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- Burnout and Job Satisfaction Among Student Support Services Personnel 169

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This study examines burnout and job satisfaction among 165 student support services personnel. Regression analysis reveals a negative relationship between emotional exhaustion and total job satisfaction and a positive relationship between personal accomplishment and total job satisfaction. The three components of burnout (emotional exhaustion, depersonalization, and personal accomplishment) accounted for 25 percent of the variance in total job satisfaction.

Burnout and Job Satisfaction Among Student Support Services Personnel

Ernest W. Brewer, Laura Faye Clippard

This study measured burnout and job satisfaction among Student Support Services personnel (SSSP). In it, the researchers used the Maslach Burnout Inventory (MBI) to measure emotional exhaustion, depersonalization, and personal accomplishment. Job satisfaction was measured using the Job Satisfaction Scale (JSS), which examined intrinsic, organizational, and salary and promotion. The study correlated three components of burnout with the total mean on job satisfaction. Burnout levels were compared to national norms.

Two-hundred fifty individuals were randomly selected from 1,702 SSSP. This yielded 166 usable surveys, for a response rate of 66 percent. Results, using the Spearman rho and rank transformation regression analysis, were significant. Findings disclosed a significant negative relationship between emotional exhaustion and total job satisfaction, a significant positive relationship between personal accomplishment and total job satisfaction, and an overall significant relationship between the three components of burnout and total job satisfaction.

Burnout has been an ongoing concern for both employers and employees. The deleterious effects of burnout, which have been manifested on both organizational and personal levels, have been well documented in the research literature. Possible effects of burnout at the organizational level are increased job turnover and absenteeism as well as decreased employee involvement with the job, organizational commitment, and job satisfaction (Lee and Ashforth, 1996; Marinelli, 1992; Maslach, Jackson, and Leiter, 1996; Razza, 1993; Singh, Goolsby, and Rhoads, 1994). In addition, burnout has been associated with physical and mental health issues, among them physical exhaustion, insomnia, increased use of alcohol and drugs, family problems, depression,

anxiety, headaches, backaches, and gastric-intestinal problems (Burke and Richardsen, 1996; Maslach, Jackson, and Leiter, 1996; Miller, 1995). Given the severity of these effects, it behooves HRD researchers and practitioners to learn as much as possible about this debilitating syndrome.

Burnout research has been conducted with various populations, including social workers, teachers, medical and mental health workers, police officers, child care workers, lawyers, and customer service representatives, among others (Maslach, Jackson, and Leiter, 1996). The common thread among these populations has been that they maintain intense contact with people. Maslach and colleagues offered an explanation for the plight of employees in the helping professions: "Because solutions for clients' problems are not always obvious and easily obtained, the situation becomes more ambiguous and frustrating. For the person who works continuously with people under such circumstances, the chronic stress can be emotionally draining and lead to burnout" (1996, p. 3).

Considering these circumstances, it is not surprising that research efforts have focused on burnout among populations in the helping professions. However, to obtain a thorough understanding of burnout even among these populations, further research is needed, in particular addressing similar, unstudied populations. One such population comprises the personnel employed in federally funded educational opportunity programs. A brief description of such programs and the personnel that staff them follows.

As part of President Lyndon Johnson's War on Poverty, the Higher Education Act of 1965 authorized creation of a series of educational opportunity programs designed to provide assistance to disadvantaged students, defined as first-generation college students and low-income students. These programs came to be referred to as the "TRIO" programs after the three original authorized programs: Upward Bound, Talent Search, and Student Support Services. The federal government has funded TRIO programs through grants awarded to (1) institutions of higher education, (2) public and private agencies and organizations, and (3) combinations of such institutions and organizations.

The research presented in this article focused on Student Support Services personnel (SSSP). This population provides services aimed at increasing retention and graduation rates for low-income, first-generation college students. Two components integral to the success of this program are extensive student service contacts and dedicated staff and directors (Muraskin, 1997). Examples of services that SSSP provide are tutoring, personal and career counseling, assistance in applying for financial aid, and mentoring. Although the intensive personal contact required to successfully administer these services places SSSP firmly in the category of the helping professions, no research has addressed burnout among this population. This national, correlational study addressed this void by measuring burnout as well as job satisfaction among SSSP.

Literature Review

Because no research has been conducted regarding burnout among SSSP or any other TRIO program staff, the literature review focuses on studies that used other helping professions as their population. The purpose of the review is to familiarize the reader with what has been done in the field of research on burnout in terms of theory, cause and effect, and its relationship with job satisfaction to facilitate interpretation of the current study's results.

Theories of Burnout. Freudenberger (1974) coined the term *burnout* to describe the state of fatigue and frustration arising from unrealistic, excessive demands on personal resources and leading to physical and mental exhaustion, which he witnessed among human service workers. After Freudenberger's use of the term, it lacked a commonly accepted definition until creation of the Maslach Burnout Inventory (MBI) in 1986 (Cordes and Dougherty, 1993; Singh, Goolsby, and Rhoads, 1994). This definition stated that burnout is "a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with people in some capacity" (Maslach, Jackson, and Leiter, 1996, p. 4).

The three-dimensional (emotional exhaustion, depersonalization, and reduced personal accomplishment) model of burnout has been confirmed through factor analysis (Lee and Ashforth, 1993). However, there has been debate regarding the exact relationship of the three dimensions. Whereas Maslach, Jackson, and Leiter (1996) postured that emotional exhaustion leads to depersonalization, resulting in diminished personal accomplishment, Lee and Ashforth (1996) maintained that emotional exhaustion and depersonalization develop in parallel paths and lead to reduced personal accomplishment.

Emotional exhaustion, depersonalization, and personal accomplishment are represented by three subscales of the same names on the MBI. Burnout should be viewed as a continuous variable ranging from a low to a high degree of experienced feeling on each of the three subscales. The subscales should be examined only as separate components; whereas high scores in emotional exhaustion and depersonalization reflect a high degree of burnout, a high score in personal accomplishment reflects a low degree of burnout. Average scores on all three subscales indicate an average degree of burnout. Low scores in emotional exhaustion and depersonalization reflect a low level of burnout, and a low score in personal accomplishment indicates a high level of burnout (Maslach, Jackson, and Leiter, 1996).

Causes of Burnout. An overload of demands along with lack of coping resources has been theorized to cause burnout (Maslach, Jackson, and Leiter, 1996). Variables thought to be related to burnout have fallen into three categories: (1) environmental and organizational factors, (2) personality factors, and (3) demographic characteristics.

Environmental or organizational factors have included work overload, role conflict, and the work environment itself. Work overload results when too

many demands are made and there is inadequate time to meet them. A high level of work demands has been considered to be the primary determinant of emotional exhaustion (Burke and Richardsen, 1996; Cordes and Dougherty, 1993). Moreover, staff who had direct, frequent, and lengthy contact with clients had a high level of burnout.

Staff members who experience role conflict also had a high burnout rate (Cordes and Dougherty, 1993; Singh, Goolsby, and Rhoads, 1994). Role conflict occurs when one demand placed on an individual conflicts with one or more other demands placed on the person. For example, TRIO-program staff must deal with expectations imposed by the federal government, the funded institution or agency, and their clients. If these expectations do not coincide, role conflict occurs and the burnout rate rises.

There has also been evidence that the work environment itself may cause burnout. Poor work environments could range from a physically uncomfortable office to a rigid, controlling organization (Belicki and Woolcott, 1996; Cordes and Dougherty, 1993; Gabris and Ihrke, 1996; Maslach, Jackson, and Leiter, 1996). Cordes and Dougherty stated that employees who worked in impersonal, bureaucratic, rigid, or controlling work environments experienced a higher level of burnout, along with employees who could not participate in the decision-making process. Belicki and Woolcott (1996) argued that the characteristics of the organization were more important than the individual circumstances of employees in causing burnout. These organizational characteristics included workload, supervisor and peer support, conflict with other employees, and opportunity to participate in decision making on the job.

In addition to environmental or organizational factors, several researchers have suggested that burnout is linked to personality factors (Burke and Richardsen, 1996; Cordes and Dougherty, 1993; Layman and Guyden, 1997; Maslach, Jackson, and Leiter, 1996; Westman and Eden, 1997). Burke and Richardsen (1996) supported the theory that idealistic employees were more prone to burnout but added that employees who were sensitive, empathic, or overly enthusiastic, or who identified strongly with clients, were also prone to burnout. Those with high anxiety or who were obsessive were also at high risk. Furthermore, Layman and Guyden (1997) suggested that certain personality traits were linked with burnout, notably introversion and extroversion. They stated that introverted people were more at risk for burnout than extraverts because they (1) tended to be bothered by role overload, (2) had difficulty dealing with the trend toward the flatter organization, (3) had difficulty speaking up at meetings, and (4) were resistant to workforce change.

Research also has found aspects of burnout to be related to such demographic characteristics as gender, marital status, and race. Women tended to have higher levels of emotional exhaustion than men, whereas men had higher rates of depersonalization and lower rates of personal accomplishment than women. Younger employees appeared to be more prone to burnout than older employees, possibly because older, more experienced employees might have

lower and more realistic expectations than idealistic young workers. In addition, married people had lower rates of burnout than single people (Cordes and Dougherty, 1993; Maslach, Jackson, and Leiter, 1996).

Effects of Burnout. Research divided the effects of burnout into three basic categories: physical, emotional, and cognitive or affective symptoms (Miller, 1995). Burke and Richardsen (1996) found that individuals who experienced burnout had more physical and emotional problems than individuals who did not experience burnout. They listed fatigue, physical exhaustion, sleep difficulties, headaches, colds, and flu. Burke and Richardsen also linked a high level of burnout to emotional symptoms such as depression, anxiety, and tension.

The research also indicated that burnout could affect work outcomes. High burnout has been linked to:

- Poor job satisfaction (Marinelli, 1992; Maslach, Jackson, and Leiter, 1996; Razza, 1993; Singh, Goolsby, and Rhoads, 1994)
- Low organizational commitment (King and Sethi, 1997)
- Desire to quit one's job (Maslach, Jackson, and Leiter, 1996)
- Attrition (Burke and Richardsen, 1996; Drake and Yadama, 1996)

There is also evidence that burnout is related to low job performance (Drake and Yadama, 1996; Singh, Goolsby, and Rhoads, 1994; Wright and Bonett, 1997).

Burnout and Job Satisfaction. Another factor that the current study examined was job satisfaction. Brewer (1998) defined job satisfaction as the "degree to which an individual enjoys his or her work" (p. 27). Numerous studies have linked high burnout to low job satisfaction (Belicki and Woolcott, 1996; Marinelli, 1992; Maslach, Jackson, and Leiter, 1996; Prosser and others, 1997; Razza, 1993; Singh, Goolsby, and Rhoads, 1994). Although highly correlated, the two variables should not be viewed as the same construct. Spector (1997) distinguished the two concepts: "Where job satisfaction is an attitudinal response, burnout is more of an emotional response to the job" (p. 65).

Singh, Goolsby, and Rhoads (1994) discussed possible reasons individuals with high burnout had low job satisfaction. These authors suggested that employees evaluated demands and compared them to personal coping resources. If the employee noted an imbalance in that relationship, lower job satisfaction resulted. Other researchers have focused on variables affecting the degree of burnout and job satisfaction. Marinelli (1992) found that job satisfaction and burnout were significantly correlated with the amount of education and caseload size; Belicki and Woolcott (1996) found that (1) having respect from others, (2) having a work schedule that the employee liked, (3) being able to get changes made within the company, and (4) having their opinions sought out significantly reduced emotional exhaustion and depersonalization and significantly increased job satisfaction.

Employee perception of the work environment may also affect burnout and job satisfaction. Employees had significantly lower scores in emotional exhaustion and depersonalization and significantly higher scores in job satisfaction when they felt involved at work, had good peer bonding, good supervisory support, a sense of autonomy, clarity in their job duties, opportunity to be innovative, and physical comfort on the job (Belicki and Woolcott, 1996). Cropanzano, Howes, Grandey, and Toth (1997) examined the effects of organizational politics and support on burnout and job satisfaction. They defined a "political" environment as a competitive work environment with groups or individuals pursuing their own interests. A "supportive" environment was defined as one in which coworkers were helpful and looked out for each other's needs. Results indicated that employees who perceived their work environment to be hostile were more likely to plan to leave that company than employees who did not perceive their work environment to be hostile. Employees who felt supported had greater job satisfaction and greater organizational commitment than employees who did not feel supported. Those employees who worked in a politically negative environment had a low level of job satisfaction, job involvement, and organizational commitment.

Summary. The literature has shown possible relationships among variables and burnout. Researchers theorizing on the causes of burnout cited the work environment, other organizational traits, employee personality traits, demographic variables, and organizational leadership (Belicki and Woolcott, 1996; Burke and Richardsen, 1996; Cordes and Dougherty, 1993; Gabris and Ihrke, 1996; Layman and Guyden, 1997; Maslach, Jackson, and Leiter, 1996). Burnout has been linked to physical, behavioral, and cognitive and affective symptoms; low job performance; job exit; low employee commitment; and low job satisfaction (Cordes and Dougherty, 1993; Drake and Yadama, 1996; King and Sethi, 1997; Marinelli, 1992; Miller, 1995; Razza, 1993; Singh, Goolsby, and Rhoads, 1994).

Various studies have found an inverse relationship between burnout and job satisfaction (Belicki and Woolcott, 1996; Marinelli, 1992; Prosser and others, 1997; Razza, 1993; Singh, Goolsby, and Rhoads, 1994). Typically, the higher the burnout, the lower the job satisfaction. Factors linked to high burnout and lower job satisfaction included a belief that caseloads were too heavy, overinvolvement of employees with clients, general psychological well-being of the employee, role conflict, and employee perception of control over the environment (Belicki and Woolcott, 1996; Koeske and Kelly, 1995; Koeske and Kirk, 1995a; Koeske and Kirk, 1995b; Prosser and others, 1997; Razza, 1993).

Research Questions and Hypotheses. Extensive student service contacts and dedicated staff are essential to successful operation of a Student Support Services program (Muraskin, 1997). Unfortunately, as highlighted by the literature review, these entities, as well as the presence of role conflict and a bureaucratic work environment, also make SSSP susceptible to high burnout. As the literature review also served to delineate the deleterious effects of high

burnout and low job satisfaction, the importance of studying burnout and job satisfaction among SSSP becomes apparent. To facilitate this study, the researchers formulated a number of research questions:

- To what degree are SSSP satisfied with their job?
- What was the rate of burnout among them?
- Were the employee responses on the MBI survey and JSS in line with known information and literature on burnout and job satisfaction?

To measure burnout and job satisfaction among SSSP, the researchers formulated these hypotheses:

HYPOTHESIS 1. *There is no significant relationship between emotional exhaustion as measured by the MBI and total job satisfaction as measured by the JSS for SSSP.*

HYPOTHESIS 2. *There is no significant relationship between depersonalization as measured by the MBI and total job satisfaction as measured by the JSS for SSSP.*

HYPOTHESIS 3. *There is no significant relationship between personal accomplishment as measured by the MBI and total job satisfaction as measured by the JSS for SSSP.*

HYPOTHESIS 4. *There is no significant relationship overall among the three components of job burnout as measured by the MBI and total job satisfaction as measured by JSS for SSSP.*

Purpose of Study

The purpose of this research study was to measure burnout and job satisfaction among a national sample of SSSP. The study served to extend burnout and job satisfaction research to a population that had not been studied. Investigating burnout and low job satisfaction is important to HRD because of the detrimental impact they can have on employees and organizations. Practitioners of HRD need to be aware of factors that affect burnout and job satisfaction when they develop and implement organizational policies and regulations and design employee programs. Although considerable research has addressed burnout and job satisfaction, further research is warranted to identify new factors that influence these constructs. Examining previously unstudied populations may hold an answer for identifying new factors.

Methodology

This study used a correlational research design to assess burnout and job satisfaction of individuals who administer programs that aid low-income and first-generation college students. A primary goal of this research was to lay the foundation for the study of burnout and job satisfaction among SSSP, a

previously unstudied population. Another goal was to detect any significant correlation between burnout and job satisfaction. Cohen (1988) investigated a number of research studies and found that 0.30 was viewed as the lowest correlation that most researchers were interested in considering.

Sampling Procedures. The target population for this study was Student Support Services personnel employed across the United States. The *Directory of TRIO Programs* (The Council for Opportunity in Education, 2000) provided the sampling frame for this population. From the 1,702 national members listed in the directory, the researcher used a table of random numbers to draw a simple random sample of 250 subjects. Each subject received a letter of explanation about the study, the two instruments and a demographic sheet used in the study, and a stamped and addressed return envelope for the completed instruments. All surveys were coded to track return surveys. Names and codes were held in the strictest confidence. Subsequent mailings went only to subjects who did not return surveys. The researcher used the follow-up procedures established by Dillman (2000) to increase the response rate.

Instruments. The researchers chose two instruments and a demographic form to collect data for the study: the Job Satisfaction Scale and the Maslach Burnout Inventory. A description of each of these instruments follows.

Job Satisfaction Scale (JSS). The fourteen-item JSS, created by Koeske, Kirk, Koeske, and Rauktis (1994), measures job satisfaction in the human service field with attention to three dimensions: (1) intrinsic satisfaction, which measures intrinsic qualities such as opportunity to help clients, challenge derived from the job, and feeling of professional success; (2) organizational satisfaction, which measures qualities such as clarity of guidelines to perform job, recognition by supervisor, and quality of supervision; and (3) salary and promotion, which measures satisfaction with salary and benefits and opportunity for promotion. The JSS was developed and validated through multiple studies (Koeske, Kirk, Koeske, and Rauktis, 1994). Alpha reliabilities ranged between 0.83 and 0.91, and reliabilities from the subscales on intrinsic and organizational satisfaction ranged from 0.85 to 0.90 and from 0.78 to 0.90, respectively. Koeske and colleagues also presented evidence of convergent, discriminant, predictive, and theoretical construct validity.

Maslach Burnout Inventory (MBI). To measure burnout, the researchers chose the twenty-two-item MBI, which uses a six-point Likert scale to measure the three dimensions of burnout (emotional exhaustion, depersonalization, and personal accomplishment). The three subscales should be examined only as separate components. Maslach, Jackson, and Leiter (1996) reported Cronbach's coefficient alphas ($n = 1,316$) of .90 for emotional exhaustion, .79 for depersonalization, and .71 for personal accomplishment. In addressing the construct validity of the MBI, Schaufeli and Van Dierendonck (1993) determined that the instrument is a reliable and valid indicator of burnout for individuals in the helping professions. Furthermore, Maslach, Jackson, and Leiter (1996) cited copious evidence of convergent and discriminant validity.

Demographic Survey. The researchers used guidelines outlined by Dillman (2000) to construct a demographic survey that was sent along with the JSS and the MBI. Demographic variables that were compared to burnout and job satisfaction were:

- Type of program served
- Years in current position
- Years in TRIO
- Regional organization
- Marital status
- Sex
- Race
- Age

The researchers chose to study the first four variables because of their potential to contribute to an understanding of the population and to provide information to the Student Support Services program. The researchers chose the other demographic variables because past studies have demonstrated relationships between them and burnout and job satisfaction (Cordes and Dougherty, 1993; Maslach, Jackson, and Leiter, 1996; Westman and Eden, 1997).

Data Analysis. Each score was entered for the fourteen items of the JSS. A mean was obtained for each of the three components of job satisfaction (intrinsic, organizational, and salary and promotion) as well as a total mean of all fourteen questions. The MBI was tallied according to the directions of the developer of the instrument. Each test was computer scored for a mean and for a standard deviation. To construct a point of reference, the scores from the MBIs were compared to the norms listed in the *MBI Manual* for emotional exhaustion, depersonalization, and personal accomplishment (Maslach, Jackson, and Leiter, 1996). All statistical tests used a 95 percent confidence level.

Originally, the research plan was to use the Pearson r . However, in reviewing the data through use of histograms and Kolmogorov-Smirnov, the researchers determined that the assumptions needed to use parametric tests such as the Pearson r were not present. Gay and Airasian (2000) stated that parametric tests "require that certain assumptions be met in order for them to be valid. One of the major assumptions underlying the use of parametric tests is that the variable measured is normally distributed in the population" (p. 482). The review of histograms and the Kolmogorov-Smirnov test revealed that the data for emotional exhaustion and depersonalization were positively skewed and that the data from personal accomplishment and total job satisfaction were negatively skewed. Therefore, because data were not normally distributed, the researchers selected alternative tests: the Spearman rho and regression analysis using rank transformation. Because the Spearman rho uses ranked scores or ordinal data, the researchers converted the raw scores into rank data and then

examined the data for correlations between variables. Interpretation of the results was considered the same as for the Pearson r . However, the Pearson r would have been preferred because parametric tests have been considered more powerful. Consequently, it was more difficult to reject the null hypotheses with the Spearman rho because of the ranking of raw scores or ordinal data.

The researchers used the Spearman rho correlation to examine demographics, the three components of burnout, and job satisfaction. The smallest correlation considered significant was 0.30 (Borenstein, Rothstein, and Cohen, 1997; Cohen, 1988). In addition, regression analysis using rank transformation was employed to determine the relationships between total job satisfaction and the three components that constitute burnout: emotional exhaustion, depersonalization, and personal accomplishment.

Results

The study yielded several significant findings. Results related to the research questions and the hypotheses follow.

Characteristics of the Sample. All survey materials were mailed to 250 subjects; a return rate of 69 percent ($n = 174$) was obtained. Of the 174 returned surveys, 166 (66 percent) were usable. Table 1 displays the demographic characteristics of the sample.

Research Questions. The MBI measured burnout in the sample. The means of the sample were rated in the low, medium, or high category for each burnout construct. For emotional exhaustion, low scores were categorized as 0–16, moderate scores were 17–26, and high scores were above 26. For depersonalization, low scores were categorized from 0 to 6, moderate scores were 7–12, and high scores were those above 12. For personal accomplishment, high scores were 39 or higher, moderate scores were 32–38, and low scores were 0–31. The means for the SSSP sample in emotional exhaustion and depersonalization were in the low range, and the means in the personal accomplishment category were in the high range. Thus personnel received scores indicating a low level of burnout in each burnout dimension. Table 2 shows the means and standard deviations for emotional exhaustion, depersonalization, and personal accomplishment for SSSP and other service occupations. By comparing the means for SSSP with the means of other helping professionals, a clear understanding of how SSSP relate to other occupations in terms of burnout can be obtained.

There was no national database with which to compare job satisfaction responses. Presented in Table 3 were the means and related data of the JSS. A Likert scale was used from 1 to 11, with 11 being the highest possible response. Subjects had highest scores in the area of intrinsic satisfaction (IS), followed by organization satisfaction (OS), total job satisfaction (TS), and salary and promotion (S/P). In addition, the types of job satisfaction were found to

Table 1. Demographic Characteristics of the Sample

<i>Demographic Variable</i>	<i>Percentage of n</i>
Gender	
Women	68
Men	32
Race	
Caucasian	46
African American	36
Hispanic American	7
Native American	5
Asian or Pacific Islander	4
Unknown	2
Marital status	
Married	65
Single	17
Divorced or separated	17
Age	
30 years or younger	4
31-40	18
41-50	51
51-60	22
61 or older	5
Educational level	
Doctoral degree	21
Master's degree	70
Bachelor's degree	9
Time in current job	
More than 15 years	13
11-15 years	12
6-10 years	24
3-5 years	30
2 years or less	21
Time with TRIO	
More than 15 years	22
11-15 years	16
6-10 years	28
3-5 years	21
2 years or less	13

Note: n = 166.

correlate among themselves. This information might be useful for other researchers planning to use the Job Satisfaction Scale. Table 3 shows the correlations among the types of job satisfaction.

The three burnout components (emotional exhaustion, depersonalization, and reduced personal accomplishment) were compared to the sublevels of job satisfaction. As shown in Table 4, emotional exhaustion was found to be

Table 2. Burnout Information: Means and Standard Deviations of Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA) for SSSP and Other Service Occupations

<i>Occupation and Variables</i>	<i>EE</i>	<i>DP</i>	<i>PA</i>
SSSP (*n = 166)			
Mean	14.43	3.05	40.60
Standard deviation	9.50	3.36	6.28
Teaching (*n = 4,163)			
Mean	21.25	11.00	33.54
Standard deviation	11.01	6.19	6.89
Postsecondary education (*n = 635)			
Mean	18.57	5.57	39.17
Standard deviation	11.95	6.63	7.92
Social services (*n = 1,538)			
Mean	21.35	7.46	32.75
Standard deviation	10.35	5.11	7.11
Medicine (*n = 1,104)			
Mean	22.19	7.12	36.53
Standard deviation	9.53	5.22	7.34
Mental health (*n = 730)			
Mean	16.89	5.72	30.87
Standard deviation	8.90	4.62	6.37

Notes: Data taken from Maslach, Jackson, and Leiter (1996).

For SSSP data, $p < .05$. * Total participants in the sample.

Table 3. Job Satisfaction Information, Intercorrelations of Job Satisfaction Types: Intrinsic Satisfaction (IS), Organizational Satisfaction (OS), Salary and Promotion (S/P), and Total Job Satisfaction (T/S), Mean, and Standard Deviation

<i>Type</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>IS</i>	<i>OS</i>	<i>S/P</i>	<i>TS</i>
Intrinsic satisfaction	9.46	1.29	1.00	0.52*	0.47*	0.82*
Organizational satisfaction	9.06	1.81		1.00	0.54*	0.85*
Salary and promotions	7.61	2.46			1.00	0.74*
Total job satisfaction	9.05	1.30				1.00

Note: * $p < .05$. Spearman rho was the nonparametric test used.

Table 4. Burnout Information, Intercorrelations of the Burnout Components: Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA)

	EE	DP	PA
Emotional exhaustion	1.00	0.51*	-0.16
Depersonalization		1.00	-0.17
Personal accomplishment			1.00

Note: * $p < .05$. Spearman rho was the nonparametric test used.

positively significant correlated with depersonalization (0.51). Organizational satisfaction and emotional exhaustion were found to have a significantly negative correlation (-0.38). Personal accomplishment was found to be significantly related to intrinsic job satisfaction with a positive correlation (0.44). The demographic variables did not correlate significantly with any of the burnout components or with total job satisfaction.

Hypotheses. For the first hypothesis . . . the null hypothesis . . . ("There is no significant relationship between emotional exhaustion as measured by the MBI and total job satisfaction as measured by the JSS for SSSP"), significant negative correlation was found between emotional exhaustion and total job satisfaction, as shown in Table 5. Thus, the null hypothesis was rejected.

For the second hypothesis ("There is no significant relationship between depersonalization as measured by the MBI and total job satisfaction as measured by the JSS for SSSP"), the Spearman rho was used to rank and correlate the scores for depersonalization and total job satisfaction.

The null hypothesis was not rejected. The correlation was -0.26, whereas the level for significance was set at plus or minus 0.30 (Table 5).

Null hypothesis three ("There is no significant relationship between personal accomplishment as measured by the MBI and total job satisfaction as measured by the JSS for SSSP") was rejected using Spearman rho. A significant positive correlation of 0.37 was found (Table 5).

Null hypothesis four ("There is no significant relationship overall among the three components of job burnout as measured by the MBI and total job satisfaction as measured by JSS for SSSP"), by way of a nonparametric procedure, was rejected with a multiple R of .50, with the level of significance set at 0.30, at the 95 percent confidence level.

According to Conover (1980), the results obtained should be close to the level of significant, regardless of the population distribution. Regression analysis was performed on raw scores and compared to the regression analysis on the ranked scores. In the current case, the raw scores resulted in a multiple R of .50.

On the basis of the regression analysis, 25 percent of the variance in total job satisfaction was determined by emotional exhaustion, depersonalization,

Table 5. Burnout and Job Satisfaction Information: Emotional Exhaustion, Depersonalization, and Personal Accomplishment Correlated with Intrinsic Satisfaction (IS), Organizational Satisfaction (OS), Salary and Promotion (S/P), and Total Job Satisfaction (TS)

Component of Burnout	IS	OS	S/P	TS
Emotional exhaustion	-0.27	-0.38*	-0.29	-0.38*
Depersonalization	-0.26	-0.21	-0.18	-0.26
Personal accomplishment	0.44*	0.26	0.23	0.37*

Note: * $p < .05$. Spearman rho was the nonparametric test used.

and personal accomplishment. This is the formula based on the raw scores of total job satisfaction:

$$\text{Total job satisfaction} = 7.4 (-.0519 [\text{emotional exhaustion}], -.0044 [\text{depersonalization}], \text{and } +.0573 [\text{personal accomplishment}])$$

Discussion and Implications

In measuring burnout and job satisfaction among a national sample of SSSP, this study found that the subjects had a lower rate of burnout and a higher rate of job satisfaction than other professionals in helping occupations. This finding could be considered good news for those funding Student Support Services programs. High burnout and low job satisfaction might have indicated additional problems, such as low job performance, high employee turnover, and low employee commitment (Cordes and Dougherty, 1993; Drake and Yadama, 1996; King and Sethi, 1997; Marinelli, 1992; Miller, 1995; Razza, 1993; Singh, Goolsby, and Rhoads, 1994).

High burnout and low job satisfaction also have been linked with such organizational factors as work overload, role conflict and ambiguity, a rigid and controlling environment, and lack of employee decision-making power (Burke and Richardsen, 1996; Cordes and Dougherty, 1993; Maslach, Jackson, and Leiter, 1996; Singh, Goolsby, and Rhoads, 1994). These research results do not eliminate the possibility of negative organizational factors. However, the results definitely showed that SSSP did not experience high job burnout or low job satisfaction on account of negative organizational factors.

The results substantiated most known correlations about burnout and job satisfaction. One area that this research confirmed was the relationship between emotional exhaustion and job satisfaction, as proposed in hypothesis one. The literature stated, and these results supported, the expectation that high emotional exhaustion scores correlated with low job satisfaction scores (Maslach, Jackson, and Leiter, 1996; Prosser and others, 1997; Razza, 1993). Conversely, results of this study also supported the idea that the lower the

Table 4. Burnout Information, Intercorrelations of the Burnout Components: Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA)

	EE	DP	PA
Emotional exhaustion	1.00	0.51*	-0.16
Depersonalization		1.00	-0.17
Personal accomplishment			1.00

Note: * $p < .05$. Spearman rho was the nonparametric test used.

positively significant correlated with depersonalization (0.51). Organizational satisfaction and emotional exhaustion were found to have a significantly negative correlation (-0.38). Personal accomplishment was found to be significantly related to intrinsic job satisfaction with a positive correlation (0.44). The demographic variables did not correlate significantly with any of the burnout components or with total job satisfaction.

Hypotheses. For the first hypothesis . . . the null hypothesis . . . ("There is no significant relationship between emotional exhaustion as measured by the MBI and total job satisfaction as measured by the JSS for SSSP"), significant negative correlation was found between emotional exhaustion and total job satisfaction, as shown in Table 5. Thus, the null hypothesis was rejected.

For the second hypothesis ("There is no significant relationship between depersonalization as measured by the MBI and total job satisfaction as measured by the JSS for SSSP"), the Spearman rho was used to rank and correlate the scores for depersonalization and total job satisfaction.

The null hypothesis was not rejected. The correlation was -0.26, whereas the level for significance was set at plus or minus 0.30 (Table 5).

Null hypothesis three ("There is no significant relationship between personal accomplishment as measured by the MBI and total job satisfaction as measured by the JSS for SSSP") was rejected using Spearman rho. A significant positive correlation of 0.37 was found (Table 5).

Null hypothesis four ("There is no significant relationship overall among the three components of job burnout as measured by the MBI and total job satisfaction as measured by JSS for SSSP"), by way of a nonparametric procedure, was rejected with a multiple R of .50, with the level of significance set at 0.30, at the 95 percent confidence level.

According to Conover (1980), the results obtained should be close to the level of significant, regardless of the population distribution. Regression analysis was performed on raw scores and compared to the regression analysis on the ranked scores. In the current case, the raw scores resulted in a multiple R of .50.

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score in emotional exhaustion, the higher the job satisfaction score (Belicki and Woolcott, 1996; Egan and Kadushin, 1993; Koeske and Kelly, 1995; Koeske and Kirk, 1995b; Singh, Goolsby, and Rhoads, 1994). Koeske, Kirk, Koeske, and Rauktis (1994) found that the correlation between emotional exhaustion and total job satisfaction ranged from -0.45 to -0.54 , somewhat higher than the finding of the current study. The lower correlation in this study could be due to use of nonparametric tests (Conover, 1980).

For hypothesis two, there was no significant relationship found between depersonalization and total job satisfaction. It was expected that there might be a correlation between depersonalization and total job satisfaction, as indicated by past research (Belicki and Woolcott, 1996; Prosser and others, 1997; Razza, 1993). Apparently, correlation was lacking because the scores in depersonalization were low, with a mean score of 3.05. The scale for low burnout for depersonalization is 0–6. This indicated that SSSP generally did not develop some symptoms of burnout, such as a negative perception of clients or staff or becoming unemotional and impersonal to those in their care. Other fields reported much higher means, notably 11.00 for teaching (K–12), 5.57 for postsecondary education teachers, 7.46 for social services, 7.12 for medicine, and for mental health (Maslach, Jackson, and Leiter, 1996). Future research is needed to identify reasons for which SSSP are less likely to develop feelings of depersonalization than their counterparts in similar helping occupations.

For hypothesis three, personal accomplishment was significantly correlated with total job satisfaction at 0.37, indicating that those who believed they had high job accomplishment also had high total job satisfaction. This finding was expected. Koeske, Kirk, Koeske, and Rauktis (1994) found that personal accomplishment and total job satisfaction scores were significantly correlated at 0.50. The lower correlation in this research may have been due to use of nonparametric tests.

There was a significant finding for hypothesis four, indicating that the three components of burnout and total job satisfaction were correlated with a multiple R of 0.50. This result indicated that 25 percent of the variance in total job satisfaction was due to the components of burnout. This research supported the belief that burnout could affect total job satisfaction.

That SSSP scored lower in burnout than the national norms for similar helping occupations was quite interesting. One explanation for low burnout and high job satisfaction among SSSP could relate to the unique ties that TRIO programs form with the communities they serve. The National Council of Educational Opportunity Association (NCEO) *Annual Report* (1997) cited the strong commitment that these programs have to meeting the needs of their clients and communities. Each TRIO program must reapply for grants every four or five years and must show how it will serve the community. The strong sense of community among the programs themselves also might aid in reducing emotional exhaustion and depersonalization and in increasing personal

accomplishment; the annual report says that "historically, the success of the TRIO Programs can be directly attributed to the unity of the TRIO Community. Since 1965, TRIO administrators, counselors and teachers have worked collectively towards one common goal—advancing equal educational opportunity" (1997, p. 2).

In regard to job satisfaction, subjects in this study apparently were satisfied with their job in the areas of intrinsic, organization, and total job satisfaction, with an average score of 9.00 or above on a 1–11 Likert scale. The salary and promotion item was lower (7.61). This indicated that subjects liked working with their clients or staff, but they desired higher remuneration or more promotional opportunity. However, it could be argued that most employees desire a higher paycheck. For many SSSP, their position was the highest they could hope to achieve without leaving that organization. As indicated earlier, many SSSP had been in TRIO for a number of years, but fewer had been at their current job so long. One possible explanation for the difference between years in TRIO and years in current job might be that many instructors or counselors have been promoted to SSSP. Another possible explanation is that many SSSP have had additional TRIO programs added or taken away with grant renewal every four or five years.

Recommendations for Further Research

As noted earlier, a limitation of this study was the use of nonparametric tests, on account of the nonnormative nature of the collected data. Using nonparametric tests may have resulted in lower correlation between variables. It is recommended that future correlational research use parametric tests, given that the data are normally distributed.

Another limitation of this study was the small sample size ($n = 250$). Krejcie and Morgan (as cited in Gay and Airasian, 2000) stated that a sample of 313 should be used for the SSSP population size ($N = 1,702$). It is recommended that this research study be replicated using a larger sample size. Furthermore, replication of the study's results could confirm that SSSP experience a lower level of burnout than their counterparts in other helping occupations. It would be valuable to the field of HRD to learn why this is true. Do Student Support Services workers have certain personal characteristics that make them less prone to burnout? Are there organizational policies in place within Student Support Services programs that decrease the likelihood of burnout and increase job satisfaction? The answers to these and other similar questions could give HRD practitioners needed information and tools to combat this costly syndrome.

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