

379
N812
NO. 2554

A STUDY OF THE OUTCOMES OF STRESS MANAGEMENT
TRAINING IN MINISTERIAL PROGRAMS
OF HIGHER EDUCATION

DISSERTATION

Presented to the Graduate Council of the
North Texas State University in Partial
Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

By

Philip E. Shirley, B.S., M.Ed., M.R.E.

Denton, Texas

August, 1986

Copyright by
Philip E. Shirley
1986

40

Shirley, Philip E., A Study of the Outcomes of Stress Management Training in Ministerial Programs of Higher Education. Doctor of Philosophy (Higher Education Administration), August, 1986, 101 pp., 9 tables, bibliography, 78 titles.

This dissertation studies the outcomes that higher education courses and seminars in stress management have on the stress levels of pastors. It identifies stress level differences between a sample of pastors who have and who have not been trained in stress management.

The instrument that was used to assess the levels of stress was the Maslach Burnout Inventory. The Inventory is a twenty-two item dual-rating instrument that measures the frequency and intensity of three aspects of the burnout syndrome: emotional exhaustion, depersonalization, and a lack of personal accomplishment. Demographic questions were used to determine the respondents' sex, age, education, and experience in the clergy. These questions were asked for descriptive purposes only. In addition, questions were asked that would determine whether or not the pastors had had stress management training.

The MBI and accompanying demographic questions were sent to all 541 pastors of the North Texas District Council

of the Assemblies of God. Two hundred eighty-nine or 53.4 percent of the pastors responded. Out of these respondents, 218 indicated that they had experienced no stress management training while 71 indicated they had experienced various types and lengths of training.

The findings of this study revealed that both groups scored in the low burnout range on the emotional exhaustion subscale (frequency and intensity) and on the depersonalization subscale (frequency and intensity). The low category of burnout indicated by the pastors in both groups reveals that feelings of emotional exhaustion and depersonalization are not a problem for the pastors sampled. The scores for both groups were in the moderate category of burnout on the personal accomplishment subscale (frequency and intensity). The moderate level of burnout scored by the pastors reveals some feelings of inadequacy about their ability to relate to people.

The hypotheses for this study state that there are no differences between the two groups in relationship to scores recorded on the three subscales. To test these hypotheses, an unpaired t-test of significance was made on the emotional exhaustion, depersonalization, and personal accomplishment subscale scores (frequency and intensity) of both groups. When the scores of the two groups were tested, no significant differences at the .05 level were found. All three null hypotheses were retained.

TABLE OF CONTENTS

	Page
LIST OF TABLES	iii
Chapter	
I. INTRODUCTION	1
Statement of the Problem	
Purpose of the Study	
Hypotheses	
Background of the Study	
Significance of the Study	
Definition of Terms	
Limitation of Study	
Basic Assumptions	
Design of the Study	
Procedures for Collecting Data	
Procedures for Treatment of Data	
Summary	
II. REVIEW OF RELATED LITERATURE	17
Elements of Stress and Burnout	
Work-Related Stress and Burnout	
Stress and Burnout Among the Helping Professions	
Stress and Burnout Among Ministers	
III. METHODS AND PROCEDURES	44
Introduction	
Population	
Collection of Data	
Instruments	
Procedures	
Summary	

TABLE OF CONTENTS (CONTINUED)

	Page
IV. PRESENTATION OF FINDINGS	55
Introduction	
Demographic Profile	
Normative Data	
Findings from the <u>Maslach Burnout</u>	
<u>Inventory</u>	
Tests of Significance	
Summary	
V. SUMMARY, FINDINGS, CONCLUSIONS,	
IMPLICATIONS AND RECOMMENDATIONS	74
Introduction	
Summary of Findings	
Discussion of Findings	
Conclusions	
Implications	
Recommendations for Further Study	
APPENDICES	80
BIBLIOGRAPHY	96

LIST OF TABLES

Table	Page
I. Frequency and Per Cent of Respondents with Stress Management Training and with No Stress Management Training	56
II. Sex, Age, and Education: Frequency and Per Cent of All Respondents; Those with Stress Management Training and Those with No Stress Management Training	58
III. Pastoral and Clergy Experience: Frequency and Mean of All Respondents; Those with Stress Management Training and Those with No Stress Management Training	59
IV. Stress Management Training by Type, Frequency, and Per Cent for All Respondents	61
V. Categories of Burnout on the <u>Maslach</u> <u>Burnout Inventory</u> by Range of Subscale Scores	63
VI. <u>Maslach Burnout Inventory</u> Subscale Scores: Mean and Standard Deviation for All Respondents; Those With Stress Management Training and Those With No Stress Management Training	65
VII. Subscale Emotional Exhaustion Frequency and Intensity: Unpaired T-Test of Significance	68

LIST OF TABLES (CONTINUED)

Table	Page
VIII. Subscale Depersonalization Frequency and Intensity: Unpaired T-Test of Significance	69
IX. Subscale Personal Accomplishment Frequency and Intensity: Unpaired T-Test of Significance	70

CHAPTER I

INTRODUCTION

The effects of stress can be deleterious. Stress occurs when any physiological, psychological, or sociological demand is made upon the human system which taxes the system (3, p. 3). Individuals suffering from stress are prone to health problems, psychological impairment, loss of self-esteem, and a growing dissatisfaction with the job (8, p. 73). Freudenberger describes the symptoms of stress in more practical terms. He notes "a tendency to tire more easily . . . ; working harder but accomplishing less; becoming increasingly cynical . . . ; often feeling sad . . . ; and suffering from various physical complaints" (16, p.10).

The potential for severe stress is much greater among members of the helping professions. There is conclusive evidence that shows that workers within the human services occupations have a higher incidence of heart attacks, diabetes, circulatory system disorders, as well as experience more marital problems and job dissatisfaction (5, p. 3).

Burnout is a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that

can occur among individuals who do people work (8, p. 3). Maslach states that teachers, social workers, police officers, nurses, physicians, psychotherapists, counselors, psychiatrists, ministers, child-care workers, mental health workers, prison personnel, legal services attorneys, psychiatric nurses, probation officers, and agency administrators all have extensive contact with people in situations that are often emotionally charged (8, p. 7). It is this human encounter that creates the stress which may eventually lead to burnout, physical or mental disorders, and even death (10, p. 76).

As members of the helping professions, ministers are not exempt from burnout. In his article, "Dear Church, I Quit," Gordon MacDonald makes use of a Christianity Today-Gallup Poll to identify the groups of pastors that are most likely to burn out:

First, they tend to cluster as an age group of 30-49, the mid-life age bracket. Second, the largest block of those considering withdrawal are to be found in the major denominations. Third, they represent congregations with less than 300 members. And finally, the largest single group also espouses a "liberal" or "neoorthodox" persuasion when it comes to theology (7, p. 17).

MacDonald estimates that an attrition rate for clergy might hover between twenty to thirty per cent (7, p. 17).

Deleterious stress is a valid concept and should be treated with concern by those in higher education administration who are in charge of preparing future ministers. Unfortunately, the threat of stress or burnout

has been lessened by the popularizing of the terms. There are some professionals in the field of education who feel that stress and burnout are being used as an excuse for doing a poor job (16, p. 11). Some psychologists have even pointed out that the symptoms of stress are no different than the frustrations experienced in most jobs (16, p. 11).

The danger, then, is to diminish the real threat that stress and burnout bring. Educators who are responsible for future ministers can hardly afford to ignore its deleterious potential. Stress and burnout must be treated seriously to insure that it does not become the leading malady of the 1990's.

Statement of the Problem

The problem of this study concerns the outcomes of stress management training in ministerial preparation training programs in higher education.

The Purpose of the Study

The purpose of this study is to identify stress differences between selected pastors who have and who have not been trained in stress management.

Hypotheses

For the purpose of this study the following null hypotheses were tested.

1. There will be no significant difference between the subscale scores of emotional exhaustion, both

frequency and intensity, of those who have participated and those who have not participated in stress management training.

2. There will be no significant difference between the subscale scores of depersonalization, both frequency and intensity, of those who have participated and those who have not participated in stress management training.
3. There will be no significant difference between the subscale scores of personal accomplishment, both frequency and intensity, of those who have participated and those who have not participated in stress management training.

Background of the Study

Although there has been much written concerning stress in general, scholarly studies dealing with ministerial stress are not in abundance. E. Lakin Phillips, founder and Executive Director of the School for Contemporary Education writes, "The health of the clergy from a psychological standpoint still exists in a scattered literature; systematic studies are not common, within or across denominations" (11, p. 449).

The lack of scholarly research on ministerial stress may be due in part to public apathy concerning the need of pastors for counseling and help. Ragsdale explains:

Much, if not most, of the difficulty here lies in attitude. Of course, ministers are free to get help if they need it. They are as free as anyone. The problem lies in an unreal role image sometimes fostered by lay persons and accepted by many ministers. Ministers are helpers. They are not supposed to need help. People go to ministers to receive counsel. Ministers know all about these things. They know how to deal with problems, for they work with people's problems all the time. Surely if anything goes wrong in their own lives, they know what to do about it. It's their job, to know (12, p. 20).

Several recent studies have been made on stress that indicate a current interest by researchers in the general subject of this study. A dissertation completed at the University of Michigan reports the relationship between various stresses and strains in the parish ministry. The sample was drawn from a local district of the United Methodist Church. Role stress was found to be significantly associated with different measures of psychological strain (15, p. 3965).

In 1983, a dissertation at the California School of Professional Psychology reported burnout among Catholic priests. As one of the instruments, the author used the Maslach Burnout Inventory and compared the responses of the priests with those reported in the MBI normative data. Priests were found to be less burned out than helping professionals who made up the normative sample (6, p. 1595).

A dissertation done at North Texas State University in 1983 examined the extent of job-related burnout among

Dallas County Community College administrators. The levels of burnout among the respondents were assessed with the Maslach Burnout Inventory. Burnout was not found to be a significant problem in the District (4, p. 3298).

A dissertation completed in 1982 at East Texas State University compared burnout among religious workers in Dallas and Tarrant counties, Southern Baptist ministers, and United Methodist ministers. Using the Maslach Burnout Inventory, it was found that the three study populations were significantly different from the normative population. When compared to each other, the responses from the Southern Baptist ministers were found to be more similar to those of the professional religious workers than to those of the United Methodist ministers (14, p. 3624).

As part of this study, the Maslach Burnout Inventory is employed in order to indicate levels of frequency and intensity of stress that pastors in the North Texas District Council of the Assemblies of God are experiencing.

The Assemblies of God denomination has been chosen for this study because it depends heavily upon its undergraduate colleges to prepare its pastors. A Master Plan Study by the Christian Education Department of the Assemblies of God General Council, recently revealed that sixty-seven per cent of its ministers are educated by Assemblies of God colleges (1, p. 14). There are ten

baccalaureate level colleges, five institutes, and one graduate seminary that are endorsed by the General Council (1, p. 15).

The population chosen for this study specifically includes the pastors of the North Texas District Council of the Assemblies of God denomination. Their district supports one of the ten baccalaureate level colleges through which ministers for the Council churches are trained. They are, therefore, closely associated with denominational higher education.

Significance of the Study

This study may be significant in that it adds to the knowledge and understanding of the phenomena of stress among pastors. Charles Rassieur, in his recent book, Stress Management for Ministers, comments: "The areas of stress and burnout reported by secular professional persons are quite similar to the areas of stress experienced daily by pastors" (13, p. 20).

Additionally, the study provides data which may be used to justify the inclusion or exclusion of stress management courses or units in ministry preparation programs in Assemblies of God institutions of higher education. It is clear from literature that stress can be mastered (2, p. 37). If one is to master stress, one must be taught the necessary skills. According to Greenberg,

learning to manage stress requires commitment, initiative, willpower, knowledge, and common sense (5, p. 93).

The possible implications of a study on pastoral stress for Assemblies of God higher education are many. The study may influence academic deans to consider whether new courses that deal with stress management should be added, or whether current programs need modification. The study provides church leaders with information to assist them in determining whether or not to include stress management as a topic in projected seminars, and assists continuing education administrators in providing returning students with practical assistance to successfully confront stress.

Definition of Terms

For the purposes of this study, certain terms are defined as follows.

1. Burnout is a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do people work. These three categories of burnout can be measured by the Maslach Burnout Inventory (MBI) (8, p. 3).
2. Stress occurs when any physiological, psychological, or sociological demand is made upon the human system which taxes the system (3, p. 8).

3. Pastor refers only to the senior pastor within each Assemblies of God church.
4. Helping professions are those people-work occupations that have in common extensive contact with other people in situations that are often emotionally charged (8, p. 7).
5. Stress management training is a learning experience designed to use the individual's commitment, initiative, willpower, knowledge, and common sense to maintain an acceptable level of stress (5, p. 93).

Limitation of the Study

This study is limited to the North Texas District Council of the Assemblies of God.

Basic Assumptions

The following basic assumptions have been made for purposes of the study.

1. It is assumed that stress and burnout are concepts which can be measured.
2. It is assumed that all participants in the study responded honestly to the self-reported survey instrument (MBI).

Design of the Study

The purposes of this comparative study are met through the use of the Maslach Burnout Inventory, and

demographic questions administered to the pastors of the North Texas District Council of the Assemblies of God. Stress management courses (curricular and extra curricular) conducted in Assemblies of God institutions and other ministerial preparation settings have been compiled and are presented in Appendix E.

The Population

The population of this study is the 541 pastors of the North Texas District Council of the Assemblies of God as indicated on the official roster supplied by the Superintendent of the North Texas District Council. The North Texas District includes Dallas/Ft. Worth on the west, takes in all of north and east Texas and goes below Austin to form its southern limits. From metroplex churches to small rural churches, the District provides a continuum of clergy challenge and experience. Follow-up postcards and telephone calls were made until 53.4 per cent of the population responded. This is an adequate response in that the whole population of 541 pastors was surveyed.

Description of the Instrument

The population was surveyed with an instrument developed by Christina Maslach and Susan E. Jackson in 1981 (see Appendix A). The twenty-two item dual rating instrument measures three aspects of the burnout syndrome: emotional exhaustion, depersonalization, and lack of

personal achievement. Each of the three subscales has two dimensions: frequency (scaled from 0-6, never to everyday) and intensity (scaled from 0-7, never to very strong). Burnout is conceptualized as a continuous variable, ranging from low to moderate to high degrees of experiential feeling.

The instrument was developed in stages and subjected to factor analysis using principal factoring with iteration and an orthogonal (varimax) rotation to identify the three subscale factors. Based on combined samples of persons in helping occupations (such as police officers, nurses, agency administrators, teachers, counselors, social workers, physicians, ministers, and mental health workers) normative data were established (9, pp. 5-6).

Reliability and Validity

Reliability and validity coefficients for internal consistency and stability were established by the Maslach research team. The coefficients for the subscales ranged from 0.60 to 0.90, and all were significant beyond the .001 level. Convergent validity was demonstrated through behavioral ratings determined independently by persons who knew the respondent well, such as a spouse or coworker.

MBI scores were also correlated with the presence of certain job characteristics expected to contribute to experiential burnout and with measures of various outcomes that have been hypothesized to be related to burnout. All

of the correlations provided substantial evidence for the validity of the MBI. The Maslach research team labeled the instrument Human Services Survey in order that the respondent might not be sensitized to the general issue of burnout (9, pp. 7-9).

In addition to the test instrument, demographic questions were included for this study. These sought information on gender, age, educational background, length of experience in present pastorate and length of experience in clergy, and participation in stress management training.

Procedures for Collecting Data

Permission from the superintendent of the North Texas District Council of the Assemblies of God was secured for this study. A cover letter written by the Superintendent helped facilitate and encourage the survey response. Surveys were mailed to the official roster of all senior pastors in the North Texas District Council with a stamped return envelope. The participants were guaranteed confidentiality of individual responses. After a ten day period, non-respondents were sent a postcard reminder. After five additional days, telephone calls were made to non-respondents. Additional forms were sent to those pastors who requested them. By the deadline, 289 valid responses were received. This represents 53.4 per cent of the total population.

Procedures for Treatment of Data

The personal data gleaned from the demographic questions were summarized and presented in appropriate tables. Means and standard deviations were calculated after the scores from the subscales of emotional exhaustion, depersonalization, and personal accomplishment (both frequency and intensity) were tabulated. To test the hypotheses concerning each subscale (both frequency and intensity), a t-test of significance for two independent samples was conducted between the means of the group that responded negatively to the question of stress management training and the group that responded positively to the question of stress management training. Significant differences were reported at the .05 level of significance with the null hypothesis retained where no significant differences were found.

Summary

Although stress may present some health risks for anyone, the potential for stress is much greater among members of the helping professions. As members of the helping professions, ministers are not exempt. There is evidence, however, that there is a lack of scholarly research on ministerial stress.

The significance of this study may be that it will add to the knowledge and understanding of the phenomena of

stress among pastors. In addition, the study provides data which may be used to justify the inclusion or exclusion of stress management courses, units, or seminars, in ministry preparation programs of continuing and higher education in Assemblies of God institutions of higher education.

The Maslach Burnout Inventory was used to determine stress levels among pastors of the North Texas District Council of the Assemblies of God. Demographic questions accompanied the Inventory to determine important personal data. Additional questions were asked to ascertain whether or not the pastors had experienced stress management training.

For each subscale (both frequency and intensity), a null hypothesis was stated. A test of significance was then performed between the means of the group that responded positively and the group that responded negatively to the questions of stress management training. Significance was reported at the .05 level.

Chapter I has presented an introduction to the study. Chapter II contains a review of related literature. Chapter III is a description of the procedures for collecting the data. Chapter IV is a presentation and analysis of the data. Chapter V includes an introduction, summary of the findings, discussion of findings, conclusions, implications, and recommendations for further study.

CHAPTER BIBLIOGRAPHY

1. Biennial Report, 1983-1985, Prepared under the direction of the Executive Presbytery for presentation to the 41st General Council of the Assemblies of God, San Antonio, Texas, August 3-13, 1985, Springfield, Missouri, Gospel Publishing House, 1985.
2. Cedoline, Anthony J., Job Burnout in Public Education: Symptoms, Causes and Survival Skills, New York, Teachers College Press, 1982.
3. Cooper, Cary L., The Stress Check, Englewood Cliffs, New Jersey, Baltimore, Prentice-Hall, Inc., 1981.
4. Ellis, Steve Erwin, "A Study of the Burnout Levels Among Community College Administrators," unpublished doctoral dissertation, Department of Higher Education Administration, North Texas State University, Denton, Texas, 1983.
5. Greenberg, Sheldon F., Stress and the Teaching Profession, Baltimore, Paul H. Brookes Publishing Co., 1984.
6. Jackson, Richard (Bucky), "Burnout Among Catholic Priests," unpublished doctoral dissertation, Department of Psychology, California School of Professional Psychology, San Diego, California, 1983.
7. MacDonald, Gordon, "Dear Church, I Quit," Christianity Today, 24 (June, 1980), 16-19.
8. Maslach, Christina, Burnout: The Cost of Caring, Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1982.
9. _____, The Burnout Inventory, Research Edition, Palo Alto, Consulting Psychologists Press, 1981.

10. Meléndez, Winifred Albizu and Rafael M. de Guymán, Burnout: The New Academic Disease, ASHE - ERIC Higher Education Research Report No. 9, Washington, Association for the Study of Higher Education, 1983.
11. Phillips, E. Lakin, Stress, Health and Psychological Problems in the Major Professions, Washington, University Press of America, 1982.
12. Ragsdale, Ray W., The Mid-Life Crises of a Minister, Waco, Texas, Word Books, 1978.
13. Rassieur, Charles L., Stress Management for Ministers, Philadelphia, The Westminster Press, 1982.
14. Taylor, Daniel Adrian, "Burnout Among Southern Baptist and United Methodist Ministers and Professional Religious Education Workers in Dallas and Tarrant Counties, Texas," unpublished doctoral dissertation, Department of Secondary and Higher Education Administration, East Texas State University, Commerce, Texas, 1983.
15. Trujillo, Robert, "Job Stress and Strain in the Parish Ministry," unpublished doctoral dissertation, College of Education, University of Michigan, Ann Arbor, Michigan, 1982.
16. Vaughan, George Brandt, "Burnout: Threat to Presidential Effectiveness," Community and Junior College Journal, 52 (August, 1982), 10-13.

CHAPTER II

REVIEW OF RELATED LITERATURE

Elements of Stress and Burnout

According to L. John Mason in his book Guide to Stress Reduction, stress is a normal activity that is present in the human body at all times. Mason points out that eating puts stress on the digestive system; exercise puts stress on the cardiovascular system; and bacteria puts stress on the immunological system (37, p. 1). Stress is a functional part of the human experience.

John D. Adams, a consultant specializing in stress and transition management, observes that physical, mental, and chemical reactions to disruptions which prepare one to handle the unfamiliar or the frightening are both good and bad. Stress is needed for alertness that enables one to do a good job. In emergencies, it is needed as a source of energy. However, at sufficient intensity, stress can be painful (19, p. 61). Prolonged stress or strain can aggravate the effects of disease (1, pp. 9-10). There is a growing body of evidence that indicates prolonged or excessive stress is an important factor in coronary heart disease (2, 12, 16, 20, 24, 40, 55, 56, 60).

Cooper draws upon experiments by Kahn and others to

emphasize that, just as an overload of stress is unacceptable, an underload is also unacceptable. The key is to maintain a healthy balance of stress and not to think in terms of the presence or absence of it (11, p. 9).

Hans Selye, one of the pioneers of stress research, defines stress as ". . . the nonspecific response to the body to any demand made upon it" (57, p. 27). When the human body is stressed, normalcy is often achieved by reactions that are common to all types of stress. Selye notes that cold, heat, drugs, sorrow, and joy can provoke an identical biochemical reaction. He terms this universal defense reaction, the General Adaptation Syndrome (GAS) (57, pp. 27-29; 37).

Selye theorizes that there are three phases to the General Adaptation Syndrome. The first phase is called the alarm reaction. In this phase the body shows the changes characteristic of the initial exposure to a stressor. Body resistance is diminished and if the stressor is sufficiently strong, death may occur. In the second phase, resistance, the body's defense mechanisms resist the stressor if continued exposure to the stressor is compatible with the adaptation. The last phase is that of exhaustion. Due to extended exposure to the same stressor, the adaptation energy is ultimately exhausted. If the stressor persists, the individual may die (57, p. 29).

physiological interpretation of stress. Lazarus observes that unconsciousness brought on by anesthesia eliminates the adrenal effects of physiological stress. Thus, it seems that it is the psychological significance of injury rather than its physiologically noxious effects that produce the General Adaptation Syndrome fostered by Selye (31, pp. 146- 147). Lazarus' definition of stress, consequently, is a comprehensive one that includes both physiological and psychological elements as well as a sociological one:

Stress refers, then, to a very broad class of problems differentiated from other problem areas because it deals with any demands which tax the system, whatever it is, a physiological system, a social system, or a psychological system, and the response of that system (11, p. 8).

Makowsky and others encourage an integrated approach to the study of stress (20, 25, 27, 34, 39, 59). Makowsky states that the trends in the study of stress should include the integration of event characteristics with the individual's intrapsychic characteristics and the recognition of the importance of context (34, p. 49). Russ and Korchin point out that in order for a situation to be stressful, the subject must decide what is stressful (25, p. 7). Joseph E. McGrath best illustrates the importance of individual differences when he identifies five themes of stress. They are as follows.

1. The cognitive appraisal theme is one of the most pervasive themes. Emotional, physiological, and

performance reactions to stressful situations are due in part to how the stressful situation is perceived by the individual.

2. The experience theme simply affirms that prior experience with the stressor lessens the effect of the stress.
3. The negative experience theme states that if prior experience with the stressor has been failure then the prior experience will increase stress and degrade performance. If the prior experience was successful, stress will be decreased.
4. The inverted-U theme is based on the idea that stress comes from too much of a good thing or not enough of it. Subnormal stimulus may also cause stress. A balance is desired.
5. The social-interaction theme observes that the presence of other human beings during a stressful moment may decrease or increase the stress, depending upon relationships with those present, personality of the person stressed, ecological setting, and nature of the tasks and stressors involved in the situation (39, pp. 67-74).

Dr. Herbert Benson, associate professor of medicine at the Harvard Medical School, suggests that stress can be greatly reduced by a relaxation response which can be induced by a mental technique. The four basic elements that are common to all techniques are a quiet environment, a mental device, a passive attitude, and a comfortable position (4, pp. 49-53). Other therapists may encourage a new Japanese method of relaxation called Morita (29, p. 67). From Schuller's perspective, reducing stress has two possibilities: "The way to deal with stress directly is either to reduce the uncertainty associated with a stressful situation or reduce its importance" (53, p. 14).

Apart from individual differences that might effect the frequency and intensity to which humans experience stress, burnout is a potential hazard to the well being of almost anyone. Marrow is quoted in Burnout: The New Academic Disease:

Social workers and nurses burn out from too much association with hopelessness. Police officers burn out. Professional athletes burn out. Students burn out. Executives burn out. Housewives burn out. And, as every parent knows, there usually comes a moment in late afternoon when baby burnout occurs - all of his little circuits overloaded, the child feels too wrought up to fall asleep (41, p. 1).

Stress and burnout share some common traits but they are distinctive and separate qualities (2, 16, 20).

Niehouse makes some astute observations about the relationship of stress to burnout:

Though it doesn't always manifest itself in the form of a breakdown, burnout is always an extreme condition. It is like the end product of a process that links other problems, such as stress and depression, to form a continuum. It is the sea that a river empties into, but it is not the river itself, as some have tried to argue. It is important not to confuse burnout with the indefinable problems that lead up to it (42, p. 27).

Levinson makes a delineation between stress and burnout when he observes that burnout is more intense than stress (61, p. 10). Burnout may be the result of prolonged stress but it differs from other stress responses in that the stress arises from the social interaction between helper and recipient (35, p. 3).

Pines observes that burnout occurs because of constant or repeated emotional pressure associated with contact with

people over a long period of time (44, p. 15). Spaniol and Caputo simply state that burnout is the inability to cope adequately with the stress of life (9, p. 21). Burnout is defined by Edelwich and Brodsky as "a progressive loss of idealism, energy, and purpose experienced by people in the helping professions as a result of the conditions of work (52, p. 65)."

Most helpful is the definition given by Christina Maslach. Maslach states:

Burnout is a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do "people work" of some kind (35, p.3).

When emotional exhaustion is experienced, people feel drained and used up. Their resources are gone and they lack energy to face another day. Depersonalization is characterized by a toughness, a callousness in response to the needs of others. One suffering from this type of burnout develops a bad attitude toward people and may even come to dislike them. Lastly, the person experiencing reduced personal accomplishment has a sense of inadequacy about his ability to relate to people. A loss of self-esteem usually results and depression may set in (35, pp. 3-5).

Although definitions of burnout differ, most experts agree that burnout occurs most often among professionals who help other people (35, 36, 41, 42). Pines laments: "One of the great costs of burnout is the diminution of the

effective service of the very best people in a given profession" (44, p. 4).

Work-Related Stress and Burnout

A major source of stress, especially as it relates to burnout, is the work place (41, p. 2). The effects of stress and burnout on the job are manifested in several ways:

The staff person who burns out is unable to deal successfully with the chronic emotional stress of the job and this failure to cope can be manifested in a number of ways, including low morale, impaired performance, absenteeism, and high turnover. A common response to burnout is to get out by changing jobs, moving into administrative work, or even leaving the profession entirely (35, p. 113).

Research into how people are affected by stress in the work place began with the Industrial Revolution. It focused attention on job tasks, however, rather than psychological or social factors. Through the efforts of Elton Mayo and other labor watchers who deplored the authoritarian task-oriented management practices that failed to recognize human need, sociologists began to show a growing interest in job stress studies (41, p. 18). It was not until 1920, however, that stress researchers began to do stress studies in the industrial setting and not until after World War II that sociologists began to understand work, in association with stress, as a problem in self-actualization (41, pp. 18-19).

As an outgrowth of the research by authorities in

several disciplines, new discoveries were made about human differences that brought a higher level of understanding to the relationship of individual differences, stress and burnout on the job, and disease. Freidman and Rosenman found that individuals manifesting certain personality traits were significantly more at risk to contract coronary heart disease. These individuals are referred to as Type A (high risk) and Type B (low risk). Type A was found to be aggressive, competitive, impatient, and tense while Type B displayed opposite or more relaxed behavior patterns (10, pp. 21-31). According to a study, Type A men between the ages of thirty-nine to forty-nine and fifty to fifty-nine, had 6.5 and 1.9 times, respectively, the incidence of coronary heart disease than did Type B men (11, pp. 16-17). In another study that related personality types to work environment, it is reported by Michael Eysenck that extroverts or Type A men are more likely to benefit from high incentive while introverts or Type B men are more likely to suffer from the presence of high incentive (27, p. 367). Thus, Type A men may be stressed by the lack of high incentive while Type B men may be stressed by the presence of it.

Whether a person is likely to experience occupational burnout depends not only on his personality type but to some degree on other important personal traits. In a study dealing with boredom, Davies reports that individual

differences such as age, intelligence, and personality are often taken into account when stress studies are done (15, pp. 1-25). It is essential that individual differences, both in perception of and in response to the stressor, be considered when discussing the reasons for burnout.

Further studies have indicated the importance of role clarity in preventing stress. In a study done in six large business organizations in the United States, workers in a variety of jobs were asked to rate items that would indicate the amount of role ambiguity they were experiencing. After interviewing fifty-three persons at length, it was found that men who suffered from role ambiguity experienced lower job satisfaction and higher job-related tension (22, p. 49).

Similar findings are reported in an article in the U.S. News and World Report. In an interview with Robert Karasek, a specialist on job stress, Karasek states that the greatest stress occurs in jobs where the individual faces heavy psychological demands but does not have the control over how the job gets done. These jobs can be service jobs that are machine-paced such as an assembly-line worker or a freight handler. Karasek names those jobs low in stress that gave the worker a lot of control. Some examples were natural scientist, forester, skilled machinist, and many types of repairmen (30, p. 45). Beehr suggests that if organizations wished to reduce the

role strain associated with role ambiguity, they should increase the autonomy in their member's roles (3, p. 39).

Rabi Bhagat, a professor of management, studied the risk of pressuring employees. He found that if a company's goal is to have immediate impact to increase performance, applying pressure may work, but can lead to job dissatisfaction ultimately (7, p. 29). In a similar study, Rosenbaum found that leadership effectiveness is situationally determined. Under stress, greater productivity was achieved with authoritarian leadership, while in the absence of stress, democratic leadership was more productive (51, p. 347).

In order to take these studies about how individuals are affected by stress in the work place and make practical application of them, it is necessary that theoretical models be constructed. These models attempt to incorporate the findings of studies into real life situations. One of the best theories to be constructed in recent years is the Person-Environment Fit or Congruence Model (8, pp. 35-71). This theory involves first, the objective P-E fit, which is the matching between the work environment and the individual, independent of perceptions, and second, the subjective P-E fit, which is the matching between the individual and his own perception (the "subjective environment"). This model conceptualizes the relationships between forces acting on the individual, identifies the

needs and motives of the individual separately, and differentiates between the demands of the work environment and what the environment offers (41, pp. 19-20).

There are many and sundry effects of stress on human beings in the work place. However, in terms of preventative measures, nothing seems to be of more importance than the need to preserve the worker's self-esteem. When the environment will not support the individual's goals, stress and frustration increases and self-esteem declines. Rosch indicates that employees who are not part of a participatory management scheme are more likely to suffer a loss of self-esteem. He observes that lacking control of a situation is distressful and can make one sick. Doing something that gives one pride and particularly if one enjoys it, can lead to good health (50, p. 65). Selye admonishes: "Everyone has his own innate abilities, we should strive for excellence for the best we can do" (41, p. 27).

Stress and Burnout Among the Helping Professions

As noted earlier, the helping professions are particularly vulnerable to burnout because the helping professions are those professions that are characterized by the fact that it is work with people. Some examples of the helping or service professions would include nurses, teachers, counselors, doctors, therapists, police, social

workers, ministers, and anyone else who cares for people (35, pp. 3-7).

The symptoms of burnout among professionals in the helping professions are very similar. In a survey of college presidents, Vaughn found many of the same complaints that are articulated by other professionals. Among those reported problems were a lack of enthusiasm, becoming less tolerant of others, a feeling of frustration without reasons, a sense of monotony on the job, cynicism toward work, tiring more easily, a loss of creative drive, an excessive use of drugs, and feelings of loneliness, hyperactivity, and laziness (61, pp. 12-13).

Daley notes three ways that burnout among protective services workers might be manifested.

1. The worker makes a sharp distinction between his or her personal professional selves by, for example, not discussing work at home.
2. The worker minimizes his or her involvement with clients by keeping physically distant from them or by sharply curtailing the interviews.
3. The worker becomes a petty bureaucrat, going strictly by the book and viewing clients as cases rather than as people (14, p. 375).

As a member of the helping professions, teachers and administrators are particularly vulnerable to the harmful effects of stress and burnout (41, pp. 12-13). The signs of faculty burnout are physical and emotional exhaustion, a lack of significance in one's work, a lack of control over one's environment, the feeling of being locked into a job

routine, and diminished prospects for a brighter future (41, p. 16; 52; 79).

In a national study of stress among university faculty members, the ten most recurring stressors were as follows: 1) imposing excessively high self-expectations, 2) securing financial support for research, 3) having insufficient time to keep abreast of one's field, 4) low pay, 5) striving for publication, 6) feeling continually overloaded with work, 7) job demands that interfere with personal activities, 8) lack of progress in one's career, 9) interruptions from the telephone or visitors, and 10) meetings (23, p. 367).

In a study done by Brodsky, teachers were found to perceive themselves as being trapped in unresolvable conflicts. The stress was brought on by daily demands to which the teachers were unable to express emotions of anger, fear, and guilt. This trapped environment continued over long periods of time. Each day would begin with old conflicts being unresolved. Prolonged states of this type may result in somatic problems which may become more severe in time. Brodsky recommends that new teachers be informed of the indicators of overexposure (43, p. 193). Cunningham recommends that leadership support participatory management styles to reduce burnout among teachers (13, p. 22).

Counselors are particularly subject to burnout. The very nature of their job requires that they constantly deal with problems:

Most human relationships are symmetrical, but the therapeutic relationship is not; it is complementary: the professionals give and the clients receive...In many of these professions, work is seen not as a job but as a calling, and the reward is supposed to be inherent in giving (44, p. 53).

Freudenberger encourages support for community clinics such as day care centers, medical care centers, and mental health centers. By putting energies into creating programs for solving community problems, many individual problems are resolved that counselors were asked to solve in one-to-one counseling sessions (21, pp. 77-86). Counselors cannot stem the tide of needed care on a one-to-one ratio.

However, clients do not always have a negative effect on their counselors. In a study by Ayala Pines and Ditsa Kafry, occupational tedium was found to depend more on a worker's interpersonal relationships with fellow workers than job tasks or working conditions (45, p. 499). This might suggest that counselors and social workers may receive support as well as stress from their clients (36, pp. 111-123).

In gathering normative data for the Maslach Burnout Inventory, Christina Maslach was able to compile some interesting patterns of burnout among helping professionals as revealed by a demographic sheet (35, pp. 57, 58). The variables included sex, ethnic background, age, marital and family status, and education.

Maslach reports that men and women are somewhat

similar in their experience of burnout. However, men are slightly more inclined to have depersonalized and callous feelings about the people they work with while women show more emotional exhaustion. Whites were found to burn out more than blacks. Some minority groups were too small as to be a separate group for comparison. Caution is recommended in drawing conclusions about differences among ethnic groups because of underrepresentation of ethnic minorities in some helping professions.

Burnout is greatest among the young who work in the area of human services. Maslach observes that with increased age, people are more stable and mature and have a more balanced perspective on life. It was found that people workers who are single experience the most burnout. Married workers experience the least burnout while those who are divorced fall in between. Workers with children experience less burnout than those who are childless. Several reasons for this might be that workers with families tend to be older, more experienced in dealing with problems, have emotional support from the family, and feel a greater need for job security due to family financial obligations.

With education as a variable, it was found that the greatest amount of burnout is experienced by those who have completed college but have not had any postgraduate training. It should be noted, however, that people with

different amounts of education enter different types of jobs. A physician must have a medical degree, for example. Thus, the emotional demands of the work itself, and not the educational background, may be responsible for reported levels of burnout (35, pp. 58-61).

Stress and Burnout Among Ministers

Ministers have traditionally gone into the ministry because of a particular sense of mission or appointment from God. Berkley remarks, "An assurance of divine calling and giftedness for ministry ranks first in my ministerial survival formula" (6, p. 36). Although this is not as true as it once was, this call to duty is still an important feature in the minister's motivation for joining the clergy (43, p. 250).

Usually, ministers view the "call" as a life long commitment. Lindemann, a burned out minister, concedes in his article in The Christian Ministry:

I was not sorry, then, when I got to be 65 and could begin to draw social security and pension checks. . . . However, the consciousness of being an ordained minister remains. This is what I have been for 50 years and this is what I shall be until death. As Kipling said in another connection, "There is no discharge in this war" (32, p. 8).

Not only do ministers have enough stress in their own lives, but they are often pressured by stress-filled situations in the lives of their parishioners. Phillips notes that they get a double dose of stress from their working environment (43, p. 257).

There is evidence that ministers rank highly among other helping professionals in the likelihood of burning out. The National Institute for Occupational Safety and Health published a study of 9,000 persons in 1977 who were admitted to mental health centers in Tennessee. There were more ministers admitted than teachers, policemen, and physicians (17, p. 71).

The Menninger Foundation reports the five most representative problems of those pastors who have sought help:

1. Overextension - the feeling of having too many commitments
2. Imprecise competence - the feeling of not knowing why they did what they did.
3. Inadequate resources - the feeling that they had to be satisfied with whatever resources they had.
4. A desperate groping for relevant religious faith; Pastors need a pastor too
5. Lack of accomplishment. It is difficult to measure the impact of preaching to the satisfaction of the minister (47, p. 22).

In a similar study by Gleason in 1977, the most common stressors for clergymen were as follows: the abundance of activities, being perfectionists, lack of time for study, role conflicts, surprises, conflicts in the church, organizational difficulties, living in a "goldfish bowl" existence, effort to show self as hard worker, lack of results, previous unresolved stress, and inferiority feelings (43, p. 273). Christensen lists ministers' sense

of responsibility, their feeling of urgency in their work, singleness of purpose and the dangers inherent in a too unilateral philosophy, a tendency to use the church to satisfy personal needs, and a tendency to shun non-professional satisfactions as the most common stressors for ministers (43, p. 253).

As in the other helping professions, ministers are subject to excessive stress partly because of role conflict and role ambiguity. As Smith comments:

The minister's role set would include both the judicatory executive who expects him to emphasize the importance of benevolence giving and the local trustee who expects him to give priority to the building fund so that mortgage payments can be made on time. Also in his role set would be parishioners, vestrymen, elders, deacons, or other church officers, fellow ministers of his judicatory, neighboring clergy, officers of the denomination, community leaders who expect things of him as a pastor of "Old First Church," etc. (58, p. 25).

Rassieur provides some insight into the individual he feels is best adjusted to the ministry. Rassieur observes that this person has a firm sense of self and personal identity. He likes people and people like to be around him. He is free from cynicism, depression, or sarcasm and he contagiously enlivens the spirits of those he meets. In short, "the recovery of self is essential prerequisite for all ministry" (47, pp. 35-36).

In a study on minister breakdown by Mehl, it was suggested that in the treatment of ministers there is too much emphasis on psychiatric methods and not enough

attention given to career therapy. Mehl observes that the treatment given ministers may be suspect because in his study, very few of the clergy returned to their professional calling after a single eight to twelve month hospitalization. It was noted that psychiatric care took them away from their jobs and that even in the hospital, ministers were given jobs in maintenance, in rental agencies, and other areas that do not take into account aptitude, abilities, or interests (43, p. 275).

Daniel G. Hawkins, writing about his personal experiences with burnout noted that continuing education, especially clinical pastoral education had made a redemptive impact on his ministry (26, p. 12). Most ministers who have suffered burnout warn of maintaining a balance in their professional lives (5, 18, 28, 33, 38, 46, 48, 49, 54).

If this present generation cannot change its life styles to ease the stress, then perhaps pastors of the future may be able to do so:

It is refreshing to note that many seminarians are challenging the workaholic work styles they observe in their supervisory pastors in fieldwork and internship placements. Many seminarians are recognizing that workaholicism demands too high a price from emotions and relationships, and they are deciding to shape their ministry around a work pattern that is more realistic and respectful of their own personal and family needs (49, p. 7).

Summary

From a review of the literature, it should be evident that stress and burnout are problems of real significance. While it is true that stress is a normal activity that is present in the body at all times, excessive stress can be painful, can aggravate the effects of diseases, and can be an important factor in coronary heart disease.

Stress and burnout share some common traits but they are distinctive and separate qualities. Burnout may be the result of prolonged stress but burnout differs from stress in that burnout comes as a result of social interaction between helper and recipient.

A major source of stress and burnout is the work place. Job stress and burnout for the worker can come as a result of many factors which include role ambiguity and a lack of control over how the job gets done. It is suggested that when studying job-related stress, that individual differences such as age, intelligence, and personality type should be taken into consideration. It is also important to effectively match job tasks with leadership models to lessen anxiety and preserve worker self-esteem.

The helping professions are particularly vulnerable to stress and burnout because they are those professionals that are characterized by people working with people. Some examples of helping professions might include nurses,

teachers, counselors, doctors, therapists, police, social workers, and ministers.

As members of the helping professions, ministers are high risk candidates for the deleterious effects of stress in their own lives and they are often confronted by stress-filled situations in the lives of their parishioners. There is evidence that ministers rank highly among other helping professionals in the likelihood of burning out. The problem of getting help for burned out ministers is compounded by popular attitudes that ministers do not have the same needs as the general public. Some ministers are now acknowledging that programs in continuing education are making a redemptive impact on their ministry.

CHAPTER BIBLIOGRAPHY

1. Adams, John D., "Stress and the Risk of Illness," Understanding and Managing Stress: A Book of Readings, edited by John D. Adams, San Diego, California, University Associates, Inc., 1980, pp. 1-12.
2. Albrecht, Karl, Stress and the Manager: Making It Work for You, Englewood Cliffs, New Jersey, Prentice-Hall Inc., 1979.
3. Beehr, Terry A, "Perceived Situational Moderators of the Relationship Between Subjective Role Ambiguity and Role Strain," Journal of Applied Psychology, 61 (February, 1976), 35-40.
4. Benson, Herbert, "Your Innate Asset for Combating Stress," Harvard Business Review, 52 (July-August, 1974), 49-60.
5. Berg, Mary, "Burnout! When You Just Don't Care Anymore . . .," HIS, 41 (February, 1981), 27-28.
6. Berkley, James D., "Burning, Rusting, or Holding Out," Leadership, 4 (Winter, 1983), 7-9.
7. Bridgwater, Carol Austin, "The Risks of Pressuring Employees," Psychology Today, 17 (April, 1983), 19.
8. Caplan, Robert, "Person-Environment Fit: Past, Present, and Future," Stress Research: Issues for the Eighties, edited by Cary Cooper, New York, John Wiley and Sons, 1983, pp. 35-78.
9. Cedoline, Anthony J, Job Burnout in Public Education: Symptoms, Causes, and Survival Skills, New York, Teachers College Press, 1982.
10. Chesney, Margaret A. and Ray H. Rosenman, "Specificity in Stress Models: Examples Drawn from Type A Behaviour," Stress Research: Issues for the Eighties, edited by Cary L. Cooper, New York, John Wiley and Sons, 1983, pp. 21-34.

11. Cooper, Cary L, The Stress Check, Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1981.
12. Cummings, Thomas G. and Cary L. Cooper, "A Cybernetic Framework for Studying Occupation Stress," Human Relations, 32 (May, 1979), 395-418.
13. Cunningham, William G., "Research-Based Strategies for Fighting Teacher Burnout," The Education Digest, 47 (May, 1982), 20-23.
14. Daley, Michael R., "Burnout: Smoldering Problems in Protective Services," Social Work, 24 (September, 1979), 375-379.
15. Davies, Roy D., Vivian J. Shackleton, and Raja Parasuraman, "Monotony and Boredom," Stress and Fatigue in Human Performance, edited by Robert Hockey, New York, John Wiley and Sons, 1983, pp. 1-32.
16. Ellis, Steve Erwin, "A Study of Burnout Levels Among Community College Administrators," unpublished doctoral dissertation, Department of Higher Education Administration, North Texas State University, Denton, Texas, 1983.
17. "Experts Say Clergy Stress Doesn't Have to Result in Burnout," Christianity Today, 28 (November, 1984), 71-72.
18. Faulkner, Brooks R., Burnout in Ministry: How to Recognize It/How to Avoid It, Nashville, Tennessee, Broadman Press, 1981.
19. Fisher, S., Stress and the Perception of Control, London, Lawrence Erlbaum Associates, 1984.
20. Freudenberger, Herbert J., "Burnout: Contemporary Issues, Trends, and Concerns," Stress and Burnout in the Human Service Professions, edited by Barry A. Farber, New York, Pergamon Press, 1983, pp. 23-28.
21. _____, "Crisis Intervention, Individual and Group Counseling, and the Psychology of the Counseling Staff in a Free Clinic," Journal of Social Issues, 20 (March, 1974), 77-86.

22. French, John R. P., Jr. and Robert D. Caplan, "Organizational Stress and Individual Strain," Understanding and Managing Stress: A Book of Readings, edited by John D. Adams, San Diego, California, University Associates, Inc., 1980, pp. 40-51.
23. Gmelch, Walter H., Nicholas P. Lovrich, and Phyllis K. Wilke, "A National Study of Stress Among University Faculty Members," Phi Delta Kappan, 65 (January, 1984), 367.
24. Greenberg, Sheldon F., Stress and the Teaching Profession, Baltimore, Paul H. Brookes Publishing Co., 1984.
25. Hamberger, Kevin L. and Jeffrey M. Lohr, Stress and Stress Management: Research and Applications, New York, Springer Publishing Company, 1984.
26. Hawkins, David G., "As the Wine Runs Out," The Christian Ministry, 15 (January, 1984), 11-12.
27. Hockey, Robert, "Current Issues and New Directions," Stress and Fatigue in Human Performance, edited by Robert Hockey, New York, John Wiley and Sons, 1983, pp. 363-373.
28. Hulme, William E., "Coming to Terms with Clergy Burnout," The Christian Ministry, 15 (January, 1984), 5-7.
29. "Increasing Signs of Stress," Time, 122, (August, 1983), 67.
30. "Jobs Where Stress is Most Severe," U.S. News and World Report, 95 (September, 1983), 45.
31. Lazarus, Richard S., "Cognitive and Coping Processes in Emotion," Stress and Coping: An Anthology, edited by Alan Monat and Richard S. Lazarus, New York, Columbia University Press, 1977, pp. 145-158.
32. Lindemann, Herbert F., "The Clergy in Retirement: Once a Minister Always a Minister," The Christian Ministry, 14 (March, 1983), 7-9.
33. MacDonald, Gordon, "Dear Church, I Quit," Christianity Today, 24 (June, 1980), 16-19.

34. Makosky, Vivian Parker, "Sources of Stress: Events or Conditions?," Lives in Stress: Women and Depression, edited by Deborah Belle, Beverly Hills, California, Sage Publications, 1982, pp. 35-53.
35. Maslach, Christina, Burnout: The Cost of Caring, Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1982.
36. _____, "The Client Role in Staff Burnout," Journal of Social Issues, 34 (March, 1978), 111-123.
37. Mason, John L., Guide to Stress Reduction, Culver City, California, Peace Press, Inc., 1980.
38. McClanahan, Arthur Lee, "One Way to Fight Burnout," The Christian Ministry, 15 (Fall, 1984), 13.
39. McGrath, Joseph E, "Settings, Measures, and Themes: An Integrative Review of Some Research on Social-Psychological Factors in Stress," Stress and Coping: An Anthology, edited by Alan Monat and Richard S. Lazarus, New York, Columbia University Press, 1977, pp. 67-76.
40. McGuigan, F. J., Calm Down: A Guide to Stress and Tension Control, Englewood Cliffs, New Jersey, Prentice-Hall Inc., 1981.
41. Meléndez, Winifred Albizu and Rafael M. de Guymán, Burnout: The New Academic Disease. ASHE - ERIC Higher Education Research Report No. 9, Washington, Association for the Study of Higher Education, 1983.
42. Niehouse, Oliver L., "Burnout: A Real Threat to Human Resources Managers," Personnel, 58, (September-October 1981), 25-32.
43. Phillips, E. Lakin., Stress, Health and Psychological Problems in the Major Professions, Washington, University Press of America, 1982.
44. Pines, Ayala M., Elliot Aronson, and Ditsa Kafry, Burnout: From Tedium to Personal Growth, New York, The Free Press, 1981.

45. Pines, Ayala M. and Ditsa Kafry, "Occupational Tedium in the Social Services," Social Work, 23 (November, 1978), 499-507.
46. Ragsdale, Ray W., The Mid-Life Crises of a Minister, Waco, Texas, Word Books, 1978.
47. Rassieur, Charles L., Stress Management for Ministers, Philadelphia, The Westminster Press, 1982.
48. _____, "Ministry Without Shame," The Christian Ministry, 15 (January, 1984), 7-10.
49. Rayburn, Carole A., Lee J. Richmond, and Lynn Rogers, "Stress Among Religious Leaders," Thought, 58 (September, 1983), 329-341.
50. Rosch, Paul J., "Coping with Stress on the Job," Nation's Business, 72 (February, 1984), 65.
51. Rosenbaum, Leonard L. and William B. Rosenbaum, "Morale and Productivity Consequences of Group Leadership Style, Stress, and Type of Task," Journal of Applied Psychology, 55 (August, 1971), 343-348.
52. Sakharov, Mae and Barry A. Faber, "A Critical Study of Burnout in Teachers," Stress and Burnout in the Human Service Professions, edited by Barry A. Faber, New York, Pergamon Press, 1983, pp. 65-81.
53. Schuller, Randall S., "Stress Management for College Administrators," Educational Record, 62 (Summer, 1981), 14-18.
54. Sehnert, Keith W., Stress/Unstress, Minneapolis, Augsburg Publishing House, 1981.
55. Selye, Hans, "The Stress Concept: Past, Present, and Future," Stress Research: Issues for the Eighties, edited by Cary L. Cooper, New York, John Wiley and Sons, 1983, pp. 1-21.
56. _____, The Stress of My Life: A Scientist's Memoirs, 2nd ed., New York, Van Nostrand and Reinhold Company, 1979.
57. _____, Stress Without Distress, New York, J. B. Lippincott Company, 1974.

58. Smith, Donald P., Clergy in the Cross Fire: Coping with Role Conflicts in the Ministry, Philadelphia, The Westminster Press, 1974.
59. Tauraso, Nicola M., How to Benefit from Stress, Frederick, Maryland, Walden Valley Press, 1979.
60. Vander, Arthur J., Nutrition, Stress, and Toxic Chemicals: An Approach to Environment-Health Controversies, Ann Arbor, The University of Michigan Press, 1981.
61. Vaughan, George Brandt, "Burnout: Threat to Presidential Effectiveness," Community and Junior College Journal, 52 (February, 1982), 10-13.

CHAPTER III

METHODS AND PROCEDURES

Introduction

The purpose of this chapter is to present the methods and procedures used to obtain and analyze the data of this study. A copyrighted Maslach Burnout Inventory (see Appendix A) was used to accomplish the purpose of this study which is to identify the stress level differences between selected pastors who have and who have not been trained in stress management.

Population

The participants in this study are pastors of the North Texas District Council of the Assemblies of God. All 541 pastors were surveyed. Only senior pastors were included in this study because the senior pastor is primarily responsible for the leadership in each local church. In the Assemblies of God denomination, senior pastors are required to be licensed but are not required to be ordained. However, many are both licensed and ordained. This differentiation is helpful in determining how long an individual has been in the clergy. Further background data on the history, organization, and polity of the Assemblies of God denomination is found in Appendix F (2, 6, 9).

Collection of Data

The basic data for this study were collected through the use of the Maslach Burnout Inventory (5). The Inventory was sent to all 541 pastors of the North Texas District Council of the Assemblies of God. Through the use of additional questions (see Appendix B), it was determined whether the pastors had experienced stress management training. The pastors then were divided into two groups: those who had, and those who had not had stress management training. Of those who had had stress management training, it was asked how long the training lasted and if college credit was received.

Additional data were collected to determine each participant's age, gender, educational level, number of years in the present pastorate, and total years in the clergy. These facts were ascertained for a descriptive profile (see Appendix B).

A review of 1984-1986 college catalogs listed in Appendix G, revealed no college courses on stress management in undergraduate Assemblies of God colleges in the United States (1, 3, 4, 7, 8, 10, 11, 12, 13, 14). However, through the office of the North Texas District Council stress management seminars are made available to District pastors on an irregular basis and many such seminars are available through continuing education programs in community colleges and senior colleges,

traditional programs in higher education, and hospital based educational facilities (see Appendix E).

Instruments

The Maslach Burnout Inventory was developed by Christina Maslach and Susan E. Jackson and published by John Wiley and Sons in 1981 (5). It was created to test the burnout experienced by human service workers. Burnout is defined in the instrument as a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do people work (5, p. 1).

The Inventory contains three subscales that assess three aspects of the burnout syndrome: emotional exhaustion, depersonalization, and a lack of personal accomplishment. The emotional exhaustion subscale measures feelings of being emotionally overextended and exhausted by one's work. The depersonalization subscale measures impersonal or uncaring feelings towards recipients of one's care or treatment. The personal accomplishment subscale measures feeling of successful achievement in one's work with people. Each subscale contains two dimensions: frequency (how often people have these feelings) and intensity (the strength with which these feelings are experienced).

Maslach and Jackson conceptualize burnout as a continuous variable. Every person is believed to possess a degree of burnout. Burnout is believed to be high if an

individual scores high on the emotional exhaustion and depersonalization subscales and low on the personal accomplishment subscale. Scores should be considered high if they are in the upper third of the normative distribution, moderate if they are in the middle third and low if they are in the lower third. The frequency and intensity scores are evaluated separately. Therefore, there are six scores for each respondent. Burnout is believed to be high if an individual scores high on the first four subscales and low on the last two subscales.

Human services workers represented in both the scale development and MBI normative samples include 845 Social Security Administration public contact employees, 142 police officers, 231 nurses, 125 agency administrators, 222 teachers, 97 counselors, 91 social workers, 68 probation officers, 63 mental health workers, 86 physicians, 40 psychologists and psychiatrists, 31 attorneys, and 77 others (5, p.2). The specific items are answered in the form of written statements about personal feelings or attitudes. Each statement is rated on two dimensions: frequency and intensity. The frequency scale is labeled at each point and ranges from "0" (never) to "6" (every day). The intensity scale ranges from "0" (never) to "7" (major, very strong). The mean for each subscale is computed for both the frequency and intensity.

Internal consistency reliability coefficients for the

subscales were reported as follows: 0.90 (frequency) and 0.87 (intensity) for the emotional exhaustion subscale, 0.79 (frequency) and 0.76 (intensity) for the depersonalization subscale and 0.71 (frequency) and 0.73 (intensity) for the personal accomplishment subscale. The test-retest reliability coefficient were reported as follows: 0.82 (frequency) and 0.53 (intensity) for the emotional exhaustion subscale, 0.60 (frequency) and 0.69 (intensity) for the depersonalization subscale. Although these coefficients range from low to moderately high, all are significant beyond the .001 level (5, p. 7).

Convergent validity was demonstrated by correlating the Inventory with other measures of the same type. Significant positive correlations were found between the MBI scores and behavioral ratings made independently by a person who knew the individual well, such as a spouse or co-worker (5, p. 7). Convergent validity was also demonstrated by finding significant correlations between job characteristics and experienced burnout. For example, it was predicted by Maslach and Pines that the greater number of clients one must deal with, the higher the burnout scores on the MBI. Barad found precisely this pattern in a nationwide study of 845 public contact employees in the Social Security Administration. Other job characteristics for which significant correlations were found include direct contact with clients, time spent in

administrative activities, and job feedback (5, pp. 7-8).

Discriminant validity, established with the Inventory, was correlated with psychological constructs that might be presumed to be confounded with burnout. For example, an individual who is experiencing job dissatisfaction should not respond to questions on the Maslach in the same way as a person who is experiencing burnout. Negative correlations were found in comparison of subjects' scores on the MBI and the Job Diagnostic Survey. Thus, one can reject the notion that burnout is simply a synonym for job dissatisfaction (5, pp. 8-9).

To test the notion that scores on the Maslach Burnout Inventory are subject to distortion by a social desirability response set because many of the items describe feelings that are contrary to professional ideals, forty graduate students in social welfare were asked to complete both the MBI and the Crowne-Marlowe Social Desirability Scale. The thesis was that if reported burnout is not influenced by a social desirability response set, then the scores on the two scales should be uncorrelated. In the test with the graduate students, none of the Maslach subscales were significantly correlated with the Social Desirability Scale at the .05 level (5, p. 9).

Procedures

The Maslach Burnout Inventory entitled Human Services Survey by the authors in order not to sensitize the respondents to the issue of burnout, a cover letter written by the Superintendent of the North Texas District Council (see Appendix C), and a set of demographic questions to ascertain the respondent's age, gender, educational level, experience in the present pastorate, and years of service as clergy were mailed to the population of this study. In addition, the demographic questions asked whether or not the respondent had received stress management training. An addressed, stamped, return envelope was included for the convenience of the respondents. After ten days, a post card (see Appendix D) was sent as a reminder for pastors to complete and return the forms. After an additional five days, telephone calls were made to non-respondents. Two hundred eighty nine (53.4 per cent) valid responses were returned. Eight responses were discarded as unusable because the instructions for completing the form had not been followed.

Demographic data were summarized and appropriate tables were constructed that compared the sample by gender, age, educational level, experience in the present pastorate, and experience in the clergy. The respondents were asked whether or not they had experienced stress management training. Two groups for comparison were

formed, those with and those without stress management training.

The Inventories were scored and tallied, and tables were designed to present the findings. Means and standard deviations were computed for each subscale (emotional exhaustion, depersonalization, and personal accomplishment) for both frequency and intensity for the two groups and the entire population.

To test each hypothesis a t-test of significance for two independent samples was conducted between the means of the group that responded positively to the question of stress management training and the group that responded negatively. Significant differences were reported at the .05 level of significance with the null hypothesis retained where no significant differences were found.

Research of college catalogs, and publications of educational and other institutional settings provided data relative to the availability of stress management training courses and seminars for college credit and noncredit work (see Appendix E).

Summary

In order to measure the stress levels of the pastors surveyed, and to develop a personal profile of the respondents, the Maslach Burnout Inventory and an accompanying set of demographic questions were utilized.

Additionally the demographic questions were used to place the pastors into two groups for analysis. A review of current college catalogs revealed an absence of stress management courses in undergraduate Assemblies of God colleges. However, stress training seminars were offered on an irregular basis and were available in a number of other educational and public institutions in the North Texas District.

The Maslach Burnout Inventory was scored on the three subscales of emotional exhaustion, depersonalization, and personal accomplishment. Tabulations are presented in Chapter IV. Means and standard deviations were calculated after the scores from the subscales were tabulated. Tests of significance of these means were performed between those respondents who have and those who have not had stress management training. The demographic data gathered from the respondents are also summarized and a profile of the typical respondent is presented in appropriate tables in Chapter IV.

CHAPTER BIBLIOGRAPHY

1. Bethany Bible College Catalogue, 1983-1985,
Bethany Bible College, Santa Cruz, California.
2. Biennial Report, 1983-1985, Prepared under the
direction of the Executive Presbytery for
presentation to the 41st General Council of the
Assemblies of God, San Antonio, Texas, August
8-13, 1985, Springfield, Missouri, Gospel
Publishing House, 1985.
3. Central Bible College Catalogue, 1985-1986,
Central Bible College, Springfield, Missouri.
4. Evangel College Catalogue, 1985-1986, Evangel
College, Springfield, Missouri.
5. Maslach, Christina, The Maslach Burnout
Inventory, Research ed., Palo Alto,
California, Consulting Psychologists Press, 1981.
6. Menzies, William W., Anointed to Service: The
Story of the Assemblies of God,
Springfield, Missouri, Gospel Publishing House,
1971.
7. North Central Bible College Catalogue,
1983-1985, North Central Bible College,
Minneapolis, Minnesota.
8. Northwest College Catalogue, 1985-1986,
Northwest College, Washington.
9. Piephorn, Arthur Carl, Holiness and Pentecostal,
Vol. 3 of Profiles in Belief: The
Religious Bodies of the United States
and Canada, San Francisco, California, Harper
& Row, 1979.
10. Southeastern College of the Assemblies of
God Catalogue, 1985-86, Southeastern
College of the Assemblies of God, Lakeland,
Florida.

11. Southern California College Catalogue,
1985-1986, Southern California College, Costa
Mesa, California.
12. Southwestern Assemblies of God College
Catalogue, 1984-1986, Southwestern Assemblies
of God College, Waxahachie, Texas.
13. Trinity Bible College Catalogue, 1984-1985,
Trinity Bible College, Ellendale, North Dakota.
14. Valley Forge Christian College Catalogue,
1985-1986, Valley Forge Christian College,
Phoenixville, Pennsylvania.

CHAPTER IV

PRESENTATION OF FINDINGS

Introduction

The Maslach Burnout Inventory and demographic questions were mailed to all of the 541 senior pastors of the North Texas District Council of the Assemblies of God. The official roster was used to secure names and addresses.

After reminder post cards (see Appendix D) were sent and reminder phone calls were made, a majority response rate was accomplished. Out of the 541 instruments mailed out, 289 valid responses or 53.4 per cent were returned. Eight were unusable.

Demographic Profile

Ten demographic questions (see Appendix B) were designed to ascertain the respondents' gender, age, educational attainment, professional experience, and whether or not the respondent had had stress management training. The personal data (questions 1-5) were ascertained to provide facts about the sample for the North Texas District Council of the Assemblies of God and to provide information for further studies. Questions 6-10 were asked to determine whether or not the pastors had had stress management training.

Table I presents the respondents divided by groups. The two groups, those with stress management training and those with no training, are the basis of the comparisons for this study.

TABLE I
 FREQUENCY AND PER CENT OF RESPONDENTS WITH STRESS
 MANAGEMENT TRAINING AND WITH NO
 STRESS MANAGEMENT TRAINING

Groups	Frequency	Per Cent
With Stress Management Training	71	24.6
With No Stress Management Training	218	75.4
Total	289	100.0

Seventy-one of the pastors had experienced stress management training but were heavily outnumbered by those who had not had training. Stress management training is certainly not common in the educational experiences of the pastors within the population surveyed.

The reason this is true is uncertain. According to additional research, stress management seminars and courses are available. Seminars and courses are offered through the continuing education department of the North Texas District Council of the Assemblies of God, through

hospitals, and through many community and senior colleges, both public and private in the state of Texas (see Appendix E). It might be that pastors are not aware of these opportunities or that they do not feel a need to receive stress management training.

Table II, on the following page, presents the respondents by sex, age, and education. The typical pastor of the North Texas District Council is male (97.2 per cent) and is over forty years of age (61.3 per cent). However, he has not yet completed the requirements for an undergraduate degree (65.9 per cent).

The pastors with stress management training and those with no stress management training were similar in both gender and age. Both groups were nearly all male and the majority of both groups were over forty years of age. It is interesting to note that with the exception of the age 41 - 50 group, each successively older age group had a larger frequency of responses. This reversal of the trend with the age 41 - 50 group might be due in part to the well documented mid-life crisis.

The groups were least alike in the area of education. The pastors with stress management training had far more education than did the group with no stress management training. Approximately 55 per cent of the pastors with stress management training reported that they had completed college or had done graduate work while only 27.3 per cent

TABLE II

SEX, AGE, AND EDUCATION: FREQUENCY AND PER CENT OF ALL RESPONDENTS, THOSE WITH STRESS MANAGEMENT TRAINING AND THOSE WITH NO STRESS MANAGEMENT TRAINING

Category	With Training		With No Training		All Respondents	
	F*	P*	F	P	F	P
Sex						
Male	70	98.6	211	96.8	281	97.2
Female	1	1.4	7	3.2	8	2.8
Total	71	100.0	218	100.0	289	100.0
Age						
Below 30	8	11.3	17	7.8	25	8.7
31-40	19	26.8	68	31.2	87	30.1
41-50	17	23.9	54	24.8	71	24.6
Over 50	27	38.0	79	36.2	106	36.7
Total	71	100.0	218	100.0	289	100.0
Education						
No college	7	9.9	63	29.2	70	24.4
Some college	25	35.2	94	43.5	119	41.5
Completed	22	31.0	36	16.7	58	20.2
Postgraduate	17	23.9	23	10.6	40	13.9
Total	71	100.0	**216	100.0	**287	100.0

*F, Frequency; P, Per cent.

**2 missing cases.

of those with no stress management training recorded completing college or postgraduate work. Those individuals who are accustomed to pursuing education in a formal setting may, as a natural perpetuation of that mind set, seek additional training to further enhance their professional and personal needs.

The smallest group among those pastors with stress management training was the group with no college while the smallest group among those pastors with no stress management training was the group with postgraduate work. Two pastors failed to record a response for the category of educational attainment.

Table III presents all responses to the questions of present pastorate experience and total clergy experience.

TABLE III

PASTORAL AND CLERGY EXPERIENCE: FREQUENCY AND MEAN OF ALL RESPONDENTS, THOSE WITH STRESS MANAGEMENT TRAINING AND THOSE WITH NO STRESS MANAGEMENT TRAINING

Experience	With Training		With No Training		All Respondents	
	F*	M*	F	M	F	M
Years in present pastorate	70	5.6	214	7.0	284	6.7
Years in clergy	70	20.7	209	17.6	279	18.4

*F, Frequency; M, Mean.

The pastors of the North Texas District Council reported approximately three times more experience in the clergy than in their present pastorate. When comparing the responses of the group with stress management training to the group with no stress management training, there is a slight contrast in the number of years recorded. The group with stress management training reported less experience in the present pastorate but more experience in the clergy than did the group with no stress management training. It may be observed that with approximately two additional years experience in the clergy, the pastors with stress management training have had somewhat more opportunities to receive the training.

There were several pastors who failed to respond to the questions concerning experience. When the pastors were asked to give a specific number of years rather than to check a category (see Appendix B), they left the question blank.

Table IV indicates the existence or absence of stress management training for all respondents. It also indicates the type of courses, length of seminar and whether or not other training was indicated for those who responded positively. The affirmative "yes" responses make up the group with stress management training while the negative "no" responses make up the group with no stress management training.

TABLE IV
STRESS MANAGEMENT TRAINING BY TYPE: FREQUENCY
AND PER CENT FOR ALL RESPONDENTS

Training Type	Frequency		Per Cent	
	Yes	No	Yes	No
College credit course	3	286	1.0	99.0
College non-credit course	6	283	2.1	97.9
College credit seminar	4	285	1.4	98.6
College non-credit seminar	38	251	13.1	86.9
Other training	39	250	13.5	86.5

A total of seventy-one respondents reported that they had engaged in stress management training (see Table I). However, the total of the "yes" column in Table IV is ninety. Some respondents reported more than one type of stress management training.

According to Table IV, only nine pastors had had a course in stress management while forty-two had had a seminar. Of the four respondents who indicated that they had taken a seminar for college credit, two reported that it was one-half day in length while the other two reported that it was four days in length. Of the thirty-eight respondents who indicated that they had taken a seminar for no college credit, eight reported that the seminar was one-half day in length, eight reported that it was one day

in length, fifteen reported that it was two days in length, three reported that it was three days in length and three reported the seminar was four days in length. There was one respondent who reported a "no credit" seminar but did not record any length.

The respondents took stress management training by seminar more often than by course. This might be true because seminars are usually brief and are scheduled at a time that is convenient for the participants. With a pastor's busy schedule, it may be that seminars are more practical for obtaining stress management training.

Additionally, there were thirty-nine pastors who listed other types of training in stress management. These types varied but many indicated commercial stress management programs obtainable through literature or cassette recordings. Home study methods may provide an answer for pastors who feel it necessary to study in their cars or in the comfort of their own homes.

Normative Data

Table V presents the range of scores for each of the subscales (both frequency and intensity) categorized as low, moderate, or high by the Maslach research team. These scores are the scores of the normative group of over 1,000 persons sampled.

TABLE V
 CATEGORIES OF BURNOUT ON THE MASLACH BURNOUT
INVENTORY BY RANGE OF SUBSCALE SCORES*

Subscales	Low	Moderate	High
Emotional Exhaustion			
Frequency	0 - 17	18 - 29	30 or more
Intensity	0 - 25	26 - 39	40 or more
Depersonalization			
Frequency	0 - 5	6 - 11	12 or more
Intensity	0 - 6	7 - 14	15 or more
Personal Accomplishment			
Frequency	40 or more	39 - 34	33 or less
Intensity	44 or more	43 - 37	36 or less

*Source: Maslach Burnout Inventory, 1981 (p. 2).

Burnout is conceptualized as a continuous variable. It is not viewed as either being present or absent. Thus, everyone has stress and burnout to some degree. The Maslach research team developed the categories found in Table V to make comparisons easier and to obtain a rough assessment of the degree to which burnout is being experienced. However, the original numerical scores should be used (as they were in this study) when doing statistical analyses. There is insufficient research on the categories of scores to indicate individual dysfunction (1, pp. 1-3).

Scores are considered high if they are in the upper third of the normative distribution, moderate if they are in the middle third, and low if they are in the lower third. A high degree of burnout is reflected in high scores on both the emotional exhaustion and depersonalization subscales and in low scores on the personal accomplishment subscale. Moderate scores are a reflection of moderate burnout on all three subscales. Low burnout is reflected in low scores on the emotional exhaustion and depersonalization subscales and in high scores on the personal accomplishment subscale (1, p. 1).

Findings from the Maslach Burnout Inventory

In addition to the demographic questions described above, each pastor who responded completed the Maslach Burnout Inventory (see Appendix A). The Inventory is a twenty-two item dual rating instrument which measures three aspects of the burnout syndrome: emotional exhaustion, depersonalization, and lack of personal achievement.

On the following page, Table VI presents the subscale scores of the pastors participating in the Inventory. According to Table VI, both the pastors with stress management training and those with no stress management training are experiencing a low level of stress and burnout as it relates to feelings of being emotionally

TABLE VI

MASLACH BURNOUT INVENTORY SUBSCALE SCORES:
 MEAN AND STANDARD DEVIATION FOR ALL
 RESPONDENTS, THOSE WITH STRESS
 MANAGEMENT TRAINING AND
 THOSE WITH NO STRESS
 MANAGEMENT TRAINING

Subscales	With Training		With No Training		All Respondents	
	M*	SD*	M	SD	M	SD
Emotional Exhaustion						
Frequency	14.6	9.2	13.6	9.5	13.9	9.4
Intensity	20.7	12.2	20.7	13.0	20.7	12.8
Depersonalization						
Frequency	3.8	3.1	3.8	4.5	3.9	4.2
Intensity	5.4	4.6	6.5	7.2	6.2	6.7
Personal Accomplishment						
Frequency	36.7	8.2	35.3	9.4	35.7	9.1
Intensity	38.9	8.6	39.0	9.5	38.9	9.2

*M, Mean; SD, Standard Deviation.

overextended and exhausted, and to feelings of impersonal responses toward recipients of one's service or care.

However, both groups of pastors are experiencing a moderate level of burnout as it relates to feelings of competence and successful achievement in one's work with people (see Table V for level or category intervals).

It might be that the pastors of the North Texas District Council have learned appropriate scheduling skills and have been able to balance the demands of the ministry with adequate periods of relaxation. Thus, they do not feel overextended and exhausted. Additionally, as they respond to their own needs, they are able to respond with empathy toward those under their care.

Perhaps the moderate feelings of a lack of competence and successful achievement come from the popular opinion that pastors are not supposed to have the same personal needs as the general public (2, p. 20). They are expected to be on call night and day and always be a role model in every situation. The pastors may accept this impossible challenge and in their unsuccessful attempts to live up to it, experience feelings of incompetence and lack of achievement.

The differences of feelings among the pastors on these issues were demonstrated by the variability of their scores on the subscales of emotional exhaustion, depersonalization, and personal accomplishment. The larger the standard deviation scores, the greater the spread of the pastor's scores on the subscale. The larger standard deviations for the subscales emotional exhaustion and personal accomplishment indicate that the pastors responded in a variety of ways to the statements in these subscales on the Inventory. However, the lower standard deviations

on the depersonalization subscale indicate that the pastors more closely agreed with the statements that comprise this subscale. The mean of any score plus or minus the standard deviation gives the range of approximately sixty-eight per cent of the scores.

Tests of Significance

Three hypotheses were proposed for this study. To test these hypotheses, an unpaired t-test of significance was made on the emotional exhaustion, depersonalization, and personal accomplishment subscale scores (frequency and intensity) of both groups. The test of significance points out the extent of homogeneity between the pastors with stress management training and the pastors with no stress management training. The more similar the scores of the two groups, the less chance that a significant difference exists between the experiences of the respondents in each group.

When the scores of the two groups on the emotional exhaustion subscale (frequency and intensity) were tested for significance, no significant difference at the .05 level was found. The pastors' experiences with feelings of being fatigued, with being frustrated with the ministry, and with being at the end of their rope, are essentially the same.

Table VII reports the results of the unpaired t-test of significance for the emotional exhaustion subscale.

TABLE VII

SUBSCALE EMOTIONAL EXHAUSTION FREQUENCY AND INTENSITY:
UNPAIRED T-TEST OF SIGNIFICANCE

Subscales	M*	SD*	T-Statistic	Probability**
Frequency (EE:F)				
With training	14.7	9.2	0.809617	0.209
No training	13.6	9.5	. .	. .
Intensity (EE:I)				
With training	20.7	12.2	2.127687E-02	0.492
No training	20.7	13.0	. .	. .

*M, Mean; SD, Standard Deviation.

**Right-tail probability.

The finding shown in Table VII relates to the first hypothesis in Chapter I. Since no significant difference was found in the scores of the two groups of pastors, the null hypothesis was retained. Table VI demonstrates that the pastors with stress management training and the pastors with no stress management training are two samples from the same population.

Table VIII records the results of the unpaired t-test of significance for the depersonalization subscale. When asked to respond to statements concerning callousness toward people, callousness toward the ministry, and

feelings that people blame them for their problems, the two groups of pastors responded in similar ways. When the scores on the depersonalization subscale (frequency and intensity) were tested for significance, no significant difference at the .05 level was found.

TABLE VIII

SUBSCALE DEPERSONALIZATION FREQUENCY AND INTENSITY:
UNPAIRED T-TEST OF SIGNIFICANCE

Subscales	M*	SD*	T-Statistic	Probability**
Frequency (DP:F)				
With training	3.8	3.1	8.306862E-02	0.467
No training	3.8	4.5	. .	. .
Intensity (DP:I)				
With training	5.4	4.6	-1.15258	0.117
No training	6.5	7.2	. .	. .

*M, Mean; SD, Standard Deviation.

**Right-tail probability.

The finding in Table VIII relates to the second hypothesis in Chapter I. Since there was no significant difference in the scores of the two groups, the null hypothesis was retained. Table VIII demonstrates that the pastors with stress management training and those with no stress management training are two samples from the same population.

Table IX presents the results of the unpaired t-test of significance for the personal accomplishment subscale.

TABLE IX

SUBSCALE PERSONAL ACCOMPLISHMENT FREQUENCY AND INTENSITY:
UNPAIRED T-TEST OF SIGNIFICANCE

Subscales	M*	SD*	T-Statistic	Probability**
Frequency (PA:F)				
With training	36.7	8.2	1.113891	0.133
No training	35.3	9.4	. .	. .
Intensity (PA:I)				
With training	38.9	8.6	-0.0934471	0.537
No training	39.0	9.5	. .	. .

*M, Mean; SD, Standard Deviation.

**Right-tail probability.

The pastors with stress management training and with no stress management training made similar responses to statements on the personal accomplishment subscale. This subscale reflects how the pastor perceives his effectiveness with recipients, his worthwhile contributions to the clergy, and his effectiveness with problem solving. When the scores on the personal accomplishment subscale (frequency and intensity) were tested for significance, no significant difference at the .05 level was found.

This finding relates to the third hypothesis in Chapter I. Since there was no significant difference in the scores of the two groups, the null hypothesis was retained. Table IX demonstrates that the pastors with stress management training and those with no stress management training are two samples from the same population.

Summary

The findings revealed that the pastors with stress management training and those with no stress management training reported similar demographic facts as to gender, age, and experience, and scored in similar patterns on the Maslach Burnout Inventory.

1. Ninety-seven per cent of the respondents are male.
2. Sixty-one per cent of the respondents are forty-one years of age or older.
3. The respondents had a mean of 6.7 years experience in their present pastorates and 18.4 years experience in the clergy.
4. Fifty-five per cent of the respondents with stress management training had completed college or had done graduate work while only 27.3 per cent of the respondents with no stress management training had completed college or had done graduate work.

5. Both groups recorded low levels of burnout for both the emotional exhaustion subscale (frequency and intensity) and the depersonalization subscale (frequency and intensity).
6. The scores on the personal accomplishment subscale (frequency and intensity) were in the moderate level of burnout for both groups.
7. There were no significant differences found between the scores of the pastors with stress management training and the pastors with no stress management training on any of the subscales of the Maslach Burnout Inventory.

CHAPTER BIBLIOGRAPHY

1. Maslach, Christina, The Maslach Burnout Inventory, Research ed., Palo Alto, California, Consulting Psychologists Press, 1981.
2. Ragsdale, Ray W., The Mid-Life Crises of a Minister, Waco, Texas, Word Books, 1978.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Introduction

The purpose of this study was to identify stress differences between pastors who had and who had not been trained in stress management. The Maslach Burnout Inventory was used to determine these stress differences. The Inventory measures frequency and intensity of burnout on three subscales.

The MBI was sent to all 541 pastors of the North Texas District Council of the Assemblies of God. In addition, demographic questions concerning gender, age, education, and experience were asked in order to better understand and identify the respondents. Out of the 289 pastors who responded, 71 indicated that they had had stress management training while 218 indicated that they had not.

The following sections present a summary of the major findings, discussion of the findings, conclusions, implications, and recommended areas for further study.

Summary of Findings

The findings revealed that the pastors with stress

management training and those with no stress management management training reported similar demographic facts and scored in similar patterns on the Inventory.

1. Ninety-seven per cent of respondents are male.
2. Sixty-one per cent of the respondents are forty-one years of age or older.
3. The respondents had a mean of 6.7 years experience in their present pastorates and 18.4 years experience in the clergy.
4. Fifty-five per cent of the respondents with stress management training had completed college or had done graduate work while only 27.3 per cent of the respondents with no stress management training had completed college or had done graduate work.
5. Both groups recorded low levels of burnout for both the emotional exhaustion subscale (frequency and intensity) and the depersonalization subscale (frequency and intensity).
6. The scores on the personal accomplishment subscale (frequency and intensity) were in the moderate level of burnout for both groups.
7. There were no significant differences found between the scores of the pastors with stress management training and the pastors with no stress management training on any of the subscales of the Maslach Burnout Inventory.

Discussion of Findings

Women represent a small percent (2.8 per cent) of the group of North Texas pastors. It is not known why women are in such a minority. The procedures for licensing and ordination are the same for both men and women.

The pastors surveyed appear to be both mature and stable. The majority are over forty years of age with an average of 18.4 years of experience in the clergy.

The data collected does not give any indication as to why the pastors with stress management training have more education than those with no stress management training. A college education, however, is not required for licensing or ordination with the District. Only 34.1 per cent of all the respondents reported having a college education.

The scores on the Maslach Burnout Inventory may provide some insight as to why only 71 out of 289 pastors reported having stress management training. With the pastors scoring in the low burnout level on two out of the three subscales, the pastors may not be experiencing enough stress related problems to prompt them to seek stress management training.

Conclusions

The scores for both groups were in the low burnout range on the emotional exhaustion subscale (frequency and intensity) and on the depersonalization subscale (frequency and intensity). The low category of burnout indicated by

the pastors in both groups reveals that feelings of emotional exhaustion and depersonalization are not a problem for the pastors sampled.

The scores for both groups were in the moderate category of burnout on the personal accomplishment subscale (frequency and intensity). The moderate level of burnout scored by the pastors reveals some feelings of inadequacy about their ability to relate to people.

Implications

The following implications for higher education appear to be warranted as a result of this study.

1. There seems to be a need for further study before conclusive evidence is found for the need for stress management training in ministerial preparation.
2. Although no strong indications are present from this study to include stress management courses in institutions of higher education which prepare ministers, this study could provide helpful information to educators in preparing ministers to help others in stress or burnout conditions.

Recommendations for Further Study

The following studies appear to be needed in this area.

1. It is suggested that further study be done using the reported stress levels of this research but using alternate factors. A correlational study is suggested between educational levels and reported stress levels to ascertain any relationship that might exist between educational attainment and stress management.
2. It is suggested that further study be conducted to compare the stress levels recorded by the 41 - 50 age group with the stress levels reported by those ministers of the same age category who have dropped out of the ministry. In addition, it is suggested that the phenomenon known as mid-life crisis be given special study emphasis.
3. An alternate behavior measure might be used to determine stress levels among the pastors of the North Texas District Council. The study might be conducted to determine what relationship exists between the responses found by another method and those found by the Maslach Burnout Inventory for both groups.
4. The quality of stress management training should be studied. Further study might make use of an experimental pre-test/post-test method.
5. A further study might be conducted to ascertain if there are factors which are present in the

personality of those in the ministry that enable them to successfully cope with stressful situations more easily than the general population.

APPENDIX A

HUMAN SERVICES SURVEY*

*Not reproduced because of copyright laws.
A copy may be obtained from Consulting
Psychologists Press, Inc., 577 College
Avenue, Palo Alto, California, 94306.

APPENDIX B

DEMOGRAPHIC QUESTIONS

Indicate (X) the appropriate categories:

1. What is your sex?

_____ Male _____ Female

2. What is your age?

_____ 30 and under _____ 31-40 _____ 41-50 _____ 51 and over

3. Which best reflects your educational attainment?

_____ No college _____ Completed a four year degree

_____ Some college _____ Postgraduate work

4. How long have you been at your present pastorate?

_____ Years _____ Less than one year

5. How long have you been a licensed or ordained minister?

_____ Years _____ Less than one year

6. Have you taken a stress management course for college credit?

_____ No _____ Yes

7. Have you taken a college course in stress management for which you did not receive college credit?

_____ No _____ Yes

8. Have you taken a seminar in stress management for college credit?

_____ No _____ Yes (If yes, what was the length of the seminar?) ___ one-half day

___ one day ___ two days ___ three days ___ other, explain _____

9. Have you taken a seminar in stress management for which you did not receive college credit?

_____ No _____ Yes. (If yes, what was the length of the seminar?) ___ one-half day

___ one day ___ two days ___ three days ___ other, explain _____

10. Describe other formal stress management training you have received:

APPENDIX C

SUPERINTENDENT'S LETTER



North Texas District Council Assemblies of God

November 8, 1985

Dear Pastor:

Pastor, if you could take just a few minutes to complete the enclosed Human Services Survey and the Questionnaire, we would deeply appreciate it. The results of this study will provide District Officials and Assemblies of God colleges with important information that will assist us in better serving you.

Please take a few minutes to complete both the Survey and Questionnaire. The results will be invalid unless both forms are completed. It is important for your response to be included in this study. Please return the enclosed forms by December 10, 1985. Of course, confidentiality is guaranteed.

Yours in Christ,

A handwritten signature in cursive script that reads "James K. Bridges". The signature is fluid and matches the typed name below it.

James K. Bridges, Superintendent
North Texas District Council

JKB

Enclosures

James K. Bridges
SUPERINTENDENT

P. O. Box 18649 Fort Worth, Texas 76118 817/284-4856 Metro 580-0082

APPENDIX D

FOLLOW-UP POSTCARD

According to our records, the Human Services Survey and Questionnaire that you were asked to complete, have not been received by Brother Shirley at Southwestern College.

Unfortunately, we have not received the necessary response rate to assure a valid study. Please take a few moments now to complete these important forms.

We want you to be a part of this important study. Please don't delay your response any longer. Of course, your responses are completely confidential.

James K. Bridges

APPENDIX E

STRESS MANAGEMENT COURSE
OR SEMINAR LOCATIONS

SEMINARS IN STRESS MANAGEMENT OFFERED
THROUGH ASSEMBLIES OF GOD HIGHER
EDUCATION INSTITUTIONS*

District	Time	Length	College Credit	Other Remarks
Ohio	1986	2 days	yes	1-2 hours graduate.
Southern Missouri	As Scheduled	2 hours	yes	**2 hours under-graduate or graduate.
Potomac	1985	2 days	no	Continuing Education
North Texas	1985	2 days	no	Continuing Education

*Source: Dr. Hardy W. Steinberg, National Department of Education, Assemblies of God Colleges, National Headquarters, Springfield, Missouri.

**Requirement for prospective missionaries.

MEDICAL CENTERS LOCATED IN TEXAS LICENSED TO TEACH
STRESS MANAGEMENT SEMINARS OR COURSES
BY THE NATIONAL CENTER FOR
HEALTH PROMOTION*

Medical Hospital 3615 19th Street Lubbock, Texas	Cardiac Rehabilitation Center Rich Hartwig, Director (806) 792-1011
All Saints Hospital 1400 8th Avenue Ft. Worth, Texas	Education Center Antoninette Austin, Director (817) 926-2544
Plano General Hospital 3901 West 15th Plano, Texas	Life Style Center Stephen Kendall, Director (214) 867-1585
San Angelo Shannon Hospital 120 East Harris San Angelo, Texas	Education Center Margaret Wagner, Director (915) 653-6741
Mother Francis Hospital 800 East Dawson Tyler, Texas	Community Affairs Center Beverly Mason, Director (214) 593-8441

*Source: The National Center for Health Promotion,
3772 Plaza, Suite 5, Ann Arbor, Michigan 48104. Tom K.
Connellan, Director, (313) 994-3329.

REPRESENTATIVE INSTITUTIONS OF HIGHER EDUCATION
IN NORTH TEXAS WHERE STRESS MANAGEMENT
COURSES OR SEMINARS
ARE OFFERED

<p>Dallas County Community Colleges Continuing Education 701 Elm Street, Room 712 Dallas, Texas 75202</p>	<p>Offers seminars and courses on regular schedule (no credit)</p>
<p>Texarkana Community College Continuing Education 2500 N. Robison Road Texarkana, Texas 75501</p>	<p>Offers seminars or courses on irregular schedule (no credit)</p>
<p>Tarrant County Junior Colleges Continuing Education 1500 Houston Street Fort Worth, Texas 76102</p>	<p>Offers seminars and courses on regular schedule (no credit) not at all campuses</p>
<p>Austin Community College Continuing Education P. O. Box 2285</p>	<p>Offers seminars and courses on regular schedule (no credit)</p>
<p>McLennon Community College Continuing Education 1400 College Drive Waco, Texas 76708</p>	<p>Offers seminars and courses on demand (no credit)</p>
<p>Texas A & M University Health and Physical Education College Station, Texas 77843</p>	<p>Offers seminars and courses for credit through special prob- lems titles on regular schedule</p>
<p>University of Texas at Austin Physical Education University Station Austin, Texas 78712</p>	<p>Offers seminars and courses for credit through course title on regular schedule</p>
<p>Southwestern Baptist Theological Seminary Continuing Education Fort Worth, Texas 76122</p>	<p>Offers seminars and courses on an irreg- ular schedule (no credit)</p>
<p>Southern Methodist University Continuing Education Dallas, Texas 75275</p>	<p>Offers seminars and courses on regular schedule (no credit)</p>

REPRESENTATIVE INSTITUTIONS OF HIGHER EDUCATION
IN NORTH TEXAS WHERE STRESS MANAGEMENT
COURSES OR SEMINARS ARE
OFFERED (CONTINUED)

Texas Christian University
Continuing Education
Fort Worth, Texas 76129

Offers seminars and
courses on regular
schedule (no credit)

University of Texas at Tyler
Health Education
3900 University Boulevard
Tyler, Texas 75701

Offers seminars and
courses taught for
regular credit on
a regular schedule

APPENDIX F

HISTORY AND ORGANIZATION OF
THE ASSEMBLIES OF GOD

ORIGIN AND GOVERNMENT OF THE ASSEMBLIES
OF GOD DENOMINATION*

The Assemblies of God denomination in America has grown from a few believers early in this century to over two million adherents in 1985 (1, p. 3). It was born in 1914, as a result of the great revivals that swept America during that period (2, p. 7). It is best understood as affiliated with the trinitarian pentecostal movement (3, p. 113). Today, the Assemblies of God denomination is one of the fastest growing denominations in the protestant world (1, p. 3).

The Assemblies of God denomination is organized by councils. The General Council meets every two years and is the highest legislative and policy-making body (3, p. 114). Sixteen executive presbyters, including the general superintendent, execute the Council's mandates between sessions (3, p. 115).

For governmental purposes, Assemblies of God leadership has divided the area of the United States into districts. Each district has its own district council or presbytery and meets on an annual basis (3, p. 115). For purposes of forming larger divisions, several districts come together to form a region. Generally, Assemblies of God colleges are supported and administered by regional or district churches and leadership.

*Sources: 1. Biennial Report, 1983-85, Prepared under the direction of the Executive Presbytery for presentation to the 41st General Council of the Assemblies of God, San Antonio, Texas, August 8-13, 1985, Springfield, Missouri, Gospel Publishing House, 1985.

2. Menzies, William W., Anointed to Serve: The Story of the Assemblies of God, Springfield, Missouri, Gospel Publishing House, 1971.

3. Piephorn, Arthur Carl., Holiness and Pentecostal. Vol. 3 of Profiles in Belief: The Religious Bodies of the United States and Canada, San Francisco, Harper & Row, 1979.

APPENDIX G

ASSEMBLIES OF GOD COLLEGE CATALOGUES

AMERICAN UNDERGRADUATE ASSEMBLIES OF
GOD COLLEGE CATALOGUES

1. Bethany Bible College Catalogue, 1983-1985,
Bethany Bible College, Santa Cruz, California.
2. Central Bible College Catalogue, 1985-1986,
Central Bible College, Springfield, Missouri.
3. Evangel College Catalogue, 1985-1986, Evangel
College, Springfield, Missouri.
4. North Central Bible College Catalogue,
1983-1985, North Central Bible College,
Minneapolis, Minnesota.
5. Northwest College Catalogue, 1985-1986,
Northwest College, Kirkland, Washington.
6. Southeastern College of the Assemblies of
God Catalogue, 1985-86, Southeastern
College of the Assemblies of God, Lakeland,
Florida.
7. Southern California College Catalogue,
1985-1986, Southern California College, Costa
Mesa, California.
8. Southwestern Assemblies of God College
Catalogue, 1984-1986, Southwestern Assemblies
of God College, Waxahachie, Texas.
9. Trinity Bible College Catalogue, 1984-1985,
Trinity Bible College, Ellendale, North Dakota.
10. Valley Forge Christian College Catalogue,
1985-1986, Valley Forge Christian College,
Phoenixville, Pennsylvania.

BIBLIOGRAPHY

Books

- Adams, John D., "Stress and the Risk of Illness," Understanding and Managing Stress: A Book of Readings, edited by John D. Adams, San Diego, California, University Associates, 1980, pp. 1-12.
- Albrecht, Karl, Stress and the Manager: Making It Work for You, Englewood Cliffs, New Jersey, Prentice-Hall Inc., 1979.
- Caplan, Robert D., "Person-Environment Fit: Past, Present, and Future," Stress Research: Issues for the Eighties, edited by Cary L. Cooper, New York, John Wiley and Sons, 1983, pp. 35-78.
- Cedoline, Anthony J, Job Burnout in Public Education: Symptoms, Causes, and Survival Skills, New York, Teachers College Press, 1982.
- Chesney, Margaret A. and Ray H. Rosenman, "Specificity in Stress Models: Examples Drawn from Type A Behaviour," Stress Research: Issues for the Eighties, edited by Cary L. Cooper, New York, John Wiley and Sons, 1983, pp. 21-34.
- Cooper, Cary L., The Stress Check, Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1981.
- Davies, Roy D., Vivian J. Shackleton, and Raja Parasuraman, "Monotony and Boredom," Stress and Fatigue in Human Performance, edited by Robert Hockey, New York, John Wiley and Sons, 1983, pp. 1-32.
- Faulkner, Brooks R., Burnout in Ministry: How to Recognize It/How to Avoid It, Nashville, Tennessee, Broadman Press, 1981.
- Fisher, S., Stress and the Perception of Control, London, Lawrence Erlbaum Associates, 1984.
- Freudenberger, Herbert J., "Burnout: Contemporary Issues, Trends, and Concerns," Stress and Burnout in the Human Service Professions, edited by Barry A. Farber, New York, Pergamon Press, 1983, pp. 23-28.

- French, John R. P., Jr. and Robert D. Caplan, "Organizational Stress and Individual Strain," Understanding and Managing Stress: A Book of Readings, edited by John D. Adams, San Diego, California, University Associates, 1980, pp. 40-51.
- Greenberg, Sheldon F., Stress and the Teaching Profession, Baltimore, Paul H. Brookes Publishing Co., 1984.
- Hamberger, Kevin L. and Jeffrey M. Lohr, Stress and Stress Management: Research and Applications, New York, Springer Publishing Company, 1984.
- Hockey, Robert, "Current Issues and New Directions," Stress and Fatigue in Human Performance, edited by Robert Hockey, New York, John Wiley and Sons, 1983, pp. 363-373.
- Lazarus, Richard S., "Cognitive and Coping Processes in Emotion," Stress and Coping: An Anthology, edited by Alan Monat and Richard S. Lazarus, New York, Columbia University Press, 1977, pp. 145-158.
- Makosky, Vivian Parker, "Sources of Stress: Events or Conditions?," Lives in Stress: Women and Depression, edited by Deborah Belle, Beverly Hills, California, Sage Publications, 1982, pp. 35-53.
- Maslach, Christina, Burnout: The Cost of Caring, Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1982.
- _____, The Maslach Burnout Inventory, Research ed., Palo Alto, California, Consulting Psychologists Press, 1981.
- Mason, John L., Guide to Stress Reduction, Culver City, California, Peace Press, Inc., 1980.
- McGrath, Joseph E., "Settings, Measures, and Themes: An Integrative Review of Some Research on Social-Psychological Factors in Stress," Stress and Coping: An Anthology, edited by Alan Monat and Richard S. Lazarus, New York, Columbia University Press, 1977, pp. 67-76.
- McGuigan, F. J., Calm Down: A Guide to Stress and Tension Control, Englewood Cliffs, New Jersey, Prentice-Hall Inc., 1981.

- Menzies, William W., Anointed to Service: The Story of the Assemblies of God, Springfield, Missouri, Gospel Publishing House, 1971.
- Phillips, E. Lakin, Stress, Health and Psychological Problems in the Major Professions, Washington, University Press of America, 1982.
- Piephorn, Arthur Carl, Holiness and Pentecostal, Vol. 3 of Profiles in Belief: The Religious Bodies of the United States and Canada, San Francisco, California, Harper & Row, 1979.
- Pines, Ayala M., Elliot Aronson, and Ditsa Kafry, Burnout: From Tedium to Personal Growth, New York, The Free Press, 1981.
- Ragsdale, Ray W., The Mid-Life Crises of a Minister, Waco, Texas, Word Books, 1978.
- Rassieur, Charles L., Stress Management for Ministers, Philadelphia, The Westminster Press, 1982.
- Sakharov, Mae and Barry A. Faber, "A Critical Study of Burnout in Teachers," Stress and Burnout in the Human Service Professions, edited by Barry A. Faber, New York, Pergamon Press, 1983, pp. 65-81.
- Sehnert, Keith W., Stress/Unstress, Minneapolis, Augsburg Publishing House, 1981.
- Selye, Hans, "The Stress Concept: Past, Present, and Future," Stress Research: Issues for the Eighties, edited by Cary L. Cooper, New York, John Wiley and Sons, 1983, pp. 1-20.
- _____, The Stress of My Life: A Scientist's Memoirs, 2nd ed., New York, Van Nostrand and Reinhold Company, 1979.
- _____, Stress Without Distress, New York, J. B. Lippincott Company, 1974.
- Smith, Donald P., Clergy in the Cross Fire: Coping with Role Conflicts in the Ministry, Philadelphia, The Westminster Press, 1974.
- Tauraso, Nicola M., How to Benefit from Stress, Frederick, Maryland, Walden Valley Press, 1979.

Vander, Arthur J., Nutrition, Stress, and Toxic Chemicals: An Approach to Environment-Health Controversies, Ann Arbor, The University of Michigan Press, 1981.

Articles

Beehr, Terry A., "Perceived Situational Moderators of the Relationship Between Subjective Role Ambiguity and Role Strain," Journal of Applied Psychology, 61 (February, 1976), 35-40.

Benson, Herbert, "Your Innate Asset for Combating Stress," Harvard Business Review, 52 (July-August, 1974), 49-60.

Berg, Mary, "Burnout! When You Just Don't Care Anymore ...," HIS, 41 (February, 1981), 27-28.

Berkley, James D., "Burning, Rusting, or Holding Out," Leadership, 4 (Winter, 1983), 7-9.

Bridgwater, Carol Austin, "The Risks of Pressuring Employees," Psychology Today, 17 (April, 1983), 19.

Cummings, Thomas G. and Cary L. Cooper, "A Cybernetic Framework for Studying Occupation Stress," Human Relations, 32 (May, 1979), 395-418.

Cunningham, William G., "Research-Based Strategies for Fighting Teacher Burnout," The Education Digest, 47 (May, 1982), 20-23.

Daley, Michael R., "Burnout: Smoldering Problems in Protective Services," Social Work, 24 (September, 1979), 375-379.

"Experts Say Clergy Stress Doesn't Have to Result in Burnout," Christianity Today, 28 (November, 1984), 71-72.

Freudenberger, Herbert J., "Crisis Intervention, Individual and Group Counseling, and the Psychology of the Counseling Staff in a Free Clinic," Journal of Social Issues, 20 (March, 1974), 77-86.

Gmelch, Walter H., Nicholas P. Lovrich, and Phyllis K. Wilke, "A National Study of Stress Among University Faculty Members," Phi Delta Kappan, 65 (January, 1984), 367.

- Hawkins, David G., "As the Wine Runs Out," The Christian Ministry, 15 (January, 1984), 11-12.
- Hulme, William E., "Coming to Terms with Clergy Burnout," The Christian Ministry, 15 (January, 1984), 5-7.
- "Increasing Signs of Stress," Time, 122, (August, 1983), 67.
- "Jobs Where Stress is Most Severe," U.S. News and World Report, 95 (September, 1983), 45.
- Lindemann, Herbert F., "The Clergy in Retirement: Once a Minister Always a Minister," The Christian Ministry, 14 (March, 1983), 7-9.
- McClanahan, Arthur Lee, "One Way to Fight Burnout," The Christian Ministry, 15 (Fall, 1984), 13.
- MacDonald, Gordon, "Dear Church, I Quit," Christianity Today, 24 (June, 1980), 16-19.
- Maslach, Christina, "The Client Role in Staff Burnout," Journal of Social Issues, 34 (Fall, 1978), 111-123.
- Niehouse, Oliver L., "Burnout: A Real Threat to Human Resources Managers," Personnel, 58 (September-October, 1981), 25-32.
- Pines, Ayala M. and Ditsa Kafry, "Occupational Tedium in the Social Services," Social Work, 23 (November, 1978), 499-507.
- Rassieur, Charles L., "Ministry Without Shame," The Christian Ministry, 15 (January, 1984), 7-10.
- Rayburn, Carole A., Lee J. Richmond, and Lynn Rogers, "Stress Among Religious Leaders," Thought, 58 (September, 1983), 329-341.
- Rosch, Paul J., "Coping with Stress on the Job," Nation's Business, 72 (February, 1984), 65.
- Rosenbaum, Leonard L. and William B. Rosenbaum, "Morale and Productivity Consequences of Group Leadership Style, Stress, and Type of Task," Journal of Applied Psychology, 55 (August, 1971), 343-348.
- Schuller, Randall S., "Stress Management for College Administrators," Educational Record, 62 (Summer, 1981), 14-18.

Vaughan, George Brandt, "Burnout: Threat to Presidential Effectiveness," Community and Junior College Journal, 52 (February, 1982), 10-13.

Reports

Biennial Report, 1983-1985, Prepared under the direction of the Executive Presbytery for presentation to the 41st General Council of the Assemblies of God, San Antonio, Texas, August 3-13, 1985, Springfield, Missouri, Gospel Publishing House, 1985.

Meléndez, Winifred Albizu and Rafael M. de Guymán, Burnout: The New Academic Disease, ASHE - ERIC Higher Education Research Report No. 9, Washington, Association for the Study of Higher Education, 1983.

Unpublished Materials

Ellis, Steve Erwin, "A Study of the Burnout Levels Among Community College Administrators," unpublished doctoral dissertation, Department of Higher Education Administration, North Texas State University, Denton, Texas, 1983.

Jackson, Richard (Bucky), "Burnout Among Catholic Priests," unpublished doctoral dissertation, Department of Psychology, California School of Professional Psychology, San Diego, California, 1983.

Taylor, Daniel Adrian, "Burnout Among Southern Baptist and United Methodist Ministers and Professional Religious Education Workers in Dallas and Tarrant Counties, Texas," unpublished doctoral dissertation, Department of Secondary and Higher Education Administration, East Texas State University, Commerce, Texas, 1983.

Trujillo, Robert, "Job Stress and Strain in the Parish Ministry," unpublished doctoral dissertation, College of Education, University of Michigan, Ann Arbor, Michigan, 1982.

Other Published Materials

Bethany Bible College Catalogue, 1983-1985,
Bethany Bible College, Santa Cruz, California.

Central Bible College Catalogue, 1985-1986,
Central Bible College, Springfield, Missouri.

Evangel College Catalogue, 1985-1986, Evangel College, Springfield, Missouri.

North Central Bible College Catalogue, 1983-1985, North Central Bible College, Minneapolis, Minnesota.

Northwest College Catalogue, 1985-1986, Northwest College, Kirkland, Washington.

Southeastern College of the Assemblies of God Catalogue, 1985-86, Southeastern College of the Assemblies of God, Lakeland, Florida.

Southern California College Catalogue, 1985-1986, Southern California College, Costa Mesa, California.

Southwestern Assemblies of God College Catalogue, 1984-1986, Southwestern Assemblies of God College, Waxahachie, Texas.

Trinity Bible College Catalogue, 1984-1985, Trinity Bible College, Ellendale, North Dakota.

Valley Forge Christian College Catalogue, 1985-1986, Valley Forge Christian College, Phoenixville, Pennsylvania.