Burnout in Virginia's Community College Adjuncts With Relation to Gender, Age, and Number of Jobs

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Burnout is a psychological condition that affects individuals in high stress careers; including higher education faculty are prone. Research suggests women experience burnout at different ages than males. The purpose of this quantitative correlational study is to apply existing theory to determine if a predictive relationship exists between burnout, emotional exhaustion, and the linear combination of age, gender, and the number of additional jobs held for community college adjunct faculty. Part-time faculty (247) from the Virginia Community College System provided data anonymously. Based on a multiple regression models, age was the primary predictor of emotional exhaustion, but data analysis indicated additional variables need to be considered. A small sample size hindered the generalizability of the results, but it was discovered that males and females between the ages of 26 and 50 were more likely to experience emotional exhaustion.

Keywords: burnout, emotional exhaustion, community college, adjunct faculty, age, gender, multiple jobs

INTRODUCTION

The authors examine burnout (BT) in adjunct instructors in community colleges. The problem of emotional exhaustion (EE) is studied to determine if BT can be predicted based on a community college adjunct's age, gender, and the number of additional jobs held with Virginia's community college adjunct faculty who participate in this study. In addition to a brief discussion of the study's theoretical framework, an explanation of the purpose and significance of the study offers justification for why such a study of BT

and Virginia's community college adjunct faculty is beneficial. Finally, an introduction of the research question that guided this study is provided, as well as the definition of terms used.

During the 21st century, institutions of higher education began to rely heavily on the work of part-time or adjunct instructors to teach collegiate courses; research examined job satisfaction and why adjuncts continued to serve in part-time role (Kimmel & Fairchild, 2017). They discovered that some of these part-time faculty members were unsatisfied with their conditions and noted that the majority of the seven adjunct faculty participants in their study expressed dissatisfaction due to a feeling of disconnect with the campus community. Witt and Gearin (2020) suggested part-time faculty experienced a decline in job satisfaction because of personal financial hardship.

Bakley and Brodersen (2017) identified that a possible cause for low job satisfaction among adjunct instructors was the required time-investment when compared to the minimal compensation. A common theme within these findings was that part-time faculty expressed displeasure with their jobs. Schonfeld and Bianchi (2016) argued that such an absence of positive job satisfaction was indicative of BT.

Freudenberger (1974) argued that clinical workers experienced job exhaustion because they worked long hours, endured stress, and received minimum compensation. Maslach and Jackson (1981) expanded upon Freudenberger's (1974) work and described BT as a psychological condition that occurred as a result of an employee's prolonged exposure to on-the-job stressors that manifested itself in three dimensions—EE, an increase in cynicism toward coworkers, and decrease in the sense of personal accomplishment (PA) (Khan et al., 2017; Maslach & Leiter, 2016).

To measure an employee's degree of BT, the Maslach Burnout Inventory (MBI) was created to assess an individual's EE, relationship with coworkers, and sense of PA; for the majority of the 20th century, the focus of BT among employees included individuals in the healthcare industry, because employees in this field often encountered high on-the-job demands (Maslach & Leiter, 2016).

Research suggests that BT applies to all workers, but especially those in high-stress environments and service fields (Maslach & Leiter, 2016). For example, according to Buchheit et al. (2016) certified public accountants experience workplace stress, resulting in work-life conflict, which was a possible factor that increased BT in national firms. For Han et al. (2016), a service employee's level of BT may be predicted by the frequency of experiences and interactions with customer incivility and the level of managerial support given to the employee.

Higher education is an industry in which institutions compete with one another to convince potential students of the merits of their institution; as a result, there is a shift in higher education in which an emphasis on customer service may increase BT in faculty (Brennan & Magness, 2018; Frisby et al., 2015). Frisby et al. (2015) ascertained that students' continual expression of dissatisfaction regarding grades may cause poor job satisfaction among higher education faculty.

LITERATURE REVIEW

History, Defining, and Implications of Burnout

The study of BT regarding occupation has expanded beyond its presence in healthcare workers, public accountants, and educators. In addition, the researchers of job BT have also studied how this psychological phenomenon impacts personal health and well-being, how it affects the employer, and how to prevent and treat the condition. The study of BT has expanded since it was discussed originally by Freudenberger (1974).

The term burnout evolved after the 1980's. Merriam-Webster (n.d.) defined BT as "exhaustion of physical or emotional strength or motivation usually as a result of prolonged stress or frustration." Many researchers consider Freudenberger (1974) one of the initial scholars to relate the phenomenon to occupation (Chen et al., 2019; Coker & Omoluabi, 2009; West et al., 2018). As a volunteer in free clinics, Freudenberger (1974) used his own personal experiences to formulate the definition of BT as a psychological condition that results from consistent demands on a person's energy and resources; he argued those who worked in occupations dealing with the public were most vulnerable to BT and demonstrated signs of paranoia, stubbornness, isolation, and boredom.

Emotional Exhaustion

EE refers to the presence of depletion of personal energy, increase in fatigue, and debilitation (Leiter & Maslach, 1999; Maslach & Leiter, 2016). Maslach et al. (2001) argued that EE was the predominant element of BT. According to Maslach et al. (2001), a person may be referring to EE when they claim to feel drained or burned out, as this dimension affects an individual's mental health. Hutchins (2015) described EE as the stress element of BT that results in an individual being depleted of mental and physical resources for a prolonged period of time due to excessive stress. Rubino et al. (2013) echoed this position when they described EE as the primary element of BT brought on by stress. Maslach et al. (2001) noted that EE caused individuals to become distant from their occupation to cope with the stress experienced. As a result, EE will manifest in poor job performance and low job satisfaction (Chiara et al., 2019; Hutchins, 2015; Maslach & Leiter, 2016).

Depersonalization

The second dimension of BT is DP. This element refers to when an individual may experience cynicism toward anyone the employee may encounter as part of their work environment (Schonfeld & Bianchi, 2016). In the case of adjunct faculty in community colleges, students, administrators, fellow instructors, and others may be the recipient of the cynical behavior of the part-time instructor experiencing it. Coker and Omoluabi (2009) described DP as causing an individual to experience a lack of emotional connection or apathy toward their coworkers and those who encounter the individual. Schweden et al. (2018) argued that DP occurs when an individual begins to experience sensations like they cannot control certain situations. Like EE, DP is a coping mechanism for individuals as they withdraw from other individuals to better manage the circumstances (Maslach et al., 2001). As a result, such behavior can make working with the public difficult Because the affected person considers other individuals as numbers or objects rather than people (Hollet-Hauderbert et al., 2013; Ruisoto et al., 2021).

Personal Accomplishment

The final element of BT manifests in a person's sense of PA. Maslach and Jackson (1981) theorized that a person is considered to have experienced BT when there was a decline in an individual's view of their PA. Park (2019) defined a sense of PA as an individual's self-perception of their own self-worth due to achievements on the job. Kristof-Brown et al. (2005) performed a meta-analysis of literature discussing P-E fit theory and said an individual's goals and desires might be able to gauge a person's connection to their occupation. This view is echoed by Shih et al. (2013), who argued that a decrease in an individual's PA could be defined as a person's self-perception about individual competency and personal achievement. Ott and Dippold (2018) considered an individual's disconnection with their working environment created a decline in PA and, therefore, began to feel disconnected from the occupation.

The Expansion of the Study of Burnout

Originally, the research for studying BT and its impact on employees focused on staff in the healthcare industry but includes many other professions (Maslach & Leiter, 2016). For example, in a study of certified public accountants, Buchheit et al. (2016) found that accountants who worked for national or local accounting firms experienced higher stress and BT levels than those who worked for smaller firms due to a manageable work-life balance. Maslach et al. (2001) and Maslach and Leiter (2016) attributed the expansion of the study of BT to more jobs becoming focused on satisfying customers; occupations that are defined as customer-centric have joined the study of job BT. Brennan and Magness (2018) proclaimed that higher education had become a customer-focused industry in which schools were in the business of selling education to potential clients. Perhaps this is one of the causes the study of BT and higher education has gathered attention in the first quarter of the 21st century. Alves et al. (2019) made the case that faculty in higher education did have careers that were stressful and impactful on an employee's overall health. Khan et al. (2017) argued, "…teaching by nature is a highly complex job and asks for more responsibility and activities which can lead to stress and burnout…" (p. 3).

Consequences of Burnout

BT affects more than just the afflicted individual as it is a condition that has organizational repercussions. The scholarship on BT ascertains a correlation between BT and its effects on the individual in terms of stress and job satisfaction but also affects the employer and other stakeholders of organizations like customers, patients, and students. This section will carefully examine the psychological and physical consequences of BT, but it will also consider the implications of BT on employers and coping mechanisms.

Personal Health Implications

The connection between BT and negative health consequences is widely discussed in the academic literature. Isoard-Gautheur et al. (2019) ascertained a positive correlation between stress and BT. Schonfeld and Bianchi (2016) ascertained from their quantitative data that 86% of participants in their study, who identified as burned out, met the criteria for depression. As a result, those individuals who identified as experiencing BT might experience insomnia, increased hospitalizations due to illnesses, and contemplate suicide (Nunn & Isaacs, 2019; Salvagioni et al., 2017; Schonfeld & Bianchi, 2016).

Psychological Health Implications

Scholars argued that a relationship between BT and mental health conditions exists in the academic literature. In a follow-up study of 2,555 dentists, Ahola and Hakanen (2007) ascertained that a possible correlation existed between depression and increased levels of BT. Schonfeld and Bianchi (2016) observed in their sample of 1,386 educators that the majority of 86% of participants demonstrated characteristics of depression. In addition, Isoard-Gautheur et al. (2019) determined that a positive correlation existed between stress and job BT amongst 369 university staff, as 62% of participants demonstrated this relationship.

Physical Health Consequences of Burnout

As with the academic literature discussing the connection of depression and anxiety to BT, so too does the scholarship acknowledge the physical implications BT has on those who experience it. One factor that scholars have shown in their work was the reliance on medication to manage negative mental conditions. In their study, Schonfeld and Bianchi (2016) observed that the majority of the 86% of participants who had high levels of BT and depressive symptoms admitted to the ingestion of antidepressant drugs. Scholars of BT demonstrated concern that those individuals who experienced BT may seek questionable methods of relief from depression and anxiety. Freudenberger (1974), writing in the context of the 1970s, suggested that to achieve liberation from stress, burned-out individuals may find relief in substances like marijuana. In their research, Shih et al. (2013) noted that such behavior was an identifiable coping mechanism for those who suffered from BT.

Implications on Employers and Stakeholders

Employee BT is a condition that impacts more than the sufferer. The condition can have negative consequences for the person's employer and other individuals interacting with the afflicted. Salvagioni et al. (2017) postulated, based on their systematic review of the literature, that BT resulted in an employee's absenteeism from work and presenteeism. Regarding the former behavior, the employee's psychological state causes a loss in their organization's manpower by missing work (Salvagioni et al., 2017). Regarding the latter, an employee may be present on the job, but their mental faculties are exhausted, causing a reduction in productivity (Salvagioni et al., 2017).

Coping Mechanisms for Burnout

Due to burnout's implications beyond the afflicted, it may prove beneficiary for individuals who experience the psychological condition to be knowledgeable of coping mechanisms like mindfulness, prioritizing personal wellness, and setting boundaries. Scholars on job dissatisfaction and BT have recommended the cognitive practice of mindfulness (Chesak et al., 2019). For example, researchers like Donahoo et al. (2018) and Iancu et al. (2018) recommended individuals practice meditation as a way of

relieving anxiety and reducing the level of BT. Another method of mindfulness can be prayer (Chirico et al., 2020; Donahoo et al., 2018).

Correlation to Age, Gender, and Multiple Jobs Held

Though this current study is focused on community college adjunct instructors and BT, it is important to understand how the academic literature views age, gender, and multiple jobs held when predicting BT among employees. Thus, this section will examine how the scholarly body of literature addresses these three variables. Also, a discussion of the literature connecting multiple jobs held and levels of BT will provide context as to why this specific variable may predict increased levels of BT.

Gender

Based upon a review of the literature regarding gender and BT, researchers tend to agree that women were more likely to experience the condition. Purvanova and Muros (2010) conducted a meta-analysis and concluded that BT was primarily an issue that affected females. In terms of jobs outside of academia, many scholars tend to agree with the observation of Purvanova and Muros (2010). Hu et al. (2016) found in their cross-sectional survey and *t*-test that women possessed a higher level of BT than men who worked the same number of hours. Based on the data from their surveys of physicians, Gold et al. (2020) reported that 52% of more women reported higher levels of BT than men in 2017, 38% more women in 2018, and 34% more women than men identified as experiencing BT in 2019.

Age

The variable of age has presented itself in BT studies as a factor in predicting the psychological condition of employees of various occupations. Maslach et al. (2001) argued that the variable of age had been continuously linked to BT; however, results have varied on what age is most likely to experience BT. Erickson and Grove (2007) conducted a study to determine BT in the nursing field and discovered that 33% of younger nurses possessed a higher level of BT than 26% of older and more experienced nurses. Ahola et al. (2008) found a different result with younger and older women, along with middle-aged men, possessing higher levels of BT than younger and older men along with middle-aged women.

Number of Jobs Held

The variable of multiple jobs held as a possible indication of BT has been analyzed in the scholarly work, but the variable has not received much attention regarding community college adjunct faculty and BT. Thus, to demonstrate it is a possible indicator of increased levels of BT for adjunct faculty, this section will examine how the literature views the number of jobs held in relation to BT. Based on the literature, holding multiple jobs predicts BT due to economic and work-family conflict. Mellor and Decker (2020) ascertained a positive correlation between those individuals who held more than one job and the stress it created due to increased work-family conflict. Bernhard (2016) ascertained that due to the economic climate of the 21st century, elementary and secondary educators had a higher propensity for BT when attempting to earn additional income. Bernhard (2016) noticed a relationship between the increase in a person's level of EE and overall BT and the number of jobs the individual held. Based on their study of firefighters, Boyd et al. (2016) ascertained that holding more than one job could indicate an increase in BT symptoms like EE.

Community College Adjunct Faculty and Gap in the Literature

Researchers have provided ample literature discussing the existence of BT in higher education. In addition, scholars have demonstrated that there may be an atmosphere of anxiety and BT amongst the adjunct faculty of four-year institutions. These conditions may provide an explanation as to why full-time and part-time faculty members experience BT, but little information is available that examines if BT exists due to the conditions based on gender, age, and multiple jobs held among part-time faculty in community colleges and community colleges in Virginia. This section examines the literature that does exist regarding community college adjunct instructors and discusses why community colleges may be an environment BT exists among part-time instructors.

Working Conditions of Adjunct Faculty in Community Colleges

Community colleges, referred to as junior colleges, are an important piece of the higher education structure (Chen, 2021). The United States Department of Education (n.d.) reported 1,462 community colleges in the United States. These two-year institutions provide a college experience to nearly half of all undergraduate students (Ocean et al., 2019). These schools offer a low-cost option to any individual who desires to obtain college credit to transfer to a four-year institution, obtain certification in a vocation, or earn an associate degree (Chen, 2021). Community colleges are important because they provide a service for localities that may have citizens who cannot gain easy access to a four-year collegiate education (Barrington, 2020). One of the marketing points for community colleges is their universal policy of open enrollment (Chen, 2021). Unlike four-year institutions, community colleges allow all individuals, regardless of their background, age, or intellect, to enroll and work toward obtaining a college education or workforce training (Chen, 2021).

Gap in the Literature

The literature discussing community college adjunct instructors' perceptions of their respective roles and occupations does provide information about gender and age regarding levels of job satisfaction. In addition, there is evidence that some adjunct faculty in Virginia's community colleges work more than one job. However, though these are topics of discussion, there is limited research discussing if there exists a statistical and predictable relationship between age, gender, the number of jobs held, and the level of EE among adjunct community college instructors.

Age, Gender, and Level of Burnout

Considering the academic literature on job satisfaction among community college adjunct instructors, the data demonstrate findings that point to a gap in the literature regarding a correlation between BT and if a predictable relationship exists regarding a community college part-time instructor's age and gender. For example, Pons et al. (2017) noted in their study that 70% of their participants 50 years of age and older expressed ambivalence toward their position as a part-time instructor. Pons et al. (2017) hypothesized that this behavior could have been the result of these individuals being at the end of their careers, therefore, these participants had no concerns for the future of their careers. In contrast, Kramer et al. (2014) observed that an increase in age negatively correlated with a decrease in job satisfaction. If the researcher were to consider job satisfaction as a possible indication of BT, they may be able to ascertain that the ambivalence could be due to BT, but there is no discussion of if age signals a possible relationship with BT.

Number of Jobs Held and Level of Burnout

The literature does consider age and gender as possible variables for levels of job satisfaction, but there is no discussion if these two variables predict BT in part-time community college faculty. In addition, the academic scholarship offers limited discussion on whether a relationship can be predicted between an increased level of BT and the number of jobs worked by a part-time community college instructor. There is the presence of psychological anxiety amongst this part-time population because of job insecurity resulting in part-time faculty members working multiple jobs, but the literature does not demonstrate if this could predict BT for community college adjunct faculty. Finally, sparse research examines BT amongst the adjunct faculty in Virginia's community colleges during the COVID-19 pandemic.

Summary of the Literature Review

Ran and Sanders (2020) estimated that over half of all courses offered in community colleges were taught by part-time instructors. Community colleges in Virginia in the fall term of 2019 were a great example. A community college in northern Virginia, consisting of 2,096 total teaching faculty, had 1,457 adjunct instructors (U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, 2019b). In comparison, a community college in southern Virginia had a total of 135 faculty members, with 89 being considered part-time instructors (U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System,

2019a). This data indicates that community college students are taught by most faculty members considered part-time employees of the institution.

Previous studies have demonstrated the existence of BT among higher education faculty, with gender and age proving to be predicting variables. Regarding part-time faculty in community colleges, current research provides minimal information if BT exists in two-year institutions. Only the data on job satisfaction is presented in the scholarly literature. Based on the research on community college job satisfaction, there is minimal discussion regarding age and gender and no observations if age and gender may predict BT. In addition, the evidence does demonstrate that part-time community college faculty do work multiple jobs and possess a degree of job insecurity, but the literature does not discuss if this variable also predicts BT.

This research study will be conducted to determine if age, gender, and the number of jobs held can predict the level of the EE element of BT among adjunct faculty in Virginia's community college. Finally, limited research exists that focuses on BT amongst community college faculty during the COVID-19 Pandemic. The potential correlation between the level of EE and the number of jobs held, age, and gender of Virginia's community college adjunct instructors may lend itself to a discussion in the scholarly literature if this sample of the teaching population suffered from BT due to the COVID-19 Pandemic.

THEORETICAL FRAMEWORK

The authors considered research and theories associated with BT and job satisfaction amongst higher education instructors, specifically adjunct professors in community colleges. First, person-environment fit theory (P-E fit theory), often associated with studies on job satisfaction, is one of the theoretical bases for the study of BT (Devereux et al., 2009; Ott & Dippold, 2018). P-E fit theory posits an individual's characteristics, in conjunction with that individual's relationship with their environment, determine the strength of the relationship between the person and the environment (Kristof-Brown et al., 2005). P-E fit theory suggests that an individual can become disassociated with their occupation if that individual believes the job is not meeting their needs (Ott & Dippold, 2018). Riedo et al. (2019) argued that P-E fit theory might determine how long an individual would remain within the environment.

The theory of BT by Maslach and Jackson (1981), served as the central theory of this study; they suggested that BT occurs when an employee is drained of their physical and mental resources, but it also was characterized by EE, DP, and a decline in PA because of stressors. In this regard, BT was a psychological state that resulted in cynicism toward the occupation, detachment from relationships on the job, and a decrease in one's self-efficacy (Maslach & Leiter, 2016).

Next, the theory that stress can be a source of physical illness serves as a guiding theory. Selye (1956) argued stress causes a drain on an individual's emotional resources and creates a disruption in a person's sense of homeostasis, leading to disease and a decline in overall health.

Finally, job satisfaction will serve as part of the theoretical framework for this study. Researchers have argued that one of the reasons for job BT was low levels of job satisfaction (Chen et al., 2019; Serin & Balkan, 2011). Scholars noted that poor job satisfaction might indicate the presence of increased levels of BT (Rana & Soodan, 2019).

Adjunct Faculty and the Community College

Researchers have addressed the roles part-time faculty. Institutions of higher education rely on part-time workers because of the adjunct faculties' experience (Eagan et al., 2015). Their extensive experience allows students better insight into potential careers (Eagan et al., 2015). Another condition for relying on part-time faculty may come from the desire to save institutional funds.

Academic institutions hire part-time faculty in order to reduce staff costs, including benefits (Brennan & Magness, 2018; Ott & Dippold, 2018; Eagan et al., 2015; Pons et al. 2017). Unlike full-time faculty members who are required contractually to perform additional duties that go beyond teaching, like serving on committees, conducting academic research, and advising students, the primary role of the adjunct instructor is to teach (Brennan & Magness, 2018; Ott & Dippold, 2018; Pons et al., 2017).

Regarding age, the information varies depending on the institution. Eagan (2007) noted that part-time faculty tended to be younger but did not give a specific average age. The mean age of adjunct faculty at a rural community college was 45.3. Still, the mean age of part-time faculty in an urban community college was 52 (Spaniel & Scott, 2013).

PURPOSE STATEMENT

The purpose of this quantitative, correlational study is to test the theoretical framework of Maslach and Jackson (1981) by examining the relationship between the predictor variables of gender, age, the number of additional jobs held, and the criterion variable of the EE dimension of BT in a community college system in the state of Virginia. For this study, gender is defined as male and female, as many studies on BT define this variable in this binary definition (Marchand & Blanc, 2020; Marchand et al., 2018; Rubino et al., 2013; Sheets et al., 2018; Zabrodska et al., 2018). The variable of age will be defined in terms of how many numerical years a person has been alive, as presented in a study by Ye and Post (2020). Finally, the predictor variable of the number of additional jobs held will be defined as how many paying occupations a person works in a single week (Marucci-Wellman et al., 2016).

This study will contribute to the research by determining if there is a relationship between gender, age, and EE within the adjunct teaching population at each of the 23 community colleges in the Virginia Community College System (VCCS). In addition, the current study would also contribute to the scholarship by determining if the number of additional jobs held impacted levels of BT among adjunct community college instructors in the VCCS. With the use of the Maslach Burnout Inventory for Human Services Survey (MBI-HSS), the study will survey individuals considered part-time faculty—those who work on a contingent basis from semester to semester—to determine if their gender and age might predict their level of EE. In addition, the study investigated if those part-time faculty members who held multiple jobs in addition to teaching for the VCCS expressed a higher level of EE than those who did not hold more than one job outside of their teaching responsibility to the VCCS.

SIGNIFICANCE OF THE STUDY

According to Guthrie et al (2019) most faculty in community colleges are considered part-time; since the recession of 2007, higher education institutions have relied heavily on adjunct faculty because of their experiences in the workforce, but also because this labor pool provided flexibility to allow schools to increase and diminish the number of part-time faculty based on finances and student enrollment. Accrediting boards require institutions to maintain a certain number of full-time instructors employed to maintain accreditation status. For example, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) mandates that all institutions under its commission must each employ a satisfactory number of full-time faculty members (SACSCOC, 2020). Thus, to reduce institutional costs and still meet accreditation standards, administrators may meet the minimum full-time faculty and then utilize part-time faculty to meet the budgetary needs of the institution (Guthrie et al., 2019).

METHODOLOGY

The purpose of this chapter is to provide justification for the selection of the study's research design and analysis supported by the academic literature. A correlation research design with a convenience sample of adjunct faculty in the VCCS was employed to determine if a relationship could be predicted between an adjunct's age, gender, number of jobs held, and the EE element of BT. A detailed explanation of the use of the online software, SurveyMonkey, and the MBI will explain and demonstrate how demographic information as well as data regarding the criterion variables were collected. Finally, the chapter includes the outlining of procedures for conducting the study, data collection, and data analysis.

Research Question

Can EE, a factor of BT as measured by the MBI-HSS, be predicted from a linear combination of age, gender, and the number of jobs held for adjunct instructors in the VCCS?

Design

Piccioli (2019) argued that the scientific basis of educational research was established not in the research participants but in the research process itself. For this study, the authors decided to use the process of a quantitative, nonexperimental correlational design. Qualitative designs are more subjective in nature because such studies focus upon an individual's personal experiences, and may not be fully reliable; consequently, a quantitative study was employed because it provided more objective results based on data that already existed (Creswell, 2014; Leavy, 2017; Simon & Goes, 2013).

A quantitative, nonexperimental correlational research design is appropriate when the researcher only wishes to measure two or more variables and analyze the statistical relationship of trends already discovered in previous studies (Creswell & Guetterman, 2019; Simon & Goes, 2013). Burnout amongst higher education faculty has been well documented (Zabrodska et al., 2018). Scholarship by researchers like Acker and Armenti (2004), Bakley and Brodersen (2017), and Jamaludin and You (2019) have already studied gender and BT amongst higher education faculty. Jamaludin and You (2019) ascertained that female collegiate faculty were more associated with high levels of DP, although men and women experienced equal levels of EE. Bakley and Brodersen (2017) performed a qualitative study and found that men and women possessed equal emotions of feeling underappreciated. Kramer et al. (2014) conducted a correlational study involving part-time instructors of Colorado's community colleges and ascertained that a low level of job satisfaction could be predicted based on the length of time an individual served as an adjunct instructor. Kramer et al. (2014) hypothesized that the longer adjunct instructors remained in a part-time position, the more likely they would develop a sense of pessimism that full-time employment would come to fruition. Pons et al. (2017) employed a qualitative phenomenological study and found female part-time instructors of a large urban community college possessed higher levels of job satisfaction; however, they recommended a larger, quantitative study be executed using multiple institutions to help determine if responses could be generalized to the larger adjunct community in the United States. Therefore, the authors decided upon a quantitative approach to duplicate previous studies regarding BT in higher education faculty but also to determine if the already existing literature was applicable to part-time faculty of the VCCS.

Furthermore, a correlational study is preferred when the predictor variables cannot be manipulated by the researcher (Jhangiani et al., 2015). The predictor variables for this study of BT and VCCS adjunct faculty were age, gender, and the number of jobs held, with the criterion variable being the EE dimensions of BT. Because the authors could not manipulate a participant's age, gender, or the number of additional jobs held, a nonexperimental correlational study was selected as the appropriate research design. In addition, a nonexperimental correlational design allowed the authors to investigate the magnitude and nature of the relationship between the predictor and criterion variables for the study (Creswell & Guetterman, 2019).

Finally, correlational quantitative studies help predict a cause-and-effect relationship between the predictor and criterion variables (Jopling, 2019; Joyner et al., 2019). For this study, the authors sought to determine if the predictor variables of age, gender, and the number of additional jobs held could affect the level of the EE element of BT among community college adjunct faculty in Virginia. In regard to the predictor variables, gender was defined as male and female (Testard-Vaillant, 2016). Age was defined as a numerical reference to how many years a person had been alive (Ye & Post, 2020), and the number of paying occupations a person worked in a week described the predictor variable of the number of jobs (Marucci-Wellman et al., 2016).

The criterion variable of EE referred to an individual's depletion of personal resources and the presence of fatigue (Maslach & Leiter, 2016). As the authors of this study sought to determine how well the EE dimensions of BT can be predicted from a linear combination of age, gender, and multiple jobs held, a correlational quantitative study was the proper scientific process.

Hypothesis

H_0: *There is no significant predictive relationship between EE and the linear combination of age, gender, and the number of jobs held for the adjunct faculty population of the VCCS.*

Setting

The setting for this study included a multiple-campus community college system similar to the system Kramer et al. (2014) and Ott and Dippold (2018) utilized when studying the potential existence of a correlation between the desires of part-time community college faculty and the level of job satisfaction. The setting for this study consisted of the 23 colleges of the VCCS. The VCCS comprises 23 colleges located in rural and urban areas of the Commonwealth of Virginia that provide a total of over 218,000 students the opportunity to earn an associate's degree, vocation and workforce certificates, or transfer credit to a four-year institution (Virginia's Community Colleges, n.d.).

Participants

The participants for this research study originated from a population of 1,774 adjunct instructors teaching for 12 of the 23 different schools in VCCS. Participants' employment status was contractual without guaranteed continual employment. The contracts restrict the part-time instructor to teach no more than 32 credit hours per academic year (maximum of 8 workload/credit hours in the summer term, a maximum of 12 workload/credit hours in the fall term, and a maximum of 12 workload/credit hours in the spring term). This practice is consistent across each respective college in the VCCS. A single course typically consists of three credit hours unless otherwise indicated. For example, some courses consist of just one credit hour or as many as four credit hours. As this study only focuses on an instructor's age, gender, and how many jobs worked outside the VCCS, variables like credit hours taught, online versus residential courses, subject matter taught, and student conduct was not considered in selecting the sample for this study; however, they are recommendations to be considered for future research.

The authors utilized a convenience sample of 1,774 adjunct instructors teaching at least one class during the 2021 fall semester for the VCCS. Warner (2021) defined convenience sampling as a method used by a researcher due to ease of access. Because the authors for this study serves as an adjunct instructor for the VCCS, and the sample could be obtained easily, a convenience sample methodology was appropriate. Though attempts were made to obtain the minimal sample size, only 247 participants ($N = 247$) responded to the invitation, completed the demographic survey, and submitted the MBI compromising 14% of the invited population. Unfortunately, the low response rate to the survey did not meet the medium effect size of .7 at the alpha level of .05 (Gall et al., 2007). To meet the medium effect size of .7 at the alpha level of .05, a minimum of 316 participants would have been needed to complete the survey for the study to be applicable to the sample population; however, only 247 individuals participated in the study. Thus, the results of the study may not be able to apply to the general population of adjunct faculty members in the VCCS. Numerous factors may have played a role in the low response rate, and those variables are discussed in the limitations of this study.

Of the 1,774 invited participants, 247 completed the full questionnaire. The sample was predominantly female, with 95 males (38%) and 152 females (62%) making up the 247 participants (see Table B1 in Appendix B). Regarding the age of the 247 participants (see Table B1 in Appendix B), two individuals were between the ages of 20 and 25 (.81%); 17 individuals were between the ages of 26 and 30 (6.88%); 25 individuals were between the ages of 31 and 35 (10.12%); 27 individuals were between the ages of 36 and 40 (10.93); 36 individuals between the ages of 41 and 45 (14.57%); 24 individuals between the ages of 46 and 50 (9.72%); 22 individuals were between the ages of 51 and 55 (8.91%); 29 individuals were between the ages of 56 and 60 (11.74%); 18 individuals were between the ages of 61 and 65 (7.29%); and 47 individuals were over the age of 65 (19.03%). Regarding the number of additional jobs worked outside of the VCCS (see Table B1 in Appendix B), of the 247 participants, 54 individuals (21.86%) marked that they worked no additional jobs; 108 participants (43.72%) marked working one additional job; 60 individuals (24.29%) marked working two additional jobs; 16 individuals (6.47%) marked working three

additional jobs; and five individuals (2.02%) marked working four or more additional jobs outside of the VCCS. Regarding the number of additional jobs, there is a diverse array of men and women of various ages holding more than one job outside of the VCCS (see Table B2 in Appendix B).

Pay rates, class sizes, and the number of credits taught were not factored into this study as these variables vary from campus to campus. Pay rates depend on an individual's level of education and experience, the number of courses taught, the cost of living in the college's geographic area, and other factors. Class size and the number of classes taught depends on student enrollment. The authors did recognize that these variables are limitations and recommend future studies considering such issues.

Instrumentation

This section briefly describes the instruments used to collect data in the study of BT and adjunct instructors of the VCCS. Questions regarding an adjunct professor's age, gender, and the number of additional jobs held were inputted into an online survey platform known as SurveyMonkey. Questions from the MBI-HSS were also keyboarded into the online survey platform.

Demographic Reporting

To gather information regarding an adjunct professors' age, gender, and the number of additional jobs held, the authors utilized SurveyMonkey to collect such information. SurveyMonkey is online software that allows its users to design surveys to collect different types of data, and it is available to send using different methods like social media and email (Ramshaw, n.d.). This specific platform has been used in numerous studies (e.g., Bernhard, 2016; Woodworth, 2016).

Three questions, asking for the age of the participant, gender of the participant, and the number of additional jobs held currently, were provided to the participants for their responses. (see Appendix A). To protect the anonymity of participating schools, data was only shared with that institution's administrator.

Maslach Burnout Inventory for Human Services

Data collection for the criterion variable was conducted with the use of questions from the MBI. Maslach and Jackson (1981) developed a tool to measure an individual's level of BT by asserting a subject's level of EE, DP, and sense of PA; these three elements must be present for a person to be labeled as experiencing BT. The MBI is considered the primary instrument in studying BT, and it has been utilized in many studies; therefore, researchers have been adamant about its reliability (Coker & Omoluabi, 2009; Jamaludin & You, 2019; Padilla & Thompson, 2015; Serin & Balkan, 2014).

Participants were required to answer 22 questions on the MBI-HSS, which gauged the individual's level of the three dimensions of BT—EE, DP, and sense of accomplishment. Participants were asked nine questions regarding how often they experienced EE (Teles et al., 2020). The 22 questions required respondents to record their answers via a seven-point Likert frequency scale ranging from never to every day (Appendix A). Participants could choose from the following answer selections: never, a few times a year or less, once a month or less, a few times a month, once a week, a few times a week, and every day. With the three-question demographic survey and the 22- question MBI, the participants completed a total of 25 questions, not including the informed consent document question. However, only the nine questions relating to EE were used for this study.

In *Maslach Burnout Inventory manual,* Maslach et al. (2006) provided a scoring key to help determine the level of EE, DP, and PA. For EE the criterion variable in this study, 0 to 16 indicated a low level of EE, 17 to 26 indicated a moderate level of EE, and 27 and greater indicated a high level of EE.

Reliability

Numerous studies have confirmed the reliability of the use of the MBI. Simon and Goes (2013) argued that Cronbach's alpha was important in determining if an instrument was reliable. In addition, Cronbach's alpha tests the internal consistency of an instrument on a scale from zero to one (Tavakol & Dennick, 2011). A reliability score under 0.7 was considered unsatisfactory when determining the internal reliability of a test (Nunnally, 1975). For this study of BT and community college adjunct instructors, Cronbach's alpha

for the EE dimension of BT was .9. This result is congruent with other studies that utilized the MBI-HSS. In their study of BT and nurses in Italy, Pisanti et al. (2012) reported a Cronbach's alpha of .88 for EE.

Validity

A researcher relies on construct validity to determine if an instrument is as effective in what it claims to measure (Clark-Carter, 2009). Construct validity of an instrument relies on a continual process of reviewing numerous studies that use the instrument and produce results from different samples (Hallberg & Sverke, 2004). Researchers have employed the MBI for multiple studies in the past and demonstrated its validity. Ghorpade et al. (2011) ascertained from their use of the MBI-HSS that when employees were confused about managerial expectations, there was an increase in their level of BT. Regarding higher education, Sabagh et al. (2018) employed the MBI and ascertained that an increase in stress due to familial responsibilities might predict an increase in a faculty member's level of BT.

Procedures

The authors subscribed to SurveyMonkey and created the survey within that platform using the demographic questions and the 22 questions from the MBI-HSS (Appendix A). SurveyMonkey was an appropriate platform because it was low cost, easy to use in creating customizable survey questions, and had a reputation for keeping data secure and private (CompareCamp, n.d.). Furthermore, SurveyMonkey allowed the authors to download survey results to spreadsheets and SPSS (CompareCamp, n.d.).

According to the *Maslach Burnout Inventory Handbook*, the authors would detect a significant, or high, level of BT in postsecondary educators based on the following results of MBI-HSS: a score greater or equal to 27 for EE, a score of nine or greater for DP, and a score of greater or equal to 35 for a decline in the sense of PA (Maslach et al., 2006). Finally, using individual survey responses, the authors calculated Cronbach's alpha using Microsoft Excel. All values met the minimum expectations of 0.7 (Nunnally, 1975).

Data Analysis

For this study of BT and adjunct faculty in the VCCS, three predictor variables were included– age, gender, and the number of additional jobs held outside of the VCCS – and one criterion variable – EE as measured by the MBI-HSS. Maslach et al. (2008) recommended that when studying BT, a researcher should test each separate dimension of BT, EE, DP, and PA, and not a single measure of BT. This study focused on the EE element of BT and was assessed to ascertain if a possible correlation could be predicted based on the three predictor variables of age, gender, and the number of additional jobs held. To make such a prediction, the authors utilized a multiple regression analysis.

Multiple regression analysis is appropriate when assessing a potential predictive correlation is being determined between two or more predictor variables and one criterion variable (Creswell & Guetterman, 2019; Gall et al., 2007). George and Mallery (2019) recommended multiple regression when a researcher sought to determine if more than one predictor variable affects a criterion variable. Because the null hypothesis comprised three predictor variables and one criterion variable, multiple regression is the most applicable method of statistical analysis for this study, as seen in previous research. Because this study focused on the EE element of BT, one multiple regression analysis was conducted to test if a predictive relationship existed between the EE criterion variable and the three predictor variables of age, gender, and the number of additional jobs held.

SPSS software was also utilized to determine the conclusive status of the null. The mean and standard deviation of the criterion variable was determined and reported. To ascertain if a predictive relationship existed between the predictor and criterion variables, the authors utilized an ANOVA for the multiple regression model to determine if a significant relationship existed between the predictor and criterion variables. In addition, the authors charted the model summary and coefficients for the multiple regression model.

To ensure the reliability of the regression model, the authors examined the assumptions of independence of errors, multicollinearity, and normality using SPSS. Based on the testing assumptions,

there was no correlation with the three predictor variables of age, gender, and the number of additional jobs held. Data analysis indicated the model to be reliable for EE.

After the regression model was determined to be reliable, the null hypothesis was either rejected or failed to be rejected. The alpha level was set at 0.05 for the multiple regression (Warner, 2013). The authors then documented the findings of the study within Microsoft Word. After the findings were documented and codified, the authors created an outline to organize the information in Microsoft Word. Finally, the authors summarized the findings of the study in Microsoft Word to present the information.

FINDINGS

To determine if a predictive relationship existed between the predictor variables of age, gender, and the number of additional jobs held and the criterion variable of the EE dimension of BT, a multiple regression model was prepared. This chapter will examine the descriptive statistics but also discuss the testing of assumptions. Finally, a discussion of the results of the multiple regression model will demonstrate if the researcher can reject or fail to reject the null hypothesis.

Data Screening

Casewise diagnostics were used to scan the data for inconsistencies, errors, and outliers; an outlier was identified in the data. As seen in Table 1, there was one outlier in the regression model, in which EE was the criterion variable. Thus, the number of participants for EE after removing the outlier was 246.

TABLE 1
CASEWISE DIAGNOSTICS FOR EMOTIONAL EXHAUSTION

Case Number	Std. Residual	EE	Predicted Value	Residual
44	3.012	47	11.39	35.609

a. Criterion Variable: EMOTIONAL EXHAUSTION

Descriptive Statistics

Descriptive statistics are used to provide a summary of the results in a concise manner (Warner, 2013). For this study, the MBI-HSS was utilized to determine if a predictive relationship existed between EE and an individual's age, gender, and the number of jobs held outside of the VCCS among the adjunct population. Maslach et al. (2006) provided a scoring key in their *Maslach Burnout Inventory Manual* that gauged a person's level of EE, DP, and sense of PA.

Emotional Exhaustion

According to Maslach et al. (2006), the MBI-HSS gauged a low level of EE between 0 and 16, a moderate level of EE gauged between 17 and 26, and a high level of EE measured between 27 and greater. As seen in Table 2, when determining if a predictive relationship existed between age and EE for this study, the mean level of EE was 17.2 (SD = 12.4). Thus, the average level of EE by age group was moderate. Some age groups did demonstrate a higher level of EE than others (see Table 2). For example, the age group of 31 to 35 scored on the higher end of moderate for EE with a mean score of 25.3 (SD = 13.6). The age group of 26 to 30 also indicated to experience a high, moderate level of EE (M = 23, SD = 12.2). However, Table 2 shows that those 56 to 60 and over 65 had a lower level of EE.

TABLE 2
MEAN EMOTIONAL EXHAUSTION BY AGE GROUP

AGE	*M*	*N*	*SD*
Age 20-25	19.50	2	14.849
Age 26-30	22.94	17	12.229
Age 31-35	25.28	25	13.572
Age 36-40	18.63	27	12.466
Age 41-45	19.00	36	13.695
Age 46-50	19.38	24	12.118
Age 51-55	17.59	22	10.953
Age 56-60	13.72	29	10.457
Age 61-65	15.67	18	11.136
Over 65	9.57	46	8.983
Total	17.15	246	12.438

Regarding a predictive relationship between EE and gender, the authors could not ascertain a high level of EE. As seen in Table 3, the average level of EE for males and females was moderate, according to the MBI-HSS (*M* = 17.2, *SD* = 12.4); however, males did score slightly higher than females regarding EE.

TABLE 3
MEAN EMOTIONAL EXHAUSTION BY GENDER

GENDER	*M*	*N*	*SD*
Male	17.43	95	13.297
Female	16.98	151	11.908
Total	17.15	246	12.438

Regarding the number of jobs held outside of the VCCS and EE, Table 4 shows that the group with the highest level of EE was those individuals who held four or more jobs outside of the VCCS (*M* = 25.4, *SD* = 4.7). This result was almost 8 points above the total mean of 17.2 (*SD* = 12.4). Individuals who worked no additional jobs could be considered as experiencing a low level of EE (*M* = 11.5, *SD* = 11.1). Interestingly, participants with three additional jobs had lower levels of BT (*M* = 16.3, *SD* = 13.6) than those participants with one to two additional jobs.

TABLE 4
MEAN EMOTIONAL EXHAUSTION BY NUMBER OF ADDITIONAL JOBS HELD

ADDITIONAL JOBS HELD	*M*	*N*	*SD*
No additional jobs held	11.53	58	11.101
One additional job held	18.48	107	12.689
Two additional jobs held	19.77	60	11.757
Three additional jobs held	16.31	16	13.632
Four or more additional jobs held	25.40	5	4.722
Total	17.15	246	12.438

RESULTS

The purpose of this quantitative study was to analyze if a predictive relationship existed between three predictor variables (age, gender, and the number of additional jobs held) and the criterion variable of EE. To measure the level of each three dimensions of BT, the MBI-HSS was utilized. The authors conducted the study and scored respectively the levels of the three dimensions of BT using the scoring key provided in the *Maslach Burnout Inventory Manual* (Maslach et al., 1996). Three multiple regression model was prepared in SPSS to test the research question. The regression model was reviewed for the assumptions of linearity, bivariate normality, multicollinearity, and test of independence of errors to measure reliability. The Durbin-Watson statistic, histograms, P-P plots, and scatterplots provided results for the assumption testing for the regression model.

Assumption Testing

To measure the reliability of the regression model, the authors tested the assumptions of linearity, bivariate normality, multicollinearity, and the test of independence of errors. The multiple regression model for age, gender, number of additional jobs, and EE slightly violated the assumption of independence of errors with a Durbin-Watson statistic of .8 (see Table 6). However, though the assumption for the test of independence of errors was violated, the test for the absence of multicollinearity had a Variance Inflation Factor (VIF) level of 1.1 for age, 1 for gender, and 1.1 for the number of additional jobs (see Table 7). Thus, multicollinearity was not present Because the VIF level for the three predictor variables fell between 1 and 3. According to Williams et al. (2013), if multicollinearity was identified, the authors could ascertain that the shared relationship between two predictor variables would provide similar information about the criterion variable and render the regression model unreliable.

To confirm normality, the authors analyzed a histogram and a P-P plot, to show normal distribution, but there is a slight skewness and kurtosis to the left of the mean. For normality, the histogram must show residual values evenly distributed, and the data plots on the P-P plot do not vary from the solid line. The scatter plot demonstrated linearity because most data plots approach the 0 line on the *y*-axis. Thus, the model is recommended to attempt to predict an adjunct instructor's level of EE.

Results

The authors used multiple regression to determine if a relationship could be predicted between the predictor variables, age, gender, and the number of jobs held, and the criterion variable of EE. The authors rejected the null hypothesis at the 95% confidence level, where $F(3, 242)=12.9$, $p=<.001$. The data indicated a statistical relationship between the predictor variables and the criterion variables (See Table 5 results).

TABLE 5
ANOVA FOR EMOTIONAL EXHAUSTION, AGE, GENDER, AND NUMBER OF ADDITIONAL JOBS HELD

Model		*SS*	*df*	*MS*	*F*	*p*
1	Regression	5235.201	3	1745.067	12.928	<.001[b]
	Residual	32666.929	242	134.987		
	Total	37902.130	245			

The model's effect size was small, where $R=.372$. Further, $R^2=.138$ indicates that approximately 13.8% of the variance in the criterion variable can be explained by the linear combination of the predictor variables. However, $R^2(.13)$ indicates that the model may not generalize well to other populations. Additional variables may be needed to accurately predict EE (See Table 6 for a model summary).

TABLE 6
MODEL SUMMARY FOR EMOTIONAL EXHAUSTION, AGE, GENDER, AND NUMBER OF ADDITIONAL JOBS HELD

Model	*R*	R^2	Adjusted R^2	*SE*	Durbin-Watson
1	.372[a]	.138	.127	11.618	.793

Because the authors rejected the null hypothesis, further analysis of the coefficients was performed. Warner (2013) said that for a predictive relationship, a *p*-value of less than .05 must be present for the predictor variables. Based on the coefficient analysis, it was determined that age was the best predictor of EE, where $p = <.001$ (See Table 7 for coefficients).

TABLE 7
REGRESSION SUMMARY FOR EMOTIONAL EXHAUSTION, AGE, GENDER, AND NUMBER OF ADDITIONAL JOBS HELD (N=246)

		Unstandardized Coefficients		Standardized Coefficients			
Model		B	SE	β	*T*	*P*	VIF
1	(Constant)	26.624	3.807		6.993	<.001	
	AGE	-1.543	.295	-.327	-5.226	<.001	1.101
	GENDER	-.903	1.551	-.035	-.582	.561	1.039
	ADD'L JOBS HELD	1.433	.831	.108	1.725	.086	1.111

CONCLUSIONS

This study was conducted to determine if a predictive relationship existed between the predictor variables of age, gender, and the number of additional jobs held and the criterion variable of EE. In the final chapter, the authors further analyzes the results of the multiple regression model and discusses how the findings of the study pair with already existing research. In addition, this chapter considers the results of the study and the implications the findings may have for adjunct instructors in Virginia's community colleges and adjunct instructors in general. The authors also discusses the limitations of the research and how these impact the validity of the study, as well as recommendations for future research involving BT and community college adjunct instructors.

Discussion

The purpose of this quantitative, predictive correlational study is to test the theoretical framework of Maslach and Jackson (1981) by determining if a predictive relationship existed between the predictor variables of gender, age, the number of jobs held, and the criterion variable of EE among adjunct professors in Virginia's community colleges; they noted that if just one of the three dimensions of BT was detected, then that individual did experience BT, and this study focused on the EE element of BT only. The authors utilized a multiple regression model to determine the predictive relationship. Although the testing of assumptions and low R^2 value demonstrated the lack of generalizability of the models due to a low response rate, the results of the study did indicate a correlation between the predictor variable of age and criterion variable of EE did exist. However, though a correlation existed between the predictor and the criterion variables, the low R^2 values suggested additional variables need to be considered when determining if a predictive relationship was present between the predictor variables and EE.

Age and Gender

Though the study had a low response rate, which affected the generalizability, the authors did conclude that a predictive relationship could exist between the predictor variable of age and EE amongst the sample size with p=<.001, as seen in Table 5, which was in accordance with the observation made by Marchand et al. (2018). The data seen in Table 7 suggests a negative correlation between age and EE. Maslach et al. (2006) gauged a low level of BT between 0 and 16. In the study, as seen in Table 2, those individuals with the lowest levels of BT were between ages 56 and over, with the highest levels of EE being in the age range of 31 to 35 years. This finding agrees with the results of the study of Marchand et al. (2018), who ascertained that BT decreased as the individual aged. However, this study does indicate that circumstances are occurring within the age range of 31 to 35 years for the EE level to be at a high moderate level of 25.28 on the MBI-HSS scale.

Regarding gender and EE, this study found there was not a statistically significant relationship between these two variables, with gender having a p value of .561 (see Table 7). However, though not statistically significant, the authors found that males scored slightly higher than women at a mean MBI-HSS score of 17.43 (see Table 3). If job satisfaction is an indication of the existence of BT, and a high level of EE is indicative of the presence of BT, this result agrees with Pons et al. (2017), Ott and Dippold (2018), and Webber and Rogers (2018) who found female, non-tenured faculty members were more satisfied with their jobs because of the freedom to enjoy the home and family without occupational responsibilities.

However, reviewing Table 8, females between the ages of 31 and 35 had a mean score of EE of 26, which was the highest score on the moderate level based on the MBI-HSS. The age range of 31 to 35 should be emphasized because this is when women tend to have children or are already raising children, according to Western Family Institute (2020). Recuero and Segovia (2021) ascertained EE was higher in women due to work responsibilities interfered with domestic responsibilities. Marchand et al. (2018) and Teles et al. (2020) attributed this level of BT to a woman who felt their responsibilities as a mother were being affected by their occupation. Thus, the authors for this study found it plausible that a reason the mean MBI-HSS score for EE indicated a higher, moderate value because of the observations made by Marchand et al. (2018), Teles et al. (2020), and Recuero and Segovia (2021).

As demonstrated in Table 8, males between the ages of 31 and 35 gauged an EE score of 24 based on the MBI-HSS. As seen in Table 8, this is the highest mean score for men except for one person in the range of 20-25 years. With men and women scoring a moderately to highly moderate level of EE, it is plausible that this age range of 31 to 35 years reveals mothers and fathers of young families experienced the dimension of EE because of a work-home conflict. Also, Table 8 supports Marchand et al.'s (2018) observation that BT levels fluctuated with age ranges. The authors of this study discovered that females' level of BT fluctuated perhaps due to a woman's personal views of their responsibilities, as hypothesized by Marchand et al. (2018).

Another observation ascertained was males and females 51 to 55 years of age and 56 to 60 years of age. The mean scores for EE for males and females in these age ranges experience a difference of 8 to 10 points, with women having higher EE than men in the age range of 51 to 55 and men having a higher level of EE in the age range of 56 to 60. The high variations and the reciprocation of the levels for the age ranges indicate that males and females must experience different circumstances at these age ranges that lead to higher EE. In addition, males and females over the age of 65 had the lowest levels of EE. The authors concluded that a probable reason this age group was the lowest for males and females was that this age group was assumed to be an age group enjoying retirement from a career and teaching part-time as a means of after retirement income.

TABLE 8
MEAN EMOTIONAL EXHAUSTION BY AGE AND GENDER

	Males		Females	
AGE	*N*	*M* EE	*N*	*M* EE
Age 20-25	1	30.00	1	9.00
Age 26-30	5	23.20	12	22.83
Age 31-35	11	24.18	14	26.14
Age 36-40	9	23.00	18	16.44
Age 41-45	12	21.42	24	17.79
Age 46-50	10	21.80	14	17.64
Age 51-55	7	10.71	15	20.80
Age 56-60	8	19.50	21	11.52
Age 61-65	3	12.33	15	16.33
Age Over 65	29	10.14	17	8.59

Number of Additional Jobs

Boyd et al. (2016) ascertained that holding more than one job can increase an individual's level of EE. For this study regarding the number of additional jobs for adjunct instructors in the VCCS and EE, the authors found no statistically significant relationship. However, there is a positive correlation between the number of additional jobs held and the level of EE. As seen in Table 4, as the number of jobs increased, so did the level of EE. However, the results were determined not to be statistically significant. Thus, the authors concluded that an increase in the number of additional jobs worked leads to higher levels of EE. For example, Table 4 indicates that those who hold one additional job had a higher mean level of EE than those individuals who did not work an additional job, which was in line with the conclusions made by Boyd et al. (2016) and Mellor and Decker (2020) who ascertained those individuals who worked one or more job experienced higher levels of EE and BT.

Implications

Burnout is a psychological condition that manifests in EE, DP, and affects an individual's sense of PA (Maslach et al., 2001). The presence of one of these dimensions indicates the existence of BT in an individual (Maslach & Jackson, 1981). The psychological state has been shown to affect numerous employees in a diverse group of occupations, including collegiate faculty. Prolonged exposure to BT can have negative consequences on an individual's physical health and mental health (Maslach & Jackson, 1981). Heart conditions, insomnia, and depression are consequences of BT if the psychological condition is not managed (Maslach et al., 2001; Schonfeld & Bianchi, 2016). This study attempted to use Virginia's community college adjunct faculty population and determine if a predictive relationship existed between age, gender, and the number of additional jobs held and the EE dimension of BT.

The results of the study indicated that males and females experienced a moderate level of EE. Men and women, especially men in the age range of 26 to 50, experienced EE. Therefore, it is important for community colleges to focus on the mental health of the adjunct professors they employ. The consequences of not addressing BT can be detrimental to the individual's well-being but also the organization's mission and bottom line (Maslach et al., 2001; Salvagioni et al., 2017).

BT affects the level of engagement or loyalty a faculty member may have toward their employing institution of higher education (Ott & Dippold, 2018). In addition, Khan et al. (2017) reported that many studies following educators and BT ascertained levels of anger toward the students on the part of the stressed professors. Studies have shown that college students perform well when they have an instructor

who is present and engaged with the students and class (Dickinson & Kreitmair, 2021). Thus, community colleges will find it beneficial to help understand the stress of adjunct instructors and help develop coping behaviors to improve the institution's atmosphere and community.

Limitations

The study to determine if a predicative relationship existed between the predictor variables of age, gender, and the number of additional jobs and the criterion variable of EE did have its limitations. One limitation that affected the study's internal and external reliability was its low sample size. The VCCS consists of 23 schools, but only 12 schools agreed to participate in the study. Within the 12 community colleges, 1774 adjuncts were invited to participate. Only 247 of these individuals participated in the survey, and the removal of outliers resulted in 246 participants being gauged for EE. Thus, a larger sample will be needed to help determine if such results could be generalized to the larger population.

A second limitation that may have affected the study's internal and external validity was the COVID-19 pandemic. This study was among the first to be conducted during the coronavirus pandemic, when anxiety was at an all-time high for many individuals (Kelsky, 2021). Amirkhan (2021) argued that those employees who worked tiresome occupations had a higher likelihood of illness. Individuals may have been dealing with personal illness or the illness of a loved one. Amirkhan (2021) argued that those employees who worked tiresome occupations had a higher likelihood of illness. In addition, the COVID-19 pandemic created a sense of uncertainty for educators, and individuals maybe were concerned about participating in a survey for fear of loss of employment (Lewis & Hesson, 2020). Finally, COVID-19 created a situation in which remote learning was the only way to receive an education resulting in working parents having to manage their own occupations while helping their children learn from home (Pettit, 2021). Thus, many adjunct professors may not have had the time to complete a survey.

Finally, a third limitation was the lack of certain variables that could affect an adjunct professor's level of BT. This study only sought to use only the predictor variables of age, gender, and the number of additional jobs held. Subject matter, residential versus online, student conduct, and credit hours taught were not considered. In addition, the type of additional job held and relationship status of participant was not considered. In regard to type of additional jobs, not all jobs are equal regarding stress as some may be more anxiety inducing than others. These variables may show reasons for BT among community college adjunct professors beyond what was discussed in this study.

Recommendations for Future Research

The study of BT among community colleges needs further research to help understand the existence of the psychological condition and how to cope with it. Pons et al. (2017) observed that many community college students were taught by part-time or adjunct professors. Thus, the research on BT and this academic teaching majority in community colleges needs expansion. Some additional opportunities for research present themselves.

A quantitative study with a larger sample of community college adjunct professors examining the predictive relationship between the predictor variables of age, gender, and the number of additional jobs and the criterion variables of emotional exhaustion, depersonalization, and personal accomplishment might be appropriate. Then, a quantitative study, post the COVID-19 pandemic, to see if that event may have affected BT among community college adjunct instructors could advance the literature.

A qualitative study seeking to understand if male and female community college adjunct professors between the ages of 26 and 40 experience higher levels of emotional exhaustion and depersonalization would be of interest. And, a quantitative study determining if variables like credit hours taught, online versus residential courses, subject matter taught, student conduct, type of additional job, and relationship status of instructor could predict a relationship with increased levels of emotional exhaustion, depersonalization, and personal accomplishment. Further, a qualitative study to determine which coping mechanisms work best to improve BT amongst collegiate faculty could be of value.

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APPENDIX A: SURVEY INSTRUMENT

Page 1 of Survey: Consent and Confidentiality

Page 2 of Survey: Demographic Questions

1. What is your current age?
    a. 20-25
    b. 26-30
    c. 31-35
    d. 36-40
    e. 41-45
    f. 46-50
    g. 51-55
    h. 56-60
    i. 61-65
    j. Over 65

2. What is your gender?
    a. Male
    b. Female
    c. Prefer not to say

3. Outside of your employment as an adjunct instructor with the Virginia Community College system, how many additional paying jobs do you hold? (Jobs may be full time or part time.)
    a. No other employment other than VCCS.
    b. 1
    c. 2
    d. 3
    e. 4 or more

4. For what VCCS institution are you an adjunct instructor?

Names institutions removed here to protect participating schools' anonymity.

Page 3 of Survey: Burnout Questionnaire

Due to copyright restrictions, a full copy of the MBI-HSS cannot be reproduced here. Three sample questions are included below.

Instructions: On the following pages are 22 statements of job-related feelings. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, choose the number "0" (zero). If you have had this feeling, indicate how often you feel it by choosing the number (from 1 to 6) that best describes how frequently you feel that way. "Recipients" refers to the people for whom you provide instruction, or your students. When answering this survey, please think of the students you serve as a Virginia Community College system instructor.

1. I feel emotionally drained from my work.
    0. Never
    1. A few times a year or less
    2. Once a month or less
    3. A few times a month
    4. Once a week
    5. A few times a week
    6. Every day

2. I feel I'm positively influencing other people's lives through my work.
    0. Never
    1. A few times a year or less
    2. Once a month or less
    3. A few times a month
    4. Once a week
    5. A few times a week
    6. Every day

3. I've become more callous toward people since I took this job.
    0. Never
    1. A few times a year or less
    2. Once a month or less
    3. A few times a month
    4. Once a week
    5. A few times a week
    6. Every day

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(Optional) If you would like to be entered into a drawing to win one of five Amazon $100 gift cards, please click the link to enter your email address on the following page.

APPENDIX B: TABLES

TABLE B1
SUMMARY OF PARTICIPANTS BY AGE AND GENDER

	Male		Female		Total	
	Number	% of Total Participants	Number	% of Total Participants	Number	% of Total Participants
Age 20-25	1	0.40%	1	0.40%	2	0.81%
Age 26-30	5	2.02%	12	4.86%	17	6.88%
Age 31-35	11	4.45%	14	5.67%	25	10.12%
Age 36-40	9	3.64%	18	7.29%	27	10.93%
Age 41-45	12	4.86%	24	9.72%	36	14.57%
Age 46-50	10	4.05%	14	5.67%	24	9.72%
Age 51-55	7	2.83%	15	6.07%	22	8.91%
Age 56-60	8	3.24%	21	8.50%	29	11.74%
Age 61-65	3	1.21%	15	6.07%	18	7.29%
Age Over 65	29	11.74%	18	7.29%	47	19.03%
Totals	95	38.46%	152	61.54%	247	100.00%

TABLE B2
SUMMARY OF PARTICIPANTS BY AGE, GENDER, AND NUMBER OF ADDITIONAL JOBS HELD

	No Additional Jobs		1 Additional Job		2 Additional Jobs	
	Males	Females	Males	Females	Males	Females
Age 20-25	0	1	1	0	0	0
Age 26-30	1	2	1	5	3	5
Age 31-35	0	2	1	8	7	2
Age 36-40	1	0	5	12	1	6
Age 41-45	1	4	6	11	3	8
Age 46-50	0	2	6	8	2	3
Age 51-55	1	3	3	10	3	1
Age 56-60	0	8	2	8	5	4
Age 61-65	1	7	1	5	1	1
Age Over 65	16	8	8	7	4	1

	3 Additional Jobs		4+ Additional Jobs		Total	
	Males	Females	Males	Females	Males	Females
Age 20-25	0	0	0	0	1	1
Age 26-30	0	0	0	0	5	12
Age 31-35	2	2	1	0	11	14
Age 36-40	0	0	2	0	9	18
Age 41-45	2	0	0	1	12	24
Age 46-50	2	1	0	0	10	14
Age 51-55	0	1	0	0	7	15
Age 56-60	0	1	1	0	8	21
Age 61-65	0	2	0	0	3	15
Age Over 65	1	2	0	0	29	18