

PERCEIVED LEADERSHIP STYLE BY CHILD PROTECTIVE SERVICES WORKERS AND  
THE IMPACT ON BURNOUT

Danyelle LaKeya Reese

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

School of Behavioral Sciences

Liberty University

2022

PERCEIVED LEADERSHIP STYLE BY CHILD PROTECTIVE SERVICES WORKERS AND  
THE IMPACT ON BURNOUT

by Danyelle LaKeya Reese

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

School of Behavioral Sciences

Liberty University, Lynchburg, VA

2022

APPROVED BY:

Pamela Moore, Ph.D., Committee Chair

Brian Cambra, Ph.D., Committee Member

## ABSTRACT

Few studies have analyzed worker burnout and organizational leadership styles for child protective service (CPS) workers. Many studies have focused on child welfare workers as a whole. Child welfare encompasses many different program areas. CPS is a subset of child welfare agencies. Child protective services workers have a high-stress job that exposes them, workers, to secondary trauma and burnout at a higher rate than other comparable positions. Child protective services is a program that is mandated to receive reports of child maltreatment, investigate the allegations, and provide services to the clients. Due to the job's complexity, workers may rely on their leadership to provide guidance and support to assist them in achieving the best possible outcomes for families. Burnout may impact how effective a worker is in working with clients, negatively impacting client outcomes. This quantitative study had two purposes: (1) to further explore child protective services workers' burnout and (2) to examine the relationship between burnout and organizational leadership. This research focused specifically on CPS workers in the continental United States. Participants were recruited online, and the data was collected through an online format. The Maslach Burnout Inventory and the Multifactor Leadership Questionnaire were used for this study. Findings were analyzed using MANOVA and multiple linear regression analysis. Findings identified significance between a sense of personal accomplishment and CPS worker's burnout. Age was a moderator between organizational leadership and emotional exhaustion. Future research should consider conducting a similar study with more perceived leadership types.

*Keywords:* Child Protective Services, Organizational Leadership Style, Burnout, Child Welfare Agency

### **Dedication**

This is for me- the voice in my head that told me I could, so I did, with the support of many. This is for my supportive husband and favorite human, Cedrick Reese. Your patience, encouragement, and listening ear kept me going when I felt doubt. You inspire me and continue to be an inspiration in my life. When I think of all the milestones since graduating from undergrad, you are in every memory with that big comforting smile. Because of you, I went after it, chased it, caught it; I did not swim this race alone. To my father, Anthony Bell, and my mother, Lena Brathwaite Bell, you have always challenged me intellectually and encouraged me to find the answers. Thank you for your lessons- I was listening and watching. This is also for my sister, Dominique Mays. I admire your talent, hard work, and dedication; I am proud of you. You are an amazing mother to my loving niece and nephews. And, to my brothers, Omar Bell and Samuel- you can achieve most things as long as you keep going after it; never stop goal-digging.

For the children and families that drive the mission, vision, and values of Child Welfare Agencies, and for the workers – I see you, and I appreciate you.

## Table of Contents

ABSTRACT .....	2
Dedication .....	3
List of Tables .....	6
List of Figures .....	7
List of Abbreviations .....	8
CHAPTER ONE: INTRODUCTION.....	9
Overview .....	9
Background.....	9
Problem Statement .....	11
Purpose Statement.....	13
Significance of the Study .....	13
Research Question(s) .....	15
Definitions.....	15
Summary .....	16
CHAPTER TWO: LITERATURE REVIEW .....	17
Overview.....	17
Conceptual or Theoretical Framework .....	17
Related Literature.....	22
Summary .....	40
CHAPTER THREE: METHODS .....	42
Overview.....	42

	5
Design .....	42
Research Question(s) .....	43
Hypotheses .....	43
Participants and Setting.....	43
Instrumentation .....	47
Procedures.....	48
Data Analysis .....	50
Summary .....	50
CHAPTER FOUR: FINDINGS.....	52
Overview.....	52
Descriptive Statistics.....	52
Results.....	58
Hypothesis(es).....	58
Summary .....	76
CHAPTER FIVE: CONCLUSIONS .....	78
Overview.....	78
Discussion .....	78
Implications.....	80
Limitations .....	81
Recommendations for Future Research .....	82
Summary .....	83
REFERENCES .....	84
APPENDICES .....	98

**List of Tables**

Table 1. Residual Statistics Depersonalization- Mahal. Distance

Table 2. Residual Statistics Emotional Exhaustion- Mahal. Distance

Table 3. Perceived Leadership Type Per Region and Burnout

Table 4. Box's Test of Equality Covariance

Table 5. MANOVA Output

Table 6. Estimated Marginal Means for Burnout and Leadership

Table 7. Correlation Leadership, Age, and Emotional Exhaustion

Table 8. Correlation Leadership, Age, and Depersonalization

Table 9. Correlation Leadership, Personal Accomplishment, and Emotional Exhaustion

Table 10. Correlation Leadership, Personal Accomplishment, and Depersonalization

Table 11. Model Summary- Age Range, Leadership Type and Emotional Exhaustion

Table 12. Model Summary- Age Range, Leadership Type and Depersonalization

Table 13. Model Summary- Personal Accomplishment, Leadership Type and Depersonalization

Table 14. Model Summary- Personal Accomplishment, Leadership Type and Emotional Exhaustion

Table 15. ANOVA Output- Personal Accomplishment, Leadership Type and Depersonalization

Table 16. Coefficients- Leadership, Age Range, and Emotional Exhaustion

Table 17. Coefficients- Leadership, Age Range, and Depersonalization

Table 18. Coefficients- Leadership, Personal Accomplishment, and Emotional Exhaustion

Table 19. Coefficients- Leadership, Personal Accomplishment, and Depersonalization

Table 20. MANOVA Output

Table 21. Percentage of Participants Per Region

Table 22. MBI Emotional Exhaustion and Depersonalization and Region

## List of Figures

Figure 1. Power Analysis for ANOVA Sample Size

Figure 2. Power Analysis for Regression Sample Size

Figure 3. Participants Region

Figure 4. Participants Age Ranges

Figure 5. Years Working in Child Welfare

Figure 6. Boxplot- Depersonalization

Figure 7. Boxplot- Emotional Exhaustion

Figure 8. Emotional Exhaustion Histogram

Figure 9. Depersonalization Histogram

Figure 10. Linearity

Figure 11. Linearity

Figure 12. Scatterplot From Linear Regression to Predict Depersonalization from Leadership and Age Range

Figure 13. Scatterplot From Linear Regression to Predict Emotional Exhaustion from Leadership and Age Range

Figure 14. Scatterplot for Age Range and Emotional Exhaustion

Figure 15. Scatterplot for Sense of Personal Accomplishment and Depersonalization

Figure 16. Burnout Subscales and Age Range Comparison



### **List of Abbreviations**

Child Protective Services (CPS)

Child Protective Services Worker (CPSW)

Child Welfare (CW)

## CHAPTER ONE: INTRODUCTION

### Overview

Child welfare agencies are experiencing a high incidence of turnover due to employee burnout (Molnar & Fraser, 2020). Research suggests that organizations should provide workers with a transformational leadership style (Rittschof & Fortunato, 2016). This quantitative study assisted in determining the impact of organizational leadership style on burnout. Child welfare workers enter the position with the knowledge that they may encounter situations that may result in vicarious and secondary trauma; nevertheless, they accept and do the job. We know transformational leadership offers support to workers, and it may reduce burnout (Rittschof & Fortunato, 2016). We do not know if other leadership styles support child welfare workers.

Furthermore, this study analyzed data from child welfare workers identified as child protective service workers. Previous research tends to analyze child welfare workers as a whole when it is known there are several subsets to child welfare (Font, 2012). This study aided in adding to knowledge on the impact of leadership style for some employees in high-stress child welfare jobs.

### Background

Child protective service workers (CPS workers) complete a wide variety of tasks, including interviewing victims of suspected abuse or neglect, questioning caregivers, documenting investigations, organizing meetings, and appearing in court (Capacity Building Center for States, 2018). Children engaged in child welfare proceedings may be deemed vulnerable to future abuse. The CPS workers typically involved in high-risk cases may be exposed to secondary or vicarious trauma. Stress from secondary trauma has also contributed to burnout (Sprang et al., 2011). Burnout may also be referred to as compassion fatigue, vicarious trauma, or secondary trauma (Mignon, 2017), though they differ in definition (Rienks, 2020).

Compassion fatigue may be experienced when workers attempt to help their clients through

their (client's) trauma. The worker may begin to be impacted in a manner that lessens their effectiveness (Lewis & King, 2019). CPS workers may be exposed to clients' traumatic experiences through the information clients may share. CPS workers may also engage with clients shortly after the client has experienced trauma. Over time, the exposure to clients' trauma responses, experiences, and emotions may affect the worker; this is known as vicarious trauma (Dombo & Blome, 2016). CPS workers may experience disruptions in their emotional or behavioral functioning due to exposure to a client's traumatic experience; the responses the worker experiences may be similar to the person who experienced the trauma firsthand (Rienks, 2020). A worker in this situation has experienced secondary trauma.

Child welfare agency leaders should be able to identify when workers are experiencing burnout, and they should be able to provide the supervision needed to assist in managing burnout. Different leadership styles may result in managers providing other methods of support which may impact the burnout a worker feels. The level of service that child welfare clients receive may be affected by worker burnout. Child welfare jobs have high turnover rates (Katz et al., 2021); burnout can lead to a worker's decision to leave (McFadden et al., 2018).

Park and Pierce (2020a) suggested that future research examine more organizational leadership styles and their impact on child welfare workers. Leadership is critical for encouraging workers to support the agency's mission and goals (Antonakis & House, 2014). The theoretical framework of this study is partly based on Avolio and Bass's (1995) research on transactional and transformational leadership. Many studies before this research have focused on transformational leadership. Avolio and Bass's Full Range Leadership model focuses on three leadership styles- transformational, transactional, and laissez-faire leadership.

Transformational leaders inspire those who work for them; they support their staff in challenges and show interest in the developmental growth of the team (Kuchinke, 1999). Transactional leadership focuses on outcomes and uses incentives and corrective action to encourage tasks to be completed (Tham & Strömberg, 2020). Laissez-faire leaders tend to postpone

decisions and are not quick to respond when needed (Hinkin & Schriesheim, 2008). This research focuses on the perceived organizational leadership style a worker receives, and the workers' reported burnout. The research questions seek to address the identified gap in knowledge on child welfare workers' burnout who work in child protective services.

Child welfare workers have a higher burnout rate than some other professions; the only other professions to rate higher were law enforcement and prosecutors (Letson et al., 2020). Numerous factors may play a role in employee burnout in child welfare agencies. There is a distinction between burnout caused by client problems and burnout caused by agency factors (Leake et al., 2017). While this research will focus on the agency factor of organizational leadership, it is essential to know the other contributing factors, such as secondary trauma.

Secondary trauma should be understood by management in child welfare organizations, as well as its consequences and how to identify workers who may be affected. Possessing the information and skills necessary to assist child welfare workers in coping with secondary trauma may help mitigate the risk of burnout (Tullberg & Boothe, 2019). With the assistance of others, Maslach created a theoretical framework to define three distinct manifestations of burnout—emotional exhaustion, depersonalization, and reduced personal accomplishment (Leake et al., 2017).

Based on the worker's organizational leadership, the CPS workers may report differently on Maslach's Burnout Inventory. One area in which variations in leadership style are different is how a supervisor communicates with workers (Strolin-Goltzman et al., 2009). Supervision is commonly recognized as critical to performance and a sense of agency support (Strolin-Goltzman et al., 2009).

### **Problem Statement**

Research has shown the impact of transformational leadership on child welfare workers' burnout; the effect of other types of organizational leadership on child welfare workers' burnout is unknown (Rittschof & Fortunato, 2016). Previously conducted studies examined child welfare professionals from specific regions or agencies. Because the job of a child welfare professional

varies by geographical area, generalizations about study results are not always possible (Lizano & Mor Barak, 2015). Research on burnout among child welfare professionals from different states is necessary (Rittschof & Fortunato, 2016).

An earlier study with participants aged between 21-70 years old (39.83 mean) found age contributed to child welfare workers' decision to withdraw from their job due to stress and burnout (Travis et al., 2016). The older the worker (38 years and older), the less likely they would withdraw from the job. The information from this study may indicate that age is a moderator of burnout, and organizational leadership style may have less of an impact on reported burnout in CPS workers in an older age group. Boyas et al. (2012) studied CPS workers using an age-based path analysis model. They found that the participants in the older worker age group, which was 38 years and older, had higher levels of organizational commitment, and the younger workers had higher levels of factors that make up burnout-emotional exhaustion, depersonalization, job stress, and intent to leave (Boyas et al., 2012).

Child welfare workers may work in different subsets within a child welfare organization. Child protective services are one of the subsets. Much research has been aimed at child welfare, with few studies focusing specifically on child protective services. Rittschof and Fortunato (2016) indicated that only five studies examined the connection between transformational leadership and work burnout in child welfare; only one of the five studies specifically included CPS workers (Rittschof & Fortunato, 2016).

Previous research has shown that transformational leadership may result in more positive outcomes for organizations. Still, it does not show the impact of organizational leadership styles for child protective service workers. Furthermore, generalizations cannot be made due to research including samples from the same organization and region. This study sought to address this by having a sample of participants from different regions of the United States. Many studies have focused primarily on child welfare workers. Child welfare encompasses many other program areas. The problem is we do not know the effect of organizational leadership styles on burnout in CPS

workers in the United States, including Alaska and Hawaii. Furthermore, there is little information on how CPS workers' age impacts burnout.

### **Purpose Statement**

This quantitative study explored the relationship between burnout and organizational leadership between child protective services workers. The study further analyzed if a worker's age moderated the relationship. This study analyzed the impact of other leadership styles on CPS workers' burnout and will provide knowledge about CPS workers' burnout in different regions of the United States.

The independent variables were organizational leadership (type of leadership style) and the worker's age. The dependent variable was burnout. The data collection tools used for this study were a demographic survey, the Multifactor Leadership Questionnaire, and the Maslach Burnout Inventory. Participants were CPS workers in the continental United States.

### **Significance of the Study**

I have worked in child welfare for the past 13 years in various positions and different states. This has allowed me to navigate through the continuum of child welfare services under several different leadership styles. I have also had the opportunity to develop relationships with my colleagues and peers. We would share stories of our feelings about the work and how our supervisors impacted the work. My personal experience working in child welfare allowed me to understand the impact of workers leaving due to burnout and what that does to the workers who remain and the clients we serve.

Over time my interest in turnover, burnout, and organizational leadership grew. I have worked under several different perceived leadership styles and can speak from a place of understanding; however, everyone's experiences and stories are not the same; it is essential for continued research in this area. CPS workers experience secondary trauma, high caseloads, time constraints, and other factors contributing to burnout and decisions to separate from their employment.

As a worker in child welfare, I learned early on that I needed to practice self-care and balance if I genuinely wanted to be able to continue in this line of work. It was not always easy- it took a lot of self-discipline and establishing boundaries that worked for me. It was a challenge when I encountered a supervisor or two who did not understand, and they did not have what I considered healthy work-life practices and boundaries themselves.

I advocate for increasing the conversations surrounding wellness in the workplace, specifically for those who work across all human services organizations. Those who are serving others should be encouraged to serve themselves first. Studies such as this can help organizations understand the role leadership plays in burnout and hopefully add to the discussion that this is not just something that only a few locations are facing. Still, burnout in CPS is happening across the country, and leadership can help workers navigate it. Through the years, I have observed that workers do not always leave an organization when they are burnt out. I have seen people stay and appear miserable in their jobs, I have seen people terminated due to mistakes and bad, unethical decisions they started to make with their work, and I have seen some experience burnout and get the support and help they needed to stay.

This study is needed to help provide more knowledge to the field of child welfare workers and burnout. It analyzes CPS workers and their burnout explicitly, while also providing specific knowledge on organizational leadership and the relationship to CPS workers' burnout in different regions.

Future studies will be able to build on this research as child welfare organizations continue to confront high reports of worker burnout. Using information from more than one state or region will increase the ability to generalize to CPS workers' burnout and organizational leadership.

Researchers have explored the relationship between child welfare workers' burnout and transformational leadership. It has not adequately examined CPS workers' burnout and leadership styles (Rittschof & Fortunato, 2016). The gathered data and research findings may potentially be utilized to improve child welfare organizational leadership by increasing awareness of the

leadership styles that may lead to burnout among CPS workers at a higher rate.

This study aimed to understand whether transformational leadership is ineffective in a work environment that is partly mandate-driven. Agencies that have CPS programs must meet federal mandates as a part of the Child and Family Services Review (Font & Maguire-Jack, 2015). Mandates may shift the focus from the worker to the deadline-driven work, more representative of a transactional leadership style. Research shows that transformational leadership reduces the likelihood of burnout; this does not mean that other leadership styles are ineffective in reducing the rate of burnout.

### **Research Question(s)**

The following research questions were used:

**RQ1:** Is there a statistically significant relationship between the type of organizational leadership and CPS workers' burnout?

**RQ2:** Does age range or a sense of personal accomplishment moderate the relationship between organizational leadership and burnout?

**RQ3:** Is there a statistically significant difference among CPS workers in four regions of the United States (Northeast, Midwest, South, and West) and burnout?

### **Definitions**

1. *Burnout*- Burnout is a condition that is viewed as the consequence of unmanaged persistent job stress (World Health Organization, 2021). It comprises three feelings: emotional exhaustion, depersonalization, and personal accomplishment (Maslach et al., 1986).
2. *Child Protective Services Worker (CPS worker)*- A CPS worker investigates allegations of abuse and neglect (Freeman & Morris, 1999). A CPS worker may also provide ongoing or in-home services to a family to reduce the likelihood of future maltreatment.
3. *Organizational Leadership Style*- This term will refer to a worker's perceived leadership style for this research.



4. *Transformational leadership*- emphasizes the development of staff (Antonakis & House, 2014).
5. *Transactional leadership*- refers to management techniques in which leaders motivate compliance and performance outcomes by rewarding or taking disciplinary action for not meeting the standard expectations (Kirkbride, 2006).
6. *Laissez-faire (Passive/Avoidant)*- is the French translation of “to let it do.” Decision-making authority is given to workers (Ahmed Iqbal et al., 2021).

### **Summary**

In the United States, few researchers have examined CPS workers’ burnout, the influence of non-transformational leadership, and whether age is a moderator. This study (1) conducted additional research on burnout among child protective services workers in different regions of the United States and (2) analyzed the relationship between burnout, organizational leadership style, and workers’ age. This study added to research on CPS workers’ burnout in more regions.

## **CHAPTER TWO: LITERATURE REVIEW**

### **Overview**

This research aimed to study further the relationship between CPS workers' burnout, age, and organizational leadership in different regions of the country. Child Protective Services is a subgroup of child welfare organizations whose employees are responsible for ensuring children's safety, permanency, and well-being. Workers are burnt out at high rates, which may compromise their capacity to deliver the quality of service required. Burnout may lead to employee turnover, which further strains those who remain. Organizational leaders have a critical role in minimizing the effect of burnout on workers. Their age may also influence burnout's effect on workers. The theoretical framework for this research, as it relates to child welfare leadership and burnout, is summarized in this chapter.

### **Conceptual or Theoretical Framework**

#### **Maslach's Burnout Theory**

Burnout was put on the forefront as an issue in the workplace in the 1970s by Psychologist Herbert Freudenberger (Schaufeli et al., 2009). Maslach et al. (1986) asserted, "Burnout is a psychological syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with other people in some capacity" (p. 192). Maslach and colleagues were conducting research with human services workers when it was realized that the workers described being emotionally exhausted as burnout (Schaufeli et al., 2009).

Child welfare agencies are a part of the professions that make up human services. Child welfare continues to experience high rates of burnout. The chronic stress that some human service professionals face can be emotionally taxing and increases the risk of burnout (Maslach & Jackson, 1981). Maslach's theory has guided research on child welfare and burnout. Workload, control, reward, community, fairness, and values were associated with organizational factors and burnout

(McFadden et al., 2018). Maslach and Jackson created the Maslach Burnout Inventory in 1981, and when additional research became available, updated versions of the inventory were created (Maslach & Jackson, 1981).

Emotional exhaustion, depersonalization, and personal accomplishment were the three subscales identified from Maslach and Jackson's (1981) data analysis. The emotional exhaustion subscale measures how a person is emotionally drained by their work (Maslach & Jackson, 1981). The depersonalization subscale measures a worker's lack of empathy and indifference towards persons getting support from the provided service (Maslach & Jackson, 1981). The personal accomplishment subscale is an 8-item scale that measures a person's fulfillment and achievement in their work (Maslach & Jackson, 1981). Burnout is the effect of emotional exhaustion, depersonalization, and personal accomplishment (Maslach et al., 1986).

Using Maslach's burnout theory in organizational research has allowed the focus to be placed on factors that may contribute to burnout. A multidimensional theory of burnout was developed, and it primarily focused on workers in human service jobs (Schaufeli et al., 2009). It is likely that the increased government involvement in human services throughout the 1950s contributed to the widespread occurrence of burnout (Schaufeli et al., 2009).

Maslach et al. (1986) would support the importance of organizations being aware and in tune with the needs of their staff as it relates to work and burnout. The findings of Maslach et al. (1986) study identified how burnout could impact the client by reduced quality of service and how it impacts the worker providing services to the client. Workers self-reported experiencing physical exhaustion, insomnia, increased alcohol and drug use, and discord in their relationships outside of work (Maslach et al., 1986).

A worker who is experiencing emotional exhaustion may feel exhausted by the work that they are doing. Like depersonalization, a worker may feel exhausted by the job, but they have negative thoughts and feelings towards the client, such as believing the client deserves the situation they are in (Maslach et al., 1986).

## Full Range Leadership Concept

The conceptual framework Full Range Leadership Model was developed by Bruce Avolio and Bernard Bass in the 1980s. A lot of research focused on the transformational leadership (Hildenbrand et al., 2018). Avolio (2011) recognized the need to look at other leadership models and how each leadership style adds to the other (Avolio, 2011). Transformational leadership is derived from transactional leadership; a transformational leader inspires people to go beyond their intentions (Avolio & Bass, 2001).

Leadership is viewed as a Full Range Leadership Model (Avolio, 2011). Full range leadership includes three leadership styles- laissez-faire, transactional, and transformational. Bass developed a scale to separate transactional and transformational leadership (Longshore, 1987). The Multi Leadership Questionnaire (MLQ) is widely used in research. The MLQ assesses the components of each leadership style. The components of transaction leadership are:

- Idealized Leadership
- Inspirational Motivation
- Intellectual Stimulation
- Individualized Consideration

(Avolio & Bass, 2001)

The components of transactional leadership are a contingent reward, management by exception, and laissez-faire.

In recent studies, transformational research has been the focus. Full range leadership analyzes how other leadership styles impact workers' burnout. A leader may need to be transactional at times to get a job done or if there is a need for high performance; however, that same leader may need to adjust to a transformational style once the job is completed to help develop their staff and prepare them to take on leadership roles themselves (Avolio, 2011). Moving between leadership styles requires a change in behavior and how the leader thinks (Avolio, 2011).

Performance and development are enhanced when the two leadership styles work together effectively (Avolio, 2011). A leader may appear to be laissez-fair when stepping back from what others think should be the importance to focus on another matter of importance (Avolio, 2011). Their actions may be seen as avoidance (Avolio & Bass, 2001).

Research shows that CPS workers experience burnout due to on-the-job experiences, high caseloads, secondary trauma, and other factors. Previous research shows the association between job burnout and leadership. Transformational leadership has been associated with better performance outcomes and reduced burnout (Hildenbrand et al., 2018). Child welfare agencies struggle with turnover due to burnout despite widespread use and knowledge of transformational leadership. Knowing the impact of transactional and laissez-faire leadership will add to the knowledge and hopefully provide more understanding of organizational leadership and child protective services workers' burnout.

### **Leadership in Human Services**

Rank and Hutchison (2000) conducted exploratory research to examine leaders in the human services field to define leadership for individuals in social work and human services leadership positions. The research findings indicated five common elements that would be used to define leadership in human services (Rank & Hutchison, 2000). The five elements are:

- Proaction is defined as “(of a person, policy, or action) creating or controlling a situation by causing something to happen rather than responding to it after it has happened” (Lexico, n.d.).
- Values and ethics were defined as “...to activate the values of the profession, demonstrate ethical behavior and commitment to the profession, taking on the responsibility to further the goals of NASW and the profession, to be a role model for the profession, and altruism...” (Rank & Hutchison, 2000).

- Empowerment can be defined as the process of helping people and wanting to help them improve the situation or circumstance by motivating them to be confident and have hope (Rank & Hutchison, 2000).
- Vision can be defined as helping people identify and see their goals, providing guidance, and following the mission of the human services practice (Rank & Hutchison, 2000).
- Communication can be defined as representing the human services agency in written and spoken messages and interpreting the vision and mission for everyone to understand (Rank & Hutchison, 2000).

Leadership should promote a positive agency culture that keeps the agency's vision, mission, and goals insight (Popa, 2012). Leadership in human service agencies may need to use several different leadership styles to meet the organizational goals and situations; it can be adaptive (Popa, 2012). Rank and Hutchison (2000) concluded,

“Social work leadership is the communication of vision, guided by the National Association of Social Workers (NASW) Code of Ethics, to create proactive processes that empower individuals, families, groups, organizations, and communities” (p. 499). They further defined, “Leadership is a process of advocacy and planning whereby an individual practices ethical and humanistic behavior to motivate others (clients and colleagues) to achieve common goals articulated by a shared vision” (p. 499).

### **Leadership Competency Framework**

The National Child Welfare Workforce Institute (NCWWI) developed the Leadership Competency Framework in 2009 (National Child Welfare Workforce Institute, 2021). The framework was updated in 2020 based on a decade of research and evaluations (National Child Welfare Workforce Institute, 2021). It asserts that leaders should have the ability to be self-reflective and lead through the following competencies: adaptive, inclusive, distributive, collaborative, outcome-focused, racial equity lens (National Child Welfare Workforce Institute,

2021). Four domains guide the framework:

***Leading change:*** A leader's role should be strategic, include building consensus, implementing change in phases, ensuring that the change is stable, and monitoring the change (National Child Welfare Workforce Institute, 2021).

***Leading in context:*** the capacity to work as a team and cooperate with others to accomplish objectives. This entails persuading and negotiating, thinking politically, and dealing with contentious situations effectively (National Child Welfare Workforce Institute, 2021).

***Leading for results:*** The data collected by the agency should be used to inform the choices that are made. Performance should be monitored, and a culture of responsibility should be established; it is also essential for the leader to problem solve and manage time effectively (National Child Welfare Workforce Institute, 2021).

***Leading people:*** The leader maintains the vision, mission, and goals at the forefront of their minds and those of their team. The leader assists in the development of workers, the development of resilience, and the influence of organizational culture and environment to promote worker well-being and job satisfaction (National Child Welfare Workforce Institute, 2021).

The framework should guide research into and leadership in child welfare organizations (National Child Welfare Workforce Institute, 2021).

### **Related Literature**

Child Protective Services Workers (CPS Workers) are involved in a diverse range of tasks, including interviewing victims of suspected abuse or neglect, interviewing caregivers, documenting investigations, scheduling meetings, and appearing in court (Child Welfare Information Gateway, 2020). Some children involved in child welfare cases may be considered at risk of future maltreatment (King et al., 2019). Some families with high risk may be unable to cope sufficiently, and the possibility of maltreating their children rises significantly (Yang & Maguire-Jack, 2018). CPS workers are tasked with providing services that reduce the risk and likelihood of future maltreatment.

The leadership a worker receives, should guide the worker in navigating the cases and moving them towards safe case closure while also providing support to the worker. CPS worker is a position with potential for burnout at a high rate compared to some other professions (Maslach et al., 1986). There is also the potential for chronic emotional stress due to workers consistently handling cases that involve people in crisis or who have experienced a traumatic event; this may lead to the presence of the worker's own emotions or response to the client's situation, which in turn may cause burnout (Maslach et al., 1986).

### **Child Welfare Agencies**

Child welfare agencies may also be referred to as social service agencies or human service agencies. There is an ethical responsibility for working for a child welfare agency (Lizano & Mor Barak, 2015). The rules that govern child welfare agencies that are a part of local or state child welfare systems must be followed; however, they must also answer to stakeholders such as lawmakers, the courts, and federal authorities that monitor results (Wells et al., 2014). Child protective services are usually a part of the local or state child welfare agency.

Child welfare agencies also include other programs such as public benefits (Medicaid, Supplemental Nutrition Program, Temporary Assistance for Needy Families, etc.), foster care, and prevention. State funding is provided to child welfare agencies to help them address the needs of children and their families. Child protective services aim to keep children safe from child maltreatment while also reducing the probability of other child abuse and neglect occurring.

Many state child protective service organizations rely on research-based methods to determine the validity of reports, the level of risk, and the degree of safety for children. The tools are referred to as Structured Decision Making (SDM) tools, a general term (Wells et al., 2014). The CPS worker is in charge of completing the tools.

The fact that CPS workers in certain regions have large caseloads (Lee, 2021) and are often overwhelmed by the amount of work they have to do and are at risk of burnout is well recognized. Burnout may affect a worker's ability to complete the SDM tool correctly and to monitor the result;



it can also have an impact on how child welfare professional conducts themselves in their practice (Bainguel, 2019). The national standard for CPS caseloads is 12 investigations or assessments per CPS Worker and 17 cases if it is an ongoing/family preservation case (Lee, 2021).

### **Child Protective Service Workers**

CPS workers have one of the most important jobs that child welfare agencies have been tasked with (Lizano & Mor Barak, 2015). CPS workers differ from other child welfare workers because they make critical decisions that impact outcomes for children and families (Young, 2014). CPS workers investigate and assess allegations of child maltreatment, provide family preservation services to families, and remove children from the family home when it is determined that it is no longer safe for the children to remain in the home.

In some areas, CPS workers are faced with high caseloads and a backlog of cases (Clark et al., 2008). High caseloads and backlog may be a liability as the cases are still open, and the worker cannot always keep up with the clients (Lee, 2021). In addition, Child welfare agencies have state mandates that they must adhere to related to outcomes (Austin, 1983). Burnout rates in child protection and welfare agencies may influence clients' outcomes (Tullberg & Boothe, 2019). It is important to look at strategies to reduce turnover. Supervisory help and relationships are ways to improve retention (Clark et al., 2008). The essence and efficiency of supervision may be affected by the attachment styles of workers and managers of child welfare agencies (Bowman, 2019).

Working with resistant clients can add to the challenges and stress of the job. Early-career child protection staff has at least one type of client-perpetuated violence (King, 2021). This can contribute to the exhaustion, stress, and feelings of overwhelmingness that CPS workers experience, adding to their burnout and decision to leave (Leake et al., 2017).

**Why the Workers Stay.** CPS workers have made long careers in child welfare despite the job stress, high caseloads, and high fast-paced and fast-paced work environment. Research by Young (2014) concluded that child welfare workers stay on the job for the following reasons:

- Personal connection to the work

- They like it
- They like their worksite
- It is a part of their identity
- Making a difference
- Validation
- Perception of self
- Development of personal and professional self

According to Travis and Mor Barak (2010), child welfare professionals who have worked in the sector for longer are less likely to leave because they are more engaged in the organization.

### **Burnout in Child Protective Services Workers**

Job burnout is a psychological condition characterized by a prolonged reaction to stresses in the job (Maslach, 2003). It affects both employees and employers. Burnout impacts the quality of service offered to clients; it has a serious impact. Approximately 20% to 40% of child welfare positions are turnover every year (Rittschof & Fortunato, 2016). The point at which a person leaves their employment is turnover (Reilly et al., 2014). Research found that workers in child welfare have a higher burnout rate than the professions examined; the only other disciplines to rate higher were law enforcement and prosecutors (Letson et al., 2020). Burnout is a condition that is viewed as the consequence of unmanaged persistent job stress (World Health Organization, 2021).

Burnout consists of three dimensions- emotional exhaustion, depersonalization, and reduced personal accomplishment (He et al., 2018).

The emotional exhaustion subscale assesses how emotionally exhausted a person is due to their job responsibilities (Maslach & Jackson, 1981). The depersonalization subscale evaluates a worker's lack of empathy toward those receiving assistance from the service being provided (Maslach & Jackson, 1981). Specifically, the personal accomplishment subscale is an 8-item scale that measures a person's feeling of achievement and contentment in their employment (Maslach & Jackson, 1981).

The stress level of workers in child welfare is 20% above the recommended clinical cutoff point (Antonopoulou et al., 2017). Many factors may contribute to burnout in child welfare agency workers. There is a difference in burnout from client-related issues and agency-level factors (Leake et al., 2017). Agency-level factors that lead to burnout are more likely to lead to job dissatisfaction and resignation (Leake et al., 2017). Lizano and Mor Barak (2015) found that work-related emotional exhaustion has been positively linked to depersonalization in child welfare employees. Emotional exhaustion can be caused by work-family conflict if the worker does not believe they are getting adequate assistance from their supervisor.

It has also been shown that rates of client-related burnout were greater when staff did not have the resources needed to give referrals for services to clients (He et al., 2018). It is necessary to have the resources and tools one needs to be able to carry out their duties if stress-reduction is a goal. While a support system built by peers and supervisors is helpful to ease client-related stress, if resources and access to services are not available for clients, then that support system does not make much of a difference (He et al., 2018).

Burnout lowers organizational commitment, contributes to high turnover, and may negatively affect workers (Rittschof & Fortunato, 2016). Burnout may lead to physical ailments, such as headaches, tension, issues with sleep, and feelings associated with being sick; it may also impact a person's mental health (McFadden et al., 2018).

**Impact of Burnout on Clients.** The client in child protective services is usually not just the child but the family (McPherson, 2017). The client-centered approach broadens perspective versus just child-centered, which may cause the needs of others in the family to be missed. Cases are likely to be reassigned to another staff member when an employee leaves an agency. This may create a disruption in service, delay in service (Katz et al., 2021), or periods of no contact between the clients and a CPS Worker. This can impact the client's outcomes by prolonging the timeframe they work with child protective services and delaying them in meeting their goal (Katz et al., 2021).

Burnout can predict turnover (He et al., 2018). The three dimensions of burnout may impact

how workers engage with their clients. CPS workers feeling emotionally drained and withdrawn from the work may impact their interactions with clients. Workers in the child welfare system face time constraints and pressure associated with burnout (He et al., 2018). Time constraints lessen the time that workers have to spend engaging with families to assess for needs and services. He et al. (2018) found job stress and time constraints in public child welfare positions to have a significant relationship with client-related burnout (He et al., 2018).

### **Organizational Leadership in Child Welfare**

Effective supervision and leadership are an important part of child welfare agencies. A meta-analysis of research between 1990 and 2007 showed a statistically significant relationship between supervisor work-related with work-related tasks, supervisor support, and supervisor interaction (Mor Barak et al., 2009). Due to the correlation that studies have found between supervisor support and burnout, it is critical to examine relational problems within the supervisor-supervisee relationship (Bowman, 2019). There is a need for positive organizational leadership; managers can impact job satisfaction (Stalker et al., 2007).

Child welfare organizations should have faith in their abilities to help workers develop resiliency. This may boost the organizational leaders' sense of competence and effectiveness in the work environment. Research suggests that organizations may benefit from implementing the Organizational Resiliency Model to better equip leadership in supporting and developing staff (Kalergis & Anderson, 2020). Organizations continue to struggle with high rates of voluntary turnover. More research is needed on characteristics that contribute to workers in child welfare deciding to stay in the high-stress job. Regardless of tenure, high caseloads contribute to work stress and reduce overall job satisfaction (Hermon & Chahla, 2019).

With so much research emphasizing the importance of positive and transformational leadership in child welfare, the field continues to have high levels of burnout. Organizational support is a stress buffer in mediating the impact of job stress and burnout (Xu & Yang, 2021). Three main types of organizational support impact job outcomes: coworker/peer support,

social/organizational/management support, and supervisor/leadership support (Olaniyan et al., 2020).

Rather than analyzing the supervision style, Bowman (2019) examined the attachment style of workers. Bowman (2019) suggested supervisors should be taught to identify staff members' insecure attachment patterns and react by providing a safe foundation when they act out (Bowman, 2019). Supervisors should offer support, boundaries, and empathy; they should be aware of the many types of employee attachment styles. According to Bowman (2019), this will allow the supervisor to adapt their leadership approach to match each person's style, encouraging productivity and a good working relationship (Bowman, 2019).

Reflective supervision and relationship-based practices may promote resilience in the workforce. Leadership that builds resilience may explain why some CPS Workers stay in the practice (McFadden et al., 2018). Burnout has an impact on retention and turnover. Training, additional assessment instruments, comprehensive research, and other resources are needed to promote, improve, and enhance or sustain the workforce (Molnar & Fraser, 2020).

In addition to reflective supervision, clinical supervision promotes the transfer of learning and critical thinking skills in child welfare workers. It is possible that to an extent, there is bias and reactive decision-making occurring in child welfare as a human condition. Clinical supervision helps child welfare workers to objectively focus on their work and establish strategies for working with and mitigating the effects of their bias (Lietz, 2018).

Child welfare workers are more likely to leave employment due to related organizational concerns than due to the concerns of the work with clients (Leake et al., 2017). Organizations may need to put more emphasis on leadership development. A mainly transactional leader may adapt their style based on the workers' situations; the workers of that supervisor may not report a high level of burnout due to the supervisor's ability to be strategic and adapt to the needs of individual team members.

In addition to being bureaucratic in nature, child welfare organizations have requirements

that must be fulfilled, as previously mentioned. The failure to comply with the requirements may affect the state's performance on evaluations such as the federal Child and Family Services Review. Taking that into consideration, organizations may feel under pressure not to exclusively concentrate on the well-being of their employees; instead, they may choose to focus on statistics and statistical results.

It may be essential for government agencies to emphasize measurements, but the mental and emotional impact that child protective services work takes should not be ignored. To prevent future burnout, child welfare agency leadership must strike a balance between ensuring that staff have a manageable workload and offering support via supervision (Leake et al., 2017). They should also encourage employees to maintain a healthy work-life balance. Leaders with a "get it done" mentality in a field with high levels of stress may pressure employees, resulting in increased stress, burnout, and employee attrition.

Qualitative research by Griffiths et al. (2018) found child welfare workers' self-reported unhealthy habits when they responded to an open-ended question about job stress. Substance abuse, gambling, disrupted sleep, teeth grinding, self-neglect, mental health issues, preoccupation, isolation, and physical difficulties, among other things, are among the behaviors that have been documented. Legislators and leaders will need to consider workers' fatigue and desire to engage in self-care when determining ways to increase retention and improve the safety of protective service outcomes (Griffiths et al., 2018).

A study conducted by Katz et al. (2021) found that child welfare workers performed better in organizations when the leadership adopted a trauma-informed work environment. The trauma-informed practice can be implemented regardless of the leadership style. The trauma-informed approach in the work environment helps workers identify and address personal and professional stressors that may be impacting them (Salloum et al., 2018). Organizational leaders who identify as trauma-informed may promote self-care and provide supportive work environments (Salloum et al., 2018).

Organizational leaders should be invested in understanding how trauma impacts child welfare clients; leaders should also understand the impact that trauma has on the workers helping clients who experience trauma. It is also important that organizational leaders assess the impact of secondary trauma on the supervisors of CPS workers. The supervisors in the trauma-informed practice model may provide targeted-reflective supervision, which helps workers think through the experience and future approaches they may try with clients (Collins-Camargo & Antle, 2018).

When it comes to the effect on worker burnout, the issue of whether a leader's style is as important as being a good leader arises once again. One of the most used instruments to measure perceived leadership style is the Multifactor Leadership Questionnaire (Popli & Rizvi, 2015); this scale identifies three leadership styles: transformational, transactional, and laissez-faire/passive avoidance. Since most of the research has focused on transformational leadership, we do not know if a transactional style or a laissez-faire style of leadership would make a statistically significant difference in burnout compared to a transformational leadership style. According to Park and Pierce (2020b), a strong leader may boost an employee's self-efficacy, competency, and capacity to exert influence over choices.

**Laissez-faire Leadership Style.** There has been little or no research on the effects of burnout on child protective services employees and the effectiveness of a laissez-faire leadership style. For new CPS workers, the hands-off approach (Norris et al., 2021) in a child welfare setting may not be effective due to the high amount of supervision and training that is essential when new workers join the field. Researchers should look at whether a laissez-faire leadership style is successful with longer-tenured employees and if granting autonomy in cases and autonomous work with minimal monitoring is favorable to them.

Chen et al. (2021) studied the relationship between a leader feeling trusted by employees and benevolent and laissez-faire leadership behaviors. It was concluded that when leaders have a perceived trust by their employees, they are more likely to exhibit laissez-faire leadership style behaviors. Some staff may view laissez-faire as a positive leadership (Norris et al., 2021).

**Transactional Leadership.** Child welfare agencies that are a part of the local or state governments have mandates that must be followed and are primarily guided by state policies. The agencies have performance metrics that must be met and time-lines associated with a lot of the fieldwork and administrative work. The work seems to align with a transactional leadership style (Tham & Strömberg, 2020). Tham and Strömberg (2020) assert,

“Transactional leadership can be described as the traditional leadership style, focusing on results and measuring success based on existing rewards and penalties. The leader's role here is to set goals, articulate the employees' expectations, and follow up on how these expectations are realized” (p. 371).

In qualitative research by Tham and Strömberg (2020), they found that leaders did not describe the transaction qualities of their leadership in interviews; there was an emphasis on the support provided to the workers. A part of that may be that all leaders had experience as workers in child welfare. This supports the need for leaders to be competent in the work they are supervising. Tham and Strömberg (2020) found, “Child welfare was described by all managers as a complex activity that requires in-depth knowledge of the laws and legislation, behaviour, developmental psychology, municipal management structures, and knowledge of research and evidence-based methods” (p. 375). Leaders ascribed their strengths and personalities to how they handle the pressures of an agency with administrative duties to fulfill deadlines established by the regulating state agencies. Others' help was mentioned rather seldom.

**Transformation Leadership.** Research suggested organizations should focus on leaders being transformational; this may help reduce burnout and increase positive attitudes in the work environment (Rittschof & Fortunato, 2016). Rittschof and Fortunato (2016) was the first study designed to determine if burnout mediates the connections between transformational leadership and organizational commitment and intent to leave (Rittschof & Fortunato, 2016). More research is needed to examine the relationships between burnout, transformational leadership, and job attitudes (Rittschof & Fortunato, 2016).



**Factors that May Impact Leadership.** New supervisors may appear to have a perceived transformational leadership style to their workers; a new supervisor may be considered still close to the field- meaning they empathize more with the CPS workers (Clark et al., 2008). Just as a part of leadership is to train staff, new supervisors need to receive training themselves as they transition into the role (Clark et al., 2008). However, there is a lack of training that is available for child welfare leadership (Landsman, 2007).

If a child welfare agency is experiencing high turnover due to burnout, then there is a possibility that leadership may be overwhelmed with work as well. Research is needed to identify factors contributing to burnout of organizational leadership. If the leaders of an agency are experiencing burnout, it may contribute to the burnout of their child welfare staff (Leake et al., 2017). Burnout of leadership may also impact their leadership style, showing that leadership style is not definitive; it may adapt as the organizational needs change.

Other factors that may impact effective leadership in child welfare agencies are:

- Resistance to change
- Leadership turnover
- Competing priorities
- Sustainability

(United States Department of Health and Human Services, 2010).

### **Moderators of Burnout and Leadership**

**Job Dissatisfaction/Satisfaction and Relation to Burnout and Leadership.** In discussion about on the job burnout, it may be helpful to understand other factors that may alleviate or increase the likelihood of it. Job satisfaction and dissatisfaction may impact an employee's decision to leave their job if they are experiencing burnout. Research suggests that lack of trust and mutual respect, work overload, employment contractual concerns, and difficult cases are four primary sources of dissatisfaction (Berlanda et al., 2017).

Workers who have been doing the work longer were more likely than not to be impacted by

the sources of dissatisfaction; those employees may have better problem-focused coping skills than child welfare workers who have not been on the job as long. Attachment styles may also impact how workers handle sources of dissatisfaction (Berlanda et al., 2017).

In research, Berlanda et al. (2017) found the highest percentage reported of dissatisfaction at work was lack of trust and mutual respect. This was in line with previous research that emphasized the role of leadership in social work (Berlanda et al., 2017). According to Berlanda et al. (2017), “Supervision that was experienced as effective, managing conflicts productively, contributed to lower levels of vicarious traumatization” (p. 13).

Berlanda et al. (2017) also analyzed how age may contribute to dissatisfaction and burnout. Their mixed-methods research split the participants into two groups based on age. The groups were 23 to 30 years old (younger group) and 48 to 60 years old (senior group). When accessing the age of workers in child welfare as it relates to job dissatisfaction,

“Scholars suggest that this may be because seniors are more likely to be committed to their work because of a lack of alternatives, which in turn are available for younger workers and would explain the latter's proclivity to quit. In addition, scholars suggest that senior workers may have developed problem-focused coping skills which are much more effective than emotion-focused coping strategies in ensuring workers' well-being” (Berlanda et al., 2017, p. 13)

It was found that younger workers may not feel as confident in the position due partly to lack of support. One of the more pressing concerns for the senior group was lack of supportive supervision.

The Intent to Leave Child Welfare Scale was developed to help predict turnover among child welfare workers (Auerbach et al., 2014). Characteristics of workers who are likely to leave their employment include: absenteeism, tardiness, and job searching. The characteristics are also associated with workers who are experiencing burnout. These workers likely find their job situation unsatisfactory (Hopkins et al., 2010).

Workers in child welfare who are unsatisfied with their job may fall into one of two categories- intent to leave and intent to stay employed (Luo & Chui, 2020). Organizational

leadership may impact an employee's decision to stay with an agency despite experiencing burnout. For example, a worker may have burnout but is satisfied with their job due to the leadership; the employee may decide to stay. If that same employee was dissatisfied with leadership, then they may not have the motivation or commitment to want to stay with the agency.

Despite the pressures and difficulties of child welfare work, previous studies have found that child welfare employees have good job satisfaction. Child welfare staff who encountered demands at work and received support found that it had negative and positive effects on their personal lives. Consequently, the workers introduced work-life techniques that mitigated harmful work-home encounters while promoting better work-life balance. This helped those workers reduce negative interferences over time and resulted in positive outcomes (Chan et al., 2021).

Many CPS workers report challenging situations and experiences while on the job. There are times when their physical safety may be at risk (Oates, 2019). Workers may also receive verbal threats of harm. Depending on the circumstances, a worker may experience trauma in addition to secondary trauma exposure (Oates, 2019). Research was conducted to analyze how child welfare workers described their own experiences of traumatic stress from work-related incidents (Oates, 2019). The study found that CPS workers may be hesitant or unwilling to seek support from the manager or supervisor due to concerns that they would be viewed as unable to do their job (Oates, 2019).

Less burnout, traumatic stress, and time pressure were associated with higher intent to stay and job satisfaction among those still in the field (Trujillo et al., 2020). Supervisor support continues to be an important factor in job retention (Benton, 2016). Child welfare agencies willing to change the way they support workers by encouraging professional development through support, innovation, and trust were more likely to see a decrease in turnover rates (Lawrence et al., 2016).

Child welfare agencies recognize the high level of burnout that workers are experiencing; not all previous studies have aimed to understand contributions to burnout (Berlanda et al., 2017). Workers in this field may experience compassion satisfaction as they help families meet their

needs; it may provide the worker a sense of comfort (Berlanda et al., 2017). This feeling may turn into compassion fatigue in those who work in child welfare; the field is known for having a higher risk of burnout (Berlanda et al., 2017).

The more personal distress a worker is experiencing, the higher their level of compassion fatigue and likelihood to experience burnout. They will also experience less satisfaction (Thomas, 2013). Child welfare workers experiencing compassion fatigue may psychologically distance themselves from their job responsibilities to cope with secondary or vicarious trauma; this is of concern due to the child welfare workers being tasked with child safety (Denne et al., 2019). Reflective supervision and relationship-based practices may promote resilience among the workforce (Molnar & Fraser, 2020). Training, additional assessment instruments, comprehensive research, and other resources are needed to promote, improve, and enhance or sustain the workforce in child welfare (Molnar & Fraser, 2020).

There is a need for continued efforts to comprehend the effects of stress, dissatisfaction in the work-family domain, and emotional exhaustion on the disengagement of employees in working in child welfare agencies. A key position of social workers and managers is a decrease in their ability to stay engaged in the function of the child protection system (Travis et al., 2016).

Previous research has not empirically studied stress elements and how they apply to child welfare employees. With years of research, little has changed regarding burnout and turnover in child welfare. The workers have important job responsibilities related to the safety of children and families. Supportive supervision is valuable (Nissly et al., 2005). Supportive supervision has been mentioned in many previous studies; there needs to be further research on the barriers to workers receiving the supportive supervision that has been identified as a need for worker retention (Bowman, 2019). Bowman (2019) asserts, "As high rates of turnover in child welfare affect client outcomes, it is critical to examine potential retention solutions, including supervisor support and relational dynamics" (p. 15).

Child welfare can be a high-stress job, and there is always turnover. When thinking about

employee burnout and retention, organizations should also explore the impact retention has on the youth that child welfare organizations serve (Curry, 2020). Practicing self-care using a trauma-informed approach may reduce burnout rates (Salloum et al., 2019).

People are likely to be satisfied with their job if the following characteristics are present: hours, pay, promotion, and security (Linz & Semykina, 2012). Suppose these characteristics are present and workers continue to leave child welfare at high rates. In that case, the typical job satisfaction characteristics of reducing turnover cannot be applied to such a high-stress field. The support system built by peers and supervisors is helpful to ease client-related stress; however, if resources and access to services are not available for clients, then that support system does not make much of a difference (He et al., 2018).

A person's age, race, and working in settings other than child welfare were most significantly associated with satisfaction with workload (Walters et al., 2020). Of the various positions in social work, child welfare continues to be a contributing factor to worker burnout; workers in child welfare report less job satisfaction even when looking at rural areas where reports of job satisfaction are higher (Walters et al., 2020).

**Work Environment.** It is not just the work environment that influences the organization, but it also impacts the workers and the clients through the service the workers provide. Janczewski and colleagues studied three domains that make up an organization's climate: group cohesion, supportive leadership, and organizational justice (Janczewski et al., 2021). The organizational culture and climate can have an impact on employees (Janczewski et al., 2021).

**Workload.** Research has shown that when workers feel they have stable leadership and support of their organization, then the worker is likely to stay with the organization. Factors such as workload and stress are known to contribute to burnout in human services; therefore, there is some difference of opinion on whether they should be considered a part of the climate when researching child welfare. The example provided by Janczewski et al. (2021) is that a person's workload may be a moderator of how they perceive the climate; however, it is not a part of the climate itself. This can

be the same for workload and burnout in child welfare. Some child welfare workers have caseloads that are above the national average. The workload size may be a moderator of the burnout reported.

**Secondary Trauma and Relation to Burnout and Leadership.** We do not know if the relationship between burnout among CPS workers and leadership is caused by differences in leadership style versus leadership competency or by differences in worker experience. Because of the nature of the job, it is critical to be aware of this. Secondary trauma and burnout are not mutually exclusive terms in child welfare (Tullberg & Boothe, 2019). Agencies should look for leaders who are aware of the possibility of exposure to secondary trauma and how it may lead to burnout if left unaddressed. Stress resulting from secondary trauma has also been shown to lead to burnout in the workplace (Sprang et al., 2011).

Secondary trauma may have a role in the development of emotional exhaustion; however, additional research is required to determine the extent to which secondary trauma contributes to this condition. There is a wide variation in the degree of job-related emotional exhaustion or burnout experienced among workers in the same positions in child welfare. Trauma-informed practice models may be used by some child welfare organizations to influence the services they give to their clients.

Vicarious or secondary trauma may be experienced by child welfare workers when dealing with victims of abuse and neglect. It is important to continue researching burnout in the child welfare field and to identify characteristics or variables that workers who have greater levels of satisfaction and lower levels of burnout have as part of their work. In a study performed by Salloum et al. (2019), the researchers discovered that practicing self-care in a trauma-informed manner may help to decrease burnout rates. It is worth mentioning once again that leaders, regardless of their leadership style, may influence employees' reported burnout by supporting the behaviors that have been shown to be effective in decreasing burnout in the past research.

Child welfare organizational leaders should be knowledgeable of secondary trauma, the effects it can have on workers, and how to identify employees who may be impacted by it. Having

the knowledge and skills to help child welfare case managers cope with secondary trauma may reduce the risk of burnout (Tullberg & Boothe, 2019). Workers who practice using a trauma-informed care approach had significantly lower cortisol levels than those who did not. This indicates that leaders who use a trauma-informed care approach may help reduce the stress workers experience on the job.

In a study conducted by Tullberg & Boothe (2019), the impact of high turnover on supervisors was highlighted. When CPS Workers resign from their positions, it may place a burden on supervisors to take on the caseloads that are left (Tullberg & Boothe, 2019). Taking on the caseload may involve the supervisor conducting monthly visits with clients, attending meetings related to cases, and following up with collaterals involved in the cases. This can be taxing on time and may place a strain on supervisors who are trying to support, train and develop staff. Tullberg and Boothe's (2019) research suggested supervisors taking on these responsibilities impacted their ability to offer support when their direct team was experiencing secondary trauma. A part of the issue was the supervisors were also experiencing secondary trauma by taking on the caseloads and being exposed to the client's trauma.

In the study (Tullberg & Boothe, 2019), Supervisors and Directors/Deputy Directors reported that they sometimes and mostly identify secondary trauma in their direct care staff (those working directly with clients); none reported that they rarely/never recognize it. Thirty percent of the direct staff reported leadership mostly identifies when they are suffering from secondary trauma exposure, 30 percent reported they sometimes identify it, and 40 percent reported that leadership rarely or never identifies when staff is suffering from exposure to secondary trauma. Between 35-43 percent felt their supervisor never or rarely provided effective support and guidance to them related to secondary trauma.

During Tullberg and Boothe's study, organizational leadership implemented exit interviews between the Division Vice President and the direct care child welfare worker who submitted a resignation. In addition to workload, lack of client interaction, work/life balance, and

compensation- one of the themes from the exit interviews was,

“Supervision is largely task-focused, and there is little time to process workers’ experiences with their clients. Additionally, supervisors’ need to cover cases during periods of high turnover impacts their ability to provide consistent, quality supervision for staff, leaving both supervisors and casework staff feeling overwhelmed and unsupported” (Tullberg & Boothe, 2019, p. 357).

Leadership being unavailable to provide support and effective supervision may contribute to staff feeling that they are struggling to manage their caseloads with little guidance, thus contributing to the overwhelmingness, stress, and job burnout largely felt in child protective services.

Middleton and Potter (2015) discovered that child welfare agencies that adopted a trauma-informed care strategy exhibited characteristics of transformational leadership. Participants were less likely to describe their vicarious trauma experienced on the job; nevertheless, more than twice as many participants reported seeing coworkers who had been adversely affected by vicarious trauma (Middleton & Potter, 2015). These results highlight the significance of leadership having the capacity to evaluate workers' experiences and the ability to recognize when employees are affected as a result of the vicarious trauma they have experienced (Middleton & Potter, 2015). Trauma has the potential to increase burnout.

If child welfare organizations are unable to manage their organizations using a trauma-informed approach, they may be able to transition the work they are now doing to a trauma-informed model to decrease stress and stress-related burnout among their staff (Schmid et al., 2020). Child welfare organizations should also investigate if using a trauma-informed approach with clients may help minimize the effect that child welfare work and secondary trauma have on workers' well-being and productivity (Dunkerley et al., 2021).

Due to the recent phenomenon of the COVID-19 Pandemic, research was conducted to determine the effect of the COVID-19 pandemic on child welfare workers as it related to burnout. It has been suggested that studies should include a personality scale to understand better the



characteristics of child welfare workers who deal with high levels of secondary trauma and stress. This could be accomplished by employing comparable research methodologies to those used in previous research on burnout (Verheyden et al., 2020). To assist organizational leaders in identifying personality traits that may allow workers to cope with job-related secondary trauma with a lower likelihood of it causing burnout, a study of the behaviors of workers who can cope with high levels of secondary trauma stress while still experiencing low levels of burnout may be beneficial. (Verheyden et al., 2020).

### **Effects of Age and Location on Burnout**

It was suggested that age might contribute to job gratification in child welfare; older workers reported high levels of a healthy state of being and lower levels of voluntary turnover (Boyas et al., 2015). There is little information on why veteran workers are less likely to burn out than newly hired child welfare workers. In less than one year, newly hired workers know if they plan to leave child welfare (Schelbe et al., 2017). Workers who are newly employed may benefit from mentorship from their supervisors or colleagues, which can help them enjoy the satisfaction of assisting children and families and making a difference even while juggling the responsibilities of their jobs (Schelbe et al., 2017).

Another factor that may moderate burnout is the geographical location of a person's workplace. Previously conducted study focused on child welfare workers from a certain location, region, or organization. The job of a CPS worker may vary depending on the geographical area; as a result, generalizations about the results of the study cannot always be established (Lizano & Mor Barak, 2015). There is a need for research that analyzes child welfare professionals from multiple states (Rittschof & Fortunato, 2016). It should also be explored if age moderates burnout and leadership (Rittschof & Fortunato, 2016).

### **Summary**

Burnout is a risk that CPS workers encounter on the job, and it may have a negative impact on their performance and ability to think critically. Because of worker burnout, child welfare

agencies are faced with a high rate of turnover in their workforce (Molnar & Fraser, 2020). Burnout rates in child welfare agencies have been found to be considerably higher (Letson et al., 2020). According to studies, organizations should prioritize the development of a healthy and resilient staff in order to prevent burnout (Kalergis & Anderson, 2020). Child welfare workers are aware that they will be dealing with situations that may result in vicarious and secondary trauma; nevertheless, they continue to take the position and carry out the duties that are entrusted to them in order to protect some of the most vulnerable individuals in our society (McFadden et al., 2018).

For decades, researchers have been studying burnout in the field of child welfare; nevertheless, the incidence of burnout continues to be alarmingly high. Workers may benefit from techniques that have been previously studied to improve service delivery and create good outcomes for worker well-being, regardless of the organizational leadership style that they are exposed to. More research is required to further understand what motivates professionals to continue working in a field where there is an ongoing need for persons who can investigate allegations of child maltreatment and assist families with services to minimize the risk of future maltreatment.

Despite the increased focus on trauma-informed care practice models and supportive supervision, workers continue to experience burnout in the child welfare field. Secondary trauma, compassion fatigue, client-related factors, and practice models were not the focus of this study; nevertheless, they are significant components of burnout that may indirectly affect burnout in relation to leadership styles, geographic location, and age, among others other things.

A review of literature, for this research, on burnout in child welfare agencies found that transformational leadership was more frequently mentioned than any other leadership style. Future research may assist in identifying other variables that may not have been previously investigated on a wide scale, such as age, differences in region, and non-transformational leadership styles. CPS workers' burnout is on the rise, and quantitative research may assist identify organizational leadership styles that are more likely to contribute to this trend. The purpose of this study was to obtain more knowledge of the many factors that influence how professionals join and leave the

field of child welfare.

## **CHAPTER THREE: METHODS**

### **Overview**

This study analyzed the relationship between child protective services workers' burnout and organizational leadership in different regions of the United States. The study further explored if the age of a CPS Worker is a moderator of the relationship. This quantitative research was conducted using multivariate analysis of variance and multiple linear regression analysis. The participants completed a demographic questionnaire, the Maslach Burnout Inventory (MBI), and the Multifactor Leadership Questionnaire 5X- rater (MLQ) to collect the data for analysis.

### **Design**

The Study design was a quantitative correlational design that analyzed the relationship between CPS Workers' burnout, age, and organizational leadership. CPS Workers from child welfare agencies in different regions of the United States made up the sample. Prolific was utilized to identify CPS Workers in four regions of the United States of America. The regions were identified as: Northeast, Midwest, the South, and the West. This allowed for participants that were less likely to work for the same agency or in the same geographical location. The regions were divided this way based on the United States Census and how the states are distributed by region (United States Census Bureau, 2021b).

A demographic questionnaire, the Maslach Burnout Inventory Human Services Survey (MBI-HSS), and the Multifactor Leadership Questionnaire 5X- rater (MLQ) were used to collect data from participants. Both surveys consisted of Likert-style questions and were relevant to the research. The MBI-HSS measured the burnout of the CPS Workers, and the MLQ determined the perceived leadership type of organizational leadership. Other variables, such as age and region, were gathered through screening demographics. The independent variables were organizational leadership (type of leadership), location, and the worker's age. The dependent variable was burnout.

Multivariate analysis of variance (MANOVA) and multiple linear regression analysis were used to interpret the data into reportable findings. The two age groups, 18 years to 36 years group and 37 years and older group, were compared for differences.

### **Research Question(s)**

**RQ1:** Is there a statistically significant relationship between the type of organizational leadership and CPS workers' burnout?

**RQ2:** Does age range or a sense of personal accomplishment moderate the relationship between organizational leadership and burnout?

**RQ3:** Is there a statistically significant difference among CPS workers in the four regions of the United States and burnout?

### **Hypotheses**

The alternate hypotheses for this study were:

**Ha1:** There will be a statistically significant relationship between organizational leadership style and a worker's reported burnout.

**Ha2:** CPS workers' age and sense of personal accomplishment will moderate the relationship between burnout and organizational leadership. The older age group will report lower burnout.

**Ha3:** There will not be a statistically significant relationship between the region a person works in and the worker's reported burnout.

### **Participants and Setting**

The population for this study was CPS workers in the United States. For the results to be generalized, the participants needed to work in different geographical locations in one of the four regions: Northeast, Midwest, the South, and the West. The regions used were the four main regions in the United States (United States Census Bureau, 2021a); they address the gap in research on CPS workers and burnout in various geographical locations in the United States.

The participants for this study were recruited through Prolific.co. Three hundred and fifty people completed the pre-screener survey. Forty-three of the three-hundred and fifty qualified to participate in the study. The participants who qualified were invited to participate, and thirty-three completed the study.

The surveys were taken via an online format. At the time of the study, participants had to work as a CPS worker in the United States of America. Participants who work in child welfare but are not working as a CPS worker who conducts investigations/assessments of child maltreatment or if they did not provide CPS Family Preservation/In-Home services were excluded from the study. All qualified participants held a position as a CPS worker in the United States.

Participants were categorized into levels based on the MANOVA and regression analysis. The levels were made up by age, location, and leadership styles. Power analyses were completed to determine the suggested sample size for each data analysis. The sample of participants needed to be 190 for statistical significance for the MANOVA and 43 for the multiple linear regression analysis (see Figures 1 and 2). These numbers were computed using power analysis. The power will indicate if there is a difference between groups (Pallant, 2020).

The sample size, effect size, and alpha can influence the power (Pallant, 2020). The effect size indicates the “influence of the independent variable” (Pallant, 2020). The power analysis for MANOVA (Figure 1) indicated that a sample of 190 participants would be needed for a medium effect (.06) with 80% power, and  $\alpha=.05$ . The power analysis for the regression sample size (Figure 2) has a small effect size of .15, with 80% power and an  $\alpha$  of .05. The sample was not evenly distributed among the four regions; this allowed all participants who met the inclusion criteria to participate. To meet statistical significance, this research required a big enough sample size to account for any regional differences in sample size. Statistical significance was not met for this research.

Figure 1

## Power Analysis for MANOVA Sample Size

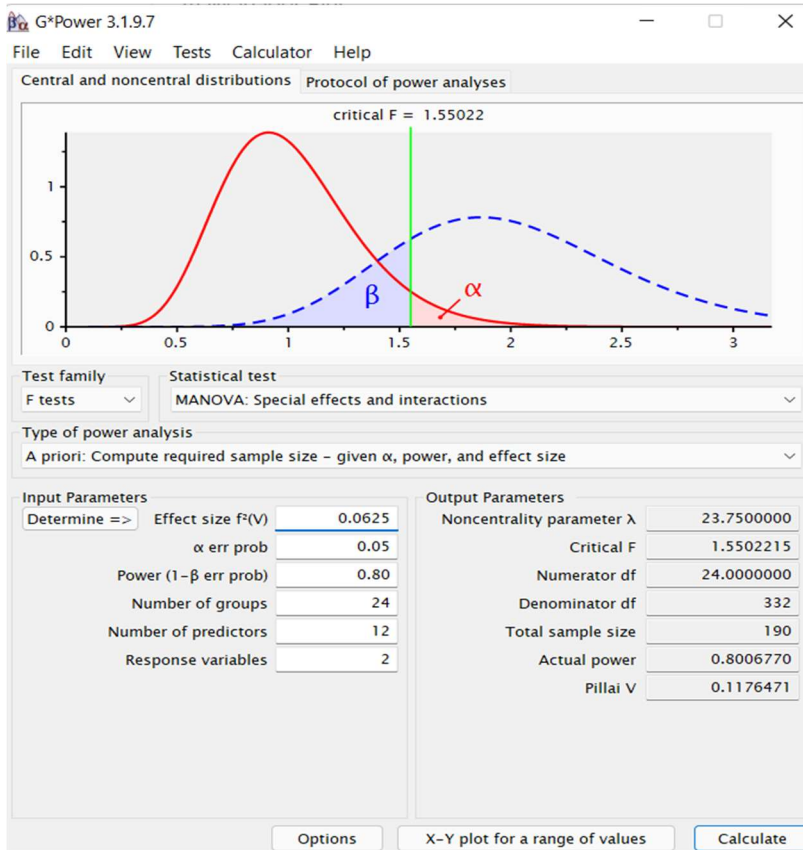
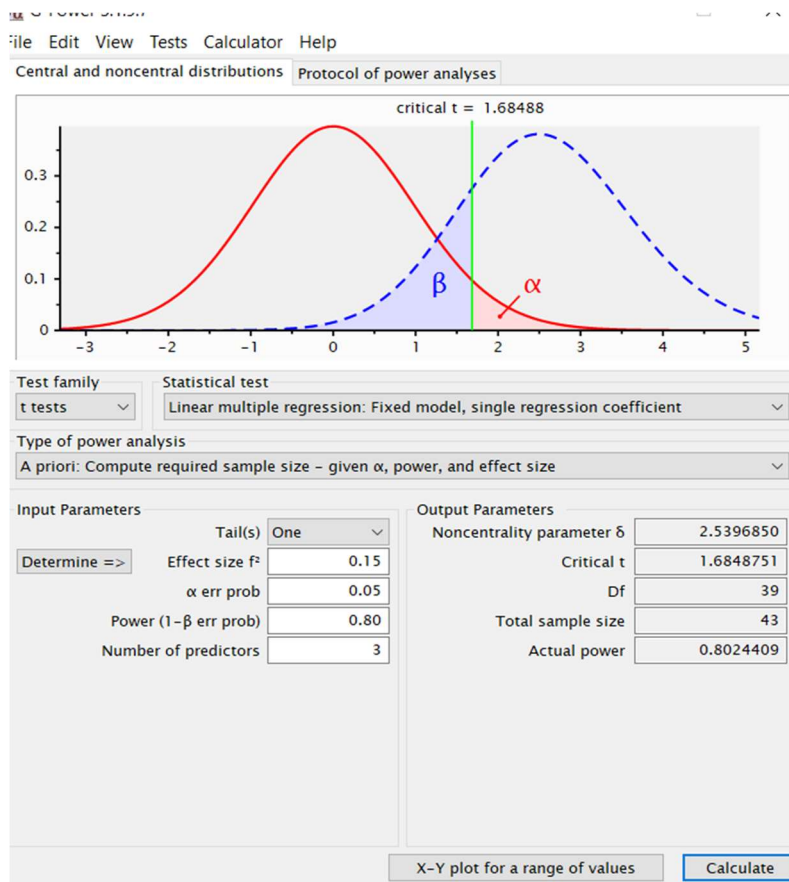


Figure 2

### Power Analysis for Regression Sample Size





## **Instrumentation**

The Multifactor Leadership Questionnaire 5x-rater (MLQ) and the Maslach Burnout Inventory (MBI) were the instruments used. Both instruments have been used in historical and recent research on burnout and leadership. The instruments are reliable and valid.

### **The Maslach Burnout Inventory- Human Services Survey (MBI-HSS)**

The 22-item Maslach Burnout Inventory (MBI-HSS) was designed to evaluate worker burnout and is the most often referenced burnout assessment (Doherty et al., 2021). The reliability of the MBI is above the recommended level: emotional exhaustion is an average of .80s, and depersonalization and personal accomplishment are an average reliability in the mid-70s (Maslach et al., 1986). The validity has been established through the various studies that have substantiated hypotheses (Maslach et al., 1986). Emotional exhaustion (EE), depersonalization (DP), and reduced personal accomplishment (PA) are the three subscales proposed to assess the underlying aspects of burnout (Doherty et al., 2021). The survey produces three different scores for each subset. The possibility exists that there will not be enough participants who are classified as burnout. If that happens, it will lead to further analysis of the region of the workers reporting lower burnout and their perceived organizational leadership style.

The survey takes 10-15 minutes to complete (Maslach & Jackson, 1981). Participants answered the questions using a Likert-type scale from 0 to 6. The emotional exhaustion subscale has a range of 0-54, the depersonalization subscale has a range of 0-30, and the highest range for the personal accomplishment is 48. The lower the score for the personal accomplishment subscale, the more likely they have experienced burnout (Maslach et al., 1986). The greater the workers' emotional exhaustion score, the more burnout they were experiencing.

The MBI-HSS was administered through an online format. Permission was granted to use the survey through the purchase of the research use permission letter (appendix B). The 4<sup>th</sup> edition manual will be used as a guide in scoring the survey (Gómez García et al., 2019).

## **The Multifactor Leadership Questionnaire 5x-rater (MLQ)**

The Multifactor Leadership Questionnaire 5X short Rater is a 45 items survey type instrument. The instrument was developed by Bruce Avolio and Bernard Bass in 1990. Participants used the instrument to evaluate the frequency in which they observed their leader engage in 32 behaviors and other attributes (Avolio & Bass, 1995). The nine components of the three leadership styles (transformational, transactional, or passive-avoidant/laissez-faire) leadership) are made up by the 32 behaviors. Dimitrov and Darova (2016) conducted research that found the MLQ 5x to be both reliable and valid.

The questionnaire is a 5-point Likert-type scale from: 0= not at all, 1= once in a while, 2= sometimes, 3= fairly often, and 4= frequently, if not always. It takes approximately 15 minutes to complete the questionnaire, and it was administered online. Permission was received to use the questionnaire (appendix C). The questionnaire is simple and self-explanatory (Avolio & Bass, 1995); it does not require special training to administer or score. The MLQ Manual was used to assist the researcher in scoring the data. The effect that various kinds of leaders have on their workers and organizations may be measured using MLQ ratings (Avolio & Bass, 1995).

### **Procedures**

Approval from the IRB was sought prior to the study beginning. Recruitment of participants began once IRB approval was received. The target audience was child protective services workers, child protective services specialist, child protective services case manager, and child protective services investigator; all are categorized as CPS workers. The study description contained the researcher's name, school, and purpose. Participants were compensated \$3.96 for completing the survey.

The participants had to meet inclusion criteria. The participants had to be 18 years or older and a current child welfare worker in the child protective services field in the United States. The qualified participants were provided the study link. The link to the study was hosted through Transform Mind Garden Inc. The participants reviewed and completed the informed

consent. Once it was completed, a demographic survey followed, then the MBI and MLQ-5x was completed.

Recruitment was completed through Prolific.co. Prolific.co has been used to find participants for research studies (<http://prolific.co>, 2021); it is an online recruitment platform. A prescreening question, “do you currently work as a Child Protective Services Worker in the United States?”, was asked. If the potential participants answered “yes”, they were invited to participate in the study using the Transform Mind Garden link.

The researcher sought permission from Prolific.co. Participants were provided with information on the purpose of the study and were also provided the informed consent. Participants were not told that age range was being explored as a moderator in an effort to reduce participants responding how they think they should respond based on their age versus how they truly feel.

The Transform Mind Garden link was provided to the participants in an online format to take at their convenience. Permission to reproduce the surveys was received. Data was entered into SPSS once the surveys were completed for statistical analysis.

**Ethical Considerations.** Ethical considerations for this study included privacy and confidentiality. In an online environment, there is no way to know that the participants can maintain privacy in their setting (Holmes, 2009). Participants did not have to provide their name or date of birth; this reduced risk of identifiable information being disclosed (Holmes, 2009). This study was also completed on a voluntary basis; however, there was a small incentive for completion for the participants recruited through Prolific.co. Monetary incentives improve participation response rates to survey; however, participants should feel that they can freely decline and are not pressured to participate (Stovel et al., 2018). Another ethical consideration is that this researcher is not the author of the MBI or the MLQ; to address this, permission was granted to use the surveys with purchase, the MLQ-5x rater (Appendix C), and the MBI-HSS (Appendix B). The researcher did not have any conflicts of interest with this

study.

### **Data Analysis**

Multivariate analysis of variance and multiple linear regression analysis were used to compare the groups and analyze the relationship between the variables. Multivariate analysis of variance (MANOVA) was used to complete data analysis for the hypotheses of this quantitative correlational research. A one-way MANOVA was used to compare the burnout score with the three types of organizational leadership and region. A post-hoc test was utilized to identify where the differences are between the three leadership groups and the burnout subscales (Pallant, 2020). The MANOVA also tested for workers' burnout and the region the CPS workers' job is located. For there to be a significant difference between the three leadership types, four regions of the US, and the level of burnout reported by the worker, the statistical significance of the one-way between groups MANOVA had to be  $p < \text{or equal to } .05$ .

Multiple linear regression analysis was used to test for the second hypothesis that age and sense of personal accomplishment will moderate the relationship between burnout and organizational leadership. The criterion for statistical significance for the multiple regression analyses that was used to evaluate the moderator (age) was  $p < .05$ . When analyzing the relationship between a single dependent variable and a few independent variables, multiple linear regression analysis is one method in a larger family of techniques known as multiple regression analysis (Pallant, 2020). Using multiple linear regression informed the research of whether age may moderate the outcome of workers' burnout levels.

### **Summary**

The impact of leadership on burnout needed to be further explored to help combat what workers in the child protective services profession are experiencing. The additional factors that may help provide insight into the problem are age and exploring more types of organizational leadership. The region the job is located may also provide knowledge on burnout and leadership in CPS workers. The population for this study was current CPS

workers across four regions of the United States. The sample needed for statistical significance was not met.

This quantitative study used two widely used instruments: The Maslach Burnout Inventory- Human Services Survey and the Multifactor Leadership Questionnaire 5x-rater. The instruments provided the data needed for the MANOVA analysis and multiple regression analysis. The participants in this study were provided limited information to reduce bias in their responses to the questions.

## CHAPTER FOUR: FINDINGS

### Overview

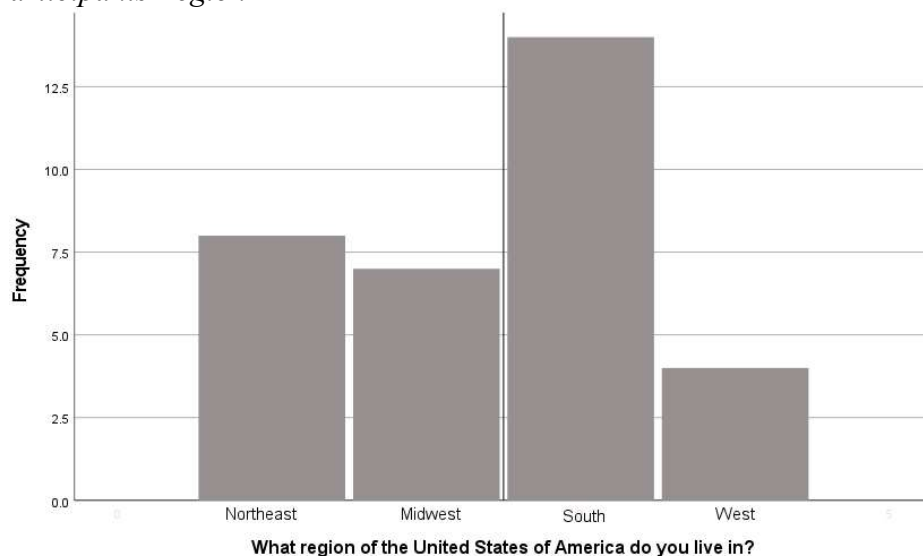
Thirty-three of the forty-three qualified participants recruited through Prolific.co completed the study. All the participants were asked to complete the demographic survey along with the MBI-HSS and the MLQ. As a result, the data could be analyzed to determine how perceived leadership style affects burnout among CPS workers. The findings in this chapter were obtained from analyzing data outputs from SPSS.

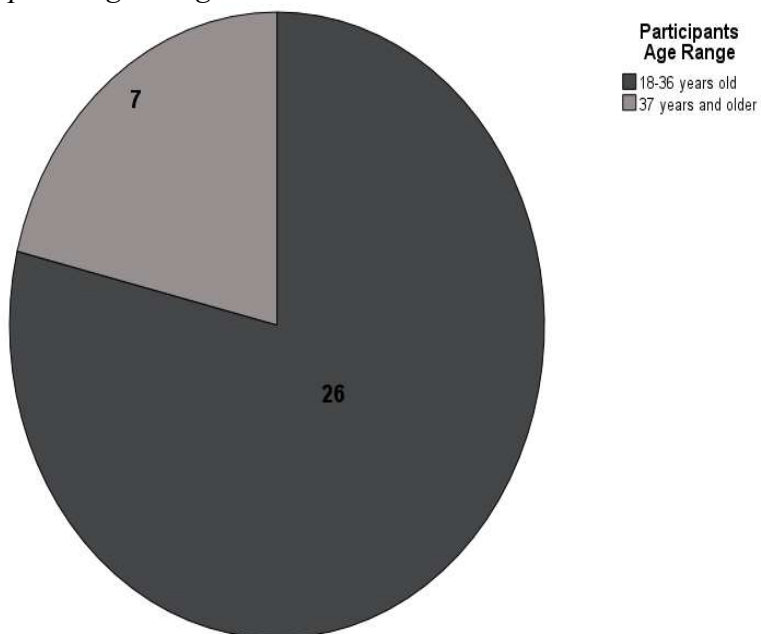
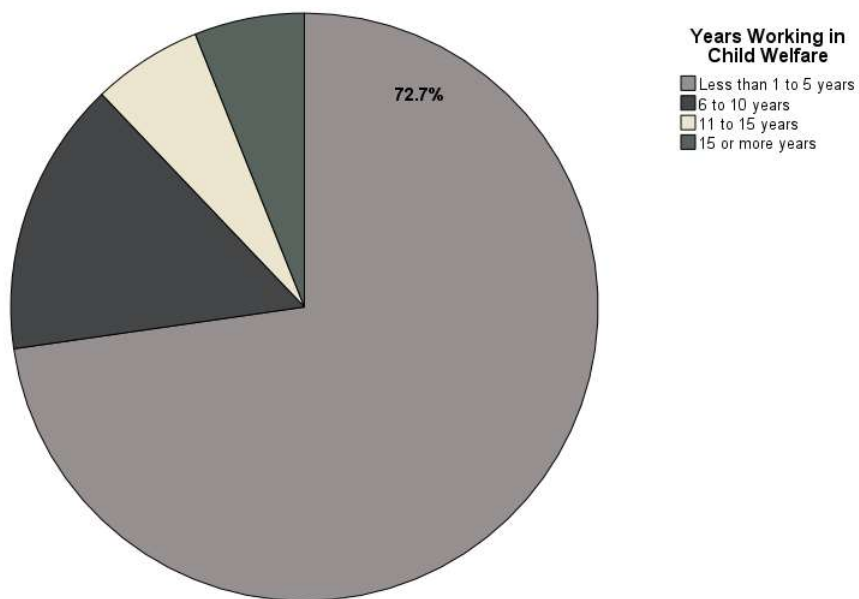
### Descriptive Statistics

All the 33 participants in this study were eighteen years or older. They were a CPS worker at the time of data collection, and they lived in the United States of America. As shown in Figure 3, eight participants lived in the Northeast region (24.2%). Seven reported they lived in the Midwest (21.2%), fourteen reported living in the South (42.4%), and four participants lived in the West (12.1%). Figure 4 shows twenty-six (78.8%) of thirty-three participants were in age group 1 (18-36 years old), and seven participants (21.2%) were in age group 2 (37 years and older). As seen in Figure 5, 72.7% of the participants have worked in the child welfare profession for less than one year to 5 years.

**Figure 3**

*Participants Region*



**Figure 4***Participants Age Ranges***Figure 5***Years Working in Child Welfare*

Exploratory analysis was completed through SPSS, and there were no missing cases. The data was checked for multivariate outliers using Mahalanobis distance; no multivariate outliers were identified (Tables 1 and 2).

**Table 1**

*Residual Statistics Depersonalization- Mahal. Distance*

	Std.				
	Minimum	Maximum	Mean	Deviation	N
Predicted Value	7.02	11.94	9.73	1.644	33
Std. Predicted Value	-1.644	1.343	.000	1.000	33
Standard Error of Predicted Value	1.213	2.691	1.941	.385	33
Adjusted Predicted Value	6.17	12.89	9.76	1.761	33
Residual	-9.368	11.012	.000	5.408	33
Std. Residual	-1.649	1.938	.000	.952	33
Stud. Residual	-1.750	2.045	-.003	1.016	33
Deleted Residual	-10.553	13.022	-.036	6.176	33
Stud. Deleted Residual	-1.818	2.172	.003	1.043	33
Mahal. Distance	.490	6.212	2.909	1.506	33
Cook's Distance	.000	.268	.036	.055	33
Centered Leverage Value	.015	.194	.091	.047	33



**Table 2***Residual Statistics Emotional Exhaustion- Mahal. Distance*

	Std.				
	Minimum	Maximum	Mean	Deviation	N
Predicted Value	19.64	33.46	29.67	4.892	33
Std. Predicted Value	-2.050	.775	.000	1.000	33
Standard Error of Predicted Value	2.655	5.889	4.248	.843	33
Adjusted Predicted Value	17.66	36.75	29.76	5.083	33
Residual	-31.741	18.450	.000	11.834	33
Std. Residual	-2.553	1.484	.000	.952	33
Stud. Residual	-2.710	1.587	-.004	1.014	33
Deleted Residual	-35.755	21.339	-.098	13.430	33
Stud. Deleted Residual	-3.081	1.632	-.012	1.054	33
Mahal. Distance	.490	6.212	2.909	1.506	33
Cook's Distance	.000	.232	.034	.046	33
Centered Leverage Value	.015	.194	.091	.047	33

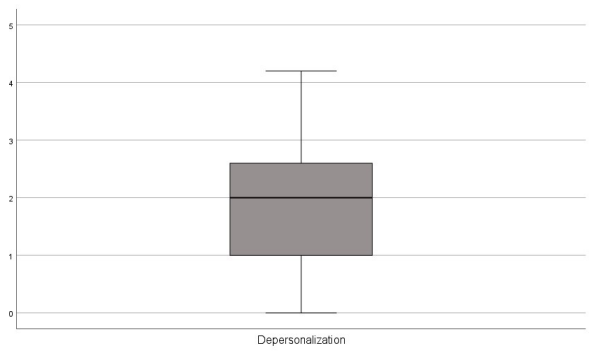
The mean scores for the burnout subscales (emotional exhaustion and depersonalization) are displayed in Table 3. The outcome variables were assessed for outliers using boxplots (Figures 6 and 7); there were no observant outliers. Figures 8 and 9 show that normal distributions were found for the study's dependent variables- depersonalization and emotional exhaustion.

**Table 3***Perceived Leadership Type Per Region and Burnout*

	Region	Leadership_type	Mean	Std. Deviation	N
Emotional Exhaustion	Northeast	Transformational	21.00	.	1
		Transactional	29.67	18.583	3
		Passive avoidant	27.25	20.106	4
		Total	27.38	16.733	8
	Midwest	Transformational	41.50	.707	2
		Transactional	23.00	8.485	2
		Passive avoidant	36.33	15.535	3
		Total	34.00	12.423	7
	South	Transformational	31.25	12.945	4
		Transactional	27.00	11.358	5
		Passive avoidant	32.20	5.263	5
		Total	30.07	9.627	14
	West	Transformational	16.67	3.055	3
		Transactional	51.00	.	1
		Total	25.25	17.347	4
		Total	Transformational	27.90	12.306
		Transactional	29.18	13.622	11
		Passive avoidant	31.58	13.318	12
		Total	29.67	12.805	33
Depersonalization	Northeast	Transformational	3.00	.	1
		Transactional	12.00	5.196	3
		Passive avoidant	9.00	5.099	4
		Total	9.38	5.263	8
	Midwest	Transformational	8.00	2.828	2
		Transactional	4.00	1.414	2
		Passive avoidant	14.00	6.557	3
		Total	9.43	6.079	7
	South	Transformational	11.00	4.546	4
		Transactional	11.60	8.112	5
		Passive avoidant	11.20	5.020	5
		Total	11.29	5.730	14
	West	Transformational	3.33	2.887	3
		Transactional	12.00	.	1
		Total	5.50	4.933	4
		Total	Transformational	7.30	4.809
		Transactional	10.36	6.470	11
		Passive avoidant	11.17	5.289	12
		Total	9.73	5.653	33

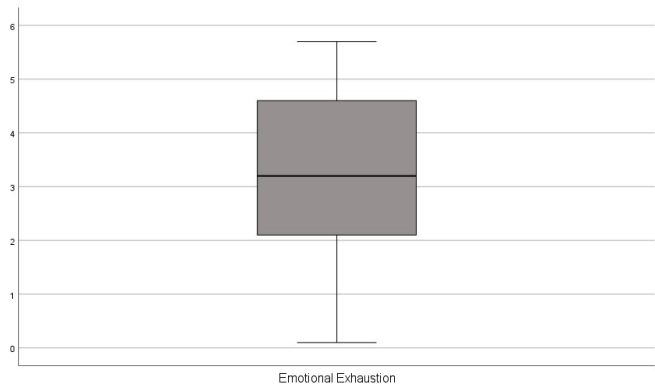
**Figure 6**

*Boxplot- Depersonalization*



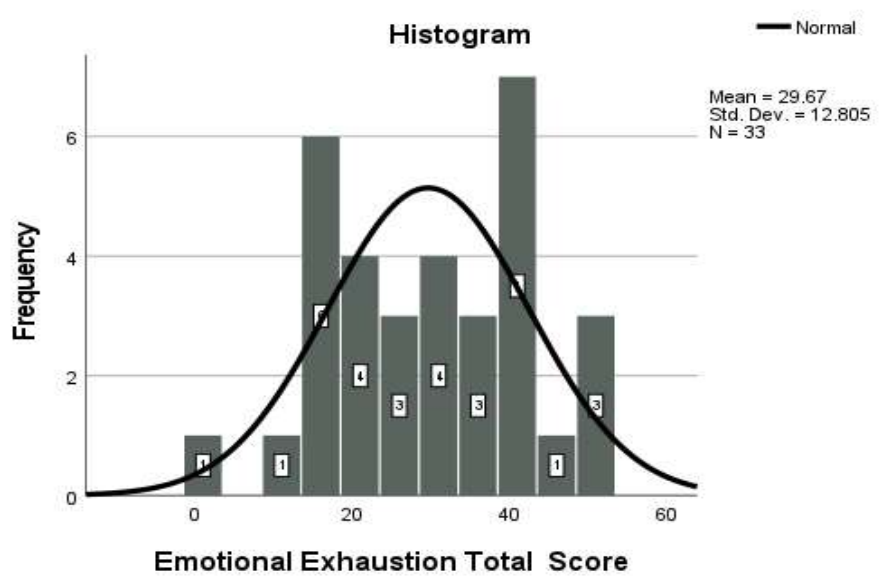
**Figure 7**

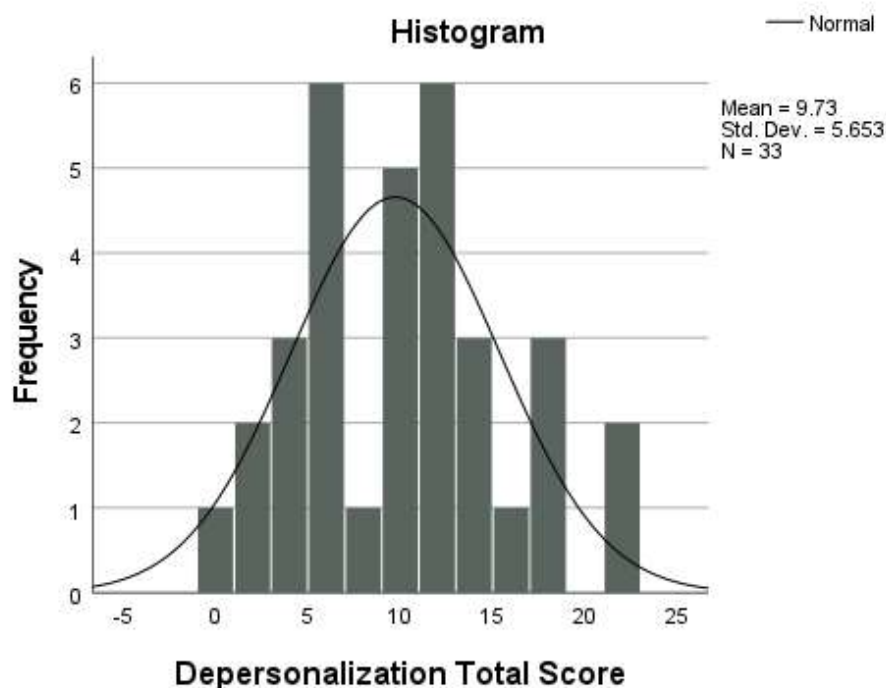
*Boxplot- Emotional Exhaustion*



**Figure 8**

*Emotional Exhaustion Histogram*



**Figure 9***Depersonalization Histogram***Results****Hypotheses**

**Ha1:** There will be a statistically significant relationship between organizational leadership style and a worker's reported burnout.

A MANOVA was completed for organizational leadership, burnout subscales (depersonalization and emotional exhaustion), and region. Assumption tests were conducted through SPSS. The variables assumption was met. There were two dependent variables, depersonalization, and emotional exhaustion, and two independent variables, leadership type, and the region the participant lived in. Each independent variable had more than two categorical groups. Leadership type had three categorical groups: transformational, transactional, and *laisse faire/passive avoidant*. The variable of the region in the United States had four categorical groups: Northeast, Midwest, South, and West. The independence of observations assumption was satisfied; different participants were in each independent variable group.

Box's Test of Equality Covariance Matrices tested the assumption of homogeneity of variance-covariance matrices; table 4 shows the assumption was not violated,  $p > .001$ .

**Table 4**

*Box's Test of Equality Covariance*

*Box's Test of  
Equality of  
Covariance  
Matrices<sup>a</sup>*

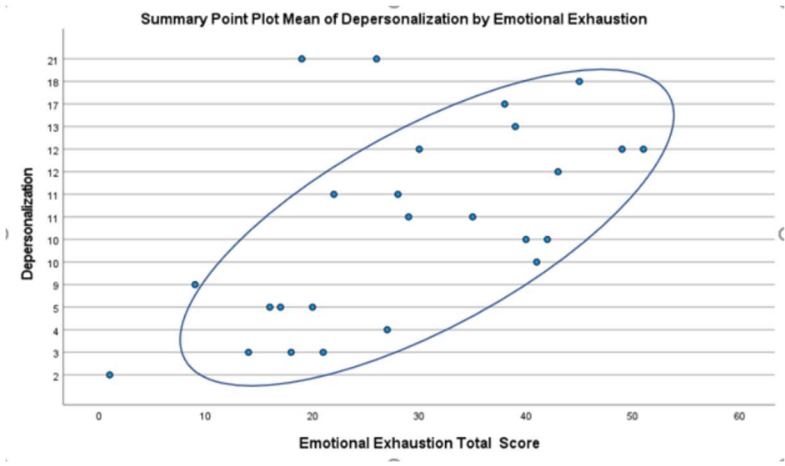
Box's M	33.345
F	1.232
df1	18
df2	891.653
Sig.	.228

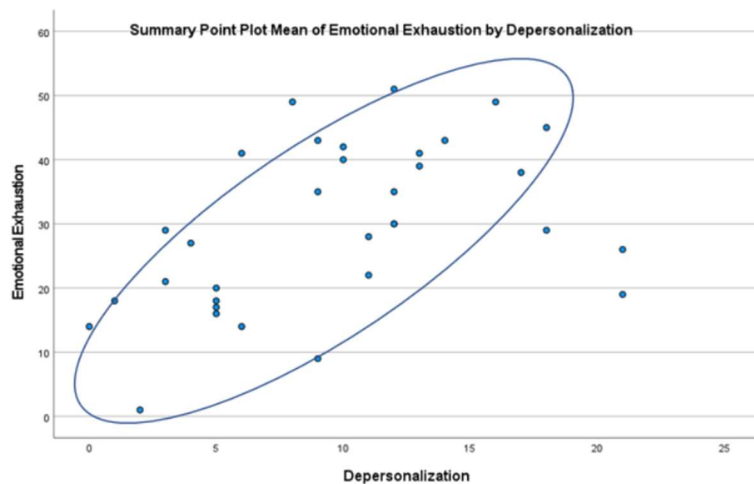
a. -

The linear relationship among depersonalization and emotional exhaustion was checked using scatterplots; figures 10 and 11 indicated the variables were both normally distributed and linear.

**Figure 10**

*Linearity*



**Figure 11***Linearity*

The results of the MANOVA indicated there was not a statistically significant difference between groups of the independent and dependent variables. For the region the participants lived variable, Wilks'  $\Lambda = .841$ ,  $F(6, 42) = .633$ ,  $p = .703$ ,  $\eta^2 = .83$ . Perceived leadership Wilks'  $\Lambda = .872$ ,  $F(4, 42) = .745$ ,  $p = .567$ ,  $\eta^2 = .66$ . The output can be seen in Table 5. The significance value for the tests were  $P > .05$  indicating no significance. The output does show that region and perceived leadership type together have a stronger effect ( $\eta_p^2 = .216$ ) than region ( $\eta_p^2 = .083$ ) and perceived leadership type ( $\eta_p^2 = .66$ ) alone. The predictor variables combined are more likely to have an effect or show an impact than when they are analyzed independently.

**Table 5***MANOVA Output*

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.875	73.709 <sup>b</sup>	2.000	21.000	<.001	.875
	Wilks' Lambda	.125	73.709 <sup>b</sup>	2.000	21.000	<.001	.875
	Hotelling's Trace	7.020	73.709 <sup>b</sup>	2.000	21.000	<.001	.875
	Roy's Largest	7.020	73.709 <sup>b</sup>	2.000	21.000	<.001	.875
	Root						
Region of the United States	Pillai's Trace	.165	.658	6.000	44.000	.683	.082
	Wilks' Lambda	.841	.633 <sup>b</sup>	6.000	42.000	.703	.083
	Hotelling's Trace	.182	.607	6.000	40.000	.723	.083
	Roy's Largest	.129	.945 <sup>c</sup>	3.000	22.000	.436	.114
	Root						
Perceived Leadership Type	Pillai's Trace	.128	.755	4.000	44.000	.560	.064
	Wilks' Lambda	.872	.745 <sup>b</sup>	4.000	42.000	.567	.066
	Hotelling's Trace	.147	.733	4.000	40.000	.575	.068
	Roy's Largest	.145	1.591 <sup>c</sup>	2.000	22.000	.226	.126
	Root						
Region *Perceived Leadership Type	Pillai's Trace	.424	1.183	10.000	44.000	.328	.212
	Wilks' Lambda	.615	1.158 <sup>b</sup>	10.000	42.000	.345	.216
	Hotelling's Trace	.565	1.130	10.000	40.000	.365	.220
	Roy's Largest	.414	1.820 <sup>c</sup>	5.000	22.000	.150	.293
	Root						

The null hypothesis was accepted due to there being no statistical significance. The perceived leadership styles were 30.30% transformational, 33.33% transactional, and 36.36% laissez-faire/passive avoidant. The partial ETA Squared for effect size in Table 3 shows the region a

participant lives have a stronger effect of depersonalization ( $F(3, 30) = .672, p = .579, \eta^2 = .084$ ) than it did for emotional exhaustion ( $F(3, 30) = 76.809, p = .707, \eta^2 = .060$ ). Results showed a similar outcome for leadership type having a stronger effect on depersonalization ( $F(2, 31) = 1.565, p = .232, \eta^2 = .125$ ) than emotional exhaustion ( $F(2, 31) = .416, p = .664, \eta^2 = .036$ ); however, when both leadership and region were combined, the effect was strong on emotional exhaustion ( $F(5, 28) = 1.632, p = .193, \eta^2 = .271$ ) than depersonalization ( $F(5, 28) = 1.273, p = .311, \eta^2 = .224$ ).

Evaluation of the estimated marginal means shows that passive avoidant leadership had the greatest mean score ( $M = 11.400$ ) of the three leadership types (Table 6).

**Table 6**

*Estimated Marginal Means for Burnout and Leadership*

Dependent Variable	Leadership type	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Emotional Exhaustion	Transform.	27.604	4.620	18.022	37.186
	Transactional	32.667	4.565	23.200	42.133
	Passive	31.928 <sup>a</sup>	3.777	24.094	39.762
Depersonalization	Transform.	6.333	1.992	2.201	10.465
	Transactional	9.900	1.968	5.818	13.982
	Passive	11.400 <sup>a</sup>	1.629	8.022	14.778

a. Based on modified population marginal mean.

**Ha2:** CPS workers' age range and sense of personal accomplishment will moderate the relationship between burnout and organizational leadership. The older age group will report lower burnout, and personal accomplishment will reduce reported burnout.

Multiple linear regression was used to analyze if age range and sense of personal



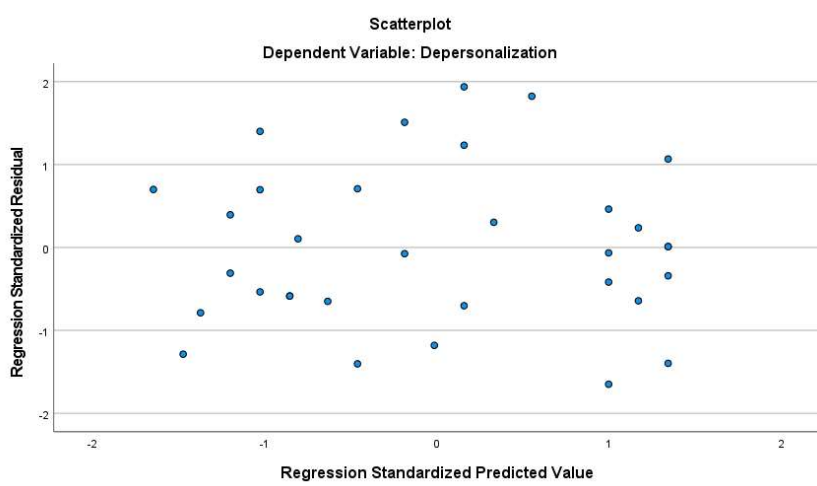
accomplishment moderated the relationship between perceived organizational leadership and worker burnout. The participants were categorized into two age groups, 18-36 years old and 37 years and older. Four multiple regression analyses were completed the following predictor and outcome variables:

- 1.) organizational leadership and age on emotional exhaustion
- 2.) organizational leadership and age on depersonalization
- 3.) organizational leadership and personal accomplishment on emotional exhaustion
- 4.) organizational leadership and personal accomplishment on depersonalization

Normality, linearity, homoscedasticity, outliers, and independence of residuals were checked from the residual scatterplots generated from the multiple regression. A review of residual scatterplots indicated that none of the assumptions were violated (Figure 12 and 13).

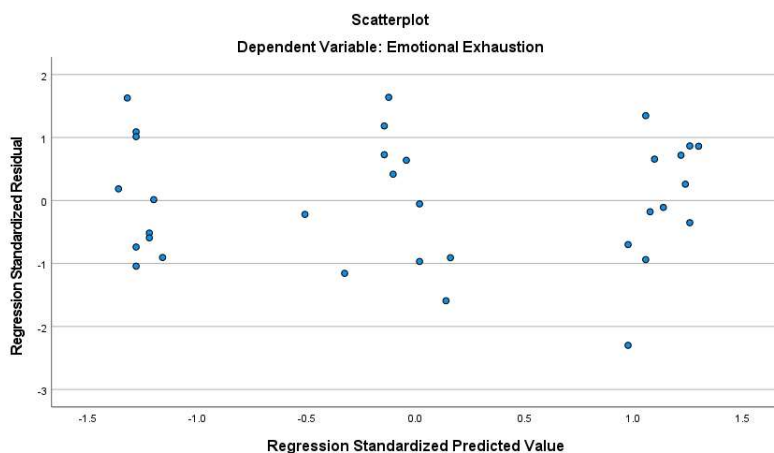
**Figure 12**

*Scatterplot From Linear Regression to Predict Depersonalization from Leadership and Age Range*



**Figure 13**

*Scatterplot From Linear Regression to Predict Emotional Exhaustion from Leadership and Age Range*



A moderation analysis was completed to center the scores for perceived leadership, age-range, and sense of personal accomplishment. Multiple regression analysis was completed using the centered scores formulas. The product-centered leadership, age centered were determined by leadership centered scores multiplied by age centered scores. The product-centered leadership, personal accomplishment centered were determined by multiplying leadership centered scores by personal accomplishment centered scores. The correlation between the independent variables did not violate the multicollinearity assumption; none of the tolerance scores on the coefficients tables were less than 0.10 (Tables7-10).

A significant regression equation was found,  $p > .05$ ; as seen in table 7, age range has a stronger relationship with emotional exhaustion ( $r(31) = -.374$ ,  $p = .016$ ) than the perceived leadership type with emotional exhaustion ( $r(31) = .120$ ,  $p = .253$ ). Leadership has more impact on depersonalization ( $r(31) = .278$ ,  $p = .059$ ) than age range ( $r(31) = -.108$ ,  $p = .275$ ) (Table 8). A weak relationship was identified between sense of personal accomplishment and depersonalization,  $r(31) = -.447$ ,  $p = .005$ . The null hypothesis was rejected.

**Table 7**

*Correlation Leadership, Age, and Emotional Exhaustion*

		Emotional			
		Exhaustion	age range	leadership	leadership age
Pearson	Emotional Exhaustion	1.000	-.374	.120	.016
Correlation					
	age range	-.374	1.000	-.130	-.211
	leadership	.120	-.130	1.000	-.188
	leadership age	.016	-.211	-.188	1.000
Sig. (1-tailed)	Emotional Exhaustion	.	.016	.253	.464
	age range	.016	.	.236	.119
	leadership	.253	.236	.	.148
	leadership age	.464	.119	.148	.
N	Emotional Exhaustion	33	33	33	33
	age range	33	33	33	33
	leadership	33	33	33	33
	leadership age	33	33	33	33

**Table 8***Correlation Leadership, Age, and Depersonalization*

		Depersonaliza			
		tion	age range	leadership	leadership age
Pearson	Depersonalization	1.000	-.108	.278	.218
Correlation					
	age range	-.108	1.000	-.130	-.211
	leadership	.278	-.130	1.000	-.188
	leadership age	.218	-.211	-.188	1.000
Sig. (1-tailed)	Depersonalization	.	.275	.059	.112
	age range	.275	.	.236	.119
	leadership	.059	.236	.	.148
	leadership age	.112	.119	.148	.
N	Depersonalization	33	33	33	33
	age range	33	33	33	33
	leadership	33	33	33	33
	leadership age	33	33	33	33

**Table 9***Correlation Leadership, Personal Accomplishment, and Emotional Exhaustion*

		Emotional Exhaustion	Leadership	Personal acc.	Leadership personal acc.
Pearson	Emotional Exhaustion	1.000	.120	-.027	.415
Correlation	leadership	.120	1.000	-.349	.173
	Personal acc.	-.027	-.349	1.000	.114
	leadership personal acc	.415	.173	.114	1.000
Sig. (1-tailed)	Emotional Exhaustion	.	.253	.441	.008
	leadership	.253	.	.023	.168
	Personal acc.	.441	.023	.	.265
	leadership personal acc	.008	.168	.265	.
N	Emotional Exhaustion	33	33	33	33
	leadership	33	33	33	33
	Personal acc.	33	33	33	33
	leadership personal acc	33	33	33	33

**Table 10***Correlation Leadership, Personal Accomplishment, and Depersonalization*

		Depersonaliz ation	leadership	personal acc.	leadership pers. acc.
Pearson	Depersonalization	1.000	.278	-.447	.210
Correlation	leadership	.278	1.000	-.349	.173
	personal acc.	-.447	-.349	1.000	.114
	leadership pers. acc.	.210	.173	.114	1.000
	Sig. (1-tailed)				
	Depersonalization	.	.059	.005	.120
	leadership	.059	.	.023	.168
	personal acc.	.005	.023	.	.265
	leadership pers. acc.	.120	.168	.265	.
N	Depersonalization	33	33	33	33
	leadership	33	33	33	33
	personal acc.	33	33	33	33
	leadership pers. acc.	33	33	33	33

Analysis of the model summary charts (Tables 11-14) indicated that emotional exhaustion explained 14.8% of the variance ( $R^2 = .148$ ,  $F(3,29) = 1.675$ ) between leadership and age (See Table

11), and depersonalization explained 15.3% of the variance ( $R^2=.0.153$ ,  $F(3,29)=1.74$ ) between leadership and age (See table 12). The ANOVA output chart was checked to analyze the if the predictor variables impacted the outcome variable. There was a statistical significance among organizational leadership and sense of personal accomplishment on depersonalization,  $F(3,29) = [3.639]$ ,  $p = .024$  (Table 15).

**Table 11**

*Model Summary- Age Range, Leadership Type and Emotional Exhaustion*

			Adjusted R	Std. Error of
Model	R	R Square	Square	the Estimate
1	.384 <sup>a</sup>	.148	.060	12.418

**Table 12**

*Model Summary- Age Range, Leadership Type and Depersonalization*

			Adjusted R	Std. Error of
Model	R	R Square	Square	the Estimate
1	.391 <sup>a</sup>	.153	.065	5.466

**Table 13**

*Model Summary- Personal Accomplishment, Leadership Type and Depersonalization*

			Adjusted R	Std. Error of
Model	R	R Square	Square	the Estimate
1	.523 <sup>a</sup>	.274	.198	5.061

**Table 14***Model Summary- Personal Accomplishment, Leadership Type and Emotional Exhaustion*

		Adjusted R	Std. Error of
Model	R	R Square	the Estimate
1	.423 <sup>a</sup>	.179	.094

**Table 15***ANOVA Output- Personal Accomplishment, Leadership Type and Depersonalization*

Model		Sum of	Mean		
		Squares	Square	F	Sig.
1	Regression	279.686	93.229	3.639	.024 <sup>b</sup>
	Residual	742.860	25.616		
	Total	1022.545			

The coefficients output tables (Tables 16-19) were checked to evaluate each of the independent variables. The Sig. value needed to be less than .05 for the independent variables to make a unique contribution (Pallant, 2020). The first analysis showed that age range is making a significant unique contribution to the prediction of emotional exhaustion,  $p = .043$ ,  $p < .05$  (Figure 14); the results indicate that the older a worker the lower their feelings of emotional exhaustion are. The younger age group (18-36 years old) showed a higher relationship with emotional exhaustion (Figure 14). Perceived organizational leadership alone was not an indicator of burnout.

The fourth analysis showed a sense of personal accomplishment made a unique contribution to depersonalization ( $p = .015$ ,  $p < .05$ ); the higher the sense of personal accomplishment, the lower the score for depersonalization (Figure 15). There were no other statistically significant unique contributions identified. There were slightly notable differences between the burnout subscales and



age (Figure 16). The 18- to 36-year-old group reported higher levels of scores that indicate emotional exhaustion and depersonalization. The 18- to 36-year-old group also reported lower scores for personal accomplishment; lower scores for personal accomplishment indicate higher burnout (Maslach et al., 1986).

**Table 16**

*Coefficients- Leadership, Age Range, and Emotional Exhaustion*

		Unstandardized Standard.				95.0% Confidence		Correlations		Collinearity			
		Coefficients		Coeffi.		Interval for B				Statistics			
		Std.				Lower	Upper	Zero-	Partial	Part	Tolera	VIF	
Model		B	Error	Beta	t	Sig.	Bound	Bound	order	Partial	Part	nce	VIF
1	(Constant)	29.592	2.188		13.525	<.001	25.118	34.067					
	age range	-11.637	5.496	-.377	-2.117	.043	-22.878	-.396	-.374	-.366	-.363	.926	1.080
	leadership	.950	2.746	.061	.346	.732	-4.666	6.566	.120	.064	.059	.935	1.070
	leadership age	-2.279	7.889	-.052	-.289	.775	-18.414	13.857	.016	-.054	-.050	.908	1.101

**Table 17***Coefficients- Leadership, Age Range, and Depersonalization*

		95.0%											
		Unstandardized Standard.					Confidence			Collinearity			
		Coefficients		Coeffi.			Interval for B		Correlations		Statistics		
		Std.			Lower		Upper		Zero-		Tolera		
Model		B	Error	Beta	t	Sig.	Bound	Bound	order	Partial Part	nce	VIF	
1	(Constant)	9.958	.963		10.340	<.001	7.989	11.928					
	age range	-.086	2.419	-.006	-.036	.972	-5.035	4.862	-.108	-.007	-.006	.926	1.080
	leadership	2.249	1.209	.329	1.861	.073	-.223	4.722	.278	.327	.318	.935	1.070
	leadership age	5.380	3.473	.278	1.549	.132	-1.722	12.483	.218	.276	.265	.908	1.101

**Table 18***Coefficients- Leadership, Personal Accomplishment, and Emotional Exhaustion*

		95.0%											
		Unstandardize Standard.					Confidence			Collinearity			
		d Coefficients		Coeffi.			Interval for B		Correlations		Statistics		
		Std.			Lower		Upper		Zero-		Tolera		
Model		B	Error	Beta	t	Sig.	Bound	Bound	order	Partial Part	nce	VIF	
1	(Constant)	32.354	2.398		13.491	<.001	27.449	37.259					
	leadership	.382	2.857	.025	.134	.895	-5.460	6.225	.120	.025	.023	.832	1.201
	personal acc.	-.121	.335	-.066	-.360	.721	-.806	.565	-.027	-.067	-.061	.847	1.181
	leadership per. acc.	1.374	.571	.419	2.407	.023	.206	2.542	.415	.408	.405	.936	1.069

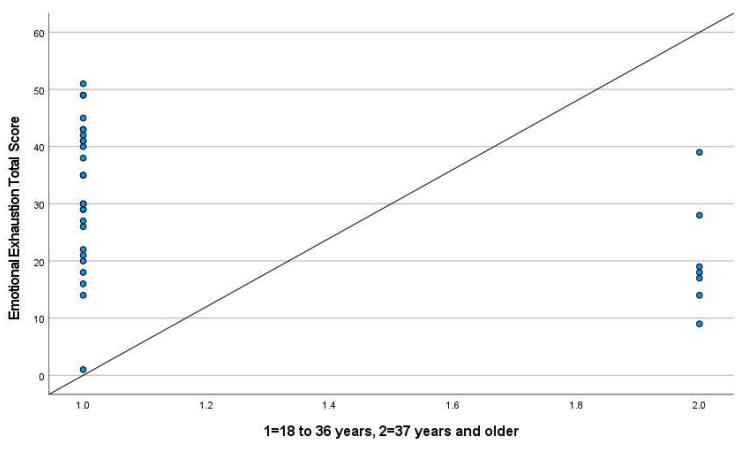
**Table 19**

*Coefficients- Leadership, Personal Accomplishment, and Depersonalization*

		95.0%											
		Unstandardized Standard.				Confidence			Collinearity				
		Coefficients		Coeffi.		Interval for B		Correlations		Statistics			
		Std.				Lower	Upper	Zero-	Partial Part	Tolera	VIF		
Model		B	Error	Beta	t	Sig.	Bound	Bound	order	Partial Part	nce	VIF	
1	(Constant)	10.428	.996		10.473	<.001	8.392	12.465					
	leadership	.540	1.186	.079	.455	.652	-1.886	2.965	.278	.084	.072	.832	1.201
	personal acc.	-.362	.139	-.447	-2.600	.015	-.646	-.077	-.447	-.435	-.411	.847	1.181
	Leadership per. acc.	.358	.237	.247	1.510	.142	-.127	.843	.210	.270	.239	.936	1.069

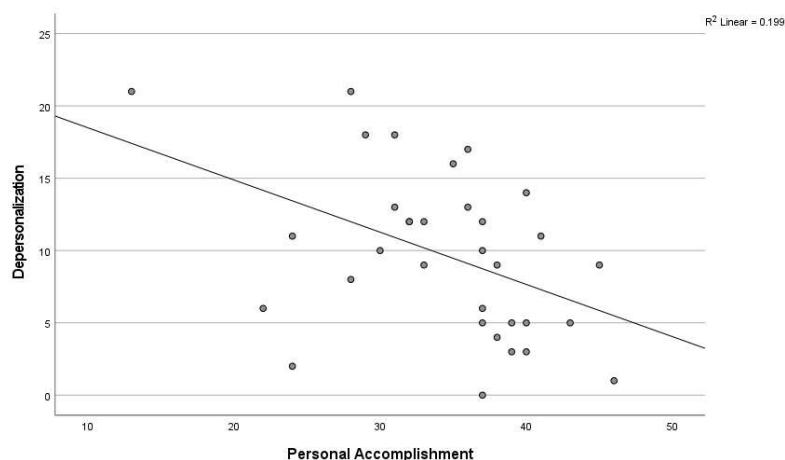
**Figure 14**

*Scatterplot for Age Range and Emotional Exhaustion*

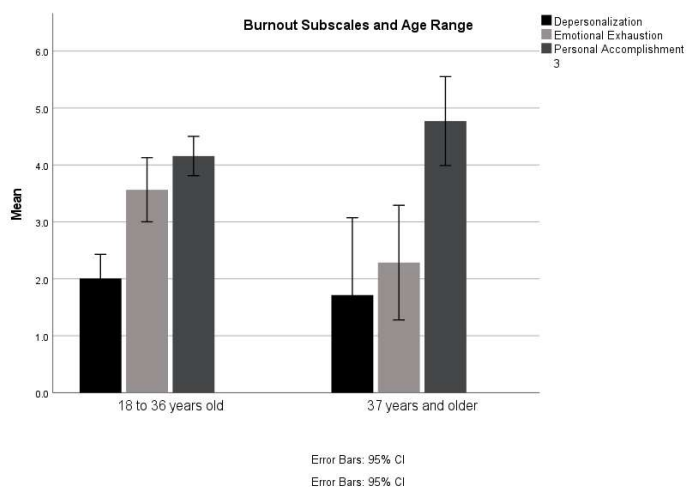


**Figure 15**

*Scatterplot for Sense of Personal Accomplishment and Depersonalization*

**Figure 16**

*Burnout Subscales and Age Range Comparison*



**Ha3:** There will not be a statistically significant relationship between the region a person works in and the worker's reported burnout.

The MANOVA was also analyzed to check if the region of the United States that a person lives affects the burnout-emotional exhaustion and depersonalization (Table 20). The percentage of the participants for each region of the United States is shown in Table 21. The sample is small compared to the amount of CPS workers that are likely to live in the regions. The MANOVA results, Wilks'  $\Lambda = .841$ ,  $F(6,42) = .633$ ,  $p = .703$ ,  $\eta^2 = .83$  indicated the region a worker lives in did not significantly affect the dependent variable scores (Table 20). The null hypothesis was

rejected.

**Table 20**

*MANOVA Output*

Effect		Value	F	Hypothesi s df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.875	73.709 <sup>b</sup>	2.000	21.000	<.001	.875
	Wilks'	.125	73.709 <sup>b</sup>	2.000	21.000	<.001	.875
	Lambda						
	Hotelling's Trace	7.020	73.709 <sup>b</sup>	2.000	21.000	<.001	.875
	Roy's Largest Root	7.020	73.709 <sup>b</sup>	2.000	21.000	<.001	.875
Region	Pillai's Trace	.165	.658	6.000	44.000	.683	.082
	Wilks'	.841	.633 <sup>b</sup>	6.000	42.000	.703	.083
	Lambda						
	Hotelling's Trace	.182	.607	6.000	40.000	.723	.083
	Roy's Largest Root	.129	.945 <sup>c</sup>	3.000	22.000	.436	.114
Perceived Leadership Type	Pillai's Trace	.128	.755	4.000	44.000	.560	.064
	Wilks'	.872	.745 <sup>b</sup>	4.000	42.000	.567	.066
	Lambda						
	Hotelling's Trace	.147	.733	4.000	40.000	.575	.068
	Roy's Largest Root	.145	1.591 <sup>c</sup>	2.000	22.000	.226	.126
Region *Perceived Leadership Type	Pillai's Trace	.424	1.183	10.000	44.000	.328	.212
	Wilks'	.615	1.158 <sup>b</sup>	10.000	42.000	.345	.216
	Lambda						
	Hotelling's Trace	.565	1.130	10.000	40.000	.365	.220
	Roy's Largest Root	.414	1.820 <sup>c</sup>	5.000	22.000	.150	.293

**Table 21***Percentage of Participants Per Region*

		Freque ncy	Percent	Valid Percent	Cumulative Percent
Valid	NE	8	24.2	24.2	24.2
	MW	7	21.2	21.2	45.5
	S	14	42.4	42.4	87.9
	W	4	12.1	12.1	100.0
	Total	33	100.0	100.0	

The South had the highest number of participants ( $N=14$ ) and showed a higher level of emotional exhaustion ( $M = 30.150$ ) than depersonalization ( $M = 11.267$ ) (Table 21 and 22). Evaluation of the estimated marginal means shows that the West had the greatest mean score for emotional exhaustion ( $M=33.833$ ) of the four regions, and the South had the greatest mean score for depersonalization ( $M = 11.267$ ) (Table 22).

**Table 22***MBI Emotional Exhaustion and Depersonalization and Region*

Dependent Variable	Region of the United States of America	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Emotional Exhaustion	Northeast	25.972	5.370	14.834	37.110
	Midwest	33.611	4.928	23.390	43.832
	South	30.150	3.441	23.014	37.286
	West	33.833 <sup>a</sup>	7.392	18.502	49.164
Depersonalizio n	Northeast	8.000	2.316	3.197	12.803
	Midwest	8.667	2.125	4.259	13.074
	South	11.267	1.484	8.189	14.344
	West	7.667 <sup>a</sup>	3.188	1.056	14.278

**Summary**

This study was conducted to further analyze how perceived leadership style impacts CPS Worker burnout in different regions of the United States. It further analyzed if age and sense of

personal accomplishments were moderators of burnout. The data was analyzed through descriptive statistics, multivariate analysis of variance, and multiple regression analysis using SPSS. The null hypothesis was accepted for research question 1 and rejected for research questions 2 and 3. The results of this study indicated that age may be a moderator of burnout; there was a statistical significance in the relationship. The results also indicated that CPS workers in the Southern region may experience more feelings of emotional exhaustion than depersonalization as it relates to burnout. The lack of significance in the other research questions may be due to the small sample size (n=33) and insufficient power (Pallant, 2020).

## CHAPTER FIVE: CONCLUSIONS

### Overview

The findings of this study cannot be generalized due to the number of participants not being representative of the population of CPS workers in the United States of America. The sample size for statistical significance was not met. It should be noted that this research supports literature on burnout in child welfare agencies. It further begins to add to the limited body of research that specifically addresses child protective services and not child welfare as a whole. Many of the participants perceived their leadership to be passive avoidant/laissez-faire.

### Discussion

This study aimed to analyze how organizational leadership impacts child protective workers' burnout and whether an employee's age, the region they live in, and sense of personal accomplishment moderated the relationship. Despite limitations, the study provides insight into CPS worker's burnout based on workers in different regions of the United States of America. The study did not increase the ability to generalize CPS workers' burnout and organization leadership as suggested by Rittschof and Fortunato (2016). It does add to the body of research examining other leadership styles and burnout among CPS workers.

**RQ1:** Is there a statistically significant relationship between the type of organizational leadership and CPS workers' burnout?

The findings were not in line with previous research, which indicated that transformational leadership may help reduce burnout (Rittschof & Fortunato, 2016). At the time of Rittschof and Fortunato's (2016) study, it was determined that more research was needed on the relationship between burnout and leadership; their study was the first of its kind. The outcome of this study does not support the idea that leadership style may be contributing to burnout of child welfare staff (Leake et al., 2017). This could likely be explained by the small sample size; it is possible that this would have been seen if more CPS workers had been included in the sample.



**RQ2:** Does age range or a sense of personal accomplishment moderate the relationship between organizational leadership and burnout?

There was significance identified between a sense of personal accomplishment and CPS worker's burnout. Age was a moderator between organizational leadership and emotional exhaustion. The findings were consistent with previous research that indicated age moderates burnout (Boyas et al., 2012). The findings indicated that the sense of personal accomplishment moderates emotional exhaustion, which was the highest-rated burnout subscale in this study ( $M = 29.67$ ) based on a scale that goes up to 54. Indicators of high burnout on the emotional exhaustion scale start at 26 or higher (Wang et al., 2020). Group 1 (18-36 years old) had an average score of  $M = 32.12$ , and group 2 (37 years and older) had an average of  $M = 20.57$ . The older age group having a lower emotional exhaustion score supports previous research that more senior workers have problem-focused coping skills that may impact their emotion-focused coping strategies ultimately increasing the likelihood of wellbeing of the worker (Berlanda et al., 2017). It is possible that workers in the 37 and older age group are able to draw upon past experiences to help them cope through experiences and avoid factors that may contribute to burnout.

**RQ3:** Is there a statistically significant difference among CPS workers in four regions of the United States (Northeast, Midwest, South, and West) and burnout?

There was not a statistically significant difference among CPS workers in the four regions of the United States of America. The results of this question were in line with previous research which indicated that due to the varying nature of CPS workers job, depending on location, generalizations of findings cannot always be made (Lizano & Mor Barak, 2015). Previous research tends to focus on workers in a specific location or region (Rittschof & Fortunato, 2016); this research opened participation to workers in all regions of the United States. This research did not show that region is a significant moderator to CPS workers' burnout; however, a larger sample size may have shown significance.

## Implications

The number of participants limited the results of the research; however, the study adds to current research on CPS workers, their organizational leadership, and burnout. It is possible that a larger sample would have yielded different results. This research identified a need to look at other factors that moderate burnout; it is possible that the workload and other job stressors have become so overwhelming to the CPS workers that the presence of supportive or lack of supportive leadership have little impact on the feelings of emotional exhaustion, depersonalization, and personal accomplishment. Based on this research, information on how age moderates burnout can be added to knowledge surrounding burnout in CPS workers.

Previous research suggests that transformational leadership may improve the outcomes of workers in organizations (Rittschof & Fortunato, 2016). The most perceived leadership style in this study was *laisses-faire/passive avoidant* leadership; the reported MBI scores were on the side of indicating burnout in the workers, even with transformational leadership being 30.3% of the sample. Though generalizations cannot be made, this research identifies the need to continue to explore burnout beyond just organizational leadership but exploring other factors.

Additionally, there is limited information available on the influence of organizational leadership styles on burnout across the United States in the same study; one would have to review the results of multiple studies that may not have used the same methods. There is also limited research on whether a CPS worker's age may also moderate burnout. This study analyzed those variables as moderators of burnout and added to the limited research available.

This research examined the relationship between burnout and organizational leadership among CPS workers. Further analysis determined whether the worker's age is a moderator of the relationship. As part of this study, other leadership styles were analyzed for their impact on workers' burnout and the impact of burnout on workers in various parts of the United States. Research that addresses burnout in child protective services should be considered valuable in understanding how to help workers take care of their feelings of burnout to ultimately better serve

the clients.

This study impacts the field of marriage and family because it offers knowledge of leadership and burnout to those working in social services and behavioral sciences. When service providers are better equipped to understand and recognize their own burnout, then it allows them to take care of themselves. When people serve themselves first, it better prepares them to serve others who may seek guidance from service providers. CPS workers need to be able to assist families in identifying services that are appropriate for the family's needs. Leaders in the field should be aware of burnout and should be able to provide support and guidance in the work. Supporting workers in addressing burnout may reduce turnover due to burnout.

**Christian Worldview.** Philippians 4:13, "I can do all things through Christ who strengthens me" (NKJV). From this study, it is not known how or whether faith contributes to the amount of burnout a person feels. Working in child welfare is a service to people of the community. It is a demonstration of compassion and unconditional positive regard. There is something that keeps CPS workers in the line of work even when experiencing high levels of stress and burnout. It is possible that workers feel the work is purposeful and find joy in helping others.

### **Limitations**

There are a few limitations to this study when considering generalization of the findings. A factor that may have impacted the findings was the sample population size was relatively small compared to the approximate number of CPS workers in the United States of America. The Bureau of Labor Statistics reports about 328,120 child, family, and school social workers in the United States of America (United States Bureau of Labor Statistics, 2021). Another limitation to this study was the leadership style was restricted to three styles: transformational, transactional, and laissez faire. This was used due to the Multifactor Leadership Questionnaire being one of the preferred instruments in previous research to measure perceived leadership style (Popli & Rizvi, 2015).

External factors should also be considered; this study was conducted in an online format. There is no way to know if the participants can maintain their privacy in an online environment

(Holmes, 2009); there is no control of the environment other than the link provided is the same for all participants. Another limitation was the data collection for the study three weeks; it is possible that more participants would have completed the study had the data collection lasted for a longer timeframe.

### **Recommendations for Future Research**

In the course of the COVID-19 pandemic, this study was conducted. In previous research, it was shown that there was significant burnout among CPS workers outside of the pandemic (Roberts et al., 2021). In the future, research should examine whether or not COVID-19 is a moderator of burnout and the impact of organizational leadership. A recent study by Roberts et al. (2021) found that in Australia frontline staff in child protection struggled with higher levels of stress because of the organization's reaction to COVID, rather than because of the actual virus. In workers who were already struggling to maintain their well-being, higher levels of stress contributed to burnout.

Research studies such as Roberts et al. (2021) continue to emphasize the importance of organizational leaders being competent in their work as well as the effects of these factors on human service workers in the future. It is important to remember that for a leader to be an effective leader, they should exhibit a variety of actions and behaviors in order to inspire others toward achieving a common goal (Kelly & Hearld, 2020); the support of organizational leaders may reduce the impact of feelings associated with burnout. More research in this area will enable child welfare agencies to prepare themselves better to combat burnout and improve the currently high turnover rates and burnout.

Some of the previous research did not propose any comparisons of the styles of leadership used in different studies when assessing transformational leadership in moderating burnout. There is still little known when comparing leadership styles in terms of the relative advantages that each can offer to workers going through burnout. Research in this area will help distinguish the difference between organizational leaders who use transactional, laissez-faire, and transformational

leadership in terms of emotional exhaustion, depersonalization, and personal accomplishment in CPS workers.

Future research should also consider conducting a similar research study focusing on more leadership types. Child welfare agencies, with CPS units, are largely government organizations that have performance metrics, laws, and policies to adhere to. This may require a need for tasks driven leadership and work. Organizations may hire leaders that will help them in meeting the performance metrics. There is a possibility that it would be worthwhile to investigate how servant-leaders might influence burnout since they tend to focus on developing the individual workers and helping the organization succeed.

### **Summary**

This quantitative study examined CPS workers' perceived leadership style and the impact that it had on their burnout. Based on previous research, child protective services workers' burnout has been shown to be positively impacted by transformational leadership; the impact of other types of organizational leadership on workers' burnout has not been as widely researched, specifically for CPS workers. The purpose of this study was to examine the relationship between burnout among child protective services workers and organizational leadership. Further analysis examined whether age and region were moderators. The study added to previous research and knowledge in the area of CPS workers, leadership, and burnout. As previously mentioned, there was an indication that age is a moderator of emotional exhaustion. Though the results cannot be generalized, the research generated questions that should be considered in future research as it relates to the burnout of CPS workers.

## References

- Ahmed Iqbal, Z., Abid, G., Arshad, M., Ashfaq, F., Athar, M. A., & Hassan, Q. (2021). Impact of authoritative and laissez-faire leadership on thriving at work: The moderating role of conscientiousness. *European Journal of Investigation in Health, Psychology and Education, 11*(3), 667-685. <https://doi.org/10.3390/ejihpe11030048>
- Antonakis, J., & House, R. J. (2014). Instrumental leadership: Measurement and extension of transformational–transactional leadership theory. *The Leadership Quarterly, 25*(4), 746-771. <https://doi.org/10.1016/j.leaqua.2014.04.005>
- Antonopoulou, P., Killian, M., & Forrester, D. (2017). Levels of stress and anxiety in child and family social work: Workers' perceptions of organizational structure, professional support and workplace opportunities in children's services in the UK. *Children and Youth Services Review, 76*, 42-50. <https://doi.org/10.1016/j.chilyouth.2017.02.028>
- Auerbach, C., Schudrich, W. Z., Lawrence, C. K., Claiborne, N., & McGowan, B. G. (2014). Predicting turnover: Validating the intent to leave child welfare scale. *Research on Social Work Practice, 24*(3), 349-355. <https://doi.org/10.1177/1049731513494021>
- Austin, D. M. (1983). Administrative practice in human services: Future directions for curriculum development. *The Journal of Applied Behavioral Science, 19*(2), 141-152. <https://doi.org/10.1177/002188638301900207>
- Avolio, B. J. (2011). *Full range leadership development* (2nd ed.). SAGE. <https://doi.org/10.4135/9781483349107>
- Avolio, B. J., & Bass, B. M. (1995). Multifactor leadership questionnaire. [online] Mind Garden. <http://www.mindgarden.com/16-multifactor-leadership-questionnaire>.
- Avolio, B. J., & Bass, B. M. (2001). In Avolio B. J., Bass B. M. (Eds.), *Developing potential across a full range of leadership TM: Cases on transactional and transformational leadership*. Taylor and Francis. <https://doi.org/10.4324/9781410603975>
- Bainguel, K. M. (2019). *Burnout Among Child Welfare Social Workers in Louisiana* [Doctoral

- dissertation, Walden University]. ProQuest Dissertations & Theses Global  
<https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=7582&context=dissertations>
- Benton, A. D. (2016). Understanding the diverging paths of stayers and leavers: An examination of factors predicting worker retention. *Children and Youth Services Review, 65*, 70-77.  
<https://doi.org/10.1016/j.chidyouth.2016.04.006>
- Berlanda, S., Pedrazza, M., Trifiletti, E., & Fraizzoli, M. (2017). Dissatisfaction in child welfare and its role in predicting self-efficacy and satisfaction at work: A mixed-method research. *BioMed Research International, 5249619-12*. <https://doi.org/10.1155/2017/5249619>
- Bowman, M. E. (2019). Attachment theory, supervision, and turnover in child welfare. *Child Welfare, 97*(1), 1-19.
- Boyas, J., Wind, L. H., & Kang, S. (2012). Exploring the relationship between employment-based social capital, job stress, burnout, and intent to leave among child protection workers: An age-based path analysis model. *Children and Youth Services Review, 34*(1), 50-62. <https://doi.org/10.1016/j.chidyouth.2011.08.033>
- Boyas, J. F., Wind, L. H., & Ruiz, E. (2015). Exploring patterns of employee psychosocial outcomes among child welfare workers. *Children and Youth Services Review, 52*, 174-183. <https://doi.org/10.1016/j.chidyouth.2014.11.002>
- Capacity Building Center for States. (2018). *Child protective services: A guide for caseworkers*. <https://www.childwelfare.gov/pubPDFs/cps2018.pdf>.
- Chan, X. W., Fan, S. X., & Snell, D. (2021). Managing intense work demands: How child protection workers navigate their professional and personal lives. *Community, Work & Family, 24*(2), 208-225. <https://doi.org/10.1080/13668803.2020.1830030>
- Chen, X., Zhu, Z., & Liu, J. (2021). Does A trusted leader always behave better? The relationship between leader feeling trusted by employees and benevolent and laissez-faire leadership behaviors. *Journal of Business Ethics, 170*(3), 615-634.  
<https://doi.org/10.1007/s10551-019-04390-7>

- Child Welfare Information Gateway. (2020). *How the child welfare system works*.  
<https://www.childwelfare.gov/pubPDFs/cpswork.pdf>
- Clark, S., Gilman, E., Jacquet, S., Johnson, B., Mathias, C., Paris, R., & Zeitler, L. (2008). Line worker, supervisor, and manager perceptions of supervisory practices and tasks in child welfare. *Journal of Public Child Welfare*, 2(1), 3-32.  
<https://doi.org/10.1080/15548730802237304>
- Collins-Camargo, C., & Antle, B. (2018). Child welfare supervision: Special issues related to trauma-informed care in a unique environment. *The Clinical Supervisor*, 37(1), 64-82.  
<https://doi.org/10.1080/07325223.2017.1382412>
- Curry, A. (2020). Envisioning a reflective, relationship-based approach to termination in child welfare: The importance of thinking, feeling, and doing. *Children and Youth Services Review*, 117, 105201. <https://doi.org/10.1016/j.chilyouth.2020.105201>
- Denne, E., Stevenson, M., & Petty, T. (2019). Understanding how social worker compassion fatigue and years of experience shape custodial decisions. *Child Abuse & Neglect*, 95, 104036-104036. <https://doi.org/10.1016/j.chiabu.2019.104036>
- Dimitrov, D. Y., & Darova, S. S. (2016). Factor structure of the multifactor leadership questionnaire mlq 5x. *Strategic Impact*, (58), 44.
- Doherty, A. S., Mallett, J., Leiter, M. P., & McFadden, P. (2021). Measuring burnout in social work: Factorial validity of the maslach burnout inventory – human services survey. *European Journal of Psychological Assessment: Official Organ of the European Association of Psychological Assessment*, 37(1), 6-14. <https://doi.org/10.1027/1015-5759/a000568>
- Dombo, A. E., & Blome, W. W. (2016). Vicarious trauma in child welfare workers: A study of organizational responses. *Journal of Public Child Welfare*, 10(5), 505-523.  
<https://doi.org/10.1080/15548732.2016.1206506>
- Dunkerley, S., Akin, B. A., Brook, J., & Bruns, K. (2021). Child welfare caseworker and trainer



- perspectives on initial implementation of a trauma-informed practice approach. *Journal of Child and Family Studies*, 30(4), 1082-1096. <https://doi.org/10.1007/s10826-021-01935-1>
- Font, S. (2012). Burnout in child welfare: The role of employment characteristics and workplace opportunities. *The Social Service Review (Chicago)*, 86(4), 636-659.  
<https://doi.org/10.1086/668817>
- Font, S. A., & Maguire-Jack, K. (2015). Reprint of “Decision-making in child protective services: Influences at multiple levels of the social ecology”. *Child Abuse & Neglect*, 49, 50-62.  
<https://doi.org/10.1016/j.chiabu.2015.10.011>
- Freeman, K. A., & Morris, T. L. (1999). Investigative interviewing with children: Evaluation of the effectiveness of a training program for child protective service workers. *Child Abuse & Neglect*, 23(7), 701-713. [https://doi.org/10.1016/S0145-2134\(99\)00042-3](https://doi.org/10.1016/S0145-2134(99)00042-3)
- Gómez García, R., Alonso Sangregorio, M., & Lucía Llamazares Sánchez, M. (2019). Factorial validity of the maslach burnout inventory-human services survey (MBI-HSS) in a sample of spanish social workers. *Journal of Social Service Research*, 45(2), 207-219.  
<https://doi.org/10.1080/01488376.2018.1480549>
- Griffiths, A., Royse, D., & Walker, R. (2018). Stress among child protective service workers: Self-reported health consequences. *Children and Youth Services Review*, 90, 46-53.  
<https://doi.org/10.1016/j.childyouth.2018.05.011>
- He, A. S., Phillips, J. D., Lizano, E. L., Rienks, S., & Leake, R. (2018). Examining internal and external job resources in child welfare: Protecting against caseworker burnout. *Child Abuse & Neglect*, 81, 48-59. <https://doi.org/10.1016/j.chiabu.2018.04.013>
- Hermon, S. R., & Chahla, R. (2019). A longitudinal study of stress and satisfaction among child welfare workers. *Journal of Social Work*, 19(2), 192-215.  
<https://doi.org/10.1177/1468017318757557>
- Hildenbrand, K., Sacramento, C. A., & Binnewies, C. (2018). Transformational leadership and burnout: The role of thriving and followers' openness to experience. *Journal of*

- Occupational Health Psychology*, 23(1), 31-43. <https://doi.org/10.1037/ocp0000051>
- Hinkin, T. R., & Schriesheim, C. A. (2008). An examination of "nonleadership": From laissez-faire leadership to leader reward omission and punishment omission. *Journal of Applied Psychology*, 93(6), 1234-1248. <https://doi.org/10.1037/a0012875>
- Holmes, S. (2009). Methodological and ethical considerations in designing an internet study of quality of life: A discussion paper. *International Journal of Nursing Studies*, 46(3), 394-405. <https://doi.org/10.1016/j.ijnurstu.2008.08.004>
- Hopkins, K. M., Cohen-Callow, A., Kim, H. J., & Hwang, J. (2010). Beyond intent to leave: Using multiple outcome measures for assessing turnover in child welfare. *Children and Youth Services Review*, 32(10), 1380-1387. <https://doi.org/10.1016/j.childyouth.2010.06.006>
- Janczewski, C. E., Mersky, J. P., & Plummer Lee, C. (2021). A brief measure of work environment for human service organizations. *Human Service Organizations, Management, Leadership & Governance*, 45(5), 479-492. <https://doi.org/10.1080/23303131.2021.1915438>
- Kalergis, K. I., & Anderson, D. (2020). Lessons from the field: An evidence-informed resiliency model for child abuse organizations. *Child Abuse & Neglect*, 110(3), 1-10. <https://doi.org/10.1016/j.chiabu.2019.104266>
- Katz, C. C., Julien-Chinn, F. J., & Wall, E. (2021). Perceptions of agency leadership and intent to stay: An examination of turnover in the child welfare workforce. *Journal of Public Child Welfare*, 1-20. <https://doi.org/10.1080/15548732.2021.1876808>
- Kelly, R. J., & Hearld, L. R. (2020). Burnout and leadership style in behavioral health care: A literature review. *The Journal of Behavioral Health Services & Research*, 47(4), 581-600. <https://doi.org/10.1007/s11414-019-09679-z>
- King, B., Fallon, B., Goulden, A., O'Connor, C., & Filippelli, J. (2019). What constitutes risk of future maltreatment among young mothers? An examination of child protection

- investigations in Ontario, Canada. *Families in Society*, 100(4), 409–421.  
<https://doi.org/10.1177/1044389419847319>
- King, E. A. (2021). Child welfare workers' experiences of client-perpetrated violence: Implications for worker mental health. *Children and Youth Services Review*, 120, 105763.  
<https://doi.org/10.1016/j.chidyouth.2020.105763>
- Kirkbride, P. (2006). Developing transformational leaders: The full range leadership model in action. *Industrial and Commercial Training*, 38(1), 23-32.  
<https://doi.org/10.1108/00197850610646016>
- Kuchinke, K. P. (1999). Leadership and culture: Work-related values and leadership styles among one company's U.S. and German telecommunication employees. *Human Resource Development Quarterly*, 10(2), 135-154. <https://doi.org/10.1002/hrdq.3920100205>
- Landsman, M. (2007). Supporting child welfare supervisors to improve worker retention. *Child Welfare*, 86(2), 105-124.
- Lawrence, C., Claiborne, N., Zeitlin, W., & Auerbach, C. (2016). Finish what you start: A study of design team change initiatives' impact on agency climate. *Children and Youth Services Review*, 63, 40-46. <https://doi.org/10.1016/j.chidyouth.2016.02.009>
- Leake, R., Rienks, S., & Obermann, A. (2017). A deeper look at burnout in the child welfare workforce. *Human Service Organizations, Management, Leadership & Governance*, 41(5), 492-502. <https://doi.org/10.1080/23303131.2017.1340385>
- Lee, J. Y. (2021). Child welfare reform: The role of federal court oversight in child protective service workers' caseloads. *Child Abuse Review*, 30(2), 155-165.  
<https://doi.org/10.1002/car.2644>
- Letson, M. M., Davis, C., Sherfield, J., Beer, O. W. J., Phillips, R., & Wolf, K. G. (2020). Identifying compassion satisfaction, burnout, & traumatic stress in Children's advocacy centers. *Child Abuse & Neglect*, 110(3), 104240-104240.  
<https://doi.org/10.1016/j.chiabu.2019.104240>

- Lewis, M. L., & King, D. M. (2019). Teaching self-care: The utilization of self-care in social work practicum to prevent compassion fatigue, burnout, and vicarious trauma. *Journal of Human Behavior in the Social Environment, 29*(1), 96-106.  
<https://doi.org/10.1080/10911359.2018.1482482>
- Lexico. (n.d.). Proaction. In *Lexico Online*. Retrieved October 15, 2021, from  
<https://www.lexico.com/en/definition/proactive>
- Lietz, C. A. (2018). Infusing clinical supervision throughout child welfare practice: Advancing effective implementation of family-centered practice through supervisory processes. *Clinical Social Work Journal, 46*(4), 331-340. <https://doi.org/10.1007/s10615-018-0672-7>
- Linz, S. J., & Semykina, A. (2012). What makes workers happy? anticipated rewards and job satisfaction. *Industrial Relations, 51*(4), 811-844. <https://doi.org/10.1111/j.1468-232X.2012.00702.x>
- Lizano, E. L., & Mor Barak, M. (2015). Job burnout and affective wellbeing: A longitudinal study of burnout and job satisfaction among public child welfare workers. *Children and Youth Services Review, 55*, 18-28. <https://doi.org/10.1016/j.childyouth.2015.05.005>
- Longshore, J. M. (1987). Leadership and performance beyond expectations. *The Academy of Management Review, 12*(4), 756-757. <https://doi.org/10.5465/AMR.1987.4306754>
- Luo, M. S., & Chui, E. W. T. (2020). Will material interest make social workers quit their job? A meta-analysis. *Journal of Social Work, 20*(3), 340-364.  
<https://doi.org/10.1177/1468017318814761>
- Maslach, C. (2003). Job burnout: New directions in research and intervention. *Current Directions in Psychological Science: A Journal of the American Psychological Society, 12*(5), 189-192. <https://doi.org/10.1111/1467-8721.01258>
- Maslach, C., & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Occupational Behavior, 2* (2). 99-113.
- Maslach, C., Jackson, S. E., Leiter, M. P., Schaufeli, W., & Schwab, R. L. (1986). *Maslach*

- burnout inventory*. Menlo Park, CA: Mindgarden.
- McFadden, P., Mallett, J., & Leiter, M. (2018). Extending the two-process model of burnout in child protection workers: The role of resilience in mediating burnout via organizational factors of control, values, fairness, reward, workload, and community relationships. *Stress and Health, 34*(1), 72-83. <https://doi.org/10.1002/smi.2763>
- McPherson, L. (2017). *Supervising child protection practice: What works?: An evidence informed approach*. Springer.
- Middleton, J. S., & Potter, C. C. (2015). Relationship between vicarious traumatization and turnover among child welfare professionals. *Journal of Public Child Welfare, 9*(2), 195-216. <https://doi.org/10.1080/15548732.2015.1021987>
- Mignon, S. (2017). *Child welfare in the United States: Challenges, policy, and practice*. Springer Publishing Company.
- Molnar, B. E., & Fraser, J. (2020). Child abuse workforce health: Research to promote a healthy and resilient child abuse & neglect workforce. *Child Abuse & Neglect, 110* (3), 104704-104704. <https://doi.org/10.1016/j.chiabu.2020.104704>
- Mor Barak, M. E., Travis, D. J., Pyun, H., & Xie, B. (2009). The impact of supervision on worker outcomes: A Meta-analysis. *The Social Service Review, 83*(1), 3-32. <https://doi.org/10.1086/599028>
- National Child Welfare Workforce Institute. (2021, October 15). *Leadership competency Framework*. <https://ncwwi.org/index.php/resourcemenue/resource-library/leadership/adaptive-leadership/865-leadership-competency-framework>
- Nissly, J. A., Barak, M. E. M., & Levin, A. (2005). Stress, social support, and workers' intentions to leave their jobs in public child welfare. *Administration in Social Work, 29*(1), 79-100. [https://doi.org/10.1300/J147v29n01\\_06](https://doi.org/10.1300/J147v29n01_06)
- Norris, K. R., Ghahremani, H., & Lemoine, G. J. (2021). Is it laissez-faire leadership or

- delegation? A deeper examination of an over-simplified leadership phenomenon. *Journal of Leadership & Organizational Studies*, 28(3), 322-339.  
<https://doi.org/10.1177/1548051821997407>
- Oates, F. (2019). You are not allowed to tell: Organizational culture as a barrier for child protection workers seeking assistance for traumatic stress symptomology. *Children Australia*, 44(2), 84-90. <https://doi.org/10.1017/cha.2019.12>
- Olaniyan, O. S., Hetland, H., Hystad, S. W., Iversen, A. C., & Ortiz-Barreda, G. (2020). Lean on me: A scoping review of the essence of workplace support among child welfare workers. *Frontiers in Psychology*, 11, 287-287. <https://doi.org/10.3389/fpsyg.2020.00287>
- Pallant, J. (2020). *SPSS survival manual: A step by step guide to data analysis using SPSS* (7th ed.). Open University Press/McGraw-Hill.
- Park, T., & Pierce, B. (2020a). Impacts of transformational leadership on turnover intention of child welfare workers. *Children and Youth Services Review*, 108, 1-10.  
<https://doi.org/10.1016/j.childyouth.2019.104624>
- Park, T., & Pierce, B. (2020b). Transformational leadership and turnover intention in child welfare: A serial mediation model. *Journal of Evidence-Based Social Work*, 17(5), 576-592.  
<https://doi.org/10.1080/26408066.2020.1781729>
- Popa, A. B. (2012). A quantitative analysis of perceived leadership practices in child welfare organizations. *Journal of Public Child Welfare*, 6(5), 636-658.  
<https://doi.org/10.1080/15548732.2012.723974>
- Popli, S., & Rizvi, I. A. (2015). Exploring the relationship between service orientation, employee engagement and perceived leadership style: A study of managers in the private service sector organizations in India. *The Journal of Services Marketing*, 29(1), 59-70.  
<http://dx.doi.org/10.1108/JSM-06-2013-0151>
- Prolific.co. (2021, October 15). *Prolific- quickly find research participants you can trust.*

<https://www.prolific.co/>

- Rank, M. G., & Hutchison, W. S. (2000). An analysis of leadership within the social work profession. *Journal of Social Work Education, 36*(3), 487-502.  
<https://doi.org/10.1080/10437797.2000.10779024>
- Reilly, G., Nyberg, A. J., Maltarich, M., & Weller, I. (2014). Human capital flows: Using context-emergent turnover (CET) theory to explore the process by which turnover, hiring, and job demands affect patient satisfaction. *Academy of Management Journal, 57*(3), 766-790.  
<https://doi.org/10.5465/amj.2012.0132>
- Rienks, S. L. (2020). An exploration of child welfare caseworkers' experience of secondary trauma and strategies for coping. *Child Abuse & Neglect, 110*(3), 104355-104355.  
<https://doi.org/10.1016/j.chiabu.2020.104355>
- Rittschof, K. R., & Fortunato, V. J. (2016). The influence of transformational leadership and job burnout on child protective services case managers' commitment and intent to quit. *Journal of Social Service Research, 42*(3), 372-385.  
<https://doi.org/10.1080/01488376.2015.1101047>
- Roberts, R., Wong, A., Jenkins, S., Neher, A., Sutton, C., O'Meara, P., Frost, M., Bamberry, L., & Dwivedi, A. (2021). Mental health and well-being impacts of COVID-19 on rural paramedics, police, community nurses and child protection workers. *The Australian Journal of Rural Health, 29*(5), 753-767. <https://doi.org/10.1111/ajr.12804>
- Salloum, A., Choi, M. J., & Stover, C. S. (2018). Development of a trauma-informed self-care measure with child welfare workers. *Children and Youth Services Review, 93*, 108-116. <https://doi.org/10.1016/j.chilyouth.2018.07.008>
- Salloum, A., Choi, M. J., & Stover, C. S. (2019). Exploratory study on the role of trauma-informed self-care on child welfare workers' mental health. *Children and Youth Services Review, 101*, 299-306. <https://doi.org/10.1016/j.chilyouth.2019.04.013>

- Schaufeli, W. B., Leiter, M. P., & Maslach, C. (2009). Burnout: 35 years of research and practice. *Career Development International, 14*(3), 204-220.  
<https://doi.org/10.1108/13620430910966406>
- Schelbe, L., Radey, M., & Panisch, L. S. (2017). Satisfactions and stressors experienced by recently-hired frontline child welfare workers. *Children and Youth Services Review, 78*, 56-63. <https://doi.org/10.1016/j.childyouth.2017.05.007>
- Schmid, M., Lütke, J., Dolitzsch, C., Fischer, S., Eckert, A., & Fegert, J. M. (2020). Effect of trauma-informed care on hair cortisol concentration in youth welfare staff and client physical aggression towards staff: Results of a longitudinal study. *BMC Public Health, 20*(1), 21-21. <https://doi.org/10.1186/s12889-019-8077-2>
- Sprang, G., Craig, C., & Clark, J. (2011). Secondary traumatic stress and burnout in child welfare workers: A comparative analysis of occupational distress across professional groups. *Child Welfare, 90*(6), 149-168.
- Stalker, C. A., Mandell, D., Frensch, K. M., Harvey, C., & Wright, M. (2007). Child welfare workers who are exhausted yet satisfied with their jobs: How do they do it? *Child & Family Social Work, 12*(2), 182-191. <https://doi.org/10.1111/j.1365-2206.2006.00472.x>
- Stovel, R. G., Ginsburg, S., Stroud, L., Cavalcanti, R. B., & Devine, L. A. (2018). Incentives for recruiting trainee participants in medical education research. *Medical Teacher, 40*(2), 181-187. <https://doi.org/10.1080/0142159X.2017.1395402>
- Strolin-Goltzman, J., Lawrence, C., Auerbach, C., Caringi, J., Claiborne, N., Lawson, H., McCarthy, M., McGowan, B., Sherman, R., & Shim, M. (2009). Design teams: A promising organizational intervention for improving turnover rates in the child welfare workforce. *Child Welfare, 88*(5), 149-168.
- Tham, P., & Strömberg, A. (2020). The iron cage of Leadership—the role of first-line managers in child welfare. *The British Journal of Social Work, 50*(2), 369-388.  
<https://doi.org/10.1093/bjsw/bcz156>



- Thomas, J. (2013). Association of personal distress with burnout, compassion fatigue, and compassion satisfaction among clinical social workers. *Journal of Social Service Research, 39*(3), 365-379. <https://doi.org/10.1080/01488376.2013.771596>
- Travis, D. J., Lizano, E. L., & Mor Barak, M. E. (2016). 'I'm so stressed!': A longitudinal model of stress, burnout and engagement among social workers in child welfare settings. *The British Journal of Social Work, 46*(4), 1076-1095. <https://doi.org/10.1093/bjsw/bct205>
- Travis, D. J., & Mor Barak, M. E. (2010). Fight or flight? factors influencing child welfare workers' propensity to seek positive change or disengage from their jobs. *Journal of Social Service Research, 36*(3), 188-205. <https://doi.org/10.1080/01488371003697905>
- Trujillo, K. C., Bruce, L., de Guzman, A., Wilcox, C., Melnyk, A., & Clark, K. (2020). Preparing the child welfare workforce: Organizational commitment, identity, and desire to stay. *Child Abuse & Neglect, 110*(3), 104539-104539. <https://doi.org/10.1016/j.chiabu.2020.104539>
- Tullberg, E., & Boothe, G. (2019). Taking an organizational approach to addressing secondary trauma in child welfare settings. *Journal of Public Child Welfare, 13*(3), 345-367. <https://doi.org/10.1080/15548732.2019.1612498>
- United States Bureau of Labor Statistics. (2021, October 15). *Occupational employment and wage statistics, May 2020 21-1021 child, family, and school social workers*. <https://www.bls.gov/oes/current/oes211021.htm>
- United States Census Bureau. (2021a, October 15). *Census regions and divisions of the United States*. [https://www2.census.gov/geo/pdfs/maps-data/maps/reference/us\\_regdiv.pdf](https://www2.census.gov/geo/pdfs/maps-data/maps/reference/us_regdiv.pdf)
- United States Census Bureau. (2021b, October 15). *Regions and divisions*. [https://www.census.gov/history/www/programs/geography/regions\\_and\\_divisions.html](https://www.census.gov/history/www/programs/geography/regions_and_divisions.html)
- United States Department of Health and Human Services. (2010). *Leadership in improving child welfare outcomes through systems of care initiative*. <https://www.childwelfare.gov/pubPDFs/LeadershipBrief.pdf>

- Verheyden, C., Van Holen, F., West, D., & Vanderfaeillie, J. (2020). Secondary traumatic stress, burnout and compassion satisfaction among Flemish foster care workers during the COVID-19 lockdown. *Developmental Child Welfare, 2*(4), 227-243.  
<https://doi.org/10.1177/2516103220987227>
- Walters, J. E., Jones, A. E., & Brown, A. R. (2020). Work experiences of rural social workers in the United States. *Journal of Social Service Research, 46*(6), 770-788.  
<https://doi.org/10.1080/01488376.2019.1658030>
- Wang, J., Wang, W., Laureys, S., & Di, H. (2020). Burnout syndrome in healthcare professionals who care for patients with prolonged disorders of consciousness: A cross-sectional survey. *BMC Health Services Research, 20*(1), 841-841. <https://doi.org/10.1186/s12913-020-05694-5>
- Wells, R., Jolles, M. P., Chuang, E., McBeath, B., & Collins-Camargo, C. (2014). Trends in local public child welfare agencies 1999–2009. *Children and Youth Services Review, 38*, 93-100. <https://doi.org/10.1016/j.childyouth.2014.01.015>
- World Health Organization. (2021, October 15). *Burn-out an "occupational phenomenon": International classification of diseases*.  
<https://www.who.int/news/item/28-05-2019-burn-out-an-occupational-phenomenon-international-classification-of-diseases>
- Xu, Z., & Yang, F. (2021). The impact of perceived organizational support on the relationship between job stress and burnout: A mediating or moderating role? *Current Psychology, 40*(1), 402-413. <https://doi.org/10.1007/s12144-018-9941-4>
- Yang, M., & Maguire-Jack, K. (2018). Individual and cumulative risks for child abuse and neglect: Risk for child abuse and neglect. *Family Relations, 67*(2), 287-301.  
<https://doi.org/10.1111/fare.12310>
- Young, A. D. (2014). *Child Welfare Case Workers: Why do they Stay?* [Doctoral dissertation, Northern Illinois University]. ProQuest Dissertations & Theses Global.

<https://www.proquest.com/docview/1554679735?accountid=12085&parentSessionId=7nIb>

yuArD8kGUss56iWerivurxYpnoCkq3N96BzZJLA%3D

## Appendices

### Appendix A

#### IRB Approval Letter

## LIBERTY UNIVERSITY. INSTITUTIONAL REVIEW BOARD

January 7, 2022

Danyelle Reese  
Pamela Moore

Re: IRB Exemption - IRB-FY21-22-366 PERCEIVED LEADERSHIP STYLE BY CHILD PROTECTIVE SERVICES WORKERS' AND THE IMPACT ON BURNOUT

Dear Danyelle Reese, Pamela Moore,

The Liberty University Institutional Review Board (IRB) has reviewed your application in accordance with the Office for Human Research Protections (OHRP) and Food and Drug Administration (FDA) regulations and finds your study to be exempt from further IRB review. This means you may begin your research with the data safeguarding methods mentioned in your approved application, and no further IRB oversight is required.

Your study falls under the following exemption category, which identifies specific situations in which human participants research is exempt from the policy set forth in 45 CFR 46:104(d):

Category 2.(i). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording).

The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects.

**Your stamped consent form(s) and final versions of your study documents can be found under the Attachments tab within the Submission Details section of your study on Cayuse IRB.** Your stamped consent form(s) should be copied and used to gain the consent of your research participants. If you plan to provide your consent information electronically, the contents of the attached consent document(s) should be made available without alteration.

Please note that this exemption only applies to your current research application, and any modifications to your protocol must be reported to the Liberty University IRB for verification of continued exemption status. You may report these changes by completing a modification submission through your Cayuse IRB account.

If you have any questions about this exemption or need assistance in determining whether possible modifications to your protocol would change your exemption status, please email us at [irb@liberty.edu](mailto:irb@liberty.edu).

Sincerely,

**G. Michele Baker, MA, CIP**  
*Administrative Chair of Institutional Research*  
**Research Ethics Office**

## Appendix B

### Permission Letter to use Maslach Burnout Inventory

For use by Danyelle Reese only. Received from Mind Garden, Inc. on November 4, 2021

**Permission for Danyelle Reese to reproduce 1 copy  
within three years of November 4, 2021**

**For Publications:**

We understand situations exist where you may want sample test questions for various fair use situations such as academic, scientific or commentary purposes. No items from this instrument may be included in any publication without the prior express written permission from Mind Garden, Inc. Please understand that disclosing more than we have authorized will compromise the integrity and value of the test.

**For Dissertation and Thesis Appendices:**

You may not include an entire instrument in your thesis or dissertation, however you may use the three sample items specified by Mind Garden. Academic committees understand the requirements of copyright and are satisfied with sample items for appendices and tables. For customers needing permission to reproduce the three sample items in a thesis or dissertation, the following page includes the permission letter and reference information needed to satisfy the requirements of an academic committee.

**Online Use of Mind Garden Instruments:**

Online administration and scoring of the Maslach Burnout Inventory is available from Mind Garden, (<https://www.mindgarden.com/117-maslach-burnout-inventory>). Mind Garden provides services to add items and demographics to the Maslach Burnout Inventory. Reports are available for the Maslach Burnout Inventory.

If your research uses an online survey platform other than the Mind Garden Transform survey system, you will need to meet Mind Garden's requirements by following the procedure described at [mindgarden.com/mind-garden-forms/58-remote-online-use-application.html](http://mindgarden.com/mind-garden-forms/58-remote-online-use-application.html).

**All Other Special Reproductions:**

For any other special purposes requiring permissions for reproduction of this instrument, please contact [info@mindgarden.com](mailto:info@mindgarden.com).

For use by Danyelle Reese only. Received from Mind Garden, Inc. on November 4, 2021



[www.mindgarden.com](http://www.mindgarden.com)

To Whom It May Concern,

The above-named person has made a license purchase from Mind Garden, Inc. and has permission to administer the following copyrighted instrument up to that quantity purchased:

**Maslach Burnout Inventory forms: Human Services Survey, Human Services Survey for Medical Personnel, Educators Survey, General Survey, or General Survey for Students.**

The three sample items only from this instrument as specified below may be included in your thesis or dissertation. Any other use must receive prior written permission from Mind Garden. The entire instrument form may not be included or reproduced at any time in any other published material. Please understand that disclosing more than we have authorized will compromise the integrity and value of the test.

**Citation of the instrument must include the applicable copyright statement listed below.**

**Sample Items:**

**MBI - Human Services Survey - MBI-HSS:**

I feel emotionally drained from my work.  
I have accomplished many worthwhile things in this job.  
I don't really care what happens to some recipients.

Copyright ©1981 Christina Maslach & Susan E. Jackson. All rights reserved in all media.  
Published by Mind Garden, Inc., [www.mindgarden.com](http://www.mindgarden.com)

**MBI - Human Services Survey for Medical Personnel - MBI-HSS (MP):**

I feel emotionally drained from my work.  
I have accomplished many worthwhile things in this job.  
I don't really care what happens to some patients.

Copyright ©1981, 2016 by Christina Maslach & Susan E. Jackson. All rights reserved in all media. Published by Mind Garden, Inc., [www.mindgarden.com](http://www.mindgarden.com)

**MBI - Educators Survey - MBI-ES:**

I feel emotionally drained from my work.  
I have accomplished many worthwhile things in this job.  
I don't really care what happens to some students.

Copyright ©1986 Christina Maslach, Susan E. Jackson & Richard L. Schwab. All rights reserved in all media. Published by Mind Garden, Inc., [www.mindgarden.com](http://www.mindgarden.com)

Cont'd on next page

For use by Danyelle Reese only. Received from Mind Garden, Inc. on November 4, 2021

**MBI - General Survey - MBI-GS:**

I feel emotionally drained from my work.  
In my opinion, I am good at my job.  
I doubt the significance of my work.

Copyright ©1996 Wilmar B. Schaufeli, Michael P. Leiter, Christina Maslach & Susan E. Jackson. All rights reserved in all media. Published by Mind Garden, Inc.,  
[www.mindgarden.com](http://www.mindgarden.com)

**MBI - General Survey for Students - MBI-GS (S):**

I feel emotionally drained by my studies.  
In my opinion, I am a good student.  
I doubt the significance of my studies.

Copyright ©1996, 2016 Wilmar B. Schaufeli, Michael P. Leiter, Christina Maslach & Susan E. Jackson. All rights reserved in all media. Published by Mind Garden, Inc.,  
[www.mindgarden.com](http://www.mindgarden.com)

Sincerely,

Robert Most  
Mind Garden, Inc.  
[www.mindgarden.com](http://www.mindgarden.com)

## Appendix C

### Permission to Use the Multifactor Leadership Questionnaire

---

For use by Danyelle Reese only. Received from Mind Garden, Inc. on November 4, 2021

**Permission for Danyelle Reese to reproduce 1 copy  
within three years of November 4, 2021**

**For Publications:**

We understand situations exist where you may want sample test questions for various fair use situations such as academic, scientific, or commentary purposes. No items from this instrument may be included in any publication without the prior express written permission from Mind Garden, Inc. Please understand that disclosing more than we have authorized will compromise the integrity and value of the test.

**For Dissertation and Thesis Appendices:**

You may not include an entire instrument in your thesis or dissertation, however you may use the three sample items specified by Mind Garden. Academic committees understand the requirements of copyright and are satisfied with sample items for appendices and tables. For customers needing permission to reproduce the three sample items in a thesis or dissertation, the following page includes the permission letter and reference information needed to satisfy the requirements of an academic committee.

**Online Use of Mind Garden Instruments:**

Online administration and scoring of the Multifactor Leadership Questionnaire is available from Mind Garden, (<https://www.mindgarden.com/16-multifactor-leadership-questionnaire>). Mind Garden provides services to add items and demographics to the Multifactor Leadership Questionnaire. Reports are available for the Multifactor Leadership Questionnaire.

If your research uses an online survey platform other than the Mind Garden Transform survey system, you will need to meet Mind Garden's requirements by following the procedure described at [mindgarden.com/mind-garden-forms/58-remote-online-use-application.html](http://mindgarden.com/mind-garden-forms/58-remote-online-use-application.html).

**All Other Special Reproductions:**

For any other special purposes requiring permissions for reproduction of this instrument, please contact [info@mindgarden.com](mailto:info@mindgarden.com).



For use by Danyelle Reese only. Received from Mind Garden, Inc. on November 4, 2021



[www.mindgarden.com](http://www.mindgarden.com)

To Whom It May Concern,

The above-named person has made a license purchase from Mind Garden, Inc. and has permission to administer the following copyrighted instrument up to that quantity purchased:

**Multifactor Leadership Questionnaire**

The three sample items only from this instrument as specified below may be included in your thesis or dissertation. Any other use must receive prior written permission from Mind Garden. The entire instrument may not be included or reproduced at any time in any other published material. Please understand that disclosing more than we have authorized will compromise the integrity and value of the test.

**Citation of the instrument must include the applicable copyright statement listed below.**

**Sample Items:**

As a leader ....

- I talk optimistically about the future.
- I spend time teaching and coaching.
- I avoid making decisions.

The person I am rating....

- Talks optimistically about the future.
- Spends time teaching and coaching.
- Avoids making decisions

Copyright © 1995 by Bernard Bass & Bruce J. Avolio. All rights reserved in all media.  
Published by Mind Garden, Inc. [www.mindgarden.com](http://www.mindgarden.com)

Sincerely,

Robert Most  
Mind Garden, Inc.  
[www.mindgarden.com](http://www.mindgarden.com)

## Appendix D

### Demographic Survey

#### Demographic Questions

1. Are you currently working as a child protection service worker?
  - A. Yes
  - B. No
  
2. Choose the age category that best describes you?
  - A. 18 to 36 years
  - B. 37 years and older
  
3. What region of the United States of America do you live in?
  - A. Northeast: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, New Jersey, New York, Pennsylvania
  - B. Midwest: Indiana, Illinois, Michigan, Ohio, Wisconsin, Iowa, Nebraska, Kansas, North Dakota, Minnesota, South Dakota, Missouri
  - C. South: Delaware, District of Columbia, Florida, Georgia, Maryland, North Carolina, South Carolina, Virginia, West Virginia, Alabama, Kentucky, Mississippi, Tennessee, Arkansas, Louisiana, Oklahoma, Texas
  - D. West: Arizona, Colorado, Idaho, New Mexico, Montana, Utah, Nevada, Wyoming, Alaska, California, Hawaii, Oregon, Washington
  
4. How many years have you worked in the child welfare profession?
  - A. Less than 1 to 5 years
  - B. 6 to 10 years
  - C. 11 to 15 years
  - D. 15 or more years

## Appendix E

### Informed Consent

#### Consent

**Title of the Project:** Perceived Leadership Style by Child Protective Service Workers and The Impact on Burnout

**Principal Investigator:** Danyelle Reese, Doctoral Student, Liberty University

#### Invitation to be Part of a Research Study

You are invited to participate in a research study. To participate, you must be at least 18 years of age and currently employed as a Child Protective Services Worker in the United States of America. Taking part in this research project is voluntary.

Please take time to read this entire form and ask questions before deciding whether to take part in this research.

#### What is the study about and why is it being done?

The purpose of the study is to explore burnout levels reported by Child Protective Service Workers in the United States of America. This study is needed to help provide more knowledge to the field of child welfare workers and burnout. It specifically analyzes CPS workers and their burnout.

#### What will happen if you take part in this study?

If you agree to be in this study, I will ask you to do the following things:

1. Complete the demographic survey.
2. Complete the Maslach Burnout Inventory- Human Services Survey. This survey should take approximately 10 minutes to complete.
3. Complete the Multifactor Leadership Questionnaire 5x-rater. This survey should take approximately 15 minutes to complete.

#### How could you or others benefit from this study?

Participants should not expect to receive a direct benefit from taking part in this study.

Benefits to society may including adding to research involving Child Protective Service Workers and burnout that they may experience. It may also provide knowledge to child welfare agencies on effective organizational factors that may reduce burnout.

#### What risks might you experience from being in this study?

The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

**How will personal information be protected?**

The records of this study will be kept private. Research records will be stored securely, and only the researcher and faculty committee will have access to the records.

- Participant responses will be anonymous.
- Data will be stored on a password-locked computer and may be used in future presentations. After three years, all electronic records will be deleted.

**How will you be compensated for being part of the study?**

Participants will be compensated for participating in this study. Participants will be compensated \$3.96 for participation in this study. Participants will be compensated at the conclusion of the study via electronic payment through the recruitment service. Monetary benefits will not be prorated if a participant does not complete the study.

**Is study participation voluntary?**

Participation in this study is voluntary. Your decision whether to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time prior to submitting the survey without affecting those relationships.

**What should you do if you decide to withdraw from the study?**

If you choose to withdraw from the study, please exit the survey and close your internet browser. Your responses will not be recorded or included in the study.

**Whom do you contact if you have questions or concerns about the study?**

The researcher conducting this study is Danyelle Reese. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact her at [redacted]. You may also contact the researcher's faculty sponsor, Dr. Pamela Moore, at [redacted].

**Whom do you contact if you have questions about your rights as a research participant?**

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515 or email at [irb@liberty.edu](mailto:irb@liberty.edu).

*Disclaimer: The Institutional Review Board (IRB) is tasked with ensuring that human subjects research will be conducted in an ethical manner as defined and required by federal regulations. The topics covered and viewpoints expressed or alluded to by student and faculty researchers are those of the researchers and do not necessarily reflect the official policies or positions of Liberty University.*

**Your Consent**

Before agreeing to be part of the research, please be sure that you understand what the study is about. You can print a copy of the document for your records. If you have any questions about the study later, you can contact the researcher using the information provided above.

*I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.*