistance provided to students requesting help with personal concerns excluding help for educational and/or vocational concerns.

Classroom Instruction refers to the teaching classes, for college credit or non-college credit, in Human Development, Psychology, Sociology, etc.

Job Placement Activities is assistance provided to students to help them present themselves effectively as job candidates; and/or to obtain optimal placement in employment or further job preparation.

Director of Counseling refers to the individual at a community college who is charged with the direct responsibility of the operational aspects of the college's counseling services. Functions which characterize these services will include those listed under "Type of Student Contact" above i.e., academic advisement, career counseling, personal coun- seling, classroom instruction, and job placement activities. Additional services which are provided, however, may also be the responsibility of the campus Director of Counseling.

Subjects

The participants in this study consisted entirely of community college counseling persons employed as such by

community colleges within the state of Texas. Participation in this study was strictly voluntary. Although the investigator sought a minimum number of 120 subjects for the study, a total of 156 community college counseling persons volunteered to participate in the study. These subjects represented thirteen different community college campuses within the state of Texas. The size of each campus enrollment varied. Table 1 shows the distribution of the number of subjects who participated in the study within the various campus enrollment ranges.

Table 1

Student Enrollment at Institutions Employing Sample Subjects

Enrollment Ranges	Number of Institutions	Number of Subjects
Below 2,000	1	2
2,001 -- 4,000	2	12
4,001 -- 6,000	4	45
6,001 -- 8,000	3	32
8,001 -- 10,000	1	17
more than 10,000	2	48
Total	13	156

Instrumentation

The instruments used in this investigation included the Maslach Burnout Inventory (MBI) (1986) and the Work Environment Scale (WES) Form R, (1974). In addition to these two standardized inventories, a Demographic Data Sheet was given to each subject for completion.

The Maslach Burnout Inventory (MBI) is a twenty-two item, self-administered inventory which was developed by Christina Maslach and Susan Jackson (1986). The inventory contains three subscales that are designed to measure the three dimensions of burnout. These subscales are Emotional Exhaustion, Depersonalization, and Personal Accomplishment. The items on each of the three subscales are written as statements about the subject's personal feelings and attitudes. The subject rates each statement on a likert scale of (0, zero - 6, six). The scale representation has (0 = never, and 6 = every day).

The Emotional Exhaustion subscale is concerned with an individual's feelings of being emotionally worn down or so drained by their work that they are exhausted emotionally. This subscale contains nine items. The Depersonalization subscale is concerned with the impersonal attitudes and feelings toward those individuals that an individual is working with i.e., clients or students. This subscale contains five items. The Personal Accomplishment subscale is concerned with one's level of competence and success in

working with clients or students. The Personal Accomplishment subscale contains eight items. A high mean score on the first two subscales (Emotional Exhaustion and Depersonalization) and a low mean score on the latter (Personal Accomplishment) reflect a greater tendency toward a high level of burnout within the respondent. Specific score ranges for the MBI may be found in the Definition of Terms section of this chapter listed under Burnout.

The MBI has been found to be reliable, valid, and easy to administer (subjects usually take 10-15 minutes to complete the inventory). The MBI is easily hand-scored in five minutes or less with the aid of a hand-scoring template that may be purchased from the test publisher. Reliability coefficients for the three subscales of the MBI are reported as follows: .90 for Emotional Exhaustion; .79 for Depersonalization; and .71 for Personal Accomplishment; (Maslach & Jackson, 1986). Test-retest reliability for subscales were reported as .82 for Emotional Exhaustion; .60 for Depersonalization; and .82 for Personal Accomplishment.

Convergent validity of the MBI was determined three ways as follows: First, MBI scores of an individual were correlated with behavioral ratings of the individual by someone who knew the individual well--such as a co-worker or spouse. Second, the MBI scores were correlated with job characteristics that were present that were believed to contribute to burnout. Finally, MBI scores were correlated

with measures of certain outcomes that have been hypothesized to be related to burnout. Additional validity has been demonstrated by Maslach and Pines (1977), Maslach and Jackson (1984), and Riggar, et al. (1984).

For the purposes of this study however, the MBI Form Ed was utilized. This particular form of the MBI is identical to the original form with one exception. The Form Ed version of the MBI has modified the wording of some items so that the items use the word "student" instead of the word "recipient". This modification of items was made to ensure clarity and consistency of the items by the respondent. The investigator chose the Form Ed (Educators Survey) for this study because this modification makes it a more appropriate choice for the particular sample of subjects studied. In addition, reliability and validity of the Form Ed have been substantiated by Iwanicki and Schwab (1981) and Gold (1984). In each study there is no appreciable change in reliability or validity from the standard version of the MBI which uses the word "recipient" for items.

The Work Environment Scale (WES), Form R is a ninety item, self-administered inventory which contains ten subscales that are designed to measure a subject's perception of his/her existing work environment. The WES was developed by Paul Insel and Rudolf Moos (1974). The ten subscales assess three underlying domains or sets of dimensions and are listed as follows:

Relationship Dimensions

Involvement: the extent to which employees are concerned about and committed to their jobs.

Peer Cohesion: the extent to which employees are friendly to and supportive of one another.

Supervisor Support: the extent to which management is supportive of employees and encourages employees to be supportive of one another.

Personal Growth Dimensions

Autonomy: the extent to which employees are encouraged to be self-sufficient and to make their own decisions.

Task Orientation: the degree of emphasis on good planning, efficiency, and getting the job done.

Work Pressure: the degree to which the press of work and time urgency dominate the job milieu.

System Maintenance and System Change Dimensions

Clarity: the extent to which employees know what to expect in their daily routines and how explicitly rules and policies are communicated.

Control: the extent to which management uses rules and pressures to keep employees under control.

Innovation: the degree of emphasis on variety, change, and new approaches.

Physical Comfort: the extent to which physical surroundings contribute to a pleasant work environment Moos, (1986, p. 2).

Responses to each of the ninety items of the WES are given as either "True" or "False" by the subject. Subjects typically take approximately 20-30 minutes to complete the WES. Scoring of the WES is an easy task with the use of a hand-scoring template provided by the test publisher. As there are nine items on each of the ten subscales, the process of scoring simply involves the summing of X's for each subscale column. In this study, however, the investigator summed scores from each column for each Dimension thereby yielding three scores rather than ten. Each subject had scores for the three Dimensions--Relationship, Personal Growth, and System Maintenance and System Change Dimensions.

Normative data for the WES were collected for over 3,000 employees in general work groups, and in a variety of health care settings. Reliability reported by Moos (1981) ranged from a low of .69 to a high of .86 for the ten subscales. The ten subscales of the WES were inter-

correlated for a sample of 1,045 individuals who worked in a variety of health care settings. Internal consistencies (Cronbach's alpha) ranged from .69 to .86 for the ten subscales. Subscale intercorrelations are reported by Moos (1986).

In addition to the MBI, Form Ed and the WES, Form R, a Demographic Data Sheet was given to each subject (See Appendix A). This Demographic Data Sheet sought information from each subject such as gender, age, length of time employed in the community college, length of time employed in their present position, and highest degree earned. It also sought information relative to the amount of time that the subject typically spends in those activities defined as "Types of Student Contact". Definitions of the various counseling activities that appear on the Data Sheet and are listed under Types of Student Contact were modified from those listed in the Student Development Standards and Guidelines Dallas County Community College District manual (1987).

Procedures for the Collection of Data

The following procedures were implemented to carry out this study.

Step 1: Permission to conduct this study within the investigator's community college district was obtained from the proper district officials (See

Appendix B for the letter of transmittal seeking this permission.

Step 2: Following the appropriate and necessary approvals, the investigator contacted (7) the campus Directors of Counseling from within his district to solicit their assistance in securing volunteers from their respective staffs to participate in the study. In conferring with each Director, a brief overview of the study to be conducted was given, and arrange- ments were made with each Director for the administration of survey instruments.

Step 3: As a minimum of 120 full-time community college counseling personnel had been established as a target goal for the study, the investigator contacted six Directors of Counseling from six different community college campuses outside his own district. This step was added in an effort to ensure that the minimum sample size would be reached. In contacting each of these Directors, the same brief overview of the study outlined in Step 2 above was used. In all cases the investigator requested and was granted permission for on-site administration of the survey instruments. This facet of the data collection process eliminated those problems which frequently

are encountered in the mailing of questionnaires to study participants.

Step 4: In scheduling survey administrations, the investigator allowed for and restricted the process of data collection to three consecutive weeks or until the original target goal of subjects was reached. At the conclusion of the three consecutive week period, however, an excess of the original goal of 120 full-time persons had been exceeded.

Step 5: After the data collection times had been scheduled, volunteer subjects at each participating campus were given participant packets that included the MBI Form Ed; the WES Form R; and a Demographic Data Sheet. Affixed to each participant packet was a consent form (See Appendix C) which alerted each subject to the research and volunteer nature of the study. In the event that the subject desired a summary of the findings at the conclusion of the study, a perforated sheet for their name, address, was provided for their convenience. As with the title change of the Maslach Burnout Inventory on the instrument itself to the Human Services Survey, and in this study the Educators Survey, an attempt was made by the tests authors to avoid subject

sensitivity to the issue of burnout by exclusion of the term "burnout" in the test title. In a similar vein, an attempt was made by the investigator to further reduce response bias by excluding the terms "burnout" or "stress" from the consent form.

Procedures for the Analysis of Data

The following procedures were implemented for the purpose of analyzing the data collected.

Step 1: All subject instruments were hand-scored using the scoring templates provided for each instrument. As each participant packet had a three digit code number on the instruments contained within the packet, this three digit code number was entered onto a separate code sheet. On this code sheet each subject's scores from the MBI Form Ed; the WES Form R; and information from the Demographic Data Sheet were entered.

Step 2: Following the scoring of all instruments, and entry onto the separate code sheets, all data for each subject were entered into the computer as one record. Following entry into the computer, the data were visually verified for accuracy of input into the computer by comparison of code sheets with the computer printout of data that had been entered.

Step 3: In order to answer research question number 1 descriptive statistics e.g., means, standard deviations, and frequencies were generated on all of the data. Mean scores for each of the three MBI subscales were compared to subscale norms for individuals in the education norm group, (Maslach and Jackson, 1986). Descriptive statistics were also generated for the demographic data of the sample.

Step 4: In order to answer research questions 2, 3, and 4 respectively, a correlation matrix on all of the data was generated and multiple linear regression was applied.

Step 5: Significance of regression models was determined by comparison of achieved R^2 values against 0 (zero) using an F test at the .05 level.

The above analyses were conducted using SPSS/PC+2.0 (1989). Data are presented in summary and tabular form and may be found in Chapter 3, Results and Discussion.

Assumptions

The following assumption was made for this study: It was assumed that subjects responded honestly to the instruments that they received. Each of the instruments involved self-reporting of responses by the subject. The instruments included the Maslach Burnout Inventory, Form Ed;

the Work Environment Scale, Form R; and a Demographic Data Sheet.

Limitations

The following limitations of this study should be noted:

Generalizations from the results of this study should be confined to groups (community college counseling personnel) similar to those surveyed in this study. In addition, these groups should have similar responsibilities to the subjects surveyed in this study.

Subjects who participated in this study were volunteers and as such caution should be exercised in making generalizations from the results.

The instrument used to measure burnout in this study (Maslach Burnout Inventory) does not have a provision for individuals to achieve a score denoting "no burnout". Insofar as Maslach and Jackson (1986) note that burnout is a continuous variable, the MBI does not allow for subjects to score anything other than High, Moderate or Low on each of the three MBI subscales (Emotional Exhaustion, Depersonalization, and Personal Accomplishment). Refer to the Definition of Terms section of this Chapter for score ranges and cut-off points for the MBI Form Ed. The obvious problem with this scoring scheme is that if the investigator wishes to predict which subjects will be burned-out using this inventory, he/she must acknowledge in the beginning that all

subjects will be burned-out at least to a low level or intensity on each of the three subscales.

CHAPTER 3

RESULTS AND DISCUSSION

Results

Procedures outlined in Chapter 2 were followed in conducting the study. After all data had been collected and scored according to procedures outlined in the previous chapter, statistical analyses were performed following the guidelines detailed in the same chapter. The subsequent results of these analyses are reported here.

Data collection revealed that 156 community college counseling persons from thirteen different college campuses participated in this investigation. All participants were employed at campuses from within the state of Texas. It should be noted, however, that data analysis was performed utilizing score data from only full-time community college counseling persons. Although there were a total of 156 participants in the study, data from 12 subjects were eliminated from the data analyses. This study had a target sample size of 120. Of the 156 subjects who participated, 10 subjects were part-time counseling personnel, and 2 other subjects did not complete the Work Environment Scale (which resulted in incomplete data for them). These 10 subjects did not meet the criteria of being full-time employees, and

were, therefore, removed from data analysis consideration. In addition, the 2 subjects with incomplete data were also removed. Thus, the final size of the sample that was employed for purposes of data analyses was 144 full-time community college counseling persons. A description of the 144 full-time subjects is described in Table 2 below.

Table 2

Description of the Sample

Variable	Frequency	Percent of Sample
sex:		
male	60	41.7
female	84	58.3
age:		
25 - 34	31	21.5
35 - 44	60	41.7
45 - 54	42	29.2
55 - 64	10	6.9
over 64	1	.7
yrs. in comm. college:		
1 - 4	49	34.0
5 - 10	39	27.1
11 - 15	26	18.1
16 - 20	21	14.6
21 - 25	8	5.6
over 25	1	.7

Table 2 (cont'd.)

Description of the Sample

Variable	Frequency	Percent of Sample
yrs. in pres. position:		
1 - 4	72	50.0
5 - 10	37	25.7
11 - 15	17	11.8
16 - 20	15	10.4
21 - 25	3	2.1
highest degree held:		
Associate's Degree	2	1.4
Bachelor's Degree	16	11.0
Master's Degree	99	68.8
Doctoral Degree	27	18.8

Descriptive data reported in Table 3 provides the answer to Research Question Number 1 of the previous chapter. Research Question 1: What is the frequency of burnout among selected community college counseling personnel? Data in Table 3 illustrates the frequencies and percentages of burnout for each of the three subscales of the MBI for all of the 144 subjects. In looking at the High level of burnout, Table 3 reveals for each of the three subscales (Emotional Exhaustion, Depersonalization, and

Personal Accomplishment) percentages of 29%, 9%, and 11% respectively. In fact, inspection of the data in Table 3 indicates that for level of burnout for each of the three

Table 3

Frequencies and Percentages of Three Burnout Subscales by Level of Burnout

	EE		DP		PA	
Level of Burnout	F	%	F	%	F	%
High	43	29.8	14	9.7	17	11.8
Moderate	42	29.2	15	10.4	21	14.6
Low	59	41.0	115	79.9	106	73.6
	144	100	144	100	144	100

Note: According to the scoring scheme, only five subjects were burned-out. This represents 3.4 percent of the total 144 subjects who participated in the study.

EE = Emotional Exhaustion

DP = Depersonalization

PA = Personal Accomplishment

subscales the highest percentage of subject scores fall into the Low level. Percentages for the three subscales are (EE = 41%; DP = 80%; and PA = 74%). Although not reflected in Table 3, it should nevertheless be pointed out that 5

subjects of the 144 scored in the High level of burnout for each of the three subscales of the MBI. These 5 subjects then are classified as burned out by the operational definition of burnout employed in this study. The 5 subjects who are burned out represent 3.4% of the 144 total subjects.

Table 4

Descriptive Statistics for Dependent Variables

	EE	DP	PA
Mean	19.34	5.41	39.90
Std. Dev.	11.75	5.80	7.73
Total	144	144	144
Range	46	42	42
Minimum	0	0	6
Maximum	46	42	48

Note: EE = Emotional Exhaustion
DP = Depersonalization
PA = Personal Accomplishment

Descriptive data for the dependent variables (Emotional Exhaustion, Depersonalization, and Personal Accomplishment) are found above in Table 4. Mean scores for the three dependent variables respectively are: EE = 19.34; DP = 5.41; and PA = 39.90. Standard deviations for the same the dependent variables are: EE = 11.75; DP = 5.80; and PA =

7.73. The range of scores should also be noted for each of the variables. They are (minimum/maximum): EE = 0/46; DP = 0/42; and PA = 6/48.

Table 5 shows the frequencies and the percentage of time that subjects spend in the various types of student contact which were measured in this study. Academic advisement is the most frequent type of student contact by the largest percentage of the 144 subjects. A total of 23% of the sample are involved in this type of activity with

Table 5

Frequencies and Percentages of Types of Student Contact

Variable:	H		I		J		K		L	
% of time	F	%	F	%	F	%	F	%	F	%
0	4	2.8	17	11.8	19	13.1	48	33.3	104	72.2
1 - 10	25	17.3	69	47.9	53	36.8	26	18.0	32	22.2
11 - 25	30	20.8	41	28.4	42	29.1	55	38.1	4	2.8
26 - 35	23	15.9	9	6.2	17	11.8	5	3.4	1	0.6
36 - 50	34	23.6	6	4.1	9	6.2	8	5.5	1	0.6
51 - 75	24	16.6	2	1.3	4	2.8	2	1.3	2	1.3
> 75	4	2.8	0	0.0	0	0.0	0	0.0	0	0.0
	144		144		144		144		144	

Note: H = Academic Advisement, I = Career Counseling, J = Personal Counseling, K = Classroom Instruction, and L = Placement Activities.

students between 36 and 50% of their time. On the other hand, the least frequent type of contact is in placement activities. Of the 144 subjects, 104, or 72%, do not have contact with students at all in this context. How subjects spend their time in other types of student contact is also found in Table 5. As for career and personal counseling, and classroom instruction, it should be noted that the highest percentage of time spent in these types of contact by the largest number of subjects are as follows: (career counseling - 48% spend between 1 and 10% of their time in this type of contact; personal counseling - 37% spend between 1 and 10% of their time in this type of contact; and classroom instruction - 38% spend between 11 and 25% of their time in this type of contact).

Research Questions 2, 3, and 4 respectively focused on which environmental factors, types of student contact, and demographic variables were related to burnout among selected community college counseling personnel. Environmental factors consisted of Relationship Dimensions (Q); Personal Growth Dimensions (R); and System Maintenance and System Change Dimensions (S). Types of student contact consisted of Academic Advisement (H); Career Counseling (I); Personal Counseling (J); Classroom Instruction (K); and Placement Activities (L). The Demographic variables included gender (B); age (C); years employed in a community college (E); and years employed in the present position (F).

Table 6 presents the correlation matrix among the dependent and independent variables. Stepwise multiple linear regression was applied to the data in an effort to predict burnout among the community college counseling personnel who participated in this study. The dependent variables were the three subscales of the MBI Form Ed--Emotional Exhaustion (N); Depersonalization (O); and Personal Accomplishment (P). Research Question 2 asked: What environmental factors are related to burnout among selected community college counseling personnel? Regression analyses were employed in an effort to answer this research question. Each of the three environmental variables (Q--Relationship Dimensions; R--Personal Growth Dimensions; and S--System Change and System Maintenance) were analyzed for each of the dependent variables--(N--Emotional Exhaustion; O--Depersonalization; and P--Personal Accomplishment). A backward elimination procedure was utilized. This procedure starts with all variables (Q,R,S) in the equation and sequentially removes them until the contribution made to the explained variance is no longer significant. The results of the analyses for the environmental independent variables which were regressed on (N) Emotional Exhaustion; (O) Depersonalization; and (P) Personal Accomplishment appear in Table 7.

Table 6

Correlation Matrix for Dependent and Independent Vaiables

	N	O	P	B	C	E	F	H	I	J	K	L	Q	R	S
N	-	.57	-.38	.24*	-.25**	-.24*	-.18	.17	-.03	-.04	-.11	-.15	-.35**	-.12	-.31**
O		-	-.64	.10	-.31**	-.14	-.06	.27**	-.06	-.07	-.07	-.12	-.14	-.11	-.17
P			-	-.06	.28**	.23*	.21*	-.31**	.06	.22*	.08	.07	.18	.22*	.08
B				-	-.09	-.19*	-.25*	-.06	-.22*	-.14	-.06	.10	-.01	.14	-.13
C					-	.52**	.53**	-.21*	.02	.22*	.23*	-.14	.22*	.20*	.20*
E						-	.79**	-.21*	.07	.11	.24*	-.13	.25*	.18	.13
F							-	-.13	.06	.13	-.30**	-.13	.19	.07	.07
H								-	-.16	-.22	-.29**	-.27**	-.25**	-.24*	-.15
I									-	-.01	-.12	.10	.18	.00	.14
J										-	.08	-.13*	-.05	.04	.15
K											-	-.20*	.13	.07	-.01
L												-	.04	.00	.04
Q													-	.53**	.55**
R														-	.56**
S															-

Note: * Significant at the 0.01 level
** Significant at the 0.001 level

Dependent Variables: H = Emotional Exhaustion; O = Depersonalization;
P = Personal Accomplishment

Independent Variables: B = sex; C = age; E = years employed in community college;
F = years in present position; H = academic advisement; I = career counseling;
J = personal counseling; K = classroom instruction; L = placement activities;
Q = relationship dimensions; R = peronal growth dimensions;
S = system change and system maintenance dimensions

To further investigate this relationship multiple regression analyses were conducted using (Q, R, S) in an attempt to predict (N). Using a backward elimination procedure all three variables (Q, R, S) were entered into the equation. The R^2 achieved was .16 resulting in an F which was significant at the .05 level.

In addition, Table 7 reveals the results of analyzing the three variables (Q, R, S) in attempting to predict (O). With all three variables entered an R^2 of .03 was achieved. Employment of the backward procedure removed variable (R); then variable (Q); until variable (S) remained. An R^2 of .03 was again achieved on this last step.

Table 7 also reveals results of the analysis of the environmental variables (Q, R, S) and the other dependent variable (P) Personal Accomplishment. With all variables entered into the regression equation an R^2 of .06 was achieved. This procedure then removed variable (Q), then variable (S), with variable (R) being the only variable left in the equation. An R^2 of .04 was achieved, with an F which was significant at the .05 level.

Results of the next set of analyses are reflected in Table 8. These analyses were undertaken for the purpose of answering Research Question 3. This question asked: <u>What types of student contact are related to burnout among selected community college counseling personnel</u>? Types of student contact which were investigated to determine the

Table 7

Backward Elimination of Environmental Variables on (N) Emotional Exhaustion; (O) Depersonalization; and (P) Personal Accomplishment

(N) Emotional Exhaustion				(O) Depersonalization				(P) Personal Accomplishment			
Variable:	B	Beta	t	Variable:	B	Beta	t	Variable:	B	Beta	t
(Q) Relat.	-.57	-.31	-3.1*	(Q) Relat.	-.06	-.06	-.62	(Q) Relat.	.15	.13	1.2
(R) P./Grow.	.39	.18	1.8	(R) P/Grow.	-.0004	-.0004	-.03	(R) P/Grow.	.29	.20	1.9
(S) System	-.39	-.23	-2.2	(S) System	-.11	-.13	-1.2	(S) System	-.12	-.10	-.99
R^2 = .16				R^2 = .03				R^2 = .06			
df = 3				df = 3				df = 3			
Note: *p < .05											

Note: (Q) = Relationship Dimensions; (R) = Personal Growth Dimensions; (S) = System Maintenance and System Change Dimensions

answer to this research question included (L) placement activities; (I) career counseling; (J) personal counseling; (K) classroom instruction; and (H) academic advisement. Just as the environmental independent variables were analyzed to determine what kind of relationship, if any, existed with the dependent variables (N, O, P), the same type of analyses were undertaken with the types of student contact to (N, O, P).

Table 8 reveals results of the analyses of (L, I, J, K, H) with (N) Emotional Exhaustion; (O) Depersonalization; and (P) Personal Accomplishment.

For (N) Emotional Exhaustion, all types of student contact variables were entered into the regression equation. An R^2 of .05 was achieved. Using the backward procedure, removing variables one at a time, was employed again. The final variables remaining in the equation were (L) placement activities and (K) classroom instruction. The R^2 achieved was .04, and the F was significant at the .05 level. The types of student contact variables were analyzed to determine what relationship, if any, existed between them and (O) Depersonalization. Table 8 illustrates the of the backward elimination procedure for (O) Depersonalization. Variables were removed from the equation until only (H) remained. The R^2 achieved was .07 and the F was significant at the .05 level.

Table 8

Backward Elimination of Types of Student Contact Variables on (N) Emotional Exhaustion; (O) Depersonalization; and (P) Personal Accomplishment

(N) Emotional Exhaustion				(O) Depersonalization				(P) Personal Accomplishment			
Variable:	B	Beta	t	Variable:	B	Beta	t	Variable:	B	Beta	t
(H) academ.	.04	.08	.83	(H) academ.	.06	.24	2.5*	(H) academ.	-.09	.02	-2.7*
(I) career	-.02	-.02	-.28	(I) career	-.0009	-.01	-.23	(I) career	.01	.02	.30
(J) person.	-.02	-.03	-.39	(J) person.	-.01	-.03	-.36	(J) person.	.08	.16	1.9
(K) class.	-.10	-.12	-1.3	(K) class.	-.0007	-.01	-.19	(K) class.	.0003	.0006	.007
(L) place.	-.18	-.15	-1.7	(L) place.	-.03	-.06	-.69	(L) place.	.01	.02	.28
R^2 = .05				R^2 = .08				R^2 = .12			
df = 5				df = 5				df = 5			
Note: *p < .05											

Note: (H) = Academic Advisement; (I) = Career Counseling; (J) = Personal Counseling; (K) = Classroom Instruction; (L) = Placement Activities

The same types of student contact variables were analyzed to determine what relationship, if any, existed between them and (P) Personal Accomplishment. Table 8 depicts the results of these analyses. With all variables entered into the regression equation an R^2 of .12 was achieved with an F significant at the .05 level. Using the backward elimination procedure variables were removed from the equation. The final variables remaining were (J) and (H). Again, the R^2 achieved was .12 and the F was significant at the .05 level.

Additional analyses conducted were aimed at answering Research Question 4. This question asked: What relationship exists between burnout among selected community college counseling personnel and gender; age; number of years employed in the community college; and number of years employed in the present position? These variables, gender, etc. were independent variables (B, C, E, and F respectively).

When all four variables were entered into the regression equation an R^2 of .12 was achieved with an F significant at the .05 level. As with the analyses conducted for the other independent variables, a similar approach was utilized here. Table 9 reveals the results of the analyses for (B, C, E, F) with (N). Using the backward elimination procedure, removing variables one at a time, concluded with variables (B) and (C) remaining in the

equation. The R^2 achieved was .11 with an F significant at the .05 level.

Table 9 also depicts the results of the analyses conducted which investigated what relationship, if any, existed between (B, C, E, F) and (O) Depersonalization. When regression analyses were applied where all four independent variables were entered into the equation, an R^2 of .13 was achieved. An F was significant at the .05 level. When the backward elimination procedure was employed, the only variable remaining in the equation was (C) age. At this point an R^2 of .09 was achieved with an F significant at the .05 level.

Results of the investigation of what relationship, if any, existed between (B,C,E,F) with (P) Personal Accomplishment similarly appear in Table 9.

When multiple regression analyses were applied to the data with all variables entered (B, C, E, F) x (P), an R^2 of .09 was achieved. An F was significant at the .05 level. Using the backward elimination procedure resulted in (C) being the final independent variable left in the equation. An R^2 of .08 was achieved with an F significant at the .05 level. One final investigation sought to answer Research Question 5. This question asks: Based upon multiple regression analysis of the data, what predictors may be effectively used to identify potential candidates for burnout among selected community college counseling

Table 9

Backward Elimination of Demographic Variables on (N) Emotional Exhaustion; (O) Depersonalization; and (P) Personal Accomplishment

(N) Emotional Exhaustion				(O) Depersonalization				(P) Personal Accomplishment			
Variable:	B	Beta	t	Variable:	B	Beta	t	Variable:	B	Beta	t
(B) gender	5.20	.21	2.6*	(B) gender	1.32	.11	1.38	(B) gender	-.39	-.02	-.30*
(C) age	-.26	-.20	-2.1*	(C) age	-.24	-.37	-3.9*	(C) age	.20	.23	2.3*
(E) yr/com.	-.36	-.21	-1.5	(E) yr/com.	-.15	-.18	-1.3	(E) yr/com.	.12	.10	.79
(F) yr/pos.	.28	.14	1.0	(F) yr/pos.	.30	.31	2.3*	(F) yr/pos.	-.007	-.005	-.04
R^2 = .12				R^2 = .13				R^2 = .09			
df = 4				df = 4				df = 4			

Note: *p < .05

Note: (B) = Gender; (C) = Age; (E) = years employed in a community college; (F) = years employed in the present position

personnel? In an effort to answer this question, all twelve independent variables were entered into the regression equation. All twelve variables were then regressed using the backward elimination procedure on each of the three dependent variables (N) Emotional Exhaustion; (O) Depersonalization; and (P) Personal Accomplishment. The results of these analyses appear in Tables 10, 11, and 12 respectively for each of the three dependent variables.

Table 10 reflects the results of the regression analyses for all of the independent variables on (N) Emotional Exhaustion. The backward elimination procedure was used for these analyses. As Table 10 indicates all twelve independent variables were first entered into the regression equation. With all twelve variables entered an R^2 of .28 was achieved. Consistent with the procedure utilized in the analyses, independent variables were removed from the equation one at a time until four remained in the equation. These four independent variables then serve to be the best combination of variables to predict (N). Thus, the formula for the best prediction of (N) where $\hat{y}$ = (N) is:

$$\hat{y} = 5.789B + -.230L + -.272C + -535Q + 31.04$$

In this equation B = gender; L = placement activities; C = age; Q = personal growth dimensions; and 31.04 is the constant. The R^2 achieved on the last step was .25.

Table 10

Multiple Regression Analyses of All Independent Variables on (N) Emotional Exhaustion

(Full Model)							Variable removed
Variable	B	Beta	t	B	Beta	t	on step#
(B) gender	5.41	.22	2.7*	5.789	.24	3.2*	
(C) age	-.24	-.18	-1.9*	-.272	-.20	-2.6*	
(E) yrs/com	-.31	-.18	-1.4				4
(F) yrs/pos	.28	.14	1.1				3
(H) academ.	.01	.02	.31				2
(I) career	.10	.10	1.3				7
(J) person.	.01	.02	.25				1
(K) class.	-.04	-.05	-.61				8
(L) place.	-.23	-.20	-2.3*	-.230	-.19	-2.6*	
(Q) relat.	-.50	-.27	-2.6*	-.535	-.29	-3.8*	
(R) P/Grow	.34	.15	1.5				5
(S) System	-.28	-.16	-.15				6
(Constant)	28.82			31.04			
	df = 12			df = 5			
	R^2 = .28			R^2 = .25			

Note: * $p < .05$

Note: (B) = gender; (C) = age; (E) = years employed in community college; (F) = years employed in the present position; (H) = academic advisement; (I) = career counseling; (J) = personal counseling; (K) = classroom instruction; (L) = placement activities; (Q) = Relationship dimensions; (R) = Personal Growth dimensions; (S) = System Maintenance and System Change dimensions

Table 11 illustrates the results of the same procedure used for (N), where in this case however, all independent variables were entered into the equation in an effort to predict (O) Depersonalization. With the entry of all independent variables into the equation, an R^2 of .20 was achieved. Again, using the backward elimination procedure variables were removed from the equation one at a time. The final variables remaining in the equation were (B, C, H, and F). These then, serve to be the best predictors for (O). The formula for this prediction is:

$$\hat{y} = 1.687B + -.237C + .064H + .189F + 9.06$$

where $\hat{y}$ = (O), and B = gender; C = age; H = academic advisement; F = years employed in the present position; and 9.06 is the constant. The R^2 achieved on the last step was .18.

Table 12 reflects the results of the regression analyses of all independent variables on (P) Personal Accomplishment. As seen in Table 12, with all twelve independent variables entered into the equation, an R^2 of .21 was achieved. Following the backward elimination procedure, independent variables were subsequently removed from the equation. The variables which remained were (J, C, H, and R). These variables combined to be the best predictor of (P). The prediction formula is:

$$\hat{y} = .068J + .173C + -.076H + .179R + 31.42$$

Table 11

Multiple Regression Analyses of All Independent Variables on (O) Depersonalization

	(Full Model)						Variable removed
Variable	B	Beta	t	B	Beta	t	on Step
(B) gender	1.65	.14	1.5	1.6	.14	1.7	
(C) age	-.23	.35	-3.6*	-.23	-.36		
(E) yrs/com	-.12	-.14	-1.0				7
(F) yrs/pos	.27	.29	2.0*	.18	.19		
(H) academ.	.05	.19	1.9*	.06	.23	2.9*	
(I) career	.0007	.01	.18				3
(J) person.	.01	.03	.41				5
(K) class.	.00006	.0001	.01				1
(L) place.	-.06	-.11	-1.2				8
(Q) relat.	-.0005	-.0006	-0.6				2
(R) P/Grow	.03	.03	.29				4
(S) System	-.06	-.07	-.67				6
(Constant)	10.54			9.06			
	df = 12			df = 4			
	R^2 = .20			R^2 = .18			

Note: * $p < .05$

Note: (B) = gender; (C) = age; (E) = years employed in community college; (F) = years employed in the present position; (H) = academic advisement; (I) = career counseling; (J) = personal counseling; (K) = classroom instruction; (L) = placement activities; (Q) = Relationship dimensions; (R) = Personal Growth dimensions; (S) = System maintenance and System Change dimensions

Table 12

Multiple Regression Analyses of All Independent Variables on (P) Personal Accomplishment

	(Full Model)						Variable removed
Variable	B	Beta	t	B	Beta	t	on Step#
(B) gender	-1.5	-.09	-1.1				7
(C) age	.16	.18	1.9*	.17	.19	2.4*	
(E) yrs/com	.03	.02	.20				2
(F) yrs/pos	.04	.03	.26				3
(H) academ.	-.06	-.18	-1.8*	-.07	-.21	-2.5*	
(I) career	6.8	.01	.12				1
(J) person.	.08	.16	1.8*	.06	.12	1.5	
(K) class.	-.04	-.07	-.77				4
(L) place.	.06	.08	.98				6
(Q) relat.	.11	.09	.92				5
(R) P/Grow	.28	.20	1.9*	.17	.12	1.5	
(S) System	-.22	-.20	-1.8*				8
(Constant)	33.54			31.42			
	df = 12			df = 4			
	R^2 = .21			R^2 = .18			

Note: * $p < .05$

Note: (B) = gender; (C) = age; (E) = years employed in community college; (F) = years employed in the present position; (H) = academic advisement; (I) = career counseling; (J) = personal counseling; (K) = classroom instruction; (L) = placement activities; (Q) = Relationship dimensions; (R) = Personal Growth dimensions; (S) = System Maintenance and System Change dimensions

where $\hat{y}$ = (P), and J = personal counseling; C = age; H = academic advisement; R = personal growth dimensions; and 31.42 is the constant. The R^2 achieved on this last step was .18.

Summary

This study sought to examine the relationship of several variables to burnout among selected community college counseling personnel. Accordingly, the following research questions were set forth:

1. What is the frequency of burnout among selected community college counseling personnel?
2. What environmental factors are related to burnout among selected community college counseling personnel?
3. What types of student contact are related to burnout among selected community college counseling personnel?
4. What relationship exists between burnout among selected community college counseling personnel and gender; age; number of years employed in the community college; and number of years employed in the present position? and
5. What predictors may be effectively used to identify potential candidates for burnout among selected community college counseling personnel?

Table 3 reflects the frequency of burnout among the community college counseling subjects who participated in the study. Although only 5 of the 144 subjects were burned

out according to the operational definition used in the study, a somewhat different picture emerges if an individual subscale is considered. For example, nearly 30% of the subjects scored high on Emotional Exhaustion. Whereas this is clearly less than the 41% who scored low on the same subscale, it could nevertheless be an important avenue to explore in the quest for a better understanding of the burnout syndrome.

Null hypotheses were tested to answer research questions 2, 3, and 4. The null hypothesis for research question 2 stated: There is no relationship between (Q) Relationship Dimensions; (R) Personal Growth Dimensions; and (S) System Maintenance and System Change Dimensions and burnout scores of the MBI, Form Ed. (Q) and (S) were negatively correlated to (N) Emotional Exhaustion, and these correlations were significant at the .001 level. Since $.001 < .05$, the null hypothesis was rejected for (N). With regard to the null hypothesis and (O) Depersonalization, there was no significant relationship found for any of the three environmental variables (Q, R, S). Therefore, the null hypothesis for (O) Depersonalization was accepted. Finally, a positive relationship was found between (R) and (P) Personal Accomplishment. This correlation was significant at the .01 level, and the null hypothesis was rejected for (P) Personal Accomplishment.

The null hypothesis for research question 3 stated: There is no relationship between burnout scores of the MBI, Form Ed. and (H) academic advisement; (I) career counseling; (J) personal counseling; (K) classroom instruction; and (L) placement activities. No significant relationship was found between these variables and (N); so, the null hypothesis was accepted. A positive relationship was found between (H) academic advisement and (O) Depersonalization. This correlation was significant at the .001 level. Therefore, the null hypothesis was rejected for (O). Additionally, two variables were found to be significantly related to (P). (H) was negatively correlated with (P), and significant at the .001 level; while (J) personal counseling was found to be positively correlated with (P) and significant at the .01 level. The null hypothesis for (P) was therefore rejected.

The null hypothesis for research question 4 stated: There is no relationship between burnout scores of the MBI, Form Ed. and (B) gender; (C) age; (E) years employed in a community college; and (F) years employed in the present position. (N) Emotional Exhaustion was found to be significantly correlated with (B, C, and E). The correlations of (N) with (C) and (E) were negative, with (C) significant at the .001 level, and (E) significant at the .01 level. (B) was also significant at the .01 level, yet, this correlation was positive. The null hypothesis was rejected for (N) Emotional Exhaustion. The only significant

correlation found for (O) Depersonalization, was with (C). This correlation was negative and was significant at the .001 level. The null hypothesis was rejected for (O). Finally, three variables were significantly correlated with (P) Personal Accomplishment. (C) was significant at the .001 level; whereas (E) and (F) were significant at the .01 level. All three (C, E, F) were positively correlated with (P). The null hypothesis was rejected for (P) Personal Accomplishment.

Multiple regression analysis was employed for the purpose of identifying the best predictors of burnout for those individuals who were studied in this investigation. Since the MBI, Form Ed. was the instrument employed to measure burnout in this study, three subscale scores were derived--(N) Emotional Exhaustion; (O) Depersonalization; and (P) Personal Accomplishment. Results of the analyses revealed that the best prediction formula for each of these subscale scores relative to this sample were as follows:

$$\hat{y} = 5.789B + -.230L + -.272C + -.535Q + 31.04$$

where $\hat{y}$ = (N);

$$\hat{y} = 1.687B + -.237C + .064H + .189F + 9.06$$

where $\hat{y}$ = (O);

$$\hat{y} = .068J + .173C + -.076H + .179R = 31.42$$

where $\hat{y}$ = (P).

Conclusions

Careful review of the results of this investigation reveals that burnout was not a serious problem among the vast majority of those community college counseling persons who participated. In fact, as reported already, only 3.4% were burned out according to the operational definition of Maslach. Consistent with results obtained from Maslach and Jackson (1981), and illustrated in Table 3, women subjects in this study had higher burnout scores than men on Emotional Exhaustion. With regard to Depersonalization and Personal Accomplishment however, there was no significant difference on subscale scores by gender.

Regarding age and burnout, results of this study indicated that older subjects tended to have lower burnout scores than do younger subjects. Actually, findings in this study tend to suggest that increases in age tend to be related to decreased levels of burnout. This is especially true for subscale scores on Emotional Exhaustion and Depersonalization. These results are consistent with those obtained by Cherniss (1980) and Ekbom (1985).

Inasmuch as this study considered the relationship of the number of years that one has been either employed in the community college or been employed in their present position, this study found that the longer one has been in the community college the lower their level of burnout on Personal Accomplishment. This finding is consistent as well

for the number of years in one's present position. The longer one has been in their present position the lower then the level of burnout on Personal Accomplishment. There appeared to be no significant relationship between the number of years employed in one's present position and Emotional Exhaustion or Depersonalization, or the number of years employed in the community college and Depersonalization. A significant relationship was found to exist between the number of years employed in the community college and Emotional Exhaustion. This is interpreted as Emotional Exhaustion tends to be greater for those individuals who have been employed in the community college for a shorter period of time than other individuals.

No previous study has investigated the relationship of the types of student contact (defined in this study) to burnout among community college counseling personnel. Although DeFranco (1989) looked at a number of community college counseling job responsibilities in her research, comparison of results between this study and hers could present somewhat of a distorted picture since, operationally, definitions varied in each of these studies.

Insofar as types of student contact are concerned in this study however, results indicate that only two types of contact are significantly related to burnout. Academic advisement is significantly related to Depersonalization and Personal Accomplishment. The greater percentage of time

that an individual spends academically advising students, the greater the likelihood that he/she will develop a dehumanizing attitude toward students. Furthermore, the findings suggest that for this same scenario, one will experience less Personal Accomplishment with increasing amounts of time spent in this type of student contact. Ironically, perhaps, the findings also indicate that with increased time spent with students in personal counseling the greater the level of Personal Accomplishment. It appears then that time spent in personal counseling with students in this environment is related to decreased burnout.

Finally, examination of results from this study regarding the relationship of environmental factors to burnout suggests that Emotional Exhaustion is greatest when community college counseling persons perceive little supervisor support, little sense of peer cohesion, and are less concerned and committed to their jobs. These factors are what constitute the Relationship Dimensions of the WES. In addition, if physical comfort is lacking; if innovation is thwarted; if employees are strictly controlled by rules and pressures; and if rules are continually changed to the point that employees do not know what to expect, then Emotional Exhaustion will be high. The conditions specified are those which are measured by the System Maintenance and System Change Dimensions of the WES. In a similar vein, the

findings of this study suggest that where employees are encouraged to be self-sufficient, good planning is emphasized, and work pressures are small, then Personal Accomplishment will be greatest i.e., burnout will be low.

Implications

The following implications are drawn from the results of this study.

1. Similar to the earlier study conducted by DeFranco the results of this study indicated that very few (3.4%) of the subjects are burned out. It was DeFranco who suggested that community college counseling personnel may be less susceptible to burnout than other human service professionals. While this may be true, it should not be assumed on the basis of these two studies alone.
2. The findings of this study, like those from Cherniss (1981); Ekbom (1985); and Maslach and Jackson (1982), single out the relationship of gender, age and longevity in one's position to burnout among human service professionals. In this case the relationship was for community college counseling personnel.
3. The findings suggest that academic advisement may have a pronounced impact on the experience of burnout among community college counseling personnel. A closer examination of this type of student contact among this population may shed additional light of its relationship to burnout.

4. The important role played by environmental factors in their relationship to burnout are again supported from evidence obtained in this investigation. Since little research still exists that focuses attention on the relationship of the work environment to burnout among this population more attention in this direction could be helpful.

Recommendations

On the basis of the results of this study, the following recommendations are offered for future research in this area:

1. Efforts made in attempting to more fully understand the burnout syndrome should continue. This should certainly be the case for community college counseling personnel in spite of the fact that only a very small percentage (3.4%) of the subjects were burned out. Considering that the incidence of burnout from DeFranco's study was only (3.3%) for a much larger sample, one could erroneously assume that community college counseling persons rarely burnout. Problematic with this kind of assumption is the likely tendency to then ignore potential warning signs as they occur. Community college administrators as well as counseling persons themselves would be judicious in approaching this stress syndrome with the idea that the potential always exists for it to occur. This is true even in light of the present findings.

2. Additional instruments which are purported to validly and reliably measure burnout should be considered for usage with this population. Presently, the only published research account of burnout among community college counseling personnel has been one where the instrument of choice was the MBI. Since the results of both the DeFranco study and this one found less burnout than expected, some consideration of other burnout measures would be prudent.

3. In addition to the two previous recommendations, some effort should be made to incorporate a research design which is longitudinal in nature. A longitudinal design like the one utilized by Cherniss (1980) could be extremely beneficial in studying burnout with community college counseling personnel. In order to ascertain whether or not burnout is more prevalent than what the findings of this study suggest, the best approach might very well be one from a longitudinal perspective. Like the Cherniss study, structured in-depth interviews with each subject could prove invaluable.

4. Finally, through the usage of these in-depth interviews some insight may be gained from community college counseling personnel as to what they perceive as "stressful". What they report as stressful may then provide the impetus for future research directions. Conversely, what they report as non-stressful can be equally valuable in increasing our awareness and understanding of burnout among this particular population.

APPENDIX A

DEMOGRAPHIC DATA SHEET

PLEASE RESPOND TO THE FOLLOWING ITEMS:

1. Your Sex: _____Male _____Female

2. Your Age: _____Years

3. Your employment status is _____Full-time _____Part-time

4. Specify the number of years you have been employed in a community college_____

5. Specify the number of years employed in the present position._____

6. Check the highest academic degree you possess:

_____Associate's degree

_____Bachelor's degree

_____Master's degree

_____Doctorate

7. Please specify the percentage of time in a typical week during the semester that you spend in the following activities listed below. Total should not exceed 100. A brief definition and example is provided for you.

_____Academic Advisement	(assistance provided to students in planning coursework and/or programs consistent with their potentials and interests).
_____Career Counseling	(assistance provided to students in analyzing their interests, aptitudes, abilities, previous work experience, personal traits and desired life style to promote awareness of the interrelationship between self-knowledge and career choice).
_____Personal Counseling	(assistance provided to students requesting help with personal concerns excluding educational and/or vocational concerns).
_____Classroom Instruction	(teaching classes, for credit or non-credit, in Human Development, Psychology, Sociology, etc.).
_____Job Placement	(assistance provided to students to help them present themselves effectively as job candidates; and/or to obtain optimal placement in employment or further job preparation).
_____Other	(Please Specify)_____

EXAMPLE:

45 Academic Advisement

10 Career Counseling

15 Personal Counseling

20 Classroom Instruction

~~0~~ Job Placement

\+ 10 Other (please specify) ADMINISTRATIVE TASKS

= 100

APPENDIX B

M E M O R A N D U M

TO: Jim Horton

FROM: Paul Kelemen PK

DATE: Feb. , 1990

SUBJECT: Dissertation Proposal

As you are well aware I am in the process of completing the requirements for my doctorate at UNT. Part of this as I trust you remember only too well involves writing the dissertation. I have selected a topic and would like to conduct this study within the District. To this end, I enlist your support in securing the necessary approvals that will allow for this investigation to be conducted.

Several years ago Steve Ellis conducted a similar type of study in this District. Permission was granted for him to do so under the following conditions:

1) that the study be conducted on his own personal time;

2) that a commitment be made by him to follow-up with the results to the subjects, the Executive Council, and any other staff members wanting follow-up; and

3) that the survey materials be confidential and that notification of this confidentiality be given to the subjects prior to their participation in the study.

I, of course, would agree to these conditions and any others that may be appropriate. I am available at your convenience to share the specifics of the study as well as provide you with a copy of my proposal. I look forward to hearing from you at your earliest convenience. As always, thank you for your continuing interest and support.

pc: Margaret Lewis
Lynda Edwards

APPENDIX C

DEAR COUNSELING STAFF MEMBER:

I am seeking your help in this research study. Please read the following carefully. The questionnaires you are receiving are intended to identify perceptions of work environments and feelings and attitudes toward work.

Your participation in this research is strictly voluntary. Additionally, your participation in this research will involve no physical risk. The responses that you will give will be confidential and utilized for research purposes only. DO NOT WRITE YOUR NAME ON THE QUESTIONNAIRES. I do not need to know who you are. The results of this research will be summarized, and if you would like a copy of the findings please put your name and address on the bottom of this consent form as indicated. A summary of the findings will be forwarded to you at the conclusion of this study.

I will answer any questions that you may have about the questionnaires or my procedures. If at any time you feel that you wish to discontinue your participation you only have to inform me. Thank you for reading this. Your participation in this research is gratefully appreciated.

Sincerely,

Paul Kelemen

Paul Kelemen, M.A., L.P.C.

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detach along perforation please

If you would like to receive a summary of findings from this research please indicate in the spaces provided your name, and where you would like for the summary to be sent.

_____

_____

_____

_____

_____

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