

A CORRELATIONAL STUDY OF ORGANIZATIONAL ROLE
STRESS AND BURNOUT AMONG DIRECTORS OF
SPECIAL EDUCATION IN KANSAS

By

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The focus of this study was to investigate the relationship between organizational role stress and burnout among directors of special education in Kansas. It is hoped that the results of this study have provided insights into the degree of burnout experienced by directors in various special education organizations and the effect that burnout has on perceived organizational role stress.

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CHAPTER I

RESEARCH PROBLEM

Introduction

Until the 1970's, students with handicapping conditions were accorded few basic rights in our American society. Handicapped students were often denied access to public education on the premise that they could not benefit from educational services in the public school setting (Martin, 1977). This perception, however, changed in 1975 when President Ford signed into law Public Law 94-142, the Education for All Handicapped Children Act (U.S. Department of Education, 1984). This act placed direct responsibility on the states to locate and identify all handicapped students between the ages of 3 and 21. Once this population was identified, the states were charged with providing a free, appropriate public education to all handicapped students.

This mandate forced states, and in turn, local educational agencies, to develop and implement service delivery components and evaluation mechanisms in a short period of time. Local educational agencies developed a variety of special arrangements with other educational agencies to implement the components of this new federal mandate (Kansas State Department of Education, 1982). The coordination and supervision of the new special education entities became the responsibility of a new breed of administrator. It became the charge of the special education administrator to bring the local educational agency into compliance with Public Law 94-142.

The enactment of this new law promoted growth in new and different subunits in the educational environment. This change in educational environments appears to also have had a direct effect upon the overall requirements of special education administration. Katz and Kahn (1966) related that a stable, predictable environment seems to inflict few new demands on the management of the organization; however, when rapid growth and change take place, the organization and its leadership may feel the effects of disequilibrium and the accompanying stress. The demands for growth and change provide a fertile medium for administrative stress and burnout. Organizations, as a whole, do not grow in a systematic and orderly fashion (Katz and Kahn, 1966). This concept of unsystematic growth seems to apply when special education organizations are considered. Katz and Kahn (1966, p. 111) proposed that the "critical factors determining internal stress are the nature of the interdependence of the subsystem upon the larger structure," which, in this case, would be viewed as the special education subgroup within the state educational system. As more state and federal regulations are designed and implemented, more demands are placed upon the special education administrator.

Special Education Director's Role Shift

The social climate which the nation experienced produced the antidiscrimination legislation for handicapped individuals and fostered Public Law 94-142. It has also stimulated change in the bureaucratic structure of the government at all levels (Begley, 1982). This change can be seen in the number of new state and federal employees which are needed to facilitate the mandate, and changes in public facilities to accommodate the handicapped. The byproduct of this transformation is a dramatic role shift in the field of special education administration. Lamb and Burello (1979)

indicated that this change in role has moved from focusing on management and program development to justifying the suitability of special education services and program delivery modules. The special education administrator is challenged by parents to provide top quality programs and, at the time time, is strongly encouraged by the governing board to reduce budget expenditures. The rapid changes and demands of developing and implementing new programs and procedures outlined by Public Law 94-142 are numerous. Thus, special education administrators can get lost in a sea of due process hearings and procedures, review audits by state educational agencies, resistant governing boards, reluctant superintendents, and concerned but demanding parents and advocates (Begley, 1982). Begley explained the results of this system change are an increased work load, demanding timelines, lack of trained personnel, and program areas which cannot be fully developed prior to implementation. Kahn et al. (1964) indicated that these factors cause stress in the organization and management in general.

Maslach (1982) indicated that stress and burnout may be highly related. As the organization produces a state of heightened work demands, burnout and stress reactions start to make their presence known. Selye (1974) related that stress, like many other phenomena such as success and happiness, is perceived differently by each individual. Stress has been defined as a nonspecific response of the body to any demands placed upon it (Selye, 1974). The concept of "burnout" is a progressive loss of idealism, energy, and purpose experienced by individuals in many professions, but is more critical to those in the helping professions (Edelwich and Brodsky, 1980). The phenomenon of burnout among special education administrators may be stimulated by lack of training, large case loads, and long hours with poorly motivated parents (Begley, 1982). How organizational role

stress may interface with the burnout phenomenon among directors of special education will be the primary focus of this study.

Statement of the Problem

Special education directors' burnout is often the end result of stress which is encountered, but not dealt with, in an effective manner (Goodstein, Pfeiffer, and William, 1983). Much of the stress experienced in this occupation may be linked to the concept of "role." The major focus of this study was to collect and analyze data which would address the following questions: (1) do directors of special education programs in Kansas suffer from organizational role stress and burnout? (2) if burnout does occur, what is its magnitude? and (3) if there is a relationship between perceptions of organizational role stress and burnout, in what subtest area are these most likely to occur?

Research Hypothesis

The research hypothesis for this study was: a significant relationship will exist between special education directors' perceptions of organizational role stress and feelings of burnout.

Significance of the Study

Pareek (1983) theorized that the perception of role is vital to gaining understanding of how an individual functions in a system. "It is through his or her role that an individual interacts with and is integrated into a system" (Pareek, 1976, p. 115). He further stated that "the main characteristic of role conflict is the incompatibility of some variables related to role" (p. 115). Begley (1982) reported that these job pressures may result in a diminished job performance among administrators who are

suffering from role conflict and burnout. Many times a climate of cooperation is obscured by conflict and stress between the individual and the organization. In many situations, such conflict and stress are precipitated from the internal desire of the individual administrator for professional autonomy and a license to exceed the perceived boundaries of the organization to provide for the needs of exceptional students (Begley, 1982).

Since special education subunits are staffed with administrators who deal with many educational organizations, the wide variety of demands by the local educational agency, state department, and parents appear to have a direct effect upon role stress and burnout in this administrative population (Begley, 1982).

Limitations of the Study

This study was limited to individuals in the state of Kansas who are assigned the role of special education director in one of the following special education entities: department within a local educational agency, special education cooperatives, interlocals, and special purpose schools, both public and private. These individuals included all administrators with the title of "director of special education." The findings of this study can be generalized only to the setting of this investigation and special education programs in the state of Kansas. The findings were also predicated on the assumptions that responses of the participants provided a realistic perception of their special education organizations and the role in which they function.

Definition of Terms

The following terms were utilized in this study:

Special Education Administrator. Any administrator who holds current certification in the area of special education and whose primary role is to supervise, coordinate, and implement special education programs.

Burnout. A progressive loss of idealism, energy, and purpose experienced by individuals in the special education administrative field (Edelwich and Brodsky, 1980).

Stress. The nonspecific response of the body to any demands placed upon it (Selye, 1974).

Role. Any position one holds in an organization as defined by the expectations various significant persons, including oneself, have for that position (Pareek, 1983).

Role Stress. The conflict which exists in an organization by the nature of the role which one fills and can be seen as incompatibility of some variable related to that role (Pareek, 1983).

Function. A set of interrelated expectations from a role (Pareek, 1983). As here defined, director of special education is a role, while developing a free, appropriate public education is a function.

Job Pressure. The resultant psychological state of the individual who perceives:

1. Conflicting forces and incompatible commitments existing in connection with work.
2. At least one of the forces coming from outside.
3. The forces reoccurring or are stable over time (Buck, 1972).

Role Set. The role system within the organization of which roles are a part and by which individual roles are defined (Pareek, 1983).

Role Space. The role people occupy and perform within the organization (Pareek, 1983).

Role Expectation Conflict. Conflicting demands placed on one from others in the organization (Pareek, 1983).

Role Overload. Too much to do and too many responsibilities to do everything well (Pareek, 1983).

Personal Inadequacy. Lack of knowledge, skill, or preparation to be effective in a particular role (Pareek, 1983).

Self-Role Conflict. A conflict between one's personal values or interests and one's job requirements (Pareek, 1983).

Role Ambiguity. Unclear feedback from others about one's responsibilities and performance (Pareek, 1983).

Resource Inadequacy. Lack of resources or information necessary to perform well in a role (Pareek, 1983).

Interlocal Agreement. Any legal entity which relates to educational services and is limited to one or more of the following: special education, vocational education, career education, media services, curriculum development, and inservice training for staff programs (State of Kansas, 1983).

Special Education Cooperative. The cooperative involvement of several school systems to design, promote, and deliver special education services to exceptional students in a given geographical area. This type of agreement has one of the local educational agencies acting as the legal sponsoring district (Kansas State Department of Education, 1982).

Local Education Agency. A political subdivision of the state which is responsible for providing education to exceptional students and general education students. This entity includes school districts, special education

cooperatives, interlocal entities, state schools, or state institutions (Kansas State Department of Education, 1982).

Summary

Chapter I has presented a summary of the problem which was addressed by the researcher. In addition, the research hypothesis, limitations of the study, and definition of terms relevant to this research have been delineated. Chapter II reviews the literature supporting the need for further study of the problem. Chapter III contains the research design for the study. In Chapter IV, the data obtained in this research have been analyzed. The concluding chapter (Chapter V), presents the findings of this study, the implications which may be associated with these findings, and recommendations for further study and research.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

This study examined the relationship between perceived organizational role stress and burnout among directors of special education in the state of Kansas. In this chapter, a review of the literature relevant to this study is presented, including a separate examination of organizational role stress and the syndrome known as burnout. Studies and relevant articles describing these two variables were examined.

Concept of Role

Park wrote, as early as 1926, that everyone appeared to be consciously playing a role. He explained that in the concept of role we know one another, and through these roles we know ourselves. Mead (1934) wrote that everyone has assigned roles such as sex, age, and roles within our family unit. The vast majority of the population also has roles that are fulfilled in the world of work (Palmer, 1981). The overall concept of role would be seen as a necessary component to any organization or system (Pareek, 1983).

The concept of role has been established, and the concept of function within the role itself must be examined. The function of the individual within his/her role can be defined as "a set of interrelated expectations from a role" (Pareek, 1981, p. 115).

The Organization as a System of Roles

Katz and Kahn (1976) viewed human organizations as open systems incorporating roles. They emphasized two primary factors which define this perception of role: the first primary factor is the principle of the contrived nature of human organizations, and the second primary factor is the unique properties of a structure consisting of acts or events rather than unchanging physical components. A key characteristic in attempting to understand an organization is to view the organization in regard to its stated mission or purpose and the perceptions of its primary members (Katz and Kahn, 1966). This perception of role within the organization would appear to be an important consideration when viewing the special education organizations in the state of Kansas.

Hansenfield and English (1974) examined a variety of human service organizations and found an interesting distinction between what is viewed as "people processing," such as social welfare organizations and "people changing," such as mental health organizations. In the people changing organizations, the director of special education is encountered. When an organization is involved in people changing rather than people processing, the need for increased flexibility in an individual role becomes important (Katz and Kahn, 1966). Hansenfield and English (1974) emphasized that a key component of any human service organization (such as special education) is very ideological in expression. The goals of the organization are defined in terms of values, which are then translated into role expectations.

This concept of accelerated growth becomes very apparent in special education when reviewing the Sixth Annual Report by the U.S. Department of Education to Congress (U.S. Department of Education, 1984). This annual report revealed the status of special education and related services that

are being provided to handicapped students in our nation, and stated that the number of handicapped students receiving special education and related services has increased from the 1976-77 school year through the 1982-83 school year by 4,298,327 students (U.S. Department of Education, 1984). Those handicapped students receiving services under Public Law 89-313, which provided for handicapped students involved in a special purpose school, reflected a 16% increase during the same period of time (U.S. Department of Education, 1984). This overall increase becomes more significant when compared to the nation's total school-age population. According to the Department of Education, the figures reflect a steady decrease in the school age population over the past 10 years (U.S. Department of Education, 1984). These data would seem to support the concept of rapid growth that special education has experienced over the past decade in this nation.

Stress Within the Organizational Role

In the last 10 years, quality of work-life issues have gained in importance within organizational settings (Gaines and Jermier, 1983). Stress has been the focus of many investigations which explore the health and welfare issues of employees within organizations. Schuler (1980) suggested that little is known about stress in work organizations. Gaines and Jermier speculated that this may be due, in part, to the lack of basic agreement about what constitutes stress and the nonspecific definition, as well as the measures used to research stress in organization settings.

In reviewing the literature in the area of organizational and role stress, the phenomenon stress, within a given role, can be divided into two basic parts or schools of thought. Buck (1972), House and Rizzo (1972), Sales (1970), and Katz and Kahn (1966) viewed the role stress as being

quite dysfunctional for both the organization and the members within the organization. The results of their research indicated that stress can and does produce a decrease in overall job satisfaction and depressed levels of overall job performance and effectiveness. Schuler (1980) related stress to a person's fit into the environment. This concept of fit must be considered when role is addressed within the organization (Brief, Schuler, and Van Sell, 1981).

In the last several years, a group of researchers has posed a second school of thought in the area of organization role stress (Hall and Lawler, 1971; Lazarus, 1966; Burke, 1976; Selye, 1974; Shontz, 1975). These researchers found that role stress has both functional as well as dysfunctional properties, and have concluded that inordinately low levels of stress may be as dangerous to the worker and the organization as are very elevated levels of organizational role stress. Somewhere between the two extremes of too low or too high role stress an optimum value and level of acceptable stress exists (Allen, Hitt, and Greer, 1982). This optimum level is unique in the fact that it must be evaluated on an individual basis. Allen, Hitt, and Greer further pointed out that a value of perceived stress which is either elevated or depressed in relationship to this norm results in levels of demonstrated performance which are below the person's real ability level. The conclusion which can then be drawn is that both the organization and the individual can be functional when optimum levels of stress are known.

Framework for Organizational Role Stress

Cooper and Marshall (1977) developed a basic structure for relating major components which they felt increased the presence of stress within the individual. Their primary structure revolved around seven basic

factors. Five of these basic factors were felt to relate to stress within the educational organization. These five areas were: (1) situations that are intrinsic to the job, (2) role within the organization, (3) relationships within the formal organization, (4) development of individual career, and (5) organizational climate and perceived structure. These five components appeared to have congruency with the six basic factors that were under investigation in this research in the area of organizational role stress.

"Factors intrinsic to the job" have received a considerable amount of attention from researchers who are interested in studying the conditions of work and the area of perceived work overload. French and Caplan (1973) investigated the effects of qualitative and quantitative variables relating to overload and found that job dissatisfaction, higher levels of cholesterol, job tension, threat, diminished self-esteem, elevation of heart rate, and embarrassment were direct outcomes of perceived work overload. Sheppard (1971), related in his research that physical and mental health are affected in a negative manner when tasks within the organization required repetition of a specific task and perceived dehumanizing environments. Kornhauser (1965) found that the mental health of the workers within an organization was positively related to the way the individual perceived his working environment.

"Work role" has also been shown to be another area in which stress may present itself. Stress could reasonably be expected to increase in direct proportion to the way ambiguity of the role is perceived by the individual within the organization. Kahn (1973) found that individuals who experienced job ambiguity related that they also experienced low feelings of accomplishment in their jobs. These persons also found that they felt more tension related to their work and appeared to have pronounced feelings of

futility with accompanying depression in their overall self-concept and confidence level. Cooper and Marshall (1977) suggested that other stressors, to perhaps incorporate in the overall study of the role stress, should include too little responsibility, inadequate support systems, and the need to adjust to the increasing standards of performance required by the organization and the rapid changes in technology.

"Relationships" in the special education organization may also contribute to stress between and among the educators providing services to handicapped children. Caplan et al. (1975) discovered that a basic feeling of mistrust of co-workers led to a breakdown in the overall communication process, produced lower job satisfaction, and diminished positive perceptions about the job in general. These feelings appeared to produce an increase in individual feelings of tension and frustration.

"Career development" may also produce two major sources of tension and stress among educators. These two sources have been described as job insecurity and status variations (Kaiser and Polczynski, 1982). Levinson (1973) related that many middle-agers seem to experience a peaking out of their perceived progression on the organizational career ladder which, in turn, produces an increase in role stress.

"Organizational structure and climate" in a variety of situations may also be viewed as a threat to the individual's freedom, self-perception, and independence (Kaiser and Polczynski, 1982). Margolies, Krols, and Quinn (1974) found that a lack of direct involvement in the organization decision-making process, coupled with inadequate communications, restrictions on expressions of personal behavior, and ingrained politics of an organization had a negative interaction on the workers in the form of increased health problems, lower levels of motivation, reduced satisfaction with life in general, depression, and an overall negative feeling about

their work. Katz and Kahn (1966, p. 204) described role conflict as "the simultaneous occurrence of two or more role-sending messages such that compliance with one would render more difficult compliance with the other."

Stress within the role one occupies within the organization is a very serious issue and may be more pronounced in human service organizations. McGaffy (1978) revealed just how costly stress may be to our nation when he wrote that stress and the related disorders cost organizations an estimated \$15-\$17 billion each year in lost performance, absenteeism, and health benefit payments. This phenomenon, in turn, produces the syndrome known as burnout, which occurs among individuals working in the human service organizations.

The Concept of Burnout

Over the last 10 years, few psychological concepts have developed as much controversy as burnout. The subject of burnout has been addressed in several books (Edelwich and Brodsky, 1980; Maslach, 1976), and professional articles and journals are abundant with the topic (Niehouse, 1984; Tanner, 1983; Blase, 1982). The research of Silverstein (1982) documented the occurrence of burnout in 25 different occupations and included such roles as lawyers, counselors, and public health nurses. Meier (1984) related that most of the evidence relating to burnout has been "anecdotal," with the least amount of attention to burnout being addressed by the research community (Perlman and Hartman, 1982). Maracco and McFadden (1980) indicated that burnout is a chronic problem that works against the health functioning of the individual in the human service organization. Maslach (1978, p. 78) looked at burnout as a "reaction to job-related stress that results in the workers becoming emotionally detached from clients, treating clients in dehumanizing ways, and becoming less effective on the job."

Maslach and Jackson (1981) have observed that burnout is a syndrome which includes emotional exhaustion and cynicism. Often, these are observed in individuals who are involved in people work of some type and result in the development of a negative cynical attitude and projected negative feelings toward the population to whom they are providing service.

Maslach (1982) provided a vivid description of the burnout syndrome by relating that the term "burnout" evokes images of "a final flickering flame, of a charred and empty shell, of dying embers and cold, gray ashes" (p. 3). This description may typify the feelings that many professionals experience when working in the human service organizations (Moracco and McFadden, 1980). Bishop (cited in Begley, 1982) indicated that burnout is not synonymous with the term "stress." He pointed out that instead, burnout is a condition which is a side effect of stress, as well as other internal and ex-ternal personal conflicts. Moracco and McFadden (1980) explained that organizational burnout can be defined as a collection of symptoms which are characterized by low morale in the workers, declining rates of overall production, elevated levels of work absenteeism, poor or inadequate communication among the workers, and increased levels of job attrition. When an organization is experiencing burnout, few organizational goals exist and the workers function with little sense of purpose.

Factors Leading to Burnout

The causes of burnout are as varied as the characteristics and definitions (Begley, 1982). In much of the current research, stress is cited as one of the leading contributing causes. Cherniss (1980) found that individuals who are placed in environments where they experience increased levels of stress with no real outlet quite often suffer from the feelings of being burned out. These individuals, in turn, become increasingly

discouraged and revert to withdrawing from their environment as a coping mechanism. Moracco and McFadden (1980), in studying human service organizations, found that there are six organizational conditions which are associated with burnout: (1) lack of funds, (2) lack of flexibility, (3) middle managers with little decision-making power, (4) task overload, (5) little recognition for efforts, and (6) some unwelcome aspects of the client population. The literature also revealed several somatic complaints which are suggested to be related to burnout, such as insomnia, headaches, exhaustion, gastrointestinal problems, nausea, loss of weight, elevated blood pressure, and anxiety (Kyriacou and Sutcliffe, 1978; Maslach, 1976; Block, 1978; Freudenberger, 1974). Another condition which is thought to contribute to burnout among special education administrators is the possibility that they lack professional training adequate enough to address the various issues found within their sometimes ambiguous role. Lack of training was found to be a cause of burnout among teachers and counselors (Taylor et al., 1975; Warmath and Shelton, 1976; Spaniol, 1979). Bundy (1981) stated that in many situations, the professional is undertrained for the job he/she is performing or has been taught a false concept of what the real world is like. Both of these concepts can lead to disillusionment. Burnout appears to be experienced under conditions which produce chronic, everyday stress rather than occasional stressful situations (Maslach, 1982). Collins (1977) related that burnout can occur as a result of working closely and continuously with people who are experiencing distress. The professional finds little opportunity to retreat from this source of anxiety and tension and as a result begins to experience burnout.

Further Effects of Burnout

Cherniss' (1980) research revealed that individuals who experience

burnout demonstrate feelings of overall emotional and physical exhaustion with accompanying loss of enthusiasm and depletion of their professional idealism and drive. If this condition is left unchecked and allowed to progress, serious psychological and physical health problems will result (Begley, 1982). Block (1978) termed this condition "combat neurosis" (p. 133). His research described the behavior of individuals who were suffering from shell shock during World War II. They reflected conditions very similar to those described as modern day burnout.

Maslach and Jackson (1981) have identified three components associated with burnout: (1) increased feelings of emotional exhaustion and fatigue by workers, coupled with feelings of not having the emotional resources to give of oneself; (2) the development of a negative, cynical attitude towards clients; and (3) evaluation of self in negative terms, primarily when interacting with clients. When individuals start to experience these aspects of burnout, they become unhappy with their roles and themselves. Maslach and Jackson (1981) described this condition as "a lack of feeling of personal accomplishment" (p. 5). Schwab and Iwomicki (1982) found that individuals experiencing strong feelings of being exhausted emotionally and reporting a lack of feeling of personal accomplishment would be described as experiencing more burnout than individuals reflecting weaker feelings in these areas. Cherniss (1980) discovered that professionals who are frustrated and bored with their work demonstrated differences in blood chemistry, which they felt could be linked to future health problems. Maslach and Jackson (1981) also found that individuals experiencing these burnout symptoms likewise demonstrated an increase in their dependency on drugs and/or alcohol, as well as experiencing more tension in their domestic lives. Helliwell (1981) explained that many organizations have a tendency

to discard individuals who are suffering from burnout rather than spend time and financial resources on rehabilitation.

The Burnout Syndrome in Educational Administration

Much of the investigation into the effects and symptoms of burnout has taken place in the helping professions. Burnout, however, is not limited to these specific areas and is found in all occupations and organizations. Neville's (1981) research has found that administrative personnel who are responsible for providing direct services frequently must deal with the hazards associated with burnout. In the area of educational administration, special education directors face a unique set of responsibilities, all of which contribute to higher levels of stress and frustration (Begley, 1982). Roberts (1983), in a study of administrators in Colorado, found that principals demonstrated a perception of higher job-related stress which resulted in both physical and mental illness. He also found that these individuals averaged between moderate and high stress as a group. This research found that the administrative population also had very poor stress-coping skills.

In research conducted by Frank (1983) in the area of administrative stress, administrators involved in the study found the following factors to play a critical role in burnout and job-related stress: (1) administrative constraints, (2) organizational structure and climate, (3) relationships at work, (4) role expectation, and (5) career development. This study further found that the top stressors were: (1) making decisions that affect the lives of other people in the organization, (2) resolving interpersonal conflicts, (3) gaining public approval and financial support for programs, (4) completing reports and paper work on time, and (5) complying with

state, federal, and organizational rules and policies, respectively. Frank (1983) concluded that job satisfaction, anxiety, sick days, and age were among the best predictors of burnout and job stress.

Schoffer's (1981) research, which dealt with administrators' job-stress perception, found that school administrators are victims of a very stressful occupation. For survival, improvement of mental health by school administrators will be necessary in order to adapt successful compensating practices.

In one of the few studies relating specifically with special education administrators, Begley (1982), using the means for intensity and frequency on each of the three subscales of the Maslach Burnout Inventory (Maslach and Jackson, 1981), found that total burnout was experienced by only 5.65% of the respondents (7 out of 124). However, 37% were found to be at the burnout level in the area of "emotional exhaustion"; 45% were at that level on the "depersonalization scale"; and 44% were burned out in regard to their responses covering "personal accomplishment." Begley also found that special education administrators consistently scored below the mean on the Maslach instrument in the area of feelings of personal accomplishment. Two additional factors were significant in the study. The two factors reflected that special education administrators in Illinois who work in joint agreement with schools of 50,000-100,000 and, secondly, who work 49-49 hours per week, tested to score below the estimated mean on the personal accomplishment subscale.

Freedenberg (1982) related that burnout is becoming more prevalent in the white-collar office environment than it has been in the past. He found that increase in job burnout is due to such factors as: (1) conflicts due to emphasis on getting more out of a job than just the pay, (2) a volatile economy, and (3) office technologies that are constantly changing. His

research related that, in extreme cases, stress which is associated with burnout can be a contributing factor in cases of suicide.

Niehouse's (1984b) research suggested that individuals who suffer from stress will not always experience burnout. He concluded that burnout candidates predominantly experience job-related stress. These professionals tend to be quite idealistic and are self-motivating achievers seeking unattainable goals. In a study conducted by Glogow (1984) on personnel organizations in Los Angeles County, California, the 103 individuals surveyed reflected that burnout was a problem with 41% of the respondents and that stress, both inside and outside of the job, contributed to burnout. Relationships with upper management were considered to be a major source of stress and burnout in these organizations.

Summary

Chapter II has presented a review of related literature and conceptual framework for this study. The chapter presented the concepts of role stress and burnout and demonstrated their relationship with one another. The procedures used in the collection of data, as well as the criteria used in sample selection, are specified in Chapter III.

CHAPTER III

RESEARCH DESIGN

Introduction

This chapter will outline the way individuals and special education units were analyzed and compared. The primary purpose of this design was to insure a comparison that was not subject to any alternative interpretations. The chapter presents the population sampled, the instruments employed to collect data, the methods utilized for data collection, and the statistical procedures employed to analyze and report the data.

Definition of the Population

The population sampled was comprised of special education administrators providing administrative services in one of the following special education entities: local educational agencies cooperative arrangements, interlocal agreements, and special purpose schools in the state of Kansas. The entire population of such administrators was requested to respond to this study to aid in the overall generalization of the results and to help decrease any bias in the population studied.

The population studied was comprised of 25 local educational agencies, 31 special education cooperatives, 16 interlocal special education units, and 23 special purpose schools; 9 were private and 14 were public. The population included in this research was limited to the directors of special education. The total number of directors surveyed in this study was

95. The study evaluated each special education organization on both the Organizational Role Stress Scale (ORSS) and the Maslach Burnout Inventory (MBI) to see if any relationship existed between results from the two instruments and the organizational types. The organizational types which comprised this study were reflective of the various special education service delivery systems in the state of Kansas. The first organizational type of local educational agencies supported programs are part of a unified school system and serve only that system. The second organizational type are the special educational cooperatives, which have one unified school district as their sponsor and may have several school districts participating in supporting special education programs in that region. The third organizational type is the interlocal, which has all the authority of a unified school district, with the exception that it cannot levy taxes. These interlocals contract special education and other services to various school districts in the state. The final organizational types are the special purpose schools. Nine of these special purpose schools are private, providing a more restricted form of special education to the students. The remaining special purpose schools are run by the state of Kansas and are usually part of a state institution.

Instrumentation

Two separate instruments were administered to each participant. The ORSS and the MBI were employed. These instruments were both self-reporting and required no special training for administration and scoring.

The Organizational Role Stress Scale

The ORSS, published by University Associates, Inc. (Pareek, 1983), can be utilized to gain insight into the concept of "role" that special

education administrators fulfill. The scale was developed to assess role stress in terms of "role-space" and "role-set," using a five-point Likert scale format, where 0 equals "never or scarcely ever," and 4 equals "very frequently or always."

The instrument purports to measure role-space conflict in terms of "inter-role distance," "role stagnation," "role expectations conflict," "personal inadequacy," and "self-role conflict" (Pareek, 1983). Role-set conflict is measured in terms of "role erosion," "role overload," "role isolation," "role ambiguity," and "resource inadequacy" (Pareek, 1983, pp. 116-117). The original instrument is a 50-item Likert scale, with 25 items addressing the general category of role-space and 25 items addressing role-set. Each major category has five subcategories, as described above. In 1982, during an eight-week period of time, the instrument was normed on 500 managers and retest-reliability coefficients were calculated for this group. The reliability coefficients ranged from .37 to .73 for the identified stressors. All coefficients were found to be significant at the .01 level. The author felt that the ORSS was reliable (Pareek, 1983). Evidence of validity was provided by the measuring of consistency of the ORSS. Each test item was correlated with the total score on the ORSS for 500 subjects. All but two correlations were significant at the .01 level. One subscale was found to be significant at the .02 level, and one other subscale was significant at the .08 level. This would seem to reflect good internal consistency for the ORSS. Analyzing means and standard deviations, Pareek (1983) found that the lowest mean value was 2.42 and the highest mean value was 4.66. The two items which had low correlation with the total scale had high mean values. The responses were subjected to a factor analysis which produced 10 factors. The 10 factors related to the 20 subscales, which explained the 99.9% of the variance (Pareek, 1983).

This study employed 6 of the 10 subscales comprising the ORSS. It was the impression of this researcher that these six subscales were highly descriptive of the job role filled by directors of special education in Kansas and possessed a good interface with the six subscales on the MBI. It was also the opinion of this researcher that a 50-item questionnaire would be viewed by directors as requiring too much time to complete, thus decreasing the return rate.

The revised ORSS was composed of the following six subscales: role expectation conflict, personal inadequacy, self-role conflict, role overload, role ambiguity, and resource inadequacy. The revised ORSS was comprised of 30 questions and maintained the original five-point Likert scale, where 0 equaled "never or scarcely ever" and 4 equaled "very frequently or always." These are the scores on each scale of the revised ORSS. Scales ranged from a low of 0 to a high of 20 on any given subscale.

The Maslach Burnout Inventory

The MBI, published by Consulting Psychologists Press (Maslach and Jackson, 1981), was employed to assess the prevalence and severity of possible burnout among those special education administrators surveyed. The inventory was comprised of 22 items; each item was rated on frequency and intensity. The scale which reported frequency, ranged from 1 ("a few times a year or less") to 6 ("every day"). If a respondent never experienced the described item or feeling, a 0 was marked. There was a provision on the instrument marked "never" (0) if the situation arose. The scale which measured intensity had a reported range from 1 ("very mild, barely noticeable") to 7 ("major, very strong") (Maslach and Jackson 1981). The subscale which purported to measure emotional exhaustion was comprised of 9 items and reported the feelings of emotional overextension and exhausted

perceptions of the individual's work. The five items which made up the depersonalization subscale are said to reveal unfeeling and impersonal reactions toward co-workers or service recipients. For both emotional exhaustion and depersonalization subscales, the higher the mean score, the more likely the administrator will be to experience the feelings of burnout (Maslach and Jackson, 1981).

The "personal accomplishment subscale" was comprised of eight items and indicated feelings of competence and success in individual achievements. This subscale's mean score was in direct contrast to the other subscales reported above; that is, a low mean score on this subscale reflected a higher probability of burnout.

Burnout is viewed as a continuous variable, ranging from low to moderate to a high degree of feelings of burnout. For the purpose of this study, burnout is not viewed to be a dichotomous variable, which either exists or does not exist.

Reliability coefficients reported were based on samples that were not used in the item selection to avoid any tendency toward inflation of the reliability estimates. Internal consistency was estimated by Cronbach's Coefficient Alpha. Reliability coefficients for the subscales may be found in Tables I and II (Maslach and Jackson, 1981). Test-retest reliability of the MBI was obtained from a sample of graduate students in social welfare and administrators in a health agency (N=53). The test-retest reliability coefficients for this sample may be found in Table III. Although the coefficients ranged from low to moderately high, all appeared to be significant beyond the .001 level (Maslach and Jackson, 1981).

Convergent validity was demonstrated in the following ways:

First, an individual's MBI scores were correlated with behavioral ratings made independently by a person who knew the individual well, such as a spouse or co-worker. Second, MBI

scores were correlated with the presence of certain job characteristics that were expected to contribute to experiencing burnout. Third, MBI scales were correlated with measures of various outcomes that had been hypothesized to be related to burnout. All three sets of correlations provided substantial evidence for the validity of the MBI (Maslach and Jackson, 1981, p. 97).

TABLE I
MBI RELIABILITY COEFFICIENTS

Subscale	Frequency	Intensity
Emotional Exhaustion	.90	.87
Depersonalization	.79	.76
Personal Accomplishment	.71	.73

TABLE II
MBI STANDARD ERROR OF MEASUREMENT

Subscale	Frequency	Intensity
Emotional Exhaustion	3.80	4.99
Depersonalization	3.16	3.96
Personal Accomplishment	3.73	3.99

TABLE III
MBI TEST-RETEST RELIABILITY COEFFICIENTS

Subscales	Frequency	Intensity
Emotional Exhaustion	.82	.53
Depersonalization	.60	.69
Personal Accomplishment	.80	.68

Data Collection

Data were collected for each participant by means of a mailed questionnaire consisting of the instruments shown in Appendixes A and B. The questionnaires were mailed on November 1, 1985, and were designed to facilitate quick response and easy return. Each group (administrators from local education agencies, cooperatives, interlocals, special purpose schools) was asked to respond to the MBI, the ORSS, and demographic questions.

The names of the above surveys were altered so that the titles would not bias the questionnaire. The MBI was titled "Human Services Survey," and the ORSS was titled "Organizational Role Perception Scale." All four groups of special education directors were also requested to supply demographic information regarding level of education, years of experience, and other pertinent data. A follow-up telephone call was made after a two-week period of time to encourage those who had not responded to complete the questionnaire.

A cover letter explaining the general purpose of the study was included with the survey. However, the letter did not contain any terms which may potentially have biased the survey. A copy of the letter may be found in Appendix C. Indicated in Table IV are the types of agencies employing the 95 special education service providers included in the study.

TABLE IV
DIRECTORS OF SPECIAL EDUCATION

Delivery System	No. of Directors	Percentage
Public Local Education Agencies	25	26
Special Education Cooperatives	31	33
Interlocal Agreements	16	17
Special Purpose Schools--Both Public and Private	23	24
Total	95	100

Treatment of Data: Scoring of Instruments

Scoring of the MBI was conducted by the standard procedures outlined in the scoring manual. Possible scores ranged from a low of 0 to a high of 40. The original numerical scores were also used to increase the power of statistical analysis (Maslach and Jackson, 1981).

The ORSS was scored from a five-point Likert scale that reflected how descriptive a particular statement was for the respondent. The scale ranged from a minimum of 0 to a maximum of 20 (Pareek, 1983).

Statistical Treatment of Data

The research hypothesis stated that there would be a significant relationship between the directors of special education's perceptions of "organizational role stress" and their feelings of burnout. This was evaluated using a correlation technique. It was hypothesized under the null conditions, that the correlation in the population of directors would be zero. Means and standard deviations were also computed for each instrument and compared to the norm group of each instrument.

Correlations were performed. The first examined the relationship between "emotional exhaustion" on both the frequency and intensity scales with ORSS: "role expectation conflict," "personal inadequacy," "self/role conflict," "role overload," "role ambiguity," and "resource inadequacy." The second correlation examined "depersonalization" on both the frequency and intensity scales with ORSS "role expectation conflict," "personal inadequacy," "self/role conflict," "role overload," "role ambiguity," and "resource inadequacy." The third correlation examined the relationship between "lack of personal accomplishment" on both the frequency and intensity scales on the MBI with ORSS "role expectation conflict," "personal inadequacy," "self/role conflict," "role overload," "role ambiguity," and "resource inadequacy" subscales. Presented in Table V is the framework which was employed to report these correlated data.

This correlational study determined whether or not and to what degree a relationship may exist between the independent variables, which are the

subtests on the ORSS and the dependent variables, which are the subscales on the MBI.

TABLE V
CORRELATION FRAMEWORK*

	Pearson R					
	<u>ORSS</u>	<u>MBI</u>				
	EEFREQ	EEINTENS	DPFREQ	DPINTENS	PAFREQ	PAINTENS
REC						
RO						
PI						
SRC						
RA						
RI						

*The abbreviations are as follows:

ORSS--REC (Role Expectation Conflict); RD (Role Overload); PI (Personal Inadequacy); SRC (Self Role Conflict); RA (Role Ambiguity); and RI (Resource Inadequacy).

MBI--EEFREQ (Emotional Exhaustion Frequency); EEINTENS (Emotional Exhaustion Intensity); DPFREQ (Depersonalization Frequency); DPINTENS (Depersonalization Intensity); PAFREQ (Lack of Personal Accomplishment Frequency); PAINTENS (Lack of Personal Accomplishment Intensity).

Summary

Chapter III has presented the research design which will guide this study. Included was a description of the population, information regarding the two instruments to be employed, and the methodology that was used to collect and analyze the data.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

In this chapter, the data collected in this research study were reported and analyzed as they related to the research hypothesis. The purpose of this study was to investigate a possible significant relationship between the directors of special education in Kansas and the directors' perceptions of organizational role stress and feelings of burnout. The instruments employed in this investigation were the ORSS, which was used to investigate the perception of role that special education directors felt they fulfilled, and the MBI, which assessed the prevalence and severity of possible burnout among the directors, both in terms of frequency and intensity.

Findings

The 67 respondents comprised 70.53% of the total population of 95 directors of special education in Kansas. The population studied was composed of 31 directors from special education cooperatives, 16 directors in interlocals, 25 local educational agencies, and 23 special purpose schools within Kansas. The following demographic data provides information relating to specific professional and personal characteristics of the population studied.

Demographic Data

The demographic data have been categorized into two main groups. Those groups were: professional information and personal data.

Professional Information

Of the special education administrators surveyed, all were directors of special education. Fifty-five percent of those surveyed had been employed in their current positions between 7 and 10 years and were currently working between 40 and 49 hours per week. The largest group of directors (36%) worked in special education cooperatives, which are supported by a sponsoring unified school district. The detailed distribution of responses of these professionally related variables is displayed in Table VI.

Personal Information

Of the participants, 71.9% were males; 28.1% were females. The most frequently identified marital status was married, with 87.5% selecting this option. The majority (87.5%) of those responding were between the ages of 35 and 45, with only 1.6% being between the ages of 25 and 35, and 3.1% being over the age of 55. There were 95 surveys mailed and 67 of the surveys were returned. Of the 67 surveys returned, 64 were usable.

The return rate reflected the following: 63% of the directors in interlocals returned their surveys, 100% of the directors in special purpose schools returned their surveys, 56% of the directors in local education agency sponsored organizations returned their surveys, and 74% of the directors in special education cooperatives returned their surveys. Data on personal variables are found in Table VII.

TABLE VI
PROFESSIONAL INFORMATION

Variables	Frequency	Percentage
<u>Years in Current Position</u>		
1-3	15	23.4
4-6	14	21.9
7-10	35	54.7
<u>Hours Worked Per Week</u>		
No Response	2	3.1
30-39	3	4.7
49-49	35	54.7
50-60	24	37.5
<u>Organization Worked For</u>		
Interlocal	10	16.0
Special Purpose School	15	26.0
Local Educational Agency Sponsore	15	22.0
Special Education Cooperative	24	36.0
<u>Rate of Return by Type</u>		
Interlocal	16	63.0
Special Purpose School	23	100.0
Local Educational Agency Sponsored	25	56.0
Special Education Cooperative	31	74.0

TABLE VII
PERSONAL INFORMATION

Variables	Frequency	Percentage
<u>Gender</u>		
Male	46	71.9
Female	18	28.1
<u>Marital Status</u>		
Single	1	1.6
Married	56	87.5
Divorced	5	7.8
Widowed	2	3.1
<u>Age</u>		
25-35	1	1.6
35-45	56	87.5
45-55	5	7.8
Over 55	2	3.1

Testing of the Hypothesis

The research hypothesis for this study was:

H₁. There will be a significant relationship between special education directors' perceptions of organizational role stress and feelings of burnout.

For this hypothesis, correlations were performed for each of the subscales on the MBI and the subscales on the ORSS. The correlations were

first performed using all 64 directors as a group. In order for the correlations to be significant at the .05 level, a critical value of $r=.250$ was necessary, and for the correlations to be significant at the .01 level, a critical value of $r=.325$ must be present.

Directors as a Combined Group

To gain insight into the group of directors as a whole, means and standard deviations were computed for all directors as a group and then individual subgroups were examined. The results of these descriptive statistics were then compared to the norm group on the MBI. In comparing means and standard deviations for the ORSS subgroup, means and standard deviations were compared with the means and standard deviations from the total group of directors. Since a modified ORSS was employed, this type of comparison seemed most appropriate. The results of these descriptive statistics are found in Tables VIII through XX.

Table VIII provides data which describes the various MBI subscale ranges that correspond to low, moderate-to-high levels of suspected burn-out. Table IX presents the means and standard deviations obtained on the MBI by all 64 directors of special education. The means and standard deviations on the MBI which were obtained by the 24 directors of special education cooperatives are presented in Table XI. In Table XII, means and standard deviations on the MBI are reported for directors of local educational agencies. Table XIII presents the means and standard deviations obtained on the MBI by all nine directors of public special purpose schools.

Findings from the ORSS

The ORSS subscale ranged from a low of 0 to a high of 20. Table XIV

TABLE VIII
CATEGORIZATION OF MBI SCORES

<u>MBI</u> Subscales	Range of Experienced Burnout		
	Low	Moderate	High
<u>Emotional Exhaustion</u>			
Frequency	<17	18-29	>30
Intensity	<25	26-39	>40
<u>Depersonalization</u>			
Frequency	<5	6-11	>12
Intensity	<6	7-14	>15
<u>Personal Accomplishment</u>			
Frequency	<40	39-34	>33
Intensity	<44	43-37	>36

Note: Occupations represented in both the scales development and MBI normative samples presented consisted of the following: "845 Social Security Administration public contact employees, 142 police officers, 231 nurses, 125 agency administrators, 222 teachers, 97 counselors, 91 social workers, 68 probation officers, 63 mental health workers, 86 physicians, 40 psychologists and psychiatrists, 31 attorneys, and 77 others" (Maslach and Jackson, 1981, p. 2). "The Personal Accomplishment subscale is independent of the other subscales, and its component items do not load negatively on them" (Maslach and Jackson, 1982, p. 6). "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" (Maslach and Jackson, 1981, p. 1).

TABLE IX
 ALL DIRECTORS AS A GROUP, MBI MEANS AND
 STANDARD DEVIATIONS (N=64)

Subscale	M	SD	Label
EEFREQ	18.59*	14.23	Emotional Exhaustion Frequency
EEINTENS	25.91	14.48	Emotional Exhaustion Intensity
DPFREQ	9.61*	14.59	Depersonalization Frequency
DPINTENS	13.94*	18.42	Depersonalization Intensity
PAFREQ	39.47*	7.29	Lack of Personal Accomp. Frequency
PAINTENS	42.91	8.61	Lack of Personal Accomp. Intensity

*Moderate burnout

TABLE X
 DIRECTORS OF PRIVATE SPECIAL PURPOSE SCHOOLS,
MBI MEANS AND STANDARD DEVIATIONS (N=6)

Subscale	M	SD
EEFREQ	17.17	9.99
EEINENS	27.83*	14.80
DPFREQ	3.67	2.73
DPINTENS	7.83*	9.37
PAFREQ	40.83	3.55
PAINTENS	41.17*	4.45

*Moderate burnout

TABLE XI
 DIRECTORS OF SPECIAL EDUCATION COOPERATIVES,
MBI MEANS AND STANDARD DEVIATIONS (N=24)

Subscale	M	SD
EEFREQ	17.00	12.59
EEINTNS	23.86	14.39
DPFREQ	8.46*	13.50
DPINTENS	12.00*	13.94
PAFREQ	38.92*	7.23
PAINTENS	42.08*	6.20

*Moderate burnout

TABLE XII
 DIRECTORS OF LOCAL EDUCATIONAL AGENCY PROGAMS,
MBI MEANS AND STANDARD DEVIATIONS (N=15)

Subscale	M	SD
EEFREQ	23.53*	20.11
EEINTENS	30.53*	16.31
DPFREQ	12.53**	18.57
DPINTENS	19.27**	26.56
PAFREQ	37.87*	10.25
PAINTENS	42.93*	13.83

*Moderate burnout; **high burnout

TABLE XIII
 DIRECTORS OF PUBLIC SPECIAL PURPOSE SCHOOLS,
MBI MEANS AND STANDARD DEVIATIONS (N=1)

Subscale	M	SD
EFREQ	21.11*	14.65
EEINTENS	27.78*	14.71
DPFREQ	16.78**	19.80
DPINTENS	19.22**	23.68
PAFREQ	41.56	5.70
PAINTENS	46.44	7.68

*Moderate burnout; **high burnout

TABLE XIV
ORSS SUBSCALE RANGES

0-4	Never or scarcely feel this way
5-9	Occasionally see things this way
10-14	Sometimes see things this way
15-19	Frequently see things this way
20	Very frequently or always see things this way

TABLE XV
ALL DIRECTORS AS A GROUP, ORSS MEANS
AND STANDARD DEVIATIONS (N=64)

Subscale	M	SD	Label
REC	3.95	3.23	Role Expectation Conflict
RO	6.19	3.37	Role Overload
PI	5.27	3.20	Personal Inadequacy
SCR	5.19	2.93	Self-Role Conflict
RA	4.20	4.00	Role Ambiguity
RI	5.64	3.60	Resource Inadequacy

TABLE XVI
DIRECTORS OF INTERLOCALS, ORSS MEANS
AND STANDARD DEVIATIONS (N=10)

Subscale	M	SD
REC	3.80	2.86
RO	5.80	3.26
PI	5.80	3.36
SRC	5.00	2.94
RA	4.20	4.80
RI	5.90	3.07

TABLE XVII
 DIRECTORS OF PRIVATE SPECIAL PURPOSE SCHOOLS,
ORSS MEANS AND STANDARD DEVIATIONS (N=6)

Subscale	M	SD
REC	4.83	1.94
RO	7.00	3.46
PI	6.00	3.35
SRC	5.50	2.51
RA	4.83	3.31
RI	7.83	3.60

TABLE XVIII
 DIRECTORS OF SPECIAL EDUCATION COOPERATIVES,
ORSS MEANS AND STANDARD DEVIATIONS (N=24)

Subscale	M	SD
REC	3.38	3.15
RO	5.33	3.24
PI	4.42	3.04
SRC	4.46	3.12
RA	3.17	3.06
RI	4.75	3.04

TABLE XIX
 DIRECTORS OF LOCAL EDUCATIONAL AGENCY PROGRAMS,
ORSS MEANS AND STANDARD DEVIATIONS (N=15)

Subscale	M	SD
REC	3.60	2.72
RO	6.60	3.18
PI	5.27	2.58
SRC	5.87	2.80
RA	4.53	3.60
RI	5.33	3.66

TABLE XX
 DIRECTORS OF PUBLIC SPECIAL PURPOSE SCHOOLS,
ORSS MEANS AND STANDARD DEVIATIONS (N=9)

Subscale	M	SD
REC	5.67	4.90
RO	7.67	4.06
PI	6.44	4.30
SRC	6.00	3.00
RA	6.00	6.00
RI	6.78	5.04

depicts the ranges of the subscale breakdown on the ORSS. Tables XV through XX report means and standard deviations for directors as a whole group and separate organizational types.

Means and standard deviations were computed on each subscale of the ORSS for all directors of special education (N=64). These means and standard deviations are presented in Table XV. Table XVI presents the means and standard deviations on the subscales of the ORSS for the 10 directors providing services to interlocal organizations in Kansas. Table XVII displays the means and standard deviations for the six subscales on the ORSS for those directors in private special purpose schools. Means and standard deviations were calculated for the six subscales on the ORSS for the 24 directors in special education cooperatives. These descriptive statistics may be viewed in Table XVIII. Table XIX presents the means and standard deviations on the six ORSS subscales for the directors in local educational agency programs. The ORSS means and standard deviations for directors assigned to public special purpose schools are displayed in Table XX.

In Table XXI are correlations for all 64 directors responding to the study. Positive correlations were present between the MBI subscale of "emotional exhaustion frequency" and all subscales of the ORSS. Positive correlations were also found on the MBI's subscale of "emotional exhaustion intensity," and five subscales on the ORSS. Three inverse relationships existed between the MBI's "lack of personal accomplishment intensity" subscale and the ORSS subscale of "role expectation conflict," "role ambiguity," and "resource inadequacy."

Directors of Interlocals

In Table XXII are correlations for the 10 directors of interlocal

organizations. These directors had positive correlations between the MBI's subscales which measured "emotional exhaustion," both in terms of frequency and intensity, and all the ORSS subscales, with the exception of "role expectation conflict." The MBI's subscales, which measured "depersonalization frequency and intensity," were positively correlated with all the ORSS subscales. On the final subscales on the MBI of "lack of personal accomplishment," both frequency and intensity were inversely correlated with the ORSS subscales of "role overload," "personal inadequacy," "self-role conflict," "role ambiguity," and "resource inadequacy," which was inversely related with the MBI's "lack of personal accomplishment intensity" subscale.

TABLE XXI
CORRELATIONS ON ALL DIRECTORS (N=64)

<u>ORSS</u>	Pearsons R					
	EEFREQ	EEINTENS	DPFREQ	<u>MBI</u> DPINTENS	PAFREQ	PAINTENS
REC	.282*	.203	.068	.011	-.079	-.279*
RO	.462**	.429**	.119	.067	-.117	-.225
PI	.449**	.423**	.105	.076	-.214	-.239
SRC	.344**	.345**	.129	.124	-.196	-.184
RA	.396**	.352**	.041	-.013	-.148	-.291*
RI	.409**	.404**	.103	.048	-.119	-.255*

*P<.05 when r=.250; **P<.01 when r=.325

TABLE XXII
CORRELATIONS ON ALL INTERLOCAL DIRECTORS
(N=10)

<u>ORSS</u>	Pearsons R					
	EEFREQ	EEINTENS	DPFREQ	<u>MBI</u> DPINTENS	PAFREQ	PAINTENS
REC	.476	.282	.658**	.895**	-.451	-.175
RO	.910**	.759**	.896**	.840**	-.623*	-.678*
PI	.760**	.838**	.839**	.736**	-.579*	-.779**
SRC	.731**	.669*	.835**	.757**	-.603*	-.586**
RA	.836**	.816**	.933**	.858**	-.612*	-.713**
RI	.754**	.932**	.834**	.576*	-.430	-.784**

*P<.05 when r=.576; **P<.01 when r=.708

Directors of Private Special Purpose Schools

Reported in Table XXIII are data on directors in private special purpose schools. This group demonstrated positive correlations between the MBI's "emotional exhaustion frequency" and the ORSS subscale of "role overload personal inadequacy." There was a positive correlation between the MBI's subscale of "depersonalization intensity" and the ORSS subscale of "role overload" and "resource inadequacy." Inverse relationships were found between the MBI's subscale of "lack of personal accomplishment frequency" and all six subscales on the ORSS.

TABLE XXIII
 MULTIPLE CORRELATIONS ON DIRECTORS OF PRIVATE
 SPECIAL PURPOSE SCHOOLS (N=6)

<u>ORSS</u>	Pearsons R					
	EEFREQ	EEINTENS	DPFREQ	<u>MBI</u> DPINTENS	PAFREQ	PAINTENS
REC	.610	-.182	-.214	-.486	-.848**	-.576
RO	.919**	.027	-.359	-.733*	-.928**	-.377
PI	.754*	-.153	-.044	-.625	-.944**	-.457
SRC	.722*	-.320	.146	-.693	-.865**	-.636
RA	.811*	-.111	-.184	-.678	-.923**	-.405
RI	.868**	-.109	-.169	-.736*	-.943**	-.485

*P<.05 when r=.707; **P<.01 when r=.834

Directors of Special Education Cooperatives

Reported in Table XXIV are correlational data for the 24 directors of special education in special education cooperatives. These data revealed a positive relationship between the MBI subscale of "emotional exhaustion frequency" and the ORSS subscales of "role overload," "personal inadequacy," "role ambiguity," and "resource inadequacy." A positive relationship existed between the MBI subscale of "emotional exhaustion intensity," and the ORSS subscales of "role overload," "personal inadequacy self-role conflict," "role ambiguity," and "resource inadequacy." Inverse relationships existed between the MBI subscale of "lack of personal accomplishment

intensity" and the ORSS subscales of "role expectation conflict," "role overload," and "resource inadequacy."

TABLE XXIV
CORRELATIONS ON DIRECTORS IN COOPERATIVES
(N=24)

<u>ORSS</u>	Pearsons R					
	EEFREQ	EEINTENS	DPFREQ	$\frac{\text{MBI}}{\text{DP}}$ INTENS	PAFREQ	PAINTENS
REC	.379	.354	.014	.005	-.083	-.430*
RO	.652**	.656**	.191	.198	.157	-.413*
PI	.544**	.558**	.083	.072	-.157	-.362
SRC	.379	.464*	.141	.210	-.125	-.227
RA	.552**	.559**	.196	.186	-.208	-.335
RI	.566**	.619**	.206	.224	-.138	-.400**

*P<.05 when $r=.388$; **P<.01 when $r=.496$

Directors of Local Education Agencies

The 15 directors which provide administrative services to local education agencies had no correlations between the MBI and the ORSS. The correlational data are reported in Table XXV.

TABLE XXV
CORRELATIONS ON DIRECTORS IN LOCAL EDUCATIONAL
AGENCIES (N=15)

<u>ORSS</u>	Pearsons R					
	EEFREQ	EEINTENS	DPFREQ	<u>MBI</u> DPINTENS	PAFREQ	PAINTENS
REC	-.085	-.202	-.048	-.242	-.064	-.411
RO	-.140	-.246	-.242	-.360	.213	-.174
PI	.084	-.033	-.039	-.125	-.120	-.030
SRC	-.054	-.095	-.206	-.231	-.031	-.057
RA	-.088	-.166	-.176	-.323	.045	-.260
RI	.009	-.065	-.133	-.198	.039	-.228

*P<.05 when r=.482; **P<.01 when r=.606

Directors of State Special Purpose Schools

The final group of directors studied worked in state-supported special purpose schools in the state of Kansas. There were positive correlations between the MBI subscales, which measured "emotional exhaustion frequency" and all six subscales on the ORSS. The MBI subscales of "emotional exhaustion intensity" had positive correlations with the ORSS, which measured "role overload," "personal inadequacy," "self-role conflict," and "resource inadequacy." The other subtests on the MBI and the ORSS did not reveal any additional relationships. Table XXVI reports the correlations on this group.

TABLE XXVI
CORRELATIONS ON DIRECTORS IN STATE
SPECIAL PURPOSE SCHOOLS (N=9)

<u>ORSS</u>	Pearsons R					
	EEFREQ	EEINTENS	DPFREQ	<u>MBI</u> DPINTENS	PAFREQ	PAINTENS
REC	.615*	.431	.073	.044	-.060	-.374
RO	.940**	.858**	.235	.292	-.396	-.043
PI	.853**	.789**	.144	.199	-.449	-.377
SRC	.768**	.714*	.333	.368	-.533	-.060
RA	.744**	.518	-.185	.186	-.146	-.388
RI	.844**	.734*	.230	.249	-.373	-.036

*P<.05 when r=.602; **P<.01 when r=.735

One-Way Analysis of Variance, MBI

A one-way analysis of variance was performed on all directors and their corresponding organization as a total unit. An ANOVA was performed on the MBI's "frequency" subscales and then on the "intensity" subscales. the ANOVA for the MBI subscales are reported in Tables XXVII-XXVIII.

One-Way Analysis of Variance, ORSS

The data were also analyzed using an ANOVA to investigate any relationship between organizations as a whole and the subscales on the ORSS. The results of the ANOVA are presented in Table XXIX.

TABLE XXVII
ANOVA SUMMARY FOR ORGANIZATIONS AND THE
MBI FREQUENCY SUBSCALES

Source	Degrees of Freedom	Mean Squared	Univar F	Multvar F	Sig of F
Organizations	3			1.404	.192
DPFREQ	3	369.066	1.800		.157
PAFREQ	3	121.350	2.437		.073
EEFREQ	3	405.864	2.111		.108

TABLE XXVIII
ANOVA SUMMARY FOR ORGANIZATIONS AND THE
MBI INTENSITY SUBSCALES

Source	Degrees of Freedom	Means Squared	Univar F	Multvar F	Sig of F
Organizations	3			1.054	.400
DPINTENS	3	687.436	2.137		.105
PAINTENS	3	1.890	.024		.995
EEINTENS	3	413.588	2.073		.113

TABLE XXIX
ANOVA SUMMARY FOR ORGANIZATIONS AND THE
ORSS SUBSCALES

Source	Degrees of Freedom	Mean Squared	Univar F	Multvar F	Sig of F
Organizations	18.156			1.33	.174
REC	3.60	12.29	1.19		.322
RO	3.60	19.14	1.74		.167
PI	3.60	10.83	1.06		.374
SRC	3.60	10.53	1.23		.305
RA	3.60	6.59	.40		.753
RI	3.60	5.50	.41		.744

Conclusions of ANOVA's

The results of the one-way analysis of variance on both the MBI and the ORSS revealed no significant variation between organizations and the subscales on the MBI, and the subscales on the ORSS.

Summary

The research hypothesis for this study was:

H₁. There will be a significant relationship between special education directors' perceptions of organizational role stress and feelings of burnout.

The Pearsons Correlation Coefficient revealed that a positive construct existed between the ORSS variables and the MBI subscales of

"emotional exhaustion frequency" and "emotional exhaustion intensity." the Pearsons R revealed a .282 correlation between the ORSS "role expectation conflict" and the MBI's relevant "emotional exhaustion frequency" subscale and was significant at the .05 level of .250. The following are the significant positive relationships which existed between the MBI "emotional exhaustion frequency" subscale and the ORSS's "role overload" (.462), "personal inadequacy" (.449), "self-role conflict" (.344), "role ambiguity" (.396), and "resource inadequacy." All were significant at the .01 level of .325.

The study revealed a positive relationship between the MBI's "emotional exhaustion intensity" subscale and five of the six subscales on the ORSS. These positive relationships were found within the ORSS's "role overload" (.429), "personal inadequacy" (.423), "self-role conflict" (.345), "role ambiguity" (.352), and "resource inadequacy" (.404). All correlations were significant with a probability level of .325, which was significant at the .01 level. The research hypothesis was therefore accepted.

CHAPTER V

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

Summary

The population of this study was limited to directors of special education in the state of Kansas. The population was comprised of directors who presently provide administrative leadership to special education organizations, which are a part of either a local educational agencies, an interlocal agreement, a part of a sponsoring district cooperative arrangement, or special purpose schools, both public and private. The entire population of directors (95) within the state of Kansas were asked to respond to two survey instruments and a demographic questionnaire.

One of the two survey instruments employed in this study was the ORSS. The ORSS was used to gain insight into the perceptions of stress which special education directors experience. The following ORSS subscales were employed in this study: "role expectation conflict," "personal inadequacy," "self-role conflict," "role overload," "role ambiguity," and "resource inadequacy." The subscales of the ORSS were comprised of five Likert-type items per subscale, with zero equaling "never or scarcely ever" and 4 equaling "very frequently or always." The total number of survey items employed from the revised ORSS was 30. The six subscales used in the survey were questions which would be appropriate to the area of special education administration.

The MBI utilized to assess the prevalence and severity of burnout among special education directors. The instrument was comprised of 22 items; each item was rated on frequency and intensity. The scales which reported frequency ranged from 1 ("a few times a year or less") to 6 ("every day"). If the director never experienced the described item or feeling, a zero was marked. The scale which measured intensity had a reported range from 1 ("very mild, barely noticeable") to 7 ("major, very strong"). The six subscales which comprised the MBI measured "emotional exhaustion" (both frequency and intensity), "depersonalization" (both frequency and intensity), and "lack of personal accomplishment" (in the form of frequency and intensity). Burnout was viewed as a continuous variable ranging from a low degree of burnout, to moderate, to high degree, and was not viewed as a dichotomous variable.

As of January 25, 1986, surveys were mailed to the 95 directors in Kansas. By the end of three weeks, 65% of the surveys had been returned. Telephone calls were made to those who had not returned their surveys by the third week of February. On March 1, 1986, 67 surveys (70.53%) had been returned. Sixty-four of the returned surveys were complete and usable.

From the analysis of the data, the following results were drawn and used for the main research hypothesis:

H₁. A significant relationship exists between special education directors' perceptions of organizational role stress and feelings of burnout.

In examining the means of the MBI between the various organizations, with the exception of two, only moderate burnout was found. However, among the 15 directors who serve special education programs in local education agencies, a high degree of burnout was found in the area of "depersonalization," both on frequency and intensity scales. The group of directors

which serve public special purpose schools also had a high degree of burn-out on the "depersonalization frequency and intensity" subscales.

When means of all 64 directors were examined, only moderate degrees of burnout were discovered. This moderate burnout was found to exist on the subscales which measured "emotional exhaustion frequency," "depersonalization frequency and intensity," and "lack of personal accomplishment frequency" subscales on the MBI. None of the group of directors had mean scores above 7.83 on any of the ORSS subscales. A large amount of variance in all groups when standard deviations were examined was found, indicating great ambivalence among directors as a group when viewing their roles and perceived stress within their organization. This overall mean score reflected that directors, as an entirety, were not suffering from large amounts of stress associated with the roles they had in their particular organizations.

The Pearson Product-Moment Correlation Coefficient was employed to examine the relationship between the variables. The researcher examined the relationships between a total group and the individual subgroups. The computed correlation coefficients comparing all 64 directors of special education revealed the following significant relationships:

A positive (.282) relationship significant at the .05 level between the ORSS "role expectation conflict" and the MBI's "emotional exhaustion frequency" subscale. The other subscales on the ORSS ("role overload," "personal inadequacy," "self-role conflict," "role ambiguity," and "resource inadequacy") had a positive relationship with the MBI "emotional exhaustion," both on the frequency and intensity subscales. All the former relationships were significant at the .01 level of significance (see Table III, Chapter III).

The subscale on the MBI, which measured "personal accomplishment," contained eight items that sampled feelings of successful achievement and competence in the directors' work. In contrast to the other subscales on the MBI, the lower the mean score on the subscale, the higher the degree of experienced burnout. Significant inverse relationships of $-.297$, $-.291$, and $-.255$ were between the ORSS "role expectation conflict," "role ambiguity," and "resource inadequacy," and the "uMBI's "lack of personal accomplishment intensity" subscales.

The results seemed to reflect the assumption that as the scores increased on the ORSS "role expectation conflict," "role ambiguity," and "resource inadequacy" subscales, scores on the MBI's "lack of personal accomplishment intensity" subscale would drop proportionally in the opposite direction.

A one-way ANOVA was employed to test the research hypothesis against the various groups of directors on the ORSS and the MBI. The analysis can be viewed in Tables XXVII, XXVIII, and XXIX. No significant differences appeared between the variables on the ORSS and the MBI using the ANOVA. However, very strong relationships did exist between the various groups and the subscales on the two survey instruments.

Since the research hypothesis stated that a significant relationship existed between special education directors' perceptions of the ORSS and burnout, and because the relationships do exist, the hypothesis was supported.

Implications

While considering the conclusions of this study, the reader should keep in mind the limitations found in Chapter I and the fact that the population surveyed was limited to directors of special education in the

state of Kansas. Therefore, one should not generalize beyond this particular surveyed population. The reader should also be reminded that the findings were predicated on the assumption that the responses of the directors provided a realistic perception of their special education organization and the role in which they are expected to function productively. The conclusions drawn from the study are:

1. Directors as a whole are experiencing moderate amounts of burnout which can be seen from their mean scores. The MBI subscales of "emotional exhaustion frequency," "depersonalization frequency and intensity," and "lack of personal accomplishment frequency" are the subscales which reflect moderate burnout for directors as a total group. However, burnout does not seem to be playing a significant role in directors' perceptions of adequacy in their assigned roles within the organization.

2. Directors working in public special purpose schools and local educational agencies seemed to experience the most burnout and reflected the highest mean scores of any group of directors.

3. The correlation analysis demonstrated a strong relationship between burnout in the area of "emotional exhaustion frequency and intensity" and all subscales on the ORSS.

Discussion

The findings indicated strong relationships between the MBI's subscales of "emotional exhaustion frequency and intensity" and all subscales on the ORSS. An inverse relationship between "role stress" and "lack of personal accomplishment intensity" seemed to reflect that, although a relationship existed between "role stress" and "lack of personal accomplishment intensity," "role stress" did not affect the concept of self-worth

and feelings of personal accomplishment within directors of special education.

In examining the mean scores of all groups studied, the conclusion was that directors which administrate special education programs in local education agencies and public special purpose schools experience the most burnout. The area of depersonalization appears to be the most critical area for these two groups.

Moderate burnout was experienced by all groups surveyed; however, this burnout did not appear to have a corresponding affect on the subscales of the ORSS. The means on the ORSS ranged from a low of 3.17 for directors in special education cooperatives on the ORSS subscale of "role ambiguity," to a high of 7.83 for directors in private special purpose schools which was found on the "resource inadequacy" subscale. The two MBI subscales which shared the most relationship with the ORSS subscales were found on the "emotional exhaustion frequency and intensity" subscales of the MBI.

It would appear that directors serving in local education organizations are more prone to burnout than many of their counterparts. This may be due, in part, to the stratification of administrative bureaucracy within larger organizations, which results in adjustment patterns which are laced with feelings of frequent and intense depersonalization toward the population they serve. The suspected feelings of exhaustion and depersonalization, in turn, do not allow this population to use their creative resources in a productive manner.

It should be emphasized here that all stress is not negative. In many situations, stress is the driving force which aids directors in motivation and productivity. It is only when stress becomes consuming that vital psychic resources are drained and the individual is in danger of burnout.

This research examined both the external sociological factors of role stress and the personal internal psychological factors which are described as burnout. It would appear from reviewing the data that although burnout is apparent in some directors, this psychological phenomenon does not seem to have a significant adverse affect on the external sociological factors of role within the organization. This may be explained by the need of the individual to put some psychological insulation between themselves and the demands of the external organization. It is through this assured defensive posture that the director copes with the demands of his/her role within the organization.

The directors in special purpose schools are at risk for burnout in many of the areas sampled by the MBI. Those directors located in public special purpose schools are especially vulnerable to burnout. This could be due to working within the confines of large bureaucratic state hospitals and the danger of lacking valuable funds to support school-related programs. In many situations, these directors deal with a low functioning population, or populations which exhibit serious emotional and psychological problems. These characteristics may cause the director to become somewhat insensitive and to react in a detached and depersonalized manner when dealing with the special education population. These apparent feelings of being overwhelmed can cause this group to be especially susceptible to stress and burnout.

Recommendations

In consideration of the findings and conclusions made from these findings and the previously described limitations of this study, the following recommendations are offered:

Recommendations for Practice

1. Results of this study indicated that directors of special education should become sensitive to individual optimal stress levels and to identify situations which may lead to emotional exhaustion. Directors should perhaps develop diversionary behavior such as hobbies and involvement in activities which are not job related.

2. Formal special education organizations, whose purpose is to aid in the reduction of stress placed upon directors, should provide opportunities for directors to become involved in support groups and organizations.

3. The Kansas Association of Special Education Administrators should be encouraged to develop a support group which can aid directors in dealing with critical issues which arise when working in the area of special education.

4. Directors of special education must be sensitive to their own well-being. They must also be acutely aware that they effect the mental health of their staffs. Employees of the special education organizations are also subject to role stress and burnout. Directors should ensure that lines of authority are defined and job descriptions are clearly articulated for their employees.

5. The State Department of Special Education, in the state of Kansas, should promote stress reduction workshops which could be interfaced with meetings of the Kansas Association of Special Education Administrators.

6. Directors should learn to set realistic goals which are in keeping with their value systems but are not grandiose and unattainable.

7. Special education directors should learn to deal with things in a less personal manner. When individuals become overinvolved and professionally extended, they are more prone to burnout and stress. The idea of

accentuating the positive can go a long way in neutralizing stress and burnout.

8. The directors should care for themselves and should practice good exercise and nutritional habits. Proper amounts of rest and relaxation are very important in coping with the demands of special education.

9. Special education directors must take the time for organizational planning. Such planning must be seen as part of the daily routine, as it is vital for organizational renewal and promotes positive changes.

10. Special education directors need to acquire the art of saying "no." This two-letter word can go a long way in reducing stress.

11. The director must examine his/her own attitudes and ask the question: "Am I creating unnecessary pressures within my own environment? If so, what are the necessary steps I need to take in order to be in control of my life rather than being controlled by my life?"

12. Those directors who are experiencing feelings of intense depersonalization should strive for "detached concern," as Maslach (1982) pointed out. "Detached concern is that ideal blend of compassion and objectivity that many people workers strive for. The provider is genuinely concerned about people's well-being but has some psychological distance from their problems" (Maslach, 1982, p. 147).

Recommendations for Further Research

1. This study should be replicated in a number of different states to enable the findings to be generalized to a larger population.

2. This study should be conducted on other segments of the school administration population to determine if directors of special education experience more or less stress and burnout as compared to other school administrators.

3. Further research should be conducted into the inverse relationships which exist between ORSS variables and the MBI "lack of personal accomplishment frequency and intensity" to better understand this phenomenon.

4. Further investigation should be conducted into the reasons why directors in local educational agencies and state special purpose schools experience more burnout in the area of depersonalization.

5. A study of attrition rates of directors of special education throughout the United States would provide insight into various factors which influence directors to leave these administrative positions.

Concluding Comments

Hopefully, the findings of this study have added substantially to the understanding of the ORSS and burnout among directors of special education. Stress is a pervasive problem which all professionals must deal with. Educational leaders in special education must learn to deal with stress in a productive manner. Directors are under an obligation to ensure that they are mentally healthy in order to possess the vital psychic energies necessary to assist in solving problems of students requiring special education intervention.

In learning to cope and deal with stress in a positive way, one strengthens his/her coping mechanisms. By learning to deal with stress rather than allowing stress to become the controlling factor in life, one makes available the opportunities to become a stronger individual, which, in turn, affects relationships with others and the quality of leadership one provides, resulting in life becoming stronger rather than defeated and weaker.

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APPENDIXES

APPENDIX A

ORGANIZATIONAL ROLE STRESS SCALE

ORGANIZATIONAL ROLE PERCEPTION SCALE

INSTRUCTIONS: People have different perceptions of their work roles. Some statements describing such perceptions are listed below. Read each statement and decide how often you have the thought expressed in the statement in relationship to your role in your organization. Circle the number 0-4 that indicates your perception of your organizational role. If you find that none of the categories given adequately indicates your opinion, use the one which is CLOSEST to your perception.

CIRCLE: 0- If you never or scarcely feel this way
 1- Occasionally (a few times) see things this way
 2- Sometimes see things this way
 3- Frequently see things this way
 4- Very frequently or always see things this way

- | | |
|--|-----------|
| 1. I am not able to satisfy the conflicting demands of the various people who are over me in the organization. | 0 1 2 3 4 |
| 2. My work load is too heavy. | 0 1 2 3 4 |
| 3. I do not have adequate knowledge to handle the responsibilities in my role. | 0 1 2 3 4 |
| 4. I have to do things in my role that are against my better judgement. | 0 1 2 3 4 |
| 5. I am not clear about the scope and responsibilities of my role (job). | 0 1 2 3 4 |
| 6. I do not receive the information that is needed to carry out the responsibilities assigned to me. | 0 1 2 3 4 |
| 7. I am not able to satisfy the conflicting demands of the various people at my peer level and subordinates. | 0 1 2 3 4 |
| 8. The amount of work that I have to do interferes with the quality I want to maintain. | 0 1 2 3 4 |
| 9. I wish I had more skills to handle the responsibilities of my role. | 0 1 2 3 4 |
| 10. I am not able to use my training and expertise in my role. | 0 1 2 3 4 |
| 11. I do not know what the people with whom I work expect of me. | 0 1 2 3 4 |
| 12. I do not have access to enough resources to be effective in my role. | 0 1 2 3 4 |
| 13. I am not able to satisfy the demands of clients and others because they conflict with one another. | 0 1 2 3 4 |
| 14. I have been given too much responsibility. | 0 1 2 3 4 |
| 15. I have not had pertinent training for my role. | 0 1 2 3 4 |

- CIRCLE** 0- If you never or scarcely feel this way
 1- Occasionally (a few times) see things this way
 2- Sometimes see things this way
 3- Frequently see things this way
 4- Very frequently or always see things this way

- | | |
|---|-----------|
| 16. The responsibilities I have are not related to my interests. | 0 1 2 3 4 |
| 17. Several aspects of my role are vague and unclear. | 0 1 2 3 4 |
| 18. I do not have enough people to work with me in my role. | 0 1 2 3 4 |
| 19. The expectations of my superiors conflict with those of my subordinates. | 0 1 2 3 4 |
| 20. There is a need to reduce some parts of my role. | 0 1 2 3 4 |
| 21. I wish that I had better prepared myself for my role. | 0 1 2 3 4 |
| 22. If I had full freedom to define my role, I would be doing some things differently from the way I am doing them now. | 0 1 2 3 4 |
| 23. My role has not been defined clearly and in detail. | 0 1 2 3 4 |
| 24. I am worried that I lack the necessary resources needed in my role. | 0 1 2 3 4 |
| 25. I am bothered with the contradictory expectations that different people have of my role. | 0 1 2 3 4 |
| 26. I feel overburdened in my role. | 0 1 2 3 4 |
| 27. I feel inadequate for my present job role. | 0 1 2 3 4 |
| 28. I experience conflict between my values and what I have to do in my job role. | 0 1 2 3 4 |
| 29. I am not clear about what the priorities are in my role. | 0 1 2 3 4 |
| 30. I wish that I had more financial resources for the work assigned to me. | 0 1 2 3 4 |

Permission has been granted to use the ORGANIZATIONAL ROLE PERCEPTION SCALE which is an adaptation of Pareek,U,(1983). Organizational Role Stress Scale: In L.D. Goodstein & J.W. Pfeiffer (Eds.), The 1983 Annual For Facilitators, Trainers, and Consultants(pp.115-123). San Diego, California: University Associates, INC..

ORGANIZATIONAL ROLE STRESS SCALE SCORING SHEET

*REC: Role expectations
Conflict.*

1. _____
6. _____
11. _____
16. _____
21. _____

RO: Role Overload

26. _____
2. _____
7. _____
12. _____
17. _____

*PI: Personal
Inadequacy*

22. _____
27. _____
3. _____
8. _____
13. _____

XX

*S/RC: Self/Role
Conflict*

18. _____
23. _____
28. _____
4. _____
9. _____

RA: Role Ambiguity

14. _____
19. _____
24. _____
29. _____
5. _____

*Rin: Resource
Inadequacy*

10. _____
15. _____
20. _____
25. _____
30. _____

GRAND TOTAL

APPENDIX B

MASLACH BURNOUT INVENTORY

Human Services Survey

Christina Maslach and Susan E. Jackson

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

On the following page there are 22 statements of job-related feelings. Please read each statement carefully and decide if you ever feel this way *about your job*. If you have *never* had this feeling, write a "0" (zero) in both the "HOW OFTEN" and "HOW STRONG" columns 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. Then decide *how strong* the feeling is when you experience it by writing the number (from 1 to 7) that best describes how strongly you feel it. 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 STRONG:	0	1	2	3	4	5	6	7
	Never	Very mild, barely noticeable			Moderate			Major, very strong

HOW OFTEN	HOW STRONG	
0-6	0-7	Statement:
_____	_____	I feel depressed at work.

If you *never* feel depressed at work, you would write the number "0" (zero) on both lines. If you *rarely* feel depressed at work (a few times a year or less), you would write the number "1" on the line under the heading "HOW OFTEN." If your feelings of depression are *fairly* strong, but not as strong as you can imagine, you would write a "6" under the heading "HOW STRONG." If your feelings of depression are very mild, you would write a "1."

Consulting Psychologists Press, Inc.
577 College Ave., Palo Alto, CA 94306

Human Services Survey

HOW OFTEN:	0	1	2	3	4	5	6	
	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day	
HOW STRONG:	0	1	2	3	4	5	6	7
	Never	Very mild, barely noticeable			Moderate			Major, very strong

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

(Administrative use only)

	cat.		cat.
EE:F _____		EE:I _____	
DP:F _____		DP:I _____	
PA:F _____		PA:I _____	

APPENDIX C
BACKGROUND DATA

BACKGROUND DATA

For each of the following items, please check (✓) the response that most nearly describes your current circumstance.

1. Years in your current position:
 - 1-3 Years
 - 4-6 Years
 - 7-10 Years
2. How many hours per week do you work?
 - 30-39 hours per week
 - 40-49 hours per week
 - 50-60 hours per week
3. Your sex:
 - Male
 - Female
4. Current marital status:
 - Single
 - Married
 - Divorced
 - Widowed
5. Your age:
 - 25-35
 - 35-45
 - 45-55
 - Over 55 Years
6. What type of an organization do you work for?
 - Interlocal
 - Special Purpose School
 - Local LEA sponsored program
 - Other: _____

OPTIONAL: IF YOU WOULD LIKE A COPY OF RESULTS OF THE STUDY, PLEASE FILL OUT THE FOLLOWING INFORMATION.

NAME: _____

THE NAME OF YOUR ORGANIZATION: _____

ADDRESS: _____

THANK YOU FOR YOUR COOPERATION

APPENDIX D

CORRESPONDENCE



Oklahoma State University

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

STILLWATER, OKLAHOMA 74078
309 CLINDRSEN HALL
(405) 624-7244

January 28, 1986

Dear Administrator of Special Education,

We are preparing to study certain aspects of the special education environment and are asking administrators of special education in the state of Kansas to participate in this important study. This study is being co-sponsored by the Kansas Association of Special Education Administrators.

The study will seek to determine your feelings toward your work environment. All responses will be obtained by means of a brief confidential questionnaire, dealing with organizational climate, and a human services survey. The questionnaires will be assigned a code number, for the purposes of calculating the frequencies of responses, from each of the special education organizations. We guarantee that your responses will be held in strictest confidence. **Both questionnaires will only take a few minutes of your time and your assistance in this study will help to insure its success.** When you have finished with the questionnaires simply place them in the self-addressed stamped envelop, which you will find enclosed, and place the envelop in the mail.

We appreciate your taking the time to assist us in our study and ask that the questionnaires be filled out and returned to us by February 18, 1986, in order that we might have sufficient time to analyze the data.

Sincerely,

Gordon M. Riffel
Research Associate

✓
VITA

Gordon Michael Riffel

Candidate for the Degree of

Doctor of Education

Thesis: A CORRELATIONAL STUDY OF ORGANIZATIONAL ROLE STRESS AND BURNOUT
AMONG DIRECTORS OF SPECIAL EDUCATION IN KANSAS

Major Field: Educational Administration

Biographical:

Personal Data: Born in Monte Vista, Colorado, March 29, 1947, the son
of Mr. and Mrs. Alvin A. Riffel.

Education: Graduated from Hoisington Rural High School, Hoisington,
Kansas, in 1966; received Bachelor of Science in Education degree
(double major in Psychology and Special Education) from Emporia
State University in January, 1970; received Master of Science in
School Psychology degree from Emporia State University in May,
1971; completed requirements for the Doctor of Education degree
at Oklahoma State University in December, 1986.

Professional Experience: School Psychologist, Sumner County Special
Services Cooperative, Wellington, Kansas, 1971-72; School Psy-
chologist, USD #501, Topeka, Kansas, 1972-75; Coordinator, Stu-
dent Support Services, USD #501, Topeka, Kansas, 1975-79;
Director of Special Education, Cowley County Special Services
Cooperative, Winfield, Kansas, 1979-85; Assistant Director of
High Plains Educational Cooperative, Ulysses, Kansas, 1985, to
present.

Professional Organizations: Kansas Association of Special Education
Administrators, United School Administrators of Kansas, Kansas
School Business Organization.