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Pepperdine University
Graduate School of Education and Psychology

A STUDY OF BURNOUT AMONG FACULTY AT FULLERTON COLLEGE

A dissertation submitted in partial satisfaction
of the requirements for the degree of
Doctor of Education in Organizational Leadership

by

Tanzil Khan

June, 2012

Michelle Rosensitto, Ed.D. – Dissertation Chairperson

This dissertation, written by

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under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

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TABLE OF CONTENTS

	Page
LIST OF TABLES	vi
VITA	viii
ABSTRACT	ix
Chapter 1: Introduction	1
Statement of the Problem	5
Purpose of the Study	6
Research Questions	7
Significance of the Study	7
Assumptions and Limitations of the Study	8
Definition of Terms	9
Organization of the Study	11
Chapter 2: Literature Review	13
Definitions of Burnout	13
Symptoms	18
Factors That Contribute to Burnout	24
Age	26
Gender	27
Education	29
Length of employment	29
Number of years in the present position	29
Marital status	30
Dependent children	30
Tenure or promotion status	31
Health status	31
Ethnicity	32
Pay scale	32
General Intrinsic and Extrinsic Job Satisfaction	32
Extrinsic job satisfaction	33
Intrinsic job satisfaction	33
How Is Burnout Measured?	33
The tedium scale	34
The staff burnout scale	34
MBI	35
Burnout in Higher Education	38
Conclusion	51

Chapter 3: Research Design and Methodology	52
Study Purpose	52
Protection of Human Subjects	53
Research Design.....	54
Population and Sample	55
Instrumentation	56
Data Collection	58
Analysis of Data.....	59
Research question 1	59
Research question 2	59
Research question 3	59
Research question 4	59
Research question 5	59
Limitations of the Research Design.....	62
Conclusion	62
Chapter 4: Results	64
Restating the Purpose.....	64
Research question 1.	64
Research question 2	64
Research question 3	64
Research question 4	64
Research question 5	64
Results.....	65
Research Question 1	66
Research Question 2	67
Gender and burnout.....	67
Research Question 3	69
Age and burnout.....	69
Emotional exhaustion subscale analysis	69
Depersonalization subscale analysis	70
Personal accomplishment subscale analysis	70
Research Question 4	71
Years at Fullerton College versus burnout.....	71
Emotional exhaustion subscale analysis	71
Depersonalization subscale analysis	72
Personal accomplishment subscale analysis	73
Research Question 5	74
Total number of years teaching versus burnout.....	74
Emotional exhaustion subscale analysis	74
Depersonalization subscale analysis	75
Personal accomplishment subscale analysis	76

	Page
Chapter 5: Summary, Conclusions, and Recommendations	78
Summary	78
Conclusions	83
Recommendations for Future Research	84
REFERENCES	88
APPENDIX A: Cover Letter	99
APPENDIX B: Demographic Survey and MBI-Educators Survey	101
APPENDIX C: Permission Letter to Conduct Research at Fullerton College	108
APPENDIX D: National Institutes of Health (NIH) Certificate of Completion	109
APPENDIX E: IRB Approval Letter	110
APPENDIX F: Summary of Research and Survey Questions and Analytic Techniques	112

LIST OF TABLES

	Page
Table 1. Biographical Data of Participants	65
Table 2. Respondents Percentage Burnout Level Scores.....	66
Table 3. Descriptive Statistics of MBI-ES Subscores.....	67
Table 4. Statistical Analysis—Gender	68
Table 5. Summary of Emotional Exhaustion Data by Age of Participants.....	69
Table 6. ANOVA Analysis of Age Level Emotional Exhaustion	70
Table 7. Summary of Depersonalization Data by Age of Participants	70
Table 8. ANOVA Analysis of Age Level Depersonalization.....	70
Table 9. Summary of Personal Accomplishment Data by Age of Participants	71
Table 10. ANOVA Analysis of Age Level Personal Accomplishment.....	71
Table 11. Summary of Emotional Exhaustion Data by Participants' Years of Teaching at Fullerton	72
Table 12. ANOVA Analysis of Emotional Exhaustion by Participants' Years of Teaching at Fullerton	72
Table 13. Summary of Depersonalization Data by Participants' Years of Teaching at Fullerton	73
Table 14. ANOVA Analysis of Depersonalization by Participants' Years of Teaching at Fullerton	73
Table 15. Summary of Personal Accomplishment Data by Participants' Years of Teaching at Fullerton	74
Table 16. ANOVA Analysis of Personal Accomplishment by Participants' Years of Teaching at Fullerton	74
Table 17. Regression Analysis for Emotional Exhaustion Based on Number of Teaching Years	75

Table 18. Further Regression Analysis for Emotional Exhaustion Based on Number of Teaching Years	75
Table 19. Regression Analysis for Depersonalization Based on Number of Teaching Years	76
Table 20. Further Regression Analysis for Depersonalization Based on Number of Teaching Years	76
Table 21. Regression Analysis for Personal Accomplishment Based on Number of Teaching Years	77
Table 22. Further Regression Analysis for Personal Accomplishment Based on Number of Teaching Years	77

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ABSTRACT

The purpose of this study was to analyze the extent of burnout among full-time faculty at Fullerton College. This study reviewed research on burnout at the community college level and gives insight into burnout's major contributors to. It provides suggestions for intervention to reduce the phenomenon of faculty burnout and recommendations for future research. The Maslach Burnout Inventory-Educators Survey (MBI-ES) was used to measure burnout focusing on the 3 burnout subscales of depersonalization, exhaustion, and personal accomplishment. Variables were analyzed using descriptive statistics, ANOVA, and *t*-test. Data were gathered through a demographic survey and the MBI-ES to answer the following research questions: (a) To what extent, if at all, do full-time professors at Fullerton College experience-perceive significant burnout? (b) To what extent, if at all, is gender related to the level of burnout of full-time professors at Fullerton College? (c) To what extent, if at all, is age related to the level of burnout of full-time professors at Fullerton College? (d) To what extent, if at all, is the number of years at Fullerton College related to the level of burnout of full-time professors at Fullerton College? and (e) To what extent, if at all, is the total number of years of teaching related to the level of burnout of full-time professors at Fullerton College?

The data analysis indicates that the burnout level of full-time faculty at Fullerton College is low on all 3 subscales. There were no statistical differences in levels of burnout between male and female faculty. Even though the mean scores were different between male and female as the female faculty had higher levels of burnout on the Emotional Exhaustion subscale than their male counterparts under each subscale, these differences were not statistically significant. The ANOVA for each subscale confirmed

that age has little to no impact on burnout levels among Fullerton College faculty. The number of years of work experience at Fullerton College has no impact on the level of burnout of faculty. Also, the statistical analysis indicated that there is no relationship between burnout scores (dependent variables) and total years of teaching (the independent variable).

Chapter 1: Introduction

Faculty burnout has been an ongoing issue at the college level. A study by Crosby (1982) states, “A large number of faculty in colleges and universities across the country are going about the motions of teaching and conducting research without energy, enthusiasm, or a sense of purpose” (p. 1). Although this quote was written more than 20 years ago, it is still valuable. Recent studies show that because of the various roles assigned in the higher education environment, faculty continues to suffer from burnout (Bowden, 2000; Gonzalez, 2003; Rush, 2003). According to Crosby (1982) many educators choose teaching as a career for the love of learning, gathering knowledge, and teaching. Although these faculty positions may seem ideal because of tenure, academic freedom, guaranteed position for the length of their careers, and freedom to teach as they wish, there have been recent changes in state and federal government budgets and funding for education. As faculty members are expected to take on more than the traditional responsibility of teaching and research, they may struggle with administrative duties, grant writing, paperwork, committee work, student issues, meetings, community service, and leadership roles. It is no surprise that faculty has complained of being over worked and burned out in the past 2 decades (Crosby, 1982; Gonzalez, 2003; Pines & Aronson, 1981). Burnout symptoms are experienced across many disciplines (Caron, 2000; Crosby, 1982; Gonzalez, 2003; Rush, 2003; Wageman, 1999). College faculty members face many challenges such as heavy teaching loads, student advisement, few opportunities for scholarly exchanges, and pedagogical difficulties (Cohen & Brawer, 2003; Levin, Kater, & Wagoner, 2006; Stake, 1995; Twombly & Amey, 1994). Emotional exhaustion, apathy toward student issues, and lack of personal

accomplishment (Crosby, 1982; Farber, 1991; Gonzalez, 2003), which can lead to burnout syndrome, have been reported by faculty (Maslach, Jackson, & Leiter, 1996a). Farber (1991) states that this syndrome is common among professionals who work in areas of human services and education, as these individuals often place the demands of the clients above their own needs. Freudenberger first introduced the concept of burnout in 1974. The most widely used burnout measure was developed by Maslach and Jackson (1981b). Maslach and Leiter (1997) defined burnout as a situation manifesting itself in changes in attitude and behavior related to the job. This is manifested as physical, mental, and emotional exhaustion, which finally gives rise to lower personal accomplishment. Individuals who work with other people in certain capacities exhibit psychological syndromes of emotional exhaustion, depersonalization, and reduced personal accomplishment. As emotional resources are depleted and there are increased feelings of emotional exhaustion, workers feel they are no longer able to give of themselves at a psychological level. These are some of the key aspects of burnout syndrome. In addition, depersonalization or negative, cynical attitudes and feelings about one's clients, is another aspect of burnout. According to Ryan (1971), this callous or even dehumanized perception of others can lead staff members to view their clients as somehow deserving of their troubles. The third aspect of burnout syndrome is inefficiency or dissatisfaction with personal accomplishments at work (Maslach et al., 1996a). A person suffering from burnout experiences physical, emotional, mental exhaustion, and diminished interest because of long-term stress and frustration. There are serious consequences of burnout that potentially hurt workers, their clients, and the larger institutions with which they

interact. Thus burnout is an area of concern at the community college level because it affects the individual and also the institution.

The literature suggests that research on burnout was originally conducted by Maslach in 1971 at Stanford University. This led to the development of the *Maslach Burnout Inventory* (MBI). The MBI assesses burnout syndrome by analyzing three subscales: emotional exhaustion, depersonalization, and reduced personal accomplishment. Maslach et al. (1996b) defined emotional exhaustion as “being emotionally overextended and exhausted by one’s work” (p. 6); depersonalization is defined as “unfeeling and impersonal response towards recipients of one’s care or service” (p. 6); and for the sake of this inventory, personal accomplishment, “describes feelings of competence and successful achievement in one’s work with people” (p. 6).

In the 21st century the concept of the information society has become important because of rapid scientific and technological changes. Thus, there is a need to train faculty not only physiologically, but also psychologically, as these two factors greatly contribute to job satisfaction and burnout (Bilge, 2006). In an effort to ensure productivity, organizations are faced with the task of evaluating employee training and creating training programs to alleviate burnout. Improving employee training has been related to an increase in productivity and loyalty and a decrease in employee turnover. Research states that job training is a consistent variable related to employee retention.

Compared to primary and secondary teachers, most college and university professors receive very little formal training in teaching. Faculty members learn on the job as they progress through their academic career. Many professors, in small classes with few students, do not even remember the students’ names by the end of the term.

Often college instructors have not learned how to teach during their student academic lives nor during the pursuit of their careers college professors. This has also called attention to the issue of faculty training in instructional theory and methodology.

Although there is a great deal of research on adult learning, many professors have not been exposed to this literature or they have ignored its value and held on to traditional teaching practices. Many educators and scholars have brought attention to the issue of training college and university faculty in instructional theory. According to Cross (1990):

Most of us are naive observers of teaching and naive practitioners of the art and science of teaching as well. We don't know enough about the intricate processes of teaching and learning to be able to learn from our constant exposure to the classroom. We see the big things. We can spot a dozing student, one lost in some other world, or an eager hand waver. We know some things that are not supposed to happen. We don't want embarrassing silences when we ask a question; certainly we don't want hostility or obvious inattention. If these things happen, we may actively seek to learn their causes. But we are not trained to observe the more subtle measures of learning. (p. 10)

She suggests:

Training the next generation of teachers is primarily the responsibility of disciplinary specialists, in consultation with teaching and learning specialists. We [college teachers] need to know how to teach in an expert way, with the ability to diagnose, analyze, evaluate, prescribe, and most important, improve the quality of teaching and learning in college classrooms. (p. 11)

For at least 40 years, universities nationwide have emphasized the importance of professional development for faculty members, so one would assume that the quality of teaching in higher education would have improved as a result of professional development opportunities. However, many college and university faculty members are overburdened with the responsibility of working with students, clubs, and committees, and researching and publishing instead of expanding their knowledge and improving their ability to teach. Professors who wish to obtain tenure must devote a great deal of time to

research, writing, and publishing for the college instead of focusing on their teaching style or adult learning approach. Because of the recent economic crisis and budget cuts, community college instructors also find themselves struggling to teach additional classes while balancing additional responsibilities, leaving them very little time to improve their teaching ability or integrate new strategies in teaching (Cross, 1990).

Statement of the Problem

Theories on burnout (Maslach & Jackson, 1981a) propose that burnout affects one's physical, emotional, and mental health and job performance. Research suggests that services provided by staff suffering from burnout are poor in quality. There is lack of productivity and efficiency. Burnout also plays a role in job turnover, absenteeism, and low morale (Maslach et al., 1996a). Marital discord, alcohol and drug abuse, insomnia, and physical exhaustion are also correlated to burnout. The effects of burnout are a serious problem for faculty, staff, students, and the institution at which they operate. The changes in the economic market also have added to the burnout problem, as budget cuts have affected part-time faculty positions and full-time faculty are required to take on the additional workload. Job losses and the need for skills development have increased the number of students enrolling in community colleges. Faculty members are at high risk for developing stress and burnout because of the employment situation and harsh economic times. Faculty burnout affects faculty performance, quality of instruction, student learning, and the reputation of the college among peer institutions. This study investigated faculty burnout through the use of the MBI-Educators Survey (MBI-ES) and demographic information. The study examined whether there are relationships between demographic variables such as age, gender, number of years at the institution, number of

years in the teaching profession, area of teaching, and education level. This study explored the factors that contribute to burnout among higher education faculty, particularly full-time faculty members at Fullerton College in the Spring of 2011.

Purpose of the Study

The purpose of this study was to explore the extent of burnout among Fullerton College, full-time faculty members, taking into consideration factors such as age, gender, years employed at Fullerton College, number of years of teaching, and areas of teaching. The study focused exclusively on full-time faculty members at Fullerton College. The general design involved a qualitative investigation. The study investigated the incidence of burnout through the use of the MBI-ES. The MBI-ES is the educator survey to which demographic questions were added. This survey was sent along with a cover letter to full-time faculty members at Fullerton College. The demographic questions provided information about the participants, the opportunity to explore further themes associated with burnout, and an analysis of the emotional and cognitive aspects of the participant's answers. This process also gave the researcher an understanding of the institutional culture and perceptions about burnout at Fullerton College.

It was anticipated that this study would provide a better understanding of burnout syndrome and that Fullerton College faculty would be able to create new ways of dealing with the burnout syndrome. Also, this insight would be useful in preventing burnout in seasoned and new faculty members in various disciplines. Fullerton College faculty members would be able to renew their passion to work in higher education. Faculty would be able to reduce anxiety and work collaboratively with students. This research also would provide information about how faculty could combat the problem of burnout

and take advantage of incentives, workshops, and retreats the Fullerton College Faculty Development Center offers. The data gathered in this study would be valuable in conducting needs assessments, providing intervention programs, and continually evaluating faculty to prevent burnout.

Research Questions

The following research questions drove the study:

1. Do full-time professors at Fullerton College, if at all, perceive significant burnout?
2. Does gender, if at all, affect the burnout level of full-time professors at Fullerton College?
3. Does age, if at all, affect the burnout level of full-time professors at Fullerton College?
4. Does length of employment, if at all, affect the burnout level of full-time professors at Fullerton College?
5. Does the total number of years of teaching, if at all, affect the burnout level of full-time professors at Fullerton College?

Significance of the Study

This study would be beneficial to instructors who seek a full-time teaching position at the community college level by 2012. This study also would benefit faculty members who are already employed at community colleges, as it would introduce faculty members to the concept of burnout and would help faculty members analyze their own perceptions of burnout. The implications of this study should enable other community colleges to gain insight into faculty burnout and to take action to prevent it. This study

will add to the research on the issue of faculty burnout and its relations to institutional culture, thus contributing to a pronounced void in the literature. Data gathered during this study will also contribute to learning more about faculty, particularly the differences between vitality and burnout among faculty.

Assumptions and Limitations of the Study

The study only included full-time faculty members employed at Fullerton College in the Spring 2011 semester. This study specifically focused on faculty burnout at the community college level. The area of general stress was not explored or included in the study. The study involved self-reports of the participants. Thompson and Dey (1998) stated that a drawback associated with self-reports is that they may be subject to distortions, socially desirable responses, denial, or rationalization. The accuracy of the data will be influenced by the extent to which the participants will respond openly and candidly. The participants in this study were assumed to respond candidly. However, after signing the informed consent, it is likely that the participants' views might have changed and this would modify or impact the results. In addition, this study assumed that participants were honest and accurate in their responses, as the ratings are self-reported. As the study focused only on full-time faculty at Fullerton College, it would have limited application to faculty at other colleges and universities. Participation in the study was voluntary. A significant limitation was incomplete population, as not all invited faculty agreed to participate in the study. Thus, the comprehensiveness of the data was compromised.

The researcher assumed that the participants were interested in participating in the study and would answer the survey questions truthfully to help the researcher achieve

study objectives. The researcher assumed that all participants have experienced burnout at some point in their career. In this study, it was assumed that faculty members have experienced burnout and the study did not account for people who may not have experienced burnout. Another assumption was that the population selected would have enough representation for demographic variables such as age, gender, etc. It was assumed that the participants have not previously utilized the MBI-ES.

Definition of Terms

Analysis of Variance (ANOVA): ANOVA refers to tests of one or more null hypotheses that the means of all group samples come from populations with equal means and differ only because of sampling error.

Burnout: Burnout is the physical, mental, and emotional exhaustion resulting from chronic job stress, attrition, and frustration (Maslach, 1993, 2003; Maslach, Schaufeli, & Leiter, 2001). Burnout manifests in three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach, 1982). A high degree of burnout is reflected in low scores on Personal Accomplishment scale and high scores on the Emotional Exhaustion and Depersonalization subscales. An average degree of burnout is reflected in average scores on the three subscales. A low degree of burnout is reflected in a high score on the Personal Accomplishment subscale and low scores on the Emotional Exhaustion and Depersonalization subscales (Maslach et al., 1996b).

Burnout Score: The score exhibited by full-time university faculty found on the MBI-ES.

Depersonalization: This refers to a lack of empathy for people, negative, cynical attitudes, and feelings about one's clients (Maslach, 1978).

Emotional Exhaustion: This refers to feeling drained; as emotional resources are depleted, workers feel they are no longer able to give of themselves at a psychological level (Maslach, 1978).

Extrinsic Job Satisfaction has been described by Cherniss (1995) as that part of the employment situation in which an employee perceives adequate reward, such as money, status, and prestige-recognition being obtained through that employment.

Faculty: Faculty refers to full-time instructors at Fullerton College working at least 9 months with regular teaching assignments and possessing either a master's or a doctorate degree.

FC: Abbreviation for Fullerton College

F-test: The technique used in ANOVA that compares the between group variance to the within group variance.

Student is defined as an individual enrolled in a program at a higher education institution.

Higher Education is the educational activity provided to students at the postsecondary level, in vocational-technical schools, junior colleges, 4-year colleges and universities, and professional programs offered through graduate programs in universities.

Intrinsic Job Satisfaction is defined by Cherniss (1995) as a worker being satisfied with aspects of employment such as “challenge, stimulation, and opportunities to utilize valued skills” (p. 89).

Maslach Burnout Inventory (MBI): This instrument is used for this study. The MBI assesses burnout syndrome by analyzing three subscales: emotional exhaustion,

depersonalization, and reduced personal accomplishment (Maslach et al., 1996b).

Reduced Personal Accomplishment: This refers to the tendency to evaluate oneself negatively, particularly with regard to one's work with clients. Workers may feel unhappy about themselves and dissatisfied with their accomplishments on the job (Maslach, 1978).

Demographic Variables include the participants' answers to the following questions:

- What is your age?
- What is your gender?
- How many years have you been a professor at Fullerton College?
- How many years have you been teaching part-time and full-time at the college level?

Organization of the Study

The purpose of this study was to explore the extent of burnout among Fullerton College faculty members, taking into consideration factors such as age, gender, years at Fullerton College, number of years of teaching, and area of teaching. The MBI-ES was used to investigate the incidence of burnout among full-time faculty members at Fullerton College. This research study is organized into five chapters. Chapter 1 introduces the issue of burnout and provides a foundation for this study. This chapter outlines the problem statement, purpose of the study, hypothesis, research questions, significance of the study, limitations of the study, definitions of terms, and organization of the study. Chapter 2 reviews the relevant literature. The following themes were explored (a) the definition of burnout, (b) factors that contribute to burnout, (c) symptoms of burnout,

(d) burnout in higher education, and (e) faculty vitality and organizational environment (culture and climate). Chapter 3 describes the design of the study, the population and sample, methodology, data collection, and data analysis. Chapter 4 reports the findings of this study. Chapter 5 discusses the conclusions and recommendations for future research.

Chapter 2: Literature Review

The literature review for this study discusses the issue of burnout among full-time faculty members at colleges and universities. The following themes will be explored (a) the definition of burnout, (b) factors that contribute to burnout, (c) effects of burnout, (d) studies on burnout in higher education, and (e) variables contributing to burnout. The primary objective of this study was to add to the body of knowledge on faculty burnout at the college and university level. To achieve this objective, the literature review first outlines the definition of burnout by introducing the background and history of the study of burnout. The second section discusses burnout as a widespread phenomenon and the symptoms associated with burnout. The third section reviews the factors that contribute to burnout. This section includes stress, environment, and other causes of burnout. The fourth section looks at burnout in higher education and variables contributing to burnout in higher education settings.

Definitions of Burnout

Many people choose teaching as a career choice because they enjoy student interaction, teaching, and learning; but with changing economic times, the responsibilities of college faculty are no longer limited to lecturing students. In addition to teaching courses, instructors are burdened with administrative responsibilities. The overwhelming workload and a lack of skills to manage administrative and leadership roles have given rise to the issue of faculty burnout (Crosby, 1982). The concept of burnout was introduced in the early 1970s and 1980s by Herbert Freudenberger. Freudenberger studied burnout as his colleagues were becoming exhausted and displayed lack of motivation in the work environment. He coined the term to describe psychological

symptoms that can result in emotional exhaustion, depersonalization, and feelings of decreased accomplishment (Maslach & Leiter, 1997).

Initially, Social Psychologist Christina Maslach utilized the learned defense strategies, such as *detached concern* and *dehumanize* to study workers in demanding occupations to help them deal with the disappointments and frustrations they experienced on their jobs (Maslach, et al., 2001). This process started with extensive interviews of health care workers such as physicians, nurses, psychiatrists, and hospice counselors. From this qualitative approach, she developed three general themes. Being emotionally exhausted and drained was reported by many practitioners during the interviews. The interviewees developed negative feeling and perceptions about their patients. Also, as a result of the emotional turmoil, the practitioners experienced a crisis in professional competence. Based on this initial qualitative research, Maslach et al. (1996a) later developed the empirical method after discussing it with an attorney who found that many lawyers had been referring to the same phenomenon as burnout.

Initial research on burnout was qualitative in nature, as researchers conducted interviews to gather data from health care and human services professionals (Maslach et al., 2001). In the 1980s, researchers began studying burnout in the field of education. Education burnout studies were not published in journals until late 1980s (Cherniss, 1980). Maslach and Jackson (1981b) developed the first burnout inventory and Maslach, et al. (1996b) developed the more recent third edition which consists of three elements: exhaustion, depersonalization, and inefficacy. Emotional exhaustion is defined by feelings of frustration, anger, depression, and dissatisfaction. Depersonalization involves a dehumanized and impersonal view of others and treating them like objects rather than

people. Decreased personal accomplishment suggests a loss of self-efficacy on the job and the tendency to evaluate oneself negatively (Maslach, 1982, 2003). In the book *Banishing Burnout*, Maslach and Leiter (2005) state, “Burnout is far more than feeling blue or having a bad day. It is a chronic state of being out of synch with your job, and that can be a significant crisis in your life” (p. 2).

Freudenberger (1974) described burnout as a state of being worn out by excessively trying to fulfill unrealistic expectations, a feeling of emptiness of physical and mental resources, and fatigue. It is a sense of being emotionally depleted or physically beaten, exhaustion, or failure. According to Freudenberger (1975), these components are a result of unrealistic expectations by which a person defines himself or herself or the expectations imposed by society’s values. Burnout makes an individual feel ineffective, exhausted, and distant from work and people as a result of workplace experiences, leading to a nonproductive relationship with work (Leiter & Maslach, 2001). Maslach et al., (2001) proposed that burnout occurs only in the context of the job environment. Maslach et al. further explained that burnout is caused by emotional strain associated with interpersonal contact where demands of others are placed before oneself, leading to emotional exhaustion.

The emotional depletion and exhaustion employees experience lead to frustration, lack of ambition, and loss of purpose (Pines & Aronson, 1988). Because people use the term stress and burnout interchangeably, researchers Maslach and Leiter (1997) and Pines and Aronson (1988) delineated that burnout is not stress. However, it may be that stress is the main cause of burnout. Burnout is also defined as a psychological response to chronic work stress that is characterized mostly by emotional exhaustion and disengagement in

the workplace (Halbesleben & Demerouti, 2005).

The first study of burnout was conducted among human services professionals (Maslach & Jackson, 1981a); since then, police officers (Gaines & Jermier, 1983), teachers (Burke & Greenglass, 1989), mental health professionals (Leiter & Maslach, 1988), and business managers (Pretty, McCarthy, & Catano, 1992) have been studied for burnout. It was assumed that work that demands high levels of workers' interpersonal involvement causes burnout. Maslach et al. (2001) found that burnout was evident in positions in which individuals had frequent people contact, such as in education, medicine, or the law, and not only in human services positions.

According to Jackson, Schwab, and Schuler (1986), an employee who works in an environment with high involvement with clients may exhibit the same exhaustion as a person in a boring job with typical routines. Maslach and Leiter (2005) suggested that burnout develops over time, slowly depleting the physical and emotional resources of the individual, and sometimes without the knowledge of the individual. Although burnout is a job-related phenomenon, it also impacts other aspects of life.

Many demographic variables as well as personality characteristics of individuals are associated with, and influence, the development of burnout. Based on the review of literature, burnout occurs more intensely and frequently among individuals who seem to exhibit a lower level of hardiness, lower involvement in daily activities, a sense of lowered control over events and openness to change, and those who generally have an external locus of control which attributes events and achievements to powerful others or to chance rather to themselves (Maslach et al., 2001).

Cordes and Dougherty (1993) give another definition of burnout which includes a

loss of commitment for work; to fail or wear out; become exhausted; or a loss of creativity; a syndrome of inappropriate attitude toward clients or toward oneself associated with uncomfortable emotional and physical symptoms, estrangement from clients, coworkers, job and agency; and a response to the chronic stress of making it to the top.

Individuals in helping professions, those employment positions that involve person-to-person contact, have a high likelihood of developing burnout (Cherniss, 1995; Maslach et al., 2001; Schaufeli & Enzmann, 1998). These professionals usually are idealistic or have unrealistically high expectations of their employment situation or are young and inexperienced. The blame-the-victim idea in Western culture has been the focus of research, as work conditions, organizational demands, and expectations cause the development of burnout in susceptible individuals (Maslach et al., 2001; Schaufeli & Enzmann, 1998). Another reason for burnout at work is role overload. In this situation, the individual perceives work goals to be unattainable (Maslach et al., 2001). Role conflict and role ambiguity, coupled with workers' incompatible job expectations, are also occupational influences that cause burnout. For example, the worker may have anticipated work attributes such as clearly stated goals, feedback from supervisors, rewards, guidelines for projects, and recognition for accomplishments upon entry into employment (Maslach et al., 1996a; Schaufeli & Enzmann, 1998). As the employee experiences setbacks, or if expectations are not met, the employee may react by leaving the job for a more fulfilling career or continue to deteriorate. Lack of social support from coworkers and supervisors has been identified as a causal link to burnout (Cordes & Dougherty, 1993; Maslach et al., 2001). The socialization process and communication

associated with familiarizing workers with a new work site is also critical because it involves discussing benefits, job performance, and expectations by both the employer and the employee. Many new employees have a sense of entitlement when they start a new job, and this clashes with the realities of work (Ellig, 1998). Additional research is needed to learn more about burnout, as other influences such as pay, promotion, supervision, and job satisfaction have not been explored adequately.

Symptoms

Burnout in the workplace is a widespread phenomenon. The effects of burnout hurt not only the faculty, but also the student and the institution. The symptoms of burnout vary from one individual to another. Depersonalization, which is characterized by emotional and physical withdrawal, is observed in educational institutions. An example of this would be when faculty may arrange office hours at a time they know students are unable to meet or decline to make arrangements to meet at times that are convenient for students. As a result, students will not get academic help and mentoring necessary to be successful because of this gap in the student-faculty interpersonal relationship. If the issue of burnout is ignored, it may cost a great deal in the long run, as burnout leads to absenteeism, illness, and decline in productivity (Maslach et al., 1996a). Although there are many faculty members in colleges and universities who have taught for many years, enjoy teaching, and appear to have no symptoms of burnout, there are some faculty members who feel emotionally drained, fatigued, and distanced from their students because of the symptoms of burnout (Crosby, 1982; Farber, 1991; Gonzalez, 2003; Maslach, 2001).

Numerous studies have reported that substandard teaching, lack of interest in

research and other job duties, apathy toward student issues, a decrease in flexibility and ability to stay current with issues in the professional world of the subject being taught, and a decline in classroom management abilities are the effects of burnout among educators (Cherniss, 1980; Crosby, 1982; Farber, 1991; Gonzalez, 2003; Maslach, 2001). Some of the affective symptoms of burnout are “gloomy, tearful, and depressed mood” (Schaufeli & Enzmann, 1998, p. 25). People who have used up a great deal of their energy throughout a long period of time dealing with emotional situations will eventually suffer from anxiety, undefined fears, and nervous tension. The individual may be irritable, cool, unemotional, or oversensitive. Lack of emotional empathy is followed by bursts of anger, a decreased sense of job satisfaction, and an increased feeling of being uncomfortable in the work environment.

Schaufeli and Eznmann (1998) identified about 130 symptoms related to burnout. These symptoms appear in five psychological categories. Fear, nervousness, and anxiety were affective symptoms. Increased isolation, making numerous mistakes, lack of concentration, rigidity in thought, and forgetfulness were cognitive symptoms. Headaches, chronic fatigue, weight issues, suppressed immune system, dizziness, and muscle pain were physical symptoms. Increased isolation, absenteeism, and difficult professional and personal relationships were behavioral consequences (Schaufeli & Enzmann, 1998). Lack of motivation, indifference, and loss of zeal were motivational symptoms.

Educators also reported physical symptoms such as instances of headaches, illness, and stress in personal and professional relationships; depression; substance use; and decreased productivity (Schaufeli & Enzmann, 1998). Burnout affects not just work

performance, but also other aspects of a person's life. Symptoms of burnout do not develop immediately; rather they appear over time. According to Pines and Aronson (1981), symptoms of burnout include general malaise; emotional, physical, and psychological fatigue; feelings of helplessness and hopelessness; and lack of enthusiasm about work and, in some cases, life in general. Physical symptoms of burnout may occur in different forms: physical distress complaints, physiological reactions, psychosomatic disorders (Schaufeli & Enzmann, 1998).

Individuals may report physical distress complaints such as headaches, nausea, dizziness, restlessness, nervous tics, pain in the lower back and neck, and muscle pains (Schaufeli & Enzmann, 1998). Dry throat, heart palpitations, heavy perspiration, prickly sensations in the limbs, and hypertension are symptoms associated with burnout. Individuals have also reported struggling with weight control, chronic fatigue, drowsiness, and sexual performance. Schaufeli and Enzmann (1998) state, "Psychosomatic responses to stress may lead to ulcers, coronary heart disease, and gastric intestinal disorders" (p. 27). They can also lead to frequent and reoccurring colds and flu and susceptibility to increases in viral infections. Schaufeli and Enzmann state that burned out individuals may gravitate toward "high risk taking behaviors" (p. 27) that may cause physical injuries as a result of the stress and frustrations experienced at work. High levels of cholesterol have also been linked to burnout.

Cognitive symptoms associated with burnout are a feeling of "helplessness, hopelessness and powerlessness" (Schaufeli & Enzmann, 1998, p. 25). The individual suffering from burnout will fear going crazy or losing control or feel an increased sense of doom, inability to perform, and isolation. The individual may become preoccupied

with thoughts, impaired concentration on a particular task, forgetful, make numerous mistakes and errors in letters and meetings, become isolated from peers, have difficulty making decisions, and show an increased tendency to avoid dealing with reality.

In terms of motivational symptoms Schaufeli and Enzmann (1998) state that the individual seems to have lost the original feelings experienced as a new employee: “zeal, enthusiasm, interest, and idealism are lost” (p. 29). The individual is resigned, disappointed, disillusioned, and presents a “loss of genuine interest in recipients, indifference, and discouragement. The burned-out professional is ‘sick and tired’ of all those recipients who ask for help, support, advice, attention, or care” (p. 29). Because of the overwhelming personal and social demands, the individual engages in unethical behavior. Over involvement with the client population is also an indication of burnout. Because of the individual’s poor motivation, the organization suffers.

Poor work performance and decline in productivity are also greatly associated with burnout (Cherniss, 1980; Maslach et al., 2001). A faculty member may choose to leave his position and field of work, or look for a new job because of burnout. This causes a loss of professional talent, revenue, and time invested in training an educator (Maslach & Leiter, 1997). Other institutional effects that may cause a loss for businesses and educational institutions through turnover and low productivity are high absenteeism, poor work performance, insomnia, fatigue, negative self-concept, increased illness, and poor interpersonal relationships in the workplace (Maslach & Leiter, 2005). Sometimes, faculty members feel physically and emotionally exhausted because of overwork, lack of control, inability to maintain job performance, unreasonable demands of administrators, excessive emotional demands from students, unreasonable timelines for research and

projects, and commitments for community work. An indication of depersonalization is apparent when faculty members become lax in preparing lectures, grading, view professional duties as mandatory rather than invigorating aspects of the job, lack of interest in research and completing grant reports, have reduced feelings of accomplishment, show a decline in meaningful interactions with students, and are overwhelmed with paper work and administrative demands (Chejlyk, 2004).

Behavioral symptoms include “inappropriate and unprofessional” (Schaufeli & Enzmann, 1998, p. 28) behaviors such as aggressiveness and increased conflict at work and elsewhere. The individual withdraws both physically and mentally and becomes socially isolated. Schaufeli & Enzmann (1998) continued, “One of the most obvious characteristics of burnout is the decreased involvement with recipients. The initial zest and vigor has turned into its opposite: the professional now responds in a detached and mechanical manner” (p. 28). Conflict increases in interpersonal relationships both on the job and away from work. These problems at work interfere with interactions at home and increase family conflict. In cases of severe burnout, marital relationships do not serve as a buffer (Conner, 1994). Reduction of personal and work effectiveness, poor work performance, and greatly reduced productivity is observed at the organizational level (Cordes & Dougherty, 1993; Maslach et al., 2001; Schaufeli & Enzmann, 1998).

The individual makes many errors at work, helps fewer clients, and suffers from resentment and a general feeling of inequality. Schaufelli and Enzmann (1998) state that other characteristics that might manifest are tardiness, leaving early, more time off, stealing from the organization to restore the “equity balance with the organization” (p. 29). Withdrawal and lack of commitment are described as frequent clock watching,

being inflexible, unable to make independent decisions, and becoming increasingly skeptical, often associated with “the house cynic”(p. 29).

The effects of burnout cost far more than high absenteeism, illness, and poor performance. The diverse duties that faculty perform such as conducting research, community work, and teaching may be hard to replace if burnout causes faculty members to leave the job. It is a loss for the educational institution, as it takes a great deal of time and money to find qualified and trained faculty with community relations, research interest, and grant funding experience who will produce quality students (Cherniss, 1980; Pines & Aronson, 1981). According to Friedman (2000), in the teaching profession, burnout is expressed by blaming the students. The gap between the feelings of personal professional competence and ideal competence leads to the teacher feeling professional failure. The teacher views her personal competence not only in teaching tasks and interpersonal student-teacher relationships, but also in participation in school organizations.

According to Maslach et al. (2001), the effects of burnout extend from the individual to job activities, interactions with coworkers, superiors, and non-work environments. Burnout has been strongly linked to substance abuse. Maslach et al. stated, “Intentions to leave the job, withdrawal, absenteeism and actual turnover occurs” for some, while others suffer from “sense of entrapment” (Dworkin, 1987, p. 25). Productivity and effectiveness are affected for those who continue working in the same disappointing work environment. An organizational concern associated with burnout is that increased personal conflict and job disruption have a negative effect on those

working in close proximity, is are contagious, and perpetuate themselves (Maslach et al., 2001).

Extreme reactions of anger, anxiety, depression, fatigue, boredom, cynicism, guilt, psychosomatic reactions, and, in extreme cases, emotional breakdown are outward expressions of burnout. Some other behaviors that are indications of burnout are rigid and overly tough attitude toward students; negative and low expectations of students; feeling exhausted, emotionally and physically; and low levels of involvement in teaching or concern for students (Farber & Miller, 1981; Spaniol & Caputo, 1979).

Factors That Contribute to Burnout

There are many causes of burnout. Some of the main causes of burnout are demographic variables, organizational factors, and individual factors . The changing economic times have put constraints on funding for college education. Government cutbacks in funding have led to decreases in enrollment, increased class sizes, and fewer educators (Brendtro & Hegge, 2000; Leon & Zareski, 1998). Organizational and individual factors may also contribute to burnout (Bowden, 2000; Cherniss, 1980; Farber, 1991; Gonzalez, 2003; Maslach & Jackson, 1986). Bowden (2000) states that individual factors such as age, optimism, ability to manage stress, personality, age, and coping styles may also lead to burnout. Similarly, academic workload, lack of a sense of community, and a lack of resources and time may cause burnout.

The most common cause of burnout reported by faculty is work overload, lack of time, and lack of resources, which lead to chronic stress (Bowden, 2000; Crosby, 1982; Farber, 1991; Gonzalez, 2003; Male & May, 1998). Educational programs are lacking resources or are in the danger of being closed because of insufficient funding. This causes

frustration for educators, as they are unable to implement planned programs as a result of the limited resources available to them. Also, aging faculty members are reaching retirement in the next 10 years (DeYoung & Bliss, 1995). Thus, there is shortage of qualified and trained faculty to carry out the educational programs (Brendtro & Hegge, 2000). This causes stress and burnout among other faculty members who suffer overload as they are burdened with additional courses and responsibilities. This further leads to stress that decreases job satisfaction and puts faculty at the risk for burnout. Faculty members frequently complain of too many tasks and too little time. Many faculty members suffer from burnout as they struggle with the long hours of work, budget cuts, administrative duties, lack of training with technology, and limited time. The advancements in technology have impacted the classrooms also, as faculty members are faced with the challenge of balancing traditional lectures with online modes of education and communication. The budget cuts have made it difficult for faculty to obtain equipment, train for distance learning, and allot time for teaching technology skills to students who are not tech savvy. These pressures to keep abreast and to maintain skills cause distress.

Environmental factors, lack of respect, and reinforcement for administrators cause risk for burnout and create job dissatisfaction (Langemo, 1988). The desire to teach and contribute to student lives is what draws many faculty members to the field of teaching. Excessively high self-expectations have also been reported by faculty as one of the job stressors. Many researchers have stated that unrealistically high achievement goals that faculty impose on themselves is one of the top stressors (Freudenberger & Richelson, 1980; Friedman, 2000; Maslach et al., 1996a). This further leads to diminished feelings

of personal accomplishment. If institutional policy, limited or lack of resources, and workload hinder faculty growth and they are unable to accomplish their goals, burnout may occur, which in turn hurts the institution and students.

Demographic factors also play a role in causing burnout. Demographic variables such as age, gender, marital status, dependent status, educational level, tenure status, number of years employed at an institution or number of years in the profession, health status, and ethnicity also contribute to faculty burnout.

Age. In terms of age, Kilpatrick (1986) reported that younger faculty members suffer higher levels of burnout. This is because younger faculty members feel isolated, as they do not have mentors to guide them and they struggle to obtain tenure. Burnout is mostly observed in employees with limited professional work experience and those younger than the age of 40 (Cherniss, 1980; Pines & Aronson, 1988). According to Melendez and deGuzman (1983), age was also related to burnout as a result of midlife crisis. Maslach et al. (2001) link age to lack of experience and mention the survival bias. Those who struggle with burnout early in their careers quit their jobs, leaving behind survivors who suffer little burnout. On the other hand, conflicting results were obtained from Hughes' (1995) research. In her study, the faculty members between 46 and 55 years of age were mostly at risk for burnout. Another study found that burnout occurs equally at all ages (Colarsudo, 1981).

A Tumkaya (2006) study also revealed that there was a statistically significant difference in age for emotional exhaustion and personal accomplishment scores but not for depersonalization scores. The higher the age, the less faculty experienced emotional exhaustion. This is because younger faculty members do not define themselves as being

successful, but older faculty members define themselves as being more successful in terms of personal accomplishments. Also, older faculty have more experience balancing time demands compared to younger faculty who juggle with career building, other pressures, and potential time conflicts (Lackritz, 2004). In Tumkaya's (2006) study, the three subscales showed differences according to the faculty member's academic status. There is less burnout in terms of emotion and a higher sense of desire to be successful among young faculty members. The negative working conditions, low wages, student behavior, varying reactions to evaluations, and inexperience in faculty practices cause young faculty members to experience disappointment. All of the above factors increase emotional exhaustion and personal failure among faculty. Thus, age has been shown to be a significant predictor of emotional exhaustion, with younger teachers scoring higher than older teachers (Russell, Atmaier, & Van Zelen, 1987).

Gender. Researchers have found contradicting results with regard to gender's influence on burnout. Researchers found that females, despite working in the same conditions as male academics, had lower levels of depersonalization. Females showed more interest in students and retained their sensitivity in interpersonal relationships. Male academics had higher depersonalization and had high expectations. Women have higher rates of burnout than men in helping professions (Maslach & Jackson, 1981a). In their later studies, Maslach et al. (2001) found that males generally score higher in cynicism and females generally score higher in emotional exhaustion. This is because certain occupations hire predominantly more males than females. For example, nurses are more likely to be female, with higher emotional exhaustion. Physicians are generally male, and studies have attributed higher personal accomplishment to that group (Maslach et al.,

2001; Schaufeli & Enzman, 1998). Higher cynicism and depersonalization are seen among police officers who are mostly males. Nurses, librarians, social workers, and occupations with mostly female employees produced higher scores on all three areas.

The literature suggests that burnout is experienced much more by individuals who are perfectionists with high expectation levels (Glogow, 1986; Tevruz, 1996). For higher education teachers, who consist of predominantly males, the mean scores on the three MBI scales—emotional exhaustion, depersonalization, and reduced personal accomplishment—were lower on all three scales than K-12 teachers who were predominantly females (Schaufeli & Enzmann, 1998). Seagle (1986) found burnout more common in females. Researchers Youree (1984) and Bivens (1985) found burnout dominant in males. Kilpatrick (1986) found mixed results. A considerable difference between the scores of emotional exhaustion for gender was found using the MBI-ES in a Tumkaya (2006) study. Much more emotional exhaustion was found in female faculty than male faculty. In terms of depersonalization and personal accomplishment, this study did not reveal considerable differences according to gender. Similarly, a Lackritz (2004) study revealed that men have higher mean depersonalization levels compared to female faculty members who have significantly higher levels of emotional exhaustion. One possible explanation offered, but not researched, for male teachers scoring higher than female teachers on depersonalization scale was sex role socialization (Maslach & Jackson, 1985; Schwab, 1986). As universities have a significantly higher number of male faculty members, particularly in Science and Engineering, females have to work harder than male faculty members in order to achieve success in the work place (Lackritz,

2004). These findings suggest that to investigate burnout in higher education faculty there is a need for further research with additional factors (Hogan & McKnight, 2007).

Education. In terms of the education level, burnout is more common among people with higher education than lower education (Schaufeli & Enzmann, 1998). According to Schaufeli and Enzmann (1998), this may be because more educated individuals may have higher expectations with regard to their career accomplishment than those with less education. They also state that education is a weak predictor of burnout. Maslach (1982) stated that highly educated individuals may have higher expectation and, therefore, more distress if the expectations are not met. This may lead to frustration and burnout. In another study, Kilpatrick (1986) studied 24 cases of which 12 reported no difference in burnout based on the level of education. Bivens (1985) and Colasurdo (1981) also found no relationship between the level of education and burnout.

Length of employment. In terms of the length of time employed at a particular college or university, it was found that employees who are new to their work in bureaucracies were more likely to be burned out (Maslach et al., 2001). Cherniss (1980) and Pines and Aronson (1988) stated that just after a few years of starting work, certain occupational areas will reveal burnout. For example, after about three years of employment, social workers develop burnout; approximately after two years after beginning their careers, attorneys develop burnout; and psychiatric nurses develop burnout about 1½ years after beginning their careers. However, for faculty members in higher education, there is no set range to expect burnout.

Number of years in the present position. It has been suggested that number of years in the present position plays a role in burnout. There are mixed finding for this

relationship, according to Kilpatrick (1986). In another study, a significant correlation was found between the number of years in the present position and burnout (Fong, 1984). Colasurdo (1981) found no relationship between the two variables. Thus, in terms of the number of years in an occupation, there is no clear evidence of a relation between the number of years and burnout (Bivens, 1985; Colasurdo, 1981; Kilpatrick, 1986; Youree, 1984). In another study, Kirk (2003) stated that the aspects of faculty socialization, which include dimensions such as job satisfaction, are not well understood by researchers or administrators. There appears to be lack of research relating to the relationship between length of service, job satisfaction, and propensity to leave community colleges.

Marital status. In terms of marital status, Maslach et al. (2001) found that unmarried faculty, particularly males, have higher rates of burnout than married males and females. Also, the incidence of burnout is higher among those who never married than among those who are married, widowed, or divorced. Ponquinette (1991) found that, on average, less emotional exhaustion was experienced by older married faculty members if they were satisfied with their jobs than single, young and divorced faculty members who were not satisfied with their jobs. Hughes' (1995) research found evidence that marriage played a role in moderating the burnout among higher education faculty members. Another study negates Hughes findings by stating that couples that have higher quality of relationships tend to have significantly less burnout development (Conner, 1994).

Dependent children. In terms of dependent children, individuals who were married and had children reported levels of burnout on the three subscales (Maslach & Jackson, 1985). A Cherniss (1995) longitudinal study found evidence that even though

there is stress associated with having children, there are some advantages to those in the workforce with regard to burnout. These individuals experienced less pressure to accomplish goals that may be initially unrealistic because of a life outside of the work environment. A general reduction in burnout scores was also found for those having children (Cordes & Dougherty, 1993).

Tenure or promotion status. In terms of tenure or promotion status, in a Hughes (1995) study, tenured faculty fell in the most burned out range. This is because tenure is related to job stability (Cedoline, 1982). According to Hughes non-tenured faculty fell in the category called *confused*. Another study found that tenure tended to moderate other stressors such research productivity (Singh, Misha, & Kim, 1998). Thus, several theories have been proposed regarding the impact of tenure on faculty burnout in higher education. A Lackritz (2004) study found that tenured and probationary faculty experience higher levels of burnout than lecturers. Emotional exhaustion was positively correlated with office hours, teaching load, number of service activities, grant money, service hours, and overall time spent as a faculty member. The positive predictors of personal accomplishment were student evaluations, office hours, overall productivity, and overall time spent as a faculty member.

Health status. In terms of the health status, Hughes (1995) found that with increasing medical problems among individuals, the scores on the burnout scale increased significantly. The most severely burned out scores were seen among individuals from the group of respondents who scored themselves with medical problems. In a study of 400 randomly selected tenure-track university faculty members, it was found that burnout

correlated positively with stress-related health problems, inability to manage work stress, less productivity, and job change consideration (Blix, Cruise, Mitchell, & Blix, 1994).

Ethnicity. With regard to ethnic groups, there have been few studies that examine demographic variable such as ethnicity (Maslach et al., 2001). Therefore, because of the lack of data, judgments cannot be made to indicate trends. All individuals react to burnout in a similar way, but some groups, particularly minorities, have additional burden as a result of perceived prejudice (Freudenberger & Richelson, 1980). On the other hand, Hughes' (1995) results indicate that minority faculty in her study did not self-report experiencing burnout and did not fall in the burned out range. No significant differences across race-ethnicity for the three subscales were found in a Lackrtiz (2004) study.

Pay scale. In terms of pay, professors having higher salaries experienced lower personal satisfaction; therefore, there is a negative correlation between salary and sense of accomplishment (Ponquinette, 1991). According to researchers, working in higher education, "academe [has] lost its once held public esteem and trust, and that way of life no longer offers an attractive, remunerative, or confident way of life" (Melendez & deGuzman, 1983, p. 13). The extrinsic rewards of higher education have declined to an extent that they have reduced the positive influence intrinsic rewards have on higher education employment. Ruhland (2001) stated that salary levels, institutional climate, classroom management, and stress are also common reasons for college faculty to leave teaching.

General Intrinsic and Extrinsic Job Satisfaction

Job satisfaction has been described as an "anticipatory emotional set" (Hirschfeld, 2000, p. 225) when a worker undertakes work tasks, resulting in greater satisfaction and

well-being. Hirschfeld (2000) cited Spector in stating that a simple definition of job satisfaction is “the extent to which people like their jobs” (p. 225).

Extrinsic job satisfaction. Extrinsic job satisfaction is described as part of an employment situation in which an employee perceives adequate reward, such as money, status, prestige, and recognition being obtained through that employment (Cherniss, 1995). Cherniss (1995) also found a strong link was between income and feelings of self-worth. However, as individuals aged, there was a shift in focus toward the importance of performing meaningful work and not on the importance of status.

Intrinsic job satisfaction. Cherniss (1995) stated that a worker being satisfied with aspects of employment such as “challenge, stimulation, and opportunities to utilize valued skills” (p. 89) is described as intrinsic job satisfaction. Researchers Cherniss and Maslach et al. (2001) found that individuals expressed a sense of satisfaction or joy responding to surveys regarding work satisfaction. The unique facet of this employment situation is that this feeling of joy associated with some aspect of the job or the employment situation was hard to describe. Singh, et al. (1998) found a negative relationship between intrinsic motivation to conduct research and job satisfaction with burnout and a positive relationship between perceived lack of research rewards and burnout.

How Is Burnout Measured?

Maslach et al. (2001), based on the commonly accepted definition of burnout, designed a more systematic empirical research...which was more quantitative in nature, utilizing questionnaire and survey methodology and studying larger subject populations. Initially, different authors developed a number of instruments in the form of self-report

survey-questionnaire instruments to assess burnout. To capture an individual's perception of work related stress, three instruments were used: the Tedium Scale, the Staff Burnout Scale for Health Professionals, and the MBI.

The tedium scale. Pines and Kafry developed the Tedium Scale. According to Arthur (1990), the Tedium Scale “uses a broader definition in the conceptualization of chronic stress” (p. 187). Although both concepts of burnout and tedium “share the basic concepts of physical, emotional, and mental exhaustion, and resulting symptoms are similar” (p.15), the difference is in their origin. “Tedium can be the result of any prolonged chronic pressures (mental, physical, and emotional exhaustion); burnout is the result of constant or repeated emotional pressure associated with an intense involvement with people over long periods of time” (Pines, Aronson, & Kafry, 1981, p. 15). Arthur interpreted burnout as a facet of tedium, “based on the larger scope of chronic pressure in which working with others may be a causal factor; however, it is also an expression of satisfaction with life in general” (p. 187). The Tedium Scale consists of 21 items on a self-report instrument. Individuals are asked to respond to questions rating the frequency of their experiences about work or life on a 7-point Likert scale, ranging from 1 (*never*) to 7 (*always*).

The staff burnout scale. Jones (as cited in Arthur, 1990) developed the Staff Burnout Scale for Health Professionals. It is an instrument that consists of 30 items in a self-report questionnaire form. This instrument provides statements that require responses of agreement and disagreements according to Maslach's (1982) definition of burnout. To identify tendencies to “*fake good*”, the instrument also contains a built in 10-item lie scale. The Staff Burnout Scale has 20 items addressing burnout based on Maslach's

operational definition. It assesses physiological, psychological, and behavioral dimensions of the burnout syndrome. There is a strong correlation of higher scores on the Staff Burnout Scale “with job attrition rates, absenteeism, personal illness, longer breaks, increased alcohol and drug abuse, and employee theft” (Arthur, 1990, p. 186). This is a result of stress reactions related to burnout in health professionals.

MBI. Maslach and Jackson (1981b) developed the MBI to obtain the individual worker’s responses to three aspects of burnout. Maslach and Jackson (as cited in Maslach et al., 2001) defined burnout as experiencing extreme exhausted such that one cannot contribute emotionally and physically at work, being cynical, accompanied with withdrawal or detached from work, lacking a sense of personal accomplishment, feeling inefficient and unproductive.

MBI assesses burnout in the form of a self-report questionnaire, and requires respondents to rate their choice on a Likert-type scale. According to Leedy and Ormrod (2005), “Quantitative research is used to answer questions about relationships among measured variables with the purpose of explaining, predicting, and controlling phenomena” (p. 101). In contrast, the qualitative research approach “is typically used to answer questions about the complex nature of phenomena, often with the purpose of describing and understanding the phenomena from the participants’ point of view” (p. 101). The MBI-ES instrument consists of three subscales (Arthur, 1990). The statements or items require a rating of “the intensity and frequency of their (affective) experience along a response scale ranging from 1 (very mild) to 7 (very strong)” (p. 186). The MBI can be administered either individually or to a group. It can be completed in about 15 minutes. The researcher can quickly score the 22 items on the instrument. The

MBI has an extensive empirical research supported database and it is the most utilized instrument for measuring burnout worldwide (Schaufeli & Enzmann, 1998). MBI cut-offs were developed for each of the three scales as indicators of the severity of burnout among individuals. Maslach et al. (1996a) present a process model of burnout that indicates predictors for each of the three subscales of the MBI-Human Services Scales in their MBI manual. The MBI was developed for human services professional and later for educators. The only difference between the educator scale and the human services scale is the terminology. The recipient is addressed as student in the MBI-ES. Maslach and Jackson (1982) defined burnout as “a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do ‘people work’ of some kind” (p. 7). Freudenberger (1974) defined burnout as a specific psychological condition in which people suffer emotional exhaustion, experience a lack of personal accomplishment, and tend to depersonalize others. Maslach et al. (2001) revised the definition of burnout as “a prolonged response to chronic emotional and interpersonal stressors on the job” (p. 1). Maslach et al. (1996a) state, “When a worker’s resources are depleted and he feels he is no longer able to give himself at the psychological level, emotional exhaustion can occur” (p. 4). There are three dimensions of burnout, as identified by Maslach, Jackson, and Leiter (1996a). Emotional exhaustion is the feeling of being overextended and exhausted by one’s work with students. Depersonalization is an unfeeling or impersonal response toward students, and a reduced sense of personal accomplishment is a loss of personal self-efficacy.

In terms of validity and reliability for the MBI-ES and the three subscales, Zalaquett and Wood (1997) reported that the factor analysis studies support the validity

of the MBI-ES. Cronbach alpha scores for reliability report the emotional exhaustion dimension at .90, depersonalization at .76, and personal accomplishment at .76. Other similar reliability factors have been reported in other studies and equivalent results were reported by the original MBI. These results indicate that the instrument measures the constructs of burnout as intended and that the results across varying and similar populations have proved to be reliable over time. The MBI by Maslach et al. (1996b) indicated that the degree of burnout is reflected in the following combination of subscale scores: 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 subscale. An average degree of burnout is reflected in average scores on the three subscales. A no/low degree of burnout is reflected in low scores on the Emotional subscale, Exhaustion and Depersonalization subscales and in high scores on the Personal Accomplishment subscale. Burnout is conceptualized as a continuous variable ranging from low to moderate to high degrees of experienced feeling (Maslach et al., 1996b).

The MBI-ES consists of 22 items. The MBI-ES uses a 7-point Likert scale indicating the frequency of a feeling or perception. The sample statement for Emotional Exhaustion is: I feel emotionally drained from my work with students. The sample statement for Depersonalization is: I feel I treat students as impersonal objects. The sample statement for Personal Accomplishment is: I feel I'm positively influencing other people's lives through my work with students. The participants responded to each statement by assessing how often they experience the feeling described. Item scores range from 0 (*never*) to 6 (*every day*). The emotional exhaustion and depersonalization subscales are scored so that the higher scores indicate greater problems with burnout. The

personal accomplishment subscale is scored in the direction of lower scores indicating greater levels of burnout. Burnout is conceptualized as a continuous variable ranging from *no* to *low* to *high* degree of experienced feelings.

Burnout in Higher Education

Educational activity in postsecondary institutions is referred to as higher education. This involves vocational training, bachelor's, master's, and graduate level degrees. For hundreds of years, people have placed a great significance on education. Especially in Western civilization, a great deal of emphasis is placed on obtaining new skills, breadth of knowledge, wisdom, with the aim of developing marketable skills to promote one's culture and become self-sufficient and becoming a contributing member of the society. In the United States, higher education was available to citizens at Ivy League schools such as Harvard and Yale. These institutions were costly, but people with appropriate academic abilities and financial support were given an opportunity. As a democratic nation, there was a perceived need to become and develop better informed individuals in various fields. The success of the workforce was dependent upon developing an educated populace to create new knowledge and enhance the survival of American values and status for the fortunate. The founding fathers encouraged a democratic way of life, which emphasized the continuation of public education in universities. Based on the Western European model, universities in America consisted of departments and colleges, courses and majors. Initially, students studied religion, medicine, and philosophy, but with growing employment, subject matter concentrations shifted to art, agriculture, manufacturing, music, etc. After completing minimal public high school education, students enrolled in colleges and universities to learn vocational

skills or language arts, History, Mathematics, and Sciences. The role of a college or university faculty was limited to grading, lecturing, and teaching basic skills.

Astin (1991) stated that the mission was simple: “developing the human capital in the state” (p. 218).

The shift in the social agenda of public education is to the result of changes in law, government policies such as civil rights, women’s liberation, unionization of institutions, and accessibility for the handicapped (Sarkees-Wircenski, & Scott, 1995). In the developing global economy, institutions of higher educations are continually adapting to changes and becoming more competitive to maintain productivity. The changing student demographic has also contributed to the frustrations faculty at colleges and universities experience. Tinto (1993) states that the success of education programs generally hinges on the construction of educational communities at the college, which integrated students into the ongoing social and intellectual life of the institution (p.188). The average student’s age at enrollment has increased and many nontraditional students now attend college. This has placed demands on the faculty, tested teaching skills, and tried the patience of the faculty, as people from different countries with different learning styles, differing culture, and subtle language differences enroll. The instructor’s relationship with a large number of students, staff, and administrators makes the higher education instructor a candidate for burnout (Blix, et al., 1994). Studies suggest that there is more stress involved in professional experiences in dealing with an individual who is further from the average in appearance and or performance (Cedoline, 1982; Cordes & Dougherty, 1993; Dworkin, 1987; Golembiewski, Munzenrider, & Stevenson, 1986; Gomez & Michaelis, 1995; Paine, 1982). Duderstadt (1999) states that

in the next decade, colleges and universities will face developing a capacity for change and responding to the needs of a changing society and the world to remove unnecessary processes and administrative structures; to question existing premises and arrangements; and to challenge, excite, and embolden all members of the campus community to embark on a great adventure. According to Tinto (1987), “The process of persistence in college is, by extension, viewed as a process of social and intellectual integration leading to the establishment of competent membership in those communities” (p. 120). The clients of higher education are more varied and, thus, the expectations have increased in scope and radically changed. This includes students, employers, communities, and the state as clients of higher education (Jones, 2001). Students have the convenience of taking classes at any time and place they like and are at the liberty to shop for the institution that gives them the best deal. Students and employers are not limited to the time constraints of a semester. Since it means nothing to an employer with training needs, both students and employers pay much higher fees for the convenience of education at their pace.

According to Jones (2001), the high expectations of high quality life and economic development opportunities are also a trend seen in communities that surround colleges and universities. Thus, the state and institutions of higher education are under a great deal of pressure to supply these alternatives to the community and clients of higher education.

Tinto states that:

Both forms of integration, social and intellectual, are central to the process of persistence, so also are the two forms of collegiate experience central to the important processes of social and intellectual development that are the very basis for higher education. (p. 120)

Talbot (2000) defined academic burnout as an emotional phenomenon associated with high achievement in the academic role, which is experienced across all

disciplines. Most of the reasons cited for academic burnout include academic environment changes caused by reductions in expenses, discrepancies between the hopes and expectation of professors and the actual rewards offered, extremely stringent requirements for promotion, jobless faculty and the changing composition of student bodies, fewer opportunities to change jobs, professors' feelings of being stuck, and the perception that part-time faculty are a potential job threat (Seldin, 1987).

Faculty members are also under the pressure to maintain conformity. The "don't rock the boat control" hinders professors' growth. Under such circumstances, new ideas cannot be developed. This led to the development of the system of tenure. This assured that faculty members have the freedom to challenge accepted ideas, allow ideas to flourish, and it also protects the author ("The Nation," 1999). Tenure is slowing disappearing as more part-time faculty members are taking over the teaching load of full-time faculty members. There has been a great increase in the number of part-time faculty members in higher education throughout the nation ("The Nation," 1999). The use of technology in the classroom has also been a threat to the job security of faculty who are not technologically savvy. Also, the pressure to publish or perish and high qualification expectations have placed faculty members in a position to choose to leave the profession to alleviate the stressors. The economic realities driven by public support and concurrent increased demand for access have caused a transformation in the entire system of American postsecondary education for several decades. In the last 3 decades, the number of university and college faculty members with full academic qualifications has declined steadily. Full academic qualifications mean those who have earned doctorates or have obtained tenure or are serving a probationary period for tenure. According to Zemsky

(2008), the number of academically qualified faculty on tenure track is less than the number of academically qualified faculty not on tenure track. Temporary or part-time faculty make up 70% of the people teaching in colleges. Work is becoming increasingly challenging for many faculty members. With the current economic crisis, burdened faculty members cannot escape the perceived employment disappointments because of the limited job opportunities, uncertain futures, budget cuts, and economic down turn. According to Dworkin (1987) some faculty continue working due to the feelings of “entrapment” (p. 65), which is a feeling that the individual has no skills of any value to another employer outside the current employment and he or she may perceive that he or she has no other options except to stay in the current employment. Also, as more part-time or adjunct faculty members are hired, they add to the problem with their insecurity, disappointment, and inadequacy, displacing a sense of permanency in many departments (Leslie, Kellams, & Gunne, 1982). Studies suggest that change initiatives related to curriculum, faculty development, and governance can be designed; innovation and organizational change can be a vehicle for enhancing faculty retention rates and facilitate faculty commitment to the institution. Faculty members were less likely to indicate intentions to leave when the institution provided higher levels of support for innovation (Dee, 2004). Teven (2007) stated that professors experiencing depersonalization are likely to develop negative attitudes toward work and students, dehumanize their students, and ultimately care less about their immediate work environment. Those experiencing negative emotions at work and who have lost interest in their jobs are less likely to be caring and more likely to experience emotional exhaustion. A loss of sense of efficacy at work is experienced by teachers as they undergo a reduced sense of accomplishment. As

a consequence of burnout, faculty in higher education may leave to enter another line of work. The symptoms of withdrawal may be subtle, such that the faculty may retreat psychologically from the work environment and remain on the faculty payroll only making contributions to hold the position. Disruptive behavior may also be evident (Seiler & Pearson, 1984). Tinto (1987) states, “departure from college is taken to reflect the unwillingness and/or inability of the individual to become integrated and therefore establish membership in the communities of the college” (p. 120).

As for burnout at the community college level, Cohen and Brawer (2003) state that “during most of its history, the community college has been unnoticed, ignored by writers about higher education” (p. 35). Community college faculty members are overworked and understudied compared to their 4-year and university counterparts. Instructors are willing to take the job despite the workload. Levin, et al. (2006) state, “Community college faculty are a major labor force in the United States and constitute one-third of all postsecondary education faculty” (p. 3). Approximately half of all U.S. undergraduates will attend a community college; therefore, studying the issue of faculty vitality in higher education, particularly community college, is important. (American Council on Education, 2006; Cohen & Brawer, 2003; Grubb, 1999; Jaschik, 2006). A strong sense of values and traits are essential for a group of stakeholders to reach a consensus in an institution. Community college faculty members are more than teachers; they are challenged with roles such as “consultants, salespeople, account representatives, trouble shooters, the human connection between the organization and markets” (Levin et al., 2006, p. 22). The budget cuts and demand for accountability have added additional pressures to the faculty position at community colleges.

Faculty vitality is another concept that comes to mind along with the issue of faculty burnout. Vitality is not a new concept in academia. The earliest scholars travelled from place to place to impart knowledge. Faculty vitality is more than the absence of burnout. Faculty vitality can be defined as the relative degree of enthusiasm, engagement, and commitment to excellence exhibited by a faculty member in his/her daily working life, encompassing the full range of professional activities to which he/she is obligated. Faculty range on a spectrum from low burnout to high vitality. Vitality is not an absolute condition. According to Peterson (2003) highly vital faculty members exhibit positive attributes, attitudes, and actions; they are characterized in part by high levels of professional energy, a desire for quality relationships with students and colleagues, and pride in their work and institution. Low-vitality faculty members, by contrast, exhibit negative performance factors such as emotional exhaustion, diminished sense of personal accomplishment, and a cynical or depersonalized attitude toward students and or colleagues (Brewer & McMahan, 2004). As vitality is the result of both personal/intrinsic and environmental/extrinsic factors it may vary over time or in response to changing workplace conditions.

Burnout and vitality are on the opposite ends of the spectrum. Burnout identifies negative performance factors and their implications in an effort to illuminate useful avoidance strategies; thus, burnout theory is deficit model (Brewer & McMahan, 2004; Cordes & Dougherty, 1993; Maslach & Jackson, 1981a). Vitality research involves seeking to identify and exploit positive factors already present in the individual and the environment; thus, vitality research is appreciative inquiry (Baldwin, 1990; Clark, Boyer, & Corcoran, 1985; Peterson, 2003). Highly engaged faculty members energize the

learning environment by exhibiting passion for their students and for the profession.

Understanding the issue of burnout and vitality will be useful in making decisions such as hiring, promotions, and faculty development opportunities. O'Banion (1997) noted, "small groups of maverick faculty" (p. 30) are often instrumental in fueling much of the innovation found in community colleges, but the effects may be magnified by "rounding up [these] innovations...and aligning them with learning-centered paradigms [in pursuit of] a major reform initiative" (p. 234), such as retention. Peterson (2003) describes vitality as a two-dimensional entity, composed of both intrinsic and extrinsic forces: "Within the concept of vitality resides a symbiotic relationship between the faculty members' inherent goals and objectives and the institution's culture, which supports the faculty and their pedagogical endeavors" (p. 12). Clark, Boyer, and Corcoran (1985) validated "the idea that the institution determines to a high degree the faculty member's vitality [and] that vitality is a result of individual and organizational interaction" (p. 132). They argued, "Considerations of faculty vitality cannot be separated from the missions of the institution" (p. 132).

Another reason for the poor quality of teaching at the college level is that issues are not addressed using the system's theory approach. Faculty development and systemic changes need to be fixed for organizational development to occur. Administrators should also remember that teachers prepare students to be successful in the society; therefore, teachers need to be equipped with the tools to do their jobs well. Educational institutions should not only be teaching organizations, but should also become learning organizations that can compete in the global educational arena. To counteract burnout, organizations have recognized faculty vitality training programs as core techniques for the efficient

operation of a learning institution. The ability to meet the needs of the students has led to the need to develop competent faculty. This combination of poor student performance and lack of skilled faculty has drawn attention to faculty burnout and ultimately an environment that is not conducive to the success of its students and faculty. Maslach and Leiter (1997) stated that the focus should not be only on the employee, but also the harmonious relationship between the employee and his or her work environment, as burnout is caused by the interaction of these two variables. With respect to burnout, job satisfaction, stress, the job environment, and organizational climate are especially important. In terms of job satisfaction, Herzberg (as cited in Hall, 2003) stated that job satisfaction is realized when the expectations and aspirations of the individual are met by his or her job. Job satisfaction occurs when the features of the job and the desires of the persons performing the job meet one another (Davis, 1982). Thus, both emphasize the needs and desires of the persons performing the jobs. Herzberg's theory is known as the Motivation-Hygiene theory. The factors that play a role in job satisfaction constitute two groups. The first group of factors is called intrinsic factors or motivating factors. Success, recognition, appreciation, taking responsibility, and the possibility of advancement are factors that are related to the job (Davis, 1982). The second group is called extrinsic factors, hygienic factors, or situation protectors. These factors are related to the environment of the job and its conditions. Organizational policies, interpersonal relationships, and supervision are included in this group (Brief, 1998; Hampton, 1972; Herr & Cramer, 1996; Herzberg, 1972; Zunker, 1994). The factors Herzberg considers to be related to job satisfaction are applicable to academics. To meet the gradually increasing expectations of not only themselves, but also of the institution, academics have

to work harder. This causes the problem of burnout because the number of students is too large and the density of the interaction is too high because the instructor has to answer the same questions posed by different students. Thus, the efficiency of academics is adversely affected. There are not many studies on job satisfaction and burnout (Cam, 2001; Neumann & Neumann, 1991). However, one important finding states that job satisfaction is the best predictor of burnout.

It was found that younger people experience more burnout than middle-aged people (Bilge, 2006). The depersonalization level of male faculty was higher than the female faculty. Female faculty members were more resistant to depersonalization, even though they worked in similar conditions as male faculty members. This is because females have different social roles and different values have been taught to them. In other words, female faculty members retain their sensitivity in interpersonal relationships and are more interested in their students than their male adversaries. Female faculty members also get more social support and are better at expressing their problems than the male faculty members. High depersonalization among male faculty is a result of their personal inadequacy. Perfectionist attitudes and very high expectations among individuals also cause intense levels of burnout (Glogow, 1986; Tevruz, 1996). Research states that as faculty members' extrinsic satisfaction levels increase, the feeling of personal accomplishment decreases. Thus, intrinsic factors are more important than extrinsic factors in job satisfaction of faculty (Bilge, 2006). In addition, further research needs to be conducted to study variables such as colleague support, manager support, organizational loyalty, communication skills, locus of control, and the number of published articles and books. Factors such as pressure of the job, marital status, academic status, colleague and

administrator support, and the manner of communication are also important.

For the continued viability of 2-year institutions, it is important to give special attention to faculty vitality, climate at the institution, and additional challenges faced by community colleges. According to Peterson (2003), “A vital professor is inquisitive and engaged academically...interested in developing collegial relationships and...truly engaged in teaching in a community college environment” (p. 4). Faculty socialization is the process through which faculty become integrated into the life of the institution. “To develop culturally specific strategies that enhance faculty socialization and consequently academic excellence” (p. 80) will be the main task of colleges in the 21st century.

Peterson (2003) stated that affirmative relationships with colleagues and students, congruency between personal and professional goals and mission of the institution, capacity to engage in productive work, desire for collegiality and belonging, flexibility and readiness for change, and institutional pride are some of the personal traits that are intrinsic to vital faculty. According to Baker (1994), institutions must cultivate faculty excellence and give faculty the opportunity to grow and develop both professionally and personally so that faculty members remain vital and respond to environmental changes effectively. These findings indicate the importance of collegiality and external forces to individual and institutional vitality. With the changing marketplace, it is difficult for institutions to provide such an environment. Thus, compelling connections among faculty vitality, faculty development, and institutional culture have been established by researchers (Baldwin, 1990; Clark, et al., 1985; Peterson, 2003).

As the world is changing to a postindustrial society, a new economy based on the creation and application of knowledge is emerging. The global world is knowledge

driven. Knowledge is much more advanced than it was in the industrial age. The future depends on educated minds. According to Bok (1990), the more knowledge intensive the society becomes, the more dependent it is on institutions of higher education that create, disseminate, apply knowledge, and mold the factories of the future. To respond to the changing needs of society, higher education is changing. These needs also give rise to conflicts between employee personality characteristics and organizational culture and between organizational culture and organizational climate. Although organizational culture and organizational climate are closely related terms, organizational culture is quite an ethereal concept and, as such, is difficult to measure (Denison, 1996). The perception of the environment by the members of the organization is referred to as the organizational climate. Others believe that organizational climate is a component of the organizational culture (Cooke & Szumal, 1993; Moran & Volkwein, 1992). The most important mediating factor of structural influences on people's behavior is climate (Moos, 1974). Moran and Volkwein (1992) state that climate has a significant influence on motivation of employees and organizational performance. Moos (1974) states that the influence of an organization on its workers' behavior depends on workers' roles in the hierarchy, background characteristics, social climate, and demographics. Ramsden (1998) states, it is the responsibility of institutional leaders to promote an environment in which "authority rests on the exercise of consensual rather than top-down power" (p. 115). Boyer (1990) described a similar interdependency nearly 20 years ago between institutional culture and faculty vitality. Professional development also plays a role in promoting faculty vitality and reducing burnout. However, Grubb, (1999) states, "Many community colleges *as institutions* fail to use their institutional resources to enhance the

quality of instruction, [and] good teaching emerges only in isolated and idiosyncratic ways” (p. 2). Burnout is a prolonged response to interpersonal and chronic emotional stressors at work. Research in the past 25 years has focused on the issue of stress within large organizational contexts and people’s relation to their work. There are many new conceptual models, as research on burnout has now expanded internationally. Efforts are aimed at alleviating burnout, burnout interventions, research concerning the syndrome, and its effects on work. This knowledge will make a valuable contribution to people lives and their wellbeing (Maslach et al., 2001). In higher education, there is a great deal of need for enhanced professional development. To meet the challenging needs of the diverse student body, to keep with advancements in the discipline, and to keep up with technological advancement, faculty members at community colleges across the nation have instituted faculty and staff development programs to avoid burnout (Stolzenberg, 2002). To meet the particular needs of faculty and staff, it is essential to assess their needs and design programs that are tailored to their needs. Tyler (1949) defines needs assessment as the process of identifying the gap between what is and what needs to be. Employees who trust their colleagues, are more likely to take on additional tasks, train others, share information with colleagues, speak highly about the organization, and work effectively with others. Dissatisfied employees lack institutional loyalty are more likely to miss work, and are more likely to display deviant behavior. Interpersonal trust between peers and managers promotes dialogue, cooperative work, and creates a shared vision and personal connections (Abrams, Cross, Lesser, & Levin, 2003). According to hooks (1994), “transforming these classrooms is a great challenge” (p. 43). Professional development workshops mostly consist of workshops, course work, sabbatical leave,

technology training, group discussions, and retreats. Other than needs assessments, to determine the effectiveness of the program in meeting goals, the programs must be continually evaluated (Stolzenberg, 2002). hooks asserts, “There is some degree of pain involved in giving up old ways of thinking and knowing and learning new approaches” (p. 43). Senge (2006), states that one of the common myths in employee development is that people learn from experience. However, he states that people do not only learn from experience, also employees require constant feedback. There also appears to be a problem associated with the effectiveness of faculty training programs if the institution culture does not support faculty risk taking and innovation. This inhibits faculty members from utilizing new teaching techniques in the classroom. Therefore, administrators and the whole organization need to support the change process that occurs in faculty development programs.

Conclusion

This chapter focused on the causes and effects of faculty burnout at colleges and universities. The issue of faculty vitality and organizational environment (culture and climate) were also reviewed. By continuing research on faculty burnout, risk factors can be identified or eliminated to prevent burnout. Solutions can be proposed to support faculty members as they continue teaching at the college level, thereby eliminating and minimizing the adverse effects of burnout on students and the institution.

Chapter 3: Research Design and Methodology

This chapter presents the framework for the research process that was employed in this study. Also the chapter provides the background for how the study was conducted and examines the population, data analysis, and collection procedures.

Study Purpose

The purpose of this study was to explore the extent of burnout among Fullerton College faculty members, taking into consideration factors such as age, gender, years at Fullerton College, and number of years of teaching. Also the research investigated the incidence of burnout through the MBI and looked at how burnout affected the quality of work of the faculty members at Fullerton College. The MBI-ES was used for this purpose. This chapter describes the methodology for this research study. It describes the research design, population and sample, instrumentation, data collection, and data analysis method.

Quantitative (numerical) data were used in this study. The quantitative method was used as the researcher wished to establish or validate a cause-and-effect relationship among variables such as gender, age, number of years of teaching experience, and the extent of burnout of full-time college faculty members by observing and or manipulating the conditions under which those forces interact. MBI surveys were used as a quantitative data collection tool. Data were expressed numerically and analyzed statistically. The MBI allowed participants to answer 22 questions related to three subscales: emotional exhaustion, depersonalization, and personal accomplishment. The objective of this approach was to confirm the relationship between MBI scores and demographic variables such as age, years at the institution, and gender. Quantitative methods such as the

ANOVA and the *f*-test were used to explain any relationships between burnout scores and the demographic data collected.

Protection of Human Subjects

Prior to conducting the study, the researcher completed the Institutional Review Board (IRB) certification. The researcher was well informed about the protection of human subjects after taking the IRB course online. The general design involved a quantitative investigation. For the quantitative analysis, all full-time faculty members at Fullerton College were invited through e-mail to participate in the study. The e-mail also included (a) an informed consent form which asked participants to volunteer to be human research subjects, (b) a document explaining the purpose of the study, and (c) the procedure involved in the study. The e-mail included information on adherence to confidentiality and ethics, giving participants the assurance of confidentiality, privacy, and appropriate use of information collected. The participants were also informed at the beginning of the survey that only the researcher would have access to the responses and all data would remain confidential at all times. The informed consent form outlined the purpose, process, and an explanation of what to expect. It also addressed how the research would benefit the participants (See Appendix A).

In terms of validity, the main threat to internal validity was self-report bias. Self-report bias can often threaten the validity of research conducted in college or university settings and thus hinder the development of theories. In general, research participants often respond in a socially desirable way in order to make themselves look good in the eye of the researcher. Thus, they tend to underreport behaviors deemed inappropriate by researchers, and they tend to over report behaviors viewed as appropriate. Self-report bias

is particularly likely in quantitative research because people often believe there is a remote possibility that someone could gain access to their responses. This threat was minimized by assuring the participants that any information gathered from them would be kept private and confidential. Participants were also assured of strict confidentiality and that only the researcher would have access to the data collected. Records will be maintained for five years and then destroyed by the researcher. A thank you letter also was sent to each study participant for his or her voluntary participation.

Research Design

This study was conducted at Fullerton College, a community college located in North Orange County and which is part of the North Orange County Community College District. As an institution of higher education for more than 93 years, Fullerton College currently serves 22,014 students, 315 full-time faculty, and 480 part-time faculty (Public Information Office, Fullerton College, 2009). Fullerton College offers high quality programs in teaching, student services, and community service. In addition to the academic and vocational programs, Fullerton College provides many support services and activities such as the tutoring, learning centers, student government, and financial aid. At Fullerton College, programs are designed to provide the best educational experience for every student. These educational programs welcome people from culturally diverse backgrounds. The mission of Fullerton College is to prepare students to be successful learners. The faculty, staff, and administrators are dedicated to providing growth opportunities for students and meeting student needs while maintaining high academic standards. Fullerton College is also known for one of the highest transfer rates in California (Fullerton College Mission Statement, 2009). A survey instrument called

the Maslach Burnout Inventory-Educators Survey (MBI-ES) was utilized for data collection. The survey instrument contained 26 questions which consisted of 5 demographic questions and 22 questions from the Maslach Burnout Inventory-Educators Survey (See Appendix B). The survey was made available online to all full-time Fullerton College faculty members through a link in the email developed on the [esurveyspro.com](https://www.esurveyspro.com) website. The e-mail was forwarded to from the Office of the Vice President of Instruction Mr. Scott McKenzie to all full-time faculty at Fullerton College. The researcher was able to gather information and analyze data with regards to the research questions the researcher sought to answer.

Population and Sample

The population sample for this study consisted of all full-time faculty members at Fullerton College. The researcher first obtained a permission letter to proceed with the study (See Appendix C). The researcher then used e-mail to access the Fullerton College full-time faculty population. E-mail information was obtained from the Office of the President of Instruction. The President of Instruction Mr. Scott McKenzie forwarded the survey to all full-time faculty members at Fullerton College. The main criterion for the selection of the participants was their current employment as full-time faculty members at Fullerton College. The participants who were invited to voluntarily participate in the study were in the age range of 25 to 63 years. Their duration of service varied between 1 and 40 years. Efforts were made to maintain confidentiality of all participants. The survey did not include name or identifying information. During the research there was no reason to believe that this study was in anyway harmful to the participants. The National

Institutes of Health (NIH) certificate of completion of training by the researcher is included as Appendix D.

Instrumentation

To determine burnout among faculty members at Fullerton College, the MBI questionnaire was used. The MBI is the most widely used instrument to measure burnout (Maslach et al., 1996b). The MBI consists of 22 questions that form the three subscales: emotional exhaustion, depersonalization, and personal accomplishment. Nine items from the emotional exhaustion subscale, five items from the depersonalization subscale, and eight items from the personal accomplishment subscale were included in the survey. Participants were asked to rate these questions on a 7-point Likert scale. Examples of items from the emotional exhaustion, depersonalization, and personal accomplishment subscale are respectively: “I feel emotionally drained from my work,” “I feel like I treat some of the public as if they were impersonal objects,” and “I feel I am positively influencing other people’s lives through my work.” The questions tested the hypothesis and were rated on two dimensions: frequency and intensity. These two dimensions looked at faculty members’ attitudes and feelings towards work and their students. In terms of frequency, the scale ranged from 1 “a few times a year or less” to 6 “every day.” A separate box was assigned to place a zero value, to indicate if the participant had never experienced the feeling or attitude asked in the question. The intensity scale ranged from 1 to 7 from “very mild, mild, to very strong.” Similarly, a zero value was assigned in the box if the participant had not experienced the requested information on the frequency scale. As for the reliability of the present study, the Cronbach alpha coefficient was achieved for MBI’s three dimensions. Each participant completed the MBI instrument

online as part of the survey. The purpose of collecting data through surveys is to seek the opinions of respondents with regard to the issue of burnout at the college level.

The survey instrument used by the full-time faculty members at Fullerton College will also include 5 demographic questions and 22 questions from the MBI-ES. The MBI-ES has been adapted from the original MBI (Maslach et al., 1996b). The original measure was designed for professionals in the human services (MBI-Human Services Survey). A new version of the MBI was designed for use with workers in other occupations (MBI-General Survey). The MBI-ES was used for this survey because “it is recognized as a leading measure of burnout” (Maslach et al., 1996a, p. 1). It was anticipated that the MBI-ES would contribute to the educators’ self-assessment as they compared their scores to the norms and would help them assess themselves in relation to other educators. The MBI-ES is not designed as a clinical tool to label individuals as burned out. It was hoped that this would further contribute to alleviating faculty stress. The MBI-ES is the same as MBI-Human Services Survey in terms of questions and scoring. The only modification of the items for MBI-ES has been to change the word recipient to student. In addition, the MBI will be used for this quantitative study because “it has found to be valid, reliable, and easy to administer” (p. 4). The survey included questions about the attitudes, perceptions and beliefs of the full-time faculty members.

The survey included five demographic questions. The survey was designed by the researcher to collect specific demographic information from the full-time faculty at Fullerton College. The items on the demographic portion of the survey consisted of personal and professional information such as age, gender, number of years employed at Fullerton college, number of years of service as an educator and teaching discipline. The

demographic portion of the survey contained a small number of questions (five). This survey intentionally collected only minimal personal information about the participants to avoid identifying the participant and to maintain strict confidentiality. A cover letter also was sent to all participants along with the e-mailed surveys requesting the participants to answer the questions on the survey.

Data Collection

The research for this study was conducted at Fullerton College in the Spring semester of the 2011 academic year. To garner support for this study the researcher first engaged in a series of requests and approvals. A letter was obtained from the President of Instruction authorizing the researcher to administer the MBI-ES to all full-time faculty members at Fullerton College. After obtaining approval from the President of Instruction at Fullerton College the researcher developed the instrument used in this study in May 2011 through an online survey called eSurveysPro.com. The survey was forwarded to faculty through an e-mail by the Office of Vice President of Instruction. A cover letter was included in the e-mail to each participant with a description of the research project and a copy of the IRB approval letter (See Appendix E). A copy of the IRB approval letter was sent via e-mail to the President of Instruction, Mr. Scott McKenzie for his records. The researcher provided the informed consent document through e-mail to all participants so that they would have a clear understanding of the study and would understand their voluntary participation in this study. Each participant completed the survey online. The survey was expected to take approximately 10 minutes to complete. The participants were informed that the information provided in the instrument would be kept confidential.

Analysis of Data

The following research questions and analytic techniques were used in this study (See Appendix F):

Research question 1. Do full-time professors at Fullerton College, if at all, perceive significant burnout? To what extent do full-time professors at Fullerton College experience-perceive significant burnout? Average burnout scores were used to calculate the ranges of burnout, that is, low, moderate, or high range.

Research question 2. Does gender, if at all, affect the burnout level of full-time professors at Fullerton College? Descriptive statistics were used for analyzing the demographic variables in this study. Sample distributions by gender and age were calculated by percent and frequency.

Research question 3. Does age, if at all, affect the burnout level of full-time professors at Fullerton College? Multiple regression analysis was used to analyze the impact of demographic variables of gender, age, and number of years of teaching.

Research question 4. Does length of employment, if at all, affect the burnout level of full-time professors at Fullerton College? Scores on the three subscales of burnout—emotional exhaustion, depersonalization, and personal accomplishment—were calculated. Scores for frequency were calculated to show how frequently the participants experienced each component of burnout.

Research question 5. Does the total number of years of teaching, if at all, affect the burnout level of full-time professors at Fullerton College? Mean scores and standard deviations were used to determine the overall level of burnout experienced by the participants on each of the subscales.

If a relationship existed between the frequency of experienced burnout in the three subscales—emotional exhaustion, depersonalization, and personal accomplishment, the burnout per participant was calculated from the quantitative data collected. The participant score of high, moderate, or low burnout would provide a three dimensional perspective of burnout as noted in subscale scores of Maslach et al. (1996b). The three subscales scores showed emotional exhaustion, depersonalization, and personal accomplishment.

The data collected from the survey were used to identify factors that contribute to or mitigate feelings of burnout by comparing the level of burnout the participants experienced. The MBI-ES scores placed the participants in a predetermined range or category of burnout, that is, low, high, or no burnout based on Maslach et al. (1996b). The researcher analyzed the quantitative questions on the survey using descriptive statistics. The factors potentially related to levels of burnout also were examined and identified in the MBI-ES through the use of SPSS by running *t*-test and ANOVAs. The researcher assessed factors that were significantly related to burnout. The researcher compared the differences in these factors among the high burnout, low burnout, and no burnout groups.

As a result of participant responses to the online survey, the researcher identified factors that might be related to the experience of burnout. The degree to which those factors and variables is/is not related to the three categories of burnout from the results of the MBI-ES was examined. How do students tap into the wealth of knowledge and experience of instructors if the instructors are distant? Educators are vulnerable to experiencing profound disappointments when they no longer feel they are contributing to

a students' development. A crisis in personal accomplishment for an educator may be detrimental for the learning environment. The MBI-ES also measures personal accomplishment as a feeling of competence and successful achievement in one's work with people.

Data processing and analysis for this study began with the analysis of the demographic variables of the sample. To show means, ranges, and standard deviation, information for description statistics from each of the variable were prepared. Because of the number of variables to be considered, ANOVA was used. Data will be analyzed by using SPSS. Finally, conclusions were drawn from the findings and recommendations were suggested. Regression analysis was used to determine the factors that predict burnout. Gender, age, and number of years of teaching were considered as predictor variables. *F*-test, a technique used in ANOVA that compares the between group variance to the within group variance was used to analyze the data. For the MBI scales frequencies, standard deviation and means were calculated and compared to the normative data. This is because burnout is measured along a continuum and not viewed as a dichotomous variable that is either present or absent. Thus, the MBI is used to determine the extent of burnout the full-time faculty members at Fullerton College are experiencing. High scores on emotional exhaustion and depersonalization subscales and low scores on the personal accomplishment subscale would reflect a high degree of burnout. On the other hand, a low score on emotional exhaustion and depersonalization subscales and a high score on personal accomplishment would reflect low degree of burnout. An average degree of burnout would be reflected in average scores on the three subscales.

Limitations of the Research Design

To expose potential flaws and weaknesses in the study, predictions were made by the researchers that form the limitations of the study (Creswell, 2003). The limitations of the study are linked to the methodology, instrumentation, and length of the study. Participants were obtained through a convenience sample as opposed to a random sample. The study depended on the participants' ability to recall participants' attitudes and thoughts on burnout and their feelings in the midst of the experience. Because of the self-report nature of the study, the instrument also added limitations. The researcher relied upon the participants' ability to recall events and answer the questions honestly and accurately.

In terms of the ethical issues, the researcher did no harm to the participants and did not compromise the integrity and well-being of the participants. The study was voluntary and participants were free to decline participation. The researcher informed the participants that the information collected would be helpful for the well-being of the faculty and the organization. This encouraged people to participate in the study with trust and a genuine interest in creating a healthier work environment. The researcher also protected the privacy of the participants by not disclosing the personal information gathered from the participants. Participant involvement will be kept confidential. The researcher signed a confidentiality agreement and completed the NIH training course regarding the protection of human subjects.

Conclusion

Chapter 3 provided a restatement of the purpose of this study, the population, and sample studied. In addition, the use of the MBI as the primary instrument was discussed.

Finally, data collection procedures, recording methods, and analytical techniques were identified. In addition to addressing the research questions relative to the findings, the results and analysis of these data are presented in Chapter 4. Chapter 5 discusses the conclusions and recommendations for future research.

Chapter 4: Results

Restating the Purpose

The purpose of this study was to explore the extent of burnout among Fullerton College faculty members, taking into consideration age, gender, years employed at Fullerton College, number of years teaching, and teaching areas. The study focused on full-time faculty members at Fullerton College. The general design involved a qualitative investigation. The study investigated the burnout incidence using the MBI to measure the extent of burnout among Fullerton College full-time faculty members. The MBI-ES is the educator survey to which demographic questions were added. This survey was sent along with a cover letter to full-time faculty members at Fullerton College. This chapter presents the Maslach Burnout Inventory-Educators Survey results.

The research questions listed below were answered and the analytic technique will be discussed.

Research question 1. Do full-time professors at Fullerton College, if at all, perceive significant burnout?

Research question 2. Does gender, if at all, affect the burnout level of full-time professors at Fullerton College?

Research question 3. Does age, if at all, affect the burnout level of full-time professors at Fullerton College?

Research question 4. Does length of employment, if at all, affect the burnout level of full-time professors at Fullerton College?

Research question 5. Does the total number of years of teaching, if at all, affect the burnout level of full-time professors at Fullerton College?

Results

A total of 19 professors at Fullerton College agreed to participate in the survey and completed the survey in its entirety. There were 13 male and six female respondents. The respondents shall remain anonymous in this paper. The biographical details of respondents are summarized in Table 1.

Table 1

Biographical Data of Participants

Characteristic	Frequency	%
Gender		
Male	13	68.4
Female	6	31.6
Instructional Division		
Computer Information Systems	3	15.8
Natural Sciences	3	15.8
Counseling and Student Development	0	0.0
Physical Education	0	0.0
Fine Arts	2	10.5
Social Sciences	5	26.3
Humanities	1	5.3
Mathematics and Computer Science	2	10.5
Technology and Engineering	1	5.3
Library Technology	2	10.5
Years at Fullerton		
1–10	11	57.9
11–20	3	15.8
21+	5	26.3
Years Teaching Overall		
1–10	5	26.3
11–20	3	15.8
21+	11	57.9
Age		
20 to 29 Years	0	0.0
30 to 39 Years	3	15.8
40 to 49 Years	3	15.8
50 and Older	13	68.4
Mean Age	53.2 Years	
Age Standard Deviation	9.98 Years	

Research Question 1

Table 2 displays the percentage of respondents who indicated the level of burnout under each subscale. When it comes to Emotional Exhaustion (EE), approximately 58% of respondents reported low levels of burnout, while 26.3% reported moderate levels. The remaining 15.8% reported high levels of burnout. Depersonalization (DP) subscale also indicates low levels of burnout. Almost 90% of respondents reported low levels of burnout under this subscale with the remaining 10% having moderate burnout levels. The third subscale, Personal Accomplishment (PA), also reveals low levels of burnout. Please note that the PA subscale is interpreted differently from the EE and DP subscales; that is, 57.9% of respondents reported high levels of accomplishment (low burnout) while 26.3% had moderate levels of burnout when it comes to PA.

Table 2

Respondents Percentage Burnout Level Scores

	% Low	% Moderate	% High
Emotional Exhaustion	57.9	26.3	15.8
Depersonalization	89.5	10.5	00
Personal Accomplishment	15.8	26.3	57.9

Table 3 contains the statistical details for each subscale. Emotional Exhaustion has a mean score of 15.5 which is just within the low range (0 to 16). The standard deviation is 12.6 while the range is at 41. These two values indicate the data have some variability between respondents, which was expected. Regarding Depersonalization, the mean score is 4.8 which is also in the low burnout range of this subscale (0 to 6). The standard deviation is 3.8 while the range is at 12. There is some variability in the responses but one can conclude that the mean burnout under depersonalization is quite low.

Table 3

Descriptive Statistics of MBI-ES Subscales

		Frequency Key		
		Low	Moderate	High
Emotional Exhaustion Mean	15.5	0–16	17–26	27+
Emotional Exhaustion Standard Deviation	12.6			
Emotion Exhaustion Range	41.0			
Depersonalization Mean	4.8	0–6	7–12	13+
Depersonalization Standard Deviation	3.8			
Depersonalization Range	12.0			
Personal Accomplishment Mean	37.6	37+	31–36	0–30
Personal Accomplishment Standard Deviation	8.1			
Personal Accomplishment Range	28.0			

The mean of the third subscale, Personal Accomplishment, is in the low range (37+). This indicates that the burnout level is low as well under this subscale. Again, there is an inverse relationship between high PA scores and burnout, that is, high scores mean low burnout and low scores mean high burnout levels. In conclusion, the data analysis indicates that the burnout level at Fullerton College is low

Research Question 2

Gender and burnout. It is quite interesting to see whether there is a significant relationship between gender and burnout level at Fullerton College. Independent sample t-tests were used to compare differences between male and female professors. As shown in Table 4, there were no statistical differences in levels of burnout between male and female professors. Even though the mean scores were different between male and female under each subscale, these differences were not statistically significant. Female professors had higher levels of burnout on the Emotional Exhaustion subscale ($M = 22.3$, $SD = 13.9$) than their male counterparts ($M = 12.4$, $SD = 11.1$). However, the t -test reveals that this difference is not statistically significant. The t -value is -1.67 and the p -

value is 0.113. Both indicate there is no difference in burnout levels between the two genders.

Table 4

Statistical Analysis—Gender

	Male	Female	<i>t</i> -value	<i>p</i> -value
EE				
Mean	12.4	22.3	-1.67	0.113
Standard Deviation	11.1	13.9		
Sample Size	13	6		
DP				
Mean	4.3	6.0	-0.9	0.38
Standard Deviation	3.6	4.3		
Sample Size	13	6		
PA				
Mean	39.7	33.2	1.73	0.103
Standard Deviation	5.9	10.7		
Sample Size	13	6		

Similarly, the Depersonalization analysis leads to the same conclusion. Females had a mean score of 6.0 and a standard deviation of 4.3 versus males with 4.3 and 3.6 respectively. The *t*-test shows statistical insignificance between the two. The *t*-value is -0.9 with a *p*-value of 0.38. There is no difference between the genders when it comes to depersonalization.

Concerning Personal Accomplishment, here too the difference between the two genders is immaterial. Employing the *t*-tests on this subscale where females ($M = 33.2$, $SD = 10.7$) statistics were slightly different from males ($M = 39.7$, $SD = 5.9$), the *t*-value is found to be 1.73 with a *p*-value of 0.103. Both indicators reveal that males and females are not different when it comes to personal accomplishment.

There were a total of 19 respondents. The differences in the gender may be attributed to the small sample size as there were only 13 male respondents and 6 female respondents. A larger sample size of an equal or nearly equal number of males and females may deliver a different result and perspective on the issue of burnout among the two genders.

Research Question 3

Age and burnout. An Analysis of Variance (ANOVA) analysis was conducted on whether or not age plays a factor in burnout levels under each subscale. Age levels are classified in three ranges: under 40 years old, 40 to 50 years old, and above 50 years old.

Emotional exhaustion subscale analysis. ANOVA was performed on the age groups to determine whether the three groups experienced different levels of emotional exhaustion burnout. The p -value is well above 0.05 indicating there is no significant difference between the three groups. This is also confirmed by the F value of 0.81 which is well below the F_{crit} of 3.63. In simple terms, different ages do not contribute any differently to burnout. Table 5 summarizes emotional exhaustion data by age of the participants. The result of the ANOVA analysis for this subscale is shown in Table 6.

Table 5

Summary of Emotional Exhaustion Data by Age of Participants

Group	Count	Sum	Average	Variance
< 40 Years Old	3	34	11.33333	9.333333
40 to 50 Years	3	71	23.66667	282.3333
Older Than 50	13	190	14.61538	167.0897

Table 6

ANOVA Analysis of Age Level Emotional Exhaustion

Source of Variation	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i> -value	<i>F</i> _{crit}
Between Groups	262.3266	2	131.1633	0.810773	0.461964	3.633723
Within Groups	2588.41	16	161.7756			
Total	2850.737	18				

Depersonalization subscale analysis. A similar conclusion was observed with depersonalization. The ANOVA shows no significance between the age groups in terms of depersonalization. The *p*-value is 0.30 and the *F*-value of 1.29 is below the *F*_{crit}. These confirm no difference in the mean depersonalization scores of the three age groups. Table 7 summarizes depersonalization data by age of the participants. The result of the ANOVA analysis for this subscale is shown in Table 8.

Table 7

Summary of Depersonalization Data by Age of Participants

Groups	Count	Sum	Average	Variance
< 40 Years Old	3	14	4.67	6.34
40 to 50 Years	3	24	8	13
Older Than 50	13	54	4.153846	15.47436

Table 8

ANOVA Analysis of Age Level Depersonalization

Source of Variation	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i> -value	<i>F</i> _{crit}
Between Groups	36.17	2	18.08	1.29	0.30	3.63
Within Groups	224.36	16	14.02			
Total	260.53	18				

Personal accomplishment subscale analysis. Again, a similar conclusion was reached in this area. The ANOVA shows no significance between the age groups in terms of PA. The *p*-value is approximately 0.10 and the *F*-value of 2.67 and is below the *F*_{crit} of

3.63. These confirm no difference in the mean PA scores of the three age groups. Table 9 summarizes personal accomplishment data by age of the participants. The result of the ANOVA analysis for this subscale is shown in Table 10.

Table 9

Summary of Personal Accomplishment Data by Age of Participants

Groups	Count	Sum	Average	Variance
< 40 Years Old	3	126	42	19
40 to 50 Years	3	87	29	31
Older Than 50	13	502	38.62	64.92

Table 10

ANOVA Analysis of Age Level Personal Accomplishment

Source of Variation	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i> -value	<i>F</i> _{crit}
Between Groups	293.34	2	146.67	2.67	0.10	3.63
Within Groups	879.08	16	54.94			
Total	1172.42	18				

Looking at the big picture, this statistical analysis confirms that age has little to no impact on burnout levels among Fullerton College professors.

Research Question 4

Years at Fullerton College versus burnout. This research question addressed whether the number of years teaching at Fullerton College has significant impact on burnout. The three subscales of burnout were analyzed using the ANOVA technique. In order to facilitate this analysis, professors were placed in three groups; the first group consisted of professors with 10 years of experience at Fullerton College, the second group is faculty members with 11 to 20 years of experience, and the third is those with more than 20 years of experience at Fullerton College.

Emotional exhaustion subscale analysis. The first ANOVA test was conducted

on the Emotional Exhaustion (EE) subscale. It is interesting to see that even though the mean EE burnout score is different among the three groups, the variances are quite large. This is the reason why the ANOVA test shows no significant statistical difference among the mean scores of the three groups under discussion. Table 11 summarizes emotional exhaustion data by the years the participants have taught at Fullerton College. The result of the ANOVA analysis for this subscale is shown in Table 12.

Table 11

Summary of Emotional Exhaustion Data by Participants' Years of Teaching at Fullerton

Groups	Count	Sum	Average	Variance
0–10 Years at Fullerton	10	150	15	215.56
11–20 Years	4	98	24.5	25.67
21+ Years	5	47	9.4	80.3

Table 12

ANOVA Analysis of Emotional Exhaustion by Participants' Years of Teaching at Fullerton

Source of Variation	SS	df	MS	F	p-value	F _{crit}
Between Groups	512.54	2	256.27	1.75	0.20	3.63
Within Groups	2338.2	16	146.14			
Total	2850.74	18				

As can be seen Table 12, the p-value is 0.20 and the F-statistic is 1.75 which is well below the F-critical value of 3.63. Both indicators confirm there is no difference in the mean EE burnout scores among the three groups.

Depersonalization subscale analysis. The second ANOVA test was conducted on the depersonalization subscale. With respect to the conclusion that there is no statistical difference between the three groups with respect to depersonalization means scores, this analysis is similar to the emotional exhaustion discussion earlier. Table 13

summarizes depersonalization data by the years the participants have taught at Fullerton College. The result of the ANOVA analysis for this subscale is shown in Table 14.

Table 13

Summary of Depersonalization Data by Participants' Years of Teaching at Fullerton

Groups	Count	Sum	Average	Variance
0–10 Years at Fullerton	10	46	4.6	20.27
11–20 Years	4	30	7.5	0.34
21+ Years	5	16	3.2	8.7

Table 14

ANOVA Analysis of Depersonalization by Participants' Years of Teaching at Fullerton

Source of Variation	SS	df	MS	F	p-value	F _{crit}
Between Groups	42.33	2	21.16	1.55	0.24	3.63
Within Groups	218.2	16	13.64			
Total	260.53	18				

The p -value is 0.24 which is above the 0.05 threshold and the F -statistic is 1.55 which is below the F_{crit} value of 3.63. Therefore, there is no statistical difference between the depersonalization mean scores of the three groups of professors.

Personal accomplishment subscale analysis. The third ANOVA was conducted on the personal accomplishment scores of the three groups. Once again, all three groups appear to have no difference when it comes to personal accomplishment. Table 15 summarizes personal accomplishment data by the years the participants have taught at Fullerton College. The result of the ANOVA analysis for this subscale is shown in Table 16.

Table 15

Summary of Personal Accomplishment Data by Participants' Years of Teaching at Fullerton

Groups	Count	Sum	Average	Variance
0–10 Years at Fullerton	10	376	37.6	69.6
11–20 Years	4	125	31.25	70.25
21+ Years	5	214	42.8	9.7

Table 16

ANOVA Analysis of Personal Accomplishment by Participants' Years of Teaching at Fullerton

Source of Variation	SS	df	MS	F	p-value	F_{crit}
Between Groups	296.47	2	148.24	2.71	0.097	3.63
Within Groups	875.95	16	54.75			
Total	1172.42	18				

The p -value is 0.097 and the F -statistic is 2.71 which is below the 3.63 F_{crit} value.

Therefore, it is concluded there is no statistical difference between the three groups when it comes to Personal Accomplishment. In summary, the number of years of experience at Fullerton College has no impact on the level of burnout on professors. This has been proven in analyzing all three subscales of burnout as discussed in this section.

Research Question 5

Total number of years teaching versus burnout. This research question addressed whether or not the total number of years teaching has any impact on or relationship to burnout levels. Even though the ANOVA method was applicable, it was interesting to examine this research question using the Linear Regression technique.

Three regression outputs were generated, one for each subscale.

Emotional exhaustion subscale analysis. The regression analysis output for

emotional exhaustion (EE) is shown in Table 17 and Table 18. It is evident that there is a very weak relationship between years of teaching (the independent variable) and EE burnout scores (the dependent variable). In other words, total years of teaching do not explain EE burnout scores.

Table 17

Regression Analysis for Emotional Exhaustion Based on Number of Teaching Years

Regression Statistics	Value
Multiple R	0.095
R^2	0.009
Adjusted R^2	-0.049
Standard Error	12.890
Observations	19

Table 18

Further Regression Analysis for Emotional Exhaustion Based on Number of Teaching Years

	df	SS	MS	F	Significance F
Regression	1	25.84	25.84	0.16	0.70
Residual	17	2824.90	166.17		
Total	18	2850.74			

As a matter of fact, the coefficient of determination, r^2 , is merely 0.009 or 0.9%. Only 0.9% of variation in the EE burnout scores is explained by total years of teaching. Therefore, there is no relationship between these two variables. This is also evident by the p -value which stands at 0.69, significantly above the 0.05 level (or at the 95% confidence level)

Depersonalization subscale analysis. Regression on Depersonalization scores versus total years of teaching also leads to the same result; that is, no relationship

between the two variables. The independent variable (total years of teaching) does not explain the dependent variable values (depersonalization scores). The regression analysis output for depersonalization (DP) is shown in Table 19 and Table 20.

Table 19

Regression Analysis for Depersonalization Based on Number of Teaching Years

Regression Statistics	Value
Multiple R	0.071
R^2	0.005
Adjusted R^2	-0.053
Standard Error	3.904
Observations	19

Table 20

Further Regression Analysis for Depersonalization Based on Number of Teaching Years

	df	SS	MS	F	Significance F
Regression	1	1.30	1.30	0.09	0.77
Residual	17	259.23	15.25		
Total	18	260.54			

The coefficient of determination is extremely low at 0.005 or 0.50%. This is practically zero indicating no relationship whatsoever. The p -value is 0.77, considerably above the 0.05 level used in the analysis.

Personal accomplishment subscale analysis. Once more, it is determined there is no significant relationship between personal accomplishment (PA) scores and total years of teaching.

The coefficient of determination is 0.0057 or 0.57%, another exceptionally low value leading to the conclusion that the variations in the PA scores are not explained by the variation in total years of teaching. The p -value is at 0.758, an enormously high value compared to the 0.05 level. The regression analysis output for personal accomplishment

(PA) is shown in Table 21 and Table 22.

Table 21

Regression Analysis for Personal Accomplishment Based on Number of Teaching Years

Regression Statistics	Value
Multiple R	0.076
R^2	0.005
Adjusted R^2	-0.053
Standard Error	8.280
Observations	19

Table 22

Further Regression Analysis for Personal Accomplishment Based on Number of Teaching Years

	df	SS	MS	F	Significance F
Regression	1	6.70	6.70	0.10	0.76
Residual	17	1165.72	68.57		
Total	18	1172.42			

In summary, it can be concluded that there is no relationship between burnout scores (dependent variables) and total years of teaching (the independent variable).

Chapter 5: Summary, Conclusions, and Recommendations

Summary

This study was designed to provide a better understanding of burnout syndrome and to measure the extent of burnout perceived by full-time professors at Fullerton College. To carry out this research the Maslach Burnout Inventory-Educators Survey was used.

The following research questions were answered in the study:

1. Do full-time professors at Fullerton College, if at all, perceive significant burnout?
2. Does gender, if at all, affect the burnout level of full-time professors at Fullerton College?
3. Does age, if at all, affect the burnout level of full-time professors at Fullerton College?
4. Does length of employment, if at all, affect the burnout level of full-time professors at Fullerton College?
5. Does the total number of years of teaching, if at all, affect the burnout level of full-time professors at Fullerton College?

This chapter summarizes the major findings and compares the findings to previous research and draws conclusions. This chapter concludes with recommendations for future research.

The term burnout refers to work stress that leads to emotional exhaustion, depersonalization, and loss of personal accomplishment. Burnout is perceived as a debilitating condition that is the result of work stress. A mismatch between people and

their jobs causes irritability, boredom, depression and fatigue. As a result of burnout, employees are less productive, less energetic and less interested in their work (Maslach & Leiter, 1997). Major sources of stress for educators in the twenty-first century have been work overload, demands of work and home life, lack of control, not enough rewards, and the absence of fairness and equity. Demographic variables such as age, gender, education and marital status also affect burnout.

The Maslach Burnout Inventory Educators Survey to which demographic questions were included were sent to all full-time faculty members at Fullerton College through the [esurveyspro.com](https://www.esurveyspro.com). A total of 27 surveys were returned. A total of 19 professors at Fullerton College agreed to participate in the survey and completed the survey in its entirety. The research sample consisted of more males respondents (70%) than females (30%) and the vast majority of the professors were in the 55 and over age group. Nearly half of the professors had been teaching at Fullerton College for 10 years or more with one new full-time faculty in the present position for 1 year and majority of the others for 23-24 years in the full-time faculty position. The work experience as college faculty ranged from 8 years to 36 years with an average of 18 years of experience in the profession. The participants in this study reported low burnout scores on all three burnout indicators.

The results of the MBI-ES indicate that the level of burnout perceived by the full-time faculty at Fullerton College is low. The three subscale scores reflected low levels of burnout. Fifty-eight percent of professors reported low levels of burnout for the Emotional Exhaustion (EE) subscale. Moderate levels of burnout were reported by 26.3%. Only 15.8% reported high levels of burnout. The Depersonalization (DP) subscale

also indicated low levels of burnout. Nearly 90% of respondents reported low levels of burnout and 10% reported having moderate burnout levels. The third subscale Personal Accomplishment (PA) also revealed low levels of burnout. The PA subscale is interpreted differently from the EE and DP subscales; that is, 57.9% of respondents reported high levels of accomplishment (low burnout) while 26.3% had moderate levels of burnout when it comes to PA. Thus, the data analysis indicates that the burnout level perceived by full-time faculty at Fullerton College is low.

Analysis of the relations between demographic variables and burnout revealed that there is a significant relationship between gender and burnout level at Fullerton College. Even though the mean scores were different between male and female under each subscale, these differences were not statistically significant. Female professors had higher levels of burnout on Emotional Exhaustion subscale than their male counterparts. However, the *t*-test reveals that this difference is not statistically significant. Thus, there is no difference in burnout levels between the two genders. Similarly, the depersonalization analysis led to the same conclusion. There is no difference between the genders when it comes to depersonalization. Also male and female professors are not different when it comes to personal accomplishment.

The above mentioned outcomes in this study on the Emotional Exhaustion scale were also consistent with the finding indicated in the literature review. A considerable difference between the scores of emotional exhaustion for gender was found using the MBI-ES in a Tumkaya (2006). Much more emotional exhaustion was found in female faculty than male faculty. Researchers found that females, despite working in the same conditions as male academics, had lower levels of depersonalization. Females showed

more interest in students and retained their sensitivity in interpersonal relationships. Male academics had higher depersonalization and had high expectations. Women have higher rates of burnout than men in helping professions (Maslach & Jackson, 1981a).

In terms of age, the participants were classified in three ranges: under 40 years old, 40 to 50 years old, and above 50. The statistical analysis for the emotional exhaustion subscale indicates no significant differences between the three age groups indicating that different ages do not contribute any differently to burnout. There were no differences in the mean depersonalization scores of the three age groups. Again, a similar conclusion was reached in the personal accomplishment area. The ANOVA shows no significance between the age groups in terms of personal accomplishment. This confirms that there was no difference in the mean personal accomplishment scores of the three age groups. Overall, this statistical analysis confirmed that age has little to no impact on burnout levels among Fullerton College professors. This outcome is not aligned with previous research mentioned in the literature review and findings of other researchers. Age was related to burnout as a result of midlife crisis, according to Melendez and deGuzman (1983). On the other hand, conflicting results were obtained from Hughes' (1995) research. In her study, the faculty members between 46 and 55 years of age were most at risk for burnout. Another study found that burnout occurs equally at all ages (Colarsudo, 1981). A Tumkaya (2006) study also revealed that there was a statistically significant difference in age for emotional exhaustion and personal accomplishment scores but not for depersonalization scores. The higher the age, the less faculty experienced emotional exhaustion. This is because younger faculty members do not define themselves as being successful, but older faculty define themselves as being more

successful in terms of personal accomplishments. Also, older faculty have more experience balancing time demands compared to younger faculty who juggle with career building, other pressures, and potential time conflicts (Lackritz, 2004). In Tumkaya's study, the three subscales showed differences according to the faculty member's academic status.

The results in this study confirm that the number of years of teaching experience at Fullerton College has no impact on the level of burnout on professors. This has been proven in analyzing all three subscales of burnout as discussed in the results section. However, the research on the length of employment identified faculty members who were new to their work in bureaucracies were more likely to be burned out (Maslach et al., 2001). Cherniss (1980) and Pines and Aronson (1988) stated that for faculty members in higher education, there is no set range to expect faculty burnout.

For the total number of years in the teaching profession and the level of burnout, it is evident that there is a very weak relationship between years of teaching (independent variable) and emotional exhaustion burnout scores (dependent variable). In other words, total years of teaching do not explain emotional exhaustion burnout scores. In summary, it can be concluded that there is no relationship (not even a weak one) between Burnout scores (the dependent variables) and total years of teaching (the independent variable).

The findings in this study confirm the results obtained in the research by Colasurdo (1981). Colasurdo found no relationship between the two variables, years of teaching and emotional exhaustion. Thus, in terms of the number of years in an occupation, there is no clear evidence of a relationship between the number of years and burnout (Bivens, 1985; Colasurdo, 1981; Kilpatrick, 1986; Youree, 1984). In another

study, Kirk (2003) stated that the aspects of faculty socialization, which include dimensions such as job satisfaction, are not well understood by researchers or administrators. There appears to be a lack of research relating to the relationship between length of service, job satisfaction, and propensity to leave community colleges.

Conclusions

The analysis of findings in Chapter 4 demonstrates that the full-time faculty at Fullerton College do not perceive that they have the burnout syndrome and the demographic variable tested, gender, age, number of years in the teaching profession, and number of years in the present position (teaching at Fullerton College) indicate low levels of burnout on all three subscales. However, there is some inconsistency in regards to previous research findings. This may be due to the small sample size and also the approach used for data collection. A total of 19 professors at Fullerton College agreed to participate in the survey and completed the survey in its entirety. There were 13 male respondents and 6 female respondents. The respondents remained anonymous in this study. A larger sample may show significant differences in the level of burnout among full-time faculty at Fullerton College. The survey was sent during the summer session at Fullerton College. This explains the low response rate. If the study will be replicated in the future, it is recommended that the survey be sent out in the Fall semester so that the response rate is higher as more faculty members are on campus during the Fall and Spring semesters compared to the summer semester. As previously stated the analysis of the relations between demographic variables and burnout revealed that there is a significant relationship between gender and burnout level at Fullerton College, this may be attributed to the data gathered from each gender. There were only 6 female

respondents and 13 male respondents who completed the survey in entirety. Obtaining a larger sample of both genders may deliver different results. Thus, for the replication of this study it is recommended that a larger sample of both male and female faculty is used.

Recommendations for Future Research

In light of the findings presented in Chapter 4 the following recommendations are suggested:

1. It is recommended that this study is expanded to other community colleges. In this way data will be gathered from a larger sample and comparisons can be made to better understand the burnout issues affecting full-time faculty.
2. The MBI is the most widely used instrument to measure burnout. The use of other instruments to assess faculty burnout should be explored. For example, the Copenhagen Burnout Inventory (CBI), the Burnout Assessment Inventory, or the Aronson, Kafry and Pines Tedium Scale. They may provide additional information about this population that was not revealed through the use of the MBI-ES.
3. This study can be replicated to explore the impact of burnout on full-time faculty at 4-year institutions also.
4. A different methodology could be used to conduct research and collect data such as a purely qualitative approach or a mixed approach to support the quantitative data gathered. Interviews can be conducted, common themes can be identified or an ethnographic research can also be presented.
5. Rather than limiting the study to answering burnout questions related to demographics such as age, gender, years of teaching at the institution, number

of years in the teaching profession, the research questions can explore other variables and factors causing burnout.

6. A longitudinal study of burnout is also suggested to help the researcher understand the possible cycles of burnout over time. The idea of following up with faculty as they experience burnout during different times in their lives should be explored. This will also help the researcher determine if a relationship exists between burnout and job turnover, illness, absenteeism, or other stress influenced outcomes.
7. This study was conducted at the end of a semester. It is recommended that a similar study be conducted at the beginning of semesters to see if the level of burnout changes with the organizational climate at the beginning and at the end of the semester.
8. The study concentrated on full-time faculty at Fullerton College. A study should be developed to examine new faculty and part-time faculty at Fullerton College to understand how they perceive burnout.
9. As faculty members have more contact with students and since faculty burnout and student retention is a concern for community colleges, a study should be developed with a focus on how students perceive faculty and the stressors associated with student-faculty interactions.
10. It is recommended that research be conducted to study the adverse effects of burnout on faculty performance and productivity.
11. A study could focus on the mechanism used by faculty to combat stress which later plays a role in whether faculty perceive themselves as suffering from

burnout or not. Coping mechanisms such as exercise, drugs, religion, support group, therapy, and other alternative means can shed light on the issue of burnout.

12. A study comparing the burnout level of faculty conducting research with those working on community service projects can be done to find out if faculty working on research and publishing experience more burnout than traditional faculty who engage in community service along with teaching classes; thus, comparing the activities the faculty engage in to the level of burnout the faculty experience.
13. The level of burnout in different divisions, disciplines and departments can be compared to alleviate the problem of burnout by developing programs to prevent burnout or address it during the cautionary stage so that high quality faculty do not leave the profession.
14. It is also recommended that research be conducted to study the effects of burnout on faculty after community college budget cuts, taking into consideration the lack of funding and enrollment.
15. The low response rate in this study indicated that the survey should be sent out in the Fall rather than in the Summer semester. It is recommended that the researcher meets with faculty to discuss the survey prior sending it out online so that faculty members from every department feel comfortable and confident in responding to the survey online.

16. The gender differences on the emotional exhaustion and depersonalization subscales found in this study call for research specifically focused on gender differences on the level of burnout.

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APPENDIX A

Cover Letter

Fullerton College
321 E. Chapman Ave
Fullerton, CA 92832

Dear Professor,

My name is Tanzil Khan. I am currently a doctoral student at Pepperdine University. I am conducting a research on the issue of faculty burnout. The title of my dissertation is (A study of burnout among faculty at Fullerton College). This study is under the supervision of Dr. Michelle Rosensitto, who is chairing my doctoral advisory committee along with Dr. Kent Rhodes and Dr. June Schneider, professors in the department of graduate school of education and psychology. I am inviting you to voluntarily participate in my study, but you are in no way obligated.

The results of this study will be useful in understanding the factors contributing to burnout and may also provide an insight to the climate and the health of the institution. I am therefore requesting your participation in completing a survey which consist of the Maslach Burnout Inventory-Educator Survey (MBI-ES) and demographic questions for data collection. Your participation in this survey involves you completing on-line surveys on [esurveyspro.com](http://www.esurveyspro.com) which will consist of 26 questions. The surveys will take approximately ten (10) minutes of your time. The link to the survey is attached below.
<http://www.esurveyspro.com/Survey.aspx?id=2439d8a4-ad7d-426b-9891-53dfbfcf2108>

I will greatly appreciate your help in taking 10 minutes in completing the attached survey. The survey does not ask for names or any identifying information to protect the confidentiality of all respondents throughout the duration of this research. The information provided through the survey will be kept confidential. If you choose to participate, your survey response will be tallied as part of the results. If you choose not to respond, then there is no response tallied. It is important that you have been informed that your completion and submission of the survey indicates your consent to participate. Your participation in this study is voluntary. It is my responsibility to answer all questions and concerns about the study and you have the right to request a summary of the results of the study. All information will remain confidential. The survey is designed so that there are little or no risks associated with this study. No deception is used and the information gathered and disclosed will not hurt the reputation, or employability of the participants. The participants will not be at risk of criminal or civil liability or damage to their financial standing.

I will be glad to share the results of the survey with you. If the findings of the study are presented to professional audiences or published, no information that identifies you personally will be released. The data gathered will be archived and stored on the on-line survey database to which only the investigator will have access. This data will be password protected and backed up on an external hard drive that is also password

protected. The data will be maintained in a secure manner for five (5) years at which the time the data will be destroyed.

Your participation is essential to my research project and will contribute to research in education and benefit faculty in learning about the issue of burnout. I am grateful for your interest and willingness to help this endeavor and eagerly look forward to your response. If you have further questions or concerns, please contact me by email at Tanzil.Khan@pepperdine.edu or my dissertation chair Dr. Michelle Rosensitto by email at Michelle.Rosensitto@pepperdine.edu. Thank you very much for your time and participation. If you have questions about your rights as a research participant, you may contact Pepperdine University Graduate and Professional Schools Institutional Review Board (GPS IRB) at (310) 568-5753 or at gpsirb@pepperdine.edu.

Sincerely,

Tk

Tanzil Khan,
Doctoral Candidate

APPENDIX B

Demographic Survey and MBI-Educators Survey

Instructions: Please provide a response that best describes your current teaching position.

1. Gender *

- ☐ A. Male
☐ B. Female

2. Age *

- ☐ a.20-29
☐ b.30-39
☐ c.40-49
☐ d.50 and over

3. How many years have you been a Professor at Fullerton College? *

☐ Other (Please Specify)

4. How many total years have you been teaching part-time and full-time at the college level? *

☐ Other (Please Specify)

5. I feel emotionally drained from my work. *

- ☐ 0 Never
☐ 1 A few times a year or less
☐ 2 Once a month or less
☐ 3 A few times a month
☐ 4 Once a week
☐ 5 A few times a week
☐ 6 Everyday

6. I feel used up at the end of the workday. *

- ☐ 0 Never
- ☐ 1 A few times a year or less
- ☐ 2 Once a month or less
- ☐ 3 A few times a month
- ☐ 4 Once a week
- ☐ 5 A few times a week
- ☐ 6 Everyday

7. I feel fatigued when I get up in the morning and have to face another day on the job. *

- ☐ 0 Never
- ☐ 1 A few times a year or less
- ☐ 2 Once a month or less
- ☐ 3 A few times a month
- ☐ 4 Once a week
- ☐ 5 A few times a week
- ☐ 6 Everyday

8. I can easily understand how my students feel about things. *

- ☐ 0 Never
- ☐ 1 A few times a year or less
- ☐ 2 Once a month or less
- ☐ 3 A few times a month
- ☐ 4 Once a week
- ☐ 5 A few times a week
- ☐ 6 Everyday

9. I feel I treat some students as if they were impersonal objects. *

- ☐ 0 Never
- ☐ 1 A few times a year or less
- ☐ 2 Once a month or less
- ☐ 3 A few times a month
- ☐ 4 Once a week
- ☐ 5 A few times a week
- ☐ 6 Everyday

10. Working with people all day is really a strain for me. *

- ☐ 0 Never
- ☐ 1 A few times a year or less
- ☐ 2 Once a month or less
- ☐ 3 A few times a month
- ☐ 4 Once a week
- ☐ 5 A few times a week
- ☐ 6 Everyday

11. I deal very effectively with the problems of my students. *

- ☐ 0 Never
- ☐ 1 A few times a year or less
- ☐ 2 Once a month or less
- ☐ 3 A few times a month
- ☐ 4 Once a week
- ☐ 5 A few times a week
- ☐ 6 Everyday

12. I feel burned out from my work. *

- ☐ 0 Never
- ☐ 1 A few times a year or less
- ☐ 2 Once a month or less
- ☐ 3 A few times a month
- ☐ 4 Once a week
- ☐ 5 A few times a week
- ☐ 6 Everyday

13. I feel I'm positively influencing other people's lives through my work. *

- ☐ 0 Never
- ☐ 1 A few times a year or less
- ☐ 2 Once a month or less
- ☐ 3 A few times a month
- ☐ 4 Once a week
- ☐ 5 A few times a week
- ☐ 6 Everyday

14. I've become more callous toward people since I took this job. *

- ☐ 0 Never
- ☐ 1 A few times a year or less
- ☐ 2 Once a month or less
- ☐ 3 A few times a month
- ☐ 4 Once a week
- ☐ 5 A few times a week
- ☐ 6 Everyday

15. I worry that this job is hardening me emotionally. *

- ☐ 0 Never
- ☐ 1 A few times a year or less
- ☐ 2 Once a month or less
- ☐ 3 A few times a month
- ☐ 4 Once a week
- ☐ 5 A few times a week
- ☐ 6 Everyday

16. I feel very energetic. *

- ☐ 0 Never
- ☐ 1 A few times a year or less
- ☐ 2 Once a month or less
- ☐ 3 A few times a month
- ☐ 4 Once a week
- ☐ 5 A few times a week
- ☐ 6 Everyday

17. I feel frustrated by my job. *

- ☐ 0 Never
- ☐ 1 A few times a year or less
- ☐ 2 Once a month or less
- ☐ 3 A few times a month
- ☐ 4 Once a week
- ☐ 5 A few times a week
- ☐ 6 Everyday

18. I feel I'm working too hard on my job. *

- ☐ 0 Never
- ☐ 1 A few times a year or less
- ☐ 2 Once a month or less
- ☐ 3 A few times a month
- ☐ 4 Once a week
- ☐ 5 A few times a week
- ☐ 6 Everyday

19. I don't really care what happens to some students. *

- ☐ 0 Never
- ☐ 1 A few times a year or less
- ☐ 2 Once a month or less
- ☐ 3 A few times a month
- ☐ 4 Once a week
- ☐ 5 A few times a week
- ☐ 6 Everyday

20. Working with people directly puts too much stress on me. *

- ☐ 0 Never
- ☐ 1 A few times a year or less
- ☐ 2 Once a month or less
- ☐ 3 A few times a month
- ☐ 4 Once a week
- ☐ 5 A few times a week
- ☐ 6 Everyday

21. I can easily create a relaxed atmosphere with my students. *

- ☐ 0 Never
- ☐ 1 A few times a year or less
- ☐ 2 Once a month or less
- ☐ 3 A few times a month
- ☐ 4 Once a week
- ☐ 5 A few times a week
- ☐ 6 Everyday

22. I feel exhilarated after working closely with my students. *

- ☐ 0 Never

- ☐ 1 A few times a year or less
- ☐ 2 Once a month or less
- ☐ 3 A few times a month
- ☐ 4 Once a week
- ☐ 5 A few times a week
- ☐ 6 Everyday

23. I have accomplished many worthwhile things in this job. *

- ☐ 0 Never
- ☐ 1 A few times a year or less
- ☐ 2 Once a month or less
- ☐ 3 A few times a month
- ☐ 4 Once a week
- ☐ 5 A few times a week
- ☐ 6 Everyday

24. I feel like I'm at the end of my rope. *

- ☐ 0 Never
- ☐ 1 A few times a year or less
- ☐ 2 Once a month or less
- ☐ 3 A few times a month
- ☐ 4 Once a week
- ☐ 5 A few times a week
- ☐ 6 Everyday

25. In my work, I deal with emotional problems very calmly. *

- ☐ 0 Never
- ☐ 1 A few times a year or less
- ☐ 2 Once a month or less
- ☐ 3 A few times a month
- ☐ 4 Once a week
- ☐ 5 A few times a week
- ☐ 6 Everyday

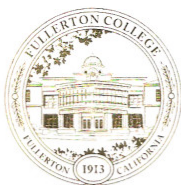
26. I feel students blame me for some of their problems. *

- ☐ 0 Never

- ☐ 1 A few times a year or less
- ☐ 2 Once a month or less
- ☐ 3 A few times a month
- ☐ 4 Once a week
- ☐ 5 A few times a week
- ☐ 6 Everyday

APPENDIX C

Permission Letter to Conduct Research at Fullerton College

**Fullerton College**

321 East Chapman Avenue • Fullerton, CA 92832-2095

Scott McKenzie
Interim Vice President, InstructionPh: 714-992-7030 • Fax: 714-992-9955
E-mail: smckenzie@fullcoll.edu

April 20, 2011

Tanzil Khan
tkhan@csulb.edu

Please accept this letter as permission to conduct your Doctoral Candidate research as requested at Fullerton College. It is understood your research will consist of a survey directed to all full-time faculty at Fullerton College and will be forwarded to faculty from the office of the Vice President of Instruction.

Sincerely,

A handwritten signature in blue ink, appearing to read "Scott McKenzie".

Scott McKenzie
Interim Vice President of Instruction

/mt

APPENDIX D

National Institutes of Health (NIH) Certificate of Completion

Protecting Human Subject Research Participants

<http://phrp.nihtraining.com/users/cert.php?c=252622>

APPENDIX E

IRB Approval Letter

PEPPERDINE UNIVERSITY

Graduate & Professional Schools Institutional Review Board

July 6, 2011

Tanzil Khan

Protocol #: E0511D03

Project Title: *A Study of Burnout Among Faculty at Fullerton College*

Dear Ms. Khan:

Thank you for submitting the revisions requested by Pepperdine University's Graduate and Professional Schools IRB (GPS IRB) for your study, *A Study of Burnout Among Faculty at Fullerton College*. The IRB has reviewed your revisions and found them acceptable. You may proceed with your study. The IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46 - <http://www.nihtraining.com/ohsrsite/guidelines/45cfr46.html> that govern the protections of human subjects. Specifically, section 45 CFR 46.101(b)(2) states:

(b) Unless otherwise required by Department or Agency heads, research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from this policy:

Category (2) of 45 CFR 46.101, research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: a) Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

In addition, your application to waive documentation of consent, as indicated in your **Application for Waiver or Alteration of Informed Consent Procedures** form has been **approved**.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit a **Request for Modification Form** to the GPS IRB. Because your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the GPS IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the GPS IRB as soon as possible. We will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the GPS IRB and the appropriate form to be used to report this information can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* (see link to "policy material" at <http://www.pepperdine.edu/irb/graduate/>).

Please refer to the protocol number denoted above in all further communication or correspondence related to this approval. Should you have additional questions, please contact me. On behalf of the GPS IRB, I wish you success in this scholarly pursuit.

Sincerely,

A handwritten signature in black ink, appearing to read "Jean Kang". The signature is fluid and cursive, with the first name "Jean" and last name "Kang" clearly distinguishable.

Jean Kang, CIP
Manager, GPS IRB & Dissertation Support
Pepperdine University
Graduate School of Education & Psychology
6100 Center Dr.
5th Floor Los
Angeles, CA
90045
jean.kang@pepperdine.edu W:
310-568-5753
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cc: Dr. Lee Kats, Associate Provost for Research & Assistant Dean of Research, Seaver College
Ms. Alexandra Roosa, Director Research and Sponsored Programs
Dr. Yuying Tsong, Interim Chair, Graduate and Professional Schools IRB
Ms. Jean Kang, Manager, Graduate and Professional Schools IRB
Dr. Michelle Rosensitto
Ms. Christie Dailo

APPENDIX F

Summary of Research and Survey Questions and Analytic Techniques

Research Questions	Survey Questions	Analytic Technique
1. To what extent do full-time professors at Fullerton College perceive that they are affected by burnout?	Survey Questions 5-26	Descriptive Statistics, Mean, Standard Deviation
2. To what extent is gender related to the level of burnout?	Survey Questions 1, 5-26	Descriptive Statistics, ANOVA, t-test and p value
3. To what extent is age related to the level of burnout?	Survey Questions 2, 5-26	Multiple regression analysis, ANOVA, t-test, p value and f value
4. To what extent is the number of years at Fullerton College related to the level of burnout?	Survey Questions 3, 5-26	ANOVA, t-test, f value and p value
5. To what extent is the total number of years of teaching related to the level of burnout?	Survey Questions 4, 5-26	Mean, Standard Deviations, ANOVA, linear regression, R-square and p value