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The contribution of ego development level to degree of burnout in school counselors

Glenn William Lambie
William & Mary - School of Education

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THE CONTRIBUTION OF EGO DEVELOPMENT LEVEL TO DEGREE OF

BURNOUT IN SCHOOL COUNSELORS

A Dissertation

presented to

The Faculty of the School of Education

The College of William & Mary in Virginia

In Partial Fulfillment

Of the Requirements for the Degree

Doctor of Philosophy

By

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May 2002

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THE CONTRIBUTION OF EGO DEVELOPMENT LEVEL TO DEGREE OF BURNOUT IN SCHOOL COUNSELORS

ABSTRACT

The purpose of this study was to examine the contribution of ego development level to degree of burnout and the three dimensions of burnout (emotional exhaustion, depersonalization, and personal accomplishment) in a national sample of school counseling professionals. The theoretical models incorporated into the study were the cognitive developmental domain of Loevinger’s ego development and Maslach’s Multidimensional Perspective of Burnout. The findings contribute to understanding in the areas of cognitive developmental theory; counselor education, preparation, and practice; school counseling professional practice; and counselor burnout and prevention. Five hundred and fifty (550) American School Counselor Association members were randomly selected and mailed copies of the General Demographic Questionnaire, the Washington University Sentence Completion Test (Form-81), and the Maslach Burnout Inventory-Human Services Survey to complete and return to the researcher. Two hundred and twenty five (225) responses were received yielding a return rate of 40.9%. Following the data collection, path analyses were applied to test the research hypotheses and confirmed through stepwise linear multiple regression and Pearson product-moment correlation. The research hypothesis that higher ego development scores would contribute to a lower degree of burnout was not supported. However, a confirmatory factor analysis raised question regarding the appropriateness of the Maslach Burnout Inventory-Human Services Survey for measurement of burnout among school counselors. A significant positive relationship between ego development and the personal
accomplishment dimension of burnout was found, where higher ego levels were correlated with greater feelings of personal accomplishment and a lower level of burnout. The ego development scores for the subjects were consistent with previous research, with the majority scoring at the Self-aware (E5) and Conscientious (E6) levels. School counselors in the sample scored at the moderate side of the emotional exhaustion continuum. Occupational support consistently had a significant relationship to the three respective subscales of burnout, suggesting that school counselors may need to receive additional occupational support. Proposals for further replicating, extending, and verifying the current findings are presented.
CHAPTER 1
INTRODUCTION

School counselor burnout is a significant problem. The consequences of burnout are potentially very serious for counselors, students, peers, parents/guardians, and the school system at large (Maslach, Jackson, & Leiter, 1996). The counseling relationship between counselor and client is the foundation of support and change (Rogers, 1995). Counseling is an interpersonal relationship where the more the counselor becomes a real person and avoids self-protection or professional depersonalization, the more the client will reciprocate and change in a constructive course (Rogers). Burnout is a phenomenon embedded in the context of a complex interpersonal relationship, involving the person’s concept of both self and others (Maslach, 1994). Ego development is cognitive, emotional, and interpersonal, with an integration of these processes constructing an understanding of self and the social world (Manners & Durkin, 2000). The criticality of burnout on the counselor’s abilities to establish a therapeutic relationship, maintain professional responsibilities, and manage self-care enforces the importance of counselors attaining a deeper understanding of his/her own development, which can facilitate more effective coping skills to decrease burnout. Burnout is a syndrome composed of three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment. Findings on the contribution of counselors’ levels of ego functioning to burnout and the subscales of emotional exhaustion, depersonalization, and feelings of personal accomplishment can contribute to the counselor education and supervision literature, and assist in burnout prevention and intervention. The focus of this study was
on school counseling, where job challenges place these professionals at particular risk of burnout.

Statement of the Problem

School counselors experience high levels of stress due to the multiple job demands, role ambiguity, role conflict, large caseloads, and lack of supervision. Prolonged periods of stress can produce burnout leading to deterioration in the quality of service provided (Maslach, 1982a). Counselor burnout appears to correlate with a counselor’s negative attitudes towards his/her clients (Ackerley, Burnell, Holder, & Kurdek, 1988).

Individual’s attitudes have an important influence on behavior (Funk, Elliott, Urman, Flores, & Mock, 1999; Kruas, 1995; Upmeyer, 1989). The development of attitudes is a complex and selective process based on cognitive and affective reactions to life experiences (Ajzen, 1988; Eiser & van der Plight, 1988; Funk, et al., 1999). A counselor’s attitudes towards his/her clients can have a critical influence in establishing a therapeutic relationship with them. School counselors’ burnout and its influence on attitudes towards their clients may influence the establishment of a working relationship and, therefore influence the outcome of counseling.

There are multiple causes for counselor burnout. According to Maslach (1982a), a pattern of emotional overload and subsequent emotional exhaustion is at the heart of burnout syndrome. A person gets overly involved emotionally, overextends him or herself, and feels overwhelmed by the emotional demands imposed by other people. The response to this situation is emotional exhaustion. People feel drained and used (p. 3).
Gann (1979) found a relationship between human service provider burnout and levels of ego functioning. Gann concluded that the difficulty in setting boundaries or differentiating one’s self from his/her work appears to correlate to Loevinger’s (1976) ego developmental stages. Counselors at higher levels of ego development are better able to be autonomous in their work and to handle and resolve conflict. Counselors’ cognitive appraisal of stresses can also critically influence burnout (Farber, 1983; Grosch & Olsen, 1994). Effective coping with stress is facilitated by accommodation and instrumental approaches to problems, and by periods of assimilation (Goldberger & Breznitz, 1993; Haan, 1977). Furthermore, higher levels of psychological development may foster an increased ability of counselors to effectively cope with stressors and find resolution (Goldberger & Breznitz). The purpose of this study was to investigate the contribution of school counselors’ ego developmental level to burnout specifically Maslach’s three subscales of burnout: degree of emotional exhaustion, depersonalization, and feelings of personal accomplishment. Additionally, the research explored the relationships between school counselors’ age, education, gender, race, level of occupational support, years of experience, and work setting (elementary, middle, or high school) in relation to their level of ego maturity, degrees of emotional exhaustion, depersonalization, and feelings of personal accomplishment.

**Burnout**

Burnout is a form of professional impairment. Impairment in the counseling profession is a significant and critical dilemma. Counselor impairment is a condition reducing the quality of care counselors provide to their clients (Maslach & Pines, 1979; Sheffield, 1999). Counselors with impairment are described as professionals who
function less than at an ideal level of professional competence and personal efficiency (Kottler & Hazler, 1996). The number of impaired counselors who practice in schools and community mental health agencies is pervasive (Kottler & Hazler; Sheffield; Skaggs, 1999). Impairment in counseling does not only hurt clients and students but also is damaging to the counselors themselves (Riggar, 1985).

In 1991 the American Counseling Association formed a special task force to explore the issues of counselor impairment. It was estimated that over 6,000 or 10% of counselors are currently practicing in the United States while having a type of psychological and/or emotional impairment impeding their counseling services and their own quality of life (this estimate does not include impaired psychologists, social workers, family therapists, psychiatrists, and other mental health workers) (L. D. Borders, personal communication, January 31, 2002; Borders, 1991; Kottler & Hazler, 1996).

Findings from national survey research studies of counseling professionals within human service settings estimated the incidence of burnout to be about 39% (Ackerly, Burnell, Holder, & Kardek, 1988; Fishbach & Tidwell, 1994; Golembiewski & Munzenrider, 1988). Though counselors may be receive training to help individuals with severe presenting problems, they receive little or no training in how to deal with their own stress (Emerson & Markos, 1996; Kilburg, Kaslow, & Vandenbos, 1988). As a founder of counseling, Carl Rogers at age 75 wrote of himself, “I have always been better at caring for and looking after others than I have been at caring for myself. But in these later years, I have made progress” (1995, p. 80).

There are multiple definitions of burnout. Pines and Maslach (1978) presented burnout as a condition “of physical and emotional exhaustion, involving the development
of negative self-concept, negative job attitude, and loss of concern and feeling for clients” (p. 234). Maslach (1982b) referred to burnout as the “disease of modern life.” It is a phenomenon affecting all facets of a counselor’s life (Anderson, 1985; Feldstein, 2000). Burnout is a process where stress over a period of time can engender its symptomology, leading to deterioration in the quality of care or service provided to clients (Maslach, 1982a). The burnout phenomenon can be described through its physical, cognitive, emotional and behavioral symptoms, where exhaustion is brought on by involvement over a prolonged period with emotionally demanding situations and people (Emerson & Markos, 1996; Patrick, 1979; Pines & Aronson, 1988; Savicki & Cooley, 1982). Physical symptoms of burnout manifest as low energy, chronic fatigue, and weakness. Cognitive symptoms range from stereotyping and depersonalization to cynicism and negative attitudes towards clients, work, and self. Emotional symptoms of burnout include feelings of helplessness, hopelessness, and entrapment. Behavioral symptoms manifest in absenteeism, changing jobs, and leaving the profession.

Burnout can be an extremely painful experience (Pines, Aronson, & Kafry, 1981). The phenomenon of burnout is a complex process, and, therefore, does not have a beginning and ending point but has varying levels or degrees (Schaufeli, Marek, & Maslach, 1993). It is a gradual process that is not marked by sudden onset, but rather by slow and gradual change in functioning (Heckman, 1980). This process can lead to other forms of counselor impairment including depression and substance abuse (Maslach and Jackson, 1979).

Pines (1993b) identified the following signs of burnout: “low morale, absenteeism, tardiness, a decrease in average length of stay on a job, high turnover,
increased accidents on the job, and poor performance” (p. 387). Kahill (1988) and
Grosch and Olsen (1994) identified other symptoms of burnout and divided the
symptoms into categories: physical/physiological, emotional/psychological, behavioral,
and interpersonal/clinical. Physical and physiological symptoms identified by the
researchers included exhaustion or fatigue, sleep difficulties, headaches, gastrointestinal
disturbances, increased symptoms of pre-menstrual stress, and colds. Emotional or
psychological symptoms included depression, irritability, guilt, anxiety, helplessness, and
hopelessness. Behavioral symptoms of burnout include aggression, pessimism,
defensiveness, cynicism, and substance abuse. Interpersonal or clinical symptoms
include the inability to concentrate with clients, withdrawal from clients or co-workers,
dehumanizing clients or intellectualizing clients. Grosch and Olsen also identified
symptoms of burnout related to the spiritual dimensions of life, which include loss of
faith, loss of meaning and purpose, feelings of alienation and estrangement, despair, and
changes in values, religious beliefs, and religious affiliation.

Maher (1983) reviewed fourteen research studies of burnout and composed a
profile of a person who may be in the process of burnout. The individual exhibits at least
two of the following symptoms: exhaustion and fatigue; psychosomatic illness; insomnia,
or increased need for sleep; negative attitudes towards work and negative attitudes
towards clients; absences and/or poor work performance; increased use of chemical
agents; loss of appetite or overeating; negative self-concept; aggressive feelings of
irritability, restlessness, tension, anger and paranoia; passive feelings of cynicism,
pessimism, hopelessness, apathy, depression, boredom, and/or existential
meaninglessness. These are some of the features of counselors who are experiencing burnout (Maher).

Burnout may be the result of a social-psychological interaction between a person and an environment (Pines and Aronson, 1988). The cause of burnout may lie in humans’ need to believe their lives are meaningful and the things they do are useful, important, and even heroic (Pines, 1993a). A developmentally supportive environment maximizes positive constructs such as support and challenge while minimizing negative characteristics such as bureaucratic hassles and administrative interference such an environment can allow highly motivated counselors to reach their goals and expectations and achieve meaning (Pines). A supportive environment reduces the likelihood of burnout, while a stressful environment provides the opposite conditions and results in a sense of failure and burnout (Pines).

Overall, counselors and other human service providers are at higher risk of burnout than other professionals (DeVoe, Spicuzza & Baskind, 1983; Edelwich & Brodsky, 1980; Freudenberger, 1975; Gold 1983; Iwanicki & Schwab, 1981; Maslach, 1976; Maslach & Jackson, 1981; Pines, Aronson & Kafry, 1981; Poliks, 1990; Riggar, 1985). Counseling professionals are often in close contact with people who are in pain and distress. This continuous exposure to others’ despair with rare opportunities to share the benefits of client successes heightens their risk for burnout (Ackerley, Burnell, Holder, & Kurdek, 1988; Freudenberger & Richelson, 1980; Kottler, 1986; Maslach; Maslach & Jackson; Pines & Aronson, 1988; Schaufeli, Marek, & Maslach, 1993; Skaggs, 1999). As a result, counselors may themselves need assistance in dealing with
the emotional pressure of their work (Fishbach & Tidwell, 1994; Maslach & Pines, 1977; Pines, Aronson, & Kafry).

Counselors may have increased susceptibility to burnout because of their training to be empathic, which is the foundation of a therapeutic relationship. Empathy helps counselors understand the client’s experience; however, the process can impact a counselor negatively by experiencing the emotional pain of multiple traumatized clients. Larson (1993) wrote “empathy is a double-edged sword; it is simultaneously your greatest asset and a point of real vulnerability” (p. 30). Therefore, the fundamental skill of effective counselors, being empathic, may place counselors at high risk for burnout.

Grosch and Olsen (1994) describe three possible causes of burnout. The first consists of intrapsychic causes, which have to do with an individual’s personality. These include excessive dedication and commitment, perfectionism, compulsivity, and being achievement oriented, coupled with low self-esteem. This second source of burnout is system or environmental. This includes rigid work schedule, unrealistic expectations with too little support, inadequate or abusive supervision, responsibility without authority, lack of positive feedback and acknowledgment of good work, and limited opportunities or incentives for financial rewards. The third cause is the interaction between the individual’s characteristics and the system’s qualities. It is not the sum of the intrapsychic and environmental that lead to burnout but the nature of their interaction (Grosch & Olsen). Variables that may play into this interaction include the interaction between the counselor’s ego, professional expectations, and social and economic factors within the system (Lynch, 1999).
Burnout in School Counseling

Burnout among school counselors is believed pervasive, but there has been minimal empirical research (Sheffield, 1999). School counselors are most susceptible to burnout because of the high levels of occupational stress due to the multiple job demands, role ambiguity, role conflict, large caseloads, and lack of supervision (Kesler, 1990). The school climates often provide little opportunity for school counselors to develop professional autonomy, due to minimal involvement in decision-making and a lack of occasion for self-evaluation. These place school counselors at high risk for burnout and stagnation (Bacharach, Baucer, & Conley, 1986). In schools, the best professional to assist students with their problems while supporting the students' continued healthy development is the school counselor (Crutchfield & Borders, 1997). School counselors have a responsibility to support the mental health of students and families through their counseling, consultation, and liaison services with other mental health agencies. They are unable to perform their duties adequately when experiencing the symptoms of burnout (Sheffield).

School counselors are usually well trained and competent. However, within counselors’ training, self-care for managing their own stress and supervised experience in adolescent counseling is limited. Confounding the multiple demands, role ambiguity, role conflict, large caseloads, and lack of supervision, the population of children and adolescents with whom school counselors’ work can be challenging (Kesler, 1990; Stickel, 1991). Boyd and Walters (1975) use an analogy of the life of a school counselor with that of the life of a cactus. Both the school counselor and cactus must grow and survive with a minimal amount of “nutrients.” Burnout in school counseling may
emerge in the counselor's work as a loss of empathy, respect, and positive feeling for the students, parents/guardians, teachers, and other faculty (Emerson & Markos, 1996; Skorupa & Agresti, 1993; Swearingen, 1990).

**Challenge of Counseling Children and Adolescents**

The population with whom school counselors' work can be challenging. Counseling difficult clients can be emotionally exhausting and draining, which can also lead to counselor burnout (Grosch & Olsen, 1994). The majority of school counselors work with adolescent-aged students. Adolescents are one of the highest risk populations in the United States. One in four adolescents is at risk of school failure, delinquency, early-unprotected sex, or substance abuse (Rubenstein & Zager, 1995). The future approach in assisting adolescents appears to be school-based health programs (Rubenstein & Zager).

Some counselors have noted that adolescents are the most difficult clients to work with in a therapeutic context (Church, 1994). For this reason many counselors choose to avoid working with this population and only work with adults and children (Biever, McKenzie, Wales-North & Gonzalez, 1995). For example, Trepper (1991) described counseling adolescents as an "adversarial sport" in which the counselor rarely ends up on the winning team (Biever et al.). Adolescents often display hostility, defiance, and other resistance in establishing a counseling relationship (Hanna, Hanna, & Keys, 1999). Complicating the challenge of working with adolescents is the lack of specific supervised training in counseling approaches with this population (Rubstein & Zager, 1995).
Demands on School Counselors

The demands on school counselors are vast and often overwhelming. Sears and Navins (1983) found that 65% of school counselors in their surveyed sample reported that the occupation of school counseling was moderately or very stressful. Role stress and its link to perceived intensity of burnout have been shown to exist in school counseling (Parker, 1980; Pierson-Huney & Archambault, 1987; Pierson-Huney & Archambault, 1984). Olsen and Dilley (1988) reviewed much of the research to date on the connection between job stress and burnout in school counseling. The researchers confirmed that there is considerable evidence to support the contention that school counselors cannot meet all of the demands placed on them. These overwhelming demands become a source of stress and affect the mental health and quality of work performed by school counselors.

School counselor role ambiguity has been found to be significant sources of stress and burnout (Moracco, Butche, & McEwens, 1984; Sears & Navin, 1983). School administrators, teachers, parents and others groups tend to view the role of a school counselor differently (Burnham & Jackson, 2000; Cole, 1991; Homburger, 1991; Remley & Albright, 1988; Snyder & Daly, 1993). Even school counselors have different perceptions of their roles in the school environment. Role ambiguity exists when: a) an individual lacks information about his/her work role, b) there is lack of clarity about work objectives associated with the role, or c) there is lack of clarity about peer expectations about the scope and responsibility of the job (Cooper & Marshall 1978; Sear & Navin, 1983). This role ambiguity can lead to an increased susceptibility to counselor burnout (Sears & Navin).
School counselors are also being asked to have additional responsibilities in their roles, which can lead to role conflicts. Role conflicts exist when conflicting job demands force an individual to sacrifice what he/she feels he/she should be addressing in his/her position but cannot because of contradictory demands. The counselor finds himself or herself doing things that he/she really does not want to do or does not believe to be part of the job specifications (Cooper & Marshall, 1978; Sear & Navins, 1983). Within role conflict, some counselors tend to be "feeling" types of people who take into account matters that are important to them and to others, without requiring that they be logical within the structured system, and make decisions on the basis of personal feelings (Nelson, 1988). It may be that counselors suffering from burnout symptoms have abandoned their preferential modes of behavior because of work pressure and life stress. These counselors are attempting to deal with the environment in a manner that is inconsistent and incongruent to whom they are professionally and personally (Nelson).

This role conflict is apparent in the current school climate. Hutchinson, Barrick and Grove (1986) found that school counselors are required to perform increasing non-professional duties in a limited amount of time. This can lead to role overload as a result of time-consuming, non-counseling duties (Stickel, 1991). Burnham and Jackson (2000) found that many school counselors are required to do non-counselor duties that take them away from more appropriate counseling activities. The non-counseling duties reported were: student records, scheduling, transcripts, office sitting, clubs and organizations, bus duty, attendance, hall, restroom, and lunch duties, averaging grades, and homeroom duty.

Pierson-Huney and Archamabult (1987) investigated differences in role stress and burnout for school psychologists and four other educator groups including school
counselors, teachers, school social workers, and reading specialists in Connecticut public schools. School counselors reported the second highest level of emotional exhaustion and depersonalization as measured by the subscales of the Maslach Burnout Inventory (MBI). The school counselors in the study reported the highest level of role conflict and second highest level of role ambiguity. Only classroom teachers reported higher levels for these variables.

Impact of Burnout on the Delivery of Services to Students/Clients

Burnout has a strong impact on a school counselor's ability to assist the young people he/she counsels. The process of burnout begins with the counselor experiencing a loss of caring and commitment (Gann, 1979). The counselor is unable to give of himself/herself because of his/her depletion of inner resources and emotional exhaustion. As the process continues, the counselor develops negative feelings and attitudes towards the students. These cynical feelings and thoughts may include the counselor's projection of blame onto the clients as a form of coping. "Blaming the victim," is the counselor's effort to protect himself/herself against feelings of incompetence, futility, and low self-esteem (Ryan, 1971). Within this psychological coping method the counselor begins to view the student in a more detached and objective fashion to the point of dehumanizing the client. Maslach (1977) described this coping style as "semantics of detachment," where the counselor's labeling of the client can change his/her thoughts and feelings about the client. An example would be referring to a client as "my depressed student" or as "my 3:00 appointment," which can restructure the nature of relationship.

This depersonalization reflects a mixture of contempt and resentment towards one's clients, self, and work. Depersonalization can result in a lack of empathy for
another person’s problems (Maslach, 1982a). Depersonalization is a disengagement of
the self from the caring and empathic attachment to the client (Skovholt, 2001). The
negative attitudes towards clients and lack of empathy can have a significant impact on a
therapeutic relationship and counseling outcomes. The major agent of effective
counseling is the personality of the counselor, and in particular his/her ability to form a
warm, supportive relationship (Luborsky, McLellan, Woody, O’Brien, & Auerbach,
1985; Pope, 1996). Burnout has a critical impact on the counselor’s ability to form a
warm and supportive relationship.

Impact of Burnout on the School Counselor

The burnout phenomenon is detrimental to all facets of the school counselor life.
Within the burnout process, the counselor experiences feelings of guilt and a shift to a
negative self-image (Gann, 1979). Additional negative factors caused by burnout
include: increased use of drugs and alcohol, negative changes in self-concept, sense of
meaninglessness about job, desire for isolation, anger, insomnia, physical illness,
increased psychiatric symptomology, and increased tension and frustration in the home
resulting in increased marital and family conflict (Maslach, 1977; Maslach & Jackson,
1979).

Impact of Burnout on the School System

School counselor burnout has an impact on the entire school community and the
school counseling profession. It is a very costly phenomenon for the entire educational
system (Pines, 1993b). Burnout is an important variable in school counselor turnover,
absenteeism, poor occupational performance, and a decrease in counselor morale
(Maslach, 1976; Pines & Maslach, 1978). The counselor may arrive late to work, leave
early, and fail to attend meetings and appointments (Pines). The most important impact burnout has on the educational system is the decrease in quality of service to students, parents/guardians, and other school faculty (Maslach & Pines, 1979). Therefore, school counselor burnout affects all components of the counselor’s life and a comprehensive theoretical model is necessary to reduce incidents of burnout.

Theoretical Rationale

Cognitive Developmental Theory

Developmental psychology is an approach to understanding human beings. Blocher (1980) noted:

Human beings are active, information-seeking, and information-processing organisms who have strong intrinsic motivations to find logical order, personal meaning, and reasonable predictability in their physical and psychological environment. As a part of this quest for meaning and understanding, people develop cognitive structures with which to process data from the environment and, hence, to establish some degree of order, meaning, and predictability to life events (p. 3).

There are three fundamental assumptions of cognitive-developmental theory. The first is that human behavior is consistent with the level of complexity of the person’s mental structure or schemas, and individuals comprehend most effectively at that cognitive level (Sprinthall & Mosher, 1978). The second premise is that higher levels of cognitive development are associated with more effective functioning in a complex society.
The third assumption is that cognitive development can progress through the life-span (Manners & Durkin, 2000).

Additionally, cognitive developmental theory is based on eleven essential theoretical tenets. These eleven tenets are: 1) humans are intrinsically motivated towards competence and mastery; 2) development occurs in qualitatively different stages; 3) stage changes are qualitative transformations; 4) stages are hierarchical and sequential; 5) stage transformations are invariant or constant and irreversible; 6) development is not automatic but a function of a person's interaction with his/her environment \( B = f \{P, E\} \); 7) there is a consistent relationship between an individual's cognitive developmental stage and his/her behavior; 8) stage transformation is both physiological and psychological; 9) stages developments are domain specific; 10) stage definition is modal and not fixed; and 11) cognitive development is universal across culture and gender (Dewey, 1963; Harvey, Hunt, & Schroeder, 1961; Kohlberg, 1984; Lewin, 1935; Loevinger, 1976; Manners & Durkin, 2000; Paiget, 1963; Rest, Narvaez, Bebeau, & Thoma, 1999). Cognitive developmental theory and, specifically, the domain of ego development provide the theoretical basis for this investigation.

**Loevinger's Theory of Ego Development**

Loevinger's (1976) developmental theory defines ego as the core component of one's personality. Loevinger’s theory incorporates elements of cognitive, self, interpersonal, character, and moral development. Ego is a process where the essence is the advancement to increasingly more sophisticated levels of meaning-making, mastery, and integration. Ego development is a progressive differentiation between "subject" and "object" – the aspect of self one controls and those one is controlled by (Blasi, 1998;
Kegan, Lahey, & Souvaine, 1998). This development process is not a smooth, continuous transition from less to more mature levels, but includes major identifiable structural changes in one’s self-definition. Increased levels of differentiation and integrative views of self, others, and the world mark these changes. Maturation, socialization experiences, education, and life experiences contribute to increasing the capacity to control one’s impulses, and increase one’s ability for self-evaluation, self-awareness, and reflection (Muuss, 1996).

Sullivan’s (1953) theory of ego stability and anxiety gating has been noted as constructing some of the basic tenets on Loevinger’s (1976) theory. Within this theoretical construct, the purpose of the self-system or ego is to minimize and defend against anxiety (Hy & Loevinger, 1996). Hy and Loevinger, affirm that the essence of ego functioning is the pursuit for coherent meanings in experience. They further claim ego development is second only to intelligence in its impact on variance of measurable human differences.

The operational definition of the ego development construct is difficult and debatable. The construct is classified as a cognitive developmental stage theory. Loevinger (1976) asserted “the subject of ego development cannot be encompassed by a formal definition, since ego development is something that occurs in the real world. The stages give an approximate notion of what is denoted by the term” (p. 54). The five developmental issues embedded in the ego construct are: individuality, self-awareness, complexity, wholeness, and autonomy (Broughton & Zahaykevich, 1988; Noam, 1993). Loevinger emphasizes “an indivisible ego, simultaneously engaged in a variety of functions which she called impulse control, character development, interpersonal style,
conscious preoccupations, and cognitive style" (Noam, 1993, p. 45). The complexity and ambiguity of Loevinger’s theory is offset by its comprehensiveness and empirical foundation and support.

Initially, Loevinger and her colleagues identified four stages of ego function as measured by the SCT. Later the stages were expanded to consist of six stages and three transitional phases. In the current revision, Loevinger (1998b) reconfigured her theoretical construct to consist of eight levels, which are composed as E-codes. For Loevinger’s levels, “each stage’s characteristics are only probabilistic, the line between one stage and the next one is ambiguous” (p. 51). The levels are constructed in this fashion because she believed that more concrete and limited codes would become a theoretical “straightjacket” (Loevinger, p. 51). The levels are arranged in hierarchical order from the simple to the complex. Tasks at one stage must be accomplished before those at the next level can be initiated. The stages are not tied to given ages. Rather, each stage is defined by characteristics common to all people at that stage regardless of age. The stage names represent characteristics that are most predominant at that level, although these same qualities may be present to varying degrees at all stages.

In the Chapter 2, a deeper appraisal of three major theories of burnout is presented with a review and critique of the empirical research on burnout. Secondly, the Cognitive Developmental paradigm is described in greater detail with an introduction to three founding cognitive developmental theorists. Lastly, Loevinger’s theory is discussed in greater depth providing tables of her revised ego stage model, followed by a review and critique of the empirical research on counselor ego development.
Justification of the Study

There are four lines of reasoning to substantiate the need for investigation of the influence of ego functioning to the degree of school counselor burnout, emotional exhaustion, depersonalization, and personal accomplishment. The first is a lack of empirical research exploring the role of internal or personality characteristics of school counselors in burnout. A lack of empirical research on the levels of ego functioning of school counselors is the second contention. The third line of reasoning is the common connection of the constructs of cognitive developmental theory and ego development, which stipulate behavior to be a function of a person and his/her interaction with the environment \[ B = f \{ P, E \}, \text{(Lewin, 1935)} \] to the central tenet of burnout. The central tenet burnout is it is a phenomenon embedded within a context of social relationship involving the person’s meaning-making of self and others. The final line of reasoning is the significance of the problem of counselor burnout to counselor educators and supervisors, with promoting psychological development as a possible prevention.

Lack of Research on the Role of Personality Characteristics on School Counselor Burnout

The majority of the burnout literature explores external or environmental variables of stress within counseling. While this influential component of burnout has been well researched, personality and individual counselor characteristics of burnout have received minimal attention. Supporting the contention that burnout is more than the influence of external factors, Freudenberger and Richelson (1980) encouraged the investigation of the counselor’s personal qualities because not all counselors are susceptible to burnout. Substantiating this position, Meier (1983) argued that the
personal variables of burnout are equally as important as the environmental variables in understanding the phenomenon of burnout.

The burnout prevention literature has tended to study this complex phenomenon from either an external or internal side. The external perspective has focused only on the environmental variables, looking at changing the external systems functioning, while the internal focus has been on the individual counselor, emphasizing discipline and punishment, rather than supportive assistance (Kottler & Hazler, 1996). New approaches to burnout prevention and intervention need to address interaction of the internal and external variables and the counselor (Maslach & Goldberg, 1998). It is important to look at the individual as well as situational solutions, which may assist counselors in the development of more effective coping skills that can help prevent the development of burnout (Tiedeman’s 1977).

**Lack of Research on Levels of Ego Development of School Counselors**

The ego development literature predominantly explores levels of adolescent, college student, and adult ego functioning. There has been limited empirical research on ego functioning of counselors, with the majority of these studies examining graduate counseling students. There is a considerable gap in the research on ego development on practicing counselors, with minimal numbers of studies investigating the population of school counselors specifically (Diambra, 1997).

School counselors nationally have common educational requirements to acquire a state license. Exploring levels of ego functioning of school counselors nationwide with a large sample can provide significant findings regarding the relationship between levels of ego development to the variables of education, age, race, gender, years of professional
experience, level of occupational support, and current level of counseling position (elementary, middle, and high school). Investigating levels of ego development of school counselors can contribute to an area that has received little attention.

**Relationship Between Ego Development and Burnout**

Ego development has been cited as a promising theoretical framework for counselor growth and development because of its inclusiveness and wide application. Ego is a complex construct, encompassing cognitive processes as applied to a socio-emotional domain (Manners & Durkin, 2000). The interpersonal and cognitive processing of Loevinger’s ego stages has particular relevance to counselor effectiveness. These traits of higher levels of ego functioning include: flexibility, tolerance for ambiguity, appreciation of individual uniqueness, acceptance of the difficulty inherent in the counseling relationship, and autonomy are critical qualities of effective counselors. Previous research has shown a significantly positive relationship between qualities of counselor effectiveness and psychological development. Counselors at higher levels of ego development are better able to cope with role ambiguity, role conflict, task overload, lack of support, and barriers to existential meaningfulness in work.

It appears that counselors at higher levels of psychological development are better able to meet the needs of their clients, while maintaining boundaries and self-care. A mature and effective counselor is one at a high level of ego development (Borders, 1998). Higher levels of psychological development promote more adaptive and flexible thinking, problem solving, and cognitive processing of dilemmas (Manners & Durkin, 2000). Characteristics of counselors at higher level of development are greater: empathy, internal locus of control, autonomy, while acting more humane and altruistic, and with
less prejudice (Miller, 1981; Sprinthall, Peace, & Kennington, In Press). Theoretically, these attributes place counselors who are at higher levels of ego development at lower risk of burnout because of their abilities to accommodate stressful experiences.

The characteristics of counselors at high levels of psychological development appear to have a positive relationship to a counselor ability to accommodate stressful experiences and situations (Manners & Durkin, 2000), such as the external variables related to burnout. The psychological and social factors of burnout give rise to disequilibrium and cognitive dissonance, which affect the counselor’s perception and response to the situation (Manners & Durkin). Within this theoretical model, counselors at more mature levels of ego functioning are better able to assimilate and accommodate to their environment, which restructures the counselors’ expectations and frustrations, and reduce stress and burnout. Additionally, it is theoretically predicted that these counselors are better able to differentiate themselves from their work because of their greater autonomy and an acceptance of their limitations over their clients and within the system they work.

Implications of Study with Regard to Counselor Education

School counselor burnout is a problem that is extremely painful for the counselor and a costly dilemma for school systems and society. The counselor’s pain may manifest in physical, emotional, and attitudinal symptoms. The relationship between school counselor burnout and counselor level of psychological development is critical for counselor educators. Not addressing the issues of counselor burnout in counselor education programs is similar to not addressing issues such as client suicide, violence, and abuse, because all are costly to clients, counselors, and society. Counselor educators
and supervisors have an ethical responsibility to inform counseling students and practicing clinicians about the burnout phenomenon and to work with the students/supervisees to develop effective coping skills to manage the occupational stress inherent in counseling. Counselor educators are in the unique position of teaching prospective counselors about burnout prior to encountering the multiple stresses of the job.

Counselor educators and supervisors can work to promote ego development in their students/supervisees, better equipping them with the qualities to cope with occupational stress. Research has supported that change in levels of counselor ego functioning is possible in adulthood (Manners & Durkin, 2000). Ego transition is an accommodative response to a particular type of external or self-initiated experience (Manners & Durkin), which is described in Lewin’s (1935) construct that \( B = f \{P, E\} \). Research suggests that counselor educators can work to promote psychological development of counseling students by structuring the environment to be one level higher than the student’s current level of functioning (Manners & Durkin; Turiel, 1966). This attention to promoting counselor psychological development and burnout prevention should be continuous throughout the counselor education program, beginning with introduction coursework, and incorporated in practicum and internship experiences.

Theoretically, working to promote a counselor’s level of ego development in counselor education programs can facilitate counselors attaining improved cognitive and socio-emotional coping abilities, reducing the incidence of burnout. Counselors at more mature levels of ego functioning are better able to recognize that others may differ in their interpretations of interpersonal and social situations, while having significantly
higher levels of empathy (Carlozzi, Gaa, & Liberman, 1983; Loevinger, 1976). A person’s level of ego development influences his/her interpretation and response to disequilibrating experience. Within the theoretical model, individuals with a less complex level of ego functioning are more likely to respond with assimilation and without adaptation, increasing potential for burnout. Counselors at more mature ego levels who possess a greater cognitive capacity of conceptualizing the complexity of the situation, tend to operate at a reality-orientated coping style in contrast to a reality-distorting defense mechanism, therefore accommodating to the experience and reducing possible burnout (Manners & Durkin, 2000).

Purpose of the Study

This study examined current levels of burnout in school counselors, which may support the need for modification in school counselor preparation. Data received on psychological development within the domain of ego development can support promoting counselors’ ego functioning in counselor education programs and better prepare school counselors to cope with their occupational characteristics of role ambiguity, role conflict, task overload, and obstacles to existential meaningfulness in work. The results define the contribution levels of ego development to the burnout subscales of emotional exhaustion, depersonalization, and feelings of personal accomplishment. Counselor educators can use this data to identify approaches that promote counselors’ psychological development and improve the care children and adolescents receive, while reducing counselor burnout.

More specifically, the purpose of this survey study was to examine the contribution counselors’ psychological development as measured by scores Loevinger’s...
Washington University Sentence Completion Test (SCT) on counselors’ emotional exhaustion, depersonalization, and lack of personal accomplishment as measured by the respective subscales of The Maslach Burnout Inventory-Human Services Survey (MBI-HSS) of school counselors. The research surveyed 550 randomly sampled school counselors who hold membership in the American School Counselor Association (ASCA) in the United States. School counselors’ demographic characteristics were divided into categories: age, race, gender, level of education, years of experience, level of occupational support, current position (elementary, middle or high school), and related to their SCT, MBI, and MBI subscale scores. A positive contribution of higher levels of ego functioning to lower degrees of emotional exhaustion and depersonalization, and higher scores of feelings of personal accomplishment supports the theoretical model that higher levels of psychological development in school counselors contributes to lower degrees of counselor burnout. The correlational analysis supports the hypothesized relationships between school counselors’ age, race, gender, level of education, years of experience, level of occupational support, and school counselor positioning.

Definition of Terms

Counselor Burnout: A syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among professional counselors. In this study, the third edition of the Maslach Burnout Inventory-Human Service Survey (MBI-HSS) (Maslach, Jackson, & Leiter, 1996) measured counselor burnout. Counselor burnout is also “a state of fatigue brought about by devotion to a cause, a way of life, or relationship that failed to produce the expected reward” (Freudenberger & Richelson, 1980, p. 13).
**Emotional Exhaustion:** A drained, flat feeling of having been used up, which includes feelings of helplessness, hopelessness, and entrapment; a form of compassion fatigue.

**Depersonalization:** Negative and cynical attitudes towards client, loss of feelings of concern towards clients, physical and emotional distancing one's self, and intellectualization (Wallace & Brinkeroff, 1991).

**Personal Accomplishment:** Diminished feelings of competence and success in working with people; when people feel they are no longer accomplishing what they want or making a meaningful contribution through work, they evaluate themselves negatively (Maslach & Jackson, 1981).

**School Counselor:** A masters level counseling professional who is practicing in a school setting.

**Ego Development:** The evolution of a motivation for mastery within an individual. Ego development is a progressive differentiation between "subject" and "object" – the aspect of self one controls and those one is controlled by (Blasi, 1998; Kegan, Lahey, & Souvaine, 1998). In this study, ego development was measured using the revised The Washington University Sentence Completion Test (Form-81) (SCT) (Hy & Loevinger, 1996).
Research Hypotheses

Hypothesis 1:
Higher levels of ego development in school counselors as measured by Loevinger’s Sentence Completion Test (SCT) will contribute to lower levels of burnout as measured by the total subscale scores of The Maslach Burnout Inventory-Human Services Survey (MBI-HSS). (See path analysis model diagram 1A)

Hypothesis 2:
There will be a mutual contribution between higher levels of ego development in school counselors as measured by Loevinger’s Sentence Completion Test (SCT) and lower levels of burnout as measured by the total subscale scores of The Maslach Burnout Inventory-Human Services Survey (MBI-HSS). (See path analysis model diagram 1B)

Hypothesis 3:
Higher levels of ego development in school counselors as measured by Loevinger’s Sentence Completion Test (SCT) will contribute to lower degrees of emotional exhaustion as measured by the respective subscale of The Maslach Burnout Inventory-Human Services Survey (MBI-HSS). (See path analysis model diagram 1A)

Hypothesis 4:
Higher levels of ego development in school counselors as measured by Loevinger’s Sentence Completion Test (SCT) will contribute to lower degrees of depersonalization as measured by the respective subscale of The Maslach Burnout Inventory-Human Services Survey (MBI-HSS). (See path analysis model diagram 1A)
**Hypothesis 5:**
Higher levels of ego development in school counselors as measured by Loevinger’s Sentence Completion Test (SCT) will contribute to higher degrees of personal accomplishment as measured by the respective subscale of The Maslach Burnout Inventory-Human Services Survey (MBI-HSS). (See path analysis model diagram 1A)

**Hypothesis 6:**
There will be a significant positive correlation between school counselors’ levels of ego development as measured by Loevinger’s Sentence Completion (SCT) and the demographic variables of age, levels of education, years of experience, level of work support, gender, race, and current position (elementary, middle or high school). (See path analysis model diagram 2a)

**Hypothesis 7:**
There will be a significant positive correlation between school counselors’ levels of ego development as measured by Loevinger’s Sentence Completion (SCT) and the demographic variables of age, levels of education, years of experience, and, level of work support, while there will be no correlation between ego development and the demographic variables of gender, race, and current position (elementary, middle or high school). (See path analysis diagram 2b)
See Path Analysis Diagram Index in Chapter 3 for diagram clarification:

Figure 1.1
Hypothesis 1: Path Analysis Diagram 1A

Figure 1.2
Hypothesis 2: Path Analysis Diagram 1B

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Figure 1.3
Hypothesis 6: Path Analysis Model Diagram 2A

Figure 1.4
Hypothesis 7: Path Analysis Model Diagram 2B
Exploratory Research Question:

How significant is the correlation between school counselors' levels of burnout as measured by the Maslach Burnout Inventory-Human Services Survey (MBI-HSS) and the demographic variables of age, gender, race, levels of education, years of experience, level of occupational support, current school counselor position (elementary, middle or high school), and level of work support? (See path analysis model diagram 3)

Figure 1.5
Exploratory Research Question: Path Analysis Model Diagram 3

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Description of the Sample

The accessible population was school counseling professionals who hold membership in the American School Counselor Association (ASCA), which is a branch of the American Counselor Association. From this population, the researcher secured the participation of 550 randomly sampled ASCA members. There are currently more than 12,000 ASCA members.

Data Gathering Procedures

A mailed survey approach was be used to collect the data. A survey packet was mailed to each participant containing: a research cover letter (Appendix A), survey of demographic information (Appendix B), the Washington University Sentence Completion Test (SCT) (Appendix C), the Maslach Burnout Inventory-Human Services Survey (MBI-HSS) (Appendix D), a College of William and Mary pencil, a self-addressed stamped return identification postcard (Appendix E, Postcard A), and a self-addressed stamped return envelope. In the cover letter, each participant was informed of the purpose and procedures involved in the study and informed of his/her rights as participants. It was explained the informed consent procedures as well as the procedures for the obtaining results of the study. All data was anonymous. A College of William and Mary pencil was included in the packet for convenience and to improve participant response rates. Two weeks after the mailing of the packets, a follow-up postcard thanking subjects for their participation and reminding subjects who have not returned the packet to please do so was sent to all participants to increase response rate (Appendix E, Postcard B).
Limitations of Study

There were several limitations to this study.

1. Participants who volunteer to complete the survey and assessment packet may have significantly different characteristics than the non-respondent participants.

2. The degrees of counselor burnout and levels of ego development are only two components of school counseling, and extraneous variables may influence the findings.

3. The survey packet took the participant approximately 30 minutes to complete, which may have a relationship to a low return rate.

4. The findings are only generalizable to school counselors who are members of the American School Counselors Association (ASCA) and a demographic profile of ASCA members is unavailable.

5. Social desirability may influence the participants' response to the data collection instruments.

Ethical Safeguards

The principles for dealing with human participants in social science research outlined in the American Psychological Association (APA) document Ethical Principles of Psychologists and Codes of Conduct (APA, 1992) were followed in this study. The researcher's dissertation chairperson and committee members, the Human Subjects Research Committee of the College of William and Mary, and the American School Counselors Association (ASCA) also approved the study.
Summary

School counselor burnout is a critical problem that affects the counselor’s abilities to have effective relationships with students, peers, teachers, parents/guardians, other faculty, and can also negatively impact the counselor’s self-esteem, family and personal relationships, and health. Ego development appears to have a positive relationship to counselors’ ability to function effectively and cope with challenging experiences, therefore, reducing potential burnout. This research study examined the contribution levels of ego functioning have to counselors’ degrees of burnout and the three respective subscales of emotional exhaustion, depersonalization, and feeling of personal accomplishment in school counselors. The findings of this study contribute to the literature in the areas of child and adolescent counseling, counselor burnout, cognitive developmental theory, and counselor education preparation and practice.
CHAPTER 2
LITERATURE REVIEW

Introduction:
This section includes a review of three theories of burnout, cognitive developmental theory, and the cognitive developmental theoretical domain of ego development. Additionally, the literature and empirical research relating to burnout and school counselor burnout and ego development is reviewed.

Theories and Definitions of Burnout

Freudenberger’s Theory of Burnout:

Freudenberger (1974) was the first author to use the term burnout in reference to being an occupational problem in the helping professions in his article entitled “Staff Burnout”. Freudenberger was a clinician who worked in New York City at a community agency for drug abusers. During that time, substance abusers were often called “burnouts.” A substance abuser being labeled a burnout meant the individual no longer cared about anything except his/her drug of abuse. Burnout was conceptualized as the outcome of a progressive deterioration of motivation and abilities; the substance abuser was unproductive (Skovholt, 2001). A metaphor used to describe the burnout phenomenon is that of a candle becoming burned out (Skovholt). Freudenberger’s (1974) saw burnout as meaning: “... to fail, wear out, or become exhausted by excessive demands on energy, strength or resources “ (p. 159). The burned out individual tends to progress through stages of irritability, suspiciousness or paranoia, omnipotent delusions, and at the extreme, to drug use (Gann, 1979). Other psychological symptoms include: hopelessness, boredom, fatigue, disenchantment, resentfulness, discouragement,
confusion, anger, frustration, and criticalness (Freudenberger, 1975). Freudenberger conceptualizes burnout as a loss of an ideal and loss of hope.

Freudenberger (1983, 1986) defined burnout as a process where repeated failure to achieve unrealistic expectations has exhausted or depleted a counselor’s physical and mental resources. The unrealistic expectations can be reinforced by family, friends, partners, the job, and other people (Freudenberger & North, 1985). Freudenberger separated them into two categories. In the first category were external expectations, imposed by society, jobs, and others. In the second category were self-imposed expectations, resulting from certain personality characteristics (Freudenberger, 1982; Freudenberger & Richelson, 1980). These personality characteristics are typically seen in people who are dynamic, goal-oriented, idealistic, charismatic, perfectionistic, and tremendously dedicated and committed to their work. Freudenberger attributes a counselor's unhealthy “need to give” and need to be accepted from a healthy commitment, where the need for acceptance increases susceptibility for burnout. When idealistic and energetic counselors continuously strive to achieve their unattainable goals over a period of time, their energy level drops. They begin to perceive failure, so they work even harder and incur more exhaustion. Unsuccessful at fulfilling unrealistic goals the counselor continues to perceive failure, and feels increased self-imposed pressure. This becomes an endless cycle, which increases the counselor’s level of burnout.

Freudenberger’s theory is limited by a lack of empirical research supporting or challenging its tenets. Freudenberger wrote extensively on burnout, but most of his publications were clinical and reflective articles based on his experience. Though there appears to be no empirical research to support Freudenberger’s model, his theoretical
tenets appeared to be supported in related empirical studies. For example Heckman (1980) investigated personality characteristics in psychotherapists' burnout. Supporting Freudenberger's category of self-imposed expectations, Heckman's study confirmed the role of personality characteristics with burned out therapists overextending themselves in an attempt to meet unrealistic expectations. Furthermore, Freudenberger's categories of external expectation were supported by an empirical research study by Moracco, Butche, and McEwen (1984). The study explored sources of stress in a national sample of school counselors. The finding that occupational stress was related to professional overload and increases in nonprofessional duties substantiated Freudenberger's external expectations.

**Maslach's Theory of Burnout:**


Maslach, Jackson, and Leiter (1996) describe burnout as a three-factor syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that progresses over time. The first factor, emotional exhaustion, occurs in human services fields when emotional energy becomes depleted after rendering services to clients for a prolonged period (Maslach et al.,). According to Maslach (1993), emotional exhaustion
presupposes that individuals are at a prior state of high emotional arousal. The second factor, depersonalization, is a “negative cynical attitude and feeling about one’s client” (Maslach et al., 1996, p. 4). It involves detachment, callousness, and dehumanization by a counselor in response to his/her clients. The third factor in burnout, reduced personal accomplishment occurs when a counselor develops feelings of helplessness, frustration, and hopelessness around his/her perceived inability to attain professional goals (Maslach). The three factors of burnout described above were been organized by Maslach into the Multidimensional Perspective of Burnout (Maslach).

Maslach and Jackson (1981) developed a standardized measure of burnout known as the Maslach Burnout Inventory (MBI). The instrument is designed to measure respective degrees of emotional exhaustion, depersonalization, and personal accomplishment. The current edition of the MBI was released in 1996, and is intended for use in research rather than for diagnostic or clinical purposes. There are three categories for the 1996 edition of the MBI: the MBI – Human Service Edition, the MBI – Educators Edition, and the MBI – General Edition. The MBI—Human Services Edition will be used in this research because of its broad applicability and relevance to school counseling. It has been successfully used with human service providers and in other professions such as the fields of criminal justice, education, law, and religion (Maslach, 1993).

Maslach’s theory is the most broadly researched, and it is the only theory to examine the phenomenon of school counselor burnout. Maslach used teachers and educational specialists to validate her conceptualization that the relationship between human service providers and clientele is the critical factor of burnout. Maslach’s theory...
is relevant to school counselors because of its inclusion of counselors in the original norming group. On the basis of its substantial supporting research, Maslach’s theory appears to be the most suitable model to use to study school counselor burnout.

Maslach’s model is limited by its dismissing the role of personality attributes in burnout (Sheffield, 1999). Maslach acknowledges this constraint, admitting she has not conducted enough research in the role of personality factors in burnout (Maslach, 1993). Maslach postulates that external factors such as the job characteristics and climate are more important than personality factors in regard to burnout development. Early in her work, Maslach did discuss the importance of personality characteristics in the development of burnout. She did report that burnout did not occur for all people and there were individual variations that seemingly related to the individual’s personality characteristics (Maslach, 1982a).

The Existential Theoretical Perspective of Burnout by Pines and Aronson:

Based on the existential philosopher, Victor Frankl (1963), “the striving to find meaning in one’s life is the primary motivational force in man” (p. 154). Pines and Aronson examined burnout through the existential paradigm. According to Pines (1993a), people search for meaning in life because of the finality of death, and burnout is the result for those human beings who fail to find meaning in life. In previous periods in history, people often found their existential meaning in life through religion. Many people today have directed their quest for meaning in life to their work. When individuals look to work for their meaningfulness and feel that they are failing, the result will be burnout (Pines, 1993b). This can be a particular problem for many counselors,
who often come to the field because they feel it is a "calling." Burnout occurs "when the calling of caring for others and giving to others in an area such as emotional development, intellectual growth, or physical wellness no longer gives sufficient meaning and purpose in one's life" (Skovholt, 2001, p. 111). When meaningfulness in work disappears, an existential crisis can arise resulting in burnout. This conceptualization of burnout may explain why burnout tends to occur in highly motivated, goal-oriented, and idealistic professionals who have high expectations of themselves and their profession (Pines, 1993a). The high expectation results in unrealistic and unattainable goals; consequently, the counselor increases his/her effort with the same results leading to feelings of failure. Within the existential model, "in order for one to burnout, one must first be 'on fire'" (Pines, 1993a, p. 40). As Farber (1983) stated, "a high level of commitment to one's work is often regarded as a prerequisite to burnout" (p. 9).

The notion of highly motivated and idealistic professionals being at an increased risk of burnout has been supported in empirical research (Freudenberger & Richelson, 1980; Maslach, 1982a; Pines & Aronson, 1988). The characteristics of highly motivated individuals include goals and expectations of having a successful impact and being successful with all clients, and the need to feel appreciated (Pines, 1993a). In research of 205 professionals in varying helping professions, Pines and Aronson (1983) concluded that burnout was negatively correlated with a sense of success, with the ability to express oneself at work, and with the level of appreciation received for one's work. People who have low expectations and do not care about their work, generally do not burnout. However, counselors who come to the profession because it was their calling, who are
emotionally invested, and who feel they are not meeting their expectations, will have an increased chance of burnout.

This existential perspective of burnout can be applied to Maslach's three factors of burnout described in the research literature (Pines, 1993a). An example of this would be working with challenging clients. Working with clients who are resistant and have a high rate of relapse can have a relationship to burnout. Freudenberger (1974) noted this in his original article, which focused on his experience working with substance abusing clients. The continuous challenge can lead counselors to feel incompetent and unsuccessful, which can damage the counselor's feelings of meaningfulness about work (Chemiss, 1980). The counselor may then respond by increasing his/her effort into promoting change, resulting in emotional exhaustion. However, if the counselor's expectations are grounded in the realities of change, then the counselor is less likely to feel insignificant in his/her work and not burn out. In another example, Burnham and Jackson (2000) examined the issues of role congruence and demand overload in school counseling. The researchers concluded that a disparity between the counselor's view of his/her role and the demands put of him/her result in increased levels of stress and burnout. With the existential perspective, these counselors internalize the perceived expectation that they should be capable of meeting all the occupational demands, resulting in feelings of failure and burnout when unattained.

As with any theoretical model, the existential model of burnout is not exact. Real-life work environments are not all negative or all positive. Rather, they are a complex combination of degree of stress and support. Therefore, counselors' feelings of occupational meaningfulness may fluctuate in relation to their interactions with their
environment. It is also important to remember within this existential model that burnout is not stagnant (Pines, 1993a). People may move from one side of the continuum to the other side. A counselor may perceive a period of failure and lack of achievement, and move to lose a sense of existential significance. However, this counselor may later identify successes and support, and move to a sense of existential meaningfulness. Consequently, burnout is an interaction between the counselor's expectations of his/her occupation roles and his/her work environment.

Similar to Freudenberger's model, the existential model has limited empirical research support. However, its central tenet that a counselor's expectations of self and occupational meaningfulness have been supported in the research examining personality characteristic relation to burnout (Gann, 1979; Heckman, 1980; Sheffield, 1999). Additionally, the existential model provides a theoretical conceptualization of burnout originating from the widely accepted school of existential philosophy.

**Empirical Research Studies on Burnout**

This section reviews the current empirical research on burnout. Some of the studies discussed previously are reviewed in greater depth. The critiques of the research studies include: purpose of the study, a brief description of the participants and the sampling procedure, the description of the data collection instruments, the researcher's findings and conclusions based on his/her data analysis, and the possible limitations and contributions of the study.

There is considerable literature on the topic of burnout. The majority of the articles published on the topic are reflective theoretical or personal experience writings.
about ways to alleviate burnout symptoms. The bulk of the empirical research has been correlational and is limited in application to school counseling. Within the available research on burnout in school counseling, all but one of the studies utilized the MBI as one of the measurement instruments, and all explored burnout from an environmental or external position. The research on internal factors or the role of personality in burnout has been extremely limited, and is virtually non-existent in school counseling. Consequently, the following review of the research exploring personality or the internal factors of burnout will, by necessity, include studies at related helping professionals and not school counselors.

External or Environmental Factors Relationship in Burnout:

This section reviews the relevant studies of external or environmental factors of stress that have a relationship to burnout. Within school counseling, research has identified the variables of school leadership style, occupational stress, role ambiguity, role conflict and role congruence, large caseloads, lack of clinical supervision, job satisfaction, and, absenteeism.

Cummings and Nall (1982) examined the relationship between the perceived leadership style of school administrators and school counselor burnout. The participants in the study were 31 practicing school counselors in 23 school districts in both urban and rural settings in eastern Iowa. The assessment instruments used were the School Leadership Inventory and Self-Reports of Degrees of Burnout, which required the participants to respond to the following paragraph:
Counselor burnout is a phenomenon about which little is known. Burnout is, in our definition, a feeling state characterized by exhaustion brought about because of excessive demands on the counselor’s energy, strength, or resources. Burnout is manifested by a variety of symptoms and occurs in different degrees from person to person. On a scale of 1 to 9, with 1 meaning “functioning at the peak of your capacity” and 9 meaning “severely burned out,” rate your level of functioning at this time.

The School Leadership Inventory is based on the theoretical constructs of organizational leadership and is a 20 item multiple-choice inventory that identifies four major leadership styles, which are on a continuum from authoritarian to participative. The initial data was analyzed using product-moment correlations between the variables of perceived leadership style and burnout, length of time of employment and burnout, and length of time of employment and perceived leadership style. The second data set was analyzed using t-test of the differences between means for counselors scoring in the top and bottom quartiles on the School Leadership Inventory. The researchers concluded that school counselors who perceived their school to be more authoritarian in leadership style seemed to report higher degrees of burnout as compared to the school counselors who perceived their school’s leadership style as less authoritarian and more participatory.

Unfortunately, this data needs to be examined with some caution. First, the researchers did not supply the reliability and validity of the burnout data collection instrument. Secondly, the sample of 31 counselors was small which limits the generalizability of the findings. However, the study is useful in providing exploratory information regarding the variables of leadership styles in schools and burnout in eastern Iowa.
Examining role congruence of school counselors, Burnham and Jackson (2000) compared school counselors' actual role with roles prescribed in two accepted counseling models. The participants included 80 certified school counselors working with various grade levels, K-12. They were a convenience sample drawn from two southeastern states and were all full-time public school counselors. A survey instrument was administered containing 19 items with sub-items. This instrument addressed the multiple functions of school counselors including: individual counseling, group counseling, group guidance, working with parents, testing, and appraisal, consultation, career and college planning, public relations, and various clerical and administrative tasks. A school counseling graduate student using the 19-item questionnaire interviewed each of the participants. The interviewer wrote down the participants' responses to the items verbatim. The returned responses were blindly coded. The researchers concluded that school counselors are too often involved in non-guidance activities including multiple clerical tasks, which required an inordinate amount of time and pulled them away from "more appropriate counseling activities" (p. 47). The data suggested the school counselors were performing functions of the accepted school counseling models but discrepancies and wide variations existed. The researchers concluded that the challenge of balancing the multiple functions of school counseling with increasing non-guidance duties puts additional stress on the counselor, leading to burnout. The limitations of this study included: convenience sampling instead of random selection; some assessment questions reflected perceptions on how counselors spend time, which was difficult to translate statistically; and the questionnaire's lack of demographic information, which may have influenced the participants responses. The study did support the need for the school counseling
profession to continue to establish a consistent role for school counselors. The inconsistencies and increasing non-counselor duties place school counselor at greater susceptibility to burnout. Additionally, the researchers did suggest the findings could be generalized because the results were similar to previous research findings.

Supporting the discrepancies between school counselors’ actual role and others’ expectations, Mercer (1981) reviewed the historical role of school counselors. She proposed that the most stress producing situations arise when a discrepancy exists between a counselor’s job expectations and his/her actual role. Originally, a school counselor’s role was to counsel students behind closed doors, but due to difficulties of assessing their outcomes and the issue of confidentiality, administrators began to eliminate counseling positions. Consequently, some school counselors began to take on additional roles in the school to assist administrators and give their role more visibility. School counselors’ roles have increased dramatically to the point where the counselors, teachers, administrators, parents, and students often have different notions of what school counselors do. This has led to role confusion and ambiguity, role conflict, and role overload.

Hutchinson, Barrick, and Grove (1986) further explored role congruence in school counseling. The participants were 56 secondary school counselors employed in the Jay Randolph, and Delaware County schools in Indiana. The school system includes large, medium, and small school corporations as well as inner-city, rural, and urban schools. The response rate was 71%. A researcher-developed instrument was administered asking the participants to rank 16 activities they actually perform and rank activities of the functions of the ideal counselor. The ranked 16 activities included: individual personal
counseling, academic counseling, group counseling, career and life planning, parent conferences, classroom guidance activities, teacher or administrator consultation, scheduling, testing, P.L. 94-142 and other special education programs, community relations, gifted and talented, record keeping, attendance, other, and non-counseling activities. The results indicated that most counselors report actually performing what they thought they should be doing, with the exceptions of group counseling, career and life planning, and classroom guidance activities, while scheduling, testing, record keeping, and non-counseling duties required more time than the ideal. The researchers concluded it is important for school counselors to work to establish role congruence and for school counselor preparation programs to educate counselors-in-training about the ideal and actual roles. This study was limited in that the participants were all from one country, the validity and reliability of the administered instrument was not presented, nor were the differences in responses based on the counselors’ demographic characteristics. However, this study does reinforce the discrepancy many school counselors encounter where their ideal functioning is quite different from their actual occupational requirements, which may generate stress and burnout.

Further investigating role congruence, Kim (1993) conducted a study examining the relationship between burnout and role congruence among high school counselors. The participants consisted of high school counselors, principals, and school psychologist in Kansas and counselor educators from six Kansas universities controlled by State Board of Regents. The breakdown of the sample was: 69 school counselors, 66 principles, 45 school psychologists and 30 counselor educators. The three data collection instruments used included the Maslach Burnout Inventory (MBI), which was administered to the
counselors, and the Role Questionnaire and High School Counselor Questionnaire, which were administered to all three groups. The Role Questionnaire measures role congruence, where low levels of role conflict and role ambiguity equate to role congruence. The High School Counselor Questionnaire encompasses nine typical school counselors' duties, which assesses the estimated time a counselor spends in hours per week performing each duty. The data collection materials were mailed to the 300 participants with 190 completed responses returned (63.3% rate of response). The data analysis suggested that the overall role congruence for the high school counselors was above average, with counselors experiencing moderate levels of emotional exhaustion, low levels of depersonalization, and high levels of personal accomplishment. Significant positive relationships were established between counselor role congruence and burnout. Some limitations of the study were that it only examined high school counselors in Kansas; the study did not assess internal variables that may affect the counselor. Further the study did not explore other persons' perceptions of the role of the school counselor, such as teachers, parents and students. These limitations restrict the generalizability of the findings and underscore the need for research that explores internal variables. A strong component of the study was that it explored all three groups' perceptions of the role of a school counselor and not just the counselor's perspective, which is necessary when researching role congruence and ambiguity.

Sears and Navins (1983) examined the prevalence and sources of stress in school counseling. The participants were assessed at two guidance conventions in Ohio using a sample of 240 school counselors. One assessment instrument used was a demographic data collection survey that collected biographical data: sex, rate, age, marital status, years
of counseling experience, and assigned grade level. Additionally the instrument contained an eliciting question, “in general, how stressful do you find being a counselor”? The participants responded to this question on a five point scaled (1 = not at all stressful; 2 = mildly stressful; 3 = moderately stressful; 4 = very stressful; and 5 = extremely stressful). The second instrument consisted of 40 specific situations school counselors might face in their work settings. The counselors were asked to rate these situations on the same five-point scale. The results of the data suggest that 50 percent of the school counselors sampled reported that being a school counselor was “moderately stressful” while 14 percent reported it to be “very stressful”. The areas the school counselors reported to be their primary stressors were: quantitative overload or feeling that there is too much work to do, role conflict, and role ambiguity. Two main limitations in this study were that the participants were school counselors who attended a guidance conference, which may not represent all school counselors. The second limitation is the lack of stated validity and reliability of the assessment instruments. The study did indicate there is no predictable relationship between counselors’ level of stress and their biographical characteristics. Additionally, it supported the relationship between environmental variables in school counseling and occupational stress, which can lead to burnout.

Moracco, Butche, and McEwen (1984) also conducted a national study that explored sources of stress for school counselors. The researchers used systematic random sample, which is an easier procedure than simple random sampling but should only be used with very large accessible or target populations (Gall, Borg, & Gall, 1996). The sample was 550 counselors drawn from the American School Counselor Association.
(ASCA) membership list. A return rate of 75% was obtained, but some returns were unusable because of incomplete instruments, which resulted in a total of 361 (66%) usable returns. The measurement instrument utilized was the Counselor Occupational Stress Inventory (COSI), which contains 50 likert-type items that assess stressful situations for school counselors. The participants were asked to indicate the extent each item was stressful to them by designating “not stressful,” “a little stressful,” “somewhat stressful,” or “extremely stressful.” A factor analysis derived six factors, with a Cronbach’s coefficient alpha reliability from .81 to .95. The analysis of the data conveyed that occupational stress was perceived as a multidimensional concept composed of six major factors, including: lack of decision making authority, financial security, nonprofessional duties, professional job overload, counselor-teacher professional relationship, and counselor-principal professional relationship. The results of the study suggested that younger counselors perceived the six factors as being a greater source of stress than older counselors. Significant differences were found between school enrollment and five of the six COSI factors, which suggests counselors at schools with higher enrollments perceived greater stress. The researchers did not provide the specific categories of school enrollment. The school counselors were stressed about having to perform many non-professional tasks, to make decisions without proper planning, and to perform tasks in a limited amount of time. A positive for the profession was that 80 percent of the school counselors responding would choose to be school counselors again if given an opportunity, according to the career choice component of the COSI. This was a marked difference from previous research with teachers in which the teachers reported that only 48 percent would make the same choice again. A limitation of
this study was that the participants were all members of the ASCA, which may not represent all school counselors. Additionally, the researchers did not provide an explanation of their data collection procedures and only limited demographic information of the sample. The study did supply important information about occupational stress in school counseling. The multidimensional nature of the result supports the importance of addressing multiple components in the occupational stress of school counselors. Additionally, the findings that the variables of age and school enrollment had a significant relationship to occupational stress supports further research and possible intervention to better assist these counselors.

Stickel (1991) examined the relationship between job satisfaction and burnout among school counselors located in three rural states. Instruments were mailed to 214 schools having a single school counselor with 68.6% rate of return rate (147 completed packets). The instruments included the MBI Demographic Data Sheet, Maslach Burnout Inventory (MBI), and the Minnesota Satisfaction Questionnaire, Short Form (MSQ). The MBI Demographic Data Sheet collects biographical characteristic of the participants including: age, gender, years of experience, caseload (average number of students), educational level, and school level currently employed at (elementary, middle, or high school). The MBI measures three aspects of burnout that include emotional exhaustion, depersonalization, and personal accomplishment. The reliability estimates for the MBI are a Cronbach alpha of .90 for emotional exhaustion, .76 for depersonalization, and .76 for personal accomplishment. The convergent and discriminant validity of the MBI has been supported through empirical research. The MSQ is based on the adjustment model that proposes job satisfaction is a function of the relationship between the individual’s
occupational needs and the reinforcement in the work environment. The MSQ, short form includes the 20 questions making up the general satisfaction subscale of the long form. The reliability coefficients are .90 for general satisfaction, .86 for intrinsic satisfaction, and .80 for extrinsic satisfaction. The convergent and discriminant validity of the MSQ has been supported in the empirical research.

The results of Stickel’s (1991) suggested counselors exhibited moderate levels of emotional exhaustion and depersonalization, but at the same time, indicated high levels of personal accomplishment, a marker of a low degree of burnout. The job satisfaction scores when compared to appropriate norm groups indicated lower levels of job satisfaction. The analysis suggested the number of students on the counselor’s caseload (average number of 280 students) contributed to the level of emotional exhaustion where greater numbers indicated higher scores. A limitation of this study is that it included only rural school counselors, whose environment may provide unique forms of stress and support, and lowers the generalizability of the results. The study supported that some demographic variables of school counselors may have a relationship to burnout, while providing a baseline of burnout among one group of school counselors.

Anderson (1985) conducted a study that explored the relationship between burnout and levels of stress, job satisfaction, and absenteeism among public school counselors. The participants of the study were 77 female public school counselors in two suburban school districts. The assessment instruments were the Maslach Burnout Inventory (MBI), The Institute for Personality and Ability Testing Anxiety Scale (IPAT), and The Job Descriptive Index (JDI). The IPAT is a 40-item questionnaire that measures one’s anxiety level based of the five principal factors of anxiety (emotional instability,
suspiciousness, guilt-proneness, low integration, and tension). Its internal reliability ranges from .78 to .92, and the validity has been supported by empirical research. The JCI is a five-facet measure of job satisfaction. This instrument has been administered to over 12,000 cases and a considerable body of literature supports its reliability and validity (Balzer, Kihm, Smith, Irwin, Bachiochi, Robie, Sinar, & Parra, 1997). The results suggested that stress, job satisfaction, and absenteeism were significantly related to the MBI sub-scales of emotional exhaustion, depersonalization, the total MBI score, but not the personal accomplishment. Absenteeism was a significant predictor of burnout, which the researcher concluded may be a counselor coping technique. The researcher additionally concluded that role conflict and role ambiguity had a strong effect on counselors' functioning, productivity, and burnout. This conclusion was based on the relationship between the JDI and MBI. Where the variables of pay, promotion, people, and supervision where not predictors of burnout, therefore, it was concluded that it is the job of being a school counselor itself that leads to burnout. The limitations of this study were that the participants are limited, including only 77 counselors and all being female from two specific localities, which restricted the generalizability of the findings. However, the study does offer valuable information relating to possible occupational variables that may have a relationship to burnout in school counseling.

Davis (1984) explored the relationship between counselor expectations of supervision and counselor burnout. The lack of clinical supervision in school counseling has been a subject of concern for counselor educators and the school counseling profession. Supervision is the primary mode for developing counselor's self-awareness and sense of support (Feldstein, 2000; Phillips, 1998). The sample in his study was
drawn from the Oregon Personnel and Guidance Association, where 500 questionnaires were mailed, and a total of 120 were returned. The job description breakdown of the participants consisted of 17 (14%) elementary school counselors, 20 (17%) school counselors who did not indicate grade level, 16 (13%) employed at community colleges, 23 (19%) mental health counselors, and 23 (19%) employed in private practice or vocational rehabilitation. The instruments used were the Maslach Burnout Inventory (MBI) and the Counselor Supervision Inventory (CSI). The CSI was developed specifically for this study. It contains three subscales: counseling, consultation, and teaching. Each subscale contains 20-items of supervisory behavior suitable to its category. The reliability coefficients for the three subscales were: .82 counseling, .82 consultation, and .82 teaching. The results of the correlational analyses suggested that counselors were dissatisfied with the supervision they received, with this dissatisfaction having a positively significant relationship to the level and frequency of counselor emotional exhaustion, depersonalization, and negatively related to feelings of personal accomplishment. The researcher concluded that supervision is an effective method of burnout prevention. A limitation of this study was mailed surveys, which often do not represent the target population, and it may be probable to assume that counselors experiencing burnout may not return the data collection instruments. Another consideration in data interpretation is that both counselor burnout and supervision dissatisfaction may be related to an unobserved extraneous variable. However, the study offered further insight and support on school counselor burnout, and more specifically the role supervision may have in reducing incidence of burnout.
Feldstein (2000) further investigates the relationship between supervision and burnout in school counseling. Her study researched the level of burnout among school counselors who received clinical supervision and those counselors who did not receive clinical supervision. The participants were 217 school counselors in Allegheny County who completed the School Counselor Supervision Inventory Questionnaire (SCSQ) and the Maslach Burnout Inventory (MBI) – Educators Survey (ES). The SCSQ was developed by the researcher based on and patterned after a questionnaire described in the Roberts and Borders (1994) article, “Supervision of School Counselors: Administrative, Program, and Counseling.” The first section of the SCSQ contains demographic questions corresponding to school counseling, while the second section defines the three categories of supervision (administrative, program, and counseling) and asks the participants to describe their current supervision in each category. Additionally, the respondents were asked to describe the frequency of their supervision and the position and title of the supervisor. The data was analyzed using multiple regression analyses and Analysis of Variance (ANOVA). The results indicated that 90% of the participants believed that clinical supervision was important or very important with 55% reporting receiving a form of clinical supervision. The results further suggested that clinical supervision might have some positive influence on the reducing levels of emotional exhaustion that contributes to burnout in school counselors. Similar to Davis’s (1984) conclusion, the researcher interpreted from the data that supervision might be an effective approach in the prevention of school counselor burnout. A limitation of this study was that the participants were selected from one county, which restricts the generalizability of the findings. It is also important to recognize that the level of counselor burnout reported
may be influenced by other variables not measured, such as collegial support and personal issues. Nonetheless, this study offers additional data on current levels of burnout in the school counseling profession and the possible role of clinical supervision as an inhibitor of burnout.

In summary, the research reviewed supports the role of external or environmental factors in school counselor burnout. These findings are consistent with the research conducted with other helping professionals. The relationship between school counselor burnout to the variables of school leadership styles, role congruence, occupational stress, job satisfaction, size of caseloads, absenteeism, and clinical supervision have been supported in the reviewed research. Further research and investigation are needed to support these studies.

Internal Factors or Personality Characteristics Relationship in Burnout:

The research previously reviewed demonstrated that characteristics of one’s occupational environment could contribute to the occurrence of burnout. However, even within the same systems, some helping professionals do not experience burnout, which raises the question of possible personality characteristics putting some professionals at greater risk. The research examining internal factors role in counselor burnout is limited and almost non-existent in school counseling. The two major studies examining the personality and burnout were Gann (1979) and Heckman (1980). Both studies found several personality characteristics to have high correlations with burnout levels. Sheffield (1999) conducted a qualitative study of burnout among three school counselors that explored possible internal variables. These three studies are reviewed in greater
depth than the research on external factors because of the limited amount of research in this area.

The first researcher to investigate the contribution of internal factors to burnout was performed by Gann (1979). Using Loevinger's model of ego development, Gann examined the relationship between ego level and the three components of burnout (emotional exhaustion, depersonalization, and personal accomplishment). Approximately 400 letters explaining the project and requesting voluntaries were sent to all clerical, social workers, and eligibility workers employed in one county social services agency. Off the 400 letters, 83 persons responded, and the final participants were 78 full-time female employees at the local county department of social services. The sample at two main departments were administered the Washington University Sentence Completion Test (SCT; Form 11-68), the Maslach Burnout Inventory (MBI), the Job Diagnostic Survey (JDS), and the Adjective Check List (ACL) during an hour session scheduled for three consecutive weeks. The SCT was chosen because it provides information about personality functioning that the researcher deemed relevant to an individual's adaptation to the stresses and demands of being a helping professional. The JDS measures individual's specific job characteristics and the effects of those characteristics on the person who perform the job. Respondents rate accuracy of statements on a 7-step scale, where responses are categorized into the following scales: job dimensions, critical psychological states, affective reactions to the job, and individual growth need strength. The JDS was deemed reliable and valid by the researcher because of its widespread use in previous research. The ACL provides an indicator of personality factors related to an individual's experience as a "helper". It includes 24 scales that cover a wide range of
personality domains. The ACL contains 300 adjectives, where the participant is asked to mark those that are descriptive of himself/herself. The researcher deemed the ACL reliable and valid because it is one of the 30 most frequently used psychological assessment instruments.

Gann (1979) used correlational analyses to investigate the relationship between the assessed variables. She found age to have a significantly negative relationship to burnout, while length of time working at the job did not. The younger participants scored higher on the emotional exhaustion and depersonalization scales of the MBI than did the older employees, regardless of amount of experience in the field. These findings suggest there may be two critical periods when a professional is especially vulnerable to burnout. The first might be when new to the field, and the second after a number of years in the profession. This finding was supported in the results of Heckman (1980) and Maslach and Jackson (1982), when the researchers concluded that younger employees reported more frequent and intense depersonalization of their clients, higher emotional exhaustion, and lower feelings of personal accomplishment than older employees. It appears that married workers experienced less intense feelings of psychological exhaustion and cynicism towards clients.

Gann (1979) suggested that although all social service workers may experience emotional exhaustion, those at higher levels of ego development tended towards less externalization of these feelings in the form of hostility and anger with their clients. Additionally, she noted that modal ego level participants (participants scoring at E5, Self-aware or lower) felt frequently more incompetent and more distant from their clients than did higher ego level workers (participants scoring at E6, Conscientious or higher). Job
dissatisfaction was correlated with emotional exhaustion and to a lesser extent, with negative reactions to clients. Participants at higher levels of ego functioning when experiencing emotional exhaustion were not likely to express job dissatisfaction. Her findings suggest that the effects of personality differences were most obvious in relation to the helpers’ responses to the clients. The participants at high ego levels were better able to maintain and seek interpersonal relationships despite feeling emotionally exhausted. The higher ego level workers were also better able to contain and to tolerate unpleasant reactions associated with their work.

A limitation in the study in relation to the SCT was the majority of the sample scores were assigned to the higher levels of ego development, therefore not providing a full distribution. However, this finding was not surprising because mature adults with advanced education rarely function at the lower two levels of ego development. A second limitation was a disproportionately high number of subjects were young and relatively new to the work. A third constraint to the findings was the participants were all females and were all employed in one county, which restricts the generalizability of the findings. A final limitation was the researcher did not present the validity and reliability of two of the instruments, the JDS and the ACL. Despite these limitations, this study offers valuable findings about the burnout phenomenon. Exploring the role of the internal variable of personality offers a new perspective and broadens the scope of the burnout research. Additionally, the findings that helping professionals at higher levels of ego development may be better able to cope with emotional exhaustion can lead to possible future developmental interventions.
The second researcher consistently cited in the literature with reference to personality characteristics in relation to burnout is Heckman (1980). His study investigated the effects of various work settings, theoretical orientations, and personality characteristics upon psychotherapists' burnout. Approximately 140 survey packets were distributed and 87 were returned (62%). One of the packets was incomplete, leaving a total of 86 participants who were doctoral and masters level psychologists and social workers employed as outpatient therapists. The participants were drawn from four sources including a national conference on community mental health, members of a psychotherapy association in a major west coast metropolitan area, staff members of various agencies in the same area, and individuals affiliated with various universities across the United States. The data collection instruments used included: A Background Information form; the Maslach Burnout Inventory (MBI); the Therapist's Orientation Questionnaire (TOQ); and the Adjective Check List (ACL). The TOQ consists of 104 statements concerning beliefs and practices regarding psychotherapy. The participants respond by indicating agreement or disagreement on a scale from 1 (strongly disagree) to 5 (strongly agree). Scores are categorized into three clusters; a humanistic score, an analytic score, and a behavioral-cognitive score. The reliability and validity of the TOQ has been supported in numerous empirical research studies. Heckman used an exploratory approach using correlational analysis to investigate the relationship between the personality factors and the demographic variables. The participants were distributed among three work settings that were: Institutional Practice (37), Private Practice (28), and Group Practice (21).
The findings suggested institutionally employed therapists exhibited more indices of burnout than did private practitioners or group practitioners. The degree of autonomy a therapist maintains within his/her work conditions had a greater impact on burnout than the degree of contact maintained with other colleagues. Heckman found that Humanistic therapists exhibited more symptoms of burnout than did Analytic therapists and Cognitive-Behavior therapists. He concluded this may relate to Humanistic therapists using more emotional empathy than cognitive empathy, which appears to be more emotionally depleting. With reference to burnout and personality, it was found that therapists with higher levels of burnout characterized themselves as more reserved, withdrawn, unassertive, and introspective than other therapists. These therapists also described themselves as being more dependent, anxious, and fearful of interpersonal involvement. In addition, the therapists at higher levels of burnout saw themselves as less optimistic, less confident, less able to cope with stress, less ambitious, less expressive, and less inclined towards taking risks. Similarities between Gann and Heckman’s findings were that burnout symptoms were higher for helping professionals who were relatively submissive, reserved, unassertive, more anxious, self-preoccupied, and fearful of interpersonal involvement. Another similarity to Gann’s results was workers who were disrespectful to clients more frequently and intensely were characterized as competitive individuals who were impatient and had difficulty controlling hostile impulses. Similarly, Heckman found the dehumanizing therapists to be more erratic and impatient. The findings also suggest that therapists who are relatively strong-willed, ambitious, forceful, outgoing, and free of self-doubt are more likely to experience greater feelings of personal accomplishment.
Heckman concluded that more creative and resilient individuals who are able to circumvent, if not change, restricted systematic policies are better able to prevent burnout. In the same vein, more passive, dependent, and conventional workers may overextend themselves in an attempt to accommodate the difficult work conditions and become emotionally depleted and burnout.

A limitation of this study is self-selection, which may be particularly relevant in the research because therapists who felt the effects of burnout in an extreme manner may have selected themselves out of the study. A second constraint may have been that the questionnaire packets were lengthy and too time consuming to complete, which may have decreased response rates. A restriction in the generalizability of the findings was due to the convenience sampling, in comparison to having used random sampling. Nevertheless, this study offers many important findings. The results concerning therapists’ characteristics support the need for further research on helping professionals’ internal characteristics and burnout.

Gann (1979) and Heckman’s (1980) studies were the only two research studies found who used a quantitative research design that explored helping professionals’ personality characteristics with relation to burnout. However, Sheffield (1999) conducted a qualitative study of burnout among three school counselors whose findings had implications in school counselors’ internal characteristics role in burnout. The researcher utilized a descriptive qualitative research design to identify new information about the subject of school counselor burnout. One of the main guiding research questions was, do personality factors play an important role in burnout? The three school counselors were
from varying backgrounds and were interviewed twice over a two-week period. The interviews were audiotaped and transcribed by a third party.

All three participants experienced some painful and negative emotions that were characteristics of burnout. Some of the feelings experienced were: frustration, boredom, incompetence and inferiority, anger, fear, dread, overwhelmed, tired, and a lack of accomplishment and control. Common themes that emerged were: "Burnout Attitudes," where the counselor wanted to change professions or school; "Important Need," which was the need to help and nurture students and feel appreciated and valued; "Burnout Causes," were too many responsibilities, inadequate time to perform tasks and unrealistic expectations; "Burnout Behavior," which included ignoring certain job duties and crying, insomnia, fluctuations in food consumption, lack of exercise.

Sheffield derived several conclusions from the data and his review of the research. Agreeing with Jones and Emanuel (1981) conceptualization for burnout prevention, he proposed that internal sources of stress or personality characteristics that can lead to burnout involve the counselor's needs systems, unrealistic expectations that are unchallenged, and personal philosophy. Sheffield goes on to state, "personality factors are important in the development of burnout" (p. 174). Counselor educators and counselors could address these internal factors to assist school counselors in the form of individual or group counseling or in mentoring and supportive development of the counselor while he/she is in their counselor training. He concluded by suggesting both personality and external factors play an important role in the experience of school counselor burnout.
The limitations of this study fit the restraints of a qualitative research design. One limitation was the researcher only used interviews for his data collection, omitting other qualitative data collection methods such as direct observations or document analysis. An additional possible limitation was that the participants might not have answered the questions honestly because of fear of what the interviewer may think. Two other limitations inherent in qualitative research and in this study are the lack of generalizability of the findings and possible researcher bias. Nevertheless, this study offers an in-depth portrait of the antecedents of burnout and the emotional consequence to the counselor.

These studies provide a beginning to the exploration of the role of internal factors in counselor burnout. The numerous personality characteristics that positively correlated to burnout contribute greatly to the research. The findings support lower levels of ego development, a lack of assertiveness, little ambition, intolerance, need for approval, difficulty with ambiguity, need for control, inability to deal with anger and frustration, fear of failure, impatience, and impulsiveness positively correlate to higher levels of burnout, enhancing the conceptualization and complexity of the phenomenon. However, more empirical research is needed to further support these researchers' hypotheses and findings.
Cognitive Developmental Theory

Cognitive developmental theory offers a framework for exploring the constructs of development and growth in individuals. Mahoney (1991) described this theoretical model as a paradigm that:

a) emphasizes the active and proactive nature of all perception, learning, and knowing; b) acknowledges the structural and functional primary of abstract (tacit) over concrete (explicit) processes in all sentient and sapient experience; and c) views learning, knowing, and memory as phenomena that reflect the ongoing attempts of body and brain to organize (and endlessly reorganizing) their own patterns of action and experiences (p. 95).

The cognitive developmental theoretical model is described as the most comprehensive and coherent personality theory (Miller, 1981). To provide a deeper conceptualization of this paradigm, an introduction to three founding cognitive developmental theorists follows.

John Dewy:

Dewy (1963) is credited with being the originator of the central cognitive developmental construct that people move through stages of development. These stages are qualitatively distinct, with each stage being unique and separate. The successive stages build upon the preceding stages where the developmental progression is both invariant and irreversible. Within this paradigm, growth does not occur automatically, but rather is related to the quality of interactions a person has with his/her environment. For an individual to develop, he/she needs significant experiences (interactions with the environment) at a particular time to challenge him/her to shift from his/her current stage.
of development to the subsequent higher stage. If a person does not have these significant experiences, his/her development will conclude prematurely with development stabilizing at a stage below his/her potential (Sprinthall & Mosher, 1978).

Dewy proposed that the challenge in child development is to provide children with the appropriate types of stimulating experiences during decisive periods of development when specific predispositions are ready to surface and progress.

Jean Piaget:

Piaget (1955, 1963) expanded the cognitive developmental paradigm of Dewy. In Piaget's early work, he concentrated on language and cognition of preschool and early school-age children. Later he proposed children's cognitive structure is expressed in their language. Along with his collaborator, Inhelder, Piaget was the first to articulate the construct of hierarchical stages (Loevinger, 1987; Tanner & Inhelder, 1956, 1960). He postulated that stages are a unique, distinct, and consistent system of cognitive structures where information from interactions between a person and his/her environment is processed. Piaget used the term scheme to characterize the common structure of meaning and understanding that from a person's view are equivalent (Inhelder, 1969; Loevinger).

One of Piaget's most original contributions is the concept of equilibration, which is process by which an individual gives up one stage or mode of reasoning for another (Murray, 1983). Disequilibrium occurs when a person experiences a new idea or thought that is not understood in his/her current scheme because he/she has no category for the experience. Therefore, disequilibrium is not a process where conflicts are reduced, but where cognitive conflicts or cognitive dissonance is created (Murray, 1983).

Piaget used the terms assimilation and accommodation to describe the methods people
use to manage disequilibration within the developmental process. Assimilation is the process by which a person is confronted with information that does not fit his/her existing scheme and experiences disequilibrium. To restore equilibrium the person integrates the new information into his/her existing scheme. Assimilation results in stage stability. Accommodation results in stage growth, where the person adjusts his/her conceptual framework to adapt the new information (Manners & Durkin, 2000).

Piaget’s concept of hierarchical stages is a fundamental construct of cognitive developmental theory. Within this paradigm, the ordering of stages is not arbitrary, but rather there is a given logic to the stage structure. Underlying every qualitatively distinct stage is a process of discrete movements. Therefore, the qualitatively unique stage transitions have underlying assessable and quantitative modification (Loevinger, 1987; Tanner & Inhelder, 1956). Each stage has an internal structure that is related to the concept of equilibration. Building on Piaget’s constructs, Kohlberg expanded the paradigm.

**Lawrence Kohlberg:**

Kohlberg (1981, 1984) is the best-known cognitive developmentalist after Piaget. Kohlberg researched the development of moral judgment grounded on justice structures where his essential question was: What should a person do when confronted with a human dilemma? Moral judgment refers to the cognitive ability to evaluate the “goodness” or “rightness” of a course of action in anytime (Muuss, 1996). Kohlberg used a Piagetian framework, including adoption of the Piagetian equilibration model of stage transition (Manners & Durkin, 2000). Through longitudinal research with people at different ages, different social classes, and different economic positions; Kohlberg
discovered a process people go through in making judgments that form a developmental sequence of six stages. Moral stage transition was proposed as an accommodative reaction to personal life experiences that involves responsibility and moral decision-making, where a cognitive structure serving as a guide for the moral stage (Manners & Durkin).

A fundamental contribution to cognitive developmental theory of Kohlberg (1981) is that development is universal and not affected by culture, religion, or social contexts. Additionally, Kohlberg’s proposition that higher stages of moral judgment represent more functional stages of advanced principled morality significantly advanced the paradigm. Subsequently, higher stages of moral development require and represent more complex levels of social-perspective-taking. Kohlberg’s tenets have lead to the major cognitive developmental assumption that individuals at higher stages of cognitive development are more adaptive and functional. Within the model, higher stages are proposed to provide better conceptual tools for decision-making and making sense of one’s world (Rest & Narvaez, 1994). In a review of the literature, a number of studies support the assumption that “higher is better,” due to the increased coping responses. Miller (1981) conducted an extensive meta-analysis of over 60 cognitive developmental research studies and concluded that individuals who are at higher levels of cognitive development exhibit increased levels of empathy, a greater internal locus of control, more functional interpersonal and nondirective styles, reduced prejudice, greater autonomy, and enhanced communication and information processing skills.
Ego Development:

The Concept of Ego Development

Loevinger (1976) constructed a model of ego development, drawing from many earlier models of human development. The essence of the ego model in Loevinger's early writing is the ego's "search for coherent meaning in experience rather than just maintaining one among equally important functions. The ego maintains its stability, and its coherence by selectively gating out observations inconsistent with its current state" (Loevinger & Wessler, 1970, p. 8). Therefore, the construct of ego development draws on the Piagetian equilibration model. Loevinger's domain of ego is a composite of traits and characteristics that construct personality in time. The construct intersects the intrapsychic and interpersonal (Hauser, 1993). The model is comprised of personality traits including: cognitive complexity, interpersonal integration, methods of perceiving oneself and others, motives, and moral judgment (Loevinger, 1994).

Ego development is a structural equilibration model that integrates emotional, cognitive, and interpersonal development into increasingly complex level differentiation (Manners & Durkin, 2000; Zinn, 1995). Loevinger asserts that her construct is unique from mental growth, psychosexual development, or personality adjustment. She focuses on consistency and meaning in describing personality development and maintains that the specific expression of a stage, trait or behavior is related to the personality as a whole, while the whole exceeds the in meaning each of its components (Blasi, 1993).

The construction of the ego developmental domain has come from Loevinger's empirical research. Loevinger (1987) expressed that her own research has steadily formed the conceptualization of ego development similar to Kohlberg's moral...
development; however, it is a broader model where the methods of inquiry have been different. The research initiating the formation of her ego developmental model was centered on data collected from the Family Problems Scale (FPS). The FPS is an objective measurement of mothers' attitudes towards problems of family life. Based on this research, the Sentence Completion Test (SCT) was assembled as a measure of individual ego development. The SCT is a projective test aimed at having a scoring procedure that is as objective as possible. The goal of the SCT is to obtain a reliable picture of the respondent's personality without being too long as to be tiring and boring. Being a free response test allows a more rounded and complete portrait of the participant's personality as compared to more objective test. According to Loevinger (1987), the rationale for the SCT is "generating new insight" (p. 225).

Stages of Ego Development

Loevinger's ego stages are equilibrated structures that follow an invariant hierarchical sequence (Loevinger, 1987; Manners & Durkin, 2000). The current model contains eight levels that are categorized into an E-code for each level (please refer to Chapter 1 for introduction to E-codes). The E-code levels are arranged in hierarchical order from immature to mature. The following is a sequential list of Loevinger's levels: (see Table 2.1).
Table 2.1
Levels of Ego Development

<table>
<thead>
<tr>
<th>Level</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impulse</td>
<td>E2 (I-2)</td>
</tr>
<tr>
<td>Self-Protection</td>
<td>E3 (Delta)</td>
</tr>
<tr>
<td>Conformist</td>
<td>E4 (I-3)</td>
</tr>
<tr>
<td>Self-Aware</td>
<td>E5 (I-3/4)</td>
</tr>
<tr>
<td>Conscientious</td>
<td>E6 (I-4)</td>
</tr>
<tr>
<td>Individualistic</td>
<td>E7 (I-4/5)</td>
</tr>
<tr>
<td>Autonomous</td>
<td>E8 (I-5)</td>
</tr>
<tr>
<td>Integrated</td>
<td>E9 (I-6)</td>
</tr>
</tbody>
</table>

The codes on the previous version used I-levels and Delta; the current code uses E-levels. Taken from Hy & Loevinger (1996) and Loevinger (1998a).

Each level is more complex and builds on the previous level with no levels being omitted in one's development. According to Loevinger (1993), "no single term captures the essence of a stage, nor does any character trait arise suddenly in one stage or disappear on passage to the next" (p. 9). Within the model, stage characteristics are not bound and set but, rather, they are defined by probabilistic descriptors, where the border between stages can be ambiguous (Loevinger, 1998b). Given the nature of the coding structure, there is always a possibility for further revision (Loevinger). Additionally Loevinger (1987) distinguishes her model by stating, "I assume a basic stage structure. In consequence, my stages turn out to be 'fuzzy sets,' that is, patterns of more or less probable characteristics rather than a set of necessary and sufficient characteristics, as Kohlberg seeks" (p. 242). However, she provides descriptions of structures and behaviors at each of her levels with characteristics being segmented into three components including: impulse control, interpersonal mode, and conscious preoccupation (see Table 2.2). Additionally, the SCT training manual provides, narratives and examples of characteristics of individuals at the different levels for clarification and increased understanding (see Table 2.3) (Hy & Loevinger, 1996). There may be a temptation to
see this stage model as a process that an individual must accomplish to be well adjusted; however, Loevinger suggest that there are probably well-adjusted people at all stages (Hy & Loevinger).

Table 2.2
Name, Code, and Characteristics of Levels of Ego Development

<table>
<thead>
<tr>
<th>Level</th>
<th>Code</th>
<th>Impulse Control</th>
<th>Interpersonal Mode</th>
<th>Conscious Preoccupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impulse</td>
<td>E2 (I-2)</td>
<td>Impulsive</td>
<td>Egocentric, dependent</td>
<td>Bodily feelings</td>
</tr>
<tr>
<td>Self-Protection</td>
<td>E3 (Delta)</td>
<td>Opportunities</td>
<td>Manipulative wary</td>
<td>“Trouble,” control</td>
</tr>
<tr>
<td>Conformist</td>
<td>E4 (I-3)</td>
<td>Respect for rules</td>
<td>Cooperative, loyal</td>
<td>Appearance, behavior</td>
</tr>
<tr>
<td>Self-Aware</td>
<td>E5 (I-3/4)</td>
<td>Exceptions allowable</td>
<td>Helpful, self-aware</td>
<td>Feeling, problems, adjustment</td>
</tr>
<tr>
<td>Conscientious</td>
<td>E6 (I-4)</td>
<td>Self-evaluated standards, self-critical</td>
<td>Intense, responsible</td>
<td>Motives, traits, achievements</td>
</tr>
<tr>
<td>Individualistic</td>
<td>E7 (I-4/5)</td>
<td>Tolerant</td>
<td>Mutual</td>
<td>Individuality, development, roles</td>
</tr>
<tr>
<td>Autonomous</td>
<td>E8 (I-5)</td>
<td>Coping with conflict</td>
<td>Interdependent</td>
<td>Self-fulfillment, psychological causation</td>
</tr>
<tr>
<td>Integrated</td>
<td>E9 (I-6)</td>
<td>Cherishing individuality</td>
<td>Identity</td>
<td></td>
</tr>
</tbody>
</table>

The codes on the previous version used I-levels and Delta; the current code uses E-levels. Taken from Hy & Loevinger (1996) and Loevinger (1998a).
Table 2.3  
Name and Narrative Description of Levels of Ego Development

<table>
<thead>
<tr>
<th>Level</th>
<th>Narrative Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impulse (E2)</td>
<td>The person at this level is a creature of physical needs and impulses, dependent on others for control. Deep and dependent attachment to caretaker is affected by physical needs. Others are understood in terms of the simplest dichotomies, good and bad. They lack the ability to conceptualize inner life, and cannot distinguish physical from emotional dissatisfaction.</td>
</tr>
<tr>
<td>Self-Protection (E3)</td>
<td>Person becomes capable of delay for immediate advantage. They appreciate rules and know it is to their advantage to play by them. At this level, people are opportunistic and want immediate gratification, while lacking long-term goals and ideals. Blame is understood but is assigned to others. They normally cling to rituals and traditions.</td>
</tr>
<tr>
<td>Conformist (E4)</td>
<td>Normally at school age and have come to the conclusion that people can be trusted. The person identifies self with the group of authority, where rules are accepted just because they are rules. They are preoccupied with appearance, material things, reputation, and social acceptance and belonging. Inner states are perceived in the simplest language being sad, happy, glad, angry, love, and understanding. Absolute rules or statements cover person at this level.</td>
</tr>
<tr>
<td>Self-Aware (E5)</td>
<td>At this level, the person has become aware that not everyone, including his/her own self, conforms perfectly all the time to the characteristics that stereotypes seem to demand. The ability to conceptualize inner life expands to describing interpersonal relationships not only as actions but also in terms of feelings. Qualifications and contingencies are allowed, however they generally tend to still conceptualize in broad demographic terms rather than individual differences. The Self-aware level is still basically a version of Conformity.</td>
</tr>
<tr>
<td>Conscientious (E6)</td>
<td>Growth to this level is a major shift. The distinctive mark of this level is self-evaluative standards (I approve or disapprove of a given conduct not just because of others, but because that is what I personally feel). Most choose to adopt conformity, so the difference at this level is not behavior itself. They are reflective; self and others are described in reflective terms. People at the level are self-critical but do not totally reject the self. They recognize multiple possibilities in situations leading to a sense of choice. People at this level are more likely to think beyond their own personal concerns, but may feel excessive responsible for others.</td>
</tr>
<tr>
<td>Individualistic (E7)</td>
<td>Have a sense of individuality, of personality as a whole or style of life. They have greater tolerance for individual differences, while the inner self and the outer self are often differentiated. The person distinguishes physical, financial, and emotional dependence, while being particularly concerned with emotional dependence. They have a new conceptualization of people being different in different roles.</td>
</tr>
<tr>
<td>Autonomous (E8)</td>
<td>Have recognition of other people’s need for autonomy. There is a deepened respect for other people and their need to find their own way and even make their own mistakes. Conflicts between needs and desires are recognized and often acknowledged as part of human condition, therefore may not be totally solvable. Have high tolerance for ambiguity and recognition of paradoxes, while searching for self-fulfillment.</td>
</tr>
<tr>
<td>Integrated (E9)</td>
<td>Only a few individuals may reach. Similar to Maslow’s self-actualizing person.</td>
</tr>
</tbody>
</table>

Taken with adaptation from Hy and Loevinger (1996).
Empirical Research Studies on Ego Development

This section reviews the current empirical research on Loevinger's developmental model of ego maturity. The critiques of the research studies include: the purpose of the study, a brief description of the participants and the sampling procedures, the description of the data collection instruments, the researcher's findings and conclusions based on the data analysis, and the possible limitations and contribution of the study.

There is extensive literature on the construct of ego development. However, there have been a limited number of empirical research studies of ego functioning in counseling, and virtually no studies with practicing school counselors. This review focuses on studies relating specifically to counseling professionals.

Borders and Fong (1989) conducted a research study exploring the impact of counseling students' level of ego development on the acquisition of counseling skills and abilities. The study was broken into two parts, the first being with beginning students exploring the relationship of their ego functioning to the mastery of specific counseling skills and effectiveness with volunteer clients, and the second was with advanced counseling students. In the first component of the study, the participants included 80 volunteers drawn from a first semester entry-level, Educational Specialists (Eds) counselor education program at a large university. All the participants were enrolled in an introductory counseling skills class using a uniform instructional model. The sample was made-up of 60 women, 20 men; 71 European-Americans, 6 African-Americans, and 3 Hispanic-Americans, ranging in age from 21 to 51 with a mean age of 28. During the first two weeks of the course, the participants were administered the Sentence Completion Test (SCT-Form-81). A videotaped counseling skills exam and the rating of
counseling effectiveness in a videotaped session were used to assess the participants' counseling skills. Two raters assessed the effectiveness of the participants using the Global Rating Scale (GRS) (Gazda, Asbury, Balzer, Childers, & Walters, 1984). The GRS uses an 8-point continuum scale of communication effectiveness ranging from "damaging to ineffective communication" to "accurate and facilitative responding." A Person product-moment correlation for a subset of the ratings indicated a high agreement of .91. The videotaped counseling exam was administered to each participant at the end of the semester. The exam was developed by the authors and designed to measure the students' ability to verbally demonstrate the eight counseling skills taught in the class (warmth, empathy, genuineness, concreteness, self-disclosure, advanced empathy, confrontation, and immediacy). After viewing a tape of 24 clients making statements, the students were instructed to make a verbal response to each statement demonstrating a specific counseling skill. Two independent raters assessed the effectiveness of the responses. The inter-rater reliability was high at .90. The results of a correlational analysis revealed that a significantly positive relationship \((r = .24, p = .02)\) existed between ego functioning and the scores of the rating of counseling skills videotape. Further, multivariate multiple regression analysis procedure was applied, based on Wilks' criterion, and a non-significant effect of ego functioning on counseling ability \((F [2, 76] = 0.21, p = .81)\) was found. However, the effect of the pre-training counseling rating had a significantly positive effect, Wilks' criterion \((F [2, 76] = 7.81, p = .0008)\). This finding support increased counselor training may positively affect the counselor's professional abilities.
The second part of Borders and Fong's (1989) study involved advanced students, and examined the relationship of levels of ego development and counseling performance ratings of participants in more advanced training. The participants were enrolled in practicum or internship, where the advanced counseling skills were assessed based on observations of actual counseling sessions. The participants included 44 students in counselor education (Eds. and doctoral candidates) and counseling psychology doctoral level. The 44 volunteers included 29 women and 15 men ranging in age from 21 to 51 with a mean age of 30. At mid-semester, the participants were administered the SCT (Form-81). The student participants were asked to submit an audiotape of a counseling session that they felt was a valid general representation of their work. The audiotape was rated using the Vanderbilt Psychotherapy Process Scale (VPPS; O'Mallery, Suh, & Strupp, 1983), which is an instrument designed to assess qualities of the client, the counselor, and their mutual interactions relating to therapeutic outcome. The VPPS has 80 likert-type items that assess on an ordinal scale ranging from not at all (1) to a great deal (5). Two trained raters assessed the tapes, and an acceptable interrater reliability of .86 was achieved. The results of a multiple regression analysis found a non-significant relationship between the VPPS scores and ego development. However, the ego functioning approached significance. The researchers did find a visible trend between increasing ego development scores and rising VPPS scores. They concluded from the first investigation that prior to formal instruction, students at higher levels of ego development were likely to be more effective counselors. In the second inquiry, a trend of higher levels of ego development was associated with higher counseling ratings; participants with less training and higher ego functioning scores tended to receive higher
VPPS ratings than did students at lower ego levels. Therefore, it appears a counselor's level of ego development may positive relate to more effective counseling abilities. A major limitation of this study is the inconclusiveness and lack of significance in certain findings. An additional limitation is the researchers did not provide the reliability and validity for all the instrumentation. Nevertheless, this study does offer support that higher levels of ego development are related to more functional counseling skills. The small sample size and possible homogeneity may have affected the significance of the results.

McIntyre (1985) investigated the relationship between counselors' and clients' ego functioning levels and counselors' expressed empathy and expressed client preference. The participants included 42 masters level counseling students at a large midwestern university. The students included 31 women and 11 men ranging in age from 22 to 50, with a mean of 28.56 years of age. The participants completed the instruments (SCT[Form 11-68], client analogues, and the Revised Empathy Rating Scale [ERS]) in two sessions. In the first session the participants were administered the SCT, while in the second they responded to four clients' analogues and rank ordered their preference for the clients. The client analogues were developed and revised in a pilot study following Loevinger's (1976) descriptors of her ego development levels. The counseling students were asked to read the four analogues and to respond in writing to each client in the space provided as if they were the client's counselor. The RES measures expressed empathy for responses to each analogue. The six subscales used were: clients' feelings, perceptual inference and clarification, topic centrality, expressiveness, collaboration, and exploration. Each of the subscales had a five point (0 - 4) rating scale with descriptive
anchors referring to specific counselor behaviors. The mean interrater reliability for this instrument in this study was acceptable at $r = .827$. A $3 \times 4$ analysis of variance (ANOVA) for repeated measure demonstrated a non-significant main effect for the participant level of ego development and empathy. However, a significant main effect for analogue level and a significant interaction between participant and analogue level were found. A Chi-square analysis indicated the counselors responded most effectively to the analogues reflecting an ego developmental level that was the same or one level higher than their own. The researcher concluded that the students’ expressed empathy peaked in response to analogues at their same level of development. Additionally, as levels of ego functioning increased; scores on the RES also increased, therefore, it could be argued that increasing the sample size would have resulted in a significantly positive result. A main limitation of the study was that the researcher found a non-significance main effect for his focal hypothesis question. However, the study does support the tenet that counselors work most effectively with clients at a similar level of development. Further, counselors’ empathic responses were positively related to their level of ego development, supporting that higher levels of ego functioning are related to more effective counseling characteristics.

Slomowitz (1981) examined the relationship between graduate training in psychotherapy and students’ levels of moral and ego development. 879 questionnaires were distributed in four methods including: 458 (52%) mailed directly to students, 132 (15%) placed in student mailboxes at their school, 71 (8%) distributed directly by the researcher to the student in a classroom setting, and 218 (25%) given to faculty members who then distributed them to the students. The students who received the questionnaires
were enrolled in 32 doctoral (Ph.D.) programs, and a return rate of 22.5% (198) was achieved. The instruments in the questionnaire were the SCT (Form 11-68), the Defining Issues Test (DIT), Shipley-Hartford Institute of Living Vocabulary Scale (SHILVS), and a demographic sheet. The DIT is an objective measure that utilizes a multiple-choice format to assess an individual’s currently preferred stage of moral reasoning. Participants are asked to analyze and respond to a series of hypothetical moral dilemmas. The validity and reliability of the DIT has been reviewed in over 400 published articles, with acceptable findings (Rest, Narvaez, Bebeau, & Thoma, 1999). The SHILVS was used to control for intelligence. It consists of 40 terms to be defined by choosing one of the four words listed after each of the terms, yielding a Vocabulary Age (V.A). The data analysis procedures used were a 2 x 2 analysis of variance (ANOVA) and Chi square analysis, and no significant relationship was found between graduate training in psychotherapy and moral and ego development. Additionally there was no difference found in DIT and SCT scores between first and third year students. However, the samples’ scores on the developmental instruments was almost one standard deviation above the mean score for college-educated adults in the United States. Therefore, a possible reason for the non-significant findings may be due to a ceiling effect, caused by heterogeneity and extremely high levels of education of the sample. Nonetheless, the study does supports the theoretical construct that persons at higher levels of education functioning at more mature levels of psychological development, supporting the need for further education in the counseling profession in promoting effective clinicians.

In a study of ego functioning and counselor development, Borders (1984) explored the relationship of the cognitive developmental domain of ego as it relates to
counselor development and supervision education. The study investigated the theoretical construct of ego development's capacity to discriminate between counseling students at diverse ego levels based on their perception of their clients, behavior with their clients, and counseling effectiveness. The level of ego functioning of 63 graduate counseling students was measured using the SCT. Their perceptions of their clients was assessed using the Repertory Grid Technique (RGT), in-session behavior with clients by the Vanderbilt Psychotherapy Process Scale (VPPS), and individual supervisors' ratings of counseling effectiveness by the Counselor Evaluation Rating Scale (CERS). The RGT is based on the theory of personal constructs, which is used to explore the way one makes sense of some particular event, context, or set of objects in the world - in this case, clients. The CERS is used to evaluate a supervisee's behavior during both counseling and supervision sessions. The scale is composed of 27 items viewed as important for counselor trainee evaluation, with items referring to counseling theory approaches and techniques, and trainee's attitudes towards personal growth and professional development. The CERS's validity and reliability have been supported in the empirical research (Benshoff & Thomas, 1992; Loesch & Rucker, 1977). Multiple regression analysis was used to compute the relationship between the variables, while a 3 x 4 Chi-square test analyzed ego level scores to the content categories. The results revealed just less than significant positive relationships between counseling students' in-session behavior and the supervisors' overall effectiveness ratings with levels of ego functioning. Additional findings indicated that counseling students at higher ego levels employed fewer physical descriptors and more interactional style descriptors. The researcher concluded that ego developmental levels tend to have a positive relationship to the
effectiveness of counseling students' perceptions of and behavior with their clients. The lack of variability of ego levels (71% at or above E6, Conscientious) may have contributed to the non-significant results. Additionally, 32 individual supervisors rated the participants, where differing supervision styles may have influenced the findings. Nonetheless, the study does support higher levels of ego functioning related to more functional counseling qualities. Additionally, the research bolsters the developmental models of counselor supervision by supporting that counselor and supervisor overall effectiveness may be related to their level of psychological development.

Steagall (1989) continued the exploration of ego development relationship to counseling qualities in her quasi-experimental study evaluating whether Autogenic training promotes higher ego functioning, internal locus of control, and counselor effectiveness. Autogenic training refers to the use of self-instructional methods to induce progressive physical relaxation. The participants were drawn from five practicum-counseling groups in a counselor education program at one university, where two groups were experimental, and a pre-practicum group and two of the practicum groups were the controls. The experimental groups were asked to play audiotape recordings of the progressive relaxation developed by the author twice a day for four weeks. Self-instruction to induce relaxation was followed by imagery of successful counseling and supervision sessions. The instruments administered were the SCT, the Internal versus External Control of Reinforcement Scale (IE), and the Counselor Evaluation Rating Scale (CERS). The IE is used to assess whether or not a person believes he/she has a measure of control over his/her life. The validity and reliability of the IE has been supported in the empirical research (Hersch & Scheibe, 1967). Analysis of variance (ANOVA) by
rank was used to evaluate the direction of increased ego development between the treatment and control groups for ego and locus of control, while a one-way ANOVA assessed the effect of Autogenic training on counselor effectiveness. Correlational analyses were used to analyze the relationships between ego and locus of control, ego and counselor effectiveness, and locus of control and counselor effectiveness. The results indicated a higher score of counselor effectiveness (CERS) in the experimental group, though the findings were not statistically significant. Additionally, the treatment group reported feeling more relaxed, confident, and prepared to meet the client. The researcher found a significant correlation between the locus of control pretest (IE) and counseling effectiveness subscales (CERS). A limitation possibly affecting the power of the statistical analysis was the small sample size. Sampling in this study was a limitation based on the convenient sample of students from one counselor education program and the inability to randomly assign participants to the groups. However, the study does support movement in ego functioning level during a segment of a counselor education program, and the treatment did appear to produce increased counselor effectiveness scores. The majority of the counseling students scored at the Conscientious ego level, which further supports the norm for graduate student ego functioning.

Zinn (1995) extended the exploration of ego development and counselor effectiveness in counselor trainees in his study of the relationship between counseling students’ personality characteristics (level of ego development) and counselor effectiveness. The study was conducted at one university with 64 participants who were enrolled in their first practicum course during the spring semester. The instrument administered to assess personality characteristics was the SCT, while the CERS and the
Counselor Rating Form (CRF) were used to measure counselor effectiveness. The CRF is a thirty-six-item measure of the client's perception of counselor characteristics. It includes the three dimensions of expertness, attractiveness, and trustworthiness, where clients are asked to respond on a bipolar scale between each word pair of opposing adjectives (e.g., Experienced-Inexperienced). The validity and reliability of the CRF have been supported in the research (Barak & LaCrosse, 1975). A bivariate correlational analysis was conducted to determine the relationship between level of ego functioning (SCT) and the two measures of counselor effectiveness (CERS and CRF). The results of the analyses were not significant, perhaps due to the limitation in sample size and a restricted range of scores. However, the study does provide valuable information in reference to counselor trainees' ego developmental levels. The vast majority (91%) of the participants scored at the Self-aware stage (E5), which is a stage of ego functioning where an individual possesses the necessary qualities of effective counseling. Additionally, this data endorses counselor educators further examining the behavior and attitudes of counseling students at this level (Self-aware) to best match their learning needs and provide an environment for developmental growth.

Callanan (1986) investigated the extent to which clients' perceptions of their counselor is related to their level of cognitive development. The sample in his study consisted of 107 clients and 11 counselors at a university counseling center. The demographic characteristics of the participants were: 57% female and 43% male; the mean age was 24.6, with a range in age from 18 to 45; 71% were undergraduates, and 21% were graduate students. The counselor and client participants were administered the SCT - short form, the DIT - short form, and the Counselor Rating Form (CRF).
Additionally, the counselees completed the Counseling Services Assessment Blank (CSAB). The CSAB is a self-report questionnaire measuring client satisfaction with counseling. It was found to be a valid and moderately reliable instrument for assessing counseling outcome as perceived by the counselee (Davidshofer, Borman, & Weigel, 1977). The statistical analysis procedures included simple descriptive information (range, mean, standard deviations), t-tests, analyses of variance (ANOVA), and correlational analyses. The analyses revealed that age, education, and marital stress had a positively significant relation to level of development, while client satisfaction was significantly higher for clients working with counselors at higher levels of ego development. The researcher concluded that counselors at higher level of ego and moral development appear to have more “successful” counseling process and outcomes. These results need to be considered within the context of the study’s inherent limitations in its sample size, bias, and methodology. Additionally, the use of the short forms of the two cognitive developmental instruments needs to be considered because of their reduced validity and reliability in comparison to the full versions. However, this study offers valuable information and support to the relationship between higher levels of ego functioning and positive counselor qualities and client satisfaction.

In a recent study, Watt, Robinson, and Lupton-Smith (2002), investigated the relationship between ego development and racial identity of counselors-in-training. The participants included thirty-eight (N = 38) counselor education graduate students at a southeastern university. The demographic characteristics of the sample were: 82% (31) female, 18% (7) male; 79% (30) European-American, 16% (6) African-American, 2.6% (1) Middle Eastern American, and 2.6% (1) Asian; 63% (24) were counselor education
students admitted into the program, while 32% (12) were non-degree students. The participants were distributed survey packets in three different courses at varying times and asked to return the completed packets to their class the following week. The instruments administered were the SCT – short form and the Racial Identity Attitudes Scales (RIAS-W and RIAS-B). The RIAS-B was given to the African-American, Middle Eastern American, and Asian students, while the RIAS-W was administered to the European-American students. The RIAS-B was designed to assess Cross’s (1991) racial identity model stages of Pre-Encounter, Encounter, Immersion/Emersion, and Internalization. It contains 50 questions and a five point likert scale (1 – 5), with reliability estimates of Pre-Encounter, .76; Encounter, .51; Immersion/Emersion, .69; and Internalization, .80. The RIAS-W was designed to assess stages of Helms’s (1984) White racial identity construct measuring Contact, Disintegration, Reintegration, Pseudo-Independence, Immersion/Emersion, and Autonomy statuses. Studies have reported its reliability coefficients for the Reintegration stage at .62, Pseudo-Independence at .75, and Autonomy at .59. The statistical analyses procedures used were: multivariate analysis of variance (MANOVA), an analysis of variance (ANOVA), correlational analysis, and t-test with post hoc analysis. These data analyses revealed a significant positive relationship between level of counselor training and ego development, wherein the most advanced students functioned at the higher ego stages. No significant differences were indicated between the SCT and the RIAS, however, the correlational analyses found significant relationships between ego development and racial identity development. Significantly positive relationships were revealed between ego development and the racial identity stages Pseudo-Independence and Autonomy, and a significantly negative
relationship was found between the Reintegration stage and ego functioning. The researchers concluded that students in counseling who have increased formal training tend to score at higher levels of ego development, and there is inverse relationship between scores on the SCT and the RAIS, where students at higher stages of ego functioning score at lower levels of racial identity. The limitation of a small sample size in this study possibly contributed to the lack of significant difference found between the RIAS-B and the SCT. An additional constraint on the findings was the use of the less reliable and valid short form of the SCT, and the unreported validity of the RIAS.

Despite these limitations, the study does support the theoretical hypotheses that advanced education and training have a positive relationship to higher ego maturity. Further, these results suggest that counselors at higher stages of ego development are likely to be at higher levels of racial identity, therefore being more effective and culturally appropriate counselors. Additionally, the finding that regardless of a counselor's position in a program, the mean ego developmental level was Self-aware (E-5) further supports that stage as the modal level of development of counselor education students.

The only empirical study found exploring practicing school counselors' levels of ego development was Diambra (1997). The purpose of his study was to explore the relationship between National Certified Counselors' (NCCs) experience, credentials, and, conceptual and ego development levels. Four hundred NCCs were randomly selected and mailed survey packets. The demographic characteristics of the 134 respondents were: 32 (24%) males, 102 (76%) females; 43% in mental health settings, 24% in community based settings, 31% in school settings, 3% in other occupational settings.

The three instruments administered were a general questionnaire surveying demographic
information, the SCT- short form, and the Paragraph Completion Method (PCM). The PCM is a semi-projective measure used to assess an individual’s level of conceptual development. The validity of the PCM has been established in over 100 studies and been found acceptable, while the reliability of the instrument is questionable with test-retest reliability over a one-year period ranging from .45 to .56 and .67 for a three-month period (Gardiner & Schroder, 1972). The research design was descriptive and correlational, utilizing linear stepwise multiple regression as its statistical procedures. The results revealed that the modal level of ego functioning for the sample was at the Self-aware stage (E5) (72% of respondents), and counselors at mental health and community settings had statistically significant higher ego development scores than counselors in school settings. The researchers concluded that school counselors might have scored at lower levels of ego functioning because of their occupational interaction with children and adolescents who are at lower stages of ego development, which may relate to their lower scores. Additionally, he concluded that school counselors’ lack of adequate supervision and mentors may result in a possible pause in development. The study was limited by a small sample size and by use of the less valid and reliable short form of the SCT, and the questionable reliability of the PCM. Nevertheless, the study offers unique information with reference to ego development levels of practicing counselors and more specifically, practicing school counselors.

The reviewed research supports that counselors at higher levels of ego functioning possess more effective counseling skills. These abilities allow counselors at more advanced stages of ego development to work more effectively with their clients while coping with multiple occupational demands and stressors, which can lead to burnout.
These research findings support that ego development is an essential factor in the development of an effective, functional, and adaptive counselor. However, further research is needed to support and expand these findings, especially with practicing counselors.

This chapter reviewed three theories of burnout (Freudenberger theory, Maslach’s Multidimensional Perspective of Burnout, and the Existential theoretical perspective). Further, a review and critique of the burnout research revealed consistent findings and voids needing to be further investigated. Additionally, an introduction to Cognitive Developmental theory was presented with a thorough review of Loevinger’s domain and stages of ego functioning. The final component of the chapter reviewed and critiques the research on ego development in the counseling profession. A common theme that appeared to emerge was counselors at higher levels of ego functioning seem to be more effective professionals, however numerous limitations in the research support continued inquiry. The following chapter reviews the research procedures and methodology used in this study.
CHAPTER 3
METHODS AND PROCEDURES

This section describes the sample population, data gathering procedures, and instrumentation used in the study. Secondly, the chapter identifies the research design, the research hypotheses, the data analysis procedures, and the ethical considerations of the study. Finally, path analysis diagrams illustrating the modeling of the data are included in the research hypotheses section.

Population and Sample

The target population consisted of practicing school counselors throughout the United States. The accessible population was school counseling professionals who hold membership in the American School Counselor Association (ASCA), which is a branch of the American Counseling Association (ACA). ASCA currently has a membership of more than 12,000 school counseling professionals. Its mission is to represent school counselors as united profession and to promote professionalism and ethical practice. The researcher obtained permission from the ASCA to solicit its members to participate in the study. From this accessible population, the researcher attempted to secure the participation of a minimum of 500 randomly sampled members from the ASCA computer database. At least 373 subjects were needed to achieve a desired 95% confidence level of representation of the ASCA target population (Krejcie & Morgan, 1970).
Data Gathering

A survey packet was mailed to each participant containing: a research cover letter (Appendix A), survey of demographic information (Appendix B), the Washington University Sentence Completion Test (SCT) (Appendix C), the Maslach Burnout Inventory-Human Services Survey (MBI-HSS) (Appendix D), a College of William and Mary pencil, a self-addressed stamped return identification postcard (Appendix E, Postcard A), and a self-addressed stamped return envelope. In the cover letter, each participant was informed of the purpose and procedures involved in the study and informed of his/her rights as participant. It explained the informed consent procedures as well as the procedures for the obtaining results of the study. The researcher’s telephone number, address, and email were provided to participants if clarification or assistance was necessary.

Participation was voluntary. All subjects were informed of their right to decline to participate or withdraw from the study at any time. All data was anonymous. To assist in follow-up procedures, participants were instructed to return the preaddressed stamped response identification postcard. The participants were instructed to return the preaddressed postcard separately from the data collection instruments, therefore, maintaining anonymity of the participants’ results. A College of William and Mary pencil was included in the packet for convenience and to possibly improve participant response rates. Two weeks after the mailing of the packets, a follow-up postcard (Appendix E, Postcard B) thanking subjects for their participation and reminding subjects who have not returned the packet to please do so was sent to all participants to increase response rate.
Instrumentation

The study utilized the following three data collection instruments: the General Demographic Questionnaire, The Washington University Sentence Completion Test (Form-81) (SCT; Loevinger, 1976), and The Maslach Burnout Inventory-Human Services Survey (MBI-HSS; Maslach, Jackson, & Leiter, 1996). Sufficient reliability and validity evidence supporting these instruments has been reported.

The General Demographic Questionnaire

The General Demographic Questionnaire (Appendix B) is a one-page survey developed by the researcher. The questionnaire solicits respondents’ general information pertaining to their age, gender, race, highest academic degree attained, number of years as a school counselor, and, current position (elementary, middle, high school or any combinations, and others not specified). The demographic survey additionally asks the participants to rate the level of support of their current work environment on a seven point likert scale. This instrument was intended to identify demographic variables that could bear a relationship to ego development and burnout.

Washington University Sentence Completion Test (Form-81) (SCT)

The Washington University Sentence Completion Test (WUSCT) (Appendix C) is also referred to as the Sentence Completion Test (SCT). The SCT is a semi-projective inventory, which consists of 36 sentence stems relating to levels of ego maturity. Respondents to the SCT are required to complete the 36 sentence stems in any manner they choose. The scoring manual provides conceptual models that guide the assignment of their responses to one of eight E-levels, which correspond to one of Loevinger’s stages.
of development. Each of the participants’ responses are rated as a whole by its level of meaning or what the person is saying, and is not conceptualized in relation to the other responses (Hy & Loevinger, 1996). The responses are taken at face value and not subjected to an in-depth qualitative interpretation. They are rated by a minimum of two trained raters using the item-by-item scoring manual that provides multiple examples and characteristics of responses of each ego level. Following the rating, a total protocol rating (TPR) is calculated using an algorithm comparing the cumulative frequency distribution of item scores provided in the scoring manual. The TPR reflects the respondent’s assessed place on Loevinger’s ego maturity scheme (see Table 3.1: Item Sum Rules to Assign TPR).

### Table 3.1

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Item Sum</th>
<th>Automatics Ogive</th>
<th>Explanations of Ogive</th>
</tr>
</thead>
<tbody>
<tr>
<td>E9</td>
<td>Integrated</td>
<td>235 – up</td>
<td>No more than 34 rating at E8</td>
<td>2 or more E9</td>
</tr>
<tr>
<td>E8</td>
<td>Autonomous</td>
<td>217 – 234</td>
<td>No more than 31 rating at E7</td>
<td>5 or more E8 or higher</td>
</tr>
<tr>
<td>E7</td>
<td>Individualistic</td>
<td>201 – 216</td>
<td>No more than 30 ratings at E6</td>
<td>6 or more E7 or higher</td>
</tr>
<tr>
<td>E6</td>
<td>Conscientious</td>
<td>181 – 200</td>
<td>No more than 24 ratings at E5</td>
<td>12 or more E6 or higher</td>
</tr>
<tr>
<td>E5</td>
<td>Self-aware</td>
<td>163 – 180</td>
<td>No more than 20 ratings at E4</td>
<td>16 or more E5 or higher</td>
</tr>
<tr>
<td>E2</td>
<td>Impulsive</td>
<td>72 – 132</td>
<td>At least 5 ratings at E2</td>
<td>5 or more E2</td>
</tr>
<tr>
<td>E3</td>
<td>Self-protective</td>
<td>133 – 145</td>
<td>At least 6 ratings at E3</td>
<td>6 or more E3 or lower</td>
</tr>
<tr>
<td>E4</td>
<td>Conformist</td>
<td>146 – 162</td>
<td>Other cases</td>
<td>Other cases</td>
</tr>
</tbody>
</table>

Taken with adaptation from Hy and Loevinger (1996).
Three raters, the author and two other doctoral candidates completed the self-training program (Hy & Loevinger, 1996). Using a sample of 25 completed protocols, the three raters achieved a high interrater reliability of .90. An outside professional scorer was employed to score 97 completed protocols. An agreement of 85% was computed between the professional scorer and the researcher’s scoring of a sample of 25 completed SCTs.

The projective methodology of the SCT calls on the respondents to project their own unique frame of reference to the sentence stems, compared to objective tests that confine the respondents’ responses to the test construct’s frame of reference. SCT has been standardized for use with males and females. Loevinger held the philosophic assumption that qualitative differences in the way one constructs meaning of the self and others are not random or coincidental, but are an expression of underlying structural developments (Westenberg, Blasi, & Cohn, 1998).

Presently there is a SCT Form-81 for men and a separate SCT Form-81 for women. According to Loevinger and Cohn (1998) these 36 item forms cannot be integrated into one form without sacrificing richness of content. The original SCT was designed specifically for females, however the current form is designed for administration to both males and females. The only difference between the male and female SCT Forms-81 is gender specific language (Hy & Loevinger, 1996). Novy (1992) performed a correlational analysis of SCT Form-81 with data taken from 92 men and 175 women (age 18-75 years) and found that the men’s Form-81 and the women’s Form 81 are comparable and not biased in relation to gender. These 36-item forms of the SCT are constructed to optimize the balance between respondents’ tolerance to complete the
task and the need for breadth and reliability. An 18-item short form has also been constructed to reduce the time requirement from the respondents; however, the most reliable results have been obtained using the 36-item full form (Hy & Loevinger, 1996).

Numerous studies have indicated the SCT to be a reliable and valid measure of ego development (Hauser, 1993). The construct validity for the SCT as a measure of ego development has been extensively researched (Loevinger, 1979). Blasi (1993) found a significant correlation between ego development scores on the SCT and independent interview ratings of psychological maturity. The original validational study of the SCT had an alpha coefficient for the 36-item version of 0.91. Longitudinal test-retest studies with the SCT produced a consistent significant correlation of 0.5 (Redmore & Loevinger, 1979). Williamson and Vincent (1985) reviewed components of the SCT and found a test-retest correlation of .91 in their research with college students. Numerous studies correlating ego development with other cognitive developmental stage models of moral and conceptual development have strengthened the construct validity of the SCT (Diambra, 1997; Lee & Snarey, 1988; Lutwak, 1984; Loevinger, 1979; Richardson, 1996).

The construct validity of Form-81 of the SCT also has been empirically established. Novy and Francis (1992) administered the two halves of the SCT to 265 adults from a diverse population, which included college students and faculty, adult delinquents, and health professionals. The two halves were assessed to the fit model of parallel measurement and have internal-consistency estimates of reliabilities of .90 for the 36-item test (Novy & Francis). Additionally, the researchers reported ego level scores had wide variance, with scores ranging from the Impulsive Level (E-2) to scores at the
Autonomous Level (E-8), and concluded that their findings support the reliability and validity of the sentence stems.

Weiss, Zilberg, and Genevro (1989) administered the SCT Form-81 in a study of adult outpatients from clinic and private practice. The sample had wide variance in age and education. Subjects were given a retest between a week and a few months after the initial evaluation. The study supported the reliability of the SCT with the test-retest coefficients greater than .85 and a full range of total protocol ratings (TPR), with scores varying from Impulsive (E-2) to Integrated (E-9), with the majority scoring at Self-Aware (E-5) and Conscientious (E-6) level.

Blumentritt, Novy, Gaa, and Liberman (1996) evaluated the robustness and stability of scores on the SCT Form-81 across alternative instruction formats. The participants were administered the SCT using the standardized instructions. Following a one-week interval, the SCT was readministered using three different forms of instruction [instructional (control group), a role play instructional set, and a best-effort instructional set]. They found statistically significant differences in ego scores across the 3 instruction sets. The results supported the role of standardized instruction in SCT administration, with the motivation of test-takers possibly impacting ego functioning scores, which may warrant further research on construct validity of the SCT.

The relationship between ego development scores and intelligence appear to be intertwined in a complicated manner. Blasi (1971) examined the relationship between ego maturity and Intelligence Quotient (IQ) scores using the Lorge-Thorndike Intelligence Test with a population of sixth graders. The study found statistically significant correlations for the 55 boys (.46) and the 62 girls (.49). Additionally, Rock
(1975) found SCT scores and the Information subscale of the WAIS with a sample of college women to have a statistically significant relationship of .30. In a more recent study, Labouvie-Vief and Diehl’s (1998) findings indicated a positive significant correlation \( r = .30, p < .001 \) between crystallized intelligence and ego development levels and a non-significant negative correlation \( r = -.06, p > .05 \) between ego level and fluid intelligence, which were both measured using instruments from the Educational Testing Service Kit of Factor-Referenced Cognitive Tests (Ekstrom, French, Harman, & Dermen, 1976). These results suggest variability in the relationship between ego development level and IQ (Loevinger, 1979).

The SCT has been translated into at least 11 different languages. It has been used to compare psychiatric outpatients’ ego levels to non-hospitalized persons’ ego levels in the Netherlands (Westemberg, Jonckheer, Treffer, & Drewes, 1998), in Canada with high school students exploring the relationship between ego levels and vocational maturity (Limoges, 1980), in Israel with offspring of Holocaust survivors (Zlotogorski, 1985), in Japan with female adolescent age delinquents (Tochio & Hanada, 1991), in India with women living in a rural village (Dhruvarajan, 1981), and in the United States with male and female Vietnamese refugees (Hy, 1986). The SCT has additionally been used with diverse socioeconomic and educational groups (Carlson & Westenberg, 1998). In summary, the SCT provides a comprehensive assessment of maturity, which measures development within multiple domains including impulse control, conscious preoccupation, cognitive style, and interpersonal style (Cohn, 1998; Novy, 1993). The extensive research using the SCT as a measure of ego development offers substantial
confirmation of its strength as a psychometric assessment of personality (Blumentritt, Novy, Gaa, & Liberman, 1996).

**The Maslach Burnout Inventory-Human Service Survey (MBI-HSS)**

The Maslach Burnout Inventory-Human Service Survey (MBI-HSS) (Appendix D) has been established as the leading instrument in the field of burnout research (Maslach et al., 1996; Skaggs, 1999). It was developed to assess the frequency and intensity of perceived burnout among persons in the helping professions. The MBI consists of 22 statements about job-related feelings connected to the three subscales of emotional exhaustion, depersonalization, and lack of a sense of personal accomplishment. The emotional exhaustion subscale concerns feelings of being emotionally drained; as emotional energies are depleted, people are no longer able to give of themselves as they once did. The depersonalization subscale concerns the development of negative, cynical attitudes and feelings towards the people with whom one works. The third subscale, personal accomplishment, concerns one's level of sense of competence and success in working with people; when people feel they are no longer accomplishing what they want or making a meaningful contribution through their work, they evaluate themselves negatively (Maslach & Jackson, 1981; Maslach, Jackson, & Leiter, 1996; Raquepaw & Miller, 1989; Ackerly, Burnell, Holder, & Kurdek, 1988).

Each of the 22 items is rated on a 7 (0 - 6) point likert scale indicating how an individual "experiences feeling related to each subscale" (Maslach, et al., 1996, p. 5). Respondents rate the frequency that they experience the feelings on a scale ranging from 0 (never) to 6 (every day). The degree of burnout is likewise conceptualized as a continuous variable, ranging from low to moderate to high degrees of the experienced...
feelings (Maslach, et al.). A participant is not labeled as “burned out” or “not burned out,” but rather is placed on a continuum of being more “burned out” to “less burned out” (Iwanicki & Schwab, 1981). A high degree of burnout is reflected in high scores of emotional exhaustion (27 or over) and depersonalization (13 or over), and low scores of personal accomplishment (0 - 31); a moderate or average degree of burnout is reflected in average scores in emotional exhaustion (17 – 26), depersonalization (7 – 12), and personal accomplishment (32 – 38); and a low degree of burnout is reflected in low scores of emotional exhaustion (0 – 16) and depersonalization (0 – 6), and high scores of personal accomplishment (39 or over). A space is provided for the participant to check “never” if the feeling or attitude described is never experienced (Maslach, et al.).

The validity and reliability of the three subscales identified in the original construction of the MBI have been verified through factor analysis with diverse populations. These subscales were evaluated and substantiated with research populations of teachers (Gold, 1984; Iwanicki & Schwab, 1981), school psychologists (Aronin & Kubelun, 1981), legal aid employees (Jackson, 1985), therapists (King & Beehr, 1983), mental health counselors (Skaggs, 1999), school counselors (Feldstein, 2000), and employees in a business organization (Golembiewski, Munzenrider, & Carter, 1983). Using confirmatory factor analysis of MBI scores collected from supervisors and managers in a public welfare setting, Lee and Ashforth (1993) confirmed the existence of Maslach’s subscales (emotional exhaustion, depersonalization, and personal accomplishment). However, their results suggested that a revised model might explain the data better than the original Maslach model, and further research was warranted. The researchers found emotional exhaustion and depersonalization subscales to be distinct but
positively correlated to psychological and physiological strain, while personal
accomplishment was positively correlated to control-oriented coping (Maslach et al.,
1996).

The reliability coefficients for the three subscales of the MBI-HSS are: .90 for
emotional exhaustion, .79 for depersonalization, and .71 for personal accomplishment.
The standard errors of measurement of the subscales are: 3.80 for emotional exhaustion,
3.16 for depersonalization, and 3.73 for personal accomplishment, which supports the
consistency of the measure of the subscales over time (Maslach et al., 1996). The test-
retest reliability of the MBI-HSS has been reported on multiple and diverse populations.
Lee and Ashforth (1993) found test-retest correlations of .74 for emotional exhaustion,
.72 for depersonalization, and .65 for personal accomplishment, for an eight-month
interval with a sample of supervisors and managers. While Leiter and Durup (1996)
found test-retest correlations of .75, .64, and .62, respectively, for a three-month interval
with female hospital workers with families. These empirical studies substantiate the
MBI-HSS over time and the stability of burnout as a consistent and enduring state.

The validity of the MBI-HSS has been determined through two methods. The
convergent validity (the ability of an instrument to measure (converge with) an
established criterion like burnout) and discriminant validity (the uniqueness of a construct
and its measurement, for example, burnout and the MBI) have been demonstrated in
numerous studies in all the editions of the MBI (Kaplan & Saccuzzo, 1989; Maslach,
Jackson, & Leiter 1996; Rafferty, Lemkau, Purdy, & Rudisill, 1986; Skaggs, 1999).
Therefore, burnout is a distinct construct apart from the other psychological structures of
job dissatisfaction, depression, and occupational stress. These research findings support
the reliability and validity of the MBI-HSS as a measure of burnout.

Research Design

The purpose of this study was to examine the contribution of school counselors’
psychological development as measured by Loevinger’s Washington University Sentence
Completion Test (SCT) to their level of burnout as indicated in their emotional
exhaustion, depersonalization, and lack of personal accomplishment scores on the
Maslach Burnout Inventory-Human Services Survey (MBI-HSS). The design consisted
of path and correlational analyses. Path analysis was used to test the contribution of
levels of ego development to burnout and its subscales. Correlational analysis between
the demographic variables and the variables of ego development, emotional exhaustion,
depersonalization, and feelings of personal accomplishment were conducted.

Multiple regression is a form of correlational analysis recognized as a flexible and
effective method to analyzing data (Licht, 1998). Multiple regression can offer a better
understanding of the nature of a phenomenon by identifying variables having a
relationship to the phenomenon (Licht). Path analysis is an extension of multiple
regression, which can be used to test theoretical hypotheses of causal order among a set
of variables (Klem, 1998). It is concerned with estimating the magnitude of the
hypothesized relationship between variables the estimates provide information about the
underlying causal processes (Asher, 1983). If the collected data is consistent with the
path analysis model, the model is considered to fit the data and plausible, supporting the
theoretical hypothesis (Klem).
Path analysis has the advantage over regression analysis of testing theoretical constructs in a causal framework using correlational data (Gall, Borg, & Gall, 1996). Further, path analysis enables the researcher to examine the direct and indirect effects that one variable has on another (Asher, 1983). Therefore, it supports a more explicit causal approach in the quest for understanding of the investigated phenomenon, while providing an indication of the strength of theoretical constructs. In path analysis theoretical constructs are displayed in a formal and explicit model that is presented both in narrative and a path diagram forms (Klem, 1998). Path diagrams display graphically the pattern of causal relations between variables (Pedhazur, 1982) (Figure 3.1, Index: Path Analysis Diagram Key).

Figure 3.1
Index: Path Analysis Diagram Key

Theoretical Construct

![Diagram](image)

Measured Construct

![Diagram](image)
Error

Line of Contribution/Influence

Line of Relationship
Research Hypotheses

**Hypothesis 1:**
Higher levels of ego development in school counselors as measured by Loevinger's Sentence Completion Test (SCT) will contribute to lower levels of burnout as measured by the total subscale scores of The Maslach Burnout Inventory-Human Services Survey (MBI-HSS). (See path analysis model diagram 1A)

**Hypothesis 2:**
There will be a mutual contribution between higher levels of ego development in school counselors as measured by Loevinger's Sentence Completion Test (SCT) and lower levels of burnout as measured by the total subscale scores of The Maslach Burnout Inventory-Human Services Survey (MBI-HSS). (See path analysis model diagram 1B)
**Hypothesis 3:**
Higher levels of ego development in school counselors as measured by Loevinger’s Sentence Completion Test (SCT) will contribute to lower degrees of emotional exhaustion as measured by the respective subscale of The Maslach Burnout Inventory-Human Services Survey (MBI-HSS). (See path analysis model diagram 1A)

**Hypothesis 4:**
Higher levels of ego development in school counselors as measured by Loevinger’s Sentence Completion Test (SCT) will contribute to lower degrees of depersonalization as measured by the respective subscale of The Maslach Burnout Inventory-Human Services Survey (MBI-HSS). (See path analysis model diagram 1A)

**Hypothesis 5:**
Higher levels of ego development in school counselors as measured by Loevinger’s Sentence Completion Test (SCT) will contribute to higher degrees of personal accomplishment as measured by the respective subscale of The Maslach Burnout Inventory-Human Services Survey (MBI-HSS). (See path analysis model diagram 1A)

**Hypothesis 6:**
There will be a significant positive correlation between school counselors’ levels of ego development as measured by Loevinger’s Sentence Completion (SCT) and the demographic variables of age, levels of education, years of experience, level of work support, gender, race, and current position (elementary, middle or high school). (See path analysis model diagram 2A)
**Hypothesis 7:**

There will be a significant positive correlation between school counselors' levels of ego development as measured by Loevinger's Sentence Completion (SCT) and the demographic variables of age, levels of education, years of experience, and, level of work support, while there will be no correlation between ego development and the demographic variables of gender, race, and current position (elementary, middle or high school). (See path analysis diagram 2B)

**Figure 3.2**

*Hypothesis 1: Path Analysis Diagram 1A:*
Figure 3.3
Hypothesis 2: Path Analysis Diagram 1B

Figure 3.4
Hypothesis 6: Path Analysis Model Diagram 2A

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Exploratory Research Question:

How significant is the correlation between school counselors’ levels of burnout as measured by the Maslach Burnout Inventory-Human Services Survey (MBI-HSS) and the demographic variables of age, gender, race, levels of education, years of experience, level of occupational support, current school counselor position (elementary, middle or high school), and level of work support? (See path analysis model diagram 3)
Research Question: Path Analysis Model Diagram 3

Data Analysis:

The first five hypothesis of this study were tested using the path analysis models provided in diagram 1A and 1B. Hypotheses six and seven, and the exploratory research question were tested using the Person product-moment correlation coefficient $r$ and Person $r$ as shown in the path analysis models provided in diagrams 2A, 2B, and 3. Path analysis was used to determine the contribution of the criterion variable of school counselors' levels of ego maturity to the degrees of counselor burnout and the respective subscales of emotional exhaustion, depersonalization, and feelings of personal accomplishment. Multiple regression and product-moment analysis were utilized to explore the relationship of the demographic variables (age, level of education, years of...
experience, level of work support, gender, race, and current school counselor position).

Gall, Borg, and Gall (1996) reported that product-moment correlation and multiple regressions are two of the most widely used statistical techniques. For the purpose of the analysis and determining statistical significance, alpha was set at .05.

Ethical Considerations

The Ethical Principles of Psychologists and Codes of Conduct (APA, 1992) were used to protect human subjects. The following safeguards were established to ensure that ethical standards are upheld:

1. Permission to conduct and solicit volunteers for the study was approved by the researcher's dissertation chairman and committee members, the Human Subjects Research Committee of the College of William and Mary, and the American School Counselors Association (ASCA).

2. Subjects were informed of the investigation’s purpose in the cover letter.

3. Participation was voluntary. All subjects were given the right to decline to participate in the study or discontinue with the research, whether in part or in full, at any time.

4. All data collected was anonymous.

5. Subjects were given the opportunity to request the research study’s results and discuss them with the researcher as presented in the cover letter.

6. Subjects were assured that responses to any of the data collection instruments were not endanger their position as a school counselor.
CHAPTER 4
ANALYSIS OF RESULTS

As stated in Chapter 1, this study examined the contribution of counselors’ psychological development on their levels of emotional exhaustion, depersonalization, and feelings of personal accomplishment (burnout). This chapter presents the findings of the study. It is arranged into the following sections: (1) Sampling Procedures; (2) Descriptive Demographic Data Results; (3) Data Analysis for Research Hypotheses; and (5) Data Analysis for Exploratory Research Question.

Sampling Procedures

Five hundred and fifty (550) ASCA members selected randomly from across United States were mailed a survey packet containing a research cover letter, a survey of demographic information, the SCT Form-81, and the MBI-HSS. Two weeks following the initial mailing, a follow-up postcard was sent to all participants thanking them for their participation and reminding those who had not returned the packet to please do so by January 25, 2002. The data collection process occurred from January 2, 2002 through February 16 2002.

Descriptive Data Results

Demographics:

Of the 550 survey packets mailed, 225 were returned. This yielded a return rate of 40.9%. Of the 225 respondents, 218 (39.6% completed return rate) completed all survey instruments; seven (7) did not complete all the instruments, where three (3) did not complete the MBI-HSS and four (4) did not complete the SCT Form-81. Descriptive results were still analyzed from these seven (7) respondents.
Descriptive data and measures of central tendency indicated that the mean age of the 225 respondents was 39.26 years ($SD = 10.57$) with a range of 22-65 years of age.

The gender and racial make-up of the sample was skewed, which is apparent in the frequency distribution by gender and race presented in Table 4.1. Males were less represented than females in that 24 males (10.7%) compared with 201 females (89.3%) participated. There were 15 African American (6.7%), nine (9) Latino American (4%), one (1) Native American (.4%), and 197 European American (87.6%). Additionally three (3) respondents categorized themselves as other (1.3%). Highest academic degrees attained ranged from a bachelors to a doctorate, with 30 bachelors degrees (13.3 %), 160 masters degrees (71.1%), 24 specialist degrees (10.7%), and 11 doctorates (4.9%).

**TABLE 4.1**

**Participants by Race and Gender**

<table>
<thead>
<tr>
<th>Race</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>3</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>N</td>
<td>12.5%</td>
<td>6.0%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Latino American</td>
<td>2</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>N</td>
<td>8.3%</td>
<td>3.5%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Native American</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>N</td>
<td>.5%</td>
<td>.5%</td>
<td>.4%</td>
</tr>
<tr>
<td>European American</td>
<td>19</td>
<td>178</td>
<td>197</td>
</tr>
<tr>
<td>N</td>
<td>79.2%</td>
<td>88.6%</td>
<td>87.6%</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>N</td>
<td>1.5%</td>
<td>1.5%</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

Note. N=225

"Experience" was specified to mean subjects' years of experience as a school counselor. The mean years of experience of the 225 respondents was 4.92 years ($SD =$

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6.42, range of 0 – 34 years). Positions represented included 72 elementary school counselors (32.0%), 37 high school counselors (16.4%), 35 middle school counselors (15.6%), 31 current graduate students in school counseling (13.8%), 15 in other school system-wide personnel positions (6.7%), 11 in a combined elementary and middle school counselor role (4.9%), 10 in a combined middle and high school counselor role (4.4%), five (5) as county/city guidance coordinators (2.2%), three (3) in a combined elementary and high school counselor role (1.3%), three (3) school counselors in a setting with students from kindergarten through high school (1.3%), and three (3) counselor educators (1.3%).

Occupational Support:

Subjects were asked to consider and rate their current level of environmental occupational support on a seven point likert scale where 1 = “Very Supportive” and 7 = “Not At ALL Supportive”. The findings with regard to occupational support are presented in Table 4.2. From the table it can be seen that the mean rating was 2.59 ($SD = 1.48$) with a range of responses from 1 – 7. School counseling graduate students and elementary school counselors reported the highest proportions of support, while school counselors positioned in the combined settings reported the highest proportion of lower occupational support. Additionally, the majority of school counseling professionals’ reported high levels of occupational support, with only the combined elementary and middle school position not having its largest percentile reported at either level 1 or 2.
Table 4.2
Reported Occupational Support by School Counseling Professional Position

<table>
<thead>
<tr>
<th>Professional Position</th>
<th>Level of Occupational Support</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td></td>
<td>24</td>
<td>24</td>
<td>10</td>
<td>6</td>
<td>6</td>
<td>2</td>
<td></td>
<td>72</td>
</tr>
<tr>
<td></td>
<td></td>
<td>33.3%</td>
<td>33.3%</td>
<td>13.9%</td>
<td>8.3%</td>
<td>8.3%</td>
<td>2.8%</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Middle</td>
<td></td>
<td>8</td>
<td>11</td>
<td>4</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>22.9%</td>
<td>31.4%</td>
<td>11.4%</td>
<td>17.1%</td>
<td>8.6%</td>
<td>8.6%</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>High School</td>
<td></td>
<td>7</td>
<td>13</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td></td>
<td>37</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18.9%</td>
<td>35.1%</td>
<td>18.9%</td>
<td>13.5%</td>
<td>10.8%</td>
<td>2.7%</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Comb. Ele. &amp; Mid.</td>
<td></td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18.2%</td>
<td>9.1%</td>
<td>27.3%</td>
<td>18.2%</td>
<td>18.2%</td>
<td>9.1%</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Comb. Mid. &amp; High</td>
<td></td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30.0%</td>
<td>30.0%</td>
<td>20.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Comb. Ele. &amp; High</td>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>33.3%</td>
<td>66.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Graduate Student</td>
<td></td>
<td>12</td>
<td>9</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td></td>
<td>31</td>
</tr>
<tr>
<td></td>
<td></td>
<td>38.7%</td>
<td>29.0%</td>
<td>6.5%</td>
<td>12.9%</td>
<td>6.5%</td>
<td>6.5%</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td></td>
<td>26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>23.1%</td>
<td>19.2%</td>
<td>23.1%</td>
<td>23.1%</td>
<td>7.7%</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Note. N=225

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Burnout:

Burnout scores were obtained using the MBI-HSS’s three subscales of emotional exhaustion, depersonalization, and personal accomplishment. They are presented by level of support in Table 4.3. The mean emotional exhaustion score for all respondents of 17.38 ($SD = 9.22$, range 0 - 40), with a score of 17 to 26 indicating a moderate level of emotional exhaustion. The mean depersonalization score was 3.74 ($SD = 3.75$, range 0 - 18), with a score of 0 to 6 indicating a low level of depersonalization. The mean personal accomplishment score was 41.93 ($SD = 4.67$, range 26 - 48), with a score of 39 to 48 indicating a high level of personal accomplishment, which suggests positive feelings of personal accomplishment. From observation of these scores, it is evident that the emotional exhaustion and depersonalization scores were lower at higher levels of reported support, while the majority of personal accomplishment scores were higher at the upper levels of reported support.

Ego Development:

The SCT (Form-81) was used to obtain participants’ ego development scores. All of the tests completed were valid and able to be scored. The men (N = 24) and women (N = 197) completed gender specific versions of the SCT. The range of ego levels of the school-counseling professionals included: Conformist (E4), Self-aware (E5), Conscientious (E6), and Individualistic (E7). The largest number of respondents scored at the Self-aware (E5) level (N = 121; 53.8%) followed by Conscientious (E6) (N = 72; 32.6%), Conformist (E4) (N = 17; 7.6%), and Individualistic (E7) (N = 11; 4.9%). The mean SCT score was 5.35 ($SD = .69$, range E4 - E7); both the median and modal scores represented the Self-aware (E5) level.
<table>
<thead>
<tr>
<th>Level of Occupational Support</th>
<th>Emotional Exhaustion</th>
<th>Depersonalization</th>
<th>Personal Accomplishment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>N</td>
</tr>
<tr>
<td>1 (Very Supportive)</td>
<td>13.20</td>
<td>8.12</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>2.08</td>
<td>2.69</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>43.54</td>
<td>4.44</td>
<td>61</td>
</tr>
<tr>
<td>2</td>
<td>16.16</td>
<td>8.59</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>3.25</td>
<td>3.36</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>42.62</td>
<td>3.83</td>
<td>68</td>
</tr>
<tr>
<td>3</td>
<td>17.15</td>
<td>9.34</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>4.88</td>
<td>4.47</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>40.73</td>
<td>5.09</td>
<td>29</td>
</tr>
<tr>
<td>4</td>
<td>21.66</td>
<td>8.43</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>5.03</td>
<td>4.33</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>39.83</td>
<td>5.21</td>
<td>29</td>
</tr>
<tr>
<td>5</td>
<td>24.10</td>
<td>8.38</td>
<td>21</td>
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<tr>
<td></td>
<td>5.33</td>
<td>3.29</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>39.95</td>
<td>4.63</td>
<td>21</td>
</tr>
<tr>
<td>6</td>
<td>24.89</td>
<td>6.60</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>6.33</td>
<td>4.27</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>41.22</td>
<td>4.47</td>
<td>9</td>
</tr>
<tr>
<td>7 (Not At All Supportive)</td>
<td>31.00</td>
<td>.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>6.00</td>
<td>.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>46.00</td>
<td>.</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>17.38</td>
<td>9.22</td>
<td>222</td>
</tr>
<tr>
<td></td>
<td>3.74</td>
<td>3.75</td>
<td>222</td>
</tr>
<tr>
<td></td>
<td>41.93</td>
<td>4.67</td>
<td>222</td>
</tr>
</tbody>
</table>
Consistent with previous research, ego functioning scores did not differ significantly across gender and racial identity. With regard to gender, the majority of females' (M = 5.37, SD = .71) and males' (M = 5.21, SD = 5.21) ego maturity scores were at the Self-aware (E5) and Conscientious (E6) levels, which can be seen in Table 4.4a. In reference to race, the largest proportion of African American (M = 5.27, SD = .59), Latino American (M = 5.44, SD = .73), Native American (M = 5.00, SD = 0), European American (M = 5.35, SD = .70), and respondents who categorized themselves as other (M = 6.00, SD = 0) were again at the Self-aware (E5) and Conscientious (E6) levels. In this study, ego maturity scores by academic degrees differed from previous research in the findings of a non-significant difference between ego development levels by academic degree, which can be seen in Tables 4.4b.

Ego Development and Three Respective Subscales of Burnout:

Two hundred and eighteen (218) respondents (23 males and 195 females) returned the MBI-HSS and SCT. All of the tests were valid and able to be scored. The results are presented in Table 4.5. The participants at the Individualistic (E7) ego maturity level had the lowest depersonalization scores (M = 3.77, SD = 3.77) and highest personal accomplishment scores (M = 41.96, SD = 4.64), indicating a low level of burnout. Inconsistent with the subscales of depersonalization and personal accomplishment, participants at the Conformist (E4) ego level had the lowest scores of emotional exhaustion (M = 17.44, SD = 9.22).
Table 4.4a

Ego Level of Participants by Gender

<table>
<thead>
<tr>
<th>Ego Level</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>E4 Conformist</td>
<td>N 2</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>% of column</td>
<td>8.3%</td>
<td>7.6%</td>
<td>7.7%</td>
</tr>
<tr>
<td>E5 Self-aware</td>
<td>N 15</td>
<td>106</td>
<td>121</td>
</tr>
<tr>
<td>% of column</td>
<td>62.5%</td>
<td>53.8%</td>
<td>54.8%</td>
</tr>
<tr>
<td>E6 Conscientious</td>
<td>N 7</td>
<td>65</td>
<td>72</td>
</tr>
<tr>
<td>% of column</td>
<td>29.2%</td>
<td>33.0%</td>
<td>32.6%</td>
</tr>
<tr>
<td>E7 Individualistic</td>
<td>N 11</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>% of column</td>
<td>5.6%</td>
<td>5.0%</td>
<td></td>
</tr>
</tbody>
</table>

Note. N=221

Table 4.4b

Ego Level of Participants by Highest Completed Academic Degree

<table>
<thead>
<tr>
<th>Ego Level</th>
<th>Bachelor</th>
<th>Master</th>
<th>Specialist</th>
<th>Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>E4 Conformist</td>
<td>N 2</td>
<td>13</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>% of column</td>
<td>6.7%</td>
<td>8.3%</td>
<td>8.3%</td>
<td></td>
</tr>
<tr>
<td>E5 Self-aware</td>
<td>N 15</td>
<td>87</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>% of column</td>
<td>50.0%</td>
<td>55.8%</td>
<td>54.2%</td>
<td>54.5%</td>
</tr>
<tr>
<td>E6 Conscientious</td>
<td>N 10</td>
<td>51</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>% of column</td>
<td>33.3%</td>
<td>32.7%</td>
<td>29.2%</td>
<td>36.4%</td>
</tr>
<tr>
<td>E7 Individualistic</td>
<td>N 3</td>
<td>5</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>% of column</td>
<td>10.0%</td>
<td>3.2%</td>
<td>8.3%</td>
<td>9.1%</td>
</tr>
</tbody>
</table>

Note. X² (9, N = 221) = 4.7, p = .86
Table 4.5
Emotional Exhaustion, Depersonalization, and Personal Accomplishment by Ego Levels

<table>
<thead>
<tr>
<th>Ego Level</th>
<th>Emotional Exhaustion</th>
<th>Depersonalization</th>
<th>Personal Accomplishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>E4 Conformist</td>
<td>Mean 16.0</td>
<td>4.0</td>
<td>42.1</td>
</tr>
<tr>
<td></td>
<td>N 17</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>E5 Self-aware</td>
<td>Mean 18.01</td>
<td>4.03</td>
<td>41.1</td>
</tr>
<tr>
<td></td>
<td>N 119</td>
<td>119</td>
<td>119</td>
</tr>
<tr>
<td>E6 Conscientious</td>
<td>Mean 16.54</td>
<td>3.37</td>
<td>43.07</td>
</tr>
<tr>
<td></td>
<td>N 71</td>
<td>71</td>
<td>71</td>
</tr>
<tr>
<td>E7 Individualistic</td>
<td>Mean 19.45</td>
<td>3.27</td>
<td>43.7</td>
</tr>
<tr>
<td></td>
<td>N 11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>Mean 17.44</td>
<td>3.77</td>
<td>42.0</td>
</tr>
<tr>
<td></td>
<td>N 218</td>
<td>218</td>
<td>218</td>
</tr>
</tbody>
</table>

Note. SCT by Emotional Exhaustion: X2 = (114, N = 221) = 108.958, p = .616
SCT by Depersonalization: X2 = (48, N = 211) = 51.784, p = .328
SCT by Personal Accomplishment: X2 = (60, N = 221) = 60.951, p = .441

Data Analysis for Research Hypotheses

In this section the seven research hypotheses and one exploratory research question are restated and followed by their respective findings. The analyses for the study were carried out with the Statistical Package for the Social Sciences program (SPSS 10.0; SPSS, 1999) and the Analysis of Moment Structures (AMOS 4.0; Arbuckle, 1999) program. As noted previously in Chapter 3, “fit”, as used in path analysis, refers to the amount of consistency between the theoretical model being tested and the data, and involves comparing all the implied correlations to all the actual correlations (Klem,
1998). Path analysis diagram models with their corresponding path coefficients indicate the magnitude of the direct effect of one variable on another (Klem). To have confidence in the goodness of fit test, a sample size of 100 to 200 is recommended (Hoyle, 1995). Ullman (1996) and Hoyle suggest using multiple fit indices when determining model fitness. As earlier presented in Chapter 3, path models are presented both in narrative and path diagram formats, where Figure 3.1 presents an index of the path analysis diagram structures. Additionally, Table 4.6 presents acronyms and definitions for the various path analysis measures of fit utilized in this study.
<table>
<thead>
<tr>
<th>Fit Index</th>
<th>Acronym/Definition</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-square</td>
<td>$x^2$</td>
<td>Extent to which the overall model (structural and measurement) predict the observed covariance. In general, if the ratio between $x^2$ and $df$ is less than two, the model is a good fit (Ullman, 1996).</td>
</tr>
<tr>
<td>Degrees of Freedom</td>
<td>$df$</td>
<td>If probability of the $x^2$ is non-significant the model fits well.</td>
</tr>
<tr>
<td>Probability Level</td>
<td>$p$</td>
<td></td>
</tr>
<tr>
<td>Goodness of Fit Index</td>
<td>GFI</td>
<td>Extent to which the overall model (structural and measurement) predict the observed covariance. Ranges from zero (0) to one (1), where one (1) indicates a perfect fit, and scores below 0.8 identify a poor fit.</td>
</tr>
<tr>
<td>Adjusted Goodness of Fit Index</td>
<td>AGFI</td>
<td>Accounts for the $df$ necessary to achieve the fit. Ranges from zero (0) to one (1), where 0.90 or greater indicates a good fit.</td>
</tr>
<tr>
<td>Comparative Fit Index</td>
<td>CFI</td>
<td>Compares the fit of an independent model (a model which asserts no relationships between variables) to the fit of the estimated model. Usually range from zero (0) to one (1), where 0.90 and greater are accepted values that indicate good fit.</td>
</tr>
<tr>
<td>Root Mean Square Error Approximation</td>
<td>RMSEA ($x^2/df$)</td>
<td>Compares the fit of an independent model (a model which asserts no relationships between variables) to the fit of the estimated model. When score is .05 or lower a good fit is being indicated.</td>
</tr>
<tr>
<td>Tucker-Lewis Index</td>
<td>TLI</td>
<td>Extent to which the specified model performs better than a baseline model. Usually range from zero (0) to one (1), where one (1) indicates a very good fit.</td>
</tr>
</tbody>
</table>
Hypothesis 1:
Higher levels of ego development in school counselors as measured by Loevinger’s Sentence Completion Test (SCT) will contribute to lower levels of burnout as measured by the total subscale scores of The Maslach Burnout Inventory-Human Services Survey (MBI-HSS).

Figure 4.1 presents path analyses modeling of the data for hypothesis 1. The fit indices for the path diagram revealed a significant Chi-square indicating that the model did not fit the data (as presented in Table 4.7a). Therefore, no causal relationship between higher levels of ego development and reduced burnout was identified.

Figure 4.1
Hypothesis 1: Path Diagram
Table 4.7a
Hypothesis 1: Path Analysis Fit Indices

<table>
<thead>
<tr>
<th>x2</th>
<th>df</th>
<th>p</th>
<th>GFI</th>
<th>AGFI</th>
<th>CFI</th>
<th>RMSEA</th>
<th>TLI</th>
</tr>
</thead>
<tbody>
<tr>
<td>12279.089</td>
<td>7</td>
<td>&lt;.001</td>
<td>0.058</td>
<td>-0.345</td>
<td>0.000</td>
<td>2.842</td>
<td>-82.315</td>
</tr>
</tbody>
</table>

Note. N=218

Hypothesis 2:

There will be a mutual contribution between higher levels of ego development in school counselors as measured by Loevinger’s Sentence Completion Test (SCT) and lower levels of burnout as measured by the total subscale scores of The Maslach Burnout Inventory-Human Services Survey (MBI-HSS).

Figure 4.2 presents path analyses modeling of the data for hypothesis 2. A significant Chi-square revealed that the model did not fit the data. The selected fit indices for the path diagram did not confirm the existence of a mutual contribution between levels of ego development and burnout, where the two variables would contribute to one another. The fit indices are presented in Table 4.7b.

Table 4.7b
Hypothesis 2: Path Analysis Fit Indices

<table>
<thead>
<tr>
<th>x2</th>
<th>df</th>
<th>p</th>
<th>GFI</th>
<th>AGFI</th>
<th>CFI</th>
<th>RMSEA</th>
<th>TLI</th>
</tr>
</thead>
<tbody>
<tr>
<td>12278.335</td>
<td>6</td>
<td>&lt;.001</td>
<td>0.058</td>
<td>-0.570</td>
<td>0.000</td>
<td>3.070</td>
<td>-96.203</td>
</tr>
</tbody>
</table>

Note. N=218
To substantiate these results, a subsequent analysis was conducted testing the theoretical construct of burnout using the path analysis model presented in Figure 4.3, which is a form of confirmatory factor analysis (CFA). CFA is typically used to test theory, where the analysis attempts to identify underlying variables or factors. In this study, the CFA was used as a data reduction procedure to identity whether or not the construct of burnout explained the majority of the variance for the factors of emotional exhaustion, depersonalization, and personal accomplishment. The results indicated a significant Chi-square revealing that the model did not fit the data as can be seen in Table 4.7c. The CFA fit indices for the model did not support the burnout construct as a single
variable accounting for the majority of variance between the three subscales. Therefore, the three respective subscales of burnout did not merge into the single theoretical construct of burnout, indicating an error in the model for this data.

Figure 4.3
Path Analysis Diagram of Theoretical Construct of Burnout

Table 4.7c
Burnout: Path Analysis Fit Indices

<table>
<thead>
<tr>
<th>$\chi^2$</th>
<th>df</th>
<th>$p$</th>
<th>GFI</th>
<th>AGFI</th>
<th>CFI</th>
<th>RMSEA</th>
<th>TLI</th>
</tr>
</thead>
<tbody>
<tr>
<td>12241664</td>
<td>4</td>
<td>&lt; .001</td>
<td>0.059</td>
<td>- 0.412</td>
<td>0.000</td>
<td>3.755</td>
<td>-74.212</td>
</tr>
</tbody>
</table>

Note. N=218

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Hypothesis 3:

Higher levels of ego development in school counselors as measured by Loevinger’s Sentence Completion Test (SCT) will contribute to lower degrees of emotional exhaustion as measured by the respective subscale of The Maslach Burnout Inventory-Human Services Survey (MBI-HSS).

Figure 4.4A presents path analyses modeling of the data for hypothesis 3. The fit indices for the path diagram revealed a significant Chi-square indicating that the model did not fit the data, thus there was not direct contribution between ego development and emotional exhaustion. In an effort to ascertain a model of better fit, an additional analysis was conducted testing the mutual contribution between ego development and emotional exhaustion. The path analysis diagram for this second analysis is presented in Figure 4.4B. It resulted in a significant Chi-square and fit indices (Table 4.7d) indicating that the model did not fit the data, and thus there was neither a direct or mutual contribution between ego development and emotional exhaustion.

| Hypothesis 3: Path Analysis Fit Indices for Ego Levels to Emotional Exhaustion |
|---|---|---|---|---|---|---|---|---|
| x²  | df | p   | GFI | AGFI | CFI | RMSEA | TLI |
| Model 1C | 17242.240 | 2 | < .001 | 0.023 - 0.465 | 0.000 | 6.303 | 8637.960 |
| Model 1D | 17242.239 | 1 | < .001 | 0.023 - 1.930 | 0.000 | 8.914 | 17275.921 |

Note. N=218
Figure 4.4A
Hypothesis 3: Path Diagram (1C)

Figure 4.4B
Hypothesis 3: Mutual Contribution Path Diagram (1D)
**Hypothesis 4:**

Higher levels of ego development in school counselors as measured by Loevinger's Sentence Completion Test (SCT) will contribute to lower degrees of depersonalization as measured by the respective subscale of The Maslach Burnout Inventory-Human Services Survey (MBI-HSS).

Figure 4.5A presents path analyses modeling of the data for hypothesis 4. The fit indices for the path diagram revealed a significant Chi-square indicating that the model did not fit the data. Again, an additional model was constructed (Figure 4.5B) to test the mutual contribution between the variables. The fit indices (Table 4.7e) and significant Chi-square revealed that the data did not fit the model. Consequently, no direct or mutual contribution between ego development and depersonalization was identified.

<table>
<thead>
<tr>
<th>Table 4.7e</th>
<th>Hypothesis 4: Path Analysis Fit Indices for Ego Levels to Depersonalization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>x2</td>
</tr>
<tr>
<td>Model 1E</td>
<td>2307.273</td>
</tr>
<tr>
<td>Model 1F</td>
<td>2306.417</td>
</tr>
</tbody>
</table>

*Note. N=218*
Figure 4.5A
Hypothesis 4: Path Diagram (1E)

Figure 4.5B
Hypothesis 4: Mutual Contribution Path Diagram (1F)
Hypothesis 5:

Higher levels of ego development in school counselors as measured by Loevinger's Sentence Completion Test (SCT) will contribute to higher degrees of personal accomplishment as measured by the respective subscale of The Maslach Burnout Inventory-Human Services Survey (MBI-HSS).

Figure 4.6A presents path analyses modeling of the data for hypothesis 5. The fit indices for the path model revealed a significant Chi-square indicating that the model did not fit the data. Once more, an alternative model was analyzed testing the mutual contribution between the two variables as shown in Figure 4.6B. The fit indices (Table 4.7f) revealed a significant Chi-square indicating that the model did not fit the data, and that there was no direct or mutual contribution between ego development and personal accomplishment.

<table>
<thead>
<tr>
<th>Table 4.7f</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hypothesis 5: Path Analysis Fit Indices for Ego Levels to Personal Accomplishment</strong></td>
</tr>
<tr>
<td>x2</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Model 1G</td>
</tr>
<tr>
<td>Model 1H</td>
</tr>
</tbody>
</table>

Note. N=218
Figure 4.6A
Hypothesis 5: Path Diagram (1G)

Figure 4.6B
Hypothesis 5: Mutual Contribution Path Diagram (1H)
To substantiate the path analyses results for hypotheses 3, 4 and 5, stepwise linear multiple regression and a Pearson product-moment correlations were applied to the dependent variable of ego development and emotional exhaustion, depersonalization, and personal accomplishment. The results are shown in Table 4.8a, where personal accomplishment was found to have a statistically significant ($p < .05$) relationship to ego development. The Beta weight for personal accomplishment was significant at the .015 level. The $R$ squared value for the equation was .027 indicating that the variable accounted for a statistically significant amount of the ego development variance, while having a small effect size (2.7%, $F [1, 217] = 5.979$, $p < .05$).

A Pearson product-moment correlation further confirmed the existence of a non-significant relationship between the dependent variable of ego development and the independent variables of emotional exhaustion ($r = .003$, $p = .965$) and depersonalization ($r = -.076$, $p = .262$). The Pearson product-moment correlation ($r = .164$, $p = .015$) supported the results that ego development and personal accomplishment are positively related implying that school counselors at higher levels ego maturity have a higher level of personal accomplishment than counselors a lower level of ego maturity.
Table 4.8a
Multiple Regression Results for Ego Development to Personal Accomplishment

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sign. F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>2.842</td>
<td>1</td>
<td>2.842</td>
<td>5.979</td>
<td>.015</td>
</tr>
<tr>
<td>Residual</td>
<td>102.663</td>
<td>216</td>
<td>.475</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>105.505</td>
<td>217</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variables</th>
<th>B</th>
<th>SE B</th>
<th>Beta</th>
<th>T</th>
<th>Sign. T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Accomplishment</td>
<td>2.468E-02</td>
<td>.010</td>
<td>.164</td>
<td>2.445</td>
<td>.015</td>
</tr>
<tr>
<td>(Constant)</td>
<td>4.313</td>
<td>.426</td>
<td>10.122</td>
<td>&lt; .001</td>
<td></td>
</tr>
</tbody>
</table>

Note. N=218

Hypothesis 6:

There will be a significant positive correlation between school counselors’ levels of ego development as measured by Loevinger’s Sentence Completion (SCT) and the demographic variables of age, levels of education, years of experience, level of work support, gender, race, and school counseling professional position.

Figure 4.7 presents path analyses modeling of the data for hypothesis 6. A significant Chi-square indicated that the model did not fit the data. However, two fit indices, the Goodness of Fit Index (GFI) and the Adjusted Goodness of Fit Index (AGFI) revealed the model approached an acceptable fit, which can be seen in Table 4.7g. From the path coefficients presented in Figure 4.7, it can be seen that age (.47) and years of experience (.24) had the greatest positive effect on SCT scores.
Table 4.7g
Hypothesis 6 & 7: Path Analysis Fit Indices for SCT with Unspecified and Specified Demographic Variables

<table>
<thead>
<tr>
<th></th>
<th>$\chi^2$</th>
<th>df</th>
<th>p</th>
<th>GFI</th>
<th>AGFI</th>
<th>CFI</th>
<th>RMSEA</th>
<th>TLI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model 2A</td>
<td>520.717</td>
<td>55</td>
<td>&lt;.001</td>
<td>0.776*</td>
<td>0.683*</td>
<td>0.000</td>
<td>0.198</td>
<td>-0.207</td>
</tr>
<tr>
<td>Model 2B</td>
<td>526.851</td>
<td>61</td>
<td>&lt;.001</td>
<td>0.774*</td>
<td>0.711*</td>
<td>0.000</td>
<td>0.188</td>
<td>-0.089</td>
</tr>
</tbody>
</table>

Note. N=218

* Indicate model is approaching an acceptable fit
To support the above path analysis results, a stepwise linear multiple regression was used with ego developmental scores as the dependent variable in the equation. The independent variables included: gender, age, race (majority and minority), academic degree, number of years of school counselor experience, school counselor positions, and level of reported occupational support. The statistical analysis indicated no statistically significant relationship at the .05 level. A Pearson product-moment correlation (two-tailed) was used to confirm the non-significant results. Its results are presented in Table 4.8b. Although none of the correlational relationships were statistically significant, the magnitude of the relationships varied in strength. The high school counseling position had the strongest positive relationship to ego development, while the middle school setting possessing the smallest correlation.

| Table 4.8b |
| Pearson Product-Moment Correlations for Ego Development and Demographic Variables |

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Ego Development (SCT)</th>
<th>Pearson-Correlation</th>
<th>Significance (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td>.065</td>
<td>.341</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td>.052</td>
<td>.448</td>
</tr>
<tr>
<td>Race (majority/minority)</td>
<td></td>
<td>-.012</td>
<td>.863</td>
</tr>
<tr>
<td>Academic Degree</td>
<td></td>
<td>.011</td>
<td>.875</td>
</tr>
<tr>
<td>Years of Experience</td>
<td></td>
<td>.064</td>
<td>.344</td>
</tr>
<tr>
<td>Current Position</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td></td>
<td>-.029</td>
<td>.665</td>
</tr>
<tr>
<td>Middle</td>
<td></td>
<td>-.003</td>
<td>.966</td>
</tr>
<tr>
<td>High School</td>
<td></td>
<td>.125</td>
<td>.066</td>
</tr>
<tr>
<td>Combinations</td>
<td></td>
<td>-.058</td>
<td>.391</td>
</tr>
<tr>
<td>Graduate Students</td>
<td></td>
<td>.030</td>
<td>.665</td>
</tr>
<tr>
<td>Level of Support</td>
<td></td>
<td>-.017</td>
<td>.799</td>
</tr>
</tbody>
</table>

Note. N=218
Hypothesis 7:

There will be a significant positive correlation between school counselors' levels of ego development as measured by Loevinger's Sentence Completion (SCT) and the demographic variables of age, levels of education, years of experience, and, level of work support, while there will be no correlation between ego development and the demographic variables of gender, race, and school counselor professional position.

Figure 4.8 presents path analyses modeling of the data for hypothesis 7. Although the Chi-square was significant indicating that the model did not fit the data, the GFI and AGFI fit indices that were presented in Table 4.7g suggest that the fit was nearly acceptable. Once again, the path coefficients suggested that age (.25) and years of experience (.24) had the greatest positive effect on SCT scores.
Stepwise linear multiple regression was used again to support the path analyses results with ego development as the dependent variable in the equation. The independent variables included: age, academic degree, number of years of school counselor experience, and level of reported occupational support. The statistical analysis indicated no statistically significant relationships. A Pearson product-moment correlation (two-tailed) was used to confirm the non-significant results, which were presented in Table 4.8b. Therefore, none of the demographic variables had a statistically significant relationship to ego development level.

**Exploratory Research Question:**

How significant is the correlation between school counselors’ levels of burnout as measured by the three dimensions of the Maslach Burnout Inventory-Human Services Survey (MBI-HSS) and the demographic variables of age, gender, race, levels of education, years of experience, level of occupational support, and school counseling professional position?

As anticipated from previous research, the three dependent variables comprising the theoretical construct of burnout correlated significantly. Emotional exhaustion had a significantly positive correlation to depersonalization ($r = .576, p < .001$), while emotional exhaustion ($r = -.309, p < .001$) and depersonalization ($r = -.385, p < .001$) both negatively correlated to personal accomplishment, which is consistent with past research.
Emotional Exhaustion:

Figure 4.9a presents path analyses modeling of the data for the emotional exhaustion dimension of the exploratory research question. The Chi-square is significant indicating that the model did not fit the data, however the GFI and AGFI fit indices presented in Table 4.7h are close to an acceptable fit. The path coefficients (Figure 4.9a) indicate years of experience (10.85) and occupational support (5.28) to have a positive effect on emotional exhaustion scores. It appears that as the participants' years of experience rose and level of support decreased their scores of emotional exhaustion increased, while, age (-5.80) had a negative effect, where scores of emotional exhaustion were lower at younger ages.

Figure 4.9a
Exploratory Research Question: Emotional Exhaustion Path Diagram (3A)
Depersonalization:

Figure 4.9b presents path analyses modeling of the data for the depersonalization dimension of the exploratory research question, where the Chi-square is significant thus indicating that the model did not fit the data. Again, the GFI and AGFI fit indices (Table 4.7h) are close to an acceptable fit. The path coefficients indicate that gender (1.16), years of experience (1.41), and occupational support (1.74) had the greatest positive effect on depersonalization scores, while age (-3.20) had a negative effect. Therefore, younger participants and females depersonalized at a lower rate, while as experience increased and level of support decreased levels the depersonalization scores rose.

Figure 4.9b
Exploratory Research Question: Depersonalization Path Diagram (3B)
Personal Accomplishment:

Figure 4.9c presents path analyses modeling of the data for the personal accomplishment dimension of the exploratory research question. The Chi-square is significant indicating that the model did not fit the data, but for a third time the fit indices identified with an asterisk presented in Table 4.7h are approaching an acceptable fit. Years of experience (-2.34) and occupational support (-1.65) had a negative effect on personal accomplishment scores, while age (8.20) had a positive effect as identified by the path coefficients (Figure 4.9c). Therefore, as the participants' age rose and level of support increased their scores of personal accomplishment increased. As years of experience increased the degree of personal accomplishment decreased.

Figure 4.9c
Exploratory Research Question: Personal Accomplishment Path Diagram (3C)
Table 4.7h
Path Analysis Fit Indices for Emotional Exhaustion, Depersonalization, and Personal Accomplishment

<table>
<thead>
<tr>
<th></th>
<th>$x^2$</th>
<th>df</th>
<th>p</th>
<th>GFI</th>
<th>AGFI</th>
<th>CFI</th>
<th>RMSEA</th>
<th>TLI</th>
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</thead>
<tbody>
<tr>
<td>Model 3A</td>
<td>520.717</td>
<td>55</td>
<td>&lt;.001</td>
<td>0.776*</td>
<td>0.683*</td>
<td>0.086</td>
<td>0.198</td>
<td>-0.097</td>
</tr>
<tr>
<td>Model 3B</td>
<td>520.717</td>
<td>55</td>
<td>&lt;.001</td>
<td>0.776*</td>
<td>0.683*</td>
<td>0.074</td>
<td>0.198</td>
<td>-0.111</td>
</tr>
<tr>
<td>Model 3C</td>
<td>520.717</td>
<td>55</td>
<td>&lt;.001</td>
<td>0.776*</td>
<td>0.683*</td>
<td>0.044</td>
<td>0.198</td>
<td>-0.148</td>
</tr>
</tbody>
</table>

Note. N=218

* Indicate model is approaching an acceptable fit

To ensure that the path analyses were accurate, stepwise linear multiple regression was again used to further examine the exploratory research question with the dependent variables of emotional exhaustion, depersonalization, and personal accomplishment in the equation. The results of this analysis for emotional exhaustion are presented in Table 4.9, indicating specified independent variables to have a statistically significant relationship to this dependent variable at the .05 level. As shown, the Beta weights for level of occupational support and years of experience were significant at the .01 level, suggesting a positive relationship between these variables and emotional exhaustion. The $R^2$ value for the equation was .209 indicating that these variables accounted for a statistically significant amount of the emotional exhaustion variance and a moderate effect size (21%, $F_{[3, 217]} = 18.798$, $p < .001$).
Table 4.9a
Multiple Regression Results for Emotional Exhaustion to Level of Support and Years of Experience

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sign. F</th>
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<tbody>
<tr>
<td>Regression</td>
<td>3850.463</td>
<td>3</td>
<td>1283.488</td>
<td>18.798</td>
<td>&lt; .001</td>
</tr>
<tr>
<td>Residual</td>
<td>14611.376</td>
<td>214</td>
<td>38.277</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>18461.839</td>
<td>217</td>
<td></td>
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<table>
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<th>Beta</th>
<th>T</th>
<th>Sign. T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Support</td>
<td>2.479</td>
<td>.381</td>
<td>.398</td>
<td>6.511</td>
<td>&lt; .001</td>
</tr>
<tr>
<td>Years of Experience</td>
<td>.224</td>
<td>.087</td>
<td>.158</td>
<td>2.588</td>
<td>.010</td>
</tr>
<tr>
<td>Middle School</td>
<td>3.222</td>
<td>.1591</td>
<td>.124</td>
<td>2.025</td>
<td>.044</td>
</tr>
<tr>
<td>(Constant)</td>
<td>9.373</td>
<td>1.226</td>
<td></td>
<td>7.644</td>
<td>&lt; .001</td>
</tr>
</tbody>
</table>

Note. N=218

A Pearson product-moment correlation (two-tailed) was used to confirm results.

The results indicated a statistically significant positive correlation between emotional exhaustion and years of experience (r = .157, p = .021). Additionally, level of occupational support (r = .409, p < .001) and the middle school counseling position (r = .170, p = .012) had a significantly positive relationship to emotional exhaustion, while the graduate level school counseling students’ scores (r = -.142, p = .036) had a significantly negative correlation. According to these results, emotional exhaustion increased with years of experience and being in the middle school counseling position, while it decreased with higher levels of occupational support and being a graduate level school counseling student.
For depersonalization the Beta weights for the reported level of occupational support and gender were significant at the .01 level, suggesting that depersonalization has a positive relationship to level of support and a negative relationship to gender. The specific results for depersonalization are presented in Table 4.9b. The R squared value for the equation was .163 indicating that these variables accounted for a statistically significant amount of the depersonalization variance and a small effect size (16%, F [3, 217] = 13.845, p < .001).

A Pearson product-moment correlation (two-tailed) was used to confirm significant results. This correlation revealed a statistically significant positive relationship between depersonalization and level of occupational support (r = .346, p = .000). Furthermore, the middle school counseling position (r = .167, p = .014) had a significantly positive correlation to depersonalization, while gender (r = -.152, p = .025), the elementary school counseling position (r = -.167, p = .013) and the graduate student position (r = -.135, p = .047) had a significantly negative relationship. According to these results, males depersonalize more than females, while depersonalization decreased at the elementary and graduate student position, and increasing at the middle school position and as the level of occupational support decreased.
Table 4.9b

Multiple Regression Results for Depersonalization to Level of Support, Gender, and the Middle School Counselor Position

| Multiple R | .403 |
| R Square   | .163 |
| Adjusted R Square | .151 |
| Standard Error | 3.47 |

Analysis of Variance

<table>
<thead>
<tr>
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<th>Sum of Squares</th>
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<th>Mean Square</th>
<th>F</th>
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<tr>
<td>Regression</td>
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<td>3</td>
<td>167.125</td>
<td>13.845</td>
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<tr>
<td>Residual</td>
<td>2583.157</td>
<td>214</td>
<td>12.071</td>
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<tr>
<td>Total</td>
<td>3084.532</td>
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Variables

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<tbody>
<tr>
<td>Level of Support</td>
<td>.852</td>
<td>.160</td>
<td>.335</td>
<td>5.323 &lt; .001</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td>-.1957</td>
<td>.766</td>
<td>-.160</td>
<td>-2.554</td>
<td>.011</td>
</tr>
<tr>
<td>Middle School</td>
<td>1.431</td>
<td>.669</td>
<td>.135</td>
<td>2.140</td>
<td>.034</td>
</tr>
<tr>
<td>(Constant)</td>
<td>5.037</td>
<td>1.522</td>
<td>3.310</td>
<td>.001</td>
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</table>

Note: N=218

The specific stepwise linear multiple regression results for personal accomplishment are presented in Table 4.9c. As shown, the Beta weights for level of occupational support was significant at the .01 level, suggesting a negative relationship between this variable and personal accomplishment. The R squared value for the equation was .072 indicating this variable accounted for a statistically significant amount of the personal accomplishment variance and a small effect size (7%, F [1, 217] = 16.804, p < .001).
Table 4.9c

Multiple Regression Results for Personal Accomplishment to Level of Support

<p>| | | | | | |</p>
<table>
<thead>
<tr>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple R</td>
<td>.269</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R Square</td>
<td>.072</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjusted R Square</td>
<td>.068</td>
<td></td>
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</tr>
<tr>
<td>Standard Error</td>
<td>4.48</td>
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Analysis of Variance

<table>
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<th>F</th>
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</thead>
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<tr>
<td>Regression</td>
<td>1</td>
<td>336.698</td>
<td>16.804</td>
<td>&lt; .001</td>
</tr>
<tr>
<td>Residual</td>
<td>216</td>
<td>20.037</td>
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</tr>
<tr>
<td>Total</td>
<td>217</td>
<td>20.037</td>
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</thead>
<tbody>
<tr>
<td>Level of Support</td>
<td>-.841</td>
<td>.205</td>
<td>-.269</td>
<td>-4.099</td>
<td>&lt; .001</td>
</tr>
<tr>
<td>(Constant)</td>
<td>44.159</td>
<td>.616</td>
<td></td>
<td>71.632</td>
<td>&lt; .001</td>
</tr>
</tbody>
</table>

Note. N=218

A Pearson product-moment correlation (two-tailed) was used to verify statistically significant results. The correlation indicated a significantly positive relationship between personal accomplishment and the elementary school counseling position (r = .139, p = .040), while there was a significantly negative correlation between scores of personal accomplishment and the level of occupational support (r = -.269, p < .001). Therefore, the personal accomplishment scores increased at the elementary school counseling position and as the level of occupational support rose.

This chapter presented the results of the data analysis procedures including descriptive analyses, structural equation modeling (path analyses), stepwise linear multiple regression, and Pearson product-moment correlation (two-tailed) analyses. The following chapter reviews and discusses the presented results and their possible implications and limitations.
CHAPTER 5

CONCLUSIONS

The chapter begins with a brief introduction to the study and a review of the research methodology. Secondly, the research hypotheses results are reviewed with a discussion of the findings presented in Chapter 4, which are compared to the reviewed research from Chapter 2 with explanations postulated for both congruent and incongruent findings. Next, some additional findings not anticipated in the research hypotheses are discussed. The possible limitations of the study, and the implications on the findings follow. Next, recommendations for future research are made. To conclude, the possible implications of the findings are presented along with a brief summary.

This study was based on the theoretical foundations of ego development (Loevinger, 1976) and the Multidimensional Perspective of Burnout (Maslach, Jackson, Leiter, 1996). Previous studies had looked at both school counselor burnout and counselors' levels of ego functioning, however, none had the specific focus of this study: the contribution of school counselors' level of ego development to degree of burnout (emotional exhaustion, depersonalization, and personal accomplishment).

The study surveyed 550 randomly selected ASCA members from across the country, which resulted in 225 returns yielding a return rate of 40.9%. The survey packets contained a research cover letter (Appendix A), a survey of demographic information (Appendix B), the SCT Form-81 (Appendix C), and the MBI-HSS (Appendix D). Of the 225 returned survey packets, 218 participants completed all survey instruments, while seven (7) did not complete all the instruments.
Following the data collection, path analyses were applied to test the research hypotheses. Additionally, hypotheses six and seven, and the exploratory research question were tested using stepwise linear multiple regression and Pearson product-moment correlation in addition to path analysis in order to strengthen the results. An alpha level of .05 was used in the data analyses.

Discussion

The following is a discussion of the findings with regard to the research hypotheses.

**Hypothesis 1:**
Scoring at higher levels of ego development (SCT) would contribute to lower levels of burnout (MBI-HSS) in school counselors.

**Hypothesis 2:**
There would be a mutual contribution between higher levels of ego development (SCT) and lower degrees burnout (MBI-HSS) in school counselors.

As presented in Chapter 4, the findings regarding the two hypotheses stating that higher levels of ego development would contribute and/or have a mutual contribution to a lower degree of burnout were not supported. The results of the analyses indicated that the theoretical models tested did not fit the data well. Based on these findings, neither a direct or mutual contribution exists between ego development and degree of burnout as hypothesized.

These results contradict Gann’s (1979) findings with social workers that helping professionals at higher levels of ego development have a lower degree of burnout and more specifically, depersonalization, which affects their ability to work with their clients.
This incongruence may have been a result of a flaw in the theoretical model of burnout, where burnout is a theoretical construct composed of three factors (emotional exhaustion, depersonalization, and personal accomplishment), threatening the appropriateness of the MBI-HSS with this sample. To test this postulation, the theoretical construct of burnout was tested using path analysis in a confirmatory factor analysis (CFA) fashion. Based on this finding, the lack of support for the hypothesized theoretical model testing the contribution of ego development to burnout and its respective subscales would not be surprising in light of the instrumental limitation.

Another possible reason for the disagreement may have been related to the sample's ego developmental and burnout levels, where there was limited variability, thus reducing the probability of identifying statistically significant relationships and effects. A third potential cause to this inconsistency may have been associated with the time in which the respondents completed the instruments. The MBI-HSS presents burnout along a continuum and does not attest to its presence or absence, where levels of burnout may fluctuate. The survey packets were distributed to the respondents directly after the public schools' winter break where the school counselors may have not been in their occupational environment for two week, possibly impacting their level of burnout.

Bias in the sample may have also contributed to the incongruence in the findings, with approximately 60% of the assessable population not responding. A final possibility for the discrepancy may be that the hypothesized theoretical model was incorrect and higher levels of ego development do not contribute to a lower degree of burnout. In view of the multiple potential sources confounding the findings, continued research would seem to be warranted.
**Hypothesis 3:**
Scoring at higher levels of ego development (SCT) would contribute to a lower degree of emotional exhaustion (MBI-HSS) in school counselors.

**Hypothesis 4:**
Scoring at higher levels of ego development (SCT) would contribute to a lower degree of depersonalization (MBI-HSS) in school counselors.

**Hypothesis 5:**
Scoring at higher levels of ego development (SCT) would contribute to a higher degree of personal accomplishment (MBI-HSS) in school counselors.

The findings of the path analyses regarding hypotheses 3, 4 and 5 that higher levels of ego development would contribute to a lower degree of emotional exhaustion, depersonalization, and a higher degree of personal accomplishment were not supported. The findings suggest that higher levels of ego maturity do not contribute to a lower degree of emotional exhaustion, depersonalization, and higher personal accomplishment in school counselors as hypothesized. Subsequent stepwise linear multiple regression and Pearson product-moment correlations supported the findings; however, these additional analyses did indicate that personal accomplishment had a statistically significant positive relationship to ego functioning. Higher levels of ego maturity were found to relate to increased feelings of personal accomplishment, which contributes to lower burnout.

The failure of these analyses to find a relation between ego functioning and emotional exhaustion was consistent with previous research. However, the failure to find a relationship between ego development and depersonalization was inconsistent with
Gann’s (1979) findings. A new finding not identified in the previous research was the significant relationship between ego maturity and personal accomplishment.

Two possible reasons for these incongruences may be the previously cited inaccuracy in the theoretical model of burnout and differences in the sampling size (N=78, compared to N=218). A larger sample size may provide increased variance enhancing the probability of attaining statistical significance. A third possibility may be distinctions between school counselors and social workers studied by Gann. School counselors and social workers are trained in distinct educational programs, which typically have different theoretical foundations. Additionally, the work environments were different, where Gann’s social workers were employed in one social service agency, while the current study’s respondents were employed at schools throughout the country. School counselors often work with a dissimilar population to that of social workers. Social workers typically interact with people under severe circumstances, while school counselors’ work with students and their families across a continuum of functionality.

Revisions in both the SCT and MBI-HSS may also have resulted in the incongruent findings. Gann’s (1979) study was conducted over 23 years prior to the current investigation. In that time, both the SCT and MBI-HSS have been revised at least one time in efforts to strengthen the instrumentation. These modifications may have contributed to differences in both instruments, amplifying the possibility of finding dissimilar results.

Nevertheless, it appears based on the correlations from Gann (1979) and the findings of the current study that depersonalization and personal accomplishment have a relationship to ego development levels, while emotional exhaustion does not.
Consequently, emotional exhaustion may be inherent in the helping professions and a necessary but insufficient contributor to higher levels of burnout (Lee & Ashforth, 1993). The manner in which professionals cope with the emotional fatigue (depersonalization) and how this strain affects their feelings regarding their occupation (personal accomplishment) appear to be related to higher levels of burnout and ego maturity. Based on these findings it can be concluded that helping professionals at higher levels of ego development depersonalize less and maintain positive feelings towards their work.

The positive relationship between personal accomplishment and ego development also seems to extend the cognitive developmental notion that higher levels of development are better or more functional (Kohlberg, 1981). This fundamental assumption has been supported in the previous counseling research. These findings suggest that school counselors at higher level of ego maturity report a higher level of personal accomplishment. It can be concluded that school counselors at higher levels of ego development preserve boundaries and engage in self-care, which enable them to accept their occupational limitations and maintain affirmative feelings about their work.

**Hypothesis 6:**
There would be a significantly positive correlation between school counselors’ levels of ego development (SCT) and the demographic variables of age, levels of education, years of experience, level of occupational support, gender, race, and school counseling professional position.
Hypothesis 7:

There would be a significantly positive correlation between levels of ego development (SCT) and the demographic variables of age, levels of education, years of experience, and, level of occupational support, while there would be no correlation between ego development and the demographic variables of gender, race, and the school counseling professional position.

There were no statistically significant relationships between the dependent variable of ego development and the demographic variables of gender, age, race (majority and minority), academic degree, number of years of school counselor experience, school counselor positions, and level of reported occupational support. Furthermore, the results of the applied path analysis modeling of the data specifying the relationship between ego development to the demographic variables of age, level of education, years of experience, and level of occupational support while excluding the other independent variables of gender, race (majority/minority), and school counselor positions did not indicate an acceptable range of fit. School counselors’ level of ego functioning does not appear to be related to the selected demographic variables.

The finding that none of the demographic variables had a significant correlation to school counselors’ level of ego development was unexpected. Ego development has been found consistent across gender and culture, a finding this study supported. No previous research had examined the relationship between school counselors’ occupational position and ego maturity levels, leading this to be an exploratory analysis. Theoretically and on the basis of previous research, age, years of experience, academic degree, and level of occupational support would have related to level of ego functioning. The lack of
significance in the study may have been a result of subject homogeneity, that is, a lack of variability in ego levels (N = 204, 92.4% at or above Self-aware [E5]) in the sample. A ceiling effect, caused by a commonly high levels of education [E5]) in the sample. A ceiling effect, caused by a commonly high levels of education may have also contributed to the non-significant findings. The participants’ homogeneity is apparent in many of the demographic characteristics previously presented, where the vast majority of participants were female European Americans who had earned a master degree. With reference to the ceiling effect, participants identified as bachelors level counselors were all second year, second semester graduate students. Therefore, all of the participants had completed or would be completing a minimum of a master degree in the near future. The question of the relationship between ego development and school counselors demographics characteristics will need continued exploration in future research.

Loevinger (1994) emphasized the potential for lack of variance of ego levels to be a problem in doing ego development research citing that individuals in most occupational positions represent a narrow range of ego maturity levels. Within this study the range was limited to four levels (Conformist [E4] to Individualistic [E7]), with the vast majority scoring at either Self-aware (E5) or Conscientious (E6) (N = 193, 87.4%). In fact, this finding would seem positive for the school counseling profession because Self-aware (E5) is a level of ego functioning where individuals possesses the necessary qualities of effective counseling (Zinn, 1995). Additionally, it confirms school counselors’ capacity to work effectively with students within one level of their own development (Conformist [E4] and Self-aware [E5] levels) (Swenson, 1980). Westenberg, Jonckheer, Treffers, & Drewes (1998) reviewed the research on ego development in children and adolescents, where age had a consistently significant relationship to ego development level. As the
children and adolescents’ age raised so did their level of ego functioning. Their findings also indicated that the majority of high school students are at the Conformist (E4) level, while young students were typically at the Self-protective (E3) and Impulsive (E2) levels. The current findings provide encouraging word that school counselors at the ego development levels of Self-aware (E5) and Conscientious (E6) are able to match students needs because at these levels counselors possess the essential characteristics to be effective and are at a higher level of psychological development than their clients.

No previous research had specifically explored the level of ego maturity of a national sample of practicing school counseling professionals. As previously noted, the finding that the majority of school counselors scored at E5 Self-aware (53.8%) and E6 Conscientious (32.6%) was consistent with the previous research with similar populations. Age and education have been the consistent discriminant variable in previous ego development research. Loevinger (1985) described the Self-aware (E5) level as the probable model level of young adults (18-25 years of age) and Hy, Bobbit, and Loevinger (1998) found most cases of college students to be at the Self-aware (E5) and Conscientious (E6) level. Swenson (1980) asserts that most graduate students are at the Conscientious (E6) level. With reference to more recent studies with counseling professionals, Watt, Robinson, and Lupton (2002) found the modal ego functioning level of counselor education students to be at Self-aware (E5). More specifically relevant to practicing counselors, Diambra (1997) found the majority (72.4%) of practicing Nationally Certified Counselors (NCC) scored at the Self-aware (E5) stage supporting the current findings.
Further, Diambra's (1997) analyses indicated that school counselors scored at lower levels of ego functioning than counselors at mental health and community settings. Contradicting Diambra's conclusion, this study found school counselors to score overall at a higher levels than Diambra's total sample. The contrary finding may have resulted from differential selection where Diambra's sample size of school counselors (N=42) was much smaller compared to a larger specified sample (N=221). The difference may have also resulted from sampling two different populations of counselors (NCCs and ASCA members) and Diambra's use of the less valid and reliable SCT- short form. Another possible reason for the deviation in ego development findings may have been related to methodological and design weaknesses in the earlier study.

The stability of ego maturity in relation to age and education has been supported in previous research (Loevinger, 1976). However, the considerable number of subjects at or above the Conscientious (E6) level (N=83, 37.6%) indicates that higher levels of ego functioning among school counselors are not uncommon. One possible reason for these higher levels of ego development in school counselors may be the common shared experience of counselor education programs, which contain conditions prescribed in deliberate psychological education (DPE) programs that stimulate development (Sprinthall, 1994). Borders (1998) cites research findings identifying the difficulty of promoting ego development during students' counselor education program. Nevertheless, the continuity, support and challenge presently provided in school counselors education programs may be promoting the ego development of a substantial number of professional counselors. When training and employment environments challenge individuals to function at an ego level one stage higher than their own, those
environments have the capability to stimulate psychological development (Borders, 1998; Turiel, 1966). It stands to reason, if school counselors receive a “plus one” level of challenge (one level higher than their current functioning) and support in their workplace, their ego maturity could increase making them more effective helping professionals.

**Exploratory Research Question:**

How significant would the correlation between the three subscales of burnout (emotional exhaustion, depersonalization, and personal accomplishment) (MBI-HSS) and the demographic variables of age, gender, race, levels of education, years of experience, level of occupational support, and school counseling professional position be?

The findings most strongly supported the research question. The three path analysis models approached an acceptable fit; however, the path coefficients for these models need to be interpreted with reservation because none of the models achieved an actual “fit” per its stated definition. For the emotional exhaustion model, the path coefficients indicated age, years of experience, and level of occupational support to have the greatest effect or influence on levels of emotional exhaustion. The independent variables of age, gender, years of experience, and occupational support had the strongest impact on levels of depersonalization. For personal accomplishment the path coefficients identified age, years of experience, and occupational support as having the greatest effect.

The findings regarding the relationship between the subscales of burnout to school counselors’ demographic variables are important. The consistent power (β) and statistically significant relationship between the three dimensions of burnout and the level of reported occupational support warrant further empirical investigation in school counseling. Social support has been found to provide a buffering function, where human
service professionals are able to manage stressful occupational demands more effectively while minimizing burnout (Cohen & Willis, 1985; Kirmeyer & Dougherty, 1988). Based on these findings, the level of occupational support provided to school counselor may be the most effective form of prevention for burnout. Supervision is a primary mode of conveying a sense of support to counselors (Feldstein, 2000; Phillips, 1998). Davis (1984) concluded from his findings that school counselor supervision is an effective method of burnout prevention, which was later corroborated by the findings Feldstein (2000). Therefore, school counselor supervision may be the best form of occupational support to combat burnout.

The significant positive relationship between emotional exhaustion and years of experience was unexpected. Further supporting this finding was the fact that graduate school-counseling students were found to depersonalize at lower rates than other school counseling positions. Research by Gann (1979), Heckman (1980), and Maslach and Jackson (1982) found that helping professionals exhibited the highest degrees of burnout when first entering the field and then, again after a significant number of years in the profession. Correspondingly, the present findings may be attributable to the overall lower level of emotional exhaustion reported and the majority of respondents being newer to the profession having 70.7% (N=159) with zero (0) to four (4) years of experience. The findings support the notion that newer school counseling professionals have lower emotional exhaustion and depersonalization, supporting the need to assist more experienced counselors helping them to cope with their occupational stress. This could come in the form of professional training aimed specifically at school counselors with more experience. Two possible interventions to support more experienced school
counseling professionals are the use of deliberate psychological education (DPE) and mentoring programs with less experienced counselors, which both provide the necessary challenge and support to stimulate growth (Sprinthall, 1994). Additionally, these findings suggest that it should not be assumed that occupational pressure eases with experience and all school counselors need support.

The findings from this study show that school counselors working at the middle school setting have higher indices of emotional exhaustion and depersonalization. This finding may be the result of the challenges of working with students at the middle school level. Middle schoolers are transitioning into adolescence, a time that can be stress provoking for students, their parents/guardians, and the school personnel working and interacting with them. School counselors in middle schools are confronted with the stress of counseling these students and their families through this difficult transition. Another possible factor contributing to this finding is school reform where standardized testing and accountability are increasing school counselors' responsibilities and level of stress (Paisley & McMahon, 2001). This may be especially true at the middle school level where standardized test scores seem closely tied to advancement decisions. Additional support for these counselors may be needed to successful cope with the pressure. Such support could be provided in the form of counselor supervision.

According to the current findings, elementary school counselors depersonalize to a lesser degree than other school counselors. Within elementary school counseling, this may be the result of the disproportionately high percentage of females working at this setting (N = 68, 94.4%), where the findings indicated that females scored at lower levels of depersonalization. This result was supported in research conducted with other human
service professionals (Maslach, 1993; Maslach, Jackson, & Leiter, 1996). It appears that males tend to depersonalize as a method of coping when confronted with elevated levels of emotional exhaustion at higher rates than females. This finding may be based on gender roles, which are sets of norms or culturally identified expectations defining how individuals of one gender should behave (Hyde & DeLamater, 2000). Males tend to be conditioned to discourage emotions such as tenderness and other expressions of feeling (Hyde & DeLamater). Additionally, in our culture, males are socialized to develop an instrumental identity consisting of behavior that is rational, analytical, competitive, and self-directed (Bakin, 1966). In contrast, females are socialized to be nurturing and cooperative. Research indicates that operating from stereotyped perspectives of gender roles (depersonalizing) may restrict clients to narrowly defined roles and fails to address a fundamental aspect of the human self (Foster, 2001; Orbach, 1990). Therefore, it is important that all counselors engage in critical examination of their own beliefs and values about gender, while male school counselors may need additional support and training to be secure in the emotionality of being a counselor and to develop approaches to effectively cope with occupational fatigue.

To summarize, the findings in relation to the research hypotheses and exploratory research question contribute new information, while supporting and challenging previous research. The lack of conceptual support found for the MBI-HSS substantiates the need for researchers to consider its potential weakness in future research. The finding of the relationship between ego functioning and the personal accomplishment dimension of burnout support the cognitive developmental assumption that higher is better. The consistent relationship between level of occupational support and lower levels of
emotional exhaustion, depersonalization, and a higher level of personal accomplishment gives emphasis to the need for school counselor supervision.

Discussion of Additional Findings

The data of this study yielded additional findings not sought directly in the research hypotheses and exploratory research question. The demographic characteristics of a national sample of school counseling professionals were consistent with previous research. The majority of the school-counseling professionals were European American females currently working towards and/or having earned a masters degree. The average number of years of school counselor experience was approximately five (5) years and the average age was 40. These demographic findings were consistent with recent studies by Constantine and Gainor (2001) and Astramovich and Holdren (2002) with school counselors. A difference in the present study from to the two previously cited studies was that the sample in this study was younger and less experienced, that difference may have been due to the considerable number of second year graduate students (N = 30, 13.3%) who participated. These findings also highlight the homogeneity of the school counseling profession and support the need for counselor education programs and the profession to work to attract more males (10.7%) and racial minorities (12.4%) to the profession to better represent the population they work with.

The study indicated that the majority of school counselors were at the low side of the burnout continuum, and more specifically, that they scored at a moderate level of emotional exhaustion, a lower level of depersonalization, and a high level of personal accomplishment. These findings parallel research conducted with a population of 190 school counselors in Kansas by Kim (1993) and a study of 217 school counselors in
Pennsylvania (Feldstein, 2000). Additionally, Stickel (1991) found school counselors from three rural areas to exhibit moderate levels of emotional exhaustion and depersonalization and a high level of personal accomplishment, which also marks a low level of burnout. These consistent findings suggest that the amount of burnout among school counseling professionals is not a pervasive problem, and the majority of counselors in schools are functioning at a lower level of burnout. However, these findings seem inconsistent with “public sentiment” that school counselors are detached, fatigued and may be at high probability for premature turnover, and worthy of more research.

Limitations of the Study

There were several limitations that existed in this study. These limitations are categorized into research design, sampling, and instrumentation limitations, which follow.

Research Design:

An inherent limitation of a correlational research design is the inability to establish cause effect relationships (Gall, Borg, & Gall, 1996). Even when applying structural equation modeling (path analysis), the researcher is able to examine direct and indirect effects that imply a causal approach, but true causality cannot be confirmed. A significantly positive or negative correlation between two variables in correlational studies may be the result of third extraneous variable not measured. Correlations between two variables indicate only that they are linearly related and do not suggest what has caused them to be related (Kiess, 1996). Causality can only be verified in the relationship between variables by applying an experimental design (Gall, Borg, & Gall).
A second limitation was the difficulty of getting participants to return the mailed questionnaires. At least 373 respondents were needed for a \( p < .05 \) confidence levels for a population of 12,000 (Krejcie & Morgan, 1970). A 67.8% rate of response would have been necessary to achieve this confidence level with a sample of 550. A return rate of 30% is commonly attained from a first mailing and may increase to 40% with follow-up procedures (Heppner, Kivlighan, & Wampold, 1999). Additionally, achieving a response rate under 50% hampers the generalizability of the findings, and for this study, the rate of response was 40.9%.

**Sampling:**

As stated above, sampling issues in a survey research design are an inherent limitation. The first sampling limitation lies in the fact that the findings can only be generalized to school counseling professionals who hold membership in ASCA and not to all school counselors since there might be unique characteristics of counselors who join national professional organizations. For example, ASCA members receive a professional journal and newsletter potentially promoting continuous professional growth and development. A second limitation to generalizability results from the fact that an ASCA membership profile was unavailable, therefore there was no comparison base to assess possible demographic distinctions between respondent and non-respondents. Additionally, no research was found that provided a demographic profile of a national sample of school counselors. However, a sampling bias is evident in this study with an over-representation of elementary school counselors compared to middle and high school counselors. Thirdly, participants who volunteered to complete the survey packet may have significantly different characteristics than non-respondents. Volunteers tend to be
better educated, more intelligent, have higher social class status, and are more likely to be female (Gall, Borg, & Gall, 1996).

With reference to burnout, school counselors experiencing a higher level of burnout may have been less likely to complete the instruments because of their emotional exhaustion. Furthermore, professional turnover is a behavior symptom of burnout, where school counselors experiencing high level of burnout may have already left the profession. No research studies were found on school counselor turnover, however, in a study with professional childcare workers, burnout was strongly related to anticipated turnover (Lazaro, Shinn, & Robinson, 1984). Cherniss’ (1980) study of the outcomes of teacher burnout supported the relationship between burnout and early turnover. In a more recent study, Weisberg and Sagie (1999) found the major factor in explaining teachers’ intention to leave their current position was burnout and more specifically, exhaustion.

Based on the findings for professions related to school counseling, the lower levels of burnout found in this study could be attributed to turnover, where those school counselors who were experiencing high levels of burnout left the profession and thus, were not represented. This phenomenon warrants further study.

A final possible sampling limitation could be that the participants who completed all the survey materials possessed a higher intrinsic drive towards self-growth and development than non-respondents. This may have occurred as a result of them already being at a higher level of ego development than a general sample of school counselors. Additionally, counselors holding membership in a professional organization such as ASCA might have been at higher levels of ego maturity and at a lower degree of burnout.
because of their continuous professional interaction and development compared to school counselors not holding membership.

Instrumentation:

The instrumentation utilized in this study has strong validity and reliability; however, other components of the assessment tools may have limited the findings. First, the confirmatory factor analysis (CFA) of the theoretical model of burnout as conceptualized in the MBI-HSS did not fit the data, implying an instrumentational limitation in the MBI-HSS with this sample, because the three dimensions of burnout within instrument did not reduce to the one construct in the applied data reduction procedure. Secondly, participants' social desirability, that is, the tendency to cast themselves in a positive light rather than express their true feelings or thoughts could have biased their responses to instruments (Gall, Borg, & Gall, 1996). Thirdly, the MBI-HSS attempts to minimize participants' reactive effect to burnout by not using the term on the instrument itself. Respondents may have recognized Maslach's name or other components of the instrument, which may have influenced them not identify their true feelings and thoughts or not return the survey.

A fourth possible instrument limitation is the use of the semi-projective SCT (Form-81), which contains 36-sentence stems. The instrument was designed to balance respondents' tolerance to complete the task and the need for breadth to support the validity and reliability (Hy & Loevinger, 1998). However, the completed 36 sentence stems may have required more time and energy than participants was willing to afford for to the study, which was evident in the statement of one respondent who only completed the first half of the SCT and wrote on the SCT that "I had enough". Another possible
limitation concerning the SCT was the narrow range of ego development scores represented (Conformist [E4] – Individualistic [E7]), making it difficult to identify significant relationships and effects. Finally, the required high level of education necessary to be a school counselor may have caused a ceiling effect in the ego development scores where the majority scored high (92.4% scoring at Self-aware [E5] or higher).

A final limitation possibly impacting the findings of this study may have been that other extraneous variables relate to burnout more strongly than ego development. Two possible school counselor characteristics relating to burnout that merit further investigation might be temperament and self-efficacy.

Given these limitations and no directional research hypotheses being supported, the study produces several significant findings and a number of others that were consistent with previous research and expectations. The exploration of methods to overcome the limitations in the study may lead to more significant findings in further research.

Recommendations for Future Research

Despite the meaningful contribution to the school counseling, burnout, and cognitive developmental literature made by this study, all conclusions will need to remain provisional until the findings are replicated through future research, which addresses the aforementioned limitations. Furthermore, additional questions related to these constructs continue to be unclear. The following section briefly reviews these questions and provides recommendations for further study.
Many of the limitations of the study are related to a survey research design and sampling. Future research relating to this topic needs to include a larger sample size to ensure an adequate number of returned responses to better represent the population and provide a 95% confidence level. A larger sample size may also provide increased variance, which may increase the probability of achieving statistical significance and power, while allowing for greater external validity. Additionally, further research would need to expand to both school counselors holding membership to ASCA and counselor who do not membership. This increased inclusion would broaden the scope of the findings and generalizability to all school counselors.

The limitation that counselors experiencing moderate to high levels of burnout would be less likely to return survey packet needs to be addressed in future research. A researcher could sample two populations of school counselors. The first could be done in a similar fashion to this study providing a broader national perspective, while the second sample could be all the school counselors willing to volunteer from one given county. Sampling school counselor from one county would likely provide a high rate of return, addressing the possible issue that non-respondents are the professionals experiencing higher levels of burnout. Additionally, this design would provide a comparison group, so similarities could be confirmed while differences could be further investigated.

Based on the consistent finding between the relationship of the subscales of burnout and the level of reported occupational support, further research is warranted. The variable of occupational support needs to be measured in greater depth by a more valid and reliable instrumentation. Due to the deviation of the theoretical model of burnout found in this study, confirmatory factor analysis (CFA) is needed of the MBI-
HSS with a similar population of school counselors. In order reduce the probability of Type 1 error, future research on ego development and burnout in school counseling should employ multiple measures of the two constructs in conjunction with the SCT Form-81 and the MBI-HSS.

Recommendations for future research to extend and strengthen the findings of this study have been presented. These suggestions include adaptations to the research design, sampling, data gathering procedures and methodology, and instrumentation. Further research utilizing these recommendations would support or challenge this study’s findings and contribute greatly to field.

Implications and Summary of the Study

Although similarities exist between the present findings and previous research, the uniqueness and specificity of the present study has several implications to the professions of school counseling and counselor education, and to the cognitive developmental and burnout literature. First, the characteristics of school counseling professionals are identified by the demographic profile of the national sample of ASCA members. The profile calls attention to the small number of minority school counseling professionals and disproportion by gender and identifies the need for the school counseling profession and counselor education programs to work to attract both males and minority professionals into school counseling.

The literature has consistently identified burnout as influencing the work performance of human service professionals (Maslach, Jackson, & Leiter, 1996). The findings in this study indicate that as a profession, school counseling professionals are at
low levels of burnout. Nevertheless, the consistent finding between lower levels of burnout to higher levels of self-reported occupational support merit further investigation and necessitate for continuous occupational support in the possible form of counselor supervision.

With reference to ego development, the literature has documented that counselors at higher levels of ego maturity are more effective with their clients and have greater adaptively. The finding that the modal level of school counselors’ ego development was at Self-aware (E5) was consistent with the previous research and supports the difficulty in advancing beyond this level of development (Manners & Durkin, 2000). However, the considerable number of counselors scoring above Self-aware (E5) level supports that graduate education may support developmental growth. The supportive and challenging experience into a graduate educate environment can promote learning, self-awareness, and personal growth, which may promote one’s level of ego functioning. With reference to counselor education, the finding that the majority of school counseling professionals score at the Self-aware (E5) level provides a measure of how educator can best match the professionals they server. More specifically, the finding that the majority of school counseling graduate student are at the Self-aware (E5) ego development level suggests that counselor educators should structure their educational environment one level higher, being at the Conscientious (E6) level to promote further psychological development (Manners & Durkin; Turiel, 1966).

To summarize, this study investigated the contribution of ego development levels to the degree of burnout in a national random sample of school counseling professionals. The results of the statistical analyses did not support the hypothesis, however, a
significant positive relationship was found between ego functioning and the burnout
dimension of personal accomplishment. Within this finding, school counselors at higher
levels of ego functioning scored at a higher level of personal accomplishment, reducing
their level of burnout. An additional noteworthy finding was the consistent relationship
between of the three respective burnout subscales and the level of reported occupational
support, where school counseling professionals reporting higher occupational support
scored at a lower degree of emotional exhaustion, depersonalization, and a higher degree
of personal accomplishment, which indicate a lower degree of burnout.

The findings of this study are encouraging in that the majority of school
counselors are functioning at burnout and ego development levels enabling them to work
effectively in their professional roles. The limitations of the study require the findings to
not be taken as absolutes and support the need for replication. Nevertheless, the study
offers practical information to improve counselor preparation and the school counseling
profession.
REFERENCES


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APPENDIX A
COVER LETTER

Dear Colleague,

My name is Glenn Lambie, Doctoral Candidate in the Department of School Psychology and Counselor Education at the College of William and Mary in Williamsburg, Virginia. I am conducting this study as a requirement for my doctoral degree in Counselor Education. Please take the time to complete the attached survey and demographic material. The project is designed to gather information on possible relationships among school counselors’ level of ego functioning, feelings of occupational stress, and selected demographic variables.

Your name was randomly selected from a school counselor database. I sincerely hope that you will complete the two enclosed surveys (the Human Service Survey and the Sentence Completion Test) and the demographic form, and mail them back to me in the enclosed pre-addressed, postage-paid envelope. It is important that you answer all questions as honestly as possible and avoid leaving any statements/questions unanswered. The completion time for the questionnaires will be approximately 30 minutes. Additionally, I ask that you please fill out the self-addressed stamped postcard and return it separately from the other packet for the purpose of maintaining the anonymity of your survey information. By completing and returning the postcard, you will not be troubled with subsequent follow-up materials. Please keep the enclosed College of William and Mary pencil as a thank you for your participation.

Before proceeding, I want to inform you of your rights as a participant in this research. First, participation in the study is voluntary. Please keep in mind that you can decide not to participate in this project at any time. Second, anonymity for each participant taking part in this project is highly valued and will be maintained up to the utmost limits of the law. In order to ensure anonymity no numbers or markers have been placed on any survey or the demographic form. By filling out the surveys and demographic form, and mailing them in the enclosed pre-addressed, postage-paid envelope, I will assume you have consented to participate in the survey. Please keep this copy of the cover letter as a copy of your rights as a participant. Third, this study is not expected to involve any risk of harm greater than encountered in daily life.

The results will be available to participants upon request by contacting: Glenn Lambie, College of William and Mary, School of Education, Jones Hall, Williamsburg, Virginia 23187. Also, the final dissertation will be made available on Dissertation Abstracts Online-Access via various computerized database and information services. Summarized findings may be published in professional counseling literature.

Please respond by January 25, 2002. Your timely response is greatly appreciated. If you have any questions or concerns, please do not hesitate to contact me [(757) 565-9510 or gwlamble@wm.edu] or my faculty advisor, Dr. Charles McAdams [(757) 221-2338 or crmcad@wm.edu].

Remember, by mailing back the completed survey and demographic form in the enclosed pre-addressed, postage-paid envelope, you have consented to take part in this study.

Thank you for your assistance,

Glenn W. Lambie, NCC., NCSC.
Doctoral Candidate
APPENDIX B
DEMOGRAPHIC SURVEY

State of Residence: ___________________

Your Gender:

_____ (1) male   _____ (2) female

Your Age:

_____ years

Race (check only one group)

_____ (1) Asian, Asian American

_____ (2) Black, African American

_____ (3) Latino, Hispanic, Mexican American

_____ (4) Native American, American Indian

_____ (5) White, Caucasian, European American

_____ (6) Other (please specify __________________________)

Your highest academic degree attained:

_____ (1) Bachelor   _____ (2) Master   _____ (3) Specialist

_____ (4) Doctoral   _____ (5) Other not specified

Your experience as a school counselor:

_____ years

Your current level position as a school counselor:

_____ (1) Elementary   _____ (2) Middle/Junior High   _____ (3) High School

_____ (4) Combination of Elementary & Middle   _____ (5) Combination of Middle & High

_____ (6) Other not specified

How supportive do you consider your current work environment to be? (Circle the appropriate number)

1   2   3   4   5   6   7
Very Supportive Not At All Supportive
APPENDIX C

SENTENCE COMPLETION TEST FOR MEN (Form 81)

Instructions: Complete the following sentences.

1. When a child will not join in group activities
2. Raising a family
3. When I am criticized
4. A man's job
5. Being with other people
6. The thing I like about myself is
7. My mother and I
8. What gets me into trouble is
9. Education
10. When people are helpless
11. Women are lucky because
12. A good father
13. A girl has a right to
14. When they talked about sex, I
15. A wife should
16. I feel sorry
17. A man feels good when
18. Rules are
Instructions: Complete the following sentences.

19. Crime and delinquency could be halted if
20. Men are lucky because
21. I just can't stand people who
22. At times he worried about
23. I am
24. A woman feels good when
25. My main problem is
26. A husband has a right to
27. The worst thing about being a man
28. A good mother
29. When I am with a woman
30. Sometimes he wished that
31. My father
32. If I can't get what I want
33. Usually he felt that sex
34. For a woman a career is
35. My conscience bothers me if
36. A man should always
SENTENCE COMPLETION TEST FOR WOMEN (Form 81)

Date: ________

Instructions: Complete the following sentences.

1. When a child will not join in group activities
2. Raising a family
3. When I am criticized
4. A man's job
5. Being with other people
6. The thing I like about myself is
7. My mother and I
8. What gets me into trouble is
9. Education
10. When people are helpless
11. Women are lucky because
12. A good father
13. A girl has a right to
14. When they talked about sex, I
15. A wife should
16. I feel sorry
17. A man feels good when
18. Rules are
SCT for women (Form 81)-2

Instructions: Complete the following sentences.

19. Crime and delinquency could be halted if

20. Men are lucky because

21. I just can't stand people who

22. At times she worried about

23. I am

24. A woman feels good when

25. My main problem is

26. A husband has a right to

27. The worst thing about being a woman

28. A good mother

29. When I am with a man

30. Sometimes she wished that

31. My father

32. If I can't get what I want

33. Usually she felt that sex

34. For a woman a career is

35. My conscience bothers me if

36. A woman should always
APPENDIX D

Christina Maslach - Susan E. Jackson

MBI Human Services Survey

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

On the following page there are 22 statements of job-related feelings. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, write a "0" (zero) before the statement. If you have had this feeling, indicate how often you feel it by writing the number (from 1 to 6) that best describes how frequently you feel that way. An example is shown below.

Example:

<table>
<thead>
<tr>
<th>HOW OFTEN:</th>
<th>0-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>0</td>
</tr>
<tr>
<td>A few times a year or less</td>
<td>1</td>
</tr>
<tr>
<td>Once a month or less</td>
<td>2</td>
</tr>
<tr>
<td>A few times a month</td>
<td>3</td>
</tr>
<tr>
<td>Once a week</td>
<td>4</td>
</tr>
<tr>
<td>A few times a week</td>
<td>5</td>
</tr>
<tr>
<td>Every day</td>
<td>6</td>
</tr>
</tbody>
</table>

HOW OFTEN

0-6 Statement:

______________ I feel depressed at work.

If you never feel depressed at work, you would write the number "0" (zero) under the heading "HOW OFTEN." If you rarely feel depressed at work (a few times a year or less), you would write the number "1." If your feelings of depression are fairly frequent (a few times a week, but not daily) you would write a "5."
**MBI Human Services Survey**

**HOW OFTEN:** 0 1 2 3 4 5 6

<table>
<thead>
<tr>
<th>HOW OFTEN</th>
<th>0-6 Statements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never A year or less</td>
<td>1. I feel emotionally drained from my work.</td>
</tr>
<tr>
<td>Once a month or less</td>
<td>2. I feel used up at the end of the workday.</td>
</tr>
<tr>
<td>A few times a month</td>
<td>3. I feel fatigued when I get up in the morning and have to face another day on the job.</td>
</tr>
<tr>
<td>Once a week</td>
<td>4. I can easily understand how my recipients feel about things.</td>
</tr>
<tr>
<td>A few times a week</td>
<td>5. I feel I treat some recipients as if they were impersonal objects.</td>
</tr>
<tr>
<td>Everyday</td>
<td>6. Working with people all day is really a strain for me.</td>
</tr>
<tr>
<td></td>
<td>7. I deal very effectively with the problems of my recipients.</td>
</tr>
<tr>
<td></td>
<td>8. I feel burned out from my work.</td>
</tr>
<tr>
<td></td>
<td>9. I feel I'm positively influencing other people's lives through my work.</td>
</tr>
<tr>
<td></td>
<td>10. I've become more callous toward people since I took this job.</td>
</tr>
<tr>
<td></td>
<td>11. I worry that this job is hardening me emotionally.</td>
</tr>
<tr>
<td></td>
<td>12. I feel very energetic.</td>
</tr>
<tr>
<td></td>
<td>13. I feel frustrated by my job.</td>
</tr>
<tr>
<td></td>
<td>14. I feel I'm working too hard on my job.</td>
</tr>
<tr>
<td></td>
<td>15. I don't really care what happens to some recipients.</td>
</tr>
<tr>
<td></td>
<td>16. Working with people directly puts too much stress on me.</td>
</tr>
<tr>
<td></td>
<td>17. I can easily create a relaxed atmosphere with my recipients.</td>
</tr>
<tr>
<td></td>
<td>18. I feel exhilarated after working closely with my recipients.</td>
</tr>
<tr>
<td></td>
<td>19. I have accomplished many worthwhile things in this job.</td>
</tr>
<tr>
<td></td>
<td>20. I feel like I'm at the end of my rope.</td>
</tr>
<tr>
<td></td>
<td>21. In my work, I deal with emotional problems very calmly.</td>
</tr>
<tr>
<td></td>
<td>22. I feel recipients blame me for some of their problems.</td>
</tr>
</tbody>
</table>

(Administrative use only) cat. cat. cat.

EE: _______ _______ DP: _______ _______ PA: _______ _______
APPENDIX E

A

Dear ASCA Colleague,

Thank you for your participation in this study. Your participation will contribute to the growth and development of the school counseling profession. Please print your name and date, and return this postcard separately from the other data collection materials. By returning this postcard, you will not be troubled with follow-up materials.

Name

Date

Thank you again for your assistance,
Glenn W. Lambie, NCC., NCSC.
The College of William & Mary

B

Dear Colleague,

Thank you for your support in the study on school counselors’ level of ego functioning and feelings of occupational stress. Your assistance will contribute to the continuous development of our profession.

If you have not completed and returned the materials, please do so by January 25, 2002. The data from this study will support the development of school counselor education and possible in-service trainings. If you have any questions or concerns, please do not hesitate to contact me. My address, email, and telephone number are provided in the study’s cover letter.

Thank you again for your support,
Glenn W. Lambie, NCC., NCSC.
The College of William & Mary