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CAREER SUSTAINING BEHAVIORS, BURNOUT AND JOB SATISFACTION IN MENTAL HEALTH WORKERS

The Ohio State University
Ph.D. 1984

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CAREER SUSTAINING BEHAVIORS, BURNOUT AND JOB SATISFACTION IN MENTAL HEALTH WORKERS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By
Paul Dale Schkolnik, B.A., M.A.

* * * * *

The Ohio State University
1984

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Introduction

Most professional programs in counseling psychology provide both didactic and experiential training in research, theory, and techniques. Unfortunately, training in coping with the stresses of counseling is often lacking. Thus, the new counselor often is not prepared to deal with the unexpected feelings of disillusionment, emotional exhaustion, isolation, and cynicism that are sometimes experienced. The term "burnout" has been given to this constellation of feelings.

Burnout represents a relatively new term in the psychological literature. The first article on the topic did not appear until the mid-1970s, although since then interest has mushroomed. Indeed, with all the writing, teaching, and consulting on burnout, it has been labeled the "crisis of the '80s" (Maslach, 1981). In view of this growing interest, it is surprising to note the relative lack of empirical research concerning burnout in counselors (Farber, 1980). The existing literature on this topic has been criticized for being impressionistic and observational (Farber, 1980), and lacking in a sound theoretical framework (Einsiedel & Tully, 1980; Maher, 1983).
Brodie (1982) has approached the study of burnout from a perspective that may prove to be valuable in future research. She used the term "career sustaining behaviors" to describe "those behaviors used to enhance, prolong and make more comfortable one's work experience" (Brodie, 1982, p. 1). The value of this concept is thought to lie in its orientation toward positive, health-producing behaviors for professional people.

In light of the relative paucity in research concerning burnout with counselors and Brodie's (1982) suggestion of a new approach to this topic, this study proposes to address the following questions:

1. Is the concept of career sustaining behaviors a useful and valid approach to the study of burnout in counselors?
2. Is there a relationship between career sustaining behaviors, burnout, and job satisfaction?

Three main topic areas provide the conceptual background for the present investigation: burnout, job satisfaction, and career sustaining behaviors. Each of these constructs are defined and examined below.

**Burnout**

**Definition.** A major source of confusion and controversy concerning the topic of burnout is the lack of a widely accepted conceptual and operational definition of the term (Einsiedel & Tully, 1980; Maslach, 1981). The following
examples are representative of the numerous attempts to provide
a working definition of burnout:

Burnout: To deplete oneself. To exhaust
one's physical and mental resources. To wear
oneself out by excessively striving to reach
some unrealistic expectation imposed by one-
self or by the values of society. (Freuden-
berger & Richelson, 1980, p. 16)

Burnout is a syndrome of emotional exhaustion
and cynicism that can occur among individuals
who spend much of their time working closely
with other people. It involves a gradual loss
of concern for these other people and the
development of callous and even dehumanizing
attitudes towards them, and it can sometimes
result in negative feelings about oneself as a
professional helper or care-giver. (Pines &
Maslach, 1980, p. 6)

In spite of the apparent definitional disagreement, there
does seem to be agreement as to the common elements and key
dimensions of burnout. Maslach (1981) cites the following
common elements: (a) burnout occurs at an individual level;
(b) it is an internal, psychological experience involving
feelings, attitudes, motives, and expectations; and (c) it is a
negative experience for the individual.

Maslach (1981) suggests that there is also a consensus,
although not as strong, as to the key dimensions of burnout.
The first of these is exhaustion, which is also referred to as
wearing out, loss of energy, depletion, debilitation, and
fatigue. It can be physical in nature, but is usually
discussed in psychological or emotional terms. The central
issue is an experiencing of loss—loss of feeling, concern,
Another important dimension is a negative shift in one's responses towards others, often associated with depersonalization and negative or inappropriate attitudes toward clients. The third dimension is a negative response toward oneself and one's personal accomplishments. Other terms used to describe this dimension include depression, low morale, withdrawal, reduced productivity or capability, and an inability to cope. Others have discussed the process (Edelwich & Brodsky, 1980) and the consequences (Watkins, 1983) of burnout.

Theories. The literature and research on burnout has been criticized for its lack of a theoretical framework (Einsiedel & Tully, 1980; Maher, 1983). There have been, however, several attempts at developing such a theoretical framework. Those described below are relatively new and untested.

In her theory of burnout and commitment, Maher (1983) claims that most, if not all, of the elements associated with burnout can be associated with the four conditions encouraging commitment proposed by Marks (1977). These conditions are: (a) intrinsic enjoyment of the activities involved in performing the role in question; (b) loyalty to some or all of one's role partners; (c) expectation of extrinsic rewards for performance; and (d) desire to avoid punishments that could result from non-performance.
Carroll and White (1981) use an ecological framework in their theory of burnout. They view burnout as an ecological dysfunction involving the person, his or her eco-systems, and their reciprocal impact. In their analysis the term "eco-systems" is broken down into the following components:

1. microsystem—smallest unit of organized work (e.g., the office or department)
2. mesosystem—the larger complex of smaller work units that comprise the company or institution/agency
3. exosystem—non-work ecosystems that directly impinge on the worker and/or his/her company's or institution/agency's operations (e.g., surrounding community; legislators; accountability systems; his/her family)
4. macrosystem—the larger cultural and worldwide complex.

Within each of these environmental components special attention is directed toward the nature and quality of interpersonal relationships.

Research

Most of the research involving burnout and counselors has been descriptive in nature. Several researchers have attempted to associate various demographic variables with burnout. For example, Farber and Heifetz (1981) asked their subjects (60 psychotherapists) to respond to several Likert-type rating
scales concerning the satisfactions and stresses of psychotherapeutic work. A factor analysis revealed that the satisfying aspects were: promoting growth and change, achieving intimate involvement in the lives of patients, and feeling professionally respected. The stressful aspects were: feeling personally depleted, coping with the pressures of the therapeutic relationship, and dealing with difficult working conditions.

In addition, they found that the three satisfaction factors were not affected by setting, case load, or experience level. However, the satisfaction of promoting growth and change was affected by gender and type of training. Women gained more satisfaction from this aspect of their job than did men, and social workers gained more than psychologists or psychiatrists. In terms of stressful aspects, the experience of personal depletion was affected by gender, type of training, level of experience, and setting. Other researchers have found that the experience of burnout is affected by type of training (Leeson, 1981) and setting (Farber, 1980).

Interpersonal support, both colleagual and supervisory, has been hypothesized to be an important variable in burnout. However, the research concerning this issue is far from conclusive. Farber (1980) found that a counselor's support system, both colleagues and supervisors, was important in avoiding burnout. Leeson (1981), using a sample of social workers in a state hospital, found that co-workers could not be
depended upon to provide a support system and that the
supervisor/employee relationship was more important in terms of
support. Finally, Cherniss (1980) conducted a longitudinal,
interview-based study of new professionals in the fields of
law, public health nursing, mental health, and high school
teaching. His data indicated that, whereas close, open, and
supportive relationships with supervisors and colleagues are
important in combating burnout, they rarely are attained.

Unrealistic and unfulfilled expectations also are thought
to be important in the development of burnout (Freudenberger &
Richelson, 1980; Leeson, 1981; Farber, 1980). For example, in
Leeson's (1981) study there was a higher incidence of reported
burnout among subjects who experienced their current work as
being different than what was expected when they began. Leeson
claimed that differences between expectations and actual
experiences lead to a feeling of powerlessness.

**Job Satisfaction**

**Definition.** Most definitions of job satisfaction focus on
the worker's emotional reaction to his or her job (Smith et
al., 1969; Gruneberg, 1976). For example, Locke (1976) defines
job satisfaction as "...a pleasurable emotional state resulting
from the appraisal of one's job or job experiences" (p. 1300).

There appears to be a general consensus as to the causal
factors associated with job satisfaction. For example, Smith
et al. (1969) discuss such factors as the nature of the work
itself, the details of remuneration, promotional opportunities,
characteristics of supervision, and the attributes of co-workers as sources of satisfaction or dissatisfaction.

Locke (1976) surveyed the major findings concerning causal factors in job satisfaction and concluded that the following values or conditions were central:

1. mentally challenging work with which the individual can cope successfully,
2. personal interest in the work itself,
3. work which is not too physically tiring,
4. rewards for performance which are just, informative, and in line with the individual's personal aspiration,
5. working conditions which are compatible with the individual's physical needs and which facilitate the accomplishing of his work goals,
6. high self-esteem on the part of the employee,
7. agents in the work place who help the employee to attain job values such as interesting work, pay, and promotions, whose basic values are similar to his or her own, and who minimize role conflict and ambiguity.

He summarizes these findings by stating that, "Job satisfaction results from the perception that one's job fulfills or allows the fulfillment of one's important job values, providing and to the degree that those values are congruent with one's needs" (Locke, 1976, p. 1307).
Theories. There are two major content theories of job satisfaction: Maslow's Need Hierarchy Theory and Herzberg's Motivator-Hygiene Theory. These theories attempt to delineate the particular needs that must be satisfied, or values that must be attained, for an individual to be satisfied with his or her job.

Maslow (1970) claims that there are five basic categories of human needs: physiological, safety, belongingness and love, esteem, and self-actualization. These needs are thought to exist in a hierarchical manner with the less basic being neither desired nor sought until the more basic needs are met. The implication for job satisfaction is that the optimal job environment for a given employee will correspond most closely to his or her position on the need hierarchy.

In Herzberg's (1968) theory the factors causing job satisfaction are seen to be separate and distinct from those causing job dissatisfaction. The first set of factors, motivators, serve to fulfill growth needs and are related to job satisfaction. They include aspects of the work itself, achievement, promotion, recognition, and responsibility. The second set of factors, hygienes, serve to fulfill physical needs and are related to job dissatisfaction. They involve primarily the context in which work is performed (supervision, interpersonal relations, working conditions, company policies, salary).
Both of the theories presented above contribute to the understanding of the relationship between needs and job satisfaction. These theories suggest that human needs are of two separable but interdependent types—physical and psychological. Chief among psychological needs is the need for growth, which is made possible mainly by the nature of the work itself.

Research. There also has also been a great deal of research directed at exploring the consequences of job satisfaction. For example, job satisfaction has been hypothesized to impact on attitudes towards life and self. Iris and Barrett (1972) and Weitz (1952) found significant correlations between attitudes toward the job and those toward life, while Herzberg et al. (1959) found that satisfying job experiences (e.g., achievement, recognition) often increased the individual's self confidence.

Job satisfaction can also effect physical health and longevity. Based on a review of both the psychological and medical literature, Jenkins (1971) reports numerous studies associating coronary disease with job complaints such as boredom, feeling ill at ease, and interpersonal conflict. Sales (1969) found a significant inverse relationship between subjects' enjoyment of task and changes in their level of serum cholesterol during the work period. With regards to longevity, Palmore (1969) conducted a longitudinal study in which he correlated several physical and attitudinal variables with
longevity. The single best predictor was work satisfaction. Job satisfaction has also been associated with absenteeism and turnover (Locke, 1976) and mental health (Kornhauser, 1965).

There has been relatively little research investigating job satisfaction and mental health workers. Porter et al. (1974) looked at organizational commitment, job satisfaction, and turnover among psychiatric technicians. Their measure of job satisfaction was the Job Descriptive Index (Smith et al., 1969), which assesses five aspects of the job: supervision, co-workers, work, pay, and promotion. They found that organizational commitment discriminated better between stayers and leavers than the various components of job satisfaction. The next most important factors were satisfaction with opportunities for promotion and with the work itself.

Cherniss and Egnatos (1978b, c) have looked at job satisfaction in community mental health using survey data. In one study (Cherniss & Egnatos, 1978b), they found that community mental health workers, as compared to workers in other occupations, were about average in satisfaction with co-workers and supervision, but lower in satisfaction with the work itself. Level of accomplishment experienced in the work and the degree of clarity in organizational goals and policies were reported to be the major sources of job satisfaction. Another study (Cherniss & Egnatos, 1978c) explored the relationship between job satisfaction and staff participation in decision making in community mental health programs. The
results indicated that subjects in programs with high participation reported greater job satisfaction, less role ambiguity, greater use of skills, better communication, and greater goal clarity and attainability.

Career Sustaining Behaviors

Recently, Brodie (1982) employed a different approach to the study of career stress and burnout in counselors by examining career sustaining behaviors. She defined career sustaining behaviors as, "those behaviors used to enhance, prolong and make more comfortable one's work experience" (Brodie, 1982, p. 1). As noted, the value of this concept is thought to lie in its orientation toward positive, health-producing behaviors for professional people.

Brodie called upon several areas of psychological research to provide background for her research. These included: variables associated with counselors (e.g., personality, gender, level of experience, counselor's style, mental health), occupational stress, and burnout.

Structured interviews were used to collect information from sixteen psychologists, evenly divided by gender. Each had at least fifteen years of experience and spent at least 60% of their work time in direct client contact.

Among the conclusions drawn from this study were the following:

1. Intrapersonal supports (time by oneself, use of supportive beliefs and attitudes, self-talk,
solitary recreation, and an internal frame of reference for use in psychotherapy sessions) were mentioned more often than interpersonal supports.

2. Secretaries and supervisors were rated as more important and accessible interpersonal supports than peer-level colleagues.

3. Participants reported a generally high level of career satisfaction, which was significantly related to degree of commitment to the profession and sense of challenge in the work.

Additional products of this research included the development of a list of hypotheses (Appendix A) and an objective questionnaire (Appendix B) based on these hypotheses. This questionnaire was intended to be used in further research on career sustaining behaviors.

In summary, the purpose of the present investigation was to explore the utility and validity of the concept of career sustaining behaviors in the study of burnout in counselors. To accomplish this, the relationships between career sustaining behaviors, burnout and job satisfaction were examined.
REVIEW OF THE LITERATURE

Several areas of research provide background for the present study. First, the development and preliminary research concerning the concept of career sustaining behaviors will be reviewed. Then the two moderator variables investigated in the present study, burnout and job satisfaction, will be explored in separate sections emphasizing relevant literature.

Career Sustaining Behaviors

Recently, Brodie (1982) took a different approach to the study of career stress and burnout in counselors by looking at career sustaining behaviors. She defined career sustaining behaviors as, "those behaviors used to enhance, prolong and make more comfortable one's work experience" (Brodie, 1982, p. 1). The value of this concept is thought to lie in its orientation toward positive, health-producing behaviors for professional people.

Brodie called upon several areas of psychological research to provide background for her research. These included: variables associated with counselors (e.g., personality, gender, level of experience, counselor's style, mental health), occupational stress, and burnout.
Structured interviews were used to collect information from sixteen psychologists, evenly divided by gender. Each had at least fifteen years of experience and spent at least 60% of their work time in direct client contact.

The content of these structured interviews was developed based on the results of 14 pilot interviews in which the following open-ended question was asked: "How do you help yourself to keep going in your work as a psychotherapist?" The pilot interviews suggested the following question areas:

1. Interpersonal support systems: types, importance and accessibility of each. A section was included on time alone and how it is helpful.

2. Leisure time use: types and frequency of vacations, types and frequency of continuing education, time use on weekends, before and after work, meal hours and between sessions.

3. Coping with specific situations: unreciprocated giving of attention to clients, lack of therapeutic success, heavy caseload, the suicidal client, lack of closure at the end of a day, consideration of career changes, stress from personal life and within-session behavior.

4. Beliefs and attitudes regarding: human life, oneself as a psychotherapist, degree of commitment, control and change, use of a frame of reference in psychotherapy sessions, and sense of
humor.

5. Gender influences on behavior: the advantages/disadvantages of being a female/male; gender influences on interpersonal support systems.


7. Implications for training: relevance of topic to graduate education.

8. Concluding material: participants' additional ideas, degree of utilization of available supports and desired but unavailable supports.

Among the conclusions drawn from this study were the following:

1. Intrapersonal supports (time by oneself, use of supportive beliefs and attitudes, self-talk, solitary recreation, and an internal frame of reference for use in psychotherapy sessions) were mentioned more often than interpersonal supports.

2. Secretaries and supervisors were rated as more important and accessible interpersonal supports than peer-level colleagues.

3. Participants reported a generally high level of career satisfaction, which was significantly related to degree of commitment to the profession and sense of challenge in the work.

Additional products of this research included the development of a list of hypotheses (Appendix A) and an objective
questionnaire (Appendix B) based on these hypotheses. This questionnaire was intended to be used in further research on career sustaining behaviors.

Given the focus of Brodie's research on behaviors used to "enhance, prolong and make more comfortable one's work experience," it seems reasonable to believe that the concept of career sustaining behaviors might be related to job satisfaction and burnout.

**Burnout**

A major source of confusion and controversy concerning the topic of burnout is the lack of a widely-accepted conceptual and operational definition (Einsiedel & Tully, 1980; Maslach, 1981). To illustrate this concern, Einsiedel and Tully (1980) present a lengthy list of symptoms that various researchers have associated with burnout (see Table 1). The following examples are representative of the numerous attempts to provide a working definition of burnout:

Burnout: To deplete oneself. To exhaust one's physical and mental resources. To wear oneself out by excessively striving to reach some unrealistic expectation imposed by oneself or by the values of society. (Freudenberger & Richelson, 1980, p. 16)

Burnout is a syndrome of emotional exhaustion and cynicism that can occur among individuals
Table 1
Burnout Symptoms: The Individual Level

According to Maslach, 1978b:
- gradual loss of caring about clients
- talking about emotional exhaustion
- loss of positive feelings, sympathy, and respect for clients
- cynical and dehumanizing perception of clients
- labeling clients in derogatory ways
- blaming-the-victim philosophy
- increased use and abuse of alcohol and other drugs
- talking about self as having become "bad" and dislike of what one has become
- increased marital and family conflict

According to Daley, 1979:
- decreased effectiveness
- increased effort resulting in lessened accomplishments
- feelings of exhaustion
- feelings of isolation
- internal conflict produced by continued inability to obtain objectives and leading to frustration
- becoming cynical
- viewing clients as cases rather than as people

According to Rossiter, 1979:
- increased rigidity (closed thinking, inflexible attitudes)
- a negative attitude
- cynicism about work or role
- questioning own ability to perform as well as co-workers
- questioning organization's ability to perform effectively
- declining productivity
- inability to relax off the job
- abandonment or constriction of recreational activities and social contacts
- feelings of isolation
- marital discord
- expressions of suicidal ideas
- feelings of impotence
Table 1 (Continued)

- inability to cope
- personal and professional frustration

According to Mendel, 1979:

- being judgmental
- pessimism
- lessened empathy
- becoming less effective
- becoming more antitherapeutic
- detachment
- intellectualization
- departmentalization
- withdrawal
- relying on other staff members for advice and comfort in order to gain distance from patients
- aggression toward patients
- blaming patients for not responding
- referring to patients as unmotivated, lazy, or defective
- using distancing devices
- boredom, leading to (a) withdrawal of support for patients and (b) beginning to think that the patient can do much more than previously suspected
- absenteeism
- alcoholism
- depression
- increased interpersonal difficulties in private life (divorce, financial problems, vocational and professional instabilities)
- concern with role definition and role blurring
- feelings of doing too much and getting too little
- feelings of not being appreciated

According to Rossiter, 1979:

- inability to perform job as well as in the past
- dampening of initiative
- loss of interest in work
- lessened ability to work efficiently
- feelings of exhaustion
- a sensation of being physically run-down
- frequent headaches
- digestive system problems
- weight loss
- sleeplessness
- depression
Table 1 (Continued)

- shortness of breath
- changing moods
- feelings of helplessness
- increased irritability
- diminished frustration tolerance
- exhibition of suspiciousness
- increased levels of risk-taking
who spend much of their time working closely with other people. It involves a gradual loss of concern for these other people and the development of callous and even dehumanizing attitudes towards them, and it can sometimes result in negative feelings about oneself as a professional helper or care-giver. (Pines & Maslach, 1980, p. 6)

In spite of the apparent definitional disagreement, there does seem to be agreement as to the common elements and key dimensions of burnout. Maslach (1981) cites the following common elements: burnout occurs at an individual level; it is an internal, psychological experience involving feelings, attitudes, motives, and expectations; and it is a negative experience for the individual.

Maslach (1981) suggests that there is also a consensus, although not as strong, as to the key dimensions of burnout. The first of these is exhaustion, which is also referred to as wearing out, loss of energy, depletion, debilitation, and fatigue. It can be physical in nature, but is usually discussed in psychological or emotional terms. The central issue is an experiencing of loss—loss of feeling, concern, trust, interest, and spirit.

Another important dimension is a negative shift in one's responses towards others, often associated with depersonalization and negative or inappropriate attitudes toward clients. The third dimension is a negative response toward oneself and one's personal accomplishments. Other terms used to describe this dimension include depression, low morale, withdrawal, reduced productivity or capability, and an
inability to cope.

Maslach and Jackson (1981b) have developed an instrument, the Maslach Burnout Inventory (MBI), designed to measure several aspects of the burnout syndrome. It is based on the dimensions described above and contains three subscales: emotional exhaustion, which assesses feelings of being emotionally overextended and exhausted by one's work; depersonalization, assessing unfeeling and impersonal responses towards recipients of one's care or service; and personal accomplishment, which describes feelings of competence and successful achievement in one's work with people.

Edelwich and Brodsky (1980) describe the process of burnout in terms of four stages of disillusionment. The initial stage is one of enthusiasm, where the individual brings high hopes, high energy, and unrealistic expectations to the job. There is overidentification with clients and inefficient and excessive expenditure of one's energy, including voluntary overwork. This is followed by a stage of stagnation, when the individual realizes that the job cannot fulfill all of his or her needs. Issues of money, working hours, and career development become more important.

In the third stage frustration develops, the result of such factors as dealing with "the bureaucracy" and unmotivated clients. One begins to question one's effectiveness in doing the job and the value of the job itself. Emotional, physical, and behavioral problems are likely to occur. The process
culminates in the stage of apathy, which is seen as a natural defense mechanism against frustration. The individual is concerned with putting in only the minimum time required and with avoiding challenges.

Edelwich and Brodsky (1980) make several general statements concerning the process. First, it is highly contagious. It can spread from counselor to client, supervisor to supervisee, and among co-workers. Second, it is a cyclic process that can repeat itself many times. Lastly, the cycle can be interrupted at any point by a decisive intervention.

Based on a review and summary of the literature, Watkins (1983) divides the consequences of burnout into four categories. First, there may be changes in the individual's typical cognitive style. The person might display cognitive rigidity, detachment and defensiveness, pessimism, or omnipotence and disorientation. Affectively, there is often a number of disturbing emotions, the most prominent being depression. Other emotions may include boredom, irritability, and helplessness.

The behavioral manifestations appear to be quite varied. Oftentimes complaining, increased risk-taking, use and abuse of drugs, a decrease in quantity and quality of work, withdrawal, and an increase in absenteeism are associated with burnout. The physical consequences are also diverse, with exhaustion and an increased susceptibility to illness occurring most frequently.
The literature and research on burnout has been criticized for its lack of a theoretical framework (Einsiedel & Tully, 1980; Maher, 1983). There have been, however, several attempts at developing a theoretical framework. Those described below are relatively new and untested.

Maher (1983) uses human energy potential as a starting point for her theory. She discusses two antithetical approaches to human energy (Marks, 1977): the scarcity approach and the expansion approach. In the first approach, the view is that a person has a limited amount of energy which is constantly in danger of depletion. Thus, the burned-out individual may be overloaded by the demands of excessive roles.

In contrast to this is the view that, "some roles may be performed without any net energy loss at all; they may even create energy for use in that role or in other role performances" (Marks, 1977, p. 926). The critical variable in this analysis is not time or energy, but commitment. Marks suggests that commitment to an activity will serve to increase one's subjectively-perceived energy level and to expand the time available for it.

In her theory of burnout and commitment, Maher claims that most, if not all, of the elements associated with burnout can be associated with the four conditions encouraging commitment proposed by Marks (1977). These conditions are: (a) intrinsic enjoyment of the activities involved in performing the role in question; (b) loyalty to some or all of one's role partners;
(c) expectation of extrinsic rewards for performance; and (d) desire to avoid punishments that could result from nonperformance.

Carroll and White (1981) use an ecological framework in their theory of burnout. They view burnout as an ecological dysfunction involving the person, his or her eco-systems, and their reciprocal impact. In their analysis the term "eco-systems" is broken down into the following components:

1. microsystem—smallest unit of organized work (e.g., the office or department)
2. mesosystem—the larger complex of smaller work units that comprise the company or institution/agency
3. exosystem—non-work ecosystems that directly impinge on the worker and/or his/her company's or institution/agency's operations (e.g., surrounding community; legislators; accountability systems; his/her family)
4. macrosystem—the larger cultural and worldwide complex within each of these environmental components special attention is directed toward the nature and quality of interpersonal relationships.

Most of the research involving burnout and counselors has been descriptive in nature. Several researchers have attempted to associate various demographic variables with burnout. For
example, Farber and Heifetz (1981) asked their subjects (60 psychotherapists) to respond to several Likert-type rating scales concerning the satisfactions and stresses of psychotherapeutic work. A factor analysis revealed that the satisfying aspects were: promoting growth and change, achieving intimate involvement in the lives of patients, and feeling professionally respected. The stressful aspects were: feeling personally depleted, coping with the pressures of the therapeutic relationship, and dealing with difficult working conditions.

In addition, they found that the three satisfaction factors were not affected by setting, case load, or experience level. However, the satisfaction of promoting growth and change was affected by gender and type of training. Women gained more satisfaction from this aspect than did men, and social workers gained more than psychologists or psychiatrists.

With respect to stressful aspects, the experience of personal depletion was affected by gender, type of training and level of experience. Personal depletion was experienced more by females than males, more by social workers than psychologists or psychiatrists, and more by inexperienced than experienced therapists. According to Farber and Heifetz, this personal depletion factor encompassed both the tendency for the therapist's role to extend beyond its proper limits and the susceptibility of the therapist to physical and emotional depletion.
Along these same lines, Leeson (1981), using a sample of social work staff members at a midwestern state mental hospital, found that master's level social workers had higher burnout scores on the depersonalization subscale of the Maslach Burnout Inventory (MBI) while bachelor's level social workers displayed higher levels of burnout on the personal accomplishment subscale of the MBI. The former subscale measures an unfeeling and impersonal response towards one's clients, while the latter assesses feelings of competence and successful achievement in one's work (Maslach & Jackson, 1981b).

Farber (1980) used a sample of 60 psychiatrists, psychologists and social workers in his study of the process and dimensions of burnout in psychotherapists. One of the factors examined was disillusionment with the therapeutic enterprise, which was found to be unaffected by profession, sex, caseload and experience level. However, he did find that clinical setting significantly affected this disposition, with institutionally-based therapists more frequently admitting to feelings of disillusionment.

Interpersonal support, both collegial and supervisory, has been hypothesized to be an important variable in burnout. However, the research concerning this issue is far from conclusive. Farber (1980) found that a counselor's support system, both colleagues and supervisors, was important in avoiding burnout.
In the research mentioned above, Leeson (1981) found no significant relationships between extent of burnout and whether the social workers in her sample believed they were receiving support from their coworkers. However, she did find significant relationships when support from supervisors was examined. Perceived inaccessibility of supervisors was related to higher scores on the depersonalization subscale of the MBI, as was dependability of availability.

Finally, Cherniss (1980) conducted a longitudinal, interview-based study of new professionals in the fields of law, public health nursing, mental health and high school teaching. His data indicated that, whereas close, open and supportive relationships with supervisors and colleagues are important in combating burnout, they are rarely attained.

Unrealistic and unfulfilled expectations are also thought to be important in the development of burnout (Freudenberger & Richelson, 1980; Leeson, 1981; Farber, 1980). For example, in Leeson's (1981) study there was a higher incidence of reported burnout among subjects who experienced their current work as being different than what was expected when they began. Leeson claimed that differences between expectations and actual experiences lead to a feeling of powerlessness.

Several observations can be drawn from the preceding discussion. First, it would appear that the concept of burnout is gaining increasing recognition. The consequences of burnout are most often negative, as they impact on the individual's
emotions, cognitions, behaviors, and physical well-being. The research on the topic is still in its early stages of development and is generally inconclusive. Attempts have been made to associate burnout with certain demographic variables and to explore the role of interpersonal supports in avoiding or lessening the impact of burnout.

It would also appear that many of the issues discussed in relation to burnout are similar to those addressed by the concept of career sustaining behaviors (CSB). However, the approach represented by CSB seems to be a more proactive, preventative one. The potential importance of this approach can be seen in the following comments by Freudenberger (1983):

> An awareness of the health-endangering symptoms of burnout (e.g., physical or emotional depletion) may enable us to recognize our stress points and consequently to shift our goals, limit our activities, and rethink our life styles. Viewed from this perspective, burnout provides data that can be used effectively to make positive, health-promoting changes in our lives. (p. 26)

**Job Satisfaction**

Most definitions of job satisfaction focus on the worker's emotional reaction to his or her job (Smith et al., 1969; Gruneberg, 1976). For example, Locke (1976) defines job satisfaction as "...a pleasurable emotional state resulting from the appraisal of one's job or job experiences" (p. 1300).

There appears to be a general consensus as to the causal factors associated with job satisfaction. For example, Smith et al. (1969) discuss such factors as the nature of the work
itself, the details of remuneration, promotional opportunities, characteristics of supervision, and the attributes of co-workers as sources of satisfaction or dissatisfaction.

Locke (1976) surveyed the major findings concerning causal factors in job satisfaction and concluded that the following values or conditions were central:

1. mentally challenging work with which the individual can cope successfully,
2. personal interest in the work itself,
3. work which is not too physically tiring,
4. rewards for performance which are just, informative, and in line with the individual's personal aspirations,
5. working conditions which are compatible with the individual's physical needs and which facilitate the accomplishing of his work goals,
6. high self-esteem on the part of the employee,
7. agents in the work place who help the employee to attain job values such as interesting work, pay, and promotions, whose basic values are similar to his or her own, and who minimize role conflict and ambiguity.

He summarizes these findings by stating that, "job satisfaction results from the perception that one's job fulfills or allows the fulfillment of one's important job values, providing and to the degree that those values are congruent with one's needs"
There are two major content theories of job satisfaction: Maslow's Need Hierarchy Theory and Herzberg's Motivator-Hygiene Theory. These theories attempt to delineate the particular needs that must be satisfied, or values that must be attained, for an individual to be satisfied with his or her job.

Maslow (1970) claims that there are five basic categories of human needs: physiological, safety, belongingness and love, esteem, and self-actualization. These needs are thought to exist in a hierarchical manner with the less basic being neither desired nor sought until the more basic needs are met. The implication for job satisfaction is that the optimal job environment for a given employee will correspond most closely to his or her position on the need hierarchy.

There is some doubt as to the utility of Maslow's theory in explaining job satisfaction. Locke (1976) claims that there is little empirical support for the existence of a fixed hierarchy of needs that automatically governs action. He suggests instead that thoughts and actions are dominated by the individual's strongest values. These values may or may not be congruent with the individual's needs.

In Herzberg's (1968) theory the factors causing job satisfaction are seen to be separate and distinct from those causing job dissatisfaction. The first set of factors, motivators, serve to fulfill growth needs and are related to
job satisfaction. They include aspects of the work itself, achievement, promotion, recognition, and responsibility. The second set of factors, hygienes, serve to fulfill physical needs and are related to job dissatisfaction. They involve primarily the context in which work is performed (supervision, interpersonal relations, working conditions, company policies, salary).

There have been several criticisms directed at Herzberg's theory. King (1970) questions the clarity of the theory, while a study by Ewen et al. (1966) showed that intrinsic factors (e.g., the job itself) were more strongly related to both overall satisfaction and overall dissatisfaction than extrinsic factors (e.g., pay). Others have suggested that the concept of job satisfaction is too complex to be studied effectively using only two critical dimensions (Osipow, 1973; Locke, 1976).

In spite of the criticisms associated with each, both of the theories presented above have contributed to the understanding of the relationship between needs and job satisfaction. These theories suggest that human needs are of two separable but interdependent types—physical and psychological. Chief among psychological needs is the need for growth, which is made possible mainly by the nature of the work itself.

Job satisfaction has been shown to be associated with several work related behaviors. For instance, Locke (1976),
following a review of the literature on absences and terminations, reports that most major studies have found consistent significant relationships between job dissatisfaction and absenteeism and turnover. Kornhauser (1965) studied the relationship between job satisfaction and mental health using a sample of automobile workers. His index of mental health consisted of 6 components: anxiety and tension, self-esteem, hostility, sociability, life satisfaction and personal morale. Consistent relationships were found between job satisfaction and mental health.

There has been relatively little research done concerning job satisfaction and mental health workers. Porter et al. (1974) looked at organizational commitment, job satisfaction and turnover among psychiatric technicians. This was a longitudinal study, covering a 10 1/2 month period, using a sample of 60 newly employed psychiatric technician trainees. Attitude measures were collected at 4 points in time.

Their measure of job satisfaction was the Job Descriptive Index (JDI, Smith et al., 1969), which assesses 5 aspects of the job: supervision, coworkers, work, pay and promotion. They found that organizational commitment, defined as the strength of the individual's identification with and involvement in a particular organization, discriminated better between stayers and leavers than the various components of job satisfaction. The next most important factors were satisfaction with opportunities for promotion and with the work
Cherniss and Egnatios (1978b, c) have studied job satisfaction in community mental health using survey data. In one study (Cherniss & Egnatios, 1978b) their sample consisted of 164 staff members from 22 different programs in Michigan. Job satisfaction was assessed using the work, supervision and coworkers subscales of the JDI.

When their sample was compared with normative samples used to develop the JDI, they were found to be about average in satisfaction with coworkers and supervision, but lower in satisfaction with the work itself. Various aspects of the work were correlated with satisfaction with the work. The strongest correlation was between the perceived social value of the work and work satisfaction \((r = .46, p < .001)\), followed by correlations for sense of accomplishment \((r = .44, p < .001)\).

Sense of accomplishment was defined as the extent to which staff members feel that they are effectively using their skills to achieve socially worthwhile goals. Degree of clarity in organizational goals and policies was also reported to be a major source of job satisfaction.

In another study (Cherniss & Egnatios, 1978c) the relationship between job satisfaction and staff participation in decision making in community mental programs was examined. The results indicated that subjects in programs with high participation reported greater job satisfaction, less role ambiguity, greater use of skills, better communication and
greater goal clarity and attainability.

Jayaratne and Chess (1983) examined job satisfaction and burnout in social workers. Their sample consisted of 553 master's level social workers randomly sampled from the membership of the National Association of Social Workers. To assess burnout, they used the depersonalization and emotional exhaustion dimensions developed by Maslach and Jackson (1981b), however these scales were not used in their entirety. Instead, the intensity aspect of depersonalization was used, with the omission of the response alternative of "never." Emotional exhaustion was measured using the single item, "I feel burned out from my work," rather than the full scale. Job satisfaction was assessed using a single item: "All in all, how satisfied would you say you are with your job?" Response options were on a four-item Likert scale ranging from "very satisfied" to "not at all satisfied."

Jayaratne and Chess (1983) also measured the following 7 job facets: comfort, challenge, financial rewards, promotions, role ambiguity, role conflict and workload. A Likert-scale response format was used with each of these indices.

In part, data analyses consisted of several multiple regression models. Depersonalization, emotional exhaustion and job satisfaction were used as dependent variables, with the 7 job facets mentioned above as independent variables. With respect to job satisfaction, 45% of the variance was accounted for by the model. With respect to depersonalization and
emotional exhaustion, only 12% and 8% of the variance was accounted for, respectively.

Challenge, financial rewards, promotions and role ambiguity made significant unique contributions in accounting for the variance in job satisfaction, with challenge accounting for 36% of the variance alone. Challenge was the only significant variable in the model for depersonalization, while promotions was the only one in the model for emotional exhaustion.

Among their conclusions, Jayaratne and Chess note that the stress factors of role ambiguity, role conflict and workload, which have been tied to burnout in the literature, did not appear to be important predictors of burnout or job satisfaction. They also point out that, with respect to the indices used in their study, job satisfaction and burnout are of a different order.

It would appear that, from both a theoretical and empirical perspective, many of the variables thought to be important for job satisfaction are addressed by the concept of career sustaining behaviors. This seems to be particularly true for mental health workers, as the literature suggests the importance of factors such as perceived social value of the work, sense of accomplishment, challenge and role clarity (i.e., well defined objectives) in developing job satisfaction.

In summary, a review of the literature suggests that many of the factors thought to be important in the job satisfaction
and burnout of mental health workers are addressed by the concept of career sustaining behaviors. Thus the present study investigated the potential utility and validity of this concept by examining its relation to burnout and job satisfaction.

In addition, it appears that the issue of whether support from one's coworkers and supervisor is important in avoiding burnout remains unresolved. Thus, the relation of burnout to satisfaction with coworkers and supervisors was also investigated.
Methodology

Participants

Participants were 61 counselors recruited from several central Ohio community mental health centers. All subjects worked at least 30 hours per week and spent a minimum of 50% of their work time in direct client contact. The sample consisted of 36 females and 25 males, with a mean experience level of 4.7 years. Experience level ranged from .2 years to 15 years.

Of the 61 participants, 6 had doctorate degrees, 37 had masters, 13 had bachelors and 5 had associate degrees. Twenty-six participants had training in social work, 11 in psychology, 8 in counseling and guidance, and 16 were classified as "other." The latter category included individuals with training in areas such as nursing, English, rehabilitation counseling and pastoral counseling.

Instruments

Job Descriptive Index. The Job Descriptive Index (JDI; Smith, Kendall, & Hulin, 1969) resulted from the Cornell Studies of Satisfactions, a research project begun in 1959 (Appendix D). The JDI is an adjective checklist which requires the worker to describe several aspects of his or her job by
means of a 'yes,' 'no,' or 'no' response to each of the
adjectives. Five aspects of the job are assessed: work, pay,
opportunities for promotion, supervision, and co-workers.
These aspects were chosen based on factor analytic studies
which have been done on the dimensions of job satisfaction
(Ash, 1954; Austin, 1958; Baehr, 1954, 1956; Baehr & Renck,
1958; Gordon, 1955; Harrison, 1960, 1961; Twery, Schmid, &

The JDI was developed from preliminary lists of adjectives
derived from available job satisfaction questionnaires, factor
analytic literature on job satisfaction, and the authors'
experience. Prior to the development of the final scoring key,
four other methods of scoring the JDI were developed and used.
The final method of scoring and selection of items was based on
the highest estimates of convergent and discriminant validity
across several different samples for both male and female
subjects.

The JDI has been subjected to an extensive validation
program, resulting in validity estimates averaging from .50 to
.70 (Smith, 1961, 1963; Hulin, 1961; Hulin, Smith, Kendall, &
Locke, 1963; Macauley, 1961; Macauley, Smith, Locke, Kendall, &
Hulin, 1963; Kendall, 1961; Kendall, Smith, Hulin, & Locke,
1963; Locke, 1961; Locke, Smith, & Hulin, 1963). The five
scales have split-half reliabilities ranging from .80 to .88
(corrected by the Spearman-Brown formula).
Hulin and Smith (1964) describe several other desirable characteristics of the JDI:

1. The scores on it are unaffected by acquiescence or yes-saying and no-saying tendencies.
2. The five scales, while not completely orthogonal, have the virtue of relatively low intercorrelations (.30 to .50) with each other.
3. Factor analyses of the data from several samples indicate that workers are capable of thinking along the lines of five separate aspects of job satisfaction. The factors extracted do seem to correspond to the five dimensions chosen by the investigators.

The authors (Smith, Kendall, & Hulin, 1969) point out several other advantages of the JDI. First, it is directed toward specific areas of job satisfaction, as opposed to more global measures. Second, the verbal level required to answer the JDI is quite low. The authors claim that it can be used with a wide range of subjects, from those with no formal schooling to those with Ph.D. degrees.

Scoring of the JDI consists of assigning a numerical value to each response in the following manner:

- Yes to a positive item = 3
- No to a negative item = 3
- ? to any item = 1
- Yes to a negative item = 0
No to a positive item = 0

Subscale scores are determined by summing the numerical values for each item. The 5 subscale scores are then combined to yield an overall measure of job satisfaction. The potential range of scores for this measure is 0 to 216.

**Career Sustaining Behaviors Questionnaire.** The Career Sustaining Behaviors (CSB) Questionnaire (Appendix B) was developed as a result of Brodie's (1982) research on career sustaining behaviors. She defined career sustaining behaviors as, "those behaviors used to enhance, prolong and make more comfortable one's work experience" (Brodie, 1982, p. 1).

As an initial step in this research, fourteen pilot interviews were conducted using social workers and psychologists with varying levels of experience. The results of these pilot interviews were integrated with information from relevant areas of the psychology literature. This yielded a set of assumptions which provided a basis for the content of the structured interviews used in the study.

The results of this study were used to formulate a set of hypotheses (Appendix A) regarding career sustaining behaviors in counselors, which, in turn, provided a basis for an objective questionnaire. The selection criteria for the items included in the questionnaire were: degree of practical value to counselors, degree of heuristic value, and frequency of occurrence in the interviews. All items on the questionnaire are worded to allow for responses using a 7-point Likert scale.
Due to the recent development of this questionnaire, there has been no opportunity to establish reliability and validity data for it.

The CSB questionnaire has been divided into 2 intuitively-based subscales: interpersonal and intrapersonal career sustaining behaviors. The interpersonal subscale (items 1-4, 12-14, 22-25) assesses the supportive value and accessibility of one's peers, supervisors and clients.

The intrapersonal subscale (items 5-11, 15-21, 26-33) refers to internal processes and individual behaviors that may be useful in dealing with the stress of one's work as a counselor. The following areas are assessed by this subscale:

1. attitudes and beliefs about human beings in general and oneself as a counselor,
2. the use of solitary activities during leisure time,
3. developing new interests in one's professional work, including the use of continuing education,
4. frame of reference when counseling, including responsibility-taking, feeling challenged by one's work, maintaining objectivity and the importance of maintaining a sense of humor,
5. the use of self talk.

Maslach Burnout Inventory. The Maslach Burnout Inventory (MBI; Maslach & Jackson, 1981a, 1981b) is designed to assess the three aspects of the burnout syndrome: emotional
exhaustion, depersonalization, and lack of personal accomplishment (Appendix E). The emotional exhaustion subscale assesses feelings of being emotionally overextended and exhausted by one's work, while depersonalization refers to an unfeeling and impersonal response toward one's clients. The personal accomplishment subscale assesses feelings of competence and successful achievement in one's work with people.

Each aspect is measured by a separate subscale and the complete inventory consists of 22 items. Subjects are asked to respond to two dimensions for each subscale: frequency (how often they have these feelings) and intensity (the strength of these feelings). Both dimensions are measured with Likert-type scales.

According to Maslach and Jackson (1981a, b), there is not enough information about the relationships between the three aspects of burnout to allow the scores on the subscales to be combined into a single score. Thus, the frequency and intensity scores on each scale are considered separately, yielding six scores for each respondent.

The initial form of the MBI consisted of 47 items and was administered to 605 people from a variety of health and service occupations. Following a factor analysis and the application of a set of selection criteria, the number of items was reduced from 47 to 25. The 25-item form was administered to a new sample of 420 people. A factor analysis was performed,
yielding results very similar to the first sample. Thus, the two samples were combined and subjected to a third factor analysis. This resulted in the final 22-item form with three subscales.

The MBI has been assessed for both internal consistency and test-retest reliability. Internal consistency was estimated by Cronbach's coefficient alpha. Reliability coefficients for the subscales ranged from .71 to .90 for frequency and from .73 to .87 for intensity. Test-retest reliability for the subscales ranged from .60 to .82 for frequency and from .53 to .69 for intensity.

The MBI was also subjected to an extensive validation program. Convergent validity was demonstrated in the following manner:

1. Individual MBI scores were correlated with behavioral ratings made independently by a person who knew the subject well (spouse or co-worker).

2. MBI scores were correlated with the presence of certain job characteristics that were expected to contribute to experienced burnout.

3. MBI scores were correlated with measures of various outcomes that had been hypothesized to be related to burnout.

The results of these correlations are presented in Appendix E.
Demographic Questionnaire. A brief demographic questionnaire was included (Appendix G), which asked for the following information: sex, marital status, length of time employed as a paid counselor (working at least 30 hours per week), highest degree held, area of study in which this degree was attained, hours per week spent in present position, and percentage of work time spent in direct client contact.

Procedure

Participants were recruited from community mental health centers in central Ohio. Permission to conduct the study was attained through the executive director and, in some cases, the research committee, at each agency. Upon receiving permission, a contact person was identified at the agency and the required number of research packets was delivered to this person, to be distributed to eligible participants. In all cases participation was voluntary.

Each participant received a stamped research packet addressed to the investigator. This packet included: a demographic questionnaire, the MBI, the JDI and the CSB questionnaire. An explanatory cover letter was also included (Appendix H). The order of presentation of the instruments was randomized and participants were asked to complete the information in the same order as it was presented.

Upon completion of the instruments, participants were asked to return the packet by mail. Those who declined to
participate were asked to return the unused packets. A total of 146 research packets were distributed and 90 (62%) were returned. Twenty-nine of these were not useable for one or more of the following reasons: (a) they were incomplete, (b) the individual did not work at least 30 hours per week, and/or (c) did not spend at least 50% of his/her work time in direct client contact.

Hypotheses

It was hypothesized that the measures of job satisfaction, burnout, experience level and type of training would be significantly related to career sustaining behaviors. It was also hypothesized that satisfaction with supervision and satisfaction with coworkers would be significantly related to burnout. More specifically, the following hypotheses were investigated:

1. Scores on the CSB questionnaire would be significantly positively correlated with job satisfaction scores and significantly negatively correlated with burnout scores.

2. Participants with more experience would score higher on the measure of CSB than those with less experience. Type of training also was examined as a predictor of CSB. However, due to the inconclusiveness of the available literature, specific hypotheses regarding this variable as a moderator of CSB were not advanced.
3. Scores on the burnout measure would be significantly negatively correlated with satisfaction with supervision and coworkers.

Analysis of Data

Each hypothesis was tested in two ways. First, Pearson's product-moment correlation coefficients were used to evaluate relationships between CSB and JDI, CSB and each of the 6 subscales of the MBI, CSB and experience level and CSB and type of training. Correlations were also calculated to evaluate the relationships between the 6 subscales of the MBI and satisfaction with coworkers and with supervision.

In addition to calculation of simple correlations to evaluate the hypothesized relationships, multiple linear regression was used to determine whether combinations of the independent variables would account for more of the variance in CSB and burnout than each did alone. This type of analysis takes into account the amount of overlap among the variables and allows determination of the significant unique contribution of each variable in accounting for the variance in CSB and burnout. The specific multiple regressions used are presented in Table 2.
Table 2
Variables used in the Multiple Regression Analyses*

<table>
<thead>
<tr>
<th>Dependent Variable</th>
<th>Predictor Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CSB</td>
<td>JDI, EE-F, PA-F, D-F</td>
</tr>
<tr>
<td>2. CSB</td>
<td>JDI, EE-I, PA-I, D-I</td>
</tr>
<tr>
<td>3. CSB</td>
<td>Experience level, type of training</td>
</tr>
<tr>
<td>4. EE-F</td>
<td>Co-workers, supervision</td>
</tr>
<tr>
<td>5. EE-I</td>
<td>Co-workers, supervision</td>
</tr>
<tr>
<td>6. D-F</td>
<td>Co-workers, supervision</td>
</tr>
<tr>
<td>7. D-I</td>
<td>Co-workers, supervision</td>
</tr>
<tr>
<td>8. PA-F</td>
<td>Co-workers, supervision</td>
</tr>
<tr>
<td>9. PA-I</td>
<td>Co-workers, supervision</td>
</tr>
</tbody>
</table>

*Key: CSB - Career Sustaining Behaviors Questionnaire
      JDI - Job Descriptive Index
      Co-workers - Subscale of the JDI
      Supervision - Subscale of the JDI
      Maslach Burnout Inventory Subscales:
      EE-F - Emotional exhaustion (frequency)
      EE-I - Emotional exhaustion (intensity)
      D-F - Depersonalization (frequency)
      D-I - Depersonalization (intensity)
      PA-F - Personal accomplishment (frequency)
      PA-I - Personal accomplishment (intensity)
Results

The discussion of the results will be presented in the following manner. First, the results of the internal consistency analysis for the Career Sustaining Behaviors Questionnaire will be presented. This will be followed by a presentation of means, standard deviations and ranges. Finally, results of the correlational and multiple regression analyses will be discussed.

Internal Consistency

Internal consistency reliability coefficients (coefficient alpha) were calculated for the total CSB questionnaire and for the intrapersonal and interpersonal subscales. These coefficients were .78, .73, and .67, respectively. Since the concept of career sustaining behaviors is a relatively new one, there are no directly comparable reliability coefficients. However, these coefficients do compare favorably with those of the Job Descriptive Index (ranging from .50 to .70) and with those of the Maslach Burnout Inventory (ranging from .71 to .90).

Means, standard deviations and ranges for the experience, job satisfaction, career sustaining behaviors and burnout variables for the sample are presented in Table 3. Mean
### Table 3

Descriptive Statistics for Experience, Job Satisfaction, Career Sustaining Behaviors, and Burnout Variables in Mental Health Workers

<table>
<thead>
<tr>
<th>Variable</th>
<th>M</th>
<th>SD</th>
<th>MIN–MAX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience (years)</td>
<td>4.74</td>
<td>3.81</td>
<td>0.2 – 15.0</td>
</tr>
<tr>
<td>Job Descriptive Index</td>
<td>138.05</td>
<td>30.12</td>
<td>51 – 199</td>
</tr>
<tr>
<td>Satisfaction with Work</td>
<td>35.25</td>
<td>10.33</td>
<td>6 – 54</td>
</tr>
<tr>
<td>Satisfaction with Supervision</td>
<td>41.18</td>
<td>12.82</td>
<td>1 – 54</td>
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scores for the six burnout variables (EEF, EEI, DPF, DPI, PAF, PAI) were similar to those of the normative sample used to develop the Maslach Burnout Inventory (Maslach & Jackson, 1981). These normative sample means were 24.08, 31.68, 9.40, 11.71, 36.01, and 39.70, respectively.

Mean scores for the five subscales of the Job Descriptive Index (JDI) were compared to those of the normative sample used to develop the JDI. This normative sample consisted of nearly 3000 workers drawn from business and industrial firms in the United States. Norms were stratified according to a number of variables, including sex and education. Since separate norms were not established for males and females in the present study and, since female norms for the JDI only go up to 9 years of education, means for the present sample were compared to those of males with 15 or more years of education.

This comparison indicated that the means for satisfaction with work, supervision, pay, promotions and coworkers for the present sample fell at or near the following percentiles: 20, 30, 4, 15 and 30, respectively. Cherniss and Egnatios (1978b) compared the means for satisfaction with work, supervision and coworkers for their sample of mental health workers with those of the JDI normative sample. Their sample fell into the 21st, 44th and 47th percentiles, respectively. Thus the present sample was relatively unsatisfied with the aspects of their jobs assessed by the JDI in comparison to both the normative sample of the JDI and a sample of community mental health
workers.

**Correlational Analyses**

The Pearson product-moment correlation coefficients describing the relationships among all the variables are presented in Table 4. For purposes of the present discussion, a conservative significance level of $p < .01$ was chosen. Correlations between career sustaining behaviors (CSB) and five of the six subscales of the Maslach Burnout Inventory were significant and in the expected directions ($|r| = .34; p < .01$ to $.60; p < .001$). Only the correlation between CSB and DPI ($r = -.31$) was not significant. These correlations suggest that there is a linear relationship between CSB and burnout such that, as CSB scores increase, emotional exhaustion-frequency (EEF; $r = -.60, p < .001$), emotional exhaustion-intensity (EEI; $r = -.40, p < .001$), and depersonalization-frequency (DPF; $r = -.38, p < .01$) decrease. In addition, as CSB scores increase, so do personal accomplishment-frequency (PAF; $r = .49, p < .001$) and personal accomplishment-intensity (PAI; $r = .34, p < .01$). There is also a positive, significant correlation between CSB and job satisfaction (JDI; $r = .33, p < .01$). These findings provide support for hypothesis 1, which predicted that higher CSB scores would be related to higher JDI, PA-F and PA-I scores, and lower EEF, EEI, DPF, and DPI scores.

The correlation between CSB and experience was not significant ($r = .20$), indicating a lack of a linear
Table 4

Relationships Among Independent and Dependent Variables for Mental Health Workers

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Note: Based on 61 subjects. Statistically significant values are underlined.

.32 < |r| < .39, .01; |r| > .40, .001

Key:
- CSB - Career Sustaining Behaviors
- INTRA - Intrapersonal Subscale of the CSB
- INTER - Interpersonal Subscale of the CSB
- EXP - Experience (years)
- SW - Social work training
- PS - Psychology training
- CG - Counseling and guidance training
- JDI - Job Descriptive Index
- WO - Satisfaction with work subscale
- SU - Satisfaction with supervision subscale
- PAY - Satisfaction with pay subscale
- PRO - Satisfaction with promotions subscale
- COW - Satisfaction with coworkers subscale
- EEF - Emotional exhaustion-frequency
- EEI - Emotional exhaustion-intensity
- DPF - Depersonalization-frequency
- DPI - Depersonalization-intensity
- PAF - Personal accomplishment-frequency
- PAI - Personal accomplishment-intensity
relationship between these variables. CSB also was not significantly correlated with training in psychology \((r = .25)\), training in social work \((r = .01)\), or training in counseling and guidance \((r = .02)\). Thus, hypothesis 2, suggesting that higher CSB scores would be related to greater experience and type of training, is not supported.

Table 4 also reveals several informative correlations involving the intrapersonal (INTRA) and interpersonal (INTER) subscales of the CSB questionnaire. Regarding job satisfaction, INTRA was significantly and positively correlated with only the satisfaction with work subscale \((WO)\) \((r = .33, p < .01)\). INTRA was also significantly correlated with 4 of the 6 subscales of the Maslach Burnout Inventory \((EEF, DPF, PAF, PAI)\).

The results shown in Table 4 also reveal that INTER was significantly correlated with all of the subscales of the Maslach Burnout Inventory, except personal accomplishment-intensity and depersonalization-intensity. INTER was also significantly and positively correlated with overall job satisfaction \((r = .57, p < .001)\) and all of the subscales of the JDI, except for satisfaction with coworkers.

The correlations between the six subscales of the Maslach Burnout Inventory and satisfaction with coworkers \((COW)\) were not significant \((r = .03 \text{ to } .21)\), indicating a lack of linear relationships between the variables. Of the six burnout subscales, only emotional exhaustion-frequency was
significantly and negatively correlated with satisfaction with supervision (SU) \( (r = -0.32, p < .01) \). Taken together, these correlations provide only partial support for hypothesis 3, which predicted that burnout would be related to satisfaction with supervision and coworkers.

There are also several informative correlations between burnout and job satisfaction. The emotional exhaustion-frequency subscale of the Maslach Burnout Inventory was significantly and negatively correlated with overall job satisfaction \( (r = -0.62, p < .001) \) and all of the JDI subscales, except satisfaction with coworkers. Emotional exhaustion (intensity) was also significantly and negatively correlated with overall job satisfaction (JDI) \( (r = -0.41, p < .001) \) and two of the JDI subscales, satisfaction with promotions (PRO; \( r = -0.32, p < .01 \)) and work \( (r = -0.58, p < .001) \). The other burnout subscales were significantly correlated with several of the job satisfaction measures. The only burnout subscale that was not significantly correlated with job satisfaction was PAI.

**Regression Analyses**

Multiple linear regression analyses were done on 4 dependent variables: career sustaining behaviors (CSB), intrapersonal CSB (INTRA), interpersonal CSB (INTER) and burnout. Table 5 presents the results of the multiple linear regression analyses for models using CSB as the dependent variable. The first model, with JDI, EEF, PAF and DPF as independent variables, had a significant \( R \) of .46 \( (p < .001) \).
Table 5
Regression Analyses for the Prediction of Career Sustaining Behaviors for Mental Health Workers

<table>
<thead>
<tr>
<th>Independent Variables ^a</th>
<th>B</th>
<th>t</th>
<th>R^2</th>
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<tbody>
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<td>-.09</td>
<td>-1.12</td>
<td>.46***</td>
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<tr>
<td>EEF</td>
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<td>-4.02***</td>
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<td>PAF</td>
<td>1.29</td>
<td>3.07**</td>
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<tr>
<td>DPF</td>
<td>-.28</td>
<td>-.70</td>
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</tbody>
</table>

| JDI                     | .13 | 1.71 |
| EEF-I                   | -.42| -2.10* |
| PA-I                    | 1.12| 3.01** |
| DP-I                    | -.21| -.55  |

| EXP                     | .96 | 1.54 |
| SW                      | -3.21| -.92  |
| PS                      | 10.88| 2.46   |
| CG                      | -5.97| -1.20  |

Note: See key accompanying Table 4 for explanation of variables.

*p < .05; **p < .01; ***p < .001

^a df = 4,56
Examination of the t-tests for the beta estimates revealed that the EEF and PAF variables made significant unique contributions in explaining the variance in CSB.

The second model, using JDI, EEI, PAI and DPI as independent variables, was also significant with an $R$ of .32 ($p < .001$). T-tests for the beta estimates indicated that EEI and PAI made significant unique contributions in explaining the variance in CSB. Results of model 3 revealed that experience (EXP) and training in social work (SW), psychology (PS) and counseling and guidance (CG) were not significant predictors of CSB.

Results of the multiple linear regression analysis using intrapersonal CSB (INTRA) as the dependent variable are presented in Table 6. The first model had a significant $R$ of .38 ($p < .001$), indicating that JDI, EEF, PAF and DPF were significant predictors of INTRA. Examination of the t-tests for the beta estimates revealed that JDI, EEF and PAF made significant unique contributions in explaining the variance in INTRA.

The independent variables of JDI, EEI, PAI and DPI were used in model two, accounting for 25% of the variance in INTRA ($p < .01$). T-tests for the beta estimates in this model indicated that personal accomplishment-intensity was the only variable making a significant unique contribution in explaining the variance in INTRA.
The third model in Table 6, using experience and type of training as predictor variables, yielded a significant R of .17 (p < .05). Of the 4 independent variables, only experience level and training in psychology made significant unique contributions in explaining the variance in INTRA, as indicated by the t-tests for the beta estimates. It should be noted that when these same independent variables were used as predictors for total CSB scores, the R was not significant.

Results of the 3 multiple linear regression analyses for interpersonal CSB are presented in Table 7. The R for the first model, using JDI, EEF, PAF and DPF as predictors, was significant (R = .44, p < .001). T-tests for the beta estimates indicated that DPF was the only variable that did not make a significant unique contribution in explaining the variance in INTER.

The second model, in which JDI, EEI, PAI and DPI were used as independent variables, also yielded a significant R (R = .40, p < .001). However, in this case, only overall job satisfaction (JDI) made a significant unique contribution in explaining the variance in INTER. Experience and type of training were used as independent variables in the third model. Unlike the results for INTRA (R = .17, p < .05), the R for INTER was not significant.

Results of the 6 multiple linear regression analyses using burnout as the dependent variable and satisfaction with coworkers and supervision as independent variables are
presented in Table 8. A model was developed for each of the 6 subscales of the Maslach Burnout Inventory. Of these 6 models, only the one with EEF as the dependent variable yielded a significant R (R = .12, p < .05). Furthermore, of the 2 independent variables in this model, only satisfaction with supervision made a significant unique contribution in explaining the variance in EEF.

Table 6
Regression Analyses for the Prediction of Intrapersonal Career Sustaining Behaviors for Mental Health Workers

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| JDI                   | -.02  | -.35  | .25** |
| EE-I                  | -.28  | 1.83  |      |
| PA-I                  | .87   | 3.08** |      |
| DP-I                  | -.30  | 1.04  |      |

| EXP                   | 1.00  | 2.26* | .17* |
| SW                    | -2.38 | -.95  |      |
| PS                    | 7.64  | 2.42* |      |
| CG                    | -3.72 | 1.05  |      |

Note: See key accompanying Table 4 for explanation of variables.

*p < .05; **p < .01; ***p < .001

a df = 4,56
Table 7
Regression Analyses for the Prediction of Interpersonal Career Sustaining Behaviors for Mental Health Workers

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| JDI                   | .14 | 4.28***| .40*** |
| EE-I                  | -.15| -1.74 | |
| PA-I                  | .26 | 1.59  | |
| DP-I                  | .02 | .11   | |
| EXP                   | .03 | .11   | .05  |
| SW                    | -1.52| -.89 | |
| PS                    | 3.38| 1.57  | |
| CG                    | -2.04| -.84 | |

Note: See key accompanying Table 4 for explanation of variables.

*p < .05; **p < .01; ***p < .001

a df = 4,56
Table 8  
Regression Analyses for the Prediction of Burnout for Mental Health Workers

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*Note: See key accompanying Table 4 for explanation of variables.

*p < .05

adf = 2,58
Discussion

The discussion of the findings will be presented in three main sections. First, the relationship of the data to the hypotheses will be explored. This will be followed by a discussion of limitations of the study. Finally, suggestions for future research will be presented.

Relationship of Data to the Hypotheses

Hypothesis 1, which postulated a relationship between career sustaining behaviors (CSB) and job satisfaction and burnout, was supported by both correlation and regression analyses. Specifically, correlations between 5 of the 6 subscales of the Maslach Burnout Inventory and CSB were significant and in the expected directions (see Table 4). In addition, CSB was significantly and positively correlated with overall job satisfaction (JDI) and satisfaction with work (WO) and pay.

Regression analyses indicated that both burnout and job satisfaction were significant predictors for CSB. However it should be noted that, while both regression models used to test this hypothesis accounted for significant amounts of variance in CSB, not all of the variables made significant unique contributions. Of the variables used, only emotional
exhaustion (frequency and intensity) and personal accomplishment (frequency and intensity) made significant unique contributions.

Contrary to what was expected, job satisfaction did not make a significant contribution to the variance in CSB. There may be several explanations for this finding. First, with respect to job satisfaction, the scores of the sample used in this study appeared to be skewed toward dissatisfaction (see Table 3). Whereas this distribution allowed for significant correlations between CSB and JDI, it may have precluded JDI from obtaining significance in the regression analyses.

Another potential explanation for this finding is the degree of overlap between burnout and job satisfaction. Table 4 indicates that 5 of the 6 subscales of the Maslach Burnout Inventory were significantly correlated with JDI. Thus, the variance accounted for by JDI in the regression analysis may have been subsumed under the variance accounted for by the burnout variables. This is contrary to the findings of Jayaratne and Chess (1983), suggesting that job satisfaction and burnout are of a different order. It should be noted, however, that Jayaratne and Chess (1983) did not use the Maslach Burnout Inventory subscales in their entirety, and that they only used a single item measure of job satisfaction.

Hypothesis 2, which postulated a relationship between CSB and experience level and type of training, was not supported by the data from the correlational or regression analyses. This
finding may be explained, in part, by differences in experience levels between the sample used in the present study and the sample used by Brodie (1982) in her exploratory study of career sustaining behaviors. Whereas years of experience ranged from 15 to 40 in Brodie's sample, the range in the present study was .2 to 15 years. It may be that the development of career sustaining behaviors is a slow, gradual process. It is possible that, without outside intervention, it may take 15 or 20 years of experience for these behaviors to be developed and integrated.

Hypothesis 3 stated that scores on burnout would be related to satisfaction with supervision (SU) and satisfaction with coworkers (COW). None of the 6 subscales of the Maslach Burnout Inventory (MBI) were correlated with COW and only one, emotional exhaustion-frequency (EEF) was significantly and negatively correlated with SU. Of the 6 regression equations used to test this hypothesis, only the equation with EEF as the dependent variable was significant.

As was pointed out earlier, the literature addressing the importance of interpersonal support in avoiding or alleviating burnout has not been clearly established. The results of the present study are contrary to those of Farber (1980), who found that a counselor's support system, including both colleagues and supervisors, was important in avoiding burnout. The present results are more consistent with those of Leeson (1981), who found no significant relationships between support
from coworkers and extent of burnout. She did find that scores on the depersonalization subscale of the MBI were related to how accessible and consistently available supervisors were perceived to be. Results of the present study indicated that, as satisfaction with supervision increased, emotional exhaustion (frequency) decreased.

Perhaps these results reflect the situation described by Cherniss (1980). His findings indicated that, whereas close, open and supportive relationships with supervisors and colleagues are desirable and important in combating burnout, they are rarely attained. In the present study, participants were asked about their satisfaction with supervision and coworkers, and not about the importance of these two potential sources of support. It may be that the perceived importance of these sources of support, rather than satisfaction with them, would be related to burnout.

There were also several interesting secondary findings involving the intrapersonal (INTRA) and interpersonal (INTER) subscales of the career sustaining behaviors questionnaire. Both INTRA and INTER were significantly correlated with 4 of the 6 subscales of the Maslach Burnout Inventory. However, whereas INTER was correlated with overall job satisfaction and 4 of the 5 subscales of the Job Descriptive Index, INTRA was only correlated with the satisfaction with work subscale. It is interesting to note that INTER was not correlated with satisfaction with coworkers. These results suggest that the
behaviors assessed by INTER may be more strongly related to the job satisfaction of mental health workers than those assessed by INTRA. That is, whereas both intrapersonal and interpersonal career sustaining behaviors appear to be important in coping with burnout, only the latter seem to affect job satisfaction.

There were also some interesting differences between INTER and INTRA with respect to experience level and type of training. Whereas there were no significant relationships between INTER and these 2 variables, INTRA was predicted by experience level and type of training. With respect to the latter variable, membership in the category "training in psychology" was associated with higher INTRA scores.

In sum, the results of the present study indicate that career sustaining behaviors are related to job satisfaction and burnout. This relationship is further specified when the intrapersonal and interpersonal career sustaining behavior subscales are considered. Both appear to be related to burnout, while the latter more directly addresses job satisfaction.

Results of the present study also indicate that only one aspect of burnout, emotional exhaustion (frequency), was related to satisfaction with supervision. Burnout was unrelated to satisfaction with coworkers.
Limitations

As was noted earlier, one of the possible limiting factors in the present study was the relative lack of job satisfaction in the sample used. There may be several explanations for this. First, with respect to setting, research has shown that institutionally-based mental health workers experience more disillusionment (Farber, 1980) and stress (Farber & Heifetz, 1981) than those employed in private practice. As noted in the review of the literature, the job satisfaction of mental health workers is influenced by such factors as challenge, role clarity and participation in decision-making processes. All of these elements may be difficult to attain in a community mental health center.

Another factor that may have influenced the job satisfaction level of the present sample is selection-bias. As was noted earlier, only 90 of 146 research packets were returned. Furthermore, of these 90 that were returned, only 61 were useable. The other 29 could not be used for one or more of the following reasons: (a) they were incomplete, (b) the individual did not work at least 30 hours per week, and/or (c) did not spend at least 50% of his/her work time in direct client contact. It is difficult to assess how this return rate may have effected the results. On the one hand, it may be that the present sample was biased toward individuals who were relatively less satisfied with their work. It is also possible that those who responded were relatively more satisfied
and more willing to deal with the issues addressed in this study.

The external validity of the results of the present study are likely to be limited by several factors. First, the only settings sampled were community mental health centers. In addition, the majority of participants (61%) had masters-level training. Furthermore, 43% of the participants were social workers, while only 18% had training in psychology and 13% had training in counseling and guidance. Because of these factors, caution must be exercised in interpreting these results beyond the limits presented by the sample used in this study.

Finally, as noted earlier, the present results may have been limited by the degree of overlap between the measures of job satisfaction and burnout used in this study. This overlap may have obscured the relationship between career sustaining behaviors and overall job satisfaction.

Suggestions for Future Research

The results of this study suggest that the concept of career sustaining behaviors may be useful as a positive, proactive approach to enhancing, prolonging and making more enjoyable the work of human services professionals.

This concept of CSB would benefit from further refinement, including more reliability and validity data (e.g., test-retest reliability, factor analyses). Future research should involve participants drawn from a variety of settings such as counseling centers, in-patient settings, private practice and
academic settings. It would also be informative if future samples included participants with a broader range of experience, type of training and type of degree.

As was mentioned earlier, the results of the present study may have been limited by the overlap between the measures of job satisfaction and burnout. Thus, future research should involve other measures of these variables and measures representing other constructs.

Finally, given the potential of career sustaining behaviors to "...enhance, prolong and make more comfortable one's work experience" (Brodie, 1982, p. 1), it would be useful to develop workshops for human services professionals based on this concept. In addition, given its proactive, preventive approach, it may be useful for graduate students in human services training programs to be exposed to this concept.
List of References


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APPENDIX A

HYPOTHESES CONCERNING CAREER SUSTAINING BEHAVIORS
Hypotheses Concerning Career Sustaining Behaviors

1. During a work day, psychotherapists engage in informal case-related interaction with secretaries more often than with peer level colleagues.

2. During a work day, psychotherapists who receive supervision engage in case-related interaction with supervisors more frequently than with peer level colleagues.

3. Psychotherapists feel less anxious about being criticized when discussing case-related material with supervisors than with peer level colleagues.

4. Self-evaluation of skill at utilizing interpersonal support is positively correlated with reported career satisfaction.

5. Self-evaluation of skill at utilizing interpersonal support is negatively correlated with perceived degree of career stress.

6. A greater proportion of psychotherapists report the need for more interpersonal support than is perceived to be available to them.

7. Perceived freedom of choice and decision regarding events in one's professional life are negatively correlated with perceived career stress.

8. Perceived challenge to do one's best in psychotherapeutic work is negatively correlated with perceived career stress.

9. The extent to which psychotherapists report deriving support from their beliefs about human beings is positively correlated with perceived career satisfaction.

10. The extent to which psychotherapists report confidence in their professional abilities is correlated with perceived career satisfaction.
11. Psychotherapists who report talking to themselves in a positive and supportive manner after a stressful day of psychotherapy perceive lower levels of career stress than those who do not.

12. A greater proportion of psychotherapists prefer leisure time activities with concrete rather than abstract results.

13. A greater proportion of psychotherapists report continuing education programs to be a change of pace from work rather than a source of new professional skills.

14. Psychotherapists who do not give continuous, unreciprocated attention and interest to their clients report lower levels of career stress than those who do.

15. Number of changes to new interests within the profession is positively correlated with reported career satisfaction in psychotherapists.

16. Psychotherapists who perceived their clients' problems as interesting tend to describe their work as energizing.
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These consist of pages:

- Appendix B, pages 80-84
- Appendix C, page 86
- Appendix D, pages 88-89
APPENDIX D

MASLACH BURNOUT INVENTORY
APPENDIX E

CORRELATIONAL DATA FOR CONVERGENT VALIDITY OF THE MBI
## Correlational Data for Convergent Validity of the MBI

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Note: All p values are two-tailed.

*p < .05, **p < .01, ***p < .001, †p < .10
Demographic Information

Your sex: ___ Female  ___ Male

Marital status: ___ Single  ___ Married  ___ Divorced  ___ Widowed

___ Other (please specify) ______________________

How long have you worked as a counselor? ___ years ___ months

What is the highest degree you have received?

Area of study: ________________________________

What is your current job title? ________________________

How many hours per week do you work? ____________

What percentage of your work week is spent in direct client contact?

0% 10 20 30 40 50 60 70 80 90 100%
APPENDIX G

EXPLANATORY COVER LETTER
Dear Colleague:

This letter is to request your participation in a study exploring counselors' perceptions of their work. You will be asked to respond to several questionnaires and to provide some demographic information.

Included within this packet should be the following materials: Human Services Survey, JDI Questionnaire, CSB Questionnaire, and a demographic information sheet. Please complete the materials in the order they are presented to you. Make sure you answer the questions quickly and do not spend a large amount of time on any one item.

Completion of these instruments should take no more than 30 to 45 minutes. No identifying record is being kept and all data will be anonymous and confidential.

When you complete this packet, please return it to [insert return address]. If you choose not to participate please return the blank questionnaires. Information concerning the outcome of this study will be provided at a later date. If you wish to see the results of your individual questionnaires please put the following information on the enclosed index card: name, agency you are employed at, and the code number found on your packet. This index card should be turned in separately from your packet.

Thank you for your cooperation. Your help in this research effort is greatly appreciated.

Sincerely,

Paul D. Schkolnik, M.A.
Department of Counseling Psychology
The Ohio State University