AN INVESTIGATION OF BURNOUT AS PERCEIVED BY PUBLIC HIGH SCHOOL PRINCIPALS

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The purpose of the study was to investigate the degree to which burnout is a problem for public high school principals in Connecticut within categories of demographic variables. This study compared burnout differences of public high school principals within categories of demographic variables of age; years spent in present assignments; total years in education; school enrollment; support groups; planned degree programs; and enrollment in college courses.

Data were collected through a mailed instrument, the Maslach Burnout Inventory, and a demographic data sheet. The Maslach Burnout Inventory identified the extent to which self-perceived burnout existed in public high school principals' lives within three subscales; emotional exhaustion, depersonalization, and personal accomplishment. This survey was sent to all 135 public high school principals in Connecticut and an 83% return was obtained from the principals surveyed in May, 1990.

Results indicated that significant differences were found to exist within three of the seven principals' demographic variables. These three variables were: age, total years in education, and enrollment in college courses.

No significant differences were found in the other four variables: years in current assignment, student population, professional support organizations, and planned college degree programs.

One difference was that principals who were forty-four years old or younger had higher feelings of personal accomplishment than the principals fifty years old or older. Also, principals who were in education from twenty-one to twenty-four years had much lower feelings of depersonalization than principals who had been in education thirty-one or more years. It was found that principals who were in education for twenty-four years or less had higher feelings of personal accomplishment than principals who were in education for thirty-one or more years. Finally, it was found that principals who had taken a college course in the last two to five years had higher levels of personal accomplishment than principals who had not taken a college course in six to ten years.

APPROVAL PAGE

Doctor of Philosophy Dissertation

AN INVESTIGATION OF BURNOUT

AS PERCEIVED BY

PUBLIC HIGH SCHOOL PRINCIPALS

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DEDICATION

This dissertation is dedicated to my wife Diane, and my two "Burnout Managers", nine year old Kevin G. Harutunian, and seven year old Brian J. Harutunian, who, because of their enthusiasm, support, energy, and love enabled me to devote the necessary time to complete a professional dream.

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TABLE OF CONTENTS

APPROVAL PAGE ii

DEDICATION iii

ACKNOWLEDGEMENTS iv

TABLE OF CONTENTS v

LIST OF TABLES vii

CHAPTER I: INTRODUCTION 1

Statement of the Problem 2
Background of the Study 4
Definition of Terms 6
Research Questions 8
Limitations and Delimitations 9
Organization of the Study 11
Summary 11

CHAPTER II: REVIEW OF LITERATURE AND RESEARCH 12

Introduction 12
The Concept of Burnout 12
Burnout of School Personnel 19
Perception of Burnout 24
Administrative Burnout 28
Summary 30

CHAPTER III: METHODS AND PROCEDURES 32

Introduction 32
Subjects of the Study 33
The Instrument Used 36
Demographic Data Sheet 40
Discussion of the Variables 42
Organization of Data 43
Summary 44

CHAPTER IV: ANALYSIS OF THE DATA 45

Introduction 45
Seven Demographic Variables Data 45
An Analysis of the Data and Presentation of the Findings 48
Age of Principal 49
Years at Current Assignment 52
Total Years in Education 54
Student Population of School 57
Professional Organizations that Provide Support 59
Last Time Enrolled in a College Degree Program 61
Last Time Enrolled in a College Course 63
Summary 70

CHAPTER V: SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS 72

Summary 72
Findings 73
Age of Principal 74
Years at Current Assignment 74
Total Years in Education 75
Student Population of School 76
Professional Organizations that Provide Support 76
Last Time Enrolled in a College Degree Program 76
Last Time Enrolled in a College Course 77
Conclusions 77
Recommendations 81

REFERENCES 82

APPENDICES 90

A. Initial cover letter 91
B. Follow-up cover letter 92
C. The Human Services Survey (Maslach Burnout Inventory) 93
D. Educators demographic data sheet 95

LIST OF TABLES

Table 1: Frequency Distribution and Percent of the Seven Demographic Variables 46

Table 2: Analysis of Variance, Age of Principals 50

Table 3: Analysis of Variance, Years in Current Assignment 53

Table 4: Analysis of Variance, Total Years in Education 55

Table 5: Analysis of Variance, Total Student Population of Schools 58

Table 6: Analysis of Variance, Professional Organizations That Provide Support 60

Table 7: Analysis of Variance, Last Time Enrolled in a College Degree Program 62

Table 8: Analysis of Variance, Last Time Enrolled in a College Course 64

Table 9: No Significant Differences - All P Values Greater Than >0.05 67

Table 10: Significant Differences - All P Values Less Than <0.05 69

Table 11: Subscale Means for Different Groups and Cut-off Scores 78

CHAPTER I

INTRODUCTION

The role of the high school principal has expanded during the past two decades resulting in new demands coming from many different directions. Increased pressure can come from demands for even higher levels of student achievement, maintaining excellent teacher morale, fostering positive relations with the public, and new levels of school accountability (Williamson & Campbell, 1987). These demands appear to be increasing from government agencies, the state, school boards, central offices, teachers, parents, and students (Pierruci, 1985). High school principals face a task of ever increasing complexity and pressure in their roles (Apker, 1984).

The importance of strong leadership by the building principal and as the chief agent of change in the school has been studied and underscored by the National Commission of Education (Cohen, 1982). With the demand for strong leadership has come concomitant psychological and physiological demands on those individuals expected to fulfill the leadership roles - demands that have caused these leaders to extend themselves to their limits and experience what is often called "burnout" (Thompson, 1985; Pierucci, 1985).

Burnout is the result of constant or repeated "emotional pressure" associated with an intense involvement with people over long periods of time (Pines and Aronson, 1981). Both Pines and Aronson noted in their research that educational leaders suffering from burnout were largely ineffective. They tended to react cynically to new ideas and innovations, became rigid in their thinking, and merely attempted to survive in the organization.

The professional who experiences burnout and is unable to deal successfully with the emotional stresses of the job, in many cases, will leave the principalship after years of training and service or, in some cases, never quit and become "deadwood" (Pine and Aronson, 1981).

Burnout is a growing problem among high school principals. The complexity, pressure, and demands on the high school principal come from many directions. All the needs of students, parents, teachers, central office, the state, and the federal government, overload the high school principal (Cedoline, 1982).

The existence of stress, and consequently burnout, for a high school principal, may adversely affect the efficient and effective relationship with teachers, parents, and students. The burned-out high school principal will inevitably have an adverse effect on teachers who in turn can become burned out and have an adverse effect on students. Eventually, the entire school organization and community can be negatively affected by the principal's burnout throughout the entire chain of command in a school (Lee, 1980). There is a need to study the high school principal's perception of burnout.

Statement of the Problem

This study was used to investigate burnout as perceived by public high school principals in Connecticut within categories of demographic differences, and the extent to which burnout affects these principals.

Why is there a need to study principal burnout? Many studies show the relationship of the principal to student performance and teacher burnout. The

study done by Mazur and Lynch (1989) showed results that examined the extent to which a teacher's personality characteristics, organizational system, and the principal's leadership style have had a strong relationship to teacher burnout. This study, done with two hundred high school teachers, showed the influence of personal, experiential, environmental, and health factors on teacher burnout.

Another study done in Canada showed in its findings that principals' working conditions contributing to burnout were: work stress, work overload, deteriorating status, and unsatisfactory interpersonal relationships (Sarrds, 1988).

To date, very few recent studies have been done on burnout in education with focus on administrators. Specifically, burnout among public high school principals is an area of little research, and shows conflicting conclusions (Moore, 1980; Gmelch, 1983; Thompson, 1985; Pierucci, 1985; Iuzzolino, 1986; and Cunneen 1989). Studies are needed which focus on principals who provide direct services to students (Schwab, 1986); therefore, it is vital that with the increasing responsibility of the high school principalship, a study about burnout of Connecticut high school principals takes place. With early identification of burnout through characteristics found from this study, principals and people around them would have more effective schools (Williamson & Campbell, 1987).

Background of the Study

Burnout has been defined as a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that occur among individuals who do "people work" of some kind (Maslach, 1982). The idea of burnout has received increased national attention in the educational field in the last few years. Specifically, professional burnout appears to be a growing problem among school principals (Moore, 1980).

The public high school is a breeding ground for stress, and by the very nature of their job, public high school principals face daily conflicts and confrontations that require attention (Williamson and Campbell, 1987). The demands come from almost every direction, such as students, parents, teachers, central office, school board, and state and federal governments. The high school principal is expected to be disciplinarian, controller, motivator, evaluator, crisis manager, public relations expert, curriculum specialist, and school manager (Moore, 1980). These responsibilities are increased by the fact that the principal is caught between different levels of management, each having different sets of personal demands and expectations (Gorton and McIntyre, 1978).

In 1983, Gmelch surveyed high school principals of schools with populations ranging from 150 students to more than 2700 students, and found an increased frequency of burnout due to four major factors: management of time, relations with supervisors, relations with subordinates, and matters of finance (Gmelch, 1983).

A major cause of concern with burnout is that it is contagious. When the individual affected is a high school principal, the reactions within the school organization may spread rapidly and may have serious long range effects on the organization, its members, and its students (Moore, 1980).

With all of this, if principals are to be effective and efficient administrators and if they are to meet the ever increasing challenges of the high school principalship, they must become aware of their role options, become more aware of the roles that others expect them to adopt, and have a better understanding of the various social forces which affect their role (Gorton, 1982). According to some research, principals need a network of support through formal course work or from their local or state professional organizations (Thompson, 1985).

Past research about burnout in education has covered superintendents (Higgins, 1983), all types of principals in Northwest Ohio (Moore, 1980), California elementary school principals (Pierucci, 1985), principals K-12 in the North Carolina schools (Thompson, 1985) and has added to the body of knowledge about burnout in those areas. This study deals specifically with burnout of Connecticut public high school principals. In this way, this study departs from previous literature and research. Studies mentioned earlier were useful in identifying that there is a problem of burnout in education, but there is very little current existing research that indicates whether a significant problem exists among public high school principals. Presently, to the best of this investigator's knowledge, very few studies exist about burnout directed toward the public high school principal.

Significant findings relating burnout to selected categories of demographic variables when compared to emotional exhaustion, depersonalization and personal accomplishments, could direct future research based on the results of this study. Through research, it has been found that those demographic variables used in this study show significant differences in burnout rate among secondary principals (Moore, 1980). It is hoped that findings from this study may produce the basis for a profile(s) for the prediction of potential burnout producing situations. This all could lead to identification prior to burnout and result in burnout prevention programs for public high school principals.

Definition of Terms

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

Burnout: A syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do "people work" of some kind. It is a response to the chronic emotional strain of dealing extensively with other human beings, and particularly when they are troubled or having problems (Maslach & Jackson, 1986).

Burnout Scores: Mean scores that were received on the frequency scale of the three subscales of: emotional exhaustion, depersonalization, and personal accomplishment of the Maslach Burnout Inventory, (MBI) (Maslach & Jackson, 1986).

Demographic and Other Variables: These are defined as the following personal characteristics of the high school principals involved in this study:

1. Age of Principal;
2. Years at current assignment;
3. Total years in education;
4. Professional organizations that provide support;
5. Enrollment in planned degree program;
6. Enrollment in college courses;
7. Student population of school.

Maslach Burnout Inventory (MBI): This inventory was developed by Christina Maslach and Susan E. Jackson (1986) to measure burnout in human services professionals. This is also referred to as the "Human Services Survey".

Maslach Burnout Inventory Form Ed: This form of the MBI discusses burnout as it relates to educators. It measures the same three burnout scales as the MBI. The only modification of items in the MBI, "Form Ed", has been to change the word "recipients" to "students" (Schwab, 1986).

Depersonalization: This is characterized by negative attitudes and feelings about one's staff, students, and/or parents, or decreased awareness of human attributes of others and a loss of humanity and inner personal interaction (Maslach & Jackson, 1986).

Emotional Exhaustion: Maslach describes it as the depletion of emotional resources and the subsequent loss of feeling of being able to give of oneself at a psychological level (Maslach & Jackson, 1986).

Personal Accomplishment: Maslach described this as the degree of feelings associated with the evaluation of one's competence and successful achievement in working with people (Maslach & Jackson, 1986).

Frequency of Feelings: How often a particular experience occurred for an individual ranging from never (0 on a 0-6 scale) to having occurred every day (6 on a 0-6 scale) (Maslach & Jackson, 1986).

Stress: A psychological process involving three components: emotional exhaustion, physical fatigue, and feelings of low accomplishment and depersonalization as they relate to the performance of one's job.

Public High School Principal: The chief executive or managing officer of a public high school in the state of Connecticut.

Research Questions

This study was designed to investigate burnout as perceived by Connecticut public high school principals as measured by the Maslach Burnout Inventory, 1986, and selected demographic variables. Each of the following research questions was investigated:

1. How do the burnout scores of Connecticut public high school principals compare in different age categories?

2. How do Connecticut public high school principals' burnout scores compare in terms of their years at current assignment?

3. How do Connecticut public high school principals' burnout scores compare in terms of their total years in education?

4. How do Connecticut public high school principals' burnout scores compare in terms of their school size?

5. How do Connecticut public high school principals' burnout scores compare in terms of their involvement with professional support groups?

6. How do Connecticut public high school principals' burnout scores compare in terms of enrollment in a planned degree program?

7. How do Connecticut public high school principals' burnout scores compare in terms of how long it has been since taking a college course?

Limitations and Delimitations

The group examined was limited to public high school principals in Connecticut in the 1989-90 school year. The study was limited to the study of burnout as defined by the Maslach Burnout Inventory and the factors involved in the three phases of emotional exhaustion, depersonalization, and personal accomplishment.

The limitations on this study deal with principals' perception of their relationships and interaction with students, teachers, other administrators, and parents. The threats to internal validity are the self-perception of specific

frequency and intensity of feelings that may vary from individual to individual. This will limit the consistency of the answers. The specific time that the inventory is filled out by the principals may occur under quite different settings and circumstances, thus limiting reliability of the inventory.

Other threats to internal validity were the burnout levels among principals who were measured only by an instrument of self-perceived burnout, the Maslach Burnout Inventory. Also, the validity of the principals' responses were limited by the principal's commitment to the thoroughness of reading and the assumptions of understanding and interpreting the questions in the same way.

The threat to external validity in the study was limited only to conclusions about the group of principals who voluntarily cooperated by answering and returning the survey.

This study was limited to a select group of high school principals in a small state (Connecticut) in a specific region of the country. While the results may apply to all high school principals, the results would have to be verified by replicating the study in a variety of states in all areas of the country and by testing the entire population of high school principals in each state involved.

Finally, it is important to note that many of the principals who completed the surveys either wrote or called to encourage this study and gave very positive feedback about the study and the process.

Organization of the Study

Chapter II contains a review of the related literature and will be concerned primarily with the concept of burnout, burnout of school personnel, perception of burnout, and administrative burnout.

Chapter III will be used to summarize the subjects of the study, the instrument used, and the questionnaire and demographic data sheets.

Chapter IV contains an analysis of the data, including the discussion of the variables and presentation of the findings.

Chapter V will include a summary, the findings, and the conclusions.

Summary

The research indicated that burnout plays an important role in the life of middle managers. This study was about the educational middle manager, the high school principal.

As one of the most important members of the management team, it was critical to investigate the self-perceptions of principals in regard to (1) age; (2) years in current assignment; (3) total years in education; (4) student population of school; (5) professional organizations that provide support; (6) enrollment in a college degree program; (7) enrollment in college courses.

CHAPTER II

REVIEW OF LITERATURE AND RESEARCH

Introduction

The review of the literature and research related to burnout is organized to present:

1. The concept of burnout according to theory and research.
2. Burnout of school personnel and related research.
3. Perceptions of burnout including instruments used and related research.
4. What research has been done relating to administrative burnout.

The Concept of Burnout

Most of the research that has been done on burnout has been atheoretical, in that the variables that were studied and the hypotheses that were proposed have not been clearly derived from a particular theory about burnout. Some feel that this has been because of a lack of well-developed models in the field (Maslach and Jackson, 1986).

Burnout is formally defined and subjectively experienced as a state of physical, emotional, and mental exhaustion caused by long-term involvement in situations that are emotionally demanding (Pines and Aronson, 1988). It has also been explained as a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur

among individuals who work in the area of human services. One of the key components of the burnout syndrome is increased feelings of emotional exhaustion; as emotional resources are depleted, workers feel they are no longer able to give of themselves at a psychological level.

Another part of burnout is the stage of depersonalization, indifference, and negative or poor attitudes toward the people with whom they are working and associating.

A third part of the burnout syndrome is the feeling of lowered levels of personal accomplishments or a tendency to evaluate oneself negatively (Maslach and Jackson, 1986). The most critical impact of teacher and administrative burnout will be on all parts of the educational process or specifically, the students (Farber, 1991; Schwab, 1986; Maslach and Jackson, 1986; and Cunneen, 1989).

Burnout seems to show in people entering the work force who are very highly motivated and very idealistic, hoping their work will give their life a sense of meaning and fulfillment. Burnout is not limited to a small group of professionals, rather it occurs in a wide range of people, particularly those working in the human services area. It has a primary role in poor leadership and management in delivering service in the health, education and welfare professions (Pines and Aronson, 1988).

Burnout that is job-related is not a job-specific hazard. It can happen to college professors and chimney sweeps and devastates their lives. It can pull all of the energy out of homemakers as well as people who drive taxicabs (Veninga and Spradley, 1981). According to Veninga and Spradley, when they started their study of job burnout in the 1970's, they focused on Peace Corp

volunteers and police officers. They found both groups experienced very high levels of job related pressures. They then went on to study nurses, college professors, fishermen, painters, service station attendants, teachers, judges, counselors and more than one hundred other occupations. They found job burnout, while more prevalent in some professions, cut across all of them.

People who are affected by burnout sadly realize they have nothing left in them to give to the people who are in need of their services. Burnout has detrimental psychological effects and studies seem to back it up; it is a major factor in low morale, tardiness, absenteeism, and high job turnover (Pines and Aronson, 1981).

Burnout can lead to an attitude of "I don't give a damn" in people, who at one time in their profession were very idealistic and committed to their work.

Nurses who worked in the intensive care units of hospitals were found to have higher levels of depression, hostility, and were much more anxious than nurses in other units. These same medical personnel showed high levels of dropout and absenteeism which were caused by minor illnesses such as headaches, upset stomachs, and fatigue (Pines and Aronson, 1988).

Studies done by Dworkin, (1987), investigated through large-scale sociological analysis of teacher burnout, link teacher burnout with alienation, commitment, and turnover in the education profession. These studies proposed that principals, more than any other school personnel, can do much to break the functional linkage between school related stress and teacher burnout. Finally, his findings also indicated that burned-out teachers pose a minimal threat to achievement of some children, but that they do have an adverse impact on brighter students.

A study done in the early 1980's, to determine the seriousness of pressures on public school teachers, found that individual pupils who continually misbehaved was the number one cause of job related pressure. The majority of the 3,300 K-12 teachers surveyed, or approximately 58%, felt that students who, on a regular basis would act up, were the major problem. These same teachers reported that the major symptoms of extreme pressure were snappiness, general uneasiness, and depression. It was felt that the symptoms of snappiness, uneasiness, and depression, may influence the teacher/pupil relationships (Feitler and Tokar, 1982).

Maslach and Pines' investigation of the burnout phenomenon has been from the social/psychological perspective of Maslach's work which was based on dehumanization and depersonalization. In 1973, Maslach presented a paper at the American Psychological Association's annual meeting on how Role Related Burnout in Professionals could lead to dehumanized treatment of clients. In Israel, Pines did research on burnout working with individuals as well as groups who worked in human service jobs. Both Maslach and Pines' work was to study burnout from a more research oriented perspective, attempting to identify specific environmental conditions that give rise to burnout. They identified the three central dimensions of burnout: emotional exhaustion; depersonalization; and lack of personal accomplishment.

Long-term exposure to negative pressures have been established as a major factor in burnout (Pines and Aronson, 1981; Maslach, 1982; Schwab, 1986; and Farber, 1991). According to Pines and Aronson, (1981); Maslach and Jackson, (1986), and Faber, (1991), using the three stage model (emotional exhaustion; depersonalization; and lack of personal

accomplishment), it is in the final stage of exhaustion that burnout develops.

The most widely used measure or tool in the field is the Maslach Burnout Inventory (Maslach and Jackson, 1986), which assesses these three factors in measuring burnout in individuals (Farber, 1991).

According to Christine Maslach, (1982), a pattern of emotional overload and subsequent emotional exhaustion is the heart of the burnout syndrome. A person gets overly involved emotionally, overextends him or herself, and feels overwhelmed by the emotional demands imposed by other people. The end result to this situation and one of the three stages of burnout, is emotional exhaustion. People feel tired, used up, and drained. They do not feel they have any energy to face each day (Maslach, 1982).

The day-to-day routine is one way many people detach themselves from any real relationship with others. The development of this detachment with some type of callous or dehumanized feelings indicates the second aspect of the burnout syndrome, depersonalization. The individual begins to develop a poor opinion of other people, seeing and expecting the worst from them, and starting to dislike them (Maslach, 1982).

Feeling negatively about other people can progress until it involves being down on oneself. People who work in the human services area begin to feel distress or guilt about the way they think or the way they mistreat others. They see themselves turning into cold, uncaring, people who nobody, especially themselves, likes very much. This is the third aspect of burnout, a feeling of reduced personal accomplishment (Maslach, 1982).

When Maslach began her research into the burnout syndrome in the 1970's, almost nothing was known about it. Very little had been written and research was nonexistent. As Maslach continued to study burnout, her research started to involve more systematic tests of her ideas relating to the burnout syndrome. Her original studies were done in collaboration with Ayala Pines and investigated burnout among day-care workers (Maslach and Pines, 1980). Other studies were done with Susan E. Jackson when they developed a standardized scale measure, called the Maslach Burnout Inventory, (MBI) (Maslach and Jackson, 1986).

Almost everyone will experience burnout given a certain combination of environmental conditions. People who start with the highest ideals are likely to experience the most severe burnout. The only cases where this does not happen is when they managed to develop effective coping strategies on their own. Alienation will happen to people who have never wanted anything from their job, except a paycheck. Burnout most often happens to people who started their work caring the least about their paycheck (Pines and Aronson, 1981).

Pines and Aronson, (1988), interviewed many workers in the helping professions suffering from burnout. They offered this description of a person who experienced burnout:

> Sue was thirty-two, bright, warm, and sensitive. She wanted to "help people" and to "make the world a better place". Although she received a Master's Degree in Social Welfare, nothing in her background or training could prepare her for the stresses she would face in her work. Sue's first job was in a residential program for psychiatric patients.

After three years, Sue felt she had to leave the job. "I got tired of working with chronic patients", she said. Sue accepted a position as Family Counselor for a police department. Her unit was responsible for responding to domestic disturbance calls and for training police officers in family crisis intervention.

After a while, Sue felt frustration and futility. Sue also felt isolated and frustrated on her job. It was always the same people in the same situations.

After a while, Sue stopped listening. She stopped being empathetic. She lost her compassion in order to survive emotionally. She felt that there was no flexibility and no encouragement of personal development by the department or by her boss.

After two years, Sue noticed the signs of burnout. Her response was to work harder. She started teaching one course each quarter at a community college. Living this way increased her burnout. Sue felt that she could not take anymore, and after four years with the police department, she quit her job.

Sue's case presents many of the elements that characterize burnout of professionals in the human services field.

Self-doubt and pessimism can infect burnout. They may also develop deep feelings of discontent. These feelings of discontent can become so profound that the person experiencing burnout may seek any avenue of escape open to him or her; job change, desertion of family, bankruptcy, or even suicide (Veninga and Spradley, 1981).

One of the major goals in studying the problem of burnout is to determine effective strategies for dealing with it. There are many theories about how to handle burnout but virtually no concrete evidence as to what actually works and what does not. The long-term impact of any intervention is not easy to assess, but such studies are essential for improving future strategies for change (Maslach and Jackson, 1986).

Burnout of School Personnel

The original Maslach Burnout Inventory was designed to measure burnout in a wide range of people in helping professions. In the last few years, there has been new interest in burnout of teachers and school administrators. Specifically, there are several reasons for a new high interest in teacher burnout. The teaching profession is one of the largest and most visible professions in the United States. Therefore, there is the increased pressure by society on the teaching profession to correct social problems such as drug, alcohol, and sexual abuse and to educate students academically, teach to a wide range of students, and encourage moral and ethical development. Finally, a large number of national reports (A Nation at Risk, 1983; Action for Excellence, 1983; Horace's Compromise, 1984; and A Place Called School, 1984), have shown that large numbers of teachers are leaving the profession while fewer are choosing to become teachers. All of this has led to shortages of good teachers in certain academic areas and a forecast of future shortages in all areas.

Because all of this has caused a high interest in teacher burnout and the need for more research in this area, the MBI, Form, Ed., was developed. This form of the Maslach Burnout Inventory relates to burnout as it applies to teachers (Schwab, 1986).

According to Barry Farber in his work in the 1980's, his results were interpreted to mean that 77% of urban teachers and 70% of suburban teachers were burned out (Faber, 1984). A study that compared 319 Minnesota public school teachers, in grades K-12, to Maslach and Jackson's norms found that

19% scored in the high range (upper third) in terms of emotional exhaustion; 14% in the high range of depersonalization; and 25% in the high range of lack of personal accomplishment (Birmingham, 1984).

Studies completed by Farber in the 1980's to determine the extent of teacher burnout included surveying 693 public school teachers from both urban and suburban school districts in the New York City area. The measures used with these teachers were the Teacher Attitude Survey (TAS) which was a modified version of the Maslach Burnout Inventory. This study concluded that burnout rates are higher among teachers in urban schools than teachers in suburban schools.

The percentage of teachers who feel that they would not choose to teach if they had to make a career decision again, according to a study completed in the mid-eighties, was 31%. This was based on a nation-wide survey done on public school teachers (Goodlad, 1984).

A report examined the extent to which teachers' personality characteristics, organizational structure, and principals' leadership styles are determinants of teacher burnout. This study of 200 high school teachers found that the principal had an effect on teacher burnout (Mazur and Lynch, 1989).

Another study explained the relationship among teachers' cognitive styles, their preference of leadership styles, and their susceptibility to stress. The research showed, from the self-reports of elementary teachers, that non-analytic teachers who prefer principals who stress process, rather than task, appear less susceptible to occupational stress than the more analytic and realistic teachers (Kagan, 1989).

Some studies have shown the influence of the building principal or building administrator on teacher burnout. This research shows that administrators can help teachers avoid burnout by recognizing teaching efforts, advising without prescribing solutions, and treating all faculty in a collegial manner (Tursman, 1989).

Another study showed that the principal plays a key role in teacher burnout and teacher stress, as both a major source of support and the major source of stress (Schlansker, 1987).

People in the human services professions are generally a highly educated group, with the vast majority of them having college backgrounds and many with post-graduate training. For the most part, people with different amounts of education are not dramatically different with respect to burnout. As with the variable of gender, they are more alike than different (Maslach, 1982).

New teachers often experience stress after a period of time and then their attitudes change towards students. In one case, a newly appointed college professor promised herself she would be caring and helpful as the educator she always wanted to be. She always made herself available to her students and encouraged them to come to her office or call her at home. The students enjoyed her openness and responded enthusiastically by having daily contact with her. They would see her at the market, the movies, and at the beach. After awhile, her office hours became shorter and she would only see students by appointment. Her office door was locked as were all doors in that department. Finally, she found herself cursing the street every time she saw a young adult coming towards her on the street. It all ended by her feeling like she did not want to teach anymore (Pines and Aronson, 1981).

Often, the experience of burnout not only leads to the development of negative attitudes towards oneself, but also spills out over one's clients, colleagues, friends, and family members, and may lead to marital conflict and deteriorating personal relationships, (Pines and Aronson, 1981).

There are five common hopes that people bring to their jobs in our society: a hope for advancement; a hope for more freedom; a hope for increased earnings; a hope for learning and doing new things; and a hope for solutions to enduring work problems. If any of these expectations wither or die, the job can become a dead-end and the person can burn out, (Veninga and Spradley, 1981).

> Veninga and Spradley, (1981), state that with nothing to look forward to in a job, this can lead to burnout. They give the following example:
>
> Marlene Randle never dreamed that teaching could turn sour. At twenty-three, she took a job at Kennedy High School, in Kansas City, MO, teaching English literature. Excited by her subject, she thrived on the challenge of "turning kids on to Chaucer". By the end of her third year, she hit her stride, and enjoyed the company of the other teachers.
>
> With cost-of-living and merit increases, her salary moved her slightly ahead of inflation. The students voted her "Teacher of the Year", and the P.T.A. gave her a commendation for "Teaching Excellence". Then, during her eighth year at Kennedy High, her contentment began to wane. The job had begun to lose its challenge; she decided to explore new areas of her teaching. She proposed to the department that they drop two sections of Chaucer and teach Twentieth Century British novels. But, two teachers with seniority voted against the change; they thought it might relinquish their academic territory.

> Fighting staleness, Marlene ordered a new book for her survey class. Before the end of the semester, two parents complained to the principal and she was ordered to go back to the old textbook. Marlene grew increasingly resentful of the "system", and it spilled over into her evaluation of the students.

Like many teachers, the rewards from teaching had evaporated for Marlene. Boxed in by students, parents, petty rules, a promotion freeze, and department policy, she had little opportunity for personal growth or new challenge.

Nationwide, approximately fifteen percent of the new teachers leave after their first year of teaching, compared to the overall teacher turnover rate of six percent. This means that the new teacher is about two and one-half times more likely to leave the profession than the veteran or more experienced teacher. Of all first-year teachers, about forty to fifty percent will leave during the first seven years of their careers, and more than two-thirds of those will leave in the first four years of teaching (Stone, 1987).

Principals can make a difference. Principals who do not often give support, who are never seen, who give very little feedback, and who talk down to teachers, can have a negative influence on teachers. Those principals who express praise, encouragement, support, and constructive criticism, can have a positive effect on teacher performance in the classroom, (Stone, 1987).

All the components of school-based management (SBM) which offers teachers and parents greater participation in decision-making, have the potential for improving the context of urban teaching. This can make for a greater sense of efficacy and control among teachers, and stronger teacher-student connection (Farber and Ascher, 1991).

Pupil assignment, professional development, and evaluation are all connected to teacher well-being. Of all the components, only curriculum initiatives will improve teaching and instruction, and learning is the best way to decrease teacher burnout.

Curriculum initiatives, such as multi-disciplinary units, new approaches to mathematics or reading, and multi-cultured education can give teachers a renewed sense of excitement and draw faculty together in collaborative ventures. If these initiatives are tailored to students' needs, they can improve performance and even the teachers' sense of efficiency (Faber, 1991).

Perception of Burnout

The term, "burnout", was developed or coined by Herbert Freudenberger in 1974. He was a Clinical Psychologist who was familiar with stress exhibited by people working in institutions, such as free clinics and halfway houses.

Currently, the only burnout research studied focuses on people in the human services area, such as nurses, teachers, physicians, police officers, social workers, and other occupations that have large amounts of contact with people needing help (Jackson and Schwab, 1986).

Generally, the consistent findings in most of the studies and research on burnout led Christina Maslach and Susan E. Jackson to develop the three subscales (emotional exhaustion, depersonalization, and personal accomplishment) of burnout and to devise an instrument to assess its effects.

The instrument used was the Maslach Burnout Inventory (MBI), which assesses the different aspects of experienced burnout. It has been found to be reliable, valid, (see data in Chapter 3) and easy to administer (Maslach and Jackson, 1986).

The Maslach Burnout Inventory has become widely used in the field of stress and burnout. The MBI assesses the three components of burnout as described before, and it will give the examiner three scores. Maslach and Jackson reported both convergent and discriminant validity evidence for the MBI. Convergent validity evidence included significant correlations between employees' MBI scores and co-workers' descriptions of employees' reactions to clients, spouses' descriptions of employees' behaviors at home, caseload sizes, and amounts of time spent in direct contact with patients.

Discriminant validity evidence included low correlations between the MBI scores and job dissatisfaction, and nonsignificant correlations with social desirability scores (Jackson and Schwab, 1986).

The original MBI assessed two dimensions for each of the three subscales; one for frequency of feelings, and one for intensity of feelings. It was found that the two dimensions are highly correlated when used with teachers, so it was decided to use only the frequency scale after 1986 (Schwab, 1986).

The development of the MBI was based on the need for an instrument to measure experienced burnout in a wide range of people in the human services area. It is believed by the authors of the MBI that further development of the instrument could enhance its usefulness.

Some areas of future research may be in subscale patterns. At present , the three subscales of the MBI (emotional exhaustion, depersonalization, and

personal accomplishment) are kept separate and are not combined into an overall score. If there is a way to combine the subscales, this should be done on an empirical basis. With no data, the authors are not clear if the subscales should be added together or if there should be a weighting of the three subscales. Higher scores on one subscale, such as emotional exhaustion, with a low score on depersonalization, and a high score on personal accomplishment, may mean the person is in a different stage or phase of the burnout syndrome (Maslach and Jackson, 1986).

Another area for future investigation may be group norms. The authors state that the norms found in the Maslach Burnout Inventory Manual are based on data collected from different parts of the country by various researchers. They would find it useful for other occupations and demographic groups to have research collected so they can expand the present norms (Maslach and Jackson, 1986).

Finally, another area for future research is occupational generalizability. The wording of some of the MBI items refers directly to the employee-recipients relationship. This makes it difficult for any research that attempts to examine the generalizability of the burnout concept to other, non-human service areas. The need is there for the revising of the wording of the MBI and to establish independent evidence of validity and reliability (Maslach and Jackson, 1986).

The original Maslach Burnout Inventory, was designed to measure burnout in a variety of human service professions. A number of studies have focused specifically on the teaching professions (Schwab, 1986). There are

many reasons why burnout in teachers is so important. The teaching profession is one of the largest and most visible professions in the country. Teachers are under increased pressure by society to help correct social problems such as drugs, alcohol, and sexual abuse. They must also educate students in academic and skill areas, provide enrichment activities, and meet the individual needs of every student (Farber, 1991).

With so much interest in teachers and teacher burnout, and the need for more studies and research, the MBI, Form, Ed., was developed by Richard L. Schwab. The MBI, Form, Ed., measures the same three burnout scales as the MBI. The MBI, Form, Ed., varies in that some items have been modified. When administering the MBI, Form Ed., you follow the same procedures. The only modification of items in the MBI, Form, Ed., has been to change the word "recipient", to "students". As a teacher, students can be considered the teachers' recipients (Schwab, 1986).

Two studies, one by Edward Iwanicki, and Richard Schwab, in 1981, with 469 Massachusetts teachers and and another by Gold, in 1984, with 462 California students, all support the three-factor structure of the MBI, Form, Ed.

To date, the majority of burnout research in education has been on classroom and special education teachers. Studies are needed that are directed toward educational administrators who not only supervise other educators, but in many ways provide direct services to students. This would include administrators like principals, assistant principals, teaching principals, head teachers, and department chairpersons (Schwab, 1986).

Administrative Burnout

Research supports the widely accepted belief that leadership qualities of the building principal are the major factors in explaining school effectiveness. This is based on the measure of variables such as student achievement, teacher morale and job satisfaction, student behavior, and community perception of educational quality (Feitler and Tokar, 1983).

Most people believe that the work of principals is stressful. They are overworked, constantly under fire, and generally unappreciated. Many are functioning at levels far below their abilities because of prolonged stress (Roberson and Mathews, 1988).

A search of the research, studies and literature, show very little current information on administrative burnout, or specifically, principal burnout. Studies conducted by Higgins, (1983), "An Analysis of the Relationship Between A Superintendent's Burnout Responses and Selected Burnout Indicators" and Cunneen's (1989), "Leadership Styles and Perceived Stress/Burnout Levels of New Hampshire School Superintendents'", deal only with the superintendency.

Research relevant to burnout in the principalship has been studied by Moore (1980), "Differences in Burnout Among Principals Within Categories of Demographic Variances"; Thompson (1985), "Stress and Burnout: A Comparison of Principals in North Carolina School Districts"; and Pierucci (1985) "Burnout Levels and Leadership Characteristics of California Elementary School Principals". All of these studies deal with a type of principal; elementary, middle and high school. They do not deal specifically with the high school principal.

One study which deals with the high school principalship was done by Robert Iuzzolino (1986) who compiled research entitled, "Perceived Job-Related Stressors and Coping Strategies Among High School Principals in Pennsylvania". This study dealt more with stress than burnout. The research related to secondary school principals is incomplete at the present time.

Clearly, from the literature, research, and studies about burnout, a school principal suffering from the burnout syndrome can directly influence teachers in the same building to also become burned out (Farber, 1991).

Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teachers in 1983, said, "Principals set the tone of schools. They determine, in large measure, the environment for students. They are also closely involved with communities. We at the Carnegie have found that every successful school has a thoughtful, hardworking, and committed principal in charge".

In 1990, The National Association of Secondary School Principals released a report entitled, "High School Leaders and Their Schools". In the summary of this national report some of the recommendations are as follows: (1) The most effective schools had strong and creative principals; (2) A positive school climate was evidenced of a functioning school culture. The climate of a school was perceived more positively if the principal was perceived as strong, stable, and predictable; and, (3) Administrative team success was limited primarily by the level of school autonomy, the position power of the principal, the school-community environment, and staff members' competence, diversity and stability.

The building principal has consistently been identified as a key ingredient in a successful school. Principals of effective schools exhibit common attitudes and leader behaviors, such as supportiveness, tolerance and tender strengths. They spend time in classrooms and interact frequently with teachers and have an ability to develop alternatives (Feitler and Toker, 1983).

The review of the literature has indicated several definitions of burnout and factors that could cause job related burnout with consequences that may affect the interaction of people on the job setting. The literature further shows that these consequences may in the long term result in emotional exhaustion, depersonalization, and loss of personal accomplishment which are all phases of burnout.

Presently, very few studies have been found which have examined the phenomenon of burnout among high school principals and possible relationships with demographic variables. The literature indicated that examination of burnout in jobs where there is a great deal of people interaction and assistance may reveal more clearly an understanding of this syndrome.

Summary

The purpose of this chapter was to review related literature regarding the principal's role, concept of burnout, burnout of school personnel, perception of burnout, and administrative burnout. The literature revealed the relationship between burnout and people who work in the human services areas, such as lawyers, social workers, physicians, police officers, teachers, and others.

In reviewing the literature, special consideration was given to defining burnout and delineating factors that contribute to burnout. It was revealed that with people burnout, it is usually attributed to other people and working conditions.

Symptoms of burnout, according to the literature, include physical and emotional exhaustion, the development of a negative self-image, negative job attitudes, and a loss of concern and feeling for the client. Also, feelings of depersonalization and reduced personal accomplishment provide symptoms of burnout.

The literature shows the important role of the principal in schools. A study of the high school principalship is helpful because principals suffering from the burnout syndrome may not have the energy and flexibility necessary to effectively deal with the situational variables of being a public school administrator. Thus, the major purpose of the review of literature was to establish a background on which the present research is based.

Chapter III deals with the methods and procedures of this study.

CHAPTER III

METHODS AND PROCEDURES

Introduction

As has been mentioned, research on stress and burnout among high school principals is an area of little research. Significant findings relating burnout to selected categories of demographic differences could redirect future research efforts and expand on the results of this study. It was the aim of this study to investigate burnout as perceived by public high school principals in Connecticut with those selected categories of demographic differences.

The educator's demographic data sheet was used to obtain information as a result of the survey of literature. The demographic data sheet asked the following questions:

1. What is your age (30-34; 35-39; 40-44; 45-49; 50-54; 55-60; 60+)?
2. What grade levels are your school (9-12 or 10-12)?
3. How many students are you responsible for?
4. How many years in your current assignment?
5. How many years in education?
6. What are your professional affiliations?
7. How many years/months since taking a college course?
8. How many years/months since enrolled in a degree program?

This chapter will be used to explain and describe the subjects of the study, the instruments used, the questionnaire, the demographic data sheet, data collection procedures, and organization of the data.

Subjects of the Study

The public high school principals in Connecticut comprised the population for this research. At the time of this study, May of 1990, there were 135 public high school principals in Connecticut.

In the fall of 1989, a letter was sent to Michael H. Savage, Executive Director Connecticut Association of Secondary Schools, requesting that the Sub-Committee on Professional Studies, endorse a study relevant to public high school principal burnout.

The request was taken not only to the Professional Studies Board, but to the Board of Directors of the Connecticut Association of Secondary Schools. A letter was received from Michael H. Savage indicating that the Connecticut Association of Secondary Schools had endorsed the survey, relevant to perceived burnout of public high school principals in Connecticut. A list of all high school principals in Connecticut was obtained from the directory of the Connecticut Association of Secondary Schools. A letter was drafted in the spring of 1990 which would be sent to all 135 principals. In this letter, It was stated that this was a Doctoral research project designed to obtain data relevant to the degree of frequency of stressful situations encountered by the high school principal.

A questionnaire containing 22 questions plus a demographic data sheet were included in this mailing. It was stated that this study was endorsed by the Connecticut Association of Secondary Schools' Board of Directors. The individuals were assured that their responses would be kept in strict confidence and that only whole group results would be reported. Each letter and survey contained identifying numbers on each form which were only for record keeping purposes.

In this first mailing, the Maslach Burnout Inventory questionnaire, a demographic data sheet with a cover letter, and a self-addressed envelope were mailed to all 135 high school principals. By May 25, 1990, 98 completed surveys and demographic data sheets were received.

A second letter was sent on May 31, 1990, to those principals who had not responded by the first cut-off date of May 25, 1990. The second letter indicated that approximately one month before, a letter had been sent with two short surveys, the Maslach Burnout Inventory, and a demographic data sheet. It was indicated that to date, the individual principal's completed forms had not been received. It was indicated in that letter, that if the response was in transit, the individual principal was thanked for his/her cooperation.

After the second letter, which was mailed to the 38 principals who had not responded by the first closing date, 14 more survey responses were received from principals. This made a total of 112 surveys, or 83% of the 135 public high school principals in Connecticut that returned completed Maslach Burnout Inventory surveys and a completed demographic answer sheet. It is important to note that in three cases, one question was left unanswered on either the Maslach Burnout Inventory, or on the demographic data sheet. In

those three cases, a call was made to the principal asking for the additional information, based on the question that needed a response. In all three cases, a verbal answer was received to the previously unanswered question.

Both letters and a copy of the survey sheets and demographic data sheet are included in the appendices (Appendices A and B).

A form was obtained from the University of Connecticut and approved by the Research Foundation giving me approval of a survey questionnaire to be mailed to the principals. Permission was obtained in advance from the University of Connecticut Research Foundation, prior to the mailing of the Maslach Burnout Inventory and demographic data sheet.

The following is a brief summary of some of the characteristics about the population surveyed:

1. Almost 53% of all of the public high school principals in Connecticut have schools smaller than seven hundred eighty-six (786) students.

2. Almost 51% of all of the public high school principals in Connecticut have been at their assignment five (5) or less years.

3. Almost 51% of all of the public high school principals in Connecticut have been in education twenty-four (24) or less years.

4. Almost 52% of all of the public high school principals in Connecticut have taken a college course in the last five (5) years.

5. Almost 50% of all of the public high school principals in Connecticut have been in a planned degree or diploma program at a college or university in the last nine (9) years.

6. Almost 58% of all public high school principals were 49 years old, or younger, in the state at the time of the survey.

7. Almost 36% of all of the high school principals who responded to the survey have five or more different support groups that they belong to.

The Instrument Used

The instrument used to gather the data for this survey was the Maslach Burnout Inventory Form Ed., that was developed and validated by Christina Maslach and Susan E. Jackson in 1981, and Richard Schwab in 1986 who helped write the Form Ed. edition. In the 1981 edition of the inventory, both frequency reporting and intensity reporting were given for the inventory. As a result of further research conducted using the Maslach Burnout Inventory, the authors found sufficient evidence to suggest that fairly high correlations existed between the two dimensions to warrant the reporting of only one of the two dimensions; therefore, the Maslach Burnout Inventory used only one score for frequency rather than two scores including intensity.

According to the Maslach Burnout Inventory manual, second edition, no special qualifications or procedures are required of the individual who scores the MBI. Ideally, the individual should be seen as a neutral person, and if the scorer is well known to the respondents, he or she should be someone that they trust.

Correlations between the frequency and intensity dimensions across individual items ranged from .35 to .73, with a mean of .56. As a result, in the 1986 edition, the intensity scale has been deleted from the scoring of the inventory (Mistry, 1990). Reliability coefficients reported on the MBI were based

on samples that were not used in the item selections so as to avoid any improper inflation of reliability estimates. Internal consistency was estimated by Cronbach's co-efficient alpha. The integral consistency for the subscales were the following for frequency: .90 for emotional exhaustion; .79 for depersonalization; and .71 for personal accomplishment. The standard error of measurement for each subscale is as follows: 3.80 for emotional exhaustion; 3.16 for depersonalization; and 3.73 for personal accomplishment, (Maslach & Jackson, 1986).

It should be noted that the researcher used the "Educators Survey" of the Maslach Burnout Inventory. The only modification of items in the MBI and the MBI Form Ed; has been the change of the word "recipients" to "students" (Schwab, 1986). In the teaching profession, students are the teachers' recipients. This change was made to insure clarity and consistency in the interpretation of the items. Two studies substantiate the validity and reliability of the MBI Form Ed. with these changes. Factor analytic studies by Iwanicki and Schwab (1981) with 469 Massachusetts teachers, and Gold (1984) with 462 California students, support the three-factor structure of the MBI Form Ed. In regards to reliability, Iwanicki and Schwab report Cronbach alpha estimates of .90 for emotional exhaustion, .76 for depersonalization, and .76 for personal accomplishment; while Gold reports estimates of .88, .74, and .72, respectively. These reliabilities parallel those of the MBI (Maslach & Jackson, 1986; Schwab, 1986).

Mean scores for teachers are reported in Table 11 in Chapter Five. As indicated in Table 11, teachers tend to have slightly higher mean scores on Emotional Exhaustion (teachers mean = 21.25, overall sample mean = 20.99);

substantially higher scores on Depersonalization (teachers mean = 11.00, overall sample mean = 8.73); and lower scores on Personal Accomplishment (teachers mean = 33.54, overall sample mean = 34.58). Since the mean scores vary from the overall sample, the cut-off points for classifying teachers who are experiencing high, average, and low levels of burnout vary from other subgroups and the overall sample, according to Schwab.

Questions on the MBI were designed to measure hypothetical aspects of the burnout syndrome. Questions are written in the form of statements about personal feelings, attitudes, and perceptions of both self and recipients. The twenty-two (22) item inventory is based on three (3) aspects believed, by the authors, to be important in the burnout process. The three subscales are: emotional exhaustion; depersonalization; and personal accomplishment. The emotional exhaustion subscale describes feelings of being emotionally over-extended by one's work. The depersonalization subscale describes an unfeeling and impersonal response towards recipients of one's service (teachers or students). The personal accomplishment subscale describes feelings of competence and successful achievement in one's work with people.

For all three subscales of emotional exhaustion, depersonalization, and personal accomplishment, feelings were measured by marking a seven-point scale from never (0) to occurring every day (6) (on 0-6 scale). Using the MBI Form Ed. questions, 1, 2, 3, 6, 8, 13, 14, 16, and 20, deal with the subscale of emotional exhaustion. Questions dealing with depersonalization are 5, 10, 11, 15, and 22. Personal accomplishments statements are included in questions 4, 7, 9, 12, 17, 18, 19, and 21. A high degree of burnout is reflected in high scores on the emotional exhaustion and depersonalization subscales, and in low

scores on the personal accomplishment subscales. An average degree of burnout is reflected in average scores on the three subscales. A low degree of burnout is reflected in low scores on the emotional exhaustion and depersonalization subscales and in high scores on the personal accomplishment subscale.

According to the authors, cutoffs using the MBI Form Ed. for the subscales are as follows:

	Emotional Exhaustion (EE) Frequency	Depersonalization (DP) Frequency	Personal Accomplishment (PA) Frequency *
High	27 or over	14 or over	0-30
Moderate	17-26	9-13	31-36
Low	0-16	0-8	37 or over

* Scored in opposite direction from EE and DP.

While the MBI, Form Ed., cannot be used as a clinical-diagnostic tool to label individuals as burned out, it can be used as a self-assessment tool. Individuals can compare their scores to the norms presented in the chart above to see where they stand in relation to other educators (Schwab, 1986).

Demographic Data Sheet

Studies using the MBI with educators have identified personal, organizational, and role-related conditions that are related to the three MBI scales. These studies have identified some recurring themes and unanswered questions worthy of noting for future research.

Age has been shown to be a significant prediction of emotional exhaustion with younger teachers tending to score higher than older teachers (Schwab, 1986).

The selected demographic characteristics which were examined included the following:

How do Connecticut public high school principals' burnout scores compare to their age? In the initial attempt to categorize principals by age, the following four years per cell breakdown was used for survey purposes: (30-34), (35-39), (40-44), (45-49), (50-54), (55-60), and (60+).

How do Connecticut public high school principals' burnout scores compare with their years at current assignment? There was one question to obtain the data for this; how many years have you been in your current assignment? _____ years.

How do Connecticut public high school principals' burnout scores compare with their school size and number of students for which they are responsible? There was one question to obtain the data for this; how many students are you directly responsible for? _____ students.

How do Connecticut public high school principals' burnout scores compare with their total years in education? There was one question with one space to fill in to obtain the data for this; how many years have you been in education? _____ years.

There was one question with six choices and the principals could check off as many spaces as was desired to obtain the data for this;

Please check all professional organizations that you belong to that provide you with support (emotional and professional):

Connecticut Association of Secondary Schools _____

Connecticut Association for Supervision and Curriculum Development _____

Your school's Athletic Conferences _____

Informal/formal regional principals' groups _____

Educators' fraternal organizations _____

Other (specify) _____

How do Connecticut public high school principals' burnout scores compare with enrollment in a planned degree program? There was one question with one space to fill in to obtain the data for this; how long has it been since you were in a planned, degree, or diploma program at a college or university? _____ years;

How do Connecticut public high school principals' burnout scores compare with how long has it been since taking a college course? There was one question with one space to fill in to obtain the data for this; how long has it been since you took a course at a college or university? _____ years.

Discussion of the Variables

For the purpose of this study, the research questions tested were based on perceived burnout levels of public high school principals in Connecticut across frequency of emotional exhaustion, depersonalization, and personal accomplishment. All three sub-levels were tested across levels of the following seven demographic variables: age of principal; years at current assignment; total years in education; student population of school; professional organizations that provide support; last time enrolled in a planned college program, and last time enrolled in a college course.

The small size of some of the categories within the age group required the collapsing or combining of numbers into larger groups for statistical purposes. Specifically, the 30-34 year old and 60+ year old were collapsed and combined. The 30-34 year old were added to the 35-39 year old and the 60+ were added to the 50-60 year old group. This collapsing and combining of the two categories was performed to prevent the bias of significant differences within a variable by a small group of principals. Group sizes or cells of approximately twenty-eight (28) principals were used to determine whether a category, level or cell should be combined and what the cut of each cell would be. To be able to do the most accurate one-way analysis of variance (ANOVA) and detect any significant differences within each of the three sub-scales, four cells of almost equal size (28 principals) were used except in the demographic variable of professional organizations that provided support where only three groups were used.

Organization of Data

The data from the surveys for this study were prepared by developing cells for each demographic question. For each demographic variable, except professional organization that provided support, four cells were established with each cell approximately the same size. The number within each cell was: Age; 20, 27, 27, 38; years in current assignment; 26, 27, 28, 31; total years in education; 27, 27, 28, 30; total number of students in schools; 26, 27, 28, 31; planned diploma programs; 23, 26, 29, 34; college courses; 24, 25, 29, 34. The only area with three cells, rather than four, was professional organizations that provide support. With this variable, the responses would not work in four cells so three cells were used. Then, each survey was coded according to each category developed for the research question.

A one-way analysis of variance (ANOVA) of the mean subscale scores was performed across the different categories of each demographic variance. This statistical test was rigorous enough to permit a credible analysis of the data and to detect any significant differences within each of the research questions. When significant differences were found, a post-hoc test, (Tukey -t), was done to differentiate where the significance lay.

Summary

The function of this chapter was to set forth an explanation of the procedures used in the collection and treatment of the data. This chapter gave a description of the source of the data; how it was collected; an explanation of the Maslach Burnout Inventory Form Ed.; and what procedures were used for data analysis. Chapter III was not filled with an analysis of the specific statistical data that was obtained through the survey, but was rather a description of the MBI Form Ed., and a discussion of how the data would be used.

Chapter IV will discuss the data from the seven demographic variables and address the analysis of all the data with a presentation of the findings.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

This chapter deals with the analysis of the research questions involving the seven demographic variables, (age of principal; years at current assignment; total years in education; student population of school; professional support organizations; enrolled in college courses; and enrolled in college degree programs). It also deals with the results of the one-way analysis of variance (ANOVA) and the results of the post-hoc test, (Tukey-t). The data analysis used the data from 112 public high school principals in Connecticut who responded to the Maslach Burnout Inventory and demographic data sheet. This was 83% of all public high school principals in Connecticut.

Seven Demographic Variables Data

Table 1 shows how the information taken from the Maslach Burnout Inventory, returned by principals, was placed in cells. This table presents the (1) demographic variables; (2) group range; (3) frequency; (4) percent.

Table 1

Frequency Distribution and Percent of the Seven Demographic Variables

Demographic Variables	Group Range	Frequency	Percent
N =112			
1. Age of principal	0-44 years old	38	33.9
	45-49	27	24.1
	50-54	27	24.1
	55 and over	20	17.9
	TOTAL:	112	100
2. Years in Current Assignment	0-2 years	27	24.1
	3-5	31	27.7
	6-11	28	25.0
	12 or more	26	23.2
	TOTAL:	112	100
3. Total Years in Education	0-20 years	27	24.1
	21-24	30	26.8
	25-30	28	25.0
	31 or more	27	24.1
	TOTAL:	112	100

Table 1 Continued

Demographic Variables	Group Range	Frequency	Percent
4. Total Number of Students in Schools	0- 529 students	31	27.7
	530- 785	28	25.0
	786-1100	27	24.1
	1101 or more	26	23.2
	TOTAL:	112	100
5. * Professional Organizations that provide support	0-3 organizations	32	28.6
	4	40	35.7
	5 or more	40	35.7
	TOTAL:	112	100
	* Only three cells		
6. How Long Since You Were in a Planned Diploma Program?	0- 2 years	26	23.2
	3- 9	29	25.9
	10-15	34	30.4
	16 or more	23	20.5
	TOTAL:	112	100

Table 1 Continued

Demographic Variables		Group Range	Frequency	Percent
7.	How Long Since Taking a College Course?	0-1 years	24	21.4
		2- 5	34	30.4
		6-10	29	25.9
		11 or more	25	22.3
		TOTAL:	112	100

Analysis of the Data and Presentation of the Findings

The data obtained from both the surveys, the Maslach Burnout Inventory and the Demographic Data Sheet, were analyzed in the following manner:

1. All Maslach Burnout Inventory surveys were scored into the three subscores:
   a. emotional exhaustion
   b. depersonalization
   c. personal accomplishment
2. All demographic data sheet information was coded according to the MBI scoring key and the value was placed on each survey.
3. Equal cells of four groups, except for professional support groups (only three cells), were designed for each of the seven demographic variables for the purpose of balance.

4. All three subscales from the Maslach Burnout Inventory and Demographic Data Sheet information were analyzed.

5. A one-way analysis of variance (ANOVA) of the mean subscale scores were performed across the different categories of age; year in current assignment; total years in education; school size; support groups; degree programs; and college courses.

6. When significance difference was found, a post-hoc test, (Tukey-t), was used (with an alpha level of 0.05).

Age of Principal

To begin the process of finding if significant difference existed with the age of the principals, four cells were created. Each cell had a year span of four years (0-44; 45-49; 50-54; and 55 and over). The smallest cell had twenty principals in it (55 and over) and the largest was thirty-eight principals (0-44). All information from each of the subscales (emotional exhaustion, depersonalization, and personal accomplishment) from each principal was subjected to computer analysis. The outcome is reported in Table 2.

Table 2

Analysis of Variance, Age of Principals

Subscale: Emotional Exhaustion

Source	D.F.	Sum Of Squares	Mean Squares	F Ratio	Prob.
Between Groups	3	365.4982	121.8327	1.0610	.3688
Within Groups	108	12400.9929	114.8240		
TOTAL:	111	12766.4911			

Subscale: Depersonalization

Source	D.F.	Sum Of Squares	Mean Squares	F Ratio	Prob.
Between Groups	3	82.3644	27.4548	1.2896	.2817
Within Groups	108	2299.3141	27.2899		
TOTAL:	111	2381.6786			

Subscale: Personal Accomplishment*

Source	D.F.	Sum Of Squares	Mean Squares	F Ratio	Prob.
Between Groups	3	380.4812	126.8271	4.2625	.0069*
Within Groups	108	3213.4384	29.7541		
TOTAL:	111	3593.9196			

* Denotes significant differences.

Table 2 Continued

Analysis of the Results of the Post-Hoc Test, (Tukey-t)

Personal Accomplishment vrs Age of Principal P=.0069

Mean	Group	1 (0-44)	2 (45-49)	3 (50-54)	4 (55+ yrs)
38.60	4 (55+ yrs)				
38.62	3 (50-54)				
40.33	2 (45-49)				
42.86	1 (0-44)			*	*

(* Denotes pairs of groups significantly different at the .05 level or less).

Significant differences were found in burnout scores across two of the four levels of the principals' ages with respect to personal accomplishments. No significant differences were found in emotional exhaustion and depersonalization. Using the Tukey-t, significant differences were found between the 0-44 years old and 50-54 years old and with 0-44 years old and 55 and over. Significant differences showed clearly in the area of personal accomplishment with a P value of .0069. This significant difference was further tested using a post-hoc test, (Tukey-t).

Years at Current Assignment

To begin the process of finding if significant difference existed with years in current assignment, four cells were created. Each cell had a year span of two years (0-2; 3-5; 6-11; and 12 or more). The smallest cell had twenty-six principals in it (12 or more) and the largest was thirty-one principals (3-5). All information for each of the three subscales (emotional exhaustion, depersonalization, and personal accomplishment) from each principal was subjected to computer analysis. The outcome is reported in Table 3.

Table 3

Analysis of Variance, Years in Current Assignment

Subscale: Emotional Exhaustion

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	Prob.
Between Groups	3	444.4827	148.1476	1.2985	.2788
Within Groups	108	12322.0483	114.0930		
TOTAL:	111	12766.4911			

Subscale: Depersonalization

Source	D.F.	Sum Of Squares	Mean Squares	F Ratio	Prob.
Between Groups	3	86.2984	28.7661	1.3535	.2610
Within Groups	108	2295.3802			
TOTAL:	111	2381.6786			

Subscale: Personal Accomplishment

Source	D.F.	Sum Of Squares	Mean Squares	F Ratio	Prob.
Between Groups	3	232.1809	77.3936	2.4864	.0645
Within Groups	108	3361.7387	31.1272		
TOTAL:	111	3593.9196			

No significant differences were found in burnout scores across the four groups of principals' years in current assignment; 0-2 years, 3-5 years, 6-11 years, and 12 or more years in present positions. All scores were tested (emotional exhaustion, depersonalization, and personal accomplishment, using a one-way analysis of variance (ANOVA) of each subscale and showed all scores to be greater than 0.05.

Total Years in Education

To begin the process of finding if significant difference existed with the total years in education, four cells were created. Each cell had a year span of approximately five years (0-20; 21-24; 25-30, and 31 or more). The smallest cell had twenty-seven principals (0-20 and 31 or more) and the largest was thirty principals (21-24). All information from each of the three subscales (emotional exhaustion, depersonalization and personal accomplishment) from each principal was subjected to computer analysis. The outcome is reported in Table 4.

Table 4

Analysis of Variance, Total Years in Education

Subscale: Emotional Exhaustion

Source	D.F.	Sum Of Squares	Mean Squares	F Ratio	Prob.
Between Groups	3	245.7136	81.9045	.7065	.5502
Within Groups	108	12520.7725	115.9331		
TOTAL:	111	12766.4911			

Subscale: Depersonalization *

Source	D.F.	Sum Of Squares	Mean Squares	F Ratio	Prob.
Between Groups	3	197.5566	65.8522	3.2562	.0245*
Within Groups	108	2184.1220	20.2234		
TOTAL:	111	2381.6786			

Subscale: Personal Accomplishment *

Source	D.F.	Sum Of Squares	Mean Squares	F Ratio	Prob.
Between Groups	3	330.8479	110.2826	3.6501	.0149*
Within Groups	108	3263.0717	30.2136		
TOTAL:	111	3593.9196			

* Denotes significant differences

Table 4 Continued

Comparisons of the Results of the Post Hoc-Test, (Tukey-t)

Depersonalization vrs Total Years in Education P = .0245

Mean	Group (Years =)	1 (0-20)	2 (21-24)	3 (25-30)	4 (31 or more)
7.629	4 (31 or more years)		*		
6.178	3 (25-30 years)				
4.066	2 (21-24 years)				
5.074	1 (0-20 years)				

(* denotes pairs of groups significantly different at the .0.05 level or less)

Personal Accomplishment vrs Total Years In Education

P=.0149

Mean	Group (Years =)	1 (0-20)	2 (21-24)	3 (25-30)	4 (31 or more)
37.777	4 (31 or more years)				
40.035	3 (25-30 years)				
41.766	2 (21-24 years)				*
42.185	1 (0-20 years)				*

(* denotes pairs of groups significantly different at the 0.05 level or less)

When grouping high school principals by total years in education, significant differences were found in two of the subscales. They were: depersonalization and personal accomplishment. The subscale depersonalization group 2, (21-24 years in education), showed significant differences with groups 31 years or more in education. In this subscale of depersonalization, P was .0245 and showed the need for a post-hoc test. The subscale personal accomplishment group, 21-24 years in education and the group 31 years or more in education, showed significant differences. Also, in the same subscale (personal accomplishment), group 3, (0-20 years in education) and group 4, (31 years or more in education) showed significant differences when compared to 0-20 years in education. In this subscale of personal accomplishment, P was .0149 and showed the need for a post-hoc test.

Student Population of School

To begin the process of finding if significant difference existed with the student population of schools, four cells were created. Each cell had a number span of between 255 and 324 students per cell (0-529; 530-785; 786-1100 and 1101 or more). The smallest cell had twenty-six principals in it (1101 or more) and the largest was thirty-one principals (0-529). All information from each of the three subscales (emotional exhaustion, depersonalization, and personal accomplishment) for each principal was subjected to computer analysis. The outcome is reported in Table 5.

Table 5

Analysis of Variance, Total Student Population of Schools

Subscale: Emotional Exhaustion

Source	D.F.	Sum Of Squares	Mean Squares	F Ratio	Prob.
Between Groups	3	349,7168	116.5723	1.0139	.3895
Within Groups	108	12416.7743	114.9701		
TOTAL:	111	12766.4911			

Subscale: Depersonalization

Source	D.F.	Sum Of Squares	Mean Squares	F Ratio	Prob.
Between Groups	3	125.4774	41.8257	2.0021	.1180
Within Groups	108	2256.2014	20.8908		
TOTAL:	111	2381.6786			

Subscale: Personal Accomplishment

Source	D.F.	Sum Of Squares	Mean Squares	F Ratio	Prob.
Between Groups	3	125.5273	41.8424	1.3029	.2773
Within Groups	108	3468.3923	32.1147		
TOTAL:	111	3593.9196			

No significant differences were found in burnout scores across the four groups of principals' student population of school scores; 0-529 students, 530-785 students, 786-1100 students, and 1101 or more students. All scores were tested (emotional exhaustion, depersonalization, and personal accomplishment) using a one-way analysis of variance (ANOVA) of each subscale and showed all scores to be greater than 0.05.

Professional Organizations That Provide Support

To begin the process of finding if significant difference existed with professional organizations that provide support, three cells were created. Each cell had a number span of approximately one. (0-3; 4; 5 or more). It is important to note that only with this demographic variable were three, not four, cells created. This was done because of only a small span of numbers (0-5). The smallest cell had thirty-two principals (0-3) and the largest was both 4 organizations and 5 organizations with forty principals each. All information from each of the three subscales (emotional exhaustion, depersonalization, and personal accomplishment) from each principal was subjected to computer analysis. The outcome is reported in Table 6.

Table 6

Analysis of Variance, Professional Organizations that Provide Support

Subscale: Emotional Exhaustion

Source	D.F.	Sum Of Squares	Mean Squares	F Ratio	Prob.
Between Groups	2	155.8223	77.9112	.6734	.5121
Within Groups	109	12610.6687	115.6942		
TOTAL:	111	12766.4911			

Subscale: Depersonalization

Source	D.F.	Sum Of Squares	Mean Squares	F Ratio	Prob.
Between Groups	2	27.0036	13.5018	.6250	.5372
Within Groups	109	2354.6750	21.6025		
TOTAL:	111	2381.6786			

Subscale: Personal Accomplishment

Source	D.F.	Sum Of Squares	Mean Squares	F Ratio	Prob.
Between Groups	2	24.6696	12.3348	.3767	.6870
Within Groups	109	3569.2500	32.7454		
TOTAL:	111	3593.9196			

No significant differences were found in burnout scores across the three groups, 0-3 organizations, 4 organizations, and 5 or more support organizations, of principals' scores in the demographic variables of professional organizations that provide support. All scores were tested (emotional exhaustion, depersonalization, and personal accomplishment) using a one-way analysis of variance (ANOVA) of each subscale and showed all scores to be greater than 0.05.

Last Time Enrolled in a College Degree Program

To begin the process of finding if significant difference existed with the last time enrolled in a college degree program, four cells were created. Each cell had a year span of approximately five years (0-2; 3-9; 10-15 and 16 or more). The smallest cell had twenty-three principals in it (16 or more) and the largest had thirty-four principals (10-15). All information from each of the three subscales (emotional exhaustion, depersonalization, and personal accomplishment) from each principal was subjected to computer analysis. The outcome is reported in Table 7.

Table 7

Analysis of Variance, Last Time Enrolled in a College Degree Program

Subscale: Emotional Exhaustion

Source	D.F.	Sum Of Squares	Mean Squares	F Ratio	Prob.
Between Groups	3	109.5887	36.5296	.3117	.8169
Within Groups	108	12656.9024	117.1935		
TOTAL:	111	12766.4911			

Subscale: Depersonalization

Source	D.F.	Sum Of Squares	Mean Squares	F Ratio	Prob.
Between Groups	3	20.4916	6.8305	.3124	.8164
Within Groups	108	2361.1870	21.8628		
TOTAL:	111	2381.6786			

Subscale: Personal Accomplishment

Source	D.F.	Sum Of Squares	Mean Squares	F Ratio	Prob.
Between Groups	3	139.0828	46.3609	1.4493	.2326
Within Groups	108	3454.8368	31.9892		
TOTAL:	111	3593.9196			

No significant differences were found in burnout scores across the four groups according to last time enrolled in a college degree program; 0-2 years, 3-9 years, 10-15 years, and 16 or more years. All scores were tested (emotional exhaustion, depersonalization, and personal accomplishment) using a one-way analysis of variance (ANOVA) of each subscale and showed all scores to be greater than 0.05.

Last Time Enrolled in a College Course

To begin the process of finding if significant difference existed with the last time enrolled in a college course, four cells were created. Each cell had a year span of approximately four years (0-1; 2-5; 6-10; and 11 or more). The smallest cell had twenty-four principals in it (0-1) and the largest had thirty-four principals (2-5). All information from each of the three subscales (emotional exhaustion, depersonalization and personal accomplishment) from each principal was subjected to computer analysis. The outcome is reported in Table 8.

Table 8

Analysis of Variance, Last Time Enrolled in a College Course

Subscale: Emotional Exhaustion

Source	D.F.	Sum Of Squares	Mean Squares	F Ratio	Prob.
Between Groups	3	255.6598	85.2199	.7357	.5330
Within Groups	108	12510.8313	115.8410		
TOTAL:	111	12766.4911			

Subscale: Depersonalization

Source	D.F.	Sum Of Squares	Mean Squares	F Ratio	Prob.
Between Groups	3	155.2379	51.7460	2.5101	.0626
Within Groups	108	2226.4407	20.6152		
TOTAL:	111	2381.6786			

Subscale: Personal Accomplishment *

Source	D.F.	Sum Of Squares	Mean Squares	F Ratio	Prob.
Between Groups	3	264.3649	88.1216	2.8584	.0404*
Within Groups	108	3329.5548	30.8292		
TOTAL:	111	3593.9196			

* Denotes significant differences.

Table 8 Continued

Comparison of the Results of the Post-Hoc Test, (Tukey-t)

Personal Accomplishment vrs Enrolled in a College Course

P = .0404

Mean	Group (Groups =)	1 (0-1)	2 (2-5)	3 (6-10)	4 (11 or more)
	4 (11 or more years)				
	3 (6-10 years)				
	2 (2-5 years)			*	
	1 (0-1 years)				

(* denotes pairs of groups significantly different at their 0.05 level or less).

When grouping principals by last time that they were enrolled in a college course, significant differences were found in burnout scores across only one of the three subscales, that being personal accomplishment . No significant differences were found in emotional exhaustion and depersonalization. The four groups were 0-1 years, 2-5 years, 6-10 years and 11 or more years since the principal was enrolled in a college course. The groups that showed significant differences were groups 2-5 years, and groups 6-10 years since taking a college course. As indicated earlier, the significant difference showed clearly in the area of personal accomplishment and that P was .0404. This

significant difference was further tested using a post-hoc test (Tukey-t). It was through this test that significant difference was found in the two groups.

Table 9 summarized the one-way analysis of variance data with those demographic variables that did not show any significant differences and have P value greater than 0.05.

Table 10 shows areas of the seven demographic variables that do show significant differences in frequency of emotional exhaustion, depersonalization, and personal accomplishment, and have P value less than 0.05. A post-hoc test, (Tukey-t), was used in each of these cases.

Table 9

No Significant Differences - All P Values Greater Than >0.05

Demographic Variable	P Value >0.05
Age	
Emotional Exhaustion	.3688
Depersonalization	.2817
Years Current Assignment	
Emotional Exhaustion	.2788
Depersonalization	.2610
Personal Accomplishment	.0645
Total Years in Education	
Emotional Exhaustion	.5502
Total Students	
Emotional Exhaustion	.3895
Depersonalization	.1180
Personal Accomplishment	.2773

Table 9 Continued

Demographic Variable	P Value >0.05
Professional Organization Support Groups	
Emotional Exhaustion	.5121
Depersonalization	.5372
Personal Accomplishment	.6870
Degree Program	
Emotional Exhaustion	.8169
Depersonalization	.8164
Personal Accomplishment	.2326
College Course	
Emotional Exhaustion	.5330
Depersonalization	.0626

Table 10

Significant Differences - All P Values Less Than <0.05

Demographic Variable	P Value <0.05
Age	
Personal Accomplishment	.0069
Total Years In Education	
Depersonalization	.0245
Personal Accomplishment	.0149
College Course	
Personal Accomplishment	.0404

Summary

Significant differences in frequency (how often) of feelings of emotional exhaustion, depersonalization and personal accomplishment were found to exist within three of the seven (principals') demographic variables of:

1. Age of principal
2. Years in current assignment
3. Total years in education
4. Student population of school
5. Professional organizations that provide support
6. Last time enrolled in a planned college degree program
7. Last time enrolled in a college course

Those areas showing significant differences were:

1. Demographic Variable
   - Age of Principal

   Subscale(s)
   - Personal Accomplishment (.0069)

2. Demographic Variable
   - Total years in education

   Subscale(s)
   - Depersonalization (.0245)
   - Personal accomplishment (.0149)

3. Demographic Variable

   - College course

   Subscale

   - Personal accomplishment (.0404)

No significant difference in how often (frequency) feelings of emotional exhaustion, depersonalization and personal accomplishment were found to exist within any of the four other demographic variables. These four were: years in current assignment; student population; professional organizations; planned college degree program.

The following chapter will include a summary, findings, conclusion, and recommendations.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Studies related to burnout have mainly examined individuals in business, industry and human service organizations. Most of these studies have found a relationship between job related burnout and a variety of behavioral, mental and physical side effects. With all of this research there has been very little study in the area of high school principals and perceived burnout of these administrators.

A review of the literature revealed the importance of the principal's leadership in the development of an effective school. It was also stated that leaders suffering from burnout may not possess the energy, enthusiasm, flexibility, or interest to successfully deal with the day-to-day requirements of school -site leadership. A review of the research revealed very few studies relating to the burnout syndrome and different demographic data. The absence of research and statistical data in the area of burnout as related to high school principals, gave strong reason for this study to examine this growing problem.

The major purpose of this study was to investigate burnout as perceived by public high school principals in Connecticut. Within this study, burnout scores according to demographic variables were compared as related to job environment and personal variables.

The entire population of public high school principals in the state of Connecticut (N=135) was mailed a survey package which consisted of a cover letter, a survey, and a demographic data sheet asking the principals to fill out and return.

Confidentiality was assured to each participant and 112 completed survey packages were returned within six (6) weeks of the original mailing date of May 2, 1990. The final return rate was 83%.

The various scores of burnout were grouped into different levels in categories for each of the seven demographic variables. The demographic variables involved personal and other data about the principals: age of principal; years in current assignment; total years in education; school size; number of students responsible for; involvement with professional support groups; enrollment in planned degree programs; enrollment in college courses.

An analysis of the results was completed for each of the survey instruments and demographic data sheets returned by the principals.

This study has expanded the research done by Maslach, Jackson, Schwab, and others in the area of burnout among those in supportive and human service professions to now include public high school principals.

Findings

Using a level of significance of 0.05, significant differences in various burnout scores were found to exist using the post hoc test (Tukey-t) within three of the seven demographic areas (age of principal; total years in education; and

enrollment in college courses). No significant differences were found to exist within the other four demographic areas (years at current assignment; school size; professional support organizations; and enrollment in a degree program).

Within the seven demographic variables where significant differences and no significant differences existed, the following is a summary of the findings:

Age of Principal

The principals' scores in the subscale personal accomplishments showed significant differences; according to the post hoc test (Tukey-t), specifically, the groups of 0-44 years old and 50-54 years old and also groups 0-44 years old and 55 and over. Principals who were zero to forty-four years old (age) scored significantly higher feelings of personal accomplishment than principals who were fifty to fifty-four years old or principals who were fifty-five or older. One must remember that the higher the scores on the personal accomplishment subscales the lower the degree of burnout. All of this indicates that the younger (0-44 years old) principals appeared to have a lower level of burnout and successful achievement in their work with people.

Years at Current Assignment

No significant differences in any of the burnout subscales scores were found across the four groups of principals in Years at Current Assignment. The groups; 0-2 years, 3-5 years, 6-11 years, and 12 or more years in the present

principalships were all tested using a one-way analysis of variance (ANOVA), all showed scores to be greater than 0.05.

Total Years in Education

The principals' scores in total years in education according to the subscale depersonalization, showed significant differences, according to the post-hoc test (Tukey-t). Specifically, the groups 21-24 years in education and 31 or more years in education had significantly different scores. Principals who were in education from twenty-one to twenty-four years had much lower feelings of depersonalization than principals who had thirty-one or more years in education. It must be noted that the lower the depersonalization score the higher the level of depersonalization. The depersonalization subscale measures an unfeeling and impersonal response towards one's service or instruction.

The principals' scores in total years in education, according to the subscale personal accomplishment, showed significant differences, according to the post-hoc test (Tukey-t). Specifically, the group 31 or more total years in education had significantly different scores than the groups 21-24 years in education and 0-20 years in education. Principals who were in education for zero to twenty years and twenty-one to twenty-four years had higher levels of personal accomplishment than principals who had been in education for thirty-one or more years. The personal accomplishment subscale addressed feelings of competence and successful achievement in one's work with people. The higher the score the higher the feeling of personal accomplishment.

Student Population of School

No significant differences in any of the burnout subscale scores were found across the four groups of school size. The groups; 0-529 students, 530-785 students, 786-1100 students, and 1101 or more students were all tested using a one-way analysis of variable (ANOVA), all showed scores to be greater than 0.05.

Professional Organizations That Provide Support

No significant differences in any of the burnout subscale scores were found across the three groups of professional organizations that provide support. The groups; 0-3 organizations, 4 organizations, and 5 or more support organizations were all tested using a one-way analysis of variance (ANOVA), all showed scores to be greater than 0.05.

Last Time Enrolled in a College Degree Program

No significant differences in any of the burnout subscale scores were found across the four groups of Last Time Enrolled in a Degree Program. The groups; 0-2 years, 3-9 years, 10-15 years, and 16 or more years were all tested using a one-way analysis of variance (ANOVA), all showed scores to be greater than 0.05.

Last Time Enrolled in a College Course

The principals' scores in the Last Time Enrolled in a College Course , according to the subscale personal accomplishments, showed significant differences, according to the post-hoc test (Tukey-t). Specifically, the group 2 to 5 years since taking a college course and the group 6-10 years since taking a college course showed significant differences. Principals who had not been enrolled in a college course for two to five years had higher levels of personal accomplishment than principals who had not been enrolled in a college course for six to ten years. High scores on the personal accomplishment subscale means lower degrees of burnout. The personal accomplishment subscale assesses the feelings of competence and successful achievement in one's work with people.

Conclusions

This study was designed to investigate the extent to which burnout as perceived by public high school principals in Connecticut within categories of demographic differences exist.

The following table compares burnout scores as found in the MBI Manual (all scores are means).

Table 11

Subscale Means for Different Groups and Cut-Off Scores

	Emotional Exhaustion	Depersonalization	Personal Accomplishment
Overall sample (N = 11,067)	20.99	8.73	34.58
Teachers (N = 4,163)	21.25	11.00	33.54
Connecticut high school principals (N = 112)	18.75	5.69	40.47

Using the MBI Manual, Form Ed., the following table compares burnout scores as found for the cut-off scores.

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

* Scored in opposite direction from EE and DP.

From the data listed with a comparison of mean scores from the Maslach Burnout Inventory manual, one can see how the MBI's overall mean scores and teachers' mean scores compare to the high school principals' mean scores. It must be pointed out that the mean scores for the MBI overall sample scores are for the regular MBI while the teacher and high school principals' scores are from the MBI, Form Ed.

Based on this information, it is evident that public high school principals in Connecticut, as a group, scored low end of moderate in the area of emotional exhaustion.

In the area of depersonalization, Connecticut high school principals, as a group, scored in the low levels. This indicates very low levels of depersonalization from this group.

Finally, in the area of personal accomplishment, Connecticut high school principals scored well in the low range indicating high levels of personal accomplishment as a group.

The research of the literature shows a high interest in the area of burnout and how it relates to the area of executives and top management positions. Research has been done by Christina Maslach and Susan E. Jackson in the area of school teachers (K-12), post-secondary educators, social service workers, medical workers, mental health workers, and others. Even Richard L. Schwab's work with the MBI has been related to use with teachers. Very few studies have addressed school administrators; specifically, high school principals.

The principals surveyed show significant differences in three demographic variables. The major conclusion that this study shows is that, as a group, Connecticut public high school principals were not subject to high burnout tendencies across the three subscales.

Overall, the present investigation would indicate that these principals, as a group, perceive themselves to have lower burnout rates than some of the literature would indicate (Maslach, 1982; Thompson, 1985; Pierucci, 1988; Iuzzolino, 1986; and Pines and Aronson, 1988). However, this finding is consistent with research conducted by Higgins, (1983), and Cunneen, (1989).

Based on the findings in this study and the literature review, several implications can be drawn and interpreted that may be helpful to high school principals in Connecticut and elsewhere. At this time, for this group of Connecticut high school principals who participated in this study, the levels of perceived burnout were generally found to be in the "low range" for the areas of emotional exhaustion, depersonalization, and personal accomplishment, as measured by the Maslach Burnout Inventory.

This is an excellent sign for their employees, school boards, parents, and the children in the school district in which they serve. To have the principal of the high school show low levels of burnout can result in less absenteeism from the job. From the literature it appears that low levels of burnout among these high school principals can increase their ability to work with people in a timely, effective, and positive manner. Finally, principals not experiencing high levels of burnout may have a feeling of fulfillment as it relates to the completion of various job responsibilities.

Recommendations

The major thrust of this study was to investigate perceived burnout by public high school principals. As could be expected, this study raised new questions and provided additional insight into the principal burnout phenomenon. These questions and insights serve as the basis for the following recommendations for additional research:

1. Determine if the burnout tendency is brought into the principalship or if it develops after one has been in the situation.

2. Provide insights into burnout through observation, reports by family members and/or co-workers, or some other means, other than the self-report which was utilized in this study.

3. Examine in a longitudinal study the long-range effects of burnout, the reversibility of the problem once established, and/or the effects of various types of interventions.

4. Examine the degree to which personality traits would impact on burnout.

5. Examine the degree to which interaction with people in the school setting would impact on burnout

6. Expand the base of variables in future studies to include an examination of social/economic factors and per pupil expenditures.

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APPENDICES

Appendix A

Initial Cover Letter

Department of Educational Leadership
Adult Vocational Education
Educational Administration
Educational Studies
Higher Education Administration
School of Education
U-93
249 Glenbrook Road
Storrs, CT 06269-2093
(203) 486-0349

THE UNIVERSITY OF CONNECTICUT

May 2, 1990

Dear Colleague:

We need your help. We are engaged in a doctoral research project designed to obtain data related to the degree of frequency and intensity of stressful situations encountered in the high school principalship. The questionnaires will attempt to identify the major stressors that are prevalent in the environment. We believe you can help us and we are asking you to fill out the educators' survey and demographic data sheet which should take you about ten minutes to complete. This doctoral study has been endorsed by the Connecticut Association of Secondary Schools' Board of Directors.

Please be assured that individual responses will be kept in strict confidence and that only whole group results will be reported. The identifying numbers on each form are for record-keeping purposes only. A stamped, self-addressed envelope has been included to facilitate the return of the completed forms and we ask you to return the form by May 25, 1990.

We would like to thank you in advance for your time and cooperation. This project is very important to us and your participation is essential to its successful completion.

Sincerely,

Richard A. Dempsey
Professor
Educational Leadership

Harry K. Harutunian
Principal
Middletown High School
Doctoral Candidate

RAD/HKH:lm
Enclosures: 3

Appendix B

Follow-Up Cover Letter

Middletown High School

"Excellence . . . Our Number One Priority"

HUNTING HILL AVENUE
MIDDLETOWN, CT 06457
TELEPHONE: 347-8571

Principal - Harry K. Harutunian
Asst. Principal - William A. Holley
Asst. Principal - Leslie W. Campos

May 31, 1990

Dear Colleague:

About one month ago I sent a letter to you along with two short survey forms. One was the Malasch Stress Inventory, and the other was a Data Sheet. The purpose of the survey is to obtain data which relates to the degree of frequency and intensity of stressful situations encountered in the high school principalship.

To date I have not received your completed forms. If your response is on its way to me, thank you for your cooperation. If not, enclosed is a duplicate copy of the survey and the data sheet, with a postage paid envelope in which to return the completed form.

I know that during the month of June this type of request adds to the ever-growing burden of closing a school year, but I would like to ask that you please fill out this form. This project is very important to me and your participation is essential to its successful completion. All responses will be held in complete confidentiality. I would like to thank you in advance for your time and cooperation.

Sincerely yours,

Harry K. Harutunian
Principal

Doctoral Candidate

Appendix C

The Human Services Survey

Educators Survey

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

HOW OFTEN 0 - 6	Statements:
1. _____	I feel emotionally drained from my work.
2. _____	I feel used up at the end of the workday.
3. _____	I feel fatigued when I get up in the morning and have to face another day on the job.
4. _____	I can easily understand how my students feel about things.
5. _____	I feel I treat some students as if they were impersonal objects.
6. _____	Working with people all day is really a strain for me.
7. _____	I deal very effectively with the problems of my students.
8. _____	I feel burned out from my work.
9. _____	I feel I'm positively influencing other people's lives through my work.
10. _____	I've become more callous toward people since I took this job.
11. _____	I worry that this job is hardening me emotionally.
12. _____	I feel very energetic.
13. _____	I feel frustrated by my job.
14. _____	I feel I'm working too hard on my job.
15. _____	I don't really care what happens to some students.
16. _____	Working with people directly puts too much stress on me.
17. _____	I can easily create a relaxed atmosphere with my students.
18. _____	I feel exhilarated after working closely with my students.
19. _____	I have accomplished many worthwhile things in this job.
20. _____	I feel like I'm at the end of my rope.
21. _____	In my work, I deal with emotional problems very calmly.
22. _____	I feel students blame me for some of their problems.

(Administrative use only)		cat.		cat.		cat.
EE:	_____	_____	DP: _____	_____	PA: _____	_____

Appendix C

The Human Services Survey

Christina Maslach • Susan E. Jackson • Richard L. Schwab

Educators Survey

The purpose of this survey is to discover how educators view their job and the people with whom they work closely.

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

Example:

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

HOW OFTEN 0 - 6	Statement:
_____	I feel depressed at work.

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

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Appendix D

EDUCATORS DEMOGRAPHIC DATA SHEET

Your age:

(30-34)__ (35-39)__ (40-44)__ (45-49)__ (50-54)__ (55-60)__ (60+)__

Please circle your primary grade level(s) assignment(s):

pre-K K 1 2 3 4 5 6 7 8 9 10 11 12 post-secondary

How many students are you directly responsible for? ___ students

How many years have you been in your current assignment? ____ years

How many years have you been in education? ___ years

Please check all professional organizations you belong to that provide you with support (emotional and professional):

____ Connecticut Association of Secondary Schools

____ Connecticut Association for Supervision and Curriculum Development

____ Your School's Athletic Conferences

____ Informal/Formal Regional Principals Groups

____ Educators Fraternal Organizations

____ Other (specify)

How long has it been since you took a course at a college or university?

____ years

How long has it been since you were in a planned, degree or diploma, program at a college or university?

____ years