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**SUPERVISOR LEADERSHIP STYLE AND COUNSELORS' BURNOUT: A
COMPARATIVE STUDY OF HIGH SCHOOL COUNSELORS AND
REHABILITATION COUNSELORS**

by

David J. Lubofsky

**A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Education**

University of San Diego

2002

Dissertation Committee

**Fred Galloway, Ed.D., Chair
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Fred McFarlane, Ph.D., Member**

ABSTRACT

SUPERVISOR LEADERSHIP STYLE AND COUNSELORS' BURNOUT: A COMPARATIVE STUDY OF HIGH SCHOOL COUNSELORS AND REHABILITATION COUNSELORS

**LUBOFSKY, DAVID J., Ed.D. University of San Diego, 2002
Chair: Fred Galloway, Ed.D.**

This quantitative study investigated whether the perceived leadership style of high school principals and rehabilitation supervisors had an effect on the burnout of high school and rehabilitation counselors. Demographic and work related characteristics were also assessed to determine if these factors affected burnout rates.

Survey data from the three separate scales of the Maslach Burnout Inventory (MBI), and the Multifactor Leadership Questionnaire (MLQ) were combined with demographic data to estimate a series of three regression models. The models focused on the effects of demographic, work-related and leadership variables on counselor burnout.

Data were collected from 96 high school counselors and 46 rehabilitation counselors from California. Results suggest that a relationship existed between both leadership style and quality and counselor burnout for high school counselors, but not for rehabilitation counselors. Specifically, transactional leadership was associated with less burnout among high school counselors. In addition, some demographic and work related factors affected burnout in both groups. For example, among high school counselors, burnout was affected by

years married, minutes it took to get to work, age, and gender. However, for rehabilitation counselors, burnout was only affected by gender.

Based upon the results of this study, recommendations for future research include searching for a more robust modeling specification for the rehabilitation counselors - ones that would incorporate the experience level of the counselor into both analyses and determine whether high school counselors differ from other counselor groups in terms of the positive effect of transactional leadership on burnout. Also recommended was the inclusion of an expanded sample. This would be important to not only support the empirical findings of the present investigation, but to further examine the effects of leadership style and quality and the impact of demographics on both rehabilitation and high school counselors.

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by

David J. Lubofsky

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To Janet, Gina, Louisa and Javid

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The road to a completed dissertation and doctorate is fraught with frustrations and continual challenges throughout the process. From the very beginning of this program and at each stage along the way, I asked myself “why do I want to continue this?”

Initially, my response to this question was self-centered. It was a goal that I wanted to accomplish. As time went on, others provided me with so much support that I knew I had to finish, not just for me, but also for the sacrifices that they made to assist me along the way.

I had no idea when I embarked down this road how many other individuals, one way or the other, would become such an integral part of this dissertation. Maybe, as an analogy, it is like Dorothy in the Wizard of Oz. She was alone as she landed in that strange new place, but as time went on she met many new friends who provided support and companionship along the way. Unlike Dorothy, there was no wizard, unless you call the support from others and the hard work from within the wizard of success.

I want to first thank all of the counselors in California who participated in this adventure with me for their time and patience. Their participation made this study a reality.

I can never thank my committee members enough. They were always available for me and provided support beyond the call of duty. This was particularly difficult as I live on Guam and they all reside in California.

Dr. Fred Galloway, my committee chair, helped me to gain knowledge of the statistics and research needed to be able to successfully tackle this investigation. This was a long process, but with his hands-on-approach it was made much easier. Dr. Galloway supported me from the development of the study's proposal to the finished dissertation. His sense of humor and honest and sincere manner, not to mention his personal support through some rough times I was having will never be forgotten. I found his patience to be a remarkable skill and his interest in working with me to be one of the most important assets contributable to the overall success of this study. If it weren't for his support, you would not be reading this today.

Dr. Fred McFarlane, my committee member, was directly responsible for recruiting students for this program on Guam. His outreach to Guam and the Pacific Islands was my ticket to take this journey. His commitment to Guam and other overseas students made this program a reality for me and other students who otherwise would not have had such an opportunity. Dr. McFarlane has been supportive throughout the program and his technical expertise in the counseling field was extremely important and helpful. I have to also thank him for providing me with the contact information for the sampled California rehabilitation counselors. His natural knack at keeping things in proper perspective helped to ease my stress or "burnout."

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technical support was a mainstay of the process. Dr. Galea'i was always available to respond to questions and his insights kept me on my feet. His ability to bridge the academic aspects of this study with the day-to-day needs of counselors was important in keeping the goal of the study focused on practical knowledge useful for professionals in the field. I appreciated the opportunity to have been able to meet with him on his trips through Guam.

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Well Mom, one of your last wishes was that I got my doctorate. Here I am. Your guidance, influence, love and the importance you placed on education is the primary reason I am here today. Thank you and I love you.

If I accidentally neglected to mention anyone here, I apologize. Let me say thank you to all of you and thank the lord I am finished. God bless.

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CHAPTER 1: THE PROBLEM

Introduction

Today, as always, society places a high premium on leaders, especially in the work environment. In fact, more effort is currently being expended in this direction than ever before (Bass & Avolio, 1999; Dixon, 1999). Early psychological studies of leadership made two assumptions. First, researchers felt that genuine leaders possessed a set of personal qualities that gave them a special capacity to lead. Second, they believed that these qualities enabled them to function as leaders in any and all situations. Neither of these assumptions is accepted today. Lack of consensus led to the realization that different types of situations and employees required different approaches (Careless, 1998; Schaufeli, Maslach, & Marek, 1993).

The literature has indicated that style of leadership has a significant affect on employees in terms of job satisfaction (Brewer, 1995; O'Dell, Rak, Chermonte, Hamlin, & Waina, 1996). However, job satisfaction is influenced by many variables other than leadership style including workplace empowerment, job control and choice, a variety of motivational factors, salary, workplace stress, and co-workers, among others. According to Kohn (1993a, 1993b), a number of maladies can occur as a result of negative

leadership style on job satisfaction. Burnout, for example, is not necessarily a function of how much work an employee must do, but rather a result of how controlled and powerless the employee feels. When individuals have insufficient control over their workplace and job situation, and even their paycheck, they develop high levels of psychological stress. Creativity is often destroyed by a lack of freedom in deciding what to do or how to accomplish work tasks. In addition, there is a noticeably higher rate of absenteeism, illness, and tardiness in workplace environments where employees are not able to participate in substantive decision making and are forced to participate in overtime work. The same holds true for middle managers. They are most likely to show an autocratic style of leadership toward those employees below them in the hierarchy if they themselves are controlled and restricted. Studies have focused on this relationship (Cannella & Monroe, 1997).

Background of the Study

The relationship between burnout and the counselor's supervisor support has been researched over the years. Brewer's (1995) methodology was used to identify the specific supervisory behaviors experienced as supportive by counselors and explored the relationship between supportive behaviors and burnout among mental health clinicians. The study also examined how counselor burnout is impacted by other counselors, work setting, and social influences. Significant associations were found between burnout and

supervisor support, personal support from colleagues, professional support from colleagues, therapeutic success, work pressure, administrative authoritarianism, and client pathology. More supervisor support, colleague personal support, colleague professional support, and therapeutic success were associated with less burnout. More work pressure, administrative authoritarianism, and client pathology were associated with more burnout. The counselor characteristics, gender and years of experience, had no significant relationship to burnout (Brewer, 1995).

Because the present study assesses demographic, work-related, and leadership variables in relationship to two counselor groups, the previous research findings described above are important. Would gender, or type of counselor (high school or rehabilitation) influence burnout in the present study? Demographic variables in the present study included gender, ethnicity, age, and years married. Work related included number of clients seen per day, caseload, minutes to commute to work, education beyond high school, minutes of social interaction with colleagues, and full time salary. Variables for leadership included type and quality. A demographic questionnaire included work related factors that were used to test whether burnout was influenced by variables related to family, ethnicity, workload, and gender.

As previously noted, Kohn (1993a, 1993b) pointed to a number of maladies that can occur as a result of exclusion from the decision making

process, especially burnout. According to Klubnik (1995), studies are beginning to emerge that support Kohn's theory. Davis, Savicki, Cooley, and James (1989) also researched the relationship of supervisory satisfaction to burnout. Specifically, the researchers developed a measure of counselor satisfaction in the areas of supervisory teaching, counseling, and consultation and used it together with the Maslach Burnout Inventory, which measured the three elements of burnout: emotional exhaustion, depersonalization, and personal accomplishment. They also used a counselor supervision inventory created by Davis and his associates (1989). Dissatisfaction with supervision was found to be positively related to frequency and intensity of emotional exhaustion and to intensity of depersonalization (Davis et al., 1989).

The role of leadership is a critical element in the definition of the type of supervision that counselors experience and therefore has a bearing on counselor burnout. The roles of school counselors and rehabilitation counselors are decidedly different, as reflected in the environments in which they work. These differences will be explored in more detail in the literature review in Chapter 2.

This particular study examined supervisors evidencing two different types of leadership styles in relationship to burnout among school and rehabilitation counselors and compared the results. In searching through the literature, as outlined within the literature review section, many studies were

found that investigated the variables of leadership and burnout separately or examined leadership and burnout together for a variety of different groups. However, no studies were found that specifically focused on the relationship between burnout in high school counselors and rehabilitation counselors and leadership style. The study was important in that it helps to delineate between these groups and the perceived leadership styles, which may foster burnout. This may lead to better training for supervisors of counselors and provide information on how to positively affect counselor job satisfaction.

Importance of the Study

As previously explained, over the years research has explored the relationship of supervisory leadership to employee burnout. Some investigations have focused on the impact of leadership on counselors, especially school counselors. But little was found that specifically examined differences in the impact of leadership style on school and rehabilitation counselors. This was the focus of the present study. Thus the significance of the study lay in its ability to add to the literature in the area of leadership style and burnout in general, and to school and rehabilitation counselors, specifically. It is believed that the present research adds to the available data and increases understanding of these relationships.

Purpose of the Study

The dynamic nature of the occupational environment of counselors poses a challenge to leaders as they try to determine the most appropriate method

for achieving operational results, creating a shared vision, and keeping staff motivated and empowered. The leadership relationship between the counselor and his or her supervisor is critical for the maintenance of counselor job satisfaction or, more significantly, for its effect on counselor job burnout. The purpose of the study was to use multiple regression analysis to assess the relationship between leadership style and burnout among high school counselors and rehabilitation counselors. Demographic and work related characteristics were assessed to test whether burnout is influenced by such variables as family, ethnicity, workload, and gender. Specifically, the following four research questions were addressed.

1. Does a public high school principal's leadership style significantly affect the burnout rate of high school counselors?
2. Does a rehabilitation supervisor's leadership style significantly affect the burnout rate of rehabilitation counselors?
3. Do demographics and work related factors affect the burnout rate of school and rehabilitation counselors?
4. Does the relationship between leadership style and level of burnout differ between rehabilitation and high school counselors?

CHAPTER 2: REVIEW OF THE LITERATURE

Introduction

The dynamic nature of the counselors' occupational environment poses a challenge to leaders as they try to determine the most appropriate method for achieving operational results, creating a shared vision, and keeping staff motivated and empowered. Today, as always, society places a high premium on individuals who have the ability to direct and manage others. In fact, more effort is currently being expended on executive search and management development than ever before. House and Aditya (1997) define leadership style as the manner by which leaders express specific behaviors. Evidence suggests that the optimal leadership style is one that attempts to maintain a balance between the needs of subordinates and the demands of the organization (e.g., production, results).

Regardless of what variables contribute to effective supervision and leadership styles are displayed, the impact of leadership on employee morale, attitudes, job productivity and general well-being is enormous. It is also believed by this researcher that supervisory leadership has a significant impact on counselor burnout. Research has investigated, in general, the relationship between leadership and employee burnout, but limited research exists that is specifically focused on practicing school and rehabilitation

counselors. A major objective of the study was to fill in this gap, thus lending significance and importance to the research investigation.

Leadership Styles

Leadership is the ability to get work done with and through others, while simultaneously winning their respect, confidence, loyalty and willing cooperation. (Plunkett, 1992b). Various leadership styles depend on the leader, the subordinates, environment of the job structure, work group and the type of management system. It would appear that the best leadership style is one that varies with circumstances and changes according to the power held by the leader and the difficulty of tasks involved. Authorities agree that there are three basic leadership styles: autocratic (transactional), participative (transformational), and laissez-faire or supportive (Ivancevich & Matteson, 1993). Each is discussed in separate subsections below.

Transactional

Transactional leaders focus on first-order changes through day-to-day transactions as they accomplish goals with and through others. Transactional leadership is characterized by: a) active management by exception (MBEA), b) passive management by exception (MBEP), and c) presentation of a contingent reward. Leaders who manage by exception focus on subordinate's mistakes, delay decisions, or avoid intervention until something has gone wrong. Timing of the leader's intervention is the primary distinction between MBEA and MBEP. In an MBEA circumstance, the leader continuously

monitors the performance of the individual and anticipates mistakes; whereas the MBEP leader intervenes and offers criticism only after the mistakes are made. Contingent rewards (e.g., pay increase, promotion, bonus, increased vacation time) are offered to people who accomplish mutually agreed-to objectives. Reports suggest that transactional leaders are more likely to be found on lower-level management teams (Stordeur, Vandenberghe, & D'Hoore, 2000).

Transformational

Transformational leadership style is characterized by the attempt to motivate subordinates to perform beyond expectations in order to achieve a shared vision (Dixon, 1999). These leaders not only accomplish tasks through others, but they also instill the confidence, respect, cooperation, and loyalty of their employees. Factors identifying transformational leaders are the ability to: 1) consider each employee as an individual, 2) provide employees with intellectual stimulation by focusing on innovative ways to problem solve, 3) influence employees by transmitting values and ethical principles, and 4) provide inspirational and challenging goals by communicating the global vision of the group (Stordeur et al., 2000).

Dixon (1999) suggested that in order for a leader to be effective in a dynamic occupational environment (e.g., restructuring, multiculturalism), he/she must embrace the transformational leadership style. The author's case study depicts how these concepts are utilized and balanced in response

to an increasingly challenging work environment. The first strategy detailed is the leader's ability to learn the organization and build relationships with the staff. Secondly, the leader attempted to confirm a common ground with the staff, which led to action planning. The author reports five core values required consistently to implement a shared vision: expert resources, conscientiousness, will-do attitude, sensitivity to the internal and external customer needs, and creative thinking. An open-door policy as well as a monthly newsletter can serve to facilitate communication between the supervisor and group members. Four key culture elements to creating a learning organization are: accountability, partnership, commitment to service, and commitment to learning. The author concludes that transformational leadership spans all boundaries and balances multiple demands to achieve outcomes (Dixon, 1999).

In Cannella and Monroe's (1997) review of leadership perspectives, they cite a six-factor version of a transformational leadership assessment proposed and measured via the Multifactor Leadership Questionnaire (MLQ). This is the test instrument that was used in this study. The authors suggest that the MLQ might lower the cost of leader selection and improve the likelihood of selecting appropriate top managers capable of transforming followers to become aware of the importance and value of task outcomes. Therefore, the transformational leadership approach may provide benefits in selection that exceed those of other approaches by highlighting the

perspective of the employees. In addition, the authors propose that charisma is less important for the decision making process than for its effect on the subordinates in a transformational situation. Having a charismatic relationship with employees allows the supervisor to implement the decisions unimpeded (Canella & Monroe, 1997).

Laissez-Faire

Laissez-Faire leaders usually are physically removed from direct and frequent contact with subordinates and tend to treat workers as individuals as opposed to team members. Although they may not be in proximity, laissez-faire leaders maintain communication through a strong open door policy, conferences, reports, and productivity records. Prerequisites for the function of the laissez-faire system are that workers need to be highly skilled and independent, showing initiative and endurance in their work. Controls other than frequency of contact must be established to monitor the employee's performance. Reports suggest that employees under this leadership style may become insecure without constant reassurance and contact with their supervisor (Plunkett, 1992a).

Effects of Leadership Style

A leader's behavior or leadership style may influence job satisfaction, among other employee variables. As previously explained, leadership behavior is defined as the ability of a leader to influence employees in performing at the highest level within an organizational framework

(Ivancevich & Matteson, 1993). Theory predicts that the best performers in organizations tend to see a strong relationship between performing their jobs well and receiving rewards that they value. From a managerial perspective, expectancy theory suggests that leaders must recognize the process by which subordinates examine and become motivated about their jobs.

Four major indicators are utilized to determine the effectiveness of a particular leadership style: morale, group spirit, proficiency, and self-discipline. Morale refers to an individual's state of mind with regard to his/her working environment (Robbins, 1998). Morale is often used synonymously with job satisfaction. Good morale is often a reflection that job satisfaction is high - that there is little difference between the rewards provided and what an employee believes he/she should receive. Conversely, poor or low morale reflects workers' dissatisfaction with some job related matters. Good morale, or job satisfaction, is considered a key variable in an organization's human resources effectiveness (Robbins, 1998). It ranks high on the list with productivity, absenteeism and turnover as key indicators of how effective an organization is in conducting its business and how effective is the leadership within the company structure.

Team spirit results when employees' attitudes are positive, supportive, and foster teamwork and harmony. A higher level of confidence and competence characterize a proficient employee. The ability to be trusted and to function adequately in the absence of the supervisor is a sign of employee

self-discipline (Plunkett, 1992b). Employee job satisfaction can be included as a consequence for all four indicators and is defined as the affective response of an experience on the job in relation to particular values held by the employee (Morrison Jones, & Fuller, 1997). Ancillary indicators of leadership style are employee creativity and empowerment.

With respect to the transactional style, Stordeur, Vandenberghe, and D'Hoore (2000) concluded from their research that MBEA was related primarily to effectiveness when it was practiced by upper-level leaders. As previously noted, transactional leadership is characterized by active management by exception. The reverse was true when applied to MBEP, which was less negatively associated with effectiveness when it was adopted by upper level nurses (Stordeur et al., 2000). Morrison et al. report that transactional leadership accounts for a much smaller variance in overall job satisfaction in unlicensed and licensed personnel (10%) than does transformational leadership (30%)

A study conducted by Carless (1998) compared three alternate conceptual models of transformational leadership using confirmatory factor analysis. Basically, she assessed the discriminant validity of transformational leader behavior and utilized the Multifactor Leadership Questionnaire (MLQ) to assess three underlying dimensions. These included charismatic leadership, intellectual stimulation, and individualized consideration. Data were obtained from 1440 employees who worked for an international banking

organization. Findings indicated that, in comparison to a one-factor model of leadership, two alternative models were also viable. Each contained more than one behavior. Findings also suggested to the researcher that the more recent version of the MLQ (Form-5X) did not measure separate transformational leader behaviors: "Instead, it appears to assess a single, hierarchical construct of transformational leadership. Thus, there is little evidence to justify interpretation of individual subscale scores" (p. 356). These findings have an important bearing on the use of the MLQ in the present study because the MLQ hierarchical leadership aggregate scores were used for each leadership variable.

Job Satisfaction and Productivity

Literature reviews by Morrison et al. (1997) and Stordeur et al. (2000), respectively, have related transformational leadership to positive attitudes, behaviors, and performance measures. The authors suggested that the transformational style correlates positively with an increase in leader effectiveness, and subordinate satisfaction and effort to accomplish team goals. In this way, transformational leaders elevate the employee's needs from basic to self-actualized by making them aware of the mission and goals of the organization. The result of this is stronger employee satisfaction and commitment (Stordeur et al., 2000; Morrison et al., 1997).

Data from the study by Stordeur and his co-workers (N = 1,370) indicate that leadership style does affect employee satisfaction and group

productivity. Analysis of the variance in leadership scores among a sample of eight hospitals revealed strong evidence of the impact of transformational leadership and, to a lesser extent, of transactional components on employee satisfaction, increased employee effort, and group productivity. The authors found that transformational leaders exerted a significant and positive impact on employees by favoring their autonomy, providing them with a sense of mission or future vision, and, in some cases, transforming some employees into leaders.

In an effort to define the relationship between job satisfaction and the productivity of rehabilitation counselors (N = 115), Wilkinson and Wagner (1993) examined the relationship between leadership scores on the Blanchard's Situational Leadership II Model and scores on the Rehabilitation Job Satisfaction Inventory (RJSI) scores. Data from their regression analysis show that supportive behavior were utilized in conjunction with high direction and that higher degrees of supportive behavior (together with direction) were associated with increases in counselor job satisfaction.

One possible explanation is that this direction reduces ambiguity and increases the understanding of group policy and objectives. Conversely, leadership styles did not correlate positively with job satisfaction scores. Evidence suggested that increased levels of direction are associated with higher levels of burnout. Also, a leadership style of delegating responsibility did not provide the direction and support required to coordinate roles, and to

build staff/co-worker relationships, group cohesiveness, and support for one another in the group (which fosters job satisfaction). The authors concluded from these results that supervisory support coupled with direction is positively related to job satisfaction (Wilkinson & Wagner, 1993).

In studies conducted by Stordeur et al. (2000) and Morrison et al., (1997), correlations between transactional factors and work outcomes were found to be limited, but significant. The researchers found that a positive association existed between the promotion of a contingent reward and MBEA, which contributes to the organizational outcome. Data from a questionnaire conducted and evaluated with Spreiter's instrument by Morrison and his co-workers (1997) revealed that job satisfaction and employee empowerment were a result of a contingent reward. Active management by exception was correlated positively with extrinsic job satisfaction. Stordeur and his team (2000) reported their analysis of variance in leadership scores among a sample of eight hospitals. Data analysis revealed limited evidence of the impact of transactional components on employee satisfaction and increased employee effort. Conversely, the MBEP was associated negatively with job satisfaction, motivation, and group productivity. (Stordeur et al., 2000; Morrison et al., 1997).

Martin and Schinke (1998) report that burnout and job satisfaction are multifaceted constructs, which are greatly influenced by the supervision one receives, promotional opportunities and the social and concrete rewards

exchanged for work. In their study, the researchers found that job satisfaction was not related to turnover and burnout in mental health workers. Their study showed that even though 90 percent of the sampled employees showed job satisfaction, 43 percent were also dissatisfied with promotional opportunities and 81 percent were dissatisfied with their salary levels. In this way, the reasonably high levels of job satisfaction reported in their study contrasted with the alarmingly high prevalence of anticipated turnover indicating that even when workers are satisfied, the low salaries, lack of promotional opportunities, and presence of burnout interfere with their intentions to remain in their positions (Martin & Schinke, 1998).

Both Stordeur et al. (2000) and Morrison et al. (1997) reported that the relative contribution of transactional leadership style to job satisfaction, productivity, and empowerment varies among levels of personnel. Results of the Morrison study from a hierarchical regression analysis show a marked difference in the amounts of variance accounted for by empowerment and leadership style variables when licensed nursing personnel are compared with unlicensed employees. Stordeur et al. (2000), on the other hand, found that transformational leadership interacted with hierarchical levels such that it was related more positively to perceived unit effectiveness, especially at the upper levels of the nursing department.

Stress and Burnout

Much research has been devoted to stress and burnout in the workplace. The term burnout was coined by Herbert Freudenberger, a clinical psychologist familiar with the stress responses exhibited by staff members in “alternative” institutions such as free clinics and halfway houses. Diverse definitions of burnout have flourished, but in most uses, the term burnout refers to a state of emotional exhaustion, coupled with depersonalization or what is described as feeling detached from one's work or clients and feelings of low personal achievement. Thus the term burnout is used as an umbrella term referring to three related, but loosely coupled reactions to a job. The three components are conceptually distinct, but are not assumed to be empirically uncorrelated (Jackson, Schwab, & Schuler 1986). The literature on health and well-being in the work environment has shown interpersonal attachment as a catalyst for burnout, and prevention can be shown to have a relationship to leadership.

Health and Well-Being in the Work Environment

The concepts of health and well-being in the workplace are summarized in a literature review by Danna and Griffin (1999). The health and well-being of employees are important concerns for supervisors for the following three major reasons:

- 1) experiences (e.g., physical, emotional, mental, and social) at work not only affect the person while he/she is at work, but also spill over to non-work domains;
- 2) elements (e.g., ergonomics, violence, harassment, dysfunctional behavior) in the workplace pose risks for workers; and
- 3) consequences for workers (e.g., physical, psychological, or emotional costs) may affect productivity.

It is important to note, however, that the literature is vague on the actual definitions of health and well-being. Suffice it to say that health refers to the physical and psychological symptomatology of employees, emphasizing a medical context, while well-being is defined in terms of health and includes context-free measures of life experiences (e.g., life satisfaction, happiness) within the organizational realm. Well-being is also defined in terms of job-related experiences. These include job satisfaction, job attachment, and satisfaction with pay, among others.

Danna and Griffin (1999) presented a framework for the antecedent factors (e.g., work setting, personality traits, organizational stress) that influence employee health and well-being. They also examined the potential individual and organizational consequences of high or low levels of the health and well-being of employees. In general, an environment that promotes the health and well-being of individuals facilitates job satisfaction, job security, communication, and productivity. With respect to the

organization as a whole, an environment that fails to address the health and well-being of the employees may suffer direct and indirect financial costs including absenteeism, reduced productivity, increased compensation costs and health insurance, and direct medical expenses.

In the view of Danna and Griffin (1999), an assault on an employee's health and well-being can cause occupational stress, which might lead to behavioral changes including increased alcohol, drug, or cigarette use, accident proneness, and violence. Some of the psychological consequences described are the emergence of family problems, sleep disturbances, sexual dysfunction, and depression (Danna & Griffin, 1999). In an attempt to inform, educate, and stimulate interest regarding the promotion of employee health and well-being, the authors present a thorough review of the literature. The review discusses the implications of workplace dimensions interacting with individual level factors that ultimately affect the health and well-being of people in the work environment. As supervisors become aware of these factors and their implications, they may be more able to address them successfully and avoid the adverse physical, behavioral, and psychological consequences.

Similarly, Martin and Schinke (1998) conducted a study to ascertain levels of burnout and job satisfaction in mental health workers by measuring personal and organizational factors such as the population of clients served (e.g., psychiatric versus families and children), length of employment,

promotional availability, and the verbal reinforcement or punishment delivered by the supervisor. Job satisfaction is discussed in a previous section of this review, but it can be said that high job satisfaction is not necessarily associated with low levels of employee turnover and burnout. The authors describe burnout as a syndrome of physical and emotional exhaustion involving the development of negative job attitudes and perceptions, a non-professional self-concept, and a loss of concern for the clients serviced.

The instruments used in the study were the Minnesota Satisfaction Questionnaire, Maslach Burnout Scale, and the Staff Burnout Scale for Health Professionals. Data report that 57 percent of psychiatric and 71 percent of family/children counselors identify themselves as being moderately or severely burnt out. The authors suggested multiple tactics to alleviate or prevent burnout; these include identifying affected individuals through questionnaires, encouraging constructive feedback from peers or supervisors to alert staff members to the possibility of burn out, and the monitoring of absenteeism, turnover, and other correlates of the syndrome (Martin & Schinke, 1998).

Based on a theoretical framework that presumes a cause and effect relationship between a sequence of prior conditions, psychological reactions, and behavioral consequences, a research study by Jackson, Schwab, and Schuler (1986) analyzed the burnout phenomenon in elementary and

secondary school teachers (N = 248). Instruments utilized in the study were the Work Environment Scale, Maslach Burnout Inventory, and items from various questionnaires reported in the literature. The authors concluded that unmet job expectations were not associated with burnout, while emotional exhaustion was strongly associated with role conflict. Teachers in supportive environments exhibited feelings of personal accomplishment. The lack of administrative support was the only condition associated with depersonalization. The findings in this study seemed to provide support to the later study conducted by Martin and Schinke (1998), as burnout scores did not correlate with or predict subsequent job search behaviors or turnover.

Similar to later research investigations, Jayaratne and Chess (1984) described a national study (N = 188) that found dissimilarities in levels of job satisfaction, burnout, and intent to change jobs. The populations studied were child welfare, community mental health, and family service workers. Evidence from overall response patterns suggest that family service workers perceived a much better work environment than their colleagues in community mental health and child welfare capacities. Higher levels of role and value conflict were present in the child welfare setting. Despite the increased levels of role and value conflict, the lack of challenging job situations, and a qualitative work load, child welfare workers did not recount greater burnout than did their colleagues in the other two groups. Family service workers recorded a lower level of depersonalization. Because each

group exhibited specific dimensions of job dissatisfaction, emotional exhaustion, depersonalization, and intent to change jobs, the authors conclude that a universal “shotgun” approach aimed at reducing stress and increasing job satisfaction is inefficient and may prove to have minimal value (Jayaratne & Chess, 1984).

Russell, Altmaier, and Van Velzen (1987), examined the impact of different facets of social support and job-related stresses on teacher burnout. Aspects of social support include the teacher’s social network (e.g., coworkers, spouses) and the extent to which the teacher was receiving various forms of support from his/her relationship with others. Instruments utilized in the study (N = 316) were the Social Provisions Scale, the Maslach Burnout Inventory, and select items on a questionnaire designed by the authors.

Like Jackson et al. (1986), Russell and his associates found that supervisor support significantly affected job related stress in predicting depersonalization ($p < 0.05$). The authors concluded that three aspects of social support, including support from supervisors, reassurance of worth, and establishment of a reliable alliance, were predictive of burnout. Having a reliable alliance or support network at work emerged as a substantial dimension of social support in relation to feelings of depersonalization. The age, gender, and grade level taught were found to be predictive of burnout scores. The authors present the data with the caveat that data from the study

were correlational, and pertinent to one sample, and may not apply to job related stress and social support as causally related to teacher burnout (Russell et al., 1987).

Evidence of social support shows that mental health counselors who have large and satisfactory support networks are better able to cope with everyday stressors. Corrigan, Holmes, and Luchins (1995) based their study on this premise. The researchers extrapolated from these findings to report that the mental health workers with an adequate support system may suffer burnout less frequently. They also reviewed that the literature and reported improved work relations among counselors have been shown to correlate with greater job satisfaction, while burnout diminishes in settings in which management and colleagues are supportive. Instruments utilized in the study of 47 respondents were Maslach's Burnout Inventory (MBI), the Modified Social Support Questionnaire (SSQ), State Trait Anxiety Inventory (STAI), Health History Questionnaire (HHQ), Barriers to the Implementation of Behavior Therapy (BIBT), and a Needs Assessment Inventory (NAI).

Results of the study indicated that mental health workers in a state hospital setting may experience significant burnout, which can cause prolonged anxiety, frequent illness, and negative job attitudes. Burnout inversely correlated with employee satisfaction with a support system; however, it proved to be unrelated to the size of the support system. Patterns of burnout did not differ across job groups (e.g., nurses, physicians). The

authors concluded from these results that reducing burnout by facilitating satisfactory relationships among peers may have a secondary effect on patient care. In this way, staff members feel less emotionally exhausted and depersonalized, relationships with patients may improve, and attitudes fostering productive treatment development may increase (Corrigan et al., 1995).

Interpersonal Attachment As Catalyst for Burnout

Historically, emotional well-being is linked to the quality of an individual's close relationships, an aspect of which is attachment. Evidence suggests that attachment is inextricably tied to the experience of stress. In this way, a stressful situation could activate internal models of attachment and elicit differential responses to the stress according to the individual's characteristic attachment style. Based on this premise, Kemp and Neimeyer (1999) use the Stressful Experience and Impact of Events Scale (IES), Ways of Coping (WOC) and Brief Symptom Inventory (BSI) to analyze this concept (N = 193). The authors provided partial support for the predictions concerning the relationships between attachment style and the experience, expression, and response to stressful events. Differences in emotional reactions experienced in response to a stressful event did not translate into differences in coping styles (Kemp & Neimeyer, 1999). This data, taken a step further, may apply to cases of burnout in which attachment style and emotional reactions may predispose an individual to burnout. The authors conclude that an

attachment approach can provide a framework for understanding the personal and interpersonal functions of close relationships and a rationale for utilizing interpersonal, rather than exclusively symptom-focused interventions with individuals experiencing psychological stress (Kemp & Neimeyer, 1999).

Prevention of Counselor Burnout

Anticipating certain predictable stresses and strains in counseling work and the toll that they take on physical and emotional health should allow the counselor to take steps to minimize the negative effects ("Preventing Counselor Burnout," 1998). For example, boredom and isolation are two factors that have been identified in the literature that significantly influence counselor burnout (Hazler & Kottler, 1994). Martin and Schinke (1998) suggest four ways in which to prevent staff burnout;

- 1) offer an orientation program to newly hired workers where they are informed about the negative and potentially stressful aspects of the job;
- 2) provide an outlet for the counselor to actively express, analyze, or share personal feelings with colleagues or peer support groups; in-service training on burnout symptoms and coping mechanisms; and
- 3) the promotion of exercise programs, rest breaks, and regular vacations (Martin & Schinke, 1998).

Grainger (1992) outlined tactics for the prevention of burnout in general. Highlights from her list deal with effective problem solving and decision

making, possessing a realistic outlook on job capability and expectations (Grainger, 1992). Miller and Smith (1997) concurred that unrealistic job aspirations and expectations are doomed to frustration and failure. These feelings eventually contribute to burnout. Burnout may take several months, but usually evolves over a period of three to four years (Miller and Smith, 1997).

Grainger (1992) also suggested maintaining a healthy balance between work and personal life, emphasizing their boundaries. She concluded her analysis by stating that finding ways to be in control of thoughts, feelings, and behavior is the essence of protective mental health. Such a strategy can help prevent the development of burnout.

Organizational Climate and Counselor and Supervisor Self Efficacy

A report by Sutton and Fall (1995) indicated that school counselor self-efficacy might be influenced by the school climate. In an effort to analyze the relationship between organization in general, the school counseling program, and counselor self efficacy, Sutton et al. (1995) sent out a questionnaire to school counselors in Maine (N = 316). Other than the questionnaire, the authors utilized the counselor self-efficacy scale to measure the school climate. Their analysis suggests that, although organizational support may be challenging, it remains beneficial to school counselors. In this way, administrative support for the counselor and school counseling program influenced both the outcome expectancy for the counselor's behavior and the

counselor's expected capacity to produce to standards. Sutton et al. suggest that school counselors are empowered and exhibit self efficacy when principals act as supportive resources fostering an exchange of ideas and materials (Sutton & Fall, 1995).

Research by Ladany, Ellis, and Friedlander (1999) supports the theoretical relationship between the supervisory working alliance and trainee self-efficacy. Data was gathered from a self-report instrument, The Working Alliance Inventory-Trainee version (WAI-T), which assessed the trainee's (N = 107) perceptions of the three factors: 1) agreement on the goals of supervision, 2) agreement on the tasks of supervision, and 3) emotional bond. In addition, The Self Efficacy Inventory (SEI) determined the trainee's perceptions of their counselor self-efficacy expectations, or their own confidence in their ability to perform specific counseling-related activities. Trainee satisfaction with supervision was measured by the Trainee Personal Reaction Scale (TPRS). The authors determined that changes in trainee's perceptions of the supervisory alliance were not related to changes in their reported self-efficacy expectations; however, improvements in the emotional bond between trainee counselors and their supervisors were associated with their satisfaction of supervision ($p < 0.0001$). Evidence suggest that more advanced trainees are likely to have a greater sense of self-efficacy, and are thus less dependent on a single supervisory relationship than are beginners (Ladany et al., 1999).

Steward (1998) proposed a plan detailing the most effective means of facilitating counselor self-efficacy and competence. The author concluded that variables such as the number of past counseling and supervision experiences, exposure to training and supervision, awareness of the most current supervision literature, and the ability to provide the three most salient supervisor functions (e.g., modeling, superior feedback, social persuasion and/or social influence) uniquely influence the effectiveness of the leadership style. Steward's plan to train counseling students incorporated individual and group supervision, while focusing on implementing the following strategies: assessment, visual imagery, modeling, role playing, and positive feedback. The author identifies several sources that appear to impede the development of the supervisor self-efficacy. These included:

- feelings of inadequacy;
- anxiety related to evaluating another;
- being a more junior member of the profession; and
- concerns related to giving and receiving feedback to supervisees and members within the student cohort.

Steward (1998) recommended the following measures in an effort to increase both the self efficacy of the supervisor and the counselor: keep a diary of each supervision session; identify responses and strategies perceived as most and least effective; maintain audiotape or typewritten transcripts of weekly supervision contracts; document counseling sessions to

clearly identify strengths and weaknesses in trainee's skill development.

Steward (1998) concluded that the supervisor's self efficacy and competence reflected the counselor's self efficacy and competence.

Supervision Models for Practicing School Counselors

School counselors function to assist students through four primary interventions: counseling (individual or group), large group guidance, consultation, and coordination. Their work is challenging as they are presented with diverse conditions such as age-specific developmental stages of student growth, and variations in the needs, tasks, and student interests related to those stages (The American School Counselor Association, 2000). Evidence from Shechtman and Wirzberger (1999) and Crutchfield and Borders (1997) suggested that, in order for a school counselor to effectively function, they need appropriate levels of supervision and leadership. In the view of Goor, Schwenn, and Boyer (1997), educational leadership is ranked as the primary variable associated with effective school counselors and thus effective school systems.

According to the literature review (O'Dell, Rak, Chermonte, Hamlin, & Waina, 1996), problems associated with supervision and school counselors focused on the following major areas of concern: role confusion; lack of organization for service delivery; public misunderstanding of what school counselors are supposed to do and what their programs are supposed to

achieve in general; and lack of leadership for counselor and program development.

Clearly, effective leadership would help to overcome these difficulties. As pointed out by Niebuhr and Niebuhr (1999), school reform of today requires a collaboration and joint action between leaders and counselors to improve the overall school climate. They further explain, "Although historically the roles of school principals and counselors have developed separately, current demands for school reform suggest that collaboration between these school leaders would result in greater delivery of services for students and a more likely achievement of the school's goals" (p. 1).

Results reported by Shechtman and Wirzberger (1999) indicated that inexperienced counselors had higher leadership needs than those who were more experienced. Instruments administered in this study to 202 participants included the Needs for Supervision Questionnaire and the Counselor Evaluation of Supervision Questionnaire. Data analysis focused on three types of organizational groups: counselor supervisors, less experienced counselors, and novice counselors. The first group required the least supervision as opposed to the second and third groups, which had significantly higher supervisory needs. This disparity of experience and the level of supervision impacts the selection of a leadership style for each individual. For example, highly skilled counselor supervisors may prefer a consultive style, while the less experienced individuals appreciate a more

structured style with an emphasis on teaching. School counselors reported an increased need for supervision when working with teachers and parents. The authors suggest that, due to the growing diversity in education, many teachers are expected to possess additional education skills, which may motivate them to turn to school counselors for assistance. Parental involvement in student education, especially when the parents accept the responsibility for their children's behavior in school, requires more guidance from the school counselors (Shechtman & Wirzberger, 1999).

Crutchfield and Borders (1997) investigated the role of clinical supervision as it impacts school counselor self-awareness and growth, skill enhancement, professional identity, and case conceptualization. Their review of the literature documents the historical lack of supervision among school counselors that directly impacts counselor effectiveness, integrative thinking, and professional development. Peer-group consultation and supervision is often a less threatening approach to self-examination and professional growth than the conventional supervision hierarchy.

The study was structured such that there were three groups (total N = 29): Structured Peer Consultation Model for School Counselors (SPCM-SC) group; Systematic Peer Group Supervision (SPGS) group; and the control (e.g., unstructured) group. The SPCM-SC model provided egalitarian support in an effort to promote professional growth and development through clearly structured activities. The SPGS model used systematic assignments of

specific roles for group members and encourages conceptualization and skill building participation. The instruments used in the study were the Job Satisfaction Blank (JSB), the Counseling Self-Estimate Inventory (COSE), the Index of Responding Empathy Scale (IRE), the Counselor Behavior Analysis Scale (CBA), the Teacher Report Form (TRF), and the Post-Session Helpfulness Questionnaire. A limited, positive effect was seen when pre-test scores were compared to post-test scores; therefore, the authors suggest that the two supervision treatments did have a slight impact on counselor-related dependent variables. The authors report that, when exposed to one of three forms of supervision over a brief period of time (approximately 2.5 months), school counselors were not impacted significantly with respect to job satisfaction, self-efficacy, or counseling effectiveness (Crutchfield and Borders, 1997).

Supervision Models Rehabilitation Counselors

Evidence suggests that supervisor counter transference influences the relationship between the supervisor and the counselor (Ladany et al. 2000). For their study, the authors defined supervisor counter transference as the exaggerated, unrealistic, irrational, or distorted reaction related to a supervisor's work with a trainee and found that supervisor counter transference initially weakened, but eventually strengthened the supervisory relationship. Although challenging, the experience eventually led to the enhancement of the counselor's professional growth. DeLucia-Waak (1999)

suggested that in order for a counselor to work effectively with group members, they need initially to have a healthy relationship with their supervisor. The author posed a model to facilitate a communicative relationship between the supervisor and the counselor, which may discourage the emergence of supervisor counter transference (DeLucia-Waak, 1999).

According to the results of their study, Ladany, Miller, Constantine, Erickson, and Burke (2000) found that supervisor counter transference was characterized by affective (e.g., emotional distress, fear, discomfort), cognitive (e.g., questioning one's own competence), and behavioral (e.g., disengagement) components. As a result of the findings, the researchers determined the following sources of supervisor counter transference:

- the subordinate's interpersonal style (e.g., assertive, shy, engaging/warm);
- the supervisor's unresolved personal issues (e.g., family/personal relationships or supervisor's interpersonal style, past experiences with other employees);
- employee-supervision environment interactions (e.g., when the employee is faced with a challenging or hostile environment, the supervisor may become protective);

- problematic client-counselor interactions; counselor-supervisor interactions (e.g., counselor avoids addressing supervision issues); and
- supervisor-supervision environment reactions (e.g., a group of supervisors with ideas that influence each other, which may reflect on the counselors).

Results also identified more appropriate strategies to address supervisor counter transference. These include: 1) regular consultation with colleagues, 2) discussing the supervisor counter transference with the counselor involved (when appropriate), and 3) increasing supervisor self-awareness and skills regarding setting boundaries (Ladany et al., 2000).

DeLucia-Waak (1999) reported counter transference occurs as group counselors and members of eating disorders groups identified connections as a result of similarities in age, education, and background. This over identification presents a challenge to the supervision process. In an effort to address this issue, the authors posed a dual-model of supervision based on the parallel process between group counselors and members. Before they can facilitate trust and cohesiveness in group members, group counselors need to form a trusting relationship with their co-leader or supervisor. As co-leaders and supervisors learn how to resolve conflict and disagreement successfully, they can assimilate similar behaviors in the group.

The content of the supervision session includes the following: events of the previous session, behavior of individual members during the previous session, reactions to the previous session and individual members, and goals and plans for the next session. At this point, the counselor can derive support and encouragement from the co-leader and/or supervisor, ultimately reflecting on the counseling group dynamics (DeLucia-Waak, 1999).

Historically, a controversy exists between recovering and non-recovering substance abuse counselors based on experience and educational qualifications. According to Culbreth and Borders (1999), mismatches by recovery status (e.g., recovering counselor and non-recovering supervisor) may become problematic with respect to supervision. They examined the impact of recovery status in the supervisory relationship in the supervision of substance abuse counselors (N = 547). Instrument packets contained a questionnaire assessing the employee's overall satisfaction with supervision; Supervisory Styles Inventory; Supervisor Rating Form; the Working Alliance Inventory; and a demographic questionnaire. These were distributed to substance abuse counselors.

Contrary to evidence reported in the literature, results suggested no significant differences in ratings of satisfaction or relationship dimensions based on either the counselors' or the supervisors' recovery status. A significant interaction effect for counselor and supervisor recovery status (e.g., match or mismatch of recovery status) was evident for all satisfaction

and relationship measures. In this way, both recovering and non-recovering counselors reported significantly higher ratings when their recovery status matched that of their supervisor (Culbreth & Borders, 1999).

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

Introduction

Previous sections of the thesis presented the problem and reviewed the literature related to the variables that were used in this study. The background and importance of the study were explained, and the research questions were posed. The purpose of this chapter is to describe the methodology that was employed to collect and analyze the data and to respond to the following research questions:

1. Does a public high school principal's leadership style significantly affect the burnout rate of high school counselors?
2. Does a rehabilitation supervisor's leadership style significantly affect the burnout rate of rehabilitation counselors?
3. Do demographics and work related factors affect the burnout rate of school and rehabilitation counselors?
4. Does the relationship between leadership style and level of burnout differ between rehabilitation and high school counselors?

The first section below presents the experimental design and the methodology. Included are explanations of the sample population, data collection, instrumentation, and method of data analysis. The second section

describes ethical considerations, followed by a discussion of the limitations of the study design and methodology.

Experimental Design and Methodology

This study used a quantitative methodology because the major purpose was to estimate the extent to which high school counselors' perceptions of their principal's leadership style and rehabilitation counselors' perception of their supervisor's leadership style effect the counselor's level of burnout.

Specifically, four steps comprised the method of the investigation:

1. Reviewed available literature and secondary data pertinent to the questions of the investigation and the variables used in the study.
2. Gathered data from administration of the three questionnaire instruments administered to the sample.
3. Statistically analyzed the relationship between burnout and the three sets of variables: leadership, demographics, and work-related.
4. Tested the study hypotheses and addressed the research questions.

Pertaining to the first step, only those research study materials deemed most relevant to the research were reviewed in detail. This was not an exhaustive search; rather, it was representative. With regard to the second phase, questionnaires were administered to both high school counselors and rehabilitation counselors in the state of California after approval by the Human Subjects Committee and between September and November of 2000.

The primary goal of the surveys was to capture data to estimate the relationship between leadership styles and counselor burnout. In the second phase, data were obtained through administration of three questionnaires: the Maslach Burnout Inventory (MBI), the Multifactor Leadership Questionnaire for Research (MLQ), and the Demographic Questionnaire, which includes questions related to work factors, created by this researcher for the purpose of the study.

For the third step, multiple regression analysis was used to first determine the core demographic and work-related variables that were related to burnout. Once these variables were identified, they were combined with the leadership variables to develop regression models that explained burnout for the high school and rehabilitation counselors. To complete the fourth step, results of the regression models were used to answer the research questions.

Sample Population

The target population consisted of high school counselors who were members of the California Association for Counseling and Development and rehabilitation counselors enrolled in an advanced rehabilitation degree program at San Diego State University. Counselors were selected from the mailing lists of San Diego State University rehabilitation students and from the membership list of California Association of Counseling and Development

for school counselors.¹ Data were sought from state agencies or professional associations unsuccessfully in California. Questionnaires were sent to all high school and rehabilitation counselors on these lists after receiving approval from the Human Subjects Review Board for Research at the University of San Diego. Questionnaires included an explanation of the study and survey procedures. Respondents were assured of anonymity by being asked not to sign the form and returning completed forms to this researcher's address.

Surveys to high school counselors were mailed on November 9, December 1, and December 22, 2000. Of the total, 111 completed surveys were received from high school counselors. These respondents became the study's sample of high school counselors. Surveys to rehabilitation counselors were mailed on January 18, February 9, and March 2, 2001. For this group, 59 completed surveys were returned. These respondents became the study's sample of rehabilitation counselors

This researcher also addressed the inevitable problem bias caused by non-response in two ways. One way was to maximize response rates, and then discover the characteristics of the non-responders so that the study findings could be reviewed with some idea of the nature and direction of the bias that may have been introduced. Response rates were maximized by

¹ Data were sought from state agencies or professional associations unsuccessfully in California to determine necessary information or descriptors of the high school counselor and rehabilitation counselor populations within the areas that the samples were collected.

sending up to three sets of questionnaires to each counselor approximately three weeks apart. As suggested by Babbie (1990), who stated that non-responders will have more characteristics in common with late responders rather than early responders, this was addressed by indexing returned questionnaires, which were numbered and dated on receipt. This allowed for investigation of possible non-response bias.

This research did not address problematic differences in counselor groups, however, because this was not a major concern of the present investigation. The role and scope of the rehabilitation counselors differs somewhat from that of a high school counselor (O'Dell, Rak, Chermonte, Hamlin, & Waina, 1996). The rehabilitation counselor moves around the community and therefore has a limited seat time in the office. The opposite is true of the high school counselor, as this individual spends almost all of his or her time on school grounds. Also, the high school counselor has a structured work period (when students are in school) and works mostly with students (House & Martin, 1998). The day of the rehabilitation counselor, on the other hand, is far more varied (Brewer, 1995). Also, this person works primarily with adults and individuals with disabilities.

In addition, the present research did not address differences in counselor group supervisors, again because this was not a major concern or objective. Yet differences do exist. For example, most rehabilitation supervisors have been counselors first, were trained as counselors, and progressed in the

agency from the counselor to the supervisor position. Thus, they have the content knowledge of the rehabilitation counselor, but not the knowledge of administration. In short, they have limited education and training for the supervisory position. School principals, on the other hand, may have come from teaching, but most have earned at least one administrative credential and have been trained in administration, especially in the state of California. They may not have the content experience about counseling as compared to the rehabilitation supervisor, but they have content knowledge about administration (Niebuhr & Neibuhr, 1999). Perhaps future research should focus on a more detailed examination of the counselors' supervisors.

Data Collection

The data for the study on leadership style in relationship to counselor burnout was gathered through the administration of three questionnaires (found in appendices A, B and C): Maslach Burnout Inventory (MBI), the Multifactor Leadership Questionnaire for Research (MLQ), and the Demographic Questionnaire. Once the USD Human Subjects Committee approved the proposal, the questionnaires were distributed to the targeted population. This researcher provided the counselors with a concise description by mail of the study and explained, as necessary, the instruments being used. Collected instruments with blank responses had the blank responses replaced by the mean response of all those responding to that particular question on the questionnaire. The mean replacement of blank

responses was limited to two responses on the MBI, four responses on the MLQ and two responses on the Demographic Survey. Instruments that were not completed beyond these parameters were discarded or not included in the study.

Instrumentation

Two questionnaires, the MLQ and the MBI, were used for the collection of standardized data about the leadership style of the counselor's supervisor (MLQ) and burnout of the counselors themselves (MBI). A third instrument, the Demographic Questionnaire, which includes work-related questions, was also administered. Each is reviewed and discussed in separate sections below.

Maslach Burnout Inventory:

The MBI is designed to assess three aspects of the burnout syndrome: emotional exhaustion, depersonalization, and personal accomplishment. Each aspect is measured on a separate subscale. The emotional exhaustion subscale assesses feelings of being emotionally overextended and exhausted by one's work. The depersonalization subscale measures an unfeeling and impersonal response towards recipients of one's service, care, treatment or instruction. The personal accomplishment subscale assesses feelings of competence and successful achievement in one's work with people. In contrast to the other two subscales, lower mean scores on the subscale of personal accomplishment correspond to higher degrees of

experienced burnout. The MBI is self-administered and takes about 10 to 15 minutes to complete. There are three versions of the survey: 1) Human Services Survey (MBI--HSS) for professionals in human services which was used for this study, 2) Educators Survey (MBI--ES) for Teachers, and 3) General Survey (MBI--GS) for use with workers in other occupations. (Maslach, Jackson, & Leiter, 1996, 1999 [online]).

The MBI is now recognized as the leading measure of burnout (Jenkins & Maslach, 1994; Schaufeli, Maslach, & Marek, 1993; Maslach & Leiter, 1997). Although the initial research on the MBI was based on data from the United States and Canada, subsequent studies have been done in many countries around the world, and the MBI has been translated into various languages. Psychometric studies of the MBI in these different settings have continued to validate the three-dimensional structure of the measure. (Maslach, Jackson, & Leiter, 1996).

As mentioned earlier, the MBI-Human Services Survey (MBI-HSS) is designed to assess the three aspects of the burnout syndrome: emotional exhaustion, depersonalization, and person accomplishment. A separate subscale measures each aspect. The frequency that the respondent experiences feelings related to each subscale are assessed using a six-point, fully anchored response format. Burnout is viewed as an integer or ordinal variable, ranging from low to moderate to high degrees of experienced feeling. It is not viewed as a dichotomous variable, which is

either present or absent. The scores for each subscale are considered separately and are not combined into a single, total score. Thus, three scores were computed for each respondent. (Maslach Jackson, & Leiter, 1996). Each of these three scores were used as a dependent variable during the multiple regression analysis.

Maslach, Jackson, and Leiter (1996) also report on the reliability of the instrument. In their work, the authors described the results of five studies that used Cronbach's coefficient alpha to estimate internal consistency. Reliability coefficients were based on samples that were not used in selection of items to ensure that estimates were not improperly inflated. The reliability coefficient for Emotional Exhaustion was .90. For Depersonalization and Personal Accomplishment, the coefficients were .79 and .71, respectively. The standard error of measurement for Emotional Exhaustion was 3.80. For Depersonalization and Personal Accomplishment, the standard errors were 3.16 and 3.73, respectively. The researchers reported the results of five studies that supported reliability findings. With regard to test-retest reliability, the researchers concluded: "Overall, longitudinal studies of the MBI-HSS have found a high degree of consistency within each subscale that does not seem to diminish markedly for a period of one month to a year. This stability is consistent with the MBI-HSS's purpose of measuring an enduring state"(Maslach, Jackson, & Leiter, 1996, Reliability Section).

Multifactor Leadership Questionnaire:

The Multifactor Leadership Questionnaire (MLQ) is based on the concepts of transformational leadership, transactional leadership and non-leadership. It represents an effort to capture the broadest range of leadership behaviors that differentiate ineffective from effective leaders. The latest version of the MLQ, Form 5X, which was used for this study, has been used in nearly 200 research programs, doctoral dissertations and masters theses around the globe over the last four years. The current version of the MLQ has also been translated into several languages for use in various research projects.

The MLQ contributed two independent variables to the study - one for the type of leadership represented as a dummy variable and the other for the quality of the leadership. Leadership types, as measured on the MLQ, were defined as follows:

A. Transformational Leadership: Transformational leaders display behaviors associated with five transformational leadership measured styles as follows:

- 1) Idealized Influence (Attributes)--Respect, trust, and faith
- 2) Idealized Influence (Behaviors)--living your ideals,
- 3) Inspirational Motivation - inspiring others
- 4) Intellectual Stimulation--stimulating others,
- 5) Individualized Consideration--coaching and development.

B. Transactional Leadership: Transactional leaders display behaviors associated with the following measured leadership scale scores:

- 1) Contingent Reward**
- 2) Management-by-Exception (Active)**
- 3) Management-by-Exception (Passive)**

C. Non-Leadership (Laissez-Faire): Laissez-faire leadership is the scale used to measure this behavior

Transformational and Transactional leadership are related to the success of the group. Success is measured with the MLQ by how often the raters perceive their leaders to be motivating, how effective raters perceive their leaders to be at different levels of the organization, and how satisfied raters are with their leaders' methods of working with others. MLQ scales used to measure these areas are as follows:

- 1) Extra Effort**
- 2) Effectiveness**
- 3) Satisfaction**

The MLQ 5X was primarily developed to address substantive criticisms of the MLQ 5R survey. Reliabilities for the total items and for each leadership factor scale ranged from .74 to .94. All of the scales' reliabilities were generally high, exceeding standard cut-offs for internal consistency recommended in the literature (Bass & Avolio, 1990, 1995). The scales of this test are important to the study because the scaled aggregated scores

were used to identify leadership styles, which were then used as independent variables in the regression analysis.

The Multifactor Leadership Questionnaire (MLQ)² was based on the concepts of transformational leadership, transactional leadership and non-leadership. The MLQ has individual subtests, which were added together and combined into a percentage score for each of the leadership styles and quality of leadership areas. Transformational leadership has five individual scales, with four questions for each scale, which could lead to a possible total score of 20. Transactional leadership has three scales, which could lead to a possible total score of 12.

The MLQ also has outcome of leadership indices referred to within this investigation as Quality of Leadership scores. These are measured by Extra Effort, Effectiveness and Satisfaction scales. Scores from these three scales were added together and divided by three, creating a Quality of Leadership score for ranking the overall outcome or quality of leadership. The percentage of the three scaled scores was also applied to the model. The MLQ provided two independent variables - one to represent the quality of leadership and one to represent a dummy variable for the leadership coefficient.

² The researcher only used the rater form, where the counselor rated his or her principal or supervisor as per the counselor's perception of their leadership style.

Scores and percentages were determined by summing the items in each leadership area and calculating the percentage. A leadership type variable was generated by looking at the percent the respondent scored on the Transactional scale and the percent they scored on the Transformational scale. The Leadership type variable was coded as "0" if the transformational percent was highest and "1" if the transactional score was the highest.

The MLQ also has leadership indices measured with the scales of Extra Effort, Effectiveness and Satisfaction (discussed below). According to Bass et al, (1995), Transformation leadership scales were highly correlated with all criterion variables related to the scales of Extra Effort, Effectiveness and Satisfaction. Specifically, in descending order, the transformational, transactional and non-leadership factors were correlated with Extra Effort, Effectiveness and Satisfaction, with the more corrective and passive forms of leadership being negatively correlated with these scales. Scores from the scales of Extra Effort, Effectiveness and Satisfaction were aggregated, creating a quality of leadership score for ranking the overall or quality of leadership. This aggregated score was utilized as an independent variable.

Demographic Questionnaire:

The demographic questionnaire was designed by this researcher to collect demographic and work-related data. Demographic variables included gender, ethnicity, age, and years married. Work related variables included number of clients seen per day, caseload, minutes to commute to work,

education beyond high school, minutes of social interaction with colleagues, and full time salary. Information derived from this questionnaire was utilized to test whether burnout is a product of or influenced by such variables. The demographic questionnaire consisted of 10 questions.

Data Analysis

The data analysis was comprised of three steps: non-response bias determination, core variable determination, and responding to the research questions. Completion of the first step was based on the work of Babbie (1990), who showed that non-responders have more in common with late responders than early responders. The first 15 percent of the responses were compared with the last 15 percent of the responses for the high school and the rehabilitation counselors. To determine the likelihood of non-response bias, chi-square tests and t-tests were conducted to determine if there were any significant differences between the first and last 15 percent of the respondents. Tests were completed for the sample of high school counselors and rehabilitation counselors separately. Chi-square statistics were calculated for the gender, ethnicity, and leadership type variables and independent t-tests were used to test for differences in age, years married, work related variables, quality of leadership, and burnout. This process was also repeated for the first 20 percent of respondents and the last 20 percent of respondents.

For the second step, core variable determination, an exploratory regression process was conducted. Demographic (age, years married, gender, and ethnicity) and work related variables (caseload, clients seen per day, years of education beyond high school, full time salary, minutes to commute to work, and minutes socializing with colleagues per week) were put through an exploratory set of regression analyses to determine which independent variables were successful in explaining variation. Burnout variables (emotional exhaustion, depersonalization, and personal accomplishment) were used as the dependent variables in three separate regressions. The demographic, work-related, and leadership variables were used as the independent variables.

For the third step - to answer the research questions - data obtained for the study by administration of the survey instruments were examined for leadership behavior styles (transformational and transactional) to determine the influence of demographics and work related variables in relationship to burnout of high school and rehabilitation counselors. Data were also examined to develop models for the high school and rehabilitation counselor burnout. As previously noted, the study posed four research questions.

For the first two research questions (Does a high school principal's leadership style significantly affect the burnout rate of high school counselors? Does a rehabilitation supervisor's leadership style significantly affect the burnout rate of rehabilitation counselors?), separate multiple

regression analysis were undertaken for each of the scales of the MBI. In the case of the Emotional Exhaustion scale of the MBI, emotional exhaustion was the dependent variable; the leadership styles derived from MLQ and demographics and work related factors represented independent variables. For the Depersonalization and Personal Accomplishment scales, the dependent variables were depersonalization and personal accomplishment, respectively. Independent variables again were the leadership styles derived from the MLQ and demographics and work related factors.

For the third (Do demographics and work related factors affect the burnout rate of school and rehabilitation counselors?) and fourth (Does the relationship between leadership style and level of burnout differ between rehabilitation and high school counselors?) questions, the models developed for questions one and two were used. The results of the t-tests used to determine any non-zero effects of the demographic and work-related variables were applied to answer the third question. To answer the fourth question, the t-tests for non-zero effects of the leadership type and leadership quality variables were applied.

Ethical Considerations

The established procedures of the University of San Diego's Committee on Protection of Human Subjects were followed in undertaking this research study. Since participation in this study was voluntary, there was no expense

or risks to the participants. All state or territorial and federal regulations were met to ensure confidentiality and conformance to regulations governing such studies. Every effort was made to utilize and/or report results in a non-identifying manner. Participants' anonymity included all schools, professionals and others involved.

Limitations of Study Design and Methodology

With respect to the study design, the study conclusions were limited by that amount of information and data discovered in the documents, reports, studies, and other related materials comprising the literature review and the data collected from administration of questionnaires. It is important to note that inherent limitations also exist in the utilization of a questionnaire to provide evidence. However, similar limitations inhibit the validation of findings of any study or research project, whatever the method (Babbie, 1990; Zikmund, 1991). The MLQ questionnaire was developed to measure Transformational, Transactional and Laissez Faire leadership, but for the sake of this study only Transformational and Transactional leadership were used for the regression models.

Another limitation of the study design should also be noted. A small sample size restricted analysis in that only a few demographic variables were included in the regression. The study employed multiple regression to determine which of the demographic variables to use in the final regression models because there were too many for the study and all could not be

included. It is also important to note that the study assumed that the sample populations of school and rehabilitation counselors were representative of other school and rehabilitation counselors across the country. The study also assumed that differences would be found in the impact of leadership on school and rehabilitation counselors. These assumptions were considered to be limitations.

CHAPTER 4: DATA ANALYSIS AND RESULTS

Introduction

Because limited research was found on the relationship between leadership and employee burnout, a major goal of the present study was to fill the gap and add to the paucity of empirical data. Specifically, the purpose of the study was to use multiple regression analysis to assess the relationship between leadership style and burnout among high school counselors and rehabilitation counselors. Demographic and work related characteristics were assessed to test whether burnout was influenced by such variables as family, ethnicity, workload, and gender.

The purpose of this chapter is to discuss the research methodology of the study, present the data analyses, and answer the research questions. The first section describes the sampling frame and sample demographics, questionnaire instrumentation, and data collection, while the next section discusses the testing for non-response bias. The third section provides a discussion of tests for differences between high school and rehabilitation counselors on the demographic and work-related independent variables. The final section presents the data analyses pertinent to the research questions. Answers are provided to the four research questions. Tables are included in this section.

Questionnaire Instrumentation and Data Collection

Sampling Frame and Survey Timetable

The sampling frame for the study consisted of high school counselors who were members of the California Association for Counseling and Development and rehabilitation counselors enrolled in an advanced rehabilitation degree program at San Diego State University. Originally, the frame contained 161 high school counselors and 62 rehabilitation counselors, but after adjusting for counselors who had moved, died, or left the profession, the sampling frame for the study was reduced to 147 high school and 59 rehabilitation counselors.

Data for the investigation was gathered through the administration of three questionnaires (found in appendices A, B and C): the Maslach Burnout Inventory (MBI), the Multifactor Leadership Questionnaire for Research (MLQ), and the Demographic Questionnaire. Each set of questionnaires included a cover page, which explained the reason for the study and survey procedures. The cover page also detailed the purpose of the study, the anonymity of responding to the questionnaire, and this researcher's address, telephone number and e-mail address.

In the event that surveys were returned incomplete, the following decision rules were used. When a MBI survey or Demographic Survey was missing one or two responses, they were replaced with blank responses and used in the analysis. Any MBI or Demographic Survey missing more than two

responses was discarded. When a MLQ was missing between one and four responses, they were also replaced with blanks and used in the analysis. If missing more than four, the form was discarded.

The first mailing for the high school counselors occurred on November 9, 2000, with follow-up mailings to non-respondents on December 1 and 22, 2000. After data collection closed on February 22, 2001 a total of 111 surveys had been received, although 15 contained incomplete information and were not used in the subsequent analysis. The final response rate was 76 percent, reflecting 111 surveys received from the 147 high school counselors in the frame.

Similarly, the first mailing for the rehabilitation counselors occurred on January 18, 2001, with follow-up mailings on February 9 and March 2, 2001.³ Although a total of 49 surveys were received before data collection closed on May 02, 2001, three contained incomplete information and were not used in the analysis. The final response rate was 83 percent, reflecting 49 surveys received from the 59 rehabilitation counselors in the frame.

Sample Demographics

In this section of the chapter, a demographic profile of the 142 survey respondents that were used in the analysis is presented. As shown on the following page, Table 1 provides information on the respondent's gender,

³ To help maximize the response rate from this population, a letter of introduction was provided by Dr. Fred McFarlane, a committee member and professor in the Department of Administration, Rehabilitation & Post-Secondary Education at San Diego State University.

ethnicity, age, and years married for both counselor groups as well as the combined group.⁴ Examination of this table shows that the overall sample was largely female and white. For the total group, females represented over 71 percent of the sample. For the rehabilitation counselor group, females represented over 65 percent of the sample. For high school counselors, females comprised 74 percent of the group.

Both males and non-whites represented less than 30 percent of the combined counselor group. In terms of individual counselor type, rehabilitation counselors tended to be younger, and more ethnically diverse than high school counselors. However, the high school counselors in the sample had been married longer (15.2 years versus 10.7 years). From the demographic data, a profile of the average respondent emerged. The average rehabilitation counselor was white, female, around the age of 43, and married over ten years. The average high school counselor was also white, female, but approximately 50 years old and married a little over 15 years.

⁴ Since three respondents failed to identify their ethnicity on the survey, the total number of counselors in this section of the table sums to 139 instead of 142.

Table 1

Descriptives for the Demographic Variables

Variable Level	Rehab Counselor		HS Counselor		Total	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Male	16	34.8	25	26.0	41	28.9
Female	30	65.2	71	74.0	101	71.1
Ethnicity						
White	26	57.8	75	79.8	101	72.7
Non-White	19	42.2	19	20.2	38	27.3
Summary Statistics						
Variable	Rehab Counselor		HS Counselor		Total	
	M	SD	M	SD	M	SD
Age	43.1	8.3	50.4	8.8	48.0	9.3
Years Married	10.7	9.9	15.2	13.1	13.7	12.3

Instrumentation

Two questionnaires, the MLQ and the MBI were used for the collection of standardized data about the leadership style of the counselor's supervisor (MLQ) and burnout of the counselors themselves (MBI). A third instrument,

the Demographic Questionnaire, which included work-related questions, was also administered to the survey respondents.

Each instrument was reviewed and discussed in depth in Chapter III. The Maslach Burnout Inventory (MBI) was designed to assess the three aspects of the burnout syndrome: emotional exhaustion⁵, depersonalization⁶, and personal accomplishment⁷. Each of these aspects of burnout are measured on its own scale and not combined into a single, total score. Thus, three scores were computed for each respondent (Maslach Jackson, & Leiter, 1996) into a low, moderate or high frequency of burnout.

The Multifactor Leadership Questionnaire (MLQ)⁸ was based on the concepts of transformational leadership, transactional leadership and non-leadership. The MLQ has individual subtests, which were combined into aggregated scores, resulting in the identification of leadership styles and quality. Transformational leadership has five scales, with four questions for each scale, which could lead to a possible total score of 20. Transactional leadership has three scales, which could lead to a possible total score of 12. Scoring simply consisted of totaling scores and dividing by the number of scales involved.

⁵ The emotional exhaustion subscale assesses feelings of being emotionally overextended and exhausted by one's work.

⁶ The depersonalization subscale measures an unfeeling and impersonal response towards recipients of one's service, care, treatment or instruction.

⁷ The personal accomplishment subscale assesses feelings of competence and successful achievement in one's work with people.

⁸ The researcher only used the rater form, where the counselor rated his or her principal or supervisor as per the counselor's perception of their leadership style.

The MLQ also has outcome of leadership indices referred to within this study as Quality of Leadership scores. These were measured with scales of Extra Effort, Effectiveness and Satisfaction. Scale scores were simply totaled, creating a Quality of Leadership score to rank the overall outcome or quality of leadership. The score was also applied to the model as a common metric by using an overall percentage.

The demographic questionnaire of 10 questions was used to collect demographic data, including work related information. Data derived from this questionnaire was used to test whether burnout was a product of or influenced by variables related to family, ethnicity, workload, and gender.

Non-Response Bias

The study also tested for non-response bias. Based on the work of Babbie (1990), who showed that non-responders have more in common with late responders than early responders, the first 15 percent of the responses were compared with the last 15 percent for high school and the rehabilitation counselors.⁹ However, since this sample contained only seven rehabilitation counselors, the process was repeated for the first and last 20 percent of the sample to determine if earlier results were generalizable. Since they were, the 15 percent samples are presented in Tables 2, 3, and 4.

⁹Due to the limited sample of rehabilitation counselors (seven in each group of early and late responders), the process was repeated for the first and last 20 percent of the sample to determine if the same results would be obtained. Because the results obtained with the first and last 20 percent were the same as those obtained with the first and last 15 percent only the 15 percent results are reported.

To determine the likelihood of non-response bias, chi-square tests and t-tests were conducted to determine if there were any significant differences between the first and last 15 percent of the respondents. It is important to point out that tests were completed for the sample of high school counselors and rehabilitation counselors separately. Chi-square statistics were calculated for the gender, ethnicity, and leadership type variables and independent t-tests were used to test for differences in age, years married, work related variables, quality of leadership, and burnout.

The results of the chi-square tests for differences in gender and ethnicity are reported in Table 2. As shown in the table, there were no significant differences in the proportion of males and females respondents ($X^2 = 0.7$). In addition, there were no significant differences in the proportion of whites and non-whites between the first 15 percent (early respondents) and the last 15 percent (late respondents). This was true for both the rehabilitation and high school counselors ($X^2 = 0.0$).

The results of the t-tests for differences in age and years married are reported in Table 3. As shown by the insignificant values of the t-statistics in Table 3 for the high school counselors, no significant differences were found between the first 15 percent (early respondents) and the last 15 percent (late respondents) for age ($t = 1.6$) and number of years married ($t = 1.4$). In addition, for the rehabilitation counselors, there were also no

Table 2

Results of Chi-Square Tests on Demographic Variables
to Determine Any Response Bias

High School Counselors							
Variable	First 15 %		Last 15 %		Total		X ²
	N	%	N	%	N	%	
Gender							
Male	3	20.0	5	33.3	8	26.7	0.7
Female	12	80.0	10	66.7	22	73.3	
Ethnicity							
White	12	85.7	13	86.7	25	86.7	0.0
Non-White	2	14.3	2	13.3	4	13.8	
Rehabilitation Counselors							
Variable	First 15 %		Last 15 %		Total		X ²
	N	%	N	%	N	%	
Gender							
Male	1	14.3	3	42.9	4	28.6	1.4
Female	6	85.7	4	57.1	10	71.4	
Ethnicity							
White	2	28.6	3	42.9	5	35.7	0.3
Non-White	5	71.4	4	57.1	9	64.3	

significant differences between the early respondents and the late respondents for age ($t=1.3$) and number of years married ($t=0.4$).

Table 3

Results of t-tests on Demographic Variables to Determine Any Response Bias

High School Counselors								
Variable	First 15 %		Last 15 %		Total		t	
	M	SD	M	SD	M	SD		
Age	53.9	7.1	48.6	10.9	51.3	9.5	1.6	
Years Married	14.8	13.8	8.5	10.6	11.6	12.6	1.4	
Rehabilitation Counselors								
Variable	First 15 %		Last 15 %		Total		t	
	M	SD	M	SD	M	SD		
Age	41.6	8.2	36.3	6.9	38.9	7.8	1.3	
Years Married	8.0	9.4	10.0	9.3	9.0	9.1	0.4	

Table 4 presents the t-tests results for the work-related variables: caseload, clients seen per day, time to get to work, education beyond high school, social time outside of work, and salary. As shown by the insignificant values of the t-statistics in Table 4 no significant differences were found for high school counselors between the early and late respondents with regard to the variables clients seen/day ($t = 1.3$), caseload ($t = 1.1$) minutes to work ($t = 1.0$), education ($t = 0.0$), social life ($t = 0.4$), and full time salary ($t = 1.1$).

Table 4

Results of Tests on the Work-Related Variables to Determine Response Bias

High School Counselors							
Variable	First 15 %		Last 15 %		Total		t
	M	SD	M	SD	M	SD	
Clients Seen/Day	21.7	8.2	17.9	8.3	19.8	8.3	1.3
Caseload	413.2	142.6	596.2	604.0	504.7	441.1	1.1
Minutes to work	22.2	11.8	28.3	21.8	25.3	17.5	1.0
Education	7.3	1.4	7.3	1.6	7.3	1.5	0.0
Social life	100.0	84.6	117.3	159.8	108.7	125.9	0.4
Full time salary ^a	65.0	7.9	61.0	10.6	63.0	9.4	1.1
Rehabilitation Counselors							
Variable	First 15 %		Last 15 %		Total		t
	M	SD	M	SD	M	SD	
Clients Seen/Day	3.7	1.4	3.1	1.2	3.4	1.3	0.8
Caseload	80.0	20.2	109.3	10.2	94.6	21.6	3.4**
Minutes to work	26.7	12.9	29.3	17.2	28.0	14.7	0.3
Education	6.9	3.8	5.9	1.3	6.4	2.8	0.7
Social life	47.6	80.7	188.6	214.0	118.1	171.8	1.6
Full time salary ^a	41.5	6.5	44.1	4.7	42.8	5.6	0.8

^areported in thousands of dollars
** p < .01

However, significant differences were found for rehabilitation counselors between early and late respondents for caseload ($t = 3.4$). On average, the early respondents had smaller caseloads (80) than the late respondents (109). No significant differences were found for all other variables: clients seen/day ($t = 0.8$), minutes to work ($t = 0.3$), education ($t = 0.7$), social life ($t = 1.6$), and full time salary ($t = 0.8$).

Table 5 displays the results of the chi-square tests for differences in leadership type and the t-tests results for differences in leadership quality. As shown by insignificant values for the high school counselors, no significant differences were found between the early and late respondents for transformation and transaction types of leadership ($X^2 = 0.8$). No differences were found in overall leadership quality rating ($t = 0.9$). In addition, there were no significant differences for rehabilitation counselors between early and late respondents for transformation and transaction types of leadership ($X^2 = 1.4$); no differences found in overall leadership quality rating ($t = 0.9$).

Table 6 presents the results of the t-tests for differences in the burnout variables: emotional exhaustion, depersonalization, and personal accomplishment. As shown by the insignificant values of the t-statistics in the table listing for the high school counselors, no differences were found between early and late respondents for emotional exhaustion ($t = 0.9$),

Table 5

Results of Tests on the Leadership Variables to Determine Any Response Bias

High School Counselors							
Leadership Type	First 15 %		Last 15 %		Total		X ²
	N	%	N	%	N	%	
Transformation	11	73.3	13	86.7	24	80.0	0.8
Transaction	4	26.7	2	13.3	6	20.0	

Rehabilitation Counselors							
Leadership Type	First 15 %		Last 15 %		Total		X ²
	N	%	N	%	N	%	
Transformation	4	57.1	6	85.7	10	71.4	1.4
Transaction	3	42.9	1	14.3	4	28.6	

High School Counselors							
Leadership Quality	First 15 %		Last 15 %		Total		t
	M	SD	M	SD	M	SD	
Overall quality	2.2	1.4	2.6	1.2	2.4	1.3	0.9

Rehabilitation Counselors							
Leadership Quality	First 15 %		Last 15 %		Total		t
	M	SD	M	SD	M	SD	
Overall quality	2.4	1.2	3.0	1.2	2.7	1.2	0.9

depersonalization ($t = 0.4$), and personal accomplishment ($t = 1.1$). In addition, for the rehabilitation counselors there were no significant differences between the early and late respondents for the variables of emotional exhaustion ($t = 0.6$), depersonalization ($t = 1.2$), and personal accomplishment ($t = 0.1$).

The analyses on all of the demographic, work-related, leadership, and burnout variables found no significant differences between the first 15 percent of the respondents and the last 15 percent of the respondents with one exception - caseload. For early responders, only the rehabilitation counselor average caseload was smaller as compared to the late responders.

In summary, the non-response bias analysis suggests that the sample was representative of the respective populations. It is important to make this determination because the study's sample should have the same or similar characteristics of the population. Since there were no significant differences between early and late responders, inferences based on the sample should provide an accurate picture of the population.

Table 6

Results of Tests on the Burnout Variables to Determine Any Response Bias

High School Counselors							
Variable	First 15 %		Last 15 %		Total		t
	M	SD	M	SD	M	SD	
Emotional Exhaustion	22.5	10.4	25.6	9.2	24.0	9.8	0.9
Depersonalization	5.3	4.2	6.2	8.1	5.8	6.4	0.4
Personal Accomplishment	43.1	4.5	40.9	6.1	42.0	5.4	1.1
Rehabilitation Counselors							
Variable	First 15 %		Last 15 %		Total		t
	M	SD	M	SD	M	SD	
Emotional Exhaustion	21.0	9.4	17.6	11.8	19.3	10.4	0.6
Depersonalization	8.3	7.1	4.6	3.5	6.4	5.7	1.2
Personal Accomplishment	40.3	7.5	40.6	2.9	40.4	5.5	0.1

Independent Variable Group Comparisons

For the purposes of the analysis, the independent variables were divided into three groups: (a) demographics (gender, ethnicity, age, years married); (b) work-related (number of clients seen per day, caseload, minutes to commute to work, education beyond high school, minutes of social interaction

with colleagues, full time salary); and c) leadership (type, quality). Chi-square tests were used to test for differences in the categorical variables between the rehabilitation and high school counselors. Independent t-tests were used to test for differences between groups for the continuous variables.

Table 7 displays tests for the demographic variables. As indicated, there was no significant difference with respect to gender. A significant difference was found for ethnicity.¹⁰ There were a higher percentage of white high school counselors (80 percent) as compared to rehabilitation counselors (58 percent). Additionally, significant difference was found between the two groups in terms of years married. High school counselors were married, on average, five years longer. A significant difference was also found for age - high school counselors (50 years) were seven years older on average.

For the work-related variables, presented in Table 8 on the following page, significant differences were found in caseload and number of clients seen per day. High school counselors saw 18 more clients per day and had a caseload of about 430 more clients than rehabilitation counselors. The two groups also significantly differed with respect to education and full-time salary. For example, high school counselors also had about one year more education beyond high school than did rehabilitation counselors. High school counselors earned an average of \$18,000 per year more than rehabilitation counselors. However, no significant differences were found for the remaining

Table 7

Results of Tests for Differences in the Demographic Variables

Variable	Rehab Counselor		HS Counselor		Total		χ^2
	N	%	N	%	N	%	
Gender							
Male	16	34.8	25	26.0	41	28.9	1.2
Female	30	65.2	71	74.0	101	71.1	
Ethnicity							
White	26	57.8	75	79.8	101	72.7	7.4**
Non-White	19	42.2	19	20.2	38	27.3	

Variable	Rehab Counselor		HS Counselor		Total		t
	M	SD	M	SD	M	SD	
Age	43.1	8.3	50.4	8.8	48.0	9.3	4.7**
Years Married	10.7	9.9	15.2	13.1	13.7	12.3	2.3*

* p < .05 ** p < .01

¹⁰ Because there were so few African, Hispanic, and Asian Americans, these three ethnic groups were combined into one group and labeled "non-white."

Table 8

Results of Tests for Differences in the Work-Related Variables

Variable	Rehab Counselor		HS Counselor		Total		t
	M	SD	M	SD	M	SD	
Clients Seen/Day	3.6	1.5	22.3	12.5	16.2	13.5	14.3**
Caseload	101.6	23.2	532.4	400.7	392.9	386.4	10.5**
Minutes to work	24.9	15.4	23.9	18.3	24.2	17.4	0.3
Education beyond HS	6.2	1.9	7.4	1.7	7.0	1.9	3.5**
Social outside of work	97.2	139.7	95.4	116.7	96.0	124.1	0.1
Full time salary ^a	44.2	4.8	62.0	9.4	56.3	11.7	14.9**

^areported in thousands of dollars

** $p < .01$

work-related variables, minutes to commute to work¹¹ and social life with their colleagues.¹²

Groups of counselors were also compared on leadership variables. Table 9 presents the results of the analyses. As indicated, no significant difference was found with respect to type of leadership, with approximately 70 percent of both groups rating their principals/supervisors as transformational leaders. Also, no significant differences were found in terms of quality of leadership.

11 Both groups of counselors on average spent about 24 minutes commuting to work

12 Both groups spend about an hour and a half per week socializing with their colleagues.

Table 9

Results of Tests for Differences in the Leadership Variables

Variable	Rehab Counselor		HS Counselor		Total		X ²
	N	%	N	%	N	%	
Type of Leadership							
Transformation	33	71.7	65	68.4	98	69.5	0.16
Transaction	13	28.3	30	31.6	43	30.5	
Variable	Rehab Counselor		HS Counselor		Total		t
	M	SD	M	SD	M	SD	
Quality of Leadership							
Overall quality	2.6	1.2	2.3	1.1	2.4	1.2	1.3
Extra effort	2.3	1.3	2.1	1.2	2.2	1.2	1.1
Effectiveness	2.6	1.2	2.3	1.1	2.4	1.1	1.6
Satisfaction	2.7	1.4	2.4	1.3	2.5	1.3	1.4

Data Analysis

Core Variable Determination Process

Because many potential independent variables could be used to specify the burnout models, an exploratory regression process was conducted. Independent variables were first separated into groups. The demographic (age, years married, gender, and ethnicity) and work related variables (caseload, clients seen per day, years of education beyond high school, full

time salary, minutes to commute to work, and minutes socializing with colleagues per week) were put through an exploratory set of regression analyses to determine which independent variables were successful in explaining variation in the dependent variables. As this was an exploratory process, alpha was set at 0.10.

The exploratory process was first run with the all the counselors together, then just with the high school counselors, and then just the rehabilitation counselors. The burnout variables (emotional exhaustion, depersonalization, and personal accomplishment) were used as the dependent variables in three separate regressions. The demographic, work-related, and leadership variables were used as the independent variables.

The process began with the demographic variables. After various model specifications were used to test the robustness of specific demographic variables, a core demographic model emerged that explained variation in the set of three dependent variables. This core demographic model was then used to help identify the core work-related variables in much the same way.

Determination of the Demographic Core Variables

The exploratory regressions described above indicated that there were three core demographic variables related to burnout. These included gender, age, and years married. Table 10 presents the regression results for the

model with the core demographics. F-tests¹³ were conducted to determine if taken together, the independent variables had any explanatory power.

Table 10

Results of Regression Analysis to Determine Core Demographic Variables

Variable	Estimated Coefficient	t
Emotional Exhaustion		
Years Married	-0.17	2.07*
Age	0.02	0.23
Gender	0.93	0.47
R ² = .033, adj R ² = .012		
Depersonalization		
Years Married	-0.07	1.70*
Age	-0.13	2.44**
Gender	2.44	2.51**
R ² = .120, adj R ² = .101***		
Personal Accomplishment		
Years Married	0.06	1.42
Age	0.17	3.05***
Gender	-0.69	0.67
R ² = .109, adj R ² = .089***		
*p < .10 **p < .05 ***p < .01		

¹³ The formula used for the calculation of the F was

$$F = (R^2 / k) / [(1 - R^2) / (n - k)]$$
 where n = sample size; k = number of variables.

As shown in the Table 10, the core group of demographic variables explained little of the variation in emotional exhaustion, suggesting that demographic factors may not be related to the emotional exhaustion of counselors.¹⁴ The group of demographic variables did, however, significantly explain ten percent of the variability in depersonalization.¹⁵ The demographic variables also significantly explained nine percent of the variability in personal accomplishment.¹⁶

To determine if any of the individual demographic variables had an effect on counselor burnout, t-tests were used to test for non-zero effects. Results for emotional exhaustion suggest that the longer a counselor was married, the less burned out they were. Specifically, for every year married, burnout decreased by 0.16 points. The results for depersonalization suggest that the longer a counselor was married and the older they were, the less burned out they were. Specifically, for every year married, burnout decreased by 0.07 points and for every year older burnout decreased by 0.13 points. Results for depersonalization also suggest that males feel more depersonalization than females. Specifically, male depersonalization scores were 2.44 points higher than female scores.

The core demographic variables were determined to be years married, age, and gender. These three demographic variables were used in further

¹⁴ $F = 1.58, p > .05.$

¹⁵ $F = 6.26, p < .01.$

¹⁶ $F = 5.62, p < .01.$

analyses. The other demographic variable (ethnicity) was eliminated from further regressions since ethnicity had no effect on counselor burnout.

Determination of the Work Related Core Variables

The three core demographic variables were included in each exploratory regression for the combinations of the work-related variables. Tables 11 and 12 on the following pages present the testing results of the regression analyses to determine core work-related variables for the factors emotional exhaustion, depersonalization, and personal accomplishment. The regressions indicated that there were three core work-related variables related to burnout. These variables included salary, minutes to commute to work, and caseload.

The F-tests¹⁷ were conducted to determine if, with the addition of the work-related variables, the change in the model's R^2 was significantly different from 0. For emotional exhaustion, there was no significant change in R^2 when the work-related variables were added.¹⁸ As R^2 for the model with only the demographic variables was not significant, it can thus be seen that the demographic and work related variables did not significantly explain the variation in the emotional exhaustion of counselors. T-tests were computed

¹⁷ The formula used for the calculation of the F was

$$F = \frac{[(R^2_{UR} - R^2_R) / (k - 1)]}{[(1 - R^2_{UR}) / (N - q)]}$$

where $R^2_{UR} = R^2$ for unrestricted model, $R^2_R = R^2$ for restricted model, N = sample size; k = number of variables in the unrestricted model; q = number of variables removed from the unrestricted model.

¹⁸ $F=0.96$, $p>.05$.

Table 11

Results of Regression Analysis to Determine Core Work-related Variables for Emotional Exhaustion and Depersonalization

Variable	Estimated Coefficient	t
Emotional Exhaustion		
Years Married	-0.16	1.95*
Gender	0.88	0.44
Age	0.09	0.77
Caseload	0.00	0.94
Minutes to work	0.04	0.80
Full time salary	0.00	1.35
$R^2 = .053$ change ^a in $R^2 = .020$		
Depersonalization		
Years Married	-0.06	1.44
Gender	2.31	2.39**
Age	-0.09	1.58
Caseload	0.00	0.06
Minutes to work	0.05	1.93*
Full time salary	0.00	1.40
$R^2 = .160$ change in $R^2 = .040$		

^a The change in R^2 from the model containing only the core demographic variables

*p < .10

**p < .05

to test for non-zero effects for the individual work-related variables of the study. Results for emotional exhaustion indicated that none of the work related variables had a significant affect.

Table 12

Results of Regression Analysis to Determine Core Work-related Variables for Personal Accomplishment

Variable	Estimated Coefficient	t
Years Married	0.06	1.45
Gender	-0.40	0.41
Age	0.08	1.33
Caseload	0.00	1.47
Minutes to work	-0.03	1.32
Full time salary	0.0001	2.96***

$R^2 = .212$ change^a in $R^2 = .103^*$

^a The change in R^2 from the model containing only the core demographic variables

*p <.10

***p <.01

With the addition of work related variables to depersonalization, the F test for the change in R^2 value was not significant¹⁹. The increase in R^2 was not significant. It can therefore be concluded that the work related variables did not significantly add to the proportion of depersonalization variability explained by the demographic variables in the regression model.

T-tests were run to test for non-zero effects for the work-related variables. Results for depersonalization suggest that the longer the counselor has to commute to work, the more burned out they are. Specifically, for every minute to commute to work, burnout increased by 0.05 points.

With the addition of work related variables to personal accomplishment, the F-test for the change in R^2 was significant.²⁰ The R^2 increased from 11 to 21 percent (Table 12). The group of work related variables added ten percent to the amount of variation in personal accomplishment that was explained by the regression model. Again, t-tests were run to determine if the individual coefficients were significantly different from 0. Results for personal accomplishment suggest that the higher a counselor's salary, the more personal accomplishment they feel. Specifically, for every \$1,000 increase in salary, the counselor's personal accomplishment increased 0.1 points.

In summary, the core work-related model was comprised of the following variables: caseload, minutes to work, and full time salary. The variables clients' seen/day, year of education beyond high school, and minutes spent socializing were eliminated from the model.

Determination of Effect of Leadership Variables

To assess the extent to which leadership behavior of the two counselors' supervisors affect the counselors' level of burnout, the leadership variables

¹⁹ $F=2.16, p>.05$.

²⁰ $F=5.93, p<.05$.

(leadership type and quality of leadership) were added to the regression model. As indicated in Table 13, the R^2 increase was not significant for the variable emotional exhaustion.²¹ In other words, the leadership variables as a group, did not significantly add to the core demographic and work-related model. Similarly, when the group of leadership variables was added to the depersonalization model, the change in R^2 was also not significant.²²

T-tests were undertaken to determine if there non-zero effects for the leadership variables. Results for emotional exhaustion suggest that the lower the counselor rates their supervisor, the more burned out they are. Specifically, for every one unit decrease in the leadership quality rating, burnout increased 2.38 points. Results for depersonalization suggest that neither leadership type nor quality affect the level of depersonalization.

²¹ $F=1.17, p>.05.$

²² $F=0.69, p>.05.$

Table 13

Results of Regression Analysis to Determine Effect of Addition of Leadership Variables for Emotional Exhaustion and Depersonalization

Variable		Estimated Coefficient	t
Emotional Exhaustion	R ² = .100	change ^a in R ² = .047	
Gender		1.60	0.79
Age		0.06	0.50
Years married		-0.12	1.49
Minutes to get to work		0.06	1.02
Caseload		0.00	0.92
Full time salary		0.00	1.24
Leadership type		-2.81	1.04
Leadership quality		-2.38	2.28**
Depersonalization			
Depersonalization	R ² = .185	change in R ² = .025	
Gender		2.56	2.62***
Age		-0.10	1.78*
Years married		-0.04	1.11
Minutes to get to work		0.06	1.94*
Caseload		0.00	0.07
Full time salary		0.00	1.31
Leadership type		-0.84	0.64
Leadership quality		-0.80	1.59

^a The change in R² from the model containing the core demographic and work-related variables

*p < .10 **p < .05 ***p < .01

As indicated in Table 14, the same was found to be true for personal accomplishment when adding group leadership variables.²³ The change in R² was not significant. Leadership variables did not contribute significantly to the core demographic and work-related model, as noted in the table listing.

Table 14

Results of Regression Analysis to Determine Effect of Addition of Leadership Variables for Personal Accomplishment

Variable	Estimated Coefficient	t
Gender	-0.30	0.29
Age	0.08	1.36
Years married	0.06	1.44
Minutes to get to work	-0.02	0.68
Caseload	0.00	1.46
Full time salary	0.00	2.99***
Leadership type	-0.33	0.24
Leadership quality	0.23	0.44
R ² = .215 change ^a in R ² = .003		

^a The change in R² from the model containing the core demographic and work-related variables

***p < .01

²³ F=0.09, p>.05.

Again, t-tests were undertaken to determine non-zero effects of the leadership variables. As with depersonalization, it was found that personal accomplishment was not affected by either type of leadership or quality of leadership.

High School Counselor Analysis: Research Question 1

The first question of the study asked if a public high school principal's leadership style significantly affected the burnout rate of high school counselors. Using only the high school counselors for the sample, three regressions were completed. As described earlier, burnout variables (emotional exhaustion, depersonalization, and personal accomplishment) were the dependent variables. The independent variables included the core demographic variables,²⁴ core work related variables,²⁵ and leadership variables.²⁶ Examination of the effects of the independent variables was conducted in two steps: a) F-tests were run to look at effects of the groups of the core demographic, core work-related, and leadership variables; and b) t-tests to look at the effects of the individual variables.

For Step 1, to look at the effects on the burnout variables of the groups of core demographic, core work-related, and leadership variables three models were run for each of the burnout variables. These included: a) only the core demographic variables as the independent variables; b) addition of the core

²⁴ Core demographic variables: age, gender, and years married.

²⁵ Core work related variables: caseload, minutes to work, and full time salary.

²⁶ Leadership variables: type of leadership and quality of leadership.

work-related variables; and c) addition of the leadership variables. Two types of F-tests were used to test the significance of R^2 for the three burnout variables. For the models with only the core demographic variables, the F-test²⁷ determined if the model R^2 was significantly different from 0. For the models with the addition of the work-related and the leadership variables, the F-test²⁸ determined if the change in R^2 was significantly different from 0.

The results of the F-tests for the three models for each of the burnout variables are displayed in Table 15. For emotional exhaustion, the F value for the demographic model indicated that R^2 was significant at the 0.10 level. This indicated that the model explained about seven percent of the variability in emotional exhaustion. When the work-related variables were added, although R^2 increased 3 percent this increase was not significant. The work-related variables did not add to the explanation of the variability in emotional exhaustion when treated as a group. When the leadership variables were added, R^2 increased 5 percent, which was significant at the .10 level. The leadership variables when treated as a group added significantly to the explanation of the variability in emotional exhaustion.

²⁷ The formula used for the calculation of the F was

$$F = (R^2 / k) / [(1 - R^2) / (n - k)]$$
 where n = sample size; k = number of variables.

²⁸ The formula used for the calculation of the F was

$$F = [(R^2_{UR} - R^2_R) / (k - 1)] / [(1 - R^2_{UR}) / (N - q)]$$
 where $R^2_{UR} = R^2$ for unrestricted model, $R^2_R = R^2$ for restricted model, N = sample size; k = number of variables in the unrestricted model; q = number of variables removed from the unrestricted model.

For depersonalization, the F value for the demographic model indicated that R^2 was significant at the 0.05 level. This indicated that the model explained about eleven percent of the variability in depersonalization. When the work-related variables were added, R^2 increased 6 percent. This increase was significant at the .10 level. The work related variables when treated as a group added significantly to the explanation of the variability in depersonalization. When the leadership variables were added, although R^2 increased 5 percent, this increase was significant at the .10 level. The leadership variables when treated as a group added significantly to the explanation of the variability in depersonalization.

For personal accomplishment, the F value for the demographic model indicated that R^2 was also significant at the 0.05 level. This suggested that the model explained a little over ten percent of the variability in personal accomplishment. When the work-related variables were added, R^2 increased ten percent. This increase was significant at the .10 level. As such, the work related variables when treated as a group added significantly to the explanation of the variability in personal accomplishment. When the leadership variables were added, although R^2 increased one percent, this increase was not significant. In other words, the leadership variables when treated as a group did not add to the explanation of the variability in personal accomplishment.

Table 15

F-tests for Changes in R^2 for the High School Counselors

Model	R^2	adj R^2	R^2 chng	F
Emotional Exhaustion				
Demographic	.074	.044	-----	2.45 ^{*a}
Addition - work-related	.105	.044	.031	1.04 ^b
Addition – Leadership	.153	.074	.048	2.49 ^{*c}
Depersonalization				
Demographic	.110	.081	-----	3.80 ^{**}
Addition - work-related	.168	.112	.058	2.09
Addition – Leadership	.217	.145	.049	2.75 [*]
Personal Accomplishment				
Demographic	.106	.077	-----	3.65 ^{**}
Addition - work-related	.201	.148	.095	3.57 ^{**}
Addition – Leadership	.210	.136	.009	0.50

$${}^a F = \frac{(R^2 / k)}{[(1 - R^2) / (n - k)]} \quad \text{where } n = \text{sample size; } k = \text{number of variables}$$

$${}^b F = \frac{(R^2_{UR} - R^2_R) / q}{(1 - R^2_{UR}) / (n - k)} \quad \text{where } R^2_{UR} \text{ is the } R^2 \text{ for the unrestricted model which contains all the demographic and work-related variables, } R^2_R \text{ is the } R^2 \text{ for the restricted model which contains only the demographic variables; } N = \text{sample size; } k = \text{number of variables in the unrestricted model; } q = \text{number of variables removed from the unrestricted model.}$$

^c Same formula was used for F as in "b" above. The unrestricted model contains all the demographic, work-related, and leadership variables. The restricted model contains only the demographic and work-related variables.

* $p < .10$ ** $p < .05$

After examining the effects of the core variables taken together, step 2 was undertaken to examine the effects of the individual independent variables. To determine if individual coefficients were significantly different from 0, t-tests were conducted. Results of regression for high school counselors' emotional exhaustion are presented in Table 16.

Table 16

Results of Regression Results for High School Counselors' Emotional Exhaustion

Variable	Estimated Coefficient	t
Gender	-0.89	0.37
Age	0.04	0.33
Years married	-0.17	1.82*
Minutes to get to work	0.03	0.45
Caseload	0.00	0.44
Full time salary	0.00	1.27
Leadership type	-5.38	1.70*
Leadership quality	-2.77	2.15**
R ² = .15 Adj R ² = .07*		
*p < .10 **p < .05		

The t-tests indicated that the coefficients for years married, leadership style, and leadership quality were significantly different from 0. The coefficient for years married was -0.17, which means that the change in emotional exhaustion score for each change in years married decreased by

0.17 points. A change of 0.17 points would be a 0.3 percent decrease in emotional exhaustion.²⁹ For example, for a person who was married 10 years, their emotional exhaustion score would be reduced by 1.7 points ($10 * -0.17$). For a person who was married 20 years, the score would be reduced by 3.4 points ($20 * .17$). For counselors who were married longer, the emotional exhaustion score decreased by 1.7 points every 10 years.

The coefficient for leadership type was -5.38, indicating that counselors who rated their principals as transactional³⁰ generally scored 5.38 points lower on the emotional exhaustion scale as compared to counselors who rated their principals as having transformational type of leadership. This change of 5.38 translates into a 10 percent decrease in emotional exhaustion.

For leadership quality, the coefficient was -2.77. The high school counselors on average rated the quality of their principals as 2.26.³¹ For example: for those who rated their supervisors as 2, their emotional exhaustion score was reduced by 5.54 ($2 * 2.77$) and for those who rated their supervisors as 3, their emotional exhaustion score was reduced by 8.31 ($3 * 2.77$). The higher the rating for the principal, the more the emotional exhaustion score was reduced for high school counselors. This change of 2.77 translates into a five percent decrease in emotional exhaustion.

²⁹ The highest possible subscale score for emotional exhaustion is 54.

³⁰ Leadership was coded 0 = transformational and 1 = transactional.

³¹ Maximum possible rating was 4.

For depersonalization, t-tests indicated that the coefficients for gender, age, minutes to work, leadership type, and leadership quality were significantly different from 0. This information is provided in Table 17. The coefficient for gender was 1.98. A coefficient of 1.98 meant that male counselors generally scored 1.98 points higher than females on the depersonalization scale,³² representing a seven percent increase in the depersonalization score.³³

The coefficient for age was -0.12 . This indicated that there was a 0.4 percent decrease in depersonalization when age increased by one year. At age 34, for example, the depersonalization score was reduced by 4.08 points ($34 * .12$). At age 44, the depersonalization score was decreased by 5.28 points ($44 * .12$). In general, for every ten years of age, the depersonalization score decreased by 1.2 points.

The coefficient for minutes to work was 0.08. This indicated that there was a 0.3 percent increase in depersonalization with each added minute to commute to work. A 30 minute drive to work, for example, resulted in an increase in the depersonalization score of 2.40 ($30 * 0.08$). If the drive time was 60 minutes, the depersonalization score increased to 4.8 ($30 * 4.8$). The longer the drive to work, the higher the depersonalization scores.

³² Gender was coded female = 0 and male = 1.

³³ The highest possible subscale score on the MBI for depersonalization is 30 points.

Table 17

Results of Regression Results for High School Counselors' Depersonalization

Variable	Estimated Coefficient	t
Gender	1.98	1.70*
Age	-0.12	1.73*
Years married	-0.03	0.88
Minutes to get to work	0.08	2.29**
Caseload	0.00	0.11
Full time salary	0.00	0.91
Leadership type	-2.46	1.65*
Leadership quality	-1.10	1.82*
R ² = .22 Adj R ² = .15***		
*p < .10 **p < .05 ***p < .01		

The coefficient for leadership style was -2.46. A coefficient of -2.46 indicated that high school counselors who rated their supervisor as transactional generally scored 2.46 points lower on the depersonalization scale than counselors who rated their supervisors as transformational. This was a decrease of eight percent in depersonalization scores.

The coefficient for leadership quality was -1.10. This indicated a four percent decrease in depersonalization for each increase in the principal's quality rating. For example: High school counselors who rated their principals

as 2 had a 2.20 ($2 * 1.10$) reduction in their depersonalization score. Those who rated their principals as 3 had a 3.30-point ($3 * 1.10$) reduction in their depersonalization score. The results indicated that the higher the rating for the supervisor, the lower their depersonalization.

Personal accomplishment³⁴ was the next burnout variable that was considered for the high school counselors. The t-tests showed that the coefficients for age and full time salary were significantly different from 0 (see Table 18).

The coefficient for age was 0.11. This indicates that an increase of 0.2 percent in personal accomplishment and was associated with each additional one year of age. For example: For a counselor of 34 years old, the personal accomplishment score increased 3.74 points ($34 * 0.11$); if 44 years old, the personal accomplishment score increased 4.84 points ($44 * 0.11$). In summary, for every ten years of age, personal accomplishment increased 1.1 points.

The coefficient for full time salary was 0.00013. This resulted in an increase of 0.0003 percent with an increase of \$1.00 in income. A salary of \$40,000, for example, resulted in an increase in personal accomplishment score of 5.20 ($40,000 * .00013$). For \$60,000, there was an increase in personal accomplishment of 7.8 points ($60,000 * .00013$). The results

³⁴ The highest possible subscale score on the MBI for personal accomplishment is 48 points.

Table 18

Regression Results for Leadership Effect on High School Counselors' Personal Accomplishments

Variable	Estimated Coefficient	t
Gender	-0.06	0.06
Age	0.11	1.85*
Years married	0.04	1.14
Minutes to get to work	-0.02	0.50
Caseload	0.00	1.38
Full time salary	0.0001	2.40**
Leadership type	1.35	1.03
Leadership quality	0.58	1.08
$R^2 = .21$ Adj $R^2 = .14$ ***		

*p < .10 **p < .05 ***p < .01

indicated that the higher the salary, the higher the personal accomplishment scores.

From the above analysis, the research question may now be answered. Leadership style and quality significantly affected high school counselors' burnout, specifically emotional exhaustion and depersonalization. For leadership type, counselors who rated their supervisors as transactional tended to have lower burnout scores. As pertained to leadership quality, counselors who rated their supervisors' quality higher tended to have lower burnout scores.

Rehabilitation Counselor Question Analysis: Research Question 2

Question 2 asked if a rehabilitation supervisor's leadership style significantly affected the burnout rate of rehabilitation counselors. Using only the rehabilitation counselors for the sample, three regressions were run³⁵. The burnout variables (emotional exhaustion, depersonalization, personal accomplishment) served as the dependent variables. The independent variables were the core demographic variables³⁶, core work related variables³⁷ and the leadership variables³⁸.

As with the high school counselors in Question #1, the investigation of the effects of the independent variables was conducted in two steps. For Step 1, the results of the F-tests for each of the burnout variables are displayed in Table 19. For emotional exhaustion, the R^2 was not significant. When work-related or leadership variables were added, the increase was not significant. For depersonalization, the F value was not significant. The demographic variables did not significantly explain the variability in depersonalization. For personal accomplishment, the R^2 was not significant. Again, demographic variables did not significantly explain variability. Neither work-related nor leadership variables added to the explanation of variability.

³⁵ Since only 46 rehabilitation counselors responded to the survey, care must be taken in the interpretation of the regression results.

³⁶ age, gender, and years married.

³⁷ caseload, minutes to work, and full time salary.

³⁸ type of leadership and quality of leadership.

Table 19

F-tests for Changes in R² for the Rehabilitation Counselors

Model	R ²	adj R ²	R ² chng	F
Emotional Exhaustion				
Demographic	.065	.000	----	0.98
Addition - work-related	.115	.000	.050	0.75
Addition – leadership	.205	.033	.090	2.15
Depersonalization				
Demographic	.090	.025	----	1.39
Addition - work-related	.099	.000	.009	0.13
Addition – Leadership	.145	.000	.046	1.02
Personal Accomplishment				
Demographic	.020	.000	----	0.29
Addition - work-related	.080	.000	.060	0.87
Addition – Leadership	.124	.000	.044	0.95

Table 20 presents the t-tests for emotional exhaustion, which represents Step 2. As indicated in the table listing, the coefficient for gender was the only one that was significantly different from 0 at the .10 level. Coefficients for the other factors were not significant at any level. For gender, however, the coefficient was 6.56. This coefficient indicated that male rehabilitation

Table 20

Regression Results for Leadership Effect on Rehabilitation Counselors' Emotional Exhaustion

Variable	Estimated Coefficient	t
Gender	6.56	1.82*
Age	-0.02	0.10
Years married	0.07	0.34
Minutes to get to work	0.14	1.20
Caseload	0.07	0.95
Full time salary	0.00	0.24
Leadership type	3.24	0.61
Leadership quality	-1.90	0.98
R ² = .21 Adj R ² = .03		

*p < .10

counselors generally scored 6.56 points higher on the emotional exhaustion scale than females, or about 12 percent higher than female rehabilitation counselor scores.

For depersonalization,³⁹ the t-tests presented in Table 21 on the following page indicated that the coefficient for gender was the only variable that was

³⁹ F = 0.79 (p > .10).

significantly different from 0. No t-test values of significance at any level were found for any of the other variables (age, years married, minutes to get to work, caseload, full time salary, leadership type, and leadership quality).

Table 21

Regression Results for Leadership Effect on Rehabilitation Counselors' Depersonalization

Variable	Estimated Coefficient	t
Gender	3.47	1.79*
Age	-0.10	0.79
Years married	0.00	0.07
Minutes to get to work	0.02	0.42
Caseload	0.00	0.05
Full time salary	0.00	0.34
Leadership type	2.42	0.85
Leadership quality	-0.24	0.23
R ² = .15 Adj R ² = .04		

*p < .10

For personal accomplishment,⁴⁰ the t-tests that are presented in Table 22 indicated that none of the coefficients were significantly different from 0 at the .10 level. The coefficient of 3.08 for leadership, however, was higher than the others. Still this finding was not significantly different.

⁴⁰ F = 0.66 (p > .10).

From the above analysis, the second research question may now be answered. Leadership style and leadership quality did not significantly affect burnout in rehabilitation counselors.

Table 22

Regression Results for Leadership Effect on Rehabilitation Counselors' Personal Accomplishment

Variable	Estimated Coefficient	t
Gender	-0.37	0.16
Age	-0.05	0.31
Years married	0.10	0.81
Minutes to get to work	-0.05	0.68
Caseload	-0.07	1.42
Full time salary	0.00	0.10
Leadership type	-3.08	0.92
Leadership quality	0.12	0.10

$R^2 = .12$ Adj $R^2 = .07$

Demographic and Work-Related Analysis: Research Question 3

Questions 3 asked if demographic and work related factors affected the burnout rate of high school and rehabilitation counselors. The coefficients and t-tests calculated in the two sets of regressions undertaken to answer questions one and two were used to the answer this question. The first set

included just the high school counselors as the sample. The second set used just the rehabilitation counselors as the sample.

Three regressions were computed with each of the burnout variables functioning as the dependent variable. The independent variables were the core demographic and work related variables and the leadership variables. The full regression results for these models were reported in the previous sections for question one (Tables 16, 17, and 18) and question two (Tables 20, 21, 22). This section reports only the estimated coefficients for the core demographic and work related variables. It also reports the results of the t-tests to investigate the non-zero affect of each individual independent variable.

For emotional exhaustion (Table 23), the t-tests indicated that the coefficient for number of years married was significantly different from 0 for high school counselors. The coefficients for gender, age, caseload, minutes to work, and full time salary were not significantly different from 0. For the rehabilitation counselors, on the other hand, the t-tests indicated that only the gender coefficient was significantly different from 0. All other coefficients were not significantly different from 0.

Table 23

Demographic and Work-related Variable Regression Coefficients
for Emotional Exhaustion

Variable	High School Counselors		Rehab Counselors	
	Estimated Coefficient	t	Estimated Coefficient	t
Years Married	-0.17	1.82*	0.07	0.34
Gender	-0.89	0.37	6.56	1.82*
Age	0.04	0.33	-0.02	0.10
Caseload	0.00	0.44	0.07	0.95
Minutes to work	0.03	0.45	0.14	1.20
Full time salary	0.00	1.27	0.00	0.24

*p < .10

For depersonalization (Table 24), the t-tests indicated that the coefficients for gender, age, and number of minutes to commute to work were significantly different from 0 for high school counselors. The coefficients for years married, caseload, and full time salary were not. For the rehabilitation counselors, the t-tests indicated that only the gender coefficient was significantly different from 0 for emotional exhaustion. The tests for years married, age, caseload, minutes to work, and full time salary were not significantly different from 0.

Table 24

**Demographic and Work-related Variable Regression Coefficients
for Depersonalization**

Variable	High School Counselors		Rehab Counselors	
	Estimated Coefficient	t	Estimated Coefficient	t
Years Married	-0.03	0.88	0.00	0.07
Gender	1.98	1.70*	3.47	1.79*
Age	-0.12	1.73*	-0.10	0.79
Caseload	0.00	0.11	0.00	0.05
Minutes to work	0.08	2.29**	0.02	0.42
Full time salary	0.00	0.91	0.00	0.34

*p < .10 **p < .05

For personal accomplishment (Table 25), t-tests indicated that the coefficients for age and salary were significantly different from 0 for high school counselors. The coefficients for years married, gender, caseload, and minutes to work were not. For the rehabilitation counselors, t-tests indicated that none of the coefficients were significantly different from 0.

From the above analysis, the third research question may now be answered. Yes, demographic and work related factors affected burnout. For high school counselors, emotional exhaustion was affected by years married. Depersonalization was affected by gender, age, and minutes to work. Personal accomplishment was affected by age and full time salary. For

Table 25

Demographic and Work-related Variable Regression Coefficients
for Personal Accomplishment

Variable	High School Counselors		Rehab Counselors	
	Estimated Coefficient	t	Estimated Coefficient	t
Years Married	0.04	1.14	0.10	0.81
Gender	-0.06	0.06	-0.37	0.16
Age	0.11	1.85*	-0.05	0.31
Caseload	0.00	1.38	-0.07	1.42
Minutes to work	-0.02	0.50	-0.05	0.68
Full time salary	0.0001	2.40**	0.00	0.10

*p < .10 **p < .05

rehabilitation counselors, emotional exhaustion and depersonalization were affected by gender, but personal accomplishment was not influenced by any of the demographic or work related variables.

Comparison of Effects of Leadership Variables Analysis: Question 4

The final question posed by the investigation asked if the relationship between leadership style and level of burnout differed between rehabilitation and high school counselors. The regressions for questions 1 and 2, as discussed previously, dealt with the relationship between core demographic, core work related, and leadership variables to burnout for high school and rehabilitation counselors, respectively. This question, however, focused on

leadership variables exclusively. Again, the analysis examined the t-test results for emotional exhaustion, depersonalization, and personal accomplishment.

To facilitate a comparison between rehabilitation and high school counselors for the leadership affects on burnout, the results in terms of the leadership variables are presented in Tables 26, 27, and 28. With respect to the emotional exhaustion of rehabilitation counselors, the t-tests results (as discussed in question 2) indicated that the coefficients were not significantly different from 0. This information is displayed in Table 26. As such, supervisors' leadership style and leadership quality did not have an effect on rehabilitation counselors' emotional exhaustion. However, for high school counselors, t-tests displayed in Table 26 (also discussed in question 2) indicated the both leadership coefficients were significantly different from 0, suggesting that principals' leadership style and leadership quality had an effect on high school counselors' emotional exhaustion.

With respect to the variable of leadership type, it was found high school counselors who rated their principals as transactional⁴¹ generally scored lower on the emotional exhaustion scale as compared to the high school counselors who rated their principals as transformational. With respect to leadership quality, high school counselors who rated their respective

⁴¹ Leadership type was coded: transactional = 1 and transformational = 0

principals as having a higher quality of leadership generally scored lower on the emotional exhaustion scale.

Table 26

Comparison of Supervisors' Leadership Effects on High School and Rehabilitation Counselors' Emotional Exhaustion

Variable	High School Counselors		Rehab Counselors	
	Estimated Coefficient	t	Estimated Coefficient	t
Leadership type	-5.38	1.70*	3.24	0.61
Leadership quality	-2.77	2.15**	-1.90	0.98

*p < .10 **p < .05

With respect to the depersonalization of rehabilitation counselors, the results of the t-tests (as discussed in question 2) are presented in Table 27. They indicate that the coefficients were not significantly different from 0. Supervisors' leadership style and leadership quality did not have an effect on rehabilitation counselors' depersonalization. For high school counselors, on the other hand, t-tests results (as discussed in question 1) indicated that the coefficients were significantly different from 0. This indicated that principals' leadership style and quality did had an effect on the depersonalization of high school counselors.

Table 27

Comparison of Supervisors' Leadership Effects on High School and Rehabilitation Counselors' Depersonalization

Variable	High School Counselors		Rehab Counselors	
	Estimated Coefficient	t	Estimated Coefficient	t
Leadership type	-2.46	1.65*	2.42	0.85
Leadership quality	-1.10	1.82*	-0.24	0.23

*p < .10

Specifically, high school counselors who rated their supervisors as transactional generally scored lower on the depersonalization scale than the high school counselors who rated their principals as transformational. Also, high school counselors who rated their principals as having a higher quality of leadership generally scored lower on the depersonalization scale.

Personal accomplishment testing for rehabilitation counselors is presented in Table 28. Results (as discussed in question 2) indicated that the coefficients were not significantly different from 0. As such, their supervisors' leadership style and quality did not have an effect on the rehabilitation counselors' sense of personal accomplishment. The same results were found for high school counselors in that their principals' leadership style and quality did not have an effect on High School counselors' personal accomplishment either.

Table 28

Comparison of Supervisors' Leadership Effects on High School and Rehabilitation Counselors' Personal Accomplishment

Variable	High School Counselors		Rehab Counselors	
	Estimated Coefficient	t	Estimated Coefficient	t
Leadership type	1.35	1.03	-3.08	0.92
Leadership quality	0.58	1.08	0.12	0.10

From the above analysis, the fourth and final research question can now be answered. Yes, the relationship between leadership style and level of burnout did differ between rehabilitation and high school counselors. For high school counselors, principals' leadership style affected counselors' burnout. High school counselors who rate their principals as transactional tended to experience less burnout in terms of emotional exhaustion and depersonalization. But there was no relationship between supervisors' leadership style and burnout experienced by rehabilitation counselors.

Also, for high school counselors', principals' leadership quality affected the counselors' burnout. High school counselors who rated their principals' leadership quality higher tended to experience less burnout in terms of emotional exhaustion and depersonalization. But no relationship was found between supervisors' leadership quality and burnout in rehabilitation counselors. In addition, for both high school and rehabilitation counselors

there was no relationship between leadership style or quality and personal accomplishment.

Chapter Conclusion

The purpose of this chapter was to analyze and present the data collected from administration of the questionnaire instrumentation. However, before presenting a demographic profile of the respondents, an analysis was conducted to test for the existence of any non-response bias. Using Babbie's approach, the first 15 percent of the responses were compared with the last 15 percent of the responses for the high school and the rehabilitation counselors. Since no significant differences existed between early and late responders in terms of the measured variables, it was concluded that the sample of the present study was representative of the respective populations. As such, inferences based on the sample can provide an accurate picture of the population.

In the demographics section, a profile emerged for the average high school counselor and the average rehabilitation counselor. The typical high school counselor was white, female, approximately 50 years old, and had been married a little over 15 years. The average rehabilitation counselor was also white, female, around the age of 43, but had been married over eleven years.

Through the data analysis, it was learned that leadership style and quality of leadership affected high school counselors' burnout, specifically emotional

exhaustion and depersonalization. High school counselors who rated their principal's as transactional leaders tended to have lower burnout scores. Furthermore, high school counselors who rated their principal's quality of leadership higher tended to have lower burnout scores. Unfortunately, the results for high school counselors did not generalize to rehabilitation counselors where no relationship was found between the type and quality of supervisory leadership and burnout.

The analysis also revealed that demographic and work related factors affect burnout. For high school counselors, the emotional exhaustion measure of burnout was negatively affected by full time salary and years married, while the depersonalization was positively affected by minutes to work. Also for high school counselors, personal accomplishment was positively affected by age and full time salary. For rehabilitation counselors, emotional exhaustion and depersonalization was affected by gender, but personal accomplishment was not affected by any of the demographic or work related variables.

When both the high school counselors and the rehabilitation counselors were compared, the results indicated that the relationship between leadership style and level of burnout differed between these two counseling professions. High school counselors' principals' leadership style affected counselors' burnout, but there was no relationship between supervisors' leadership style and burnout for the rehabilitation counselors. For high

school counselors', principals' leadership quality affected the counselors' burnout, but no relationship was found between supervisors' leadership quality and burnout in rehabilitation counselors. In addition, for both high school and rehabilitation counselors there was no relationship between leadership style or quality and the personal accomplishment measurement of burnout.

CHAPTER 5: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This final chapter begins with an overview of the research methodology, including a brief discussion of the sample. From the analysis and review of literature, pertinent issues are identified and findings are discussed. Conclusions and recommendations follow. Recommendations focus on policy implications, areas deemed important in light of the findings of the research study, and suggestions for future investigative studies of a similar nature.

Methodology and Data Analysis

Method

This quantitative study examined the effects of leadership style on the burnout of high school and rehabilitation counselors, and found potential differences in emotional exhaustion, depersonalization, and personal accomplishment within these two counseling occupations. The goal was to determine if the perceived leadership style of high school principals and rehabilitation supervisors had an effect on the burnout. Demographic and work related characteristics were also assessed to determine if these factors affect the burnout rate of the counselor groups.

The following four questions were used in this study:

1. Does a public high school principal's leadership style significantly affect the burnout rate of high school counselors?
2. Does a rehabilitation supervisor's leadership style significantly affect the burnout rate of rehabilitation counselors?
3. Do demographics and work related factors affect the burnout rate of high school and rehabilitation counselors?
4. Does the relationship between leadership style and level of burnout differ between rehabilitation and high school counselors?

To address these questions, a quantitative research design was used that involved the collection of survey data from high school counselors and rehabilitation counselors in the state of California. The primary goal of the surveys was to capture data for the study of the relationship between leadership styles and counselor burnout. Data was obtained through the administration of three questionnaires: the Maslach Burnout Inventory (MBI), the Multifactor Leadership Questionnaire for Research (MLQ), and the Demographic Questionnaire, which included questions related to demographic and work factors.

Originally, the sample frame contained 161 high school counselors and 62 rehabilitation counselors, but after adjusting for counselors who had moved, died, or left the profession, the sample for the study was reduced to

147 high school and 59 rehabilitation counselors. The first mailing for the high school counselors occurred on November 9, 2000, with follow-up mailings to non-respondents on December 1 and 22, 2000. After data collection closed on February 22, 2001, a total of 111 surveys had been received. The final response rate was 76 percent, reflecting 111 surveys received from the 147 high school counselors in the frame. Since 15 surveys contained incomplete information and were not used in the subsequent analysis the actual sample used in the statistical analysis was 96.

Similarly, the first mailing for the rehabilitation counselors occurred on January 18, 2001, with follow-up mailings on February 9 and March 2, 2001. Although a total of 49 surveys were received before data collection closed on May 02, 2001, three contained incomplete information and were not used in the analysis, resulting in an actual sample of 46 respondents being used in the statistical analysis. The final response rate was 83 percent, reflecting 49 surveys received from the 59 rehabilitation counselors in the frame.

Demographic and work-related core variables were identified. As previously noted, the demographic variables (age, years married, gender, and ethnicity) and the work related variables (caseload, clients seen per day, years of education beyond high school, full time salary, minutes to commute to work, minutes socializing with colleagues per week) were put through an exploratory regression process to determine which variables to include in the regression models to answer the study's research questions. Several series

of exploratory regressions were completed, as described in Chapter 4, yielding the core demographic variables (gender, age, years married) and core work variables (salary, minutes to commute to work, caseload), which were included in the final regression models.

For the first three research questions, separate multiple regression analyses were undertaken for each of the three burnout scales of the MBI: Emotional Exhaustion, Depersonalization, and Personal Accomplishment with the scores on these scales serving as the dependent variables in the analyses. For the fourth and final research question, a comparison of the regression coefficients from the earlier analysis was done to test for differences in the way these variables affected the burnout rates of rehabilitation and high school counselors. The independent variables were leadership style and quality of leadership from the MLQ instrument, in addition to the core demographic and work related variables from the demographic questionnaire.

The regression models were analyzed in several ways. For example, to test for the significance of overall demographic, work-related, and leadership variables, a series of F-tests were conducted. To test the significance of each particular independent variable, t-tests were used. Finally, to examine the overall goodness of fit for each of the successive models, R^2 (coefficient of multiple determination) was used.

Discussion of Findings

Differences in Counselor Definitions

One of the goals of the present study was to determine the effects of leadership on burnout among high school and rehabilitation counselors. A second goal of concern was to compare two different types of counselors. Similarities were previously noted, but not presented side-by-side because the literature review did not specifically deal with differences. But it was seen in the literature review that school counselors function to assist students through four primary interventions: counseling (individual and/or group), large group guidance, consultation, and coordination (Crutchfield, & Borders, 1997). Rehabilitation counselors also function to assist individuals with disabilities through the same four primary interventions. In addition, both types of counselors are in key positions to lead reform. Issues of equity, access and lack of supporting conditions for success can be influenced by both the rehabilitation and the high school counselor. The high school counselor can influence success through academic equity for all groups, the need for academic support, and academic placement. The rehabilitation counselor can influence success by addressing disability equity for all groups, the need for rehabilitative support, and rehabilitation placement (Martin & Schinke, 1998).

According to the Department of Labor (Department of Labor, 1991), rehabilitation counselors counsel persons with disabilities to provide

vocational rehabilitation services. They interview and evaluate, confer with medical and professional personnel, determine degree/type of handicap, and determine eligibility of vocational rehabilitation service. The high school counselor also interviews and evaluates, confers with professionals, determines the degree of academic assistance that is needed, and the eligibility for various academic programs.

But differences also exist. Before the findings can be discussed in detail and to appreciate the breadth of the investigation's findings, it is important to once again delineate differences in the role and scope of high school and rehabilitation counterparts, as brought out in the present investigation. Although the Department of Labor's descriptions for the two types of counselors are similar, the DOL does note that the Specific Vocational Preparation training for rehabilitation counselors is longer (Department of Labor, 1991, Section 045.107-042). In the present investigation, data gathered from administration of the survey questionnaire pointed to the following differences: caseload sizes varied and the number of consumers assisted in one day varied. Years of education also varied as did salary and number of years married. These differences must be remembered when presenting recommendations for further research. Although not a direct function of this research, these are important variables and should not be forgotten in future investigative studies.

Demographic, Work-Related and Leadership Variables

For demographic variables, there were no significant differences between the sampled high school and rehabilitation counselors in terms of gender. Significant differences were found, however, for race, years married, and age. Specifically, more of the sampled high school counselors were Caucasian, older by seven years, and married five years longer than rehabilitation counselors. The issue of marriage is yet another variable that should be further assessed in future research. On the questionnaire, this researcher was sensitive to the issue of marriage. It was for this reason that the questionnaire asked, "Currently, how many years have you been married to or living with your partner or significant other." The focus therefore was on the here and now, what is significant in the life of the counselor when the burnout was being surveyed.

Even though rehabilitation counselors had been married to or living with their partner an average of 10.7 years and high school counselors had been married to or living with their partner an average of 15.2 years, it was not known if this was the respondent's first, second, third, or more times being married. It was not known if the counselors were living together with their partners, married or were in a single sex relationship. Because of the variable's importance and influence in the present study, it warrants further investigation and further delineation into subcategories.

For work-related variables, there were no significant differences between the sampled high school and rehabilitation counselors in terms of minutes to commute to work and social life with colleagues. Significant differences were found in other work-related variables, however. Specifically, high school counselors who participated in this study saw significantly more clients per day, had a heavier client caseload, attained about one year more education beyond high school, and earned about \$18,000 a year more than rehabilitation counselors who participated in the study.

For leadership variables, no significant differences were found between the two groups with respect to the type of leadership or quality of leadership displayed by the counselors' principals or supervisors. Also, if one was to examine the individual subscale scores (extra effort, effectiveness, and satisfaction), which were aggregated to make up the overall quality of leadership score there were no significant differences displayed by the respective supervisors or principals.

Regression Analysis

Results from the regression analysis for rehabilitation counselors suggest that both quality and style of leadership had no effect on counselor's burnout. However, leadership style and quality did affect high school counselors, specifically on the categories of emotional exhaustion, depersonalization, and personal accomplishment. High school counselors who rated their principal as transactional leaders scored lower on the emotional exhaustion

scale than those who rated their principals as transformational leaders. The higher the quality of leadership rating for principals, the greater the high school counselors' emotional exhaustion score was reduced. Specifically, the emotional exhaustion score was reduced by 2.77 points for each increase in the quality of leadership rating. For depersonalization, high school counselors who rated their principal as transactional leaders generally scored 2.46 points lower on the depersonalization scale than counselors who rated their principals as transformational leaders. The higher the quality of leadership rating for high school principals, the lower the high school counselors' depersonalization scores. Specifically, for each increase in rating, the depersonalization score was reduced by 1.10 points.

Some demographic and work related factors affected burnout in both groups. For high school counselors, emotional exhaustion was affected by years married. The longer the counselor was married, the more his or her emotional exhaustion was reduced. Depersonalization was affected by minutes it took to get to work, age, and gender. The longer the commute to work, the higher the depersonalization scores. The younger the counselor, the higher the depersonalization. Male counselors generally scored 1.98 points higher than females on depersonalization. Personal accomplishment was affected by age. For each ten years of age, the high school counselors' personal accomplishment score increased by 1.1 points.

For rehabilitation counselors, emotional exhaustion and depersonalization was affected by gender. Male counselors generally scored 6.56 points higher on the emotional exhaustion scale than female counselors. They also scored 3.47 points higher than females on depersonalization. But personal accomplishment was not affected by any of the demographic or work related variables for rehabilitation counselors.

For the relationship between leadership style and level of burnout, significant differences were found between high school and rehabilitation counselors. This was previously noted above for the individual sample groups. Of interest was the fact that leadership style and quality affected high school counselor burnout, but not burnout in rehabilitation counselors.

Relation of Findings to the Literature

Differences were found between the sampled high school and rehabilitation counselor groups in terms of age, years married, and race, but not for gender. Nothing in the review of literature indicated that demographic variables should significantly differ between high school and rehabilitation counselors. But if this is indeed the case - and only further research will be able to make this determination - then this result may assist in hiring practices, especially in the identification of potential high school or rehabilitation counselors. Perhaps older white counselors apply more for high school counseling positions as compared to rehabilitation counseling jobs

For work-related variables, the fact that high school counselors saw more clients, had a heavier caseload, and earned more was a logical finding and supported in the literature. High school counselors historically have been responsible for seeing more clients per day and having a far heavier caseload as compared to rehabilitation counselors. This may be evidenced and justified by their higher salaries.

When leadership variables by themselves were taken into consideration, no significant differences were found between the two groups with respect to the type or quality of leadership demonstrated by their principals or supervisors. Both groups tended to rate their principals/supervisors as transformational leaders. As explained by Dixon (1999), transformational leaders try to motivate subordinates to perform beyond expectations to achieve a shared vision. These leaders achieve tasks through others, while at the same time instilling the confidence, respect, cooperation, and loyalty of their employees. According to Stordeur (2000), transformational leaders consider each employee as an individual, provides focus on innovative ways to problem solve, influence employees by transmitting values and ethical principles, and communicate the global vision of the group. It would appear that both high school and rehabilitation counselors agreed with these factors of influence when considering the style of their leaders, at least in terms of how they responded to the MLQ within the context of this particular study.

Also, it is important to point out that the present study tested to see if differences existed in the impact of leadership on school and rehabilitation counselors. For burnout, leadership style and quality did not affect rehabilitation counselors, but it did affect high school counselors. High school counselors who rated their supervisors' quality higher also had lower burnout scores. Findings pertaining to burnout thus indicated that leadership type and quality helped to explain burnout in one group (high school counselors), but did not have any explanatory power with regard to the other group (rehabilitation counselors). This finding, however, is contrary to a body of research that suggests there is a relationship between burnout and leadership type and quality. Perhaps the fact that the rehabilitation counselor sample size was relatively small had a bearing on the identification of such a relationship.

There is yet another explanation. For their definition of job satisfaction, Martin and Schinke (1998) did suggest that it was difficult to relate the variables of job satisfaction, turnover, and burnout due to differences in definitions. This was pointed out in the literature review in a previous chapter. Specifically, Martin and Schinke's (1998) study concluded that job satisfaction was not proportional to turnover and burnout in mental health workers.

A similar problem - that of relating job satisfaction, burnout, and intent to change jobs - was suggested in an earlier study. Jayaratne and Chess

(1984) described a national study (N = 188) that found dissimilarities in levels of job satisfaction, burnout, and intent to change jobs. The populations studied were child welfare, community mental health, and family service workers. Evidence from the study suggested that family service workers believed they had a much better work environment than those in community mental health and child welfare agencies. Workers in child welfare settings showed higher levels of role and value conflict. But in spite of this and the lack of a challenging job situation, child welfare workers did not indicate greater burnout than the workers in community mental health and family service. Others also supported this view. Specifically, Sanchez and Brock (1996) as well as Lovelace and Rosen (1996) acknowledge the lack of fit between study participants and the organization with respect to influence on job satisfaction.

Interpersonal relationships and organizational climate have been cited as variables that influence job satisfaction and burnout in the literature (Danna & Griffin, 1999; Martin & Schinke, 1998; Sutton and Fall, 1995). Emotional well being is linked to the quality of an individual's interpersonal relationships, an aspect of which is attachment. Evidence suggests that attachment is inextricably tied to the experience of stress. But in the present study, the only variable close to this was the amount of time spent socializing with colleagues and it was not found to be related to burnout.

It is important to also note that much of the literature on the topic of leadership deals with job satisfaction and to a lesser extent burnout. It is not uncommon for someone to have high job satisfaction and to have significantly high burnout at the same time. Sometimes even the reverse can occur - that is, low satisfaction and low burnout. If the present study had been more focused on satisfaction, it is possible that a significant difference would have been found. The research does indicate that burnout is influenced by a number of variables. It would seem that job satisfaction is more driven in some cases by leadership style than is burnout.

In addition, the impact of the variable "work load" needs to be explored a little more fully and taken into consideration with respect to burnout at this time. This discussion considers the findings from a study conducted by Moore (2000). She examined work exhaustion (her definition of job burnout) in technology professionals as a function of work overload, role ambiguity and conflict, lack of autonomy and lack of rewards. Data were collected from information technology professionals who had extremely heavy workloads. The study concluded that work exhaustion had some influence on intention to leave the job. In addition, work overload was the strongest contributor to exhaustion.

Moore's (2000) findings imply that the greater the work load, the more exhaustion experienced by the employees which in turn increases job burnout. Perhaps this accounts for the difference between high school and

rehabilitation counselors in this study. The average high school counselor was seeing more clients and had a greater workload as compared to rehabilitation counselors.

The results of an earlier study conducted by Levinson (1996) support Moore's findings. In addition, it indicated a relationship to gender. Levinson acknowledges the increased workload for employees, especially those at the managerial level. He notes that benefits such as flexible working hours and longer vacations do not significantly reduce burnout. He adds that support at home for male workers has often decreased as well, adding to the level of stress experienced especially by male workers. The addition of increasingly more women in the workforce has also served to lessen male support at home. Moreover, women who have now entered the workforce receive even less support. This study suggests that both men and women experience much frustration because they cannot change the situation. These findings could also apply to high school counselors

Findings from the present study also indicated that some demographic and work related factors affected burnout in both groups. For high school counselors, emotional exhaustion was affected by full time salary. Minutes to get to work affected depersonalization, and age and full-time salary affected personal accomplishment. But higher salaries for this group did not indicate that they are paid more to compensate for an increased workload and client-filled calendar. It simply suggests that pay for high school counselors may be

higher in general than that of rehabilitation counselors. The present study simply showed that there was less burnout at higher salaries.

According to the literature, increased workload and a heavily laden calendar do affect personal accomplishment as well as job satisfaction (Jenkins & Maslach, 1994; Martin & Schnike, 1998). An employee cannot produce quality work if his or her workload is too heavy. In the view of Klubnik (1995), a sense of personal accomplishment can come about from a "job well done" type of mentality. It would seem that this type of mentality would be harder to attain when the work is significantly increased and rushed.

A sense of accomplishment can also come about as the employee ages, as was evidenced in the present study. For example, every additional year of age was associated with a 0.2 percent increase in personal accomplishment. This is supported by the results of an early study of teachers by Jackson et al. (1986). These researchers found that age, gender, and grade level taught were predictive of burnout.

High school counselors' depersonalization burnout score was found to be influenced by the time it took to get to work. The longer it took a high school counselor to get to work, the less that employee felt a part of the "team." Specifically, an increase in 30 minutes to commute to work resulted in an increase in the depersonalization score of 2.40 points. According to Tierney et al. (1999), employee creative performance is influenced by intrinsic

employee characteristics. Thus, for high school counselors who live further away from their work environment, a greater degree of depersonalization is experienced.

For rehabilitation counselors, emotional exhaustion and depersonalization was affected by gender. Males generally scored higher on both scales than females. The literature supports the view that gender has an affect on emotional exhaustion as well as depersonalization (Danna & Griffin, 1999). But personal accomplishment was not affected by any of the demographic or work related variables for rehabilitation counselors. It is possible, as Corrigan et al. (1995) has suggested, that rehabilitation counselors have facilitated more satisfactory relationships among peers. In this way, staff rehabilitation members feel less emotionally exhausted and depersonalized, relationships with clients may improve, and attitudes fostering productive treatment may increase.

Conclusions and Recommendations

Policy Implications

The results of this study suggest that a relationship exists between leadership style and counselor burnout. Specifically, transactional leadership was associated with less burnout among high school counselors. But according to the literature, transformational supervisors appear to be better suited to provide leadership, particularly in today's diverse community and educational environment. Dixon (1999) suggested that in order for a leader to

be effective in a dynamic occupational environment (e.g., restructuring, multiculturalism), he/she must embrace the transformational leadership style. Evidence in the literature suggested that the most effective leadership style was dependent on the contingencies of specific employees or situations.

The most effective leadership style may not be the most satisfying for the school or rehabilitation counselor employee. However, the selection of an appropriate leadership style of administrators may be able to increase counselor motivation, job satisfaction, and empowerment. Thus, in turn, could lead to lower levels of absenteeism, illness, accident, and burnout.

A relationship between type of leadership and burnout has implications for employee selection also, especially at the supervisory level. Employers, of course, generally attempt to attract and hire people that they believe will make good employees and use a wide variety of methods to screen or select new employees. Most of these techniques are designed to allow those doing the hiring to assess the suitability of the prospects for both their school or agency and the specific job. Quality of leadership, because it has an affect on leadership, may be significant. For this reason, this factor that should be identified in candidates during the hiring process.

The results of this study also suggest that certain work-related and demographic factors influenced burnout in counselors. These also should be considered during employee selection, but more so at the counselor level. Because it was concluded that minutes it takes to get to work affected

depersonalization which, in turn, affects burnout, agencies and schools should attempt to hire employees who live within a certain geographic boundary, or range of miles. Mileage outside that range would result in an extended period of time to get to work and make the candidate less desirable. However, if the school or agency were more conscious that people who commute longer distances tended to feel more depersonalization, a flagging method could be established to identify those outside the work location limits. Services could be established to help those persons feel that they are still an integral part of the overall organization's personnel team.

Gender, age, years married, salary, and time it takes to travel to and from work were found to have an influence on the burnout rate of high school and rehabilitation counselors. Support for those high school counselors who have a longer commute to work was one policy implication of the findings and suggested in the previous section. Support for male rehabilitation counselors is another policy implication.

Since there is a relationship between type and quality of leadership, transactional leadership should also apply to principals. If a relationship between transactional and lower burnout among counselors exists in the population, transformational principals might be trained in transactional leadership methods. A second implication is that since a positive relationship

exists between quality of leadership and burnout, the quality of a principal's leadership should also be emphasized during training.

The literature review also indicated that administrative support is a variable of influence that impacts employee burnout. A report by Sutton and Fall (1995) concluded that school counselor self-efficacy might be influenced by the school climate in terms of administrative support. Administrative support for the counselor and school-counseling program, in fact, influenced both the outcome expectancy for the counselor's behavior and the counselor's expected capacity to produce to standards. This, in turn, has a bearing on burnout. It is therefore recommended that school policy take this variable into consideration when training supervisors. The study of Shechtman and Wirzberger (1999) also indicated that inexperienced counselors had higher leadership needs than those who were more experienced. Thus, school hiring policy should consider the experience level of the counselor as well as the supervisor when assigning new employees to various positions.

Recommendations for Further Research

From the implications, it is recommended that further research be undertaken to determine whether high school counselors differ from other counselor groups in terms of whether transactional leadership works better for them. Future research should also more closely examine the characteristics of "quality" and assess variables of influence other than those

included in the present investigation. This study dealt with counselor ratings of their principals only in terms of extra effort, effectiveness, and satisfaction. But are there other qualities that are related to burnout as well?

It is recommended that further research be conducted using a larger sample of rehabilitation counselor to confirm that leadership quality and style are not related; thus it may not be necessary to train rehabilitation counseling leaders with respect to type and quality of leadership. Future research should also focus on determining what particular factors do cause burnout in rehabilitation counselors.

Based on the findings and implications of the research questions, further research should be directed at determining why males are experiencing more burnout as compared to females. It is also recommended that future research be conducted using a larger sample of rehabilitation counselors to determine if the length of commute, age, years married, and salary findings can be confirmed.

The study recommends that future research, in an effort to support the empirical findings of the present investigation, be conducted, but on a broader scale in regards to sample size, diversity of sample group, and number of agencies and high schools included in the population. A study of significantly more high school and rehabilitation counselor respondents in more agencies and school systems would almost certainly yield greater

insight into the variables assessed in the present study, and perhaps an even closer convergence with the findings of the present research.

The study also recommends that replication of the present investigation should logically be made at intervals in the future in an effort to empirically detect changing or similar trends in the effects of leadership on burnout among high school and rehabilitation counselors. Increased empirical identification of this relationship would serve to further increase management awareness of the need to ascertain the type and quality of leadership within the organization, especially in today's rapidly changing community and educational environment.

The literature review indicated that administrative support is a variable of influence that impacts employee burnout. A report by Sutton and Fall (1995) indicated that school counselor self-efficacy might be influenced by the school climate in terms of administrative support. Administrative support for the counselor and school-counseling program, in fact, influenced both the outcome expectancy for the counselor's behavior and the counselor's expected capacity to produce to standards. This, in turn, has a bearing on burnout. It is therefore recommended that a future investigation take this variable into account. Also, results reported by Shechtman and Wirzberger (1999) indicated that inexperienced counselors had higher leadership needs than those who were more experienced. Perhaps a future study should consider the experience level of the counselor as well.

In addition, the study recommends that research focus on assessing the relationship of leadership style and quality on rehabilitation counselors only. This research, however, should contain significantly more rehabilitation counselors from more than one agency. It was previously noted that leadership type and style did not help to explain burnout in rehabilitation counselors. Perhaps the sample size was too small, which influenced identification of a relationship. A future study focused only on this group that includes more respondents and uses the same definitions as the present study could produce findings that either support the findings of the present study or support the limitation of an inadequate sample size. Clearly, it is important to provide additional support to the findings that leadership style and quality had no effect on rehabilitation counselors. It is just as important to identify those variables that do have such an effect.

It was noted in previous chapters that there are differences in the two types of counselors, some of which were not taken into consideration by the present investigation because that was not the primary objective. In the present study the data that was gathered indicated differences in caseload sizes, number of consumers assisted in one day (scope of the counselor's role), years of education, salary, and years married. These differences should be explored in future research, particularly as related to years married because that variable was found to have an influence on burnout.

The present research investigation did not address differences in counselor group supervisors. But, as noted previously, differences do exist and could be influential in determining the impact of supervisory leadership on counselor burnout. Differences in background and administrative training may be a factor of influence on both high school and rehabilitation counselor burnout. Differences may also be a factor in style of leadership that is adopted by the supervisor. It is therefore recommended that future research focus on a more detailed examination of the counselors' supervisors. Perhaps an entire study in itself should be devoted to this subject and potential relationship.

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APPENDIX A

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DEMOGRAPHIC QUESTIONNAIRE FOR PUBLIC HIGH SCHOOL COUNSELORS

The purpose of this questionnaire is to collect demographic information for the study. Please answer every question to the best of your ability. This information is confidential and will be used only in conjunction with research on this topic. Please do not add your name to the completed form. If you are not a public high school counselor, serving students between grades 9 through 12, please give this survey questionnaire to one of your high school counselor colleagues as this study, in part, targets high school counselors. If you feel a need to speak to me regarding the questions, or any other problems or concerns that you may have, please feel free to contact me. My contact information is on the top of this form. Thank you for your assistance and participation.

1. Gender: ___ Male ___ Female
2. How many clients or students do you see on the average in one day? _____
3. How many students are on your caseload or that you are responsible for?

4. How long does it take for you to get to work daily? _____
5. How many years of education have you received beyond high school?

6. How much time do you spend weekly outside of work interacting with one or more of your work colleagues? _____
7. What is your age? _____
8. What is your annual salary (on a full-time basis)? _____
9. Currently, how many years have you been married to or living with your partner or significant other (if you are not married or such, please answer this with a zero)?

10. What would you describe as your primary ethnicity? _____

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DEMOGRAPHIC QUESTIONNAIRE FOR STATE VOCATIONAL REHABILITATION COUNSELORS

The purpose of this questionnaire is to collect demographic information for the study. Please answer every question to the best of your ability. This information is confidential and will be used only in conjunction with research on this topic. Please do not add your name to the completed form. If you are not a state rehabilitation counselor, please give this survey questionnaire to one of your state rehabilitation counselor colleagues as this study, in part, targets state rehabilitation counselors. If at anytime you feel a need to speak to me regarding the questions, or any other problems or concerns that you may have, please feel free to contact me. My contact information is on the top of this form. Thank you for your assistance and participation.

1. Gender: __ Male __ Female
2. How many consumers or clients do you see on the average in one day?

3. How many consumers or clients are on your caseload or that you are responsible for? _____
4. How long does it take for you to get to work daily? _____
5. How many years of education have you received beyond high school?

6. How much time do you spend weekly outside of work interacting with one or more of your work colleagues? _____
7. What is your age? _____
8. What is your annual salary (on a full-time basis)? _____
9. Currently, how many years have you been married to or living with your partner or significant other (if you are not married or such, please answer this with a zero)? _____
10. What would you describe as your primary ethnicity? _____

APPENDIX B

Maslach Burnout Inventory

MBI Human Services Survey

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

On the following page there are 22 statements of job-related feelings. Please read each statement carefully and decide if you ever feel this way *about your job*. If you have *never* had this feeling, write a "0" (zero) before the statement. If you have had this feeling, indicate *how often* you feel it by writing the number (from 1 to 6) that best describes how frequently you feel that way. An example is shown below.

Example:

HOW OFTEN:	0	1	2	3	4	5	6
	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

HOW OFTEN

0 - 6

Statement:

_____ I feel depressed at work.

If you *never* feel depressed at work, you would write the number "0" (zero) under the heading "HOW OFTEN." If you *rarely* feel depressed at work (a few times a year or less), you would write the number "1." If your feelings of depression are fairly frequent (a few times a week, but not daily) you would write a "5."



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MBI Human Services Survey

HOW OFTEN:	0	1	2	3	4	5	6
	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

HOW OFTEN

0 - 6

Statements:

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

(Administrative use only)

cat.

cat.

cat.

EE: _____ DP: _____ PA: _____

APPENDIX C

Multifactor Leadership Questionnaire

MLQ Multifactor Leadership Questionnaire Rater Form (5x-Short)

Name of Leader: _____ Date: _____

Organization ID #: _____ Leader ID #: _____

This questionnaire is to describe the leadership style of the above-mentioned individual as you perceive it. Please answer all items on this answer sheet. **If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.** Please answer this questionnaire anonymously.

IMPORTANT (necessary for processing): Which best describes you?

- I am at a higher organizational level than the person I am rating.
- The person I am rating is at my organizational level.
- I am at a lower organizational level than the person I am rating.
- I do not wish my organizational level to be known.

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits the person you are describing. Use the following rating scale:

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4

THE PERSON I AM RATING. . .

- | | | | | | |
|--|---|---|---|---|---|
| 1. Provides me with assistance in exchange for my efforts..... | 0 | 1 | 2 | 3 | 4 |
| 2. Re-examines critical assumptions to question whether they are appropriate | 0 | 1 | 2 | 3 | 4 |
| 3. Fails to interfere until problems become serious | 0 | 1 | 2 | 3 | 4 |
| 4. Focuses attention on irregularities, mistakes, exceptions, and deviations from standards... | 0 | 1 | 2 | 3 | 4 |
| 5. Avoids getting involved when important issues arise | 0 | 1 | 2 | 3 | 4 |
| 6. Talks about their most important values and beliefs | 0 | 1 | 2 | 3 | 4 |
| 7. Is absent when needed | 0 | 1 | 2 | 3 | 4 |
| 8. Seeks differing perspectives when solving problems..... | 0 | 1 | 2 | 3 | 4 |
| 9. Talks optimistically about the future | 0 | 1 | 2 | 3 | 4 |
| 10. Instills pride in me for being associated with him/her | 0 | 1 | 2 | 3 | 4 |
| 11. Discusses in specific terms who is responsible for achieving performance targets..... | 0 | 1 | 2 | 3 | 4 |
| 12. Waits for things to go wrong before taking action..... | 0 | 1 | 2 | 3 | 4 |
| 13. Talks enthusiastically about what needs to be accomplished | 0 | 1 | 2 | 3 | 4 |
| 14. Specifies the importance of having a strong sense of purpose..... | 0 | 1 | 2 | 3 | 4 |
| 15. Spends time teaching and coaching..... | 0 | 1 | 2 | 3 | 4 |

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Continued =>

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	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
	0	1	2	3	4
16. Makes clear what one can expect to receive when performance goals are achieved	0	1	2	3	4
17. Shows that he/she is a firm believer in "If it ain't broke, don't fix it."	0	1	2	3	4
18. Goes beyond self-interest for the good of the group	0	1	2	3	4
19. Treats me as an individual rather than just as a member of a group	0	1	2	3	4
20. Demonstrates that problems must become chronic before taking action.....	0	1	2	3	4
21. Acts in ways that builds my respect.....	0	1	2	3	4
22. Concentrates his/her full attention on dealing with mistakes, complaints, and failures	0	1	2	3	4
23. Considers the moral and ethical consequences of decisions.....	0	1	2	3	4
24. Keeps track of all mistakes.....	0	1	2	3	4
25. Displays a sense of power and confidence	0	1	2	3	4
26. Articulates a compelling vision of the future	0	1	2	3	4
27. Directs my attention toward failures to meet standards.....	0	1	2	3	4
28. Avoids making decisions	0	1	2	3	4
29. Considers me as having different needs, abilities, and aspirations from others.....	0	1	2	3	4
30. Gets me to look at problems from many different angles	0	1	2	3	4
31. Helps me to develop my strengths	0	1	2	3	4
32. Suggests new ways of looking at how to complete assignments.....	0	1	2	3	4
33. Delays responding to urgent questions	0	1	2	3	4
34. Emphasizes the importance of having a collective sense of mission.....	0	1	2	3	4
35. Expresses satisfaction when I meet expectations	0	1	2	3	4
36. Expresses confidence that goals will be achieved	0	1	2	3	4
37. Is effective in meeting my job-related needs	0	1	2	3	4
38. Uses methods of leadership that are satisfying.....	0	1	2	3	4
39. Gets me to do more than I expected to do	0	1	2	3	4
40. Is effective in representing me to higher authority	0	1	2	3	4
41. Works with me in a satisfactory way.....	0	1	2	3	4
42. Heightens my desire to succeed	0	1	2	3	4
43. Is effective in meeting organizational requirements	0	1	2	3	4
44. Increases my willingness to try harder	0	1	2	3	4
45. Leads a group that is effective.....	0	1	2	3	4

APPENDIX D

Definition of Terms

Several terms were unique in the study. The following are defined to convey the meaning that was given to them in the present investigation:

Leadership: According to the literature, a leader is an individual who plays a key role in mobilizing and directing a group of followers (Schein, 1997; Smitson, 1999; Taggar, Hackett, & Saha, 1999). This term pertains to that process in which one person sets the purpose or direction for one or more other persons, and gets them to move along together with him or her and with each other in that direction with competence and full commitment. The literature highlights the capacity of leaders to inspire and enthuse others and to show extraordinary confidence in themselves and their mission. These behaviors are similar to qualities of transformational leaders - leaders who inspire their followers to transcend their own self-interests for a higher collective purpose (Carless, 1998; Dixon, 1999). Bass and Avolio (1990, 1999) developed a theory of transformational leadership in organizational settings. Based on both qualitative and quantitative procedures, they identified four transformational leadership factors: charisma, inspiration, intellectual stimulation, and individualized consideration.

Leadership Style: Most authorities agree that there are approximately three major leadership styles (Schein, 1997; Smitson, 1999; Taggar, Hackett, & Saha, 1999). Although they have often been given different names, they

are referred to in the present investigation as transformational, transactional, and laissez faire (sometimes called non-leadership) leadership style. Each is briefly described below:

- *Transformational Leadership* is a process in which the leaders take actions to increase associates' awareness of what is right and important, to raise motivational maturity and to move associates to go beyond personal self-interests for the good of the group, the organization, or society (Bass & Avolio, 1999, Introduction, p. 1). The four Transformational leadership styles identified in the Multifactor Leadership Questionnaire include: Idealized Behaviors (living your ideals), Inspirational Motivation (inspiring others), Intellectual Stimulation (stimulating others), and Individualized Consideration (coaching and development). Attributed to them is also a fifth characteristic called Idealized Attributes--Respect, trust, and faith based on these four transformational styles.
- *Transactional Leadership* focuses on first-order changes through day-to-day transactions as leaders accomplish goals with and through others. Transactional leadership is characterized by: active management by exception (MBEA), passive management by exception (MBEP), and presentation of a contingent reward (Stordeur, 2000).
- *Laissez-Faire Leadership*, also called non-transactional leadership pertains to the active avoidance of any activities or responsibilities

related to leadership on the part of the manager/supervisor. These individuals also evidence the following characteristics: avoid becoming involved when important issues arise; are absent when needed; delay responding to urgent questions; avoid dealing with chronic problems; and fail to follow-up requests for assistance (Bass & Avolio, 1999, Introduction, p. 3).

Maslach Burnout Inventory (MBI): This is one of two instruments that were used in the study. It was designed to assess the three aspects of the burnout syndrome: emotional exhaustion, depersonalization, and personal accomplishment (Maslach, Jackson, & Leiter, 1996). Maslach considers burnout to be a continuous variable that ranges from low to average to high degrees of experienced feeling. In this context, burnout is not perceived as a variable that is either present or absent. It develops over time from experiencing long-term stress (Maslach & Leiter, 1997; Schaufeli, Maslach, & Marek, 1993).

Each aspect of the syndrome is measured on a separate subscale. The Emotional Exhaustion subscale measures feelings of emotional over-extension and work exhaustion. The Depersonalization subscale measures an unfeeling and impersonal response towards employees or others. The Personal Accomplishment subscale measures feelings of competence and successful achievement with regard to working with people. A high degree of burnout is reflected in high scores on the Emotional Exhaustion and

Depersonalization subscales and in low scores on the Personal Accomplishment subscales. An average degree of burnout is reflected in averages scores on the Personal Accomplishment subscale. A low degree of burnout is reflected in low scores on the Emotional Exhaustion and Depersonalization subscale and in high scores on the Personal Accomplishment subscale.

Multifactor Leadership Questionnaire for Research (MLQ): This is the second of two test instruments used in the study. The MLQ instrument is a test comprised of 12 subscales, based on the concepts of transformational leadership, transactional leadership and non-leadership. Transformational and Transactional leadership are related to the success of the group. Success is measured by the MLQ in terms of how often the raters perceive their leaders to be motivating, how effective raters perceive their leaders to be at different levels of the organization, and how satisfied raters are with their leaders' methods of working with others.

Of the 12 scales, The Extra Effort subscale measures the following attributes: getting others to do more than they expected to do; heightening others' desire to succeed; and increasing the willingness of others to try harder. The Effectiveness measures the following attributes: effective in meeting others' job-related needs; effective in representing their group to higher authority; effective in meeting organizational requirements; and ability to lead a group that is effective. The Satisfaction subscale reflects the

following. The Satisfaction subscale measures the following attributes: uses methods of leadership that are satisfying; and works with others in a satisfactory way.

Results of factor analyses have shown that the MLQ yields reliable factors that comprise transformational leadership, transactional leadership, and non-leadership. The MLQ was developed by writing items that reflect current thinking on leadership (Careless, 1998). It consists of 45 items representing leadership skills. Participants rate items according to their perceptions of the ideal leader (Bass & Avolio, 1990). Items are rated on a five-point frequency Scale (4=frequently if not always, 0=not at all). The MLQ has been widely investigated and shown to have excellent internal consistency, test-retest reliability, and construct validity (Bass & Avolio, 1993).

Organizational Culture: According to Denison (1996, p. 556), culture refers to the deep structure of organizations. This is founded in the values, beliefs, and assumptions held by organizational members. Meaning is established through socialization to a variety of groups within the respective workplace. Denison (1996) further explains that interaction gives culture a great stability. It is also characterized by a precarious and fragile nature:

...rooted in the dependence of the system on individual cognition and action. Climate, in contrast, portrays organizational environments as being rooted in the organization's value system, but tends to present

these social environments in relatively static terms, describing them in terms of a fixed (and broadly applicable) set of dimensions. Thus, climate is often considered as relatively temporary, subject to direct control, and largely limited to those aspects of the social environment that are consciously perceived by organizational members (pp. 556-557).