Occupational Stress: A Study of Stress Levels As Perceived by Selected Employees Related to Situational and Dispositional Stress

by

Kenneth D. Jones

Dissertation submitted to the Faculty of the
Virginia Polytechnic Institute and State University
in partial fulfillment of the requirements for the degree of
Doctor of Education
in
Educational Administration

Approved:

Ronald McKeen, Co-Chairman

Robert R. Richards, Co-Chairman

Houston Conley

Kenneth E. Underwood

Jimmie C. Fortune

Helen W. Turner

April 1992

Blacksburg, Virginia

Occupational Stress: A Study of Stress Levels As Perceived by Selected Employees Related To Situational and Dispositional Stress

By

Kenneth D. Jones

Committee Chairpersons: Ronald L. McKeen and Robert R. Richards

Educational Administration

(ABSTRACT)

Evidence from studies related to the workplace (Ziemenski, 1981 and Knautz, 1982) suggest that occupational stress is a causal factor in job-related illnesses such as coronary heart disease, psychoneurotic and personality disorders, and migraine headaches. "In addition to physiological problems resulting from stress almost every psychosocial variable of importance is affected by stress in the workplace, including productivity, morale, and the psychological well-being of workers" (Ivancevich and Matteson, 1980).

Cooper and Marshall (1975) proposed two central features of stress at work, the interaction of which determines either coping or maladaptive behavior and stress related disease: (1) the characteristics of the persons (dispositional) and (2) the potential sources of stress in the work environment (situational).

There is a growing need to use stress responses to cope with stressful situations encountered in occupations. In

order to fulfill their responsibilities, employees should be aware of stressors that develop. The methods utilized in this study should provide an approach to identifying stressors and assessing counterproductive job situations.

The purpose of this study was to measure and compare the degrees of stress experienced by administrators, teachers, and support personnel of the District of Columbia Public School System to selected occupational factors.

This study utilized a descriptive research methodology and survey technique to gather data from a sample population of employees of the District of Columbia Public School System including: (a) administrators, (b) teachers, (c) support personnel, including engineers and clerical support personnel.

It was hypothesized that: (1) there is no statistically significant difference in stress levels of administrators, teachers, and support personnel as measured by responses to measurements of perceived occupational stressors (change, clarity, tedium, control, intensity and conflict) according to reported situational and dispositional factors. Analysis of Variance procedures and Pearson Moment Correlation were used to test the hypothesis. Data for the study were obtained from five high schools in the District of Columbia.

ACKNOWLEDGEMENTS

The writer wishes to express sincere appreciation to the committee members, Dr. Kenneth E. Underwood, Dr. Houston Conley, Dr. Jim Fortune and Dr. Helen W. Turner for their assistance and support in the development of this study. Special thanks are extended to the committee co-chairmen, Dr. Robert Richards and Dr. Ron McKeen for the time and effort they devoted to directing the research.

A note of gratitude is owed to Sharlene White and Celeste Mitchell for their typing assistance. Heartfelt thanks are extended to Carlton Lampkins, Jesse Freeman, and Courtney Fletcher for providing support and encouragement along the way.

DEDICATION

To my parents:

OSCAR AND LUCY JONES

To my brothers:

ADRIAN, SELWYN, MICHAEL AND MURRIELL

To my children:

LISA AND SEAN

To my love one:

GEORGIA BELINDA HARRIS

Whose unfailing love, encouragement, and support made it possible for me to realize my goal. They understood when I could not be with them. Adrian and Michael, you will always be with me in spirit.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER ONE

INTRODUCTION

There are a multiplicity of factors in occupational employment which may contribute to unproductive pressure on employees. Any of the tasks involved with each role of an employee may be considered a source of stress. Hunt (1983) compares stress to the tension of a violin string. If the string is too taut, it snaps; but if it is too lack, it will not make music.

A stress free life is not possible. Since stress is part of every life, it is essential to determine if stress is useful or destructive.

> Selye distinguishes between stress that is positive and that which is negative. Stress, or positive stress, is that factor necessary for one to perform well, particularly under pressure...Distress, or negative stress, is experienced by an individual who fails to achieve. Feelings of insecurity, helplessness or desperation are associated with negative stress (Brimm, 1983).

Many school employees are subjected to pressure, aggression, paperwork and personal conflict with others. Teachers are among the occupational groups indicating high job stress. A high percentage of school administrators also find their jobs demand a source of unusually high stress. According to Kroes and Hurrell (1978), professionals seem more susceptible to occupational stress in the people related

occupations. This was verified by studies of police, and also by studies of administrators (Gmelch, 1977, 1980), teachers (Schuab and Iwanick, 1982), dentists (Howard, 1978), and other professionals.

In the workplace, stress can manifest itself by absence from work, low productivity, accidents, poor industrial relations, low morale, labor turnover and even premature retirement (Fletcher, Gowler and Payne, 1979).

One of the unseen dangers of stress is its cumulative nature. When chronic stress has accumulated over a period of years, employees often suffer a substantial health breakdown. Many employees do not begin to feel the effects until they are 45 to 50 years old. The employee's health collapse is a slow development of years of reaction to stress. Stress can be broken up into three categories: physical, psychological and job related symptoms. Physical manifestations related to stress reported by Feitler and Tokar are headaches, knots in the stomach, insomnia, sweating, tightness in the chest, and rashes or hives (1985). Manuso (1979) adds gastrointestinal disorders such as peptic ulcers, colitis, cardiovascular disorders, hypertension, arteriosclerosis and cardiac infarcts. Other physical ailments may include back problems, coronary artery disease, heart attacks, and even cancer (Anderpol, 1981).

Statement of Need

According to a large body of research, an overwhelming number of employees are experiencing illness that appears to be job related. In a 1985 survey of 40,000 workers in various occupations, the National Center for Health Statistics found that more than half of a tested sample of persons had experienced either "a lot" or "moderate" stress at work during the previous two weeks (Miller, 1988).

Hans Selye (1979), a noted authority on stress, stated that "stress is the salt of life, stress wakes us up and makes us alive." Selye (1976) further stated that...life is impossible in the absence of stress...Yet, of all the processes of human life and despite everything that has been written, stress is probably one of the least understood phenomenon (Greenwood, 1979).

According to Chapman (1983), employees should become cognizant of the fact that stress is a normal condition. Normal stressors are required in everyday life and are necessary for motivation, self-reflection, risk-taking and growth. However too much of the wrong kind of stress can cause problems.

Occupational stress refers to any characteristic of the job environment which poses a threat to the individual--either excessive demands, monotonous jobs, non-decision making authority, or insufficient resources to meet the needs (Tung

and Koch, 1980). It is this stress when experienced over an extended period of time that causes wear and tear on the mind and body and leads to emotional and physical illness and ultimately to "burnout" (Iwanicke, 1983).

There is a growing need to use stress management to cope with stressful situations encountered in occupations. In order to fulfill their responsibilities, employees should be aware of stressors that impact them. Knowledge of stressful events may suggest remedial responses which may be utilized to mitigate the effect of harmful stressors. Thus, it seems appropriate to analyze and compare the degree of stress experienced as related to occupational factors. The methods utilized in this study should provide an approach to identifying stressors and assessing counterproductive job situations.

Purpose of the Study

The purpose of this study was to measure and compare the degree of stress experienced by administrators, teachers and support personnel of the District of Columbia Public Schools with selected occupational factors. Evidence from studies in experimental laboratory settings (Kahn and Quinn, 1970) and in the workplace (Margolis, Kroes and Quinn, 1974) suggest that occupational stress is a causal factor in coronary heart disease, psychoneurotic personality disorders, nervousness,

and migraine headaches. In addition to physiological problems resulting from stress, almost every psychosocial variable of importance is affected by stress in the workplace, including productivity, morale, and the psychological well-being of workers (Sweetland, 1979).

Cooper and Marshall (1975) proposed two central features of stress at work, the interaction of which determines either coping or maladaptive behavior and stress-related diseases: 1) the characteristics to the person and 2) potential sources of stress in the work environment. This study refers to these features as dispositional stress and situational stress respectively.

This was a descriptive occupational study. The findings of which should enable administrators and managers to utilize an instrument which produces results to assist them in identifying stress factors in their efforts to minimize stress that is detrimental to employees in the workplace. This researcher used selected employees of the District of Columbia School System for the study.

Hypothesis

In order to investigate the problem in this study, the following null hypothesis was tested: there are no statistically significant differences in the degree of dispositional and situational stress as perceived by

administrators, teachers and support personnel of the District of Columbia Public Schools when measured using the scales of measurements for perceived occupational stressors according to reported situational and dispositional factors.

Limitations of Study

This study was delimited to public senior high schools located in the District of Columbia. Thus, the sample was not representative of the entire district.

1. This study was limited to a select group of employees currently serving in the District of Columbia Public Schools for the school year 1990-91. Thus, this sample was not representative of other school systems.

2. This study was limited to responses received from administrators, teachers, and support personnel. Thus, this sample was not representative of other employees of the system.

3. This study was limited to senior high schools (academic).

The self-reporting nature of the data carries with it the possibility that certain respondents may be inclined to respond to certain questions the way they perceive the researcher would find appropriate.

Definition of Terms

The following definitions apply for the purposes of this study:

CHANGE - refers to modifications in areas such as job security, work satisfaction, general uncertainties, career development, salaries, and status.

CONTROL - refers to the power to make decisions, and exercise judgments regarding behavior and on occasion the behavior of others.

DISPOSITIONAL STRESS - refers to those internal characteristics which are peculiar to a particular individual and which cause the individual to behave in a certain manner under a given circumstance.

HOMEOSTASIS - refers to a relatively stable state of equilibrium or a tendency toward such a state between the different but interdependent elements or group of elements of an organism or group.

INTENSITY - refers to the amount of work and difficulty to be performed within a given time frame.

OCCUPATIONAL STRESS - refers to those conditions of employment that affect the homeostasis in an individual and often result in loss of productivity and well-being.

PERCEPTION - refers to what one believes to be accurate whether it is factual or not.

CLARITY - refers to those conditions in which individuals have inadequate information about their work role resulting in a lack of clarity about the objectives associated with the role and/or about the scope and responsibilities of the job.

CONFLICT - refers to those conditions which exist when an individual is torn by conflicting job demands which they feel they do not want to perform or are not part of their job description.

SITUATIONAL STRESS - refers to the external stressors affecting an individual.

STRESS - refers to the nonspecific response of the body to any demand made upon it.

TEDIUM - refers to boredom or ennui by unused powers, inactivity, lack of stimulus or performance of repetitious tasks.

TENSION - refers to the physiological reactions to stress.

Organization of the Study

This study was divided into five chapters. Chapter One was the introduction of the study. It consisted of the statement of need, the purpose of the study, hypothesis, limitation of study, definition of terms, and the organization of the study.

Chapter Two consists of the review of the literature on stress, particularly as it relates to the six occupational stressors.

Chapter Three consists of the methodology, the population, the sample, and the procedures.

Chapter Four consists of the findings and provides an analysis of the data.

Chapter Five consists of the summary, conclusions, and recommendations.

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

There is a large body of literature related to stress in general, but there is a limited body of research as it relates to occupational stress. However, this chapter will make a major effort to present literature that is pertinent to situational and dispositional stress which is related to an employees' perception of occupational stress and its effect on job performance. This chapter will be divided into the following sections: Theories of stress, occupational stress, and non-occupational stress.

Theories of Stress

Physiological Stress

Responses to stressful situations are highly individualized. No two people react the same. One individual may experience physiological difficulties, while another may experience psychological difficulties.

The individual who is under a certain amount of stress continually will suffer from certain diseases endemic to modern society which are linked to stress (Farber, 1991). Selye (1956) defined three stages of biological stress. The alarm reaction, the resistance stage and the exhaustion stage,

all of which are referred to as the general adaptation syndrome. The general adaptation syndrome (G.A.S.) was produced by various nocuous agents and regardless of the source of stress, the body reacts in the same manner. The sympathetic nervous system activates the chemical hormones that link perception and response. In return the hypothalamus assigns them strength depending on perception and then triggers the pituitary gland (Gasner, 1975). This gland releases the hormone, adrenocorticotropic acid (ACTH) into the bloodstream (Greenberg, 1963). The entire body is mobilized and put on alert with muscles, lungs, and heart ready for action. After the body is alerted and readied, it enters the resistance reaction stage. The individual either copes with the situation or fails to deal successfully with the pressure at hand (Albrecht, 1979).

The final stage of the syndrome is the exhaustion stage. If the individuals have not coped successfully with the stressful situation, they then suffer psychological, physiological, and behavioral distress. The entire process although a very elegant display of innate intelligence, requires a mere flash in time. According to Selye (1975) a living organism cannot exist in a continuous state of alarm and that the body develops disease to fight to maintain homeostasis. The continual state of stress may be so unremitting that an individual does not even recognize the

signs. If an individual takes on a greater load of stress rather than seek means to combat or alleviate it, it becomes extremely dangerous.

Psychological Stress

According to Sutterly and Donnely (1981), psychological stress deals with cognitive factors leading to the evaluation of threat. The definitions are not as clear when reviewing the literature of psychological stress, but the responses to psychological stress have been somewhat agreed upon (Roesch, 1979). Gmelch (1977) summarized that people have four responses to stress:

1. Fight-a power-based response where a win or lose situation may result.

2. Flight-avoidance behavior which may or may not be appropriate depending on the situation.

3. Freeze-a state of paralysis by analysis - the individual is often preoccupied with the stressor and the anticipation of the stressor creates more stress than the reality of the situation itself.

4. Learning-a preventive measure which is futuristic in nature - it allows the individual to cope on a longterm basis.

Psychologists have also described responses as direct and defensive responses to stress. When individuals use a direct response, they alter unpleasant situations. To do so, they may rely on aggressive or compromise tactics. They could also withdraw from the situation.

Morris (1976) described defensive responses as the different ways that people convince themselves that they are not really threatened. It can take the form of self-deception and is often on an unconscious level. Other forms of this type of defense mechanism are denial, repression, displacement, projection, and regression. Roesch (1979) concluded that many psychologists believe that healthy responses to stress are dependent on the individual's ability to live according to social norms, to control desires and to limit goals.

Occupational Stress

In addition to physiological problems resulting from stress almost every psychosocial variable of importance is affected by stress in the workplace, including productivity, morale, and the psychosocial well being of workers (Sweetland, 1979).

According to Kahn and Quinn (1970) and Margolis, Kroes and Quinn (1974) it is suggested that occupational stress is a causal factor in coronary heart disease, psychoneurotic personality disorders, nervousness and migraine headaches. Layden (1977) stated that more people die of heart and circulatory disease than any other illness without having any previous symptoms. Other related symptoms include tension and the inability to relax or decompress after work (Kyniacou and

Pratt, 1985).

One of the reasons that occupational stress has been receiving so much attention is that it is costing business billions of dollars. In 1978, Greenwood estimated that stress on the job for executives alone costs businesses between ten and nineteen billion dollars per year. Ivancevich and Matteson (1980) roughly estimated the costs of stress to be approximately 10% of the United States Gross National Product, seventy-five to ninety billion dollars annually. A New York Business Group on Health polled 201 medical directors, personnel directors and heads of employee assistance programs at major corporations and found that 13% of the work force had been depressed; 17% suffered from anxiety; 11% suffered from health problems; but only 15% sought professional help (Sperling, 1989). Russek and Zohman (1958) reported that 9.1% of the coronary disease patients studies had experienced prolonged emotional stress related to the demands of their jobs, prior to the onset of the disease.

Gumby (1981) reported on data collected by the National Center for Health Statistics regarding job-related stress of American men and women between the ages of twenty through sixty-four, 26.5% of the men, and 22% of the women reported a large amount of stress encountered on the job. Also as the educational level increased, so did their reported stress level of both groups.

Rosen (1981) described the major corporate liabilities linked to stress as the five A's: alcoholism, absenteeism, accidents, apathy, and antagonism. Other major concerns of business and industry are disability and damage suits related to occupational stress (Ivancevich and Matteson, 1983). According to Carlton and Brown (1981), stress is becoming the number one cause of managerial dysfunction. They also reported 700,00 Americans die annually from coronary disease. Of these, 200,00 involve persons 65 years old or younger.

Non-Occupational Stressors (Dispositional)

Individual characteristics

As stated earlier, people respond differently to the same stressors, based on their individual characteristics which include personality, self-esteem, psychological status, health status, need levels, tolerance levels, position, and education level. Many researchers including Wolff (1958); Lazarus (1966); McGrath (1972); Ivancevich and Matteson (1980); and Greenberg (1983) developed stress models which included individual characteristics as the central segment of the model.

Personality

According to Robe (1980), personality is defined as a set of behavior patterns that is reasonably durable and will

determine how each individual responds to stressors. It can restrict or expand the capabilities of the individual to cope. Harris (1978) and Schultz investigated the idea of person-environment. This pertains to the concept of harmony between the individual and the environment (Harris, 1978). Schultz described stress as the product occurring when the two do not match.

Friedman and Roseman (1974), identified two personality types when studying stress and heart disease that are best known in the stress field: Type A and Type B. The type A personality is described as hard-driving, strives for achievement, competitive, aggressive, harried and impatient. They were chronic, often fruitless, and never-ending struggles with themselves, their counterparts, time, and life itself. Type A also is likely to have an unrestrained, well-justified form of hostility as well as profound insecurity. Type A individuals appear successful but tend to "burn-out" early, suffer higher rates of heart attacks, and rarely experience long-lasting success. According to Friedman and Roseman (1974), Type B personality is described as more relaxed, easy-going and reflective. Type B individuals don't suffer guilty feelings when they use their leisure time. They are not overly competitive, but they have proved to be just as successful and are capable of maintaining long-range success. Although people do not fall entirely into a specific

personality type, they fall somewhere on a continuum between the various types (Forbes, 1979; Kadlececk, 1982).

Caplan and Jones (1975) studied Type A personality and the effects of workload and role ambiguity. The results suggested that occupational stress has its greatest affect on the Type A individual. In a study conducted by Gavin, Veroff and Feld (1960) concluded that Type A personalities can be a blessing and a curse (Knatz, 1982). Type A individuals get the job done but their personalities are harmful to their mental and physical health. Howard, Recnitzer and Cunningham (1977) studied personality types and occupational stress in Canada. They supported the theoretical personality based established by Friedman and Roseman in 1974. They were also able to conclude the extreme Type A personalities tend to work more hours, be less content, and travel more than less intense employees. Studies have found a number of other psychosocial variables that influence teachers' vulnerability to stress. Teachers with an external loss of control are more likely to suffer from stress (Cadavid, 1986; Fielding, 1982; McIntyre, 1984; Marlin, 1987; Meehling, 1982; Stone, 1982; Zager, 1982). This finding is consistent with research explaining stress caused by controllability as the most important (Taylor, 1990).

Self-Esteem

Stress has also been related to such higher order needs of teachers as self-actualization and self-esteem (Anderson and Iwanicki, 1984). According to Ivancevich and Matteson (1980), self-esteem or how we feel about ourselves, is beneficial and sometimes essential to effective functioning. They also hold that higher levels of self-esteem are associated with greater confidence in their ability to succeed in the surroundings. Low levels of self-esteem result in the production of negative stress. Ivancevich and Matteson also concluded that self-esteem levels can hinder or promote job performance.

According to Kash and Cobb, 1970; House, 1972, self-esteem has been linked to stress-related health changes in several studies.

Psychological Status

According to Morse's and Furst's (1979), anxiety comes from the Greek meaning to tighten or to strangle, Knatz 1982, Malanouski and Wood, 1984 concluded that anxiety is an emotion related to fear, threat, or a feeling of inevitable doom. Knatz also reported that anxiety is caused by psychological threats such as when self-image, values, or habits are threatened. Srivastran (1977), suggested that anxiety is present in all individuals to varying degrees. Anxiety, the

fear of the unknown, has individual tolerance limits (Yankelovich, 1977). When this limit is suppressed, a person's health, state of mind, and behavior are affected. As anxiety levels increase and become persistent, a person's mental health state and neurosis becomes more affected and can result in psychosomatic illness (Marshall and Cooper, 1979).

Kahn, (1964), Marshall and Cooper (1979); Ivancevich and Matteson (1980), and Greenberg (1983), all linked individual's psychological states with stress. One's psychological state at the time of stress encounters, affects stressor perception and the resulting stress intensity.

Health Status

According to Ivancevich and Matteson (1980), health status is defined as the overall state of physical health. They generalized that some people always seem to feel good while others suffer from an exceptional amount of physical ailments and problems. They concluded that healthy people seem better able to handle stressors than less healthy people. Many of the studies of risk factors in teachers confirm that those teachers with greater response capabilities (reflected in high degrees of self-esteem, self-confidence, or hardiness) are better able to withstand the typical rigors of a classroom (administrative disruptions, student fights and dilapidated equipment) are less likely to be become severely stressed

(Farber, 1991). Teachers who are personally "hardy" who see themselves as having a positive capability to cope with and mediate stress (Kobasa, 1979), are less likely to suffer from burnout (Holt, Fine, and Tollefson, 1987; Schoenig, 1986). Selye (1975), held that people have stores of adaptive energy. If they use a portion of these energies to counter physical ailments, they have less energy available to cope with stress. Therefore, the general health status of a person affects how the person responds to a stressor.

Need Levels

Behavior is dependent on a person's hierarchy of needs. Whether the need is basic or of a higher-order, one seeks to satisfy it (Ivancevich and Matteson, 1980). According to Maslow's motivation theory (1954), needs have a hierarchical ordering of importance. The more basic needs must be relatively well satisfied before the higher order needs become important. A survey reported in Psychology Today (1978), indicated that workers seek more psychological satisfaction, more opportunities to learn and grow with a chance to use their skills and talents, and the desire to do something worthwhile. Ivancevich and Matteson (1980), reported that workers' needs that are most significant are those related to success and accomplishment. Herzberg (1968), referred to a pattern of work needs as psychological growth and described it

in his Motivation-Hygiene Theory. McClelland (1961), found that individuals who display high levels of need for achievement, attempt more, surpass colleagues, set and attain high standards, attempt goals and enjoy competition. These persons view work as central in their lives and often suffer self-imposed work overload resulting in stress.

Tolerance Levels

Ivancevich and Matteson (1980), state that individuals have tolerance levels which vary based on their individual make-up and experiences. In the literature, tolerance levels have been applied to role ambiguity, stress levels (Levine, 1971; Selye, 1975; Wright, 1973, and Forbes, 1979) and to anxiety (Yankelovich, 1972). In general they propose that all people have a threshold or tolerance level. After this is surpassed, negative stress occurs resulting in harmful effects on the individual.

When we become aware of the stressors, we must determine the style to be used in responding. Tolerance allows us to acknowledge differences without attributing hostility to those expressing varying views. It is better to believe in people. Most people want to succeed. Attempts at understanding will, at least prevent differences in viewpoint from being needlessly distorted and exaggerated. The tolerance phase often is the one most practical for administrators to master.

It consist primarily of our own attitude. It is not so much what happens to us that matters, but rather how we meet it.

Position

Many occupational-specific stress research studies have been conducted during recent years to determine levels, sources and effects of stress in the various fields. According to the literature, it is evident that stress does not discriminate. Some aspect of virtually every occupation can be perceived stressful to the individual worker. Some occupations have been found to be more stressful than others. Ivancevich and Matteson (1980), stated that the stressor conditions to which an individual is subjected vary as a function of occupation. Guralnich (1963), labeled lawyers, judges, physicians, pharmacists, insurance agents, and real estate agents as high stress occupational groups; and college presidents, college professors, and teachers as low-stressed groups based on coronary heart disease incidence. In a study of 130 occupations, Colligan, Smith and Hurrell (1977) reported a high incidence of mental health problems among hospital and health care workers. Quick and Quick (1979), found that laborers, administrators, painters, secretaries, and office managers have very stressful occupations. In 1979, the American Academy of Family Physicians investigated six occupational groups and reported the percentage of respondents

who felt that their occupations were always or usually stressful, 81% of executives, 65% of secretaries, 44% of garment workers, and 38% farmers (Warner, 1980). In 1981, the results of a survey conducted by the Gallop Organization showed that public school teachers were on par with doctors for experiencing stress. Public school principals rated almost as high, falling one point behind doctors and teachers. There is a general point of agreement in the literature (Burke, 1971; Buck, 1972; Cobb, 1974; Swent & Gmelch, 1977; Colligan, 1977; Anderson, 1978; Copper & Crump, 1978; Weiman, 1977; Ivancevich & Matteson, 1980; Cherniss, 1980; Schwab & Iwanickie, 1982; Greenberg, 1983) that as job responsibilities and the responsibility for people increases, so does reported job stress levels.

Educational Levels

Ivancevich and Matteson (1980) proposed that education may be a factor in stress levels, as a result of other variables, which influence an individual's life. Individuals who hold the same job often find that they experience educational discrepancy resulting from having lower educational levels than counterparts. Selye (1976), related educational levels to stress. He reported that in a study of social and psychological factors associated with illness, individual's stress illness rates increased as they moved

upward in social status above where their educational levels would normally merit placement. American Telegraph and Telephone examined 270,000 male employees over a five year span for heart disease incidence. They found, that regardless of geographic area, or department, that college men had a lower incidence of heart disease than those who had no college education (Ivancevich and Matteson, 1980). These studies suggest that education level may have an effect on the stress a person experiences.

Occupational Stressors (Situational)

There seems to be an exhaustible supply of interest on the subject of stress. According to Suagger (1982) the preoccupation with stress has three functions. First, it expresses increased awareness of possible threats to our health from physical, psychological, and environmental. Many individuals are spending large amounts of time attempting to detect and control the health impact of various by-products of industrial and commercial activity. At the psychological level, documentation has been provided on health, of rapid personal changes, of social isolation, of lack of social supports in work situations, of role conflict and role ambiguity in work situations on health, and the suffering effect of mature coping mechanisms and attitudes on the health effects of life stresses. In his study Suagger indicated the

disturbing impact of rapid social changes, conflicts around changing values, changes in male and female roles, and a sense that things are getting out of control.

The second function of the concept of stress, in addition to expressing concern about threats from the environment, is that about one's self and how one feels. In the past, the experience of personal distress has often been written off as evidence of personal weakness or neurosis. The traditional masculine ideal of toughness led men to feel embarrassed and self-critical when they experienced symptoms of fatigue, anxiety and depression. Perhaps wartime studies of stress led many to realize that each individual, no matter how strong, has a breaking point. Most individuals feel comfortable saying they have a stressful, high pressure job. Stress is like a Purple Heart Medal: honorably acquired.

The third function served by the concept of stress is that it reflects an awareness of personal responsibility for one's health. In the past, illness has often been seen as due to fate, heredity, bad luck, or even as a punishment by God. There was not much to be done except to avoid sinning and choose one's parents carefully. For many people on this earth, it is certainly true that many major factors influencing their health was outside their control.

Psychologists have also described responses as direct and defensive responses to stress. When individuals use a direct

response they alter unpleasant situations. To do so they may rely on aggressive or compromise tactics. They could also withdraw from the situation.

Morris (1976) described defensive responses as the different ways that people convince themselves that they are not really threatened. It can take on the form of self-deception and is often on an unconscious level. Other forms of this type of defense mechanism are denial, intellectualization, reaction formation, repression, displacement, projection, and regression. Roesch (1979) concluded that many psychologists believe that healthy responses to stress are dependent on the individual's ability to live according to social norms, to control desires and to limit goals.

Sociological

Cusak (1981) explained that social stress was concerned with the disruption of the social unit or system. McGrath (1976) elaborated on the social aspect of stress. According to him, stress involves an interaction between a person with the environment. His view takes into account the individual's perception as to the nature and demand. McGrath (1977), described social interaction as a two-edge sword: "There is at least scattered evidence that the presence of and communication with, other human beings act to attenuate

effects of some physical threats, as well as effects of restricted environments." McGrath also concluded that social interaction has an optimal level. Stress could result if there is too much or too little interaction. He further explained that this optimal level depends on the behavior setting and varies with the individual.

The response to a stimulus has four major steps: 1) the event itself, 2) the perception of the event, 3) the interpretation of the event, and 4) the response to the event (see figure 1). A diagram of depicting the manner in which stress is handled from the event itself, perception of the event and interpretation leading to a decision.

Individuals interpret situations and utilize past experience to determine whether or not a threat is present. If the stimulus is non-threatening, the individual, through the discriminating process, will reject the stimulus and no response is required. However, if the stimulus is perceived as threatening, a response will be required. If the decision is that the event is a threat, the response may be either optimal (a personally acceptable), which will be stressful and can lead to pathophysiological psychological effects (Eliot, 1979).

Four categories of stress may be presented: the physical threat, the ego threat, the social interpersonal threat, and the environmental threat. These have levels of measurement

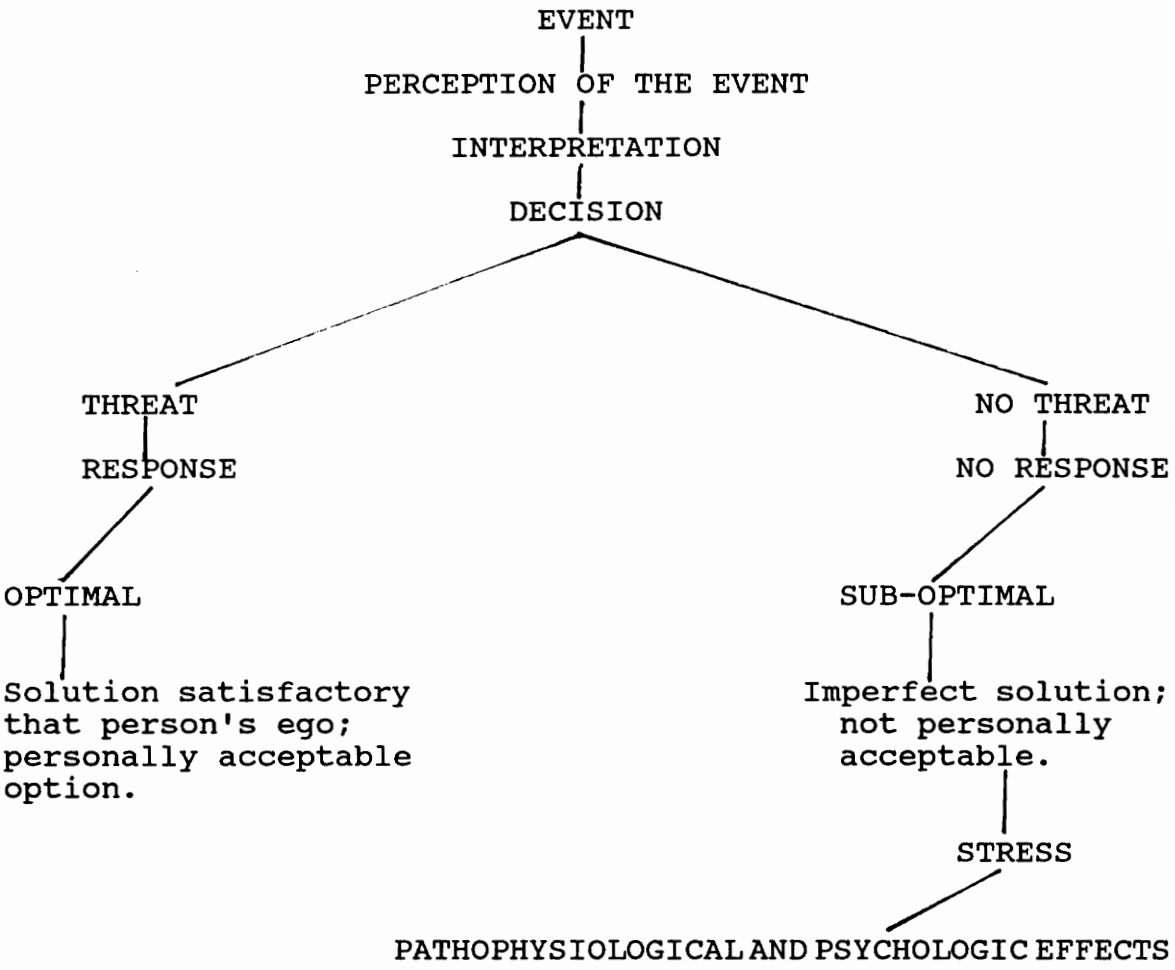
EVENT
PERCEPTION OF THE EVENT
INTERPRETATION
DECISION
THREAT
RESPONSE
OPTIMAL
Solution satisfactory that person's ego; personally acceptable option.
NO THREAT
NO RESPONSE
SUB-OPTIMAL
Imperfect solution; not personally acceptable.
STRESS
PATHOPHYSIOLOGICAL AND PSYCHOLOGIC EFFECTS

Figure 1

which McGrath has identified as: 1) physiological, concerning the bodily processes; 2) psychological, concerning cognitive, emotional, and motivational functions; 3) behavioral, the overt response of the organism to interpersonal and task behaviors; and 4) organizational, responses peculiar to a work setting (McGrath, 1970).

The meaning of stress is elusive. Such elusiveness is created from the confusion of the incorrect adaptation of the discipline of physics. One such definition of stress in physics is the ratio of the internal force brought into being when a substance is deformed in anyway, to the area over which the force acts (Williams, 1972). Such a connotation suggests and agrees with most people's concept, that stress is negative.

There are three types of stress: neustress, distress, and eustress (Morse and Furst, 1979). If stress is necessary for day-to-day adaption of man to his surroundings and results in an internal steady state it is designated as neustress. If the response is favorable and the results are an improvement in physical and mental functioning, it is called eustress (see figure 2).

The description of stress given by Morse and Furst (Figure 2) is similar to the description provided by Eliot (Figure 1). Eliot's first step, "the event itself," is Morse and Furst's stressors, i.e., the social and psychological

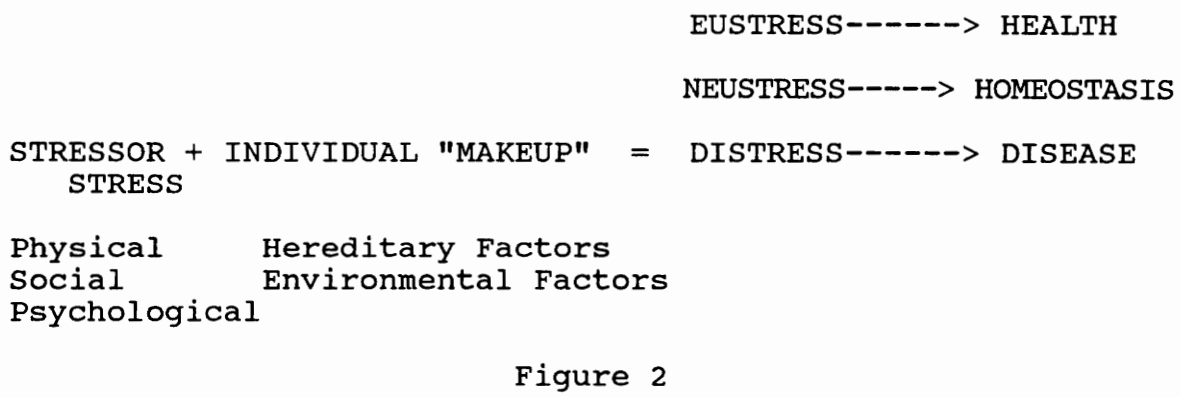
EUSTRESS------> HEALTH
NEUSTRESS-----> HOMEOSTASIS
STRESSOR + INDIVIDUAL "MAKEUP" = DISTRESS------> DISEASE
STRESS
Physical
Social
Psychological
Hereditary Factors
Environmental Factors

Figure 2

category. The individual's "makeup," as defined by Morse and Furst, is determined by hereditary and environmental factors and is similar to Eliot's "perception of the event." Eliot's response to the event is, in its character, the three categories of stress described by Morse and Furst, i.e., "eustress, neustress and distress."

Stress is an ever-present stimulus for all individuals. An individual should not and, indeed, cannot avoid stress, but can meet it efficiently and enjoy it by learning more about its mechanism and adjusting one's philosophies of life accordingly (Selye, 1974).

As previously stated, responses to stressful situations are highly individualized. Whereas some individuals are affected by internal circumstances, others are affected by external stressors such as control, intensity, clarity, conflict, tedium and change.

Control

Control refers to the power to make decisions, and exercise judgments regarding behavior and on occasion the behavior of others.

Theoretically control is directly connected to an individual's perception of coping efficacy. As such, the notion of control is related to any number of substantive stress themes (e.g., control of resources, goals, others),

that is whatever is considered relevant to coping efficacy (Autonovsky, 1979; Cox, 1980; Frankenhauser, Norleder, Mursten, and Post, 1977, 1975; Lazarus, 1966; Muller, 1978).

Responsibility for people or things is another area of potential job stress. Many researchers have compared the stress associated with responsibility for people as compared to responsibility for things. Gardwell, Hyman and Bahnson (1964) found that responsibility for people was more likely to result in heart disease than was responsibility for things. French and Caplan (1970) explained that people who had more responsibility for people usually spent more time interacting with others, attending meetings and working alone and trying to meet deadline pressure and schedules. Pincherle (1972) also linked physical stress to age and level of responsibility for people who must play some part in producing stress especially in the clerical, managerial and professional fields. They also found that responsibility for people was significantly related to heavy smoking, high blood pressure and high cholesterol levels. The more a person had responsibility for things rather than people, the lower are the risks of heart diseases. In 1974, Cobb reviewed varied occupational groups and found a disproportionate incidence of diabetes, hypertension, myocardial infarction, and peptic ulcers among individuals having responsibility for people. This was also supported by the findings of Cooper and Crump

(1978). Weiman (1977) and Anderson (1978) also reported a higher incidence of stress-related illness among people whose jobs require that they bear a significant responsibility for others. Greenberg and Valletutti (1980) encouraged people who work in the human service and helping professions to gain an understanding of stress.

Other role stressors include having too little responsibility, lack of managerial support, lack of participation in decisions which effect them, having to keep up with rapid technological changes and increasing standards of performance (Kahn, 1964; Melollo, 1988; Adams, 1988; Blase, Dedrick, and Strathe, 1986; Hanchey, 1987; Jackson, Schwab and Shuler, 1986).

French and Caplan (1970) investigated participation and stress-related disease. They found that people who reported greater job satisfaction, also reported lower levels of job threat and a heightened self-esteem. Buck (1972) found that both managers and workers who reported high levels of job pressure also stated that their supervisors ruled with strict unyielding guidelines and rarely allowed for new ideas or participation in decision-making. Margolis (1974) found that lack of participation at work was a significant predictor of job related stress, strain, and health risk factors. Kasl (1973) also reported that low job satisfaction was directly related to non-participation in decision-making, inability to

provide feedback to supervisors, and lack of recognition. Quinn, Seashore, and Mangione (1971) linked poor mental health with close supervision and lack of autonomy on the job.

Intensity

Research on work overload has been given substantial empirical attention. In 1969, Sales found that work overload and having too much work to do in the time available were factors in the Person-Environment Fit Model. French and Caplan (1973) separated overload into quantitative, too much, and qualitative, too difficult. They found that objective quantitative overload was strongly linked to cigarette smoking. Persons with more phone calls, meetings and office visits per given unit of time were smoking significantly more than those who did not have these engagements. Friedman, Rosenman, and Carrol (1958) and Sales (1969) related cholesterol elevations to overload conditions. Sales also suggested that overload is most harmful to those individuals who experience the lowest job satisfaction.

In 1980, Applebaum's study confirmed Margolis' and associates' findings; overload is significantly related to absenteeism. The results from these and other studies are relatively consistent and indicate that quantitative overload is a potential source of occupational stress, affecting both health and job satisfaction. Work underload or having too

little to do is also a potential stressor (Cooper and Marshall, 1978). Knautz (1982) referred to occupational boredom as a national malady. He also stated that Forbes attributed this lack of stimulation or job stress to overqualifications, lack of job challenge, or reaching a career plateau.

Breslow and Buell (1960) and Russik and Zohman (1958) reported findings which linked long work hours with coronary disease. Breslow and Buell found that workers in light industry under the age of 45 who are on the job more than 48 hours per week have twice the risk of death from heart disease as similar workers who work 40 or less hours per week. Buzzard (1973) concluded from his findings that performance deteriorates under conditions of work overload. Margolis, Kroer and Quinn (1974) found that overload was significantly related to a number of symptoms of stress: escapist drinking, absenteeism, low motivation, an absence of communications with employers, and low self-esteem.

The hours an individual works may be mandated by schedule, job description, or by individual choice. Too much work, even if you enjoy it, can be an occupational stressor (Greenberg, 1983). Buel and Breslow (1960) and Zohman (1973) associated excessive work hours and time commitment to the job with negative stress reactions.

Ivancevich and Matteson suggested three ways that working

long hours can produce stress: 1) the longer the individuals work the longer they are exposed to stressors; 2) excessive work hours can use up physical and mental energies which could have been used to cope with stressors and 3) if individuals are working long hours they have fewer leisure hours during which they could have tried to recover from the stressors.

Clarity

Marshall and Cooper (1979) explained role ambiguity as the condition that exists when an individual has inadequate information about his work role, that is where there is "lack of clarity" about the work objective associated with the role, about work colleagues expectations of the work roles and about the scope and responsibilities of the job. Kahn, Wolfe, Quinn, Snock and Rosenthal (1964) found that workers who experienced role ambiguity, also experienced lower job satisfaction, high job tension, greater frustration and lower self-confidence. French and Caplan (1973) reported that role ambiguity was significantly related to low job satisfaction and to feelings of job-related threat to mental and physical well being. Margolis (1974) also found significant relationships between symptoms of mental and physical illness and role ambiguity. Stress indicators which were found to be related to role ambiguity were: depression, low self-esteem, dissatisfaction with life and job, low work motivation,

intention to leave the job. Similar research has supported the link of role ambiguity to anxiety, depression, and feelings of resentment (Caplan and Jones, 1975). Miles and Petty (1975) found that role clarity and job satisfaction are positively corrected and that the resulting degree of job tension is dependent on the persons need for role clarity.

Conflict

Marshall and Cooper (1979) described role conflict as the conditions that an individual is torn by conflicting job demands or having to do things which he feels he does not want to do or that is not a part of his job description. The most common occurrence of this is when a person is caught between two groups of people who demand different types of behavior or have differing expectations of what the job should entail.

Kahn (1964) found the more role conflict experienced, the lower job satisfaction and the higher job-related tension. They also noted that the greater the power of authority of the people sending the conflicting role expectations, the greater the job dissatisfaction. French and Caplan (1970) also related this to physiological strain. They found that the mean heart rate of an individual was strongly related to his reported level of role conflict. Shirom, Eden, Silberwasser and Kellerman (1973) found similar results when they conducted a more sophisticated study. Kahn (1964) declared that the

organization's role which is at a boundary between departments or the company and outside world is by definition one of high role conflict. Other researchers have also reported boundary position as an area of high stress potential. Margolis and Kroes (1974) reported that foremen have seven times as great a chance of developing ulcers as shop-floor workers. Kast and Rosenzweig (1974) provided both theoretical and empirical evidence that increased stress is experienced by people holding boundary-spanning positions.

Tedium

A great deal of work has been done linking the working conditions of a job to physical and mental health. Ferguson (1973) reported from his study of telegraphists in Australia, that various forms of ill health were linked to working conditions. Monotonous, highly skilled, repetitive tasks amid the noise and time frames resulted in neurosis, smoking, drinking, and drug use. Timio and Simonetta (1976) reported that although piece work and assembly-line work increase productivity, the cost might be high because this elevates the chemical levels related to cardiac malfunction and other physiological and psychological difficulties. Marcson (1970) and Shepard (1971) found that physical health is adversely affected by repetitive and dehumanizing environments. Cooper and Marshall (1977) reported that Kritsikis, Heineman and

Eitner (1968) linked high incidence of hearth disease to workers who had jobs on conveyor-line systems.

Change

Change refers to a situation in which stress results because the individual perceives that a stimulus requires emotional, attitudinal, or behavioral readjustments. Holmes and Rahe (1967) were the first to note a strong correlation between intensity of life changes and illness. Stress researchers employing a life-events framework theorize that all important life changes are potential sources of stress. According to Dohrewend and Dohrewend (1974), Ivancevich (1980), change precipitates an imbalance between the individual and the environment, necessitating adaptation to bring the relationship back into balance. Buzzard (1973) found that inadequate regulation of temperature, noise, and lighting induces with individual factors; and that vigilance, awareness, and attention are readily affected by minor changes in work load and environmental conditions.

This change brings out primitive infantile feelings experienced at earlier points in individuals' lives when they were more helpless. These feelings have been repressed and kept tightly under control. As adults develop their attitudes about change, these feelings may be negative. These individuals may be forced to become integrated with their own

contemporary group with which they identify socially and intellectually. Even though they have intellectualized their anxieties over sudden changes in their environment, they have not actually internalized such personal events and continue to experience fears and uncertainties that lead to confusion and helplessness (Appelbaum, 1981).

They may find this difficult to discuss in an objective, rational manner. As a result of this blocked ventilation valve, they become invalids due to primitive irrational feelings. Individuals become anxiety ridden and vulnerable and are affected by changes and events over which they have no control (Levi, 1981, Greenberg, 1983). If a work situation is uncertain, then the individuals can take this unstable climate as an opportunity in which to project their internal conflicts in order to eliminate them. They then believe that all their problems are organizationally based and that their supervisors are the reason for their anxiety and stress. Irrational reactions to sudden change have a major effect on these persons. The outlet for this may be alcohol, drugs, or a turbulent family environment.

People are vulnerable to changes who have attained a certain goal in life that they feel has been connected to reaching the peak of their abilities. This sudden change creates disruption to their equilibrium that is referred to as cognitive dissonance (Festinger, 1957). This is an antecedent

condition leading to activity toward reducing the dissonance that may be psychologically uncomfortable (stress).

Summary

General

Once the body's defense mechanisms are activated by stressor, the consequences of stress begin to develop. Based on the literature, these consequences are many and varied; some direct; some indirect. Some are positive such as success, motivation, increased drive; others are dysfunctional and potentially dangerous. Ivancevich and Matteson (1980) presented Cox's taxonomy of stress consequences that includes the following:

1. Subjective effects: Anxiety, aggression, apathy, boredom, depression, fatigue, frustration, guilt and shame, irritability and bad temper, moodiness, low self-esteem, threat and tension, nervousness, and loneliness.

2. Behavioral effects: Accident proneness, drug use, emotional outbursts, excessive eating or loss of appetite, excessive drinking and smoking excitability, impulsive behavior, impaired speech, nervous laughter, restlessness, and trembling.

3. Cognitive effects: Inability to make decisions and concentrate, frequent forgetfulness, hypersensitivity to criticism and mental blocks.

4. Physiological effects: Increased blood and urine, increased blood glucose levels, increased heart rate and blood pressure, dryness of the mouth, sweating, dilation of the pupils, difficulty in breathing, hot and cold spells, lump in the throat, numbness and tingling in parts of the limbs.

5. Organizational effects: Absenteeism, poor industrial relations and poor productivity, high accident and labor turnover rates, poor organizational climate, antagonism at work, and job dissatisfaction.

Specific

Of all the possible consequences of stress, disease is the most dysfunctional. A basic principle in biologic sciences is that an organism must be able to adapt to its environment to survive and remain healthy (Ramsey, 1982). Inability to adapt results in disease and premature death. Adaptability has been especially problematic for the human species due to our somewhat artificial environment. As the medical historian Rene Dubos (1959) stated:

> Each civilization has its own kind of pestilence and can control it only by reforming itself...just as the great epidemics of the nineteenth century were precipitated by environmental factors which favored the activities of pathogenic microorganisms, so many of the diseases characteristic of our modern environment.

Ramsey (1982) stated that infectious and contagious diseases have for the most part been replaced by cardiovascular

diseases, hypertension, malignant neoplasm, arthritis, diabetes, emphysema, gastrointestinal disorders, mental illness, allergic diseases, and other chronic conditions. According to the National Center for Health Statistics, the top three leading causes of death in the United States are heart diseases, cancer and stroke. McQuade and Aikman (1974) found the following illnesses to be associated with stress:

1. The cardiovascular system-heart attacks, hypertension, angina, arrhythmias, migraine headaches.

2. The digestive system-ulcers, colitis, constipation, diarrhea, diabetes.

3. The immunological system-infections, allergies, cancer.

4. The skeletal-muscular system-backache, tension headache, arthritis, accident proneness.

Manuso (1979) added the stress-related disorders included peptic ulcers, hypertension, colitis, cardiovascular disorders, arteriosclerosis, cardiac infarcts, generalized anxiety, psychosis, psychosomatic disorders, muscle tension, headaches, gastric difficulties, skin diseases, allergies, and some forms of cancer. Miller (1979) stated that medical opinion holds that up to 70% of all patients undergoing treatment are suffering from conditions which have their origins in unrelated stress. Through Selye's (1975) scientific experiments he linked stress as a positive factor in the progression of the following diseases: high blood

pressure and blood pressure disorders, heart disease, kidney disease, rheumatic and rheumatoid arthritis, allergies, nervous and mental diseases, diseases of resistance, inflammatory disease of the skin and eyes, and cancer. Most researchers conclude that the increased frequency of some of these illnesses is due in part to the extension of the average life span resulting from the control of infectious disease.

Why Does Stress Result in Disease?

Ramsey (1982) defined disease as the distinct inability to maintain the proper chemical and physical balances throughout the body, not only within cells themselves, but among their various interactions as well. When in health, there exists a reasonable balance with the hostile forces of our environment. In disease, the balance becomes disturbed. If this imbalance goes uncorrected, it will lead to functional and structural alterations in the cells, tissues, and organs. When our adaptive mechanisms are affected by this imbalance, a vicious cycle is initiated in which a less effective balance is followed by increased imbalance which leads to further strain on one's adaptive mechanisms. When these adaptive responses to stress become faulty and ineffective, disease can be recognized.

McQuade and Aikman (1974) concluded that stress results in disease because everyone's personality and physical

equipment is unique. Some health problems are inherited, but many also develop due to the misuse of the body over an extended period of years.

Selye's (1975) research led him to conclude that the amount of adaptive energy a person possesses is limited. Once this adaption energy has been expended there is no way to replenish it. The three-phased stress syndrome operates many times daily throughout a person's life. Selye referred to these stages as analogous to the developmental stages of life. Childhood is characterized by low resistance and excessive responses to any type of stimulus. During adulthood there is an increase in ability to resist and cope with stress. Old age brings irreversible adaptability and exhaustion, ending in death.

If the body fails to adapt properly during the resistance stage, various maladies are brought about which lead to the diseases of adaptation. Stress saps the energy and when there is little energy, people are more vulnerable to disease. Under general stress it is always the weakest link in the chain--the weakest part of the human mechanism--that breaks down first (Selye, 1979).

CHAPTER THREE

METHODOLOGY AND PROCEDURES

Introduction

The purpose of this chapter is to discuss and explain the research methodology and procedures used in this study. It will describe the design of the study, population and sample, instrument development, data collecting procedures and data analysis.

Research Methodology

Descriptive research methodology is used in this study because it describes and interprets "what is?". It is concerned with conditions or relationships that exist; factors that prevail; beliefs; attitudes that are held; effects that are being felt or trends that are developing (Ary, 1972).

Descriptive research allows the researcher to collect data in order to test the hypothesis or to answer questions concerning the current status of the subject being studied. Also data can usually be collected through a questionnaire survey, interviews or observation (Gay, 1981).

The survey approach is used if the researcher believes that the answer exists somewhere at present. This approach seeks to cast light on current problems by a further description and understanding of current conditions. It seeks

to understand the present through a data gathering process which enables the researcher to describe it more fully and adequately than now possible (Fox, 1969).

Survey research refers to a particular type of empirical research. Babbie (1973) has identified three general objectives of survey research.

1. Description: The ability to make descriptive assertions about the distribution of traits among a carefully selected sample of respondents and to infer a comparable description of the larger population.

2. Explanation: The ability to make explanatory assertions about the population.

3. Exploration: The ability to search for additional possibilities.

The purpose of this study was to measure and compare the degree of dispositional and situational stress as perceived by administrators, teachers, and support personnel of the District of Columbia Public School System to selected occupational factors.

The study was designed to test the following null hypothesis. There are no statistically significant differences in stress levels of administrators, teachers, and support personnel as measured by responses to measurements of perceived occupational stressors according to reported situational and dispositional factors.

Procedures

Data for this study were collected through the use of a descriptive survey. The purpose of this descriptive research was to collect data from a selected sample of employees of the District of Columbia Public School System in order to test the hypothesis or to answer questions regarding the relative incidence, distribution, and interrelation of variables identified for study (Wiersma, 1980).

The instrument used to collect the data was a survey designed by Dr. Robert R. Richards and Kenneth Jones (R & J) in Jones' 1991 study.

Design of the Study

The purposes of this study is to measure and compare the degree of dispositional and situational stress as perceived by administrators, teachers, and support personnel of the District of Columbia Public School System.

A thorough search and review of the literature pertaining to dispositional and situational stress as perceived by various employees included information obtained from textbooks, handbooks, periodicals, dissertations, and unpublished papers was used.

A comparison of alpha coefficients was done for the pilot survey questions, situational and dispositional, respectively. The two scores reflected a significant difference. The survey

was used because the alpha coefficient scores reflected that they were two different instruments, one dispositional and one situational. The dispositional alpha coefficient was 0.674360 and the situational alpha coefficient was 0.541075.

The Population and Sample

This study was conducted in the District of Columbia Public School System. It included a sample (20% to 30%) of the District of Columbia Public School System's Senior High Schools. It included administrators, teachers, and support personnel, including engineers and clerical support.

Instrument Development

The functions studied were derived from the literature on the subject. These functions were fashioned into a survey instrument. The format for the questionnaires consisted of sixty Likert-Scale items with six categorically perceived stressors and twelve yes-no questions.

On May 15, 1991, a pilot draft of the questionnaire was tested using small groups of academic senior high school teachers, administrators, and support personnel. Suggestions and comments were used to evaluate each question for clarity, readability, and appropriations. Once the suggested changes were made, a revised versions of the instrument was used for the actual study. Extreme caution was taken to ensure that

none of the administrators, teachers, and support personnel from the pilot study were included in the actual study.

Data Collecting Procedures

Data for this study were collected through a descriptive survey. The instrument used to collect the data was a questionnaire designed by Dr. Robert R. Richards and Kenneth Jones in Jones' 1991 study.

Questionnaire packages were hand delivered to designated administrators for each of the full-time academic senior high schools. Each contact person was asked to hand deliver the packages to the designated employees. The contact person had each participant to return the completed survey directly to them. Each questionnaire was identified by a color code for the purpose of identifying whether the response was from a teacher, administrator, or support personnel.

The principal's letter was delivered one week prior to those of other employees. Copies of the letters of approval from the director of research and evaluation and the assistant superintendent of senior high schools was included (Appendix C & D).

A personal appeal was made to all principals whose staff members did not respond. This appeal was made to the principals at their local school.

Telephone calls was made to all nonresponding

administrators, teachers, and support personnel. These telephone calls were made to each respondents job site where messages was left requesting their participation.

Data Analysis

A t-test analysis was computed to determine whether or not there were significant statistical differences among the responses after which Pearson's Moment Correlation Coefficient was selected to measure the correlation to establish whether there is any degree of mutual relationship.

A chi-square statistic was also computed to further determine whether or not there were significant statistical differences because chi-square is relatively more robust. Finally, a crosstabulation analysis was performed to display the values of the responses from administrators, teachers and support personnel.

CHAPTER FOUR

REVIEW OF FINDINGS

It is perceived by a number of observers that certain school personnel experience more stress than others. This study was designed to investigate whether the stress responses on a set of six variables, as measured by the R & J Stress Inventory, were different among administrators, teachers and support personnel at the District of Columbia Public Schools system. This chapter contains the findings of the study based on collected data which were analyzed for a group of four hundred and twenty six administrators, teachers and support personnel who responded to a survey questionnaire on the issue.

Primary Question

One primary question was investigated in this study: Are there significant differences in perceived stress levels among administrators, teachers and support personnel in terms of situational and dispositional factors?

Demographic Characteristics of the Response Group

Responses for the study were obtained from four hundred and twenty six (426) specific employees of the District of Columbia Public School System. The employees consisted of

administrators, teachers and support personnel at five high schools. A total of four hundred and fifty two (452) surveys were delivered and four hundred and twenty six (426) were completed and returned; a response rate of ninety four percent. Of the fifty eight (58) administrators surveyed, fifty-four (54) responded (93%); of the two hundred and seventy eight (278) teachers surveyed, two hundred and sixty six (266) responded (95%); and of the one hundred and sixteen (116) support personnel surveyed, one hundred and six (106) responded (91%).

The following R&J Stress Inventory Key was used in reference to the questions on the survey. These abbreviations are used in Chapter Four.

R & J STRESS INVENTORY

KEY FOR QUESTIONS FOUND IN THE SUMMARY TABLES
RELATIVE TO SITUATIONAL AND DISPOSITIONAL STRESS

ABBREVIATIONS FOR STRESSORS: CHAN (CHANGE) CLAR (CLARITY)
TED (TEDIUM) CONT (CONTROL)
CONF (CONFLICT) INTE (INTENSITY)

ABBREVIATIONS FOR SITUATIONAL (S) AND DISPOSITIONAL (D) STRESS

ABBREVIATIONS	QUESTIONS ON QUESTIONNAIRE
CHAN-1D	1. I like the novelty of facing new job challenges.
CHAN-2S	2. My job allows me to face new challenges.
CHAN-3D	3. I need and like job security.

CHAN-4S	4.	My job is secure and permanent.
CHAN-5D	5.	I like facing one crisis after another.
CHAN-6S	6.	I go from one crisis to another on my job.
CHAN-7D	7.	I like a job which requires me to move my residence.
CHAN-8S	8.	My job requires that I change my residence often.
CHAN-9D	9.	I like to constantly learn new skills.
CHAN-10S	10.	My job is such that I must constantly learn new skills.
CLAR-11D	11.	It is important to me to know clearly who is my boss.
CLAR-12S	12.	On my job, I know who is my boss.
CLAR-13D	13.	I like to know clearly what my supervisor wants of me at work.
CLAR-14S	14.	My supervisor's wishes are made clear to me at work.
CLAR-15D	15.	It is important to me to know my job fits into the total scheme of work.
CLAR-16S	16.	I am told how my job fits into the goals and objectives of the system.
CLAR-17D	17.	I like working in confusion.
CLAR-18S	18.	My work environment is often in a state of confusion.
CLAR-19D	19.	It is important to me to be qualified for the tasks I am required to do.
CLAR-20S	20.	I am qualified for the job tasks I am required to do.
TED-21D	21.	I like doing low grade tasks.

TED-22S	22.	My job requires low grade tasks.
TED-23D	23.	I like tasks that are beneath my abilities.
TED-24S	24.	On my job, I perform tasks that are beneath my ability.
TED-25D	25.	I like doing repetitive tasks.
TED-26S	26.	My job calls for doing repetitive tasks.
TED-27D	27.	I like to keep busy on a job.
TED-28S	28.	I keep busy on a job.
TED-29D	29.	I prefer a job that requires me to think.
TED-30S	30.	My job requires me to think.
CONT-31D	31.	I like to have input in the decisions that are made at work.
CONT-32S	32.	I am allowed to make decisions at work.
CONT-33D	33.	It is important to me that I am able to influence my supervisor's actions that affect me on the job.
CONT-34S	34.	My supervisor asks my opinion on matters affecting me on the job.
CONT-35D	35.	I like being involved in evaluating my job performance and productivity.
CONT-36S	36.	I am involved in the process of evaluating my job performance.
CONT-37D	37.	I need time to plan, establish deadlines and work at my own pace.
CONT-38S	38.	I am allowed to establish my own deadlines and schedule.

CONT-39D	39.	It is important to me not to be held accountable for job related matters over which I have little or no control.
CONT-40S	40.	I am not held responsible for job related matters over which I have little or no control.
CONF-41D	41.	To do my job well I must like the persons with whom I work.
CONF-42S	42.	The persons with whom I work are supportive and friendly.
CONF-43D	43.	I like the challenge of competing with others.
CONF-44S	44.	I am required to compete with my fellow workers on the job.
CONF-45D	45.	I prefer a supervisor with whom I an usually in agreement.
CONF-46S	46.	I am usually in agreement with my supervisor.
CONF-47D	47.	It is important to me to work for an employer pursuing purposes with which I agree.
CONF-48S	48.	I believe in the purpose and mission of my employer.
CONF-49D	49.	It is important to me that my job match my job skills.
CONF-50S	50.	The requirements of my job match my job skills.
INTE-51D	51.	I prefer working under pressure.
INTE-52S	52.	There is daily pressure on my job.
INTE-53D	53.	I like being pressured daily with my work load assignment.
INTE-54S	54.	Urgent job tasks are given to me to perform in short periods of time.

INTE-55D	55.	I like to set my own pace on the job.
INTE-56S	56.	I am allowed to set my own pace on my job.
INTE-57D	57.	I like to complete all job related tasks during working hours.
INTE-58S	58.	I am able to complete all job related tasks during working hours.
INTE-59D	59.	I like working on several job tasks at once.
INTE-60S	60.	At work I am expected to work on several job tasks at once.

t-Test Analysis

The t-statistic was computed to determine whether or not there were significant statistical differences among the responses of administrators, teachers, and support personnel in terms of various stressors. An examination of the data indicates that there are significant differences (p=.05) in the selection of response categories among the three groups, as the discussion below reveals.

In reviewing Table 1, CHANGE BY JOB TITLE, no difference exist between administrators, teachers and support personnel.

Table 2, CLARITY BY JOB TITLE, reflects that there is a difference between support personnel that is statistically significant at the .05 level. Administrators and teachers have no difference at the .05 level.

TABLE 1

t-STATISTICS FOR CHANGE BY JOB TITLE

CHANGE: SITUATIONAL AND DISPOSITIONAL

JOB TITLE	SITUATIONAL MEAN	DISPOSITIONAL MEAN	t-SCORE	PROB-t
ADMINISTRATORS	22.333	21.944	-1.930	0.05
TEACHERS	20.218	21.293	-2.202	0.03
SUPPORT PERSONNEL	18.509	22.018	0.849	0.39

TABLE 2

t-STATISTICS FOR CLARITY BY JOB TITLE

CLARITY: SITUATIONAL AND DISPOSITIONAL

JOB TITLE	SITUATIONAL MEAN	DISPOSITIONAL MEAN	*t*-SCORE	PROB-*t*
ADMINISTRATORS	28.000	27.055	-1.876	0.06
TEACHERS	27.045	26.045	-2.534	0.01
SUPPORT PERSONNEL	25.641	24.660	2.337	0.0

Table 3, TEDIUM BY JOB TITLE, displays that no difference exist between administrators, teachers and support personnel. The difference that does not exist is significant at .05 level.

Table 4, CONTROL BY JOB TITLE, reveals that there is a difference between administrators, teachers and support personnel that is statistically significant at .05 level.

Table 5, CONFLICT BY JOB TITLE, reveals that there is a difference between administrators, teachers and support personnel.

Table 6, INTENSITY BY JOB TITLE, administrators and teachers reveal there is a statistically significant difference at the .05 level. There is, however, no difference existing between teachers.

Correlational Analysis

The Pearson's Moment Correlation Coefficient was used to test the hypothesis that there is systematic variance in the dependent variable (stressors) that is explained by the independent variables (situation and disposition). The level of significance for either supporting or not supporting a correlation between an independent variable and dependent variable was set at .05 level ($p<.05$).

TABLE 3

t-STATISTICS FOR TEDIUM BY JOB TITLE

TEDIUM: SITUATIONAL AND DISPOSITIONAL

JOB TITLE	SITUATIONAL MEAN	DISPOSITIONAL MEAN	t-SCORE	PROB-t
ADMINISTRATORS	22.111	20.055	-0.562	0.57
TEACHERS	21.759	19.714	-0.620	0.53
SUPPORT PERSONNEL	20.150	19.792	1.218	0.22

TABLE 4

t-STATISTICS FOR CONTROL BY JOB TITLE

CONTROL: SITUATIONAL AND DISPOSITIONAL

JOB TITLE	SITUATIONAL MEAN	DISPOSITIONAL MEAN	t-SCORE	PROB-t
ADMINISTRATORS	26.777	29.277	7.732	0.00
TEACHERS	23.015	27.992	5.067	0.00
SUPPORT PERSONNEL	18.773	25.226	6.458	0.00

TABLE 5

t-STATISTICS FOR CONFLICT BY JOB TITLE

CONFLICT: SITUATIONAL AND DISPOSITIONAL

JOB TITLE	SITUATIONAL MEAN	DISPOSITIONAL MEAN	t-SCORE	PROB-t
ADMINISTRATORS	26.722	25.388	4.245	0.00
TEACHERS	24.248	24.932	2.494	0.01
SUPPORT PERSONNEL	22.867	22.320	2.711	0.00

TABLE 6

t-STATISTICS FOR INTENSITY BY JOB TITLE

INTENSITY: SITUATIONAL AND DISPOSITIONAL

JOB TITLE	SITUATIONAL MEAN	DISPOSITIONAL MEAN	t-SCORE	PROB-t
ADMINISTRATORS	22.777	23.388	2.953	0.00
TEACHERS	21.751	20.097	0.061	0.95
SUPPORT PERSONNEL	23.018	18.754	2.874	0.00

Situational and Dispositional Change of all Respondents

The data summarized in Table 7 reveal that there is a positive, but not statistically significant correlation among the disposition of facing new job challenges (CHAN-1D) and the disposition that there is a need and desire for job security; the situation of having a secure and permanent job; the situation of going from one crisis to another on the job. There are also positive p-values that reveal a statistically significant correlation between CHAN-1D and the situation that the job allows the respondents to face new challenges; of facing one crisis after another; one must constantly learn new skills.

There is a negative, but not statistically significant correlation between CHAN-1D and notion that a job requires one to change his or her residence often. However, there is a negative correlation, which is statistically significant. There is a correlation between CHAN-1D and jobs which require respondents to change their residence.

There are positive and statistically significant correlations in terms of jobs which allow respondents to face new challenges (CHAN-2S) and the need and desire for job security; jobs are secure and permanent; facing one crisis to another; going from one crisis after another on the job; the disposition that respondents like to constantly learn new

TABLE 7

PEARSON CORRELATION COEFFICIENTS FOR SITUATIONAL CHANGE AND DISPOSITIONAL CHANGE OF ALL RESPONDENTS

	CHAN-2S	CHAN-3D	CHAN-4S	CHAN-5D	CHAN-6S	CHAN-7D	CHAN-8S	CHAN-9D	CHAN-10S
CHAN-1D	0.39001 (0.0001)	0.04504 (0.3600)	0.06232 (0.2119)	0.19767 (0.0001)	0.02711 (0.5809)	-0.13314 (0.0067)	-0.05269 (0.2830)	0.41899 (0.0001)	0.20670 (0.0001)
CHAN-2S		0.19345 (0.0001)	0.27399 (0.0001)	0.14764 (0.0025)	0.13458 (0.0055)	-0.05126 (0.2946)	-0.06657 (0.1763)	0.26513 (0.0001)	0.41384 (0.0001)
CHAN-3D			0.24511 (0.0001)	-0.09667 (0.0499)	-0.07125 (0.1459)	-0.22980 (0.0001)	-0.31748 (0.0001)	0.18841 (0.0001)	0.15913 (0.0011)
CHAN-4S				0.04174 (0.4040)	-0.06567 (0.1855)	-0.27537 (0.0001)	-0.18398 (0.0002)	0.12891 (0.0093)	0.10650 (0.0315)
CHAN-5D					0.40309 (0.0001)	0.26863 (0.0001)	0.23893 (0.0001)	0.5293 (0.2826)	0.06318 (0.1984)
CHAN-6S						0.25920 (0.0001)	0.10409 (0.0325)	0.6855 (0.1608)	0.15721 (0.0012)
CHAN-7D							0.59612 (0.0001)	-0.10418 (0.0328)	0.08847 (0.0708)
CHAN-8S								-0.10418 (0.0328)	0.8109 (0.0001)
CHAN-9D									0.34685 (0.0001)

skills and the situation that respondents job are such that they must constantly learn new skills.

Further review indicates that there is a positive correlation, that is statistically significant, between respondents' needs and desire for job security (CHAN-3D) and the desire to constantly learn new skills. There is a statistically significant correlation between CHAN-3D and going from one crisis to another on the job.

In examining respondents' answers in terms of job security and permanence (CHAN-4S), there is a positive correlation which is statistically significant, with a desire to constantly learn new skills. However, there is a negative correlation, that shows a statistically significant correlation between CHAN-4S and job that require respondents to move their residence and change their residence often.

Facing one crisis after another (CHAN-5D) reveals a positive correlation that shows a statistically significant correlation with going from one crisis to another on the job; respondents' jobs that require them to move their residence for their jobs; and jobs that require respondents to change their residence often.

Going from one crisis to another on the job situation (CHAN-6S) reveals a positive, statistically significant correlation with jobs that require respondents to move their

residence; jobs that require them to change their residence often; and jobs that allow them constantly learn new skills.

In terms of jobs which require respondents to move their residence (CHAN-7D), there is a statistically significant correlation jobs that require them to change their residence often. Jobs that require respondents to change their residence often (CHAN-8S) have a positive, statistically significant correlation with jobs that challenge respondents to constantly learn new skills. The last correlation in the table indicates that the desire to constantly learn new skills (CHAN-9D) has a positive, statistically significant correlation with jobs that force one to constantly learn new skills.

Situational and Dispositional Clarity of All Respondents

The data summarized in Table 8 reveals that there is a positive, statistically significant correlation with the importance of knowing clearly, who is my boss (CLAR-11D), on my job one knows who is boss, knowing clearly what one's supervisor wants of him or her at work, the supervisor's wishes are made clear to them at work, it is important for him or her to know how his or her job fits into the total scheme of work, how their job fits into the goals and objective of the system, it is important to be qualified for the job tasks that are required to do. There was also a negative,

TABLE 8

PEARSON CORRELATION COEFFICIENTS FOR SITUATIONAL CLARITY AND DISPOSITIONAL CLARITY OF ALL RESPONDENTS

	CLAR-12S	CLAR-13D	CLAR-14S	CLAR-15D	CLAR-16S	CLAR-17D	CLAR-18S	CLAR-19D	CLAR-20S
CLAR-11D	0.22654 (0.0001)	0.48549 (0.0001)	0.22167 (0.0001)	0.30919 (0.0001)	0.13877 (0.0043)	-0.16559 (0.0006)	-0.14710 (0.0023)	0.19865 (0.0001)	0.9979 (0.0395)
CLAR-12S		0.38704 (0.0001)	0.46860 (0.0001)	0.24591 (0.0001)	0.40534 (0.0001)	-0.28484 (0.0001)	-0.28660 (0.0001)	0.24458 (0.0001)	0.21689 (0.0001)
CLAR-13D			0.48286 (0.0001)	0.52386 (0.0001)	0.36520 (0.0001)	-0.11652 (0.0169)	-0.13987 (0.0041)	0.6266 (0.0001)	0.47356 (0.0001)
CLAR-14S				0.40579 (0.0001)	0.52802 (0.0001)	-0.9389 (0.0528)	-0.35383 (0.0001)	0.31530 (0.0001)	0.13468 (0.0054)
CLAR-15D					0.3184 (0.0001)	-0.30081 (0.0001)	-0.20389 (0.0001)	0.63522 (0.0001)	0.45749 (0.0001)
CLAR-16S						-0.01755 (0.7193)	-0.37673 (0.0001)	0.24495 (0.0001)	0.34985 (0.0001)
CLAR-17D							0.21430 (0.0001)	-0.29024 (0.0001)	-0.21026 (0.0001)
CLAR-18S								0.52955 (0.0001)	0.54183 (0.0001)
CLAR-19D									0.34866 (0.0001)

statistically significant correlation among CLAR-11D and one liking to work in confusion, and the work environment is often in a state of confusion.

All respondents for the statement that one knows who is boss (CLAR-12S), reveals a positive, statistically significant correlation with knowing clearly what their supervisor wants and is made clear to them at work, their supervisor's wishes are made clear to them at work, it is important for each to know how their job fits into the total scheme of work, it is important for me to be qualified for the tasks he or she is required to do, and the respondents are qualified for the job tasks that they are required to do. There was also a negative, statistically significant correlation among CLAR-12S, liking to work in confusion, and their work environment is often in a state of confusion.

The results of the correlation among knowing what the supervisor wants at work (CLAR-13D), reveals that there are statistically significant correlations with the supervisor's wishes are made clear at work, it is important to know how their job fits into the total scheme of work, it is important to be qualified for the tasks they are required to do. In addition, there was a negative, statistically significant correlation among CLAR-13D, one liking to work in confusion and their work environment is often in a state of confusion.

The supervisor's wishes are made clear at work (CLAR-14S), had a statistically significant correlation with it is important to know how their job fits into the total scheme of work, they are told how their job fits into the goals and objectives of the system, it is important to be qualified for the tasks they are required to do and respondents are qualified for the job tasks they are required to do. CLAR-14S also had negative, statistically significant correlations. These values appeared with respondents liking to work in confusion and respondents stating their work environment is often in a state of confusion.

CLAR-15D, it is important to know how their job fits into the total scheme of work, had positive statistically significant correlation among the statements respondents are told how their job fits into the goals and objectives of the system, it is important to be qualified for the tasks they are required to do and he or she is qualified for the job tasks they required to do. The data revealed a negative, statistically significant correlations among CLAR-15D, enjoying working in confusion and their work environment is often in a state of confusion.

One being told how their job fits into the goals and objectives of the system (CLAR-16S), reveals a statistically significant correlation with it is important to be qualified for the tasks they required to do. These scores are reflected

in the positive correlation. However, the negative correlation for their work environment is often in a state of confusion is statistically significant also.

Further review indicates that the desire to work in confusion (CLAR-17D) and the work environment is often in a state of confusion had a positive, statistically significant correlation. CLAR-17D also had a negative statistically significant correlation with it is important to be qualified for the tasks that they are required to do.

The work environment is often in a state of confusion (CLAR-18S) and it is important to be qualified for the tasks they require respondents to do, have a statistically significant correlation. Furthermore, CLAR-19D, it is important to be qualified for the tasks he or she is required to do, has a positive, statistically significant correlation with one being qualified for the job tasks they are required to do.

Situational and Dispositional Tedium of all Respondents

The data summarized in Table 9 relative to all respondents reveal that there is a positive, but not statistically significant correlation among liking to do low grade tasks (TED-21D), the job requiring respondents to do low grade tasks, and the desire to do repetitive tasks. There is a negative, statistically significant correlation between TED-

TABLE 9

PEARSON CORRELATION COEFFICIENTS FOR SITUATIONAL TEDIUM AND DISPOSITIONAL TEDIUM OF ALL RESPONDENTS

	TED-22S	TED-23D	TED-24S	TED-25D	TED-26S	TED-27D	TED-28S	TED-29D	TED-30S
TED-21D	0.37285 (0.0001)	0.30256 (0.0001)	0.20288 (0.0001)	0.10732 (0.0282)	-0.05450 (0.2685)	-0.1966 (0.0001)	-0.08910 (0.0688)	-0.08353 (0.0865)	0.02110 (0.6656)
TED-22S		0.29313 (0.0001)	0.43819 (0.0001)	0.09856 (0.0469)	0.24808 (0.0001)	-0.06318 (0.2011)	-0.04785 (0.3368)	-0.17913 (0.0003)	-0.32639 (0.0001)
TED-23D			0.37846 (0.0001)	0.37588 (0.0001)	0.14225 (0.0037)	0.00973 (0.8416)	-0.20005 (0.0001)	-0.30043 (0.0001)	-0.19849 (0.0001)
TED-24S				0.26842 (0.0001)	0.31613 (0.0001)	-0.04659 (0.3375)	-0.10519 (0.0311)	-0.12757 (0.0085)	-0.16679 (0.0006)
TED-25D					0.38786 (0.0001)	0.14730 (0.0025)	-0.09284 (0.0591)	-0.17661 (0.0003)	-0.10192 (0.0373)
TED-26S						0.18704 (0.0001)	-0.01663 (0.7365)	-0.07017 (0.1544)	-0.19171 (0.0001)
TED-27D							0.53542 (0.0001)	0.30435 (0.0001)	0.18655 (0.0001)
TED-28S								0.40722 (0.0001)	0.45738 (0.0001)
TED-29D									0.41202 (0.0001)

21D and the dispositional statement that respondents, desire to keep busy on their job.

The job requiring individuals to do low grade tasks (TED-22S) reveals a positive, statistically significant correlation relative to all respondents among wishing to do tasks that are beneath my abilities, performing tasks that are beneath their abilities, the desire to do repetitive tasks and the job requiring performing repetitive tasks. The data also reveals a negative, statistically significant correlation among TED-22S, preferring a job that requires respondents to think and the job requires each to think.

Liking to do tasks that are beneath my abilities (TED-23D) reveals a positive, statistically significant correlation with one performs tasks that are beneath their ability, the desire to do repetitive tasks and the job requiring one to do repetitive tasks. There is also a negative, statistically significant correlation among TED-23D, one keeping busy on their job and preferring a job that required one to think.

The situational statement that one performs tasks that are beneath my ability (TED-24S) showed a positive, statistically significant correlation among respondents who like to do repetitive tasks and the job mandating the performance of repetitive tasks. There is however, a negative, statistically significant correlation among one

keeping busy on their job, preferring a job that requires each to think and the job requiring one to think.

(TED-25D), one's desire to do repetitive tasks has a positive, statistically significant correlation with the job calling for doing repetitive tasks. It should be noted that there is also a negative, statistically significant correlation among one keeping busy on their job, preferring a job that requires respondents to think and one's job requires each to think.

The job that demands doing repetitive tasks (TED-26S) reveals a positive, statistically significant correlation only with one; liking to keep busy on one's job. However, it also revealed negative, statistically significant correlation with only their job requires them to think.

Further review indicated that liking to keep busy on his or her job (TED-27D) has positive, statistically significant correlation with one keeping busy on their job, preferring a job that requires each to think (TED-29D) and the job requires the ability to think (TED-30S). In addition to one keeping busy on the job (TED-28S) also reflects a positive, statistically significant correlation with TED-29D and TED-30S. Finally, there is a positive, statistically significant correlation with TED-29D and TED-30S.

Situational and Dispositional Control of all Respondents

The data summarized in Table 10 relative to all respondents reveals that there is not a statistically significant correlation among the desire to have input in the decisions that are made at work (CONT-31D), being allowed to make decisions at work, it is important to be able to influence the supervisor's actions that affect one on the job, the supervisor ask will for opinions on matters affecting them on the job (situational), the notion of being involved in evaluating their job performance and productivity and a need for time to plan, establish deadlines and work at their own pace.

CONT-32S, being allowed to make decisions shows a statistically significant correlation with all the correlates. The exception being, it is important not to be held accountable for job related matters over which they have little or no control. All others, it is important that they are able to influence their supervisor's actions that affect them on the job, that their supervisor seek their opinion on matters affecting them on the job, the desire of being involved in the process of evaluating their job performance and productivity, having input in the process of evaluating their job performance, a need for time to plan establish deadlines and work at his or her own pace, being allowed to establish one's own deadlines and schedules and not being held

TABLE 10

PEARSON CORRELATION COEFFICIENTS FOR SITUATIONAL CONTROL AND DISPOSITIONAL CONTROL OF ALL RESPONDENTS

	CONT-32S	CONT-33D	CONT-34S	CONT-35D	CONT-36S	CONT-37D	CONT-38S	CONT-39D	CONT-40S
CONT-31D	0.36931 (0.0001)	0.40546 (0.0001)	0.12764 (0.0085)	0.50340 (0.0001)	0.08198 (0.0926)	0.23836 (0.0001)	0.07783 (0.1112)	0.05437 (0.2697)	0.07964 (0.1040)
CONT-32S		0.20408 (0.0001)	0.57896 (0.0001)	0.21886 (0.0001)	0.46400 (0.0001)	0.15444 (0.0015)	0.36633 (0.0001)	0.02244 (0.6481)	0.20909 (0.0001)
CONT-33D			0.21771 (0.0001)	0.27910 (0.0001)	0.11460 (0.0183)	0.17862 (0.0002)	0.11523 (0.0179)	0.11126 (0.0232)	0.21137 (0.0001)
CONT-34S				0.17285 (0.0004)	0.58170 (0.0001)	0.20240 (0.0001)	0.44694 (0.0001)	0.12347 (0.0117)	0.31226 (0.0001)
CONT-35D					0.29728 (0.0001)	0.25353 (0.0001)	0.9293 (0.0570)	0.01140 (0.8171)	-0.05946 (0.2251)
CONT-36S						0.22561 (0.0001)	0.42199 (0.0001)	0.00840 (0.8644)	0.26230 (0.0001)
CONT-37D							0.28928 (0.0001)	0.22812 (0.0001)	0.15406 (0.0015)
CONT-38S								0.33138 (0.0001)	0.47347 (0.0001)
CONT-39D									0.18229 (0.0002)

responsible for job related matters over which they have little or no control.

Upon reviewing, it is important once to respondents to be able to influence the supervisor's actions that affect each on their job (CONT-33D) for statistically significant correlation, we find there is a positive statistically significant correlation with the following: the supervisor ask their opinion on matters affecting them on the job (CONT-34S), the desire of being involved in evaluating their job performance and productivity (CONT-35D), being involved in the process of evaluating their own job performance (CONT-36S), a wish for time to plan, establish deadlines and work at their own establish pace (CONT-37D), being allowed to establish his or her deadlines and schedules (CONT-38S), the importance of not to being held accountable for job related matters over which one has little or no control (CONT-39D), and not being held responsible for job related matters over which one has little or no control (CONT-40S).

CONT-34S has a positive, statistically significant correlation among CONT-35D, CONT-36S, CONT-37D, CONT-38S, CONT-39D, and CONT-40S.

I like being involved in the process of evaluating my job performance and productivity (CONT-35S), reveals a few positive, statistically significant correlations. They were: one is involved in the process of evaluating their job

performance, a need for time to plan, establish deadlines and work at their own pace, and being allowed to establish one's own deadlines and schedules.

(CONT-36S), being involved in the process of evaluating one's own job performance, had all statistically significant correlations. This is true for all of the following statements on the survey after CONT-36S. Each had a statistically significant correlation.

Situational and Dispositional Conflict of all Respondents

The data summarized in Table 11 relative to all respondents reveal that there is a positive, statistically significant correlation among the persons with whom one works are supportive and friendly (CONF-41D), they are required to compete with their fellow workers on the job, one prefers a supervisor with whom they are usually in agreement, it is important for one to work for an employer pursuing purposes with which they agree, it is important to that their job skills and the requirements of their job match their job skills. There is upon further review, a negative, statistically significant correlation between CONF-41D and that one believes in the purpose and mission of their employer.

The table also reveals a belief that the persons with whom one works are supportive and friendly (CONF-42S) has a

TABLE 11

PEARSON CORRELATION COEEFICIENTS FOR SITUATIONAL CLARITY AND DISPOSITIONAL CLARITY OF ADMINISTRATORS

	CLAR 12S	CLAR 13D	CLAR 14S	CLAR 15D	CLAR 16S	CLAR 17D	CLAR 18S	CLAR 19D	CLAR 20S
CLAR 11D	0.31008 (0.0225)	0.87094 (0.0001)	0.54929 (0.0001)	0.65108 (0.0001)	-0.15537 (0.2619)	-0.50783 (0.0001)	-0.42193 (0.0015)	0.54439 (0.0001)	0.17310 (0.2107)
CLAR 12S		0.31379 (0.0209)	0.29235 (0.0319)	0.31917 (0.0187)	0.32974 (0.0149)	-0.35501 (0.0084)	-0.36972 (0.0059)	0.21693 (0.1151)	0.26488 (0.0519)
CLAR 13D			0.63355 (0.0001)	0.67424 (0.0001)	-0.07247 (0.6025)	-0.22627 (0.0999)	-0.41434 (0.0018)	0.61688 (0.0001)	0.23489 (0.0873)
CLAR 14S				0.69317 (0.0001)	0.41053 (0.0020)	-0.14757 (0.2869)	-0.38603 (0.0039)	0.34881 (0.0097)	-0.24073 (0.0795)
CLAR 15D					0.41786 (0.0017)	-0.19070 (0.1672)	-0.48647 (0.0002)	0.64787 (0.0001)	0.01365 (0.9219)
CLAR 16S						0.21728 (0.1145)	-0.03003 (0.8293)	0.21582 (0.1170)	-0.18725 (0.1752)
CLAR 17D							0.15235 (0.2714)	-0.17448 (0.2070)	0.00830 (0.9525)
CLAR 18S								-0.20712 (0.1329)	-0.48661 (0.0002)
CLAR 19D									0.34975 (0.0095)

positive correlation for all of the other statements with the exception of the requirement to compete with my fellow workers on the job (CONF-44S), however, all are statistically significant.

The notion that one likes the challenge of competing with others (CONF-43D), reveals three other correlates which have a statistically significant correlation. One is required to compete with his or her fellow worker on the job, one usually being in agreement with one's supervisor and the importance to each that their job match my skills.

CONF-45D, a preference for a supervisor with whom one is usually in agreement, had a statistically significant correlation with respondents who are usually in agreement with their supervisor, the importance of working for an employer pursuing purposes with which he or she agree, and it is important that their job match my job skills.

One usually being in agreement with their supervisor (CONF-46S) reveals a statistically significant correlation with all of the responses. However, the importance of working for an employer pursuing purposes with which one agrees (CONF-47D) did not have statistically significant correlations with all. In this case, it was significant with, the belief in the purpose and mission of one's employer and the importance that respondents job match their job skills.

A belief in the purpose and mission of one's employer (CONF-48S) reveals that both (CONF-49D), where it is important that individuals jobs and skills match and requirements of their job match their job skills (CONF-50S), there existed a statistically significant correlation.

Finally, (CONF-49D) reveal that it is important to respondents that their job match their skills, revealed a statistically significant correlation with CONF-50S.

Situational and Dispositional Intensity of all Respondents

The data summarized in Table 12 relative to all respondents reveals a statistically significant correlation among those who prefer working under pressure (INTE-51D), there is daily pressure on the job, a desire for being under pressure daily with their work load assignment, urgent job tasks are given for one to perform in short periods of time, an inclination for working on several job tasks at once and while at work one is expected to work on several job tasks at once. There is also a negative, statistically significant correlation between (INTE-51D) and preference to complete all job related tasks during working hours.

There is daily pressure on the job (INTE-52S) has a statistically significant correlation with one being pressured daily with work load assignments, urgent job tasks are given one to perform in short periods of time, at work respondents

TABLE 12

PEARSON CORRELATION COEEFICIENTS FOR SITUATIONAL CLARITY DISPOSITIONAL CLARITY OF TEACHERS

	CLAR 12S	CLAR 13D	CLAR 24S	CLAR 15D	CLAR 16S	CLAR 17D	CLAR 18S	CLAR 19D	CLAR 20S
CLAR 11D	0.25179 (0.0001)	0.50615 (0.0001)	0.19937 (0.0011)	0.24473 (0.0001)	0.17637 (0.0040)	-0.14892 (0.0151)	-0.17204 (0.0049)	0.16953 (0.0056)	0.08307 (0.1768)
CLAR 12S		0.36115 (0.0001)	0.54709 (0.0001)	0.18681 (0.0023)	0.41062 (0.0001)	-0.31454 (0.0001)	-0.36996 (0.0001)	0.15530 (0.0115)	0.20385 (0.0009)
CLAR 13D			0.41273 (0.0001)	0.46148 (0.0001)	0.27468 (0.0001)	-0.24549 (0.0001)	-0.19807 (0.0013)	0.48731 (0.0001)	0.37520 (0.0001)
CLAR 14S				0.37963 (0.0012)	0.57738 (0.0001)	-0.25645 (0.0001)	0.49529 (0.0001)	0.25370 (0.0015)	0.13866 (0.0237)
CLAR 15D					0.27737 (0.0001)	-0.43534 (0.0001)	-0.31803 (0.0001)	0.66008 (0.0001)	0.43448 (0.0001)
CLAR 16S						-0.08827 (0.1526)	-0.51685 (0.0001)	0.07179 (0.2450)	0.32096 (0.0001)
CLAR 17D							0.22695 (0.0002)	-0.48047 (0.0001)	-0.34104 (0.0001)
CLAR 18S								-0.25060 (0.0001)	-0.25889 (0.0001)
CLAR 19D									0.39083 (0.0001)

are expected to work on several job tasks at once, one is allowed to set his or her own pace on my job, a desire to complete all job related tasks during working hours and a need for working on several job tasks at once.

One being pressured daily with their work load (INTE-53D) reveals statistically significant correlations also. They occurred with urgent job tasks are given to one to perform in short periods of time, individuals are allowed to set their own pace on his or her job, a need to work on several job tasks at once and at work one is expected to work on several job tasks at once.

Relative to all respondents, urgent job tasks are given to each to perform in short periods of time (INTE-54S) had statistically significant correlation with working on several job tasks at once, one is expected to work on several tasks at once, and at work one is on several tasks at once. There are negative, statistically significant correlations with INTE-54S, one desiring to complete all job related tasks during working hours, and one being able to complete all job related tasks during working hours.

Intensity for all respondents who like to set their own pace on the job (INTE-55D), a notion they set their own pace on the job, a desire to complete all job related tasks during working hours and at work it is expected for each to work on several job tasks at once were all statistically significant.

There is a statistically significant correlation with individual who are allowed to set their own pace on his or her job (INTE-56S) with a desire to complete all job related tasks during working hours, one being able to complete all job related tasks during working hours and one enjoying working on several job tasks at once. In addition, one's need to complete all job related tasks during working hours (INTE-57S) reveals that there was only a statistically significant correlation with one being able to complete all job tasks during working hours.

One being able to complete all related tasks during working hours only reveals one statistically significant correlation and that occurred with at work one being expected to work on several job tasks at once. Furthermore, individuals desiring working on several job tasks at once has a statistically significant correlation with at work one is expected to work on several job tasks at once.

Chi-square Analysis

The chi-square statistic was computed to further determine whether or not there were significant statistical differences among the three groups and their responses. This is important because chi-square allows for the testing of statistical differences in samples that are larger than thirty (30). The alpha level was establish at .05, thus critical

incidence with a .05 level of significant or lower were used. In essence, the higher the chi-square value, the more agreement is said to have occurred; the lower the chi-square value, the less agreement is said to have occurred.

The summary $\underline{x}^2$ data for CHANGE by job title in Table 13 indicate that there are statistically significant differences between the responses of administrators, teachers, and support personnel in terms of situational and dispositional CHANGE.

The summary $\underline{x}^2$ data for CLARITY by job title in Table 14 indicate that there is no statistically significant difference between the responses of administrators, teachers, and support personnel for CLARITY with respect to the situation "that on my job, I know who is the boss" (CLAR-12S). There are statistically significant differences between the other responses for CLARITY between administrators, teachers, and support personnel in terms of situational and dispositional CLARITY.

The summary $\underline{x}^2$ data for TEDIUM by job title in Table 15 indicate that there are statistically significant differences between the responses of administrators, teachers, and support personnel in terms of situational and dispositional TEDIUM.

The summary $\underline{x}^2$ data for CONTROL by job title in Table 16 indicate that there are statistically significant differences between the responses of administrators, teachers, and support personnel in terms of situational and dispositional CONTROL.

TABLE 13
SUMMARY $\underline{x}^2$ FOR JOB TITLE BY CHANGE

TYPE OF CHANGE	DF	VALUE	PROB
CHAN-1D	12	44.103	0.000
CHAN-2S	10	36.896	0.000
CHAN-3D	10	67.158	0.000
CHAN-4S	12	53.420	0.000
CHAN-5D	12	26.025	0.011
CHAN-6S	12	24.356	0.018
CHAN-7D	12	62.014	0.000
CHAN-8S	12	40.788	0.000
CHAN-9D	12	23.079	0.027
CHAN-10S	12	42.093	0.000
CHANGE-DISPOSITIONAL	38	100.873	0.000
CHANGE-SITUATIONAL	46	109.270	0.000
CHANGE-TOTAL	86	188.001	0.000

TABLE 14
SUMMARY $\underline{x}^2$ FOR JOB TITLE BY CLARITY

TYPE OF CLARITY	DF	VALUE	PROB
CLAR-11D	12	36.823	0.000
CLAR-12S	10	16.167	0.095
CLAR-13D	12	28.984	0.004
CLAR-14S	12	22.644	0.031
CLAR-15D	12	51.021	0.000
CLAR-16S	12	40.559	0.000
CLAR-17D	12	53.727	0.000
CLAR-18S	12	61.961	0.000
CLAR-19D	12	28.475	0.000
CLAR-20S	10	40.903	0.000
CLARITY-DISPOSITIONAL	38	116.387	0.000
CLARITY-SITUATIONAL	38	113.475	0.005
CLARITY-TOTAL	66	189.634	0.000

TABLE 15
SUMMARY $\underline{x}^2$ FOR JOB TITLE BY TEDIUM

TYPE OF TEDIUM	DF	VALUE	PROB
TED-21D	12	28.299	0.005
TED-22S	12	27.351	0.007
TED-23D	12	41.356	0.000
TED-24S	12	49.381	0.000
TED-25D	12	75.730	0.000
TED-26S	12	77.800	0.000
TED-27D	12	24.405	0.018
TED-28S	10	53.906	0.000
TED-29D	8	58.387	0.000
TED-30S	12	37.256	0.000
TEDIUM-DISPOSITIONAL	38	127.467	0.000
TEDIUM-SITUATIONAL	42	85.308	0.000
TEDIUM-TOTAL	70	148.181	0.000

TABLE 16
SUMMARY $\underline{x}^2$ FOR JOB TITLE BY CONTROL

TYPE OF CONTROL	DF	VALUE	PROB
CONT-31D	12	65.270	0.000
CONT-32S	12	64.504	0.000
CONT-33D	12	44.797	0.000
CONT-34S	12	38.110	0.000
CONT-35D	12	44.756	0.000
CONT-36S	12	57.511	0.000
CONT-37D	12	39.385	0.000
CONT-38S	12	86.970	0.000
CONT-39D	12	40.985	0.000
CONT-40S	12	41.097	0.000
CONTROL-DISPOSITIONAL	44	150.704	0.000
CONTROL-SITUATIONAL	62	185.754	0.000
CONTROL-TOTAL	86	205.181	0.000

The summary $\underline{x}^2$ data for CONFLICT by job title in Table 17 indicate that there is no statistically significant difference between the responses of administrators, teachers, and support personnel for CONFLICT with regard to disposition where an individual prefer a supervisor with whom he or she is usually in agreement (CONF-45D). There is, however, statistically significant differences between the responses of administrators, teachers, and support personnel in terms of situational and dispositional CONFLICT with respect to other responses.

The summary $\underline{x}^2$ data for INTENSITY by job title in Table 18 indicate that there are statistically significant differences between the responses of administrators, teachers, and support personnel in terms of situational and dispositional INTENSITY.

Crosstabulations

Crosstabulations were employed in order to take the set of responses from administrators, teachers and support personnel for each stressor and display their values in a table. The following tables of crosstabulations present a picture of the differences and similarities between these groups.

As Table 19 for job title and responses reveals, larger number of administrators, teachers and support personnel

TABLE 17
SUMMARY $\underline{x}^2$ FOR JOB TITLE BY CONFLICT

TYPE OF CONFLICT	DF	VALUE	PROB
CONF-41D	12	65.891	0.000
CONF-42S	12	49.543	0.000
CONF-43D	12	40.661	0.000
CONF-44S	12	47.137	0.000
CONF-45D	12	18.732	0.095
CONF-46S	12	39.553	0.000
CONF-47D	10	58.622	0.000
CONF-48S	12	37.781	0.000
CONF-49D	10	42.095	0.000
CONF-50S	12	50.459	0.000
CONFLICT-DISPOSITIONAL	42	143.240	0.000
CONFLICT-SITUATIONAL	42	152.573	0.000
CONFLICT-TOTAL	76	204.694	0.000

TABLE 18
SUMMARY $\underline{x}^2$ FOR JOB TITLE BY INTENSITY

TYPE OF INTENSITY	DF	VALUE	PROB
INTE-51D	12	45.981	0.000
INTE-52S	12	44.719	0.000
INTE-53D	12	64.091	0.000
INTE-54S	12	46.343	0.000
INTE-55D	12	42.275	0.000
INTE-56S	12	29.339	0.004
INTE-57D	10	36.286	0.000
INTE-58S	12	57.005	0.000
INTE-59D	12	80.247	0.000
INTE-60S	12	57.064	0.000
INTENSITY-DISPOSITIONAL	44	142.193	0.000
INTENSITY-SITUATIONAL	38	91.674	0.000
INTENSITY-TOTAL	84	213.717	0.000

TABLE 19

JOB TITLE AND RESPONSES

FOR

CHANGE 2S

JOB TITLE AND RESPONSE	NO RESPONSE		NEVER		RARELY		SELDON		SOMETIMES		OFTEN		MOST OF THE TIME		ALWAYS		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ADMINISTRATORS																		
YES	--	--	--	--	--	--	--	--	3	5.56%	5	11.11%	9	16.67%	27	50.00%	45	83.33%
NO	--	--	--	--	--	--	--	--	6	11.11%	--	--	--	--	--	--	6	11.11%
NO RESPONSE	--	--	--	--	--	--	--	--	--	--	--	--	3	5.56%	--	--	3	5.56%
SUB TOTAL	--	--	--	--	--	--	--	--	9	16.67%	6	11.11%	12	22.22%	27	50.00%	54	100%
TEACHERS																		
YES	--	--	--	--	8	3.01%	6	2.26%	42	15.79%	54	20.30%	62	23.31%	66	24.81%	238	89.47%
NO	--	--	--	--	--	--	2	.75%	2	.75%	6	2.26%	--	--	4	1.50%	14	5.26%
NO RESPONSE	--	--	--	--	--	--	--	--	4	1.50%	6	2.26%	--	--	4	1.50%	14	5.26%
SUB TOTAL	--	--	--	--	8	3.01%	8	3.01%	48	18.05%	66	24.81%	62	23.31%	74	27.82%	266	100%
SUPPORT PERSONNEL																		
YES	--	--	--	--	8	3.01%	6	2.26%	26	24.53%	20	18.87%	12	11.32%	20	18.87%	90	84.91%
NO	--	--	--	--	2	1.89%	--	--	2	1.89%	2	1.89%	--	--	4	3.77%	10	9.43%
NO RESPONSE	--	--	--	--	--	--	--	--	6	5.66%	--	--	--	--	--	--	6	5.66%
SUB TOTAL	--	--	--	--	8	7.55%	6	5.66%	34	32.08%	22	20.75%	12	11.32%	24	22.64%	106	100%

reported that their jobs allowed them to face new challenges always (CHAN-2S); larger number of administrators and teachers said most of the time; many teachers and support personnel said sometimes.

Table 20 for job title and responses display the greatest number of administrators, teachers and support personnel who reported that they need and like job security always (CHAN-3D); the next greatest response category is that of teachers who stated that they like and need job security most of the time.

In Table 21 for job title and responses, larger numbers of administrators, teachers and support personnel stated that they like to know clearly (CLAR-13D) what their supervisor's wishes at work; the next greatest response rate was that of teachers.

As Table 22 for job title and responses shows that a large number of teachers and support personnel responded that their work environment is often in a state of confusion (CLAR-18S), and a larger said number for sometimes. A large number of teachers said rarely.

In reviewing Table 23 for job title and responses, it can be noted that the larger number of responses reported that they like tasks beneath their abilities (TED-23D). The next larger number is that of administrators and teachers who said

TABLE 20

JOB TITLE AND RESPONSES

FOR

CHANGE 3D

JOB TITLE AND RESPONSE	NO RESPONSE		NEVER		RARELY		SELDON		SOMETIMES		OFTEN		MOST OF THE TIME		ALWAYS		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ADMINISTRATORS																		
YES	--	--	--	--	--	--	--	--	--	--	3	5.56%	3	5.56%	33	66.11%	39	72.22%
NO	--	--	--	--	--	--	--	--	--	--	6	11.11%	3	5.56%	3	5.56%	12	22.22%
NO RESPONSE	--	--	--	--	--	--	--	--	--	--	--	--	--	--	3	5.56%	3	5.56%
SUB TOTAL	--	--	--	--	--	--	--	--	--	--	9	16.67%	6	11.11%	39	72.22%	54	100%
TEACHERS																		
YES	--	--	--	--	2	.75%	4	1.50%	8	3.01%	16	6.02%	34	12.78%	158	59.40%	222	83.46%%
NO	--	--	--	--	--	--	6	2.26%	2	.75%	6	2.26%	2	.75%	12	4.57%	28	10.53%
NO RESPONSE	--	--	--	--	2	.75%	--	--	--	--	--	--	6	2/76%	8	3.01%	16	6.02%
SUB TOTAL	--	--	--	--	4	1.50%	10	3.76%	10	3.76%	22	8.27%	42	15.79%	178	66.22%	266	100%
SUPPORT PERSONNNEL																		
YES	--	--	2	1.89%	--	--	--	--	14	13.21%	12	11.32%	8	7.55%	48	45.28%	84	79.25%
NO	--	--	--	--	2	1.89%	--	--	12	11.32%	--	--	2	1.89%	2	1.89%	18	16.98%
NO RESPONSE	--	--	--	--	--	--	--	--	--	--	2	1.89%	--	--	2	1.89%	4	3.77%
SUB TOTAL	--	--	2	1.89%	2	1.89%	--	--	26	24.53%	14	13.21%	10	9.43%	52	49.06%	106	100%

TABLE 21

JOB TITLE AND RESPONSES
FOR
CLARITY 13D

JOB TITLE AND RESPONSE	NO RESPONSE		NEVER		RARELY		SELDON		SOMETIMES		OFTEN		MOST OF THE TIME		ALWAYS		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ADMINISTRATORS																		
YES	--	--	--	--	--	--	--	--	6	11.11%	6	11.11%	3	5.56%	36	66.67%	51	94.44%
NO	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
NO RESPONSE	--	--	--	--	--	--	--	--	--	--	--	--	3	5.56%	--	--	3	5.56%
SUB TOTAL	--	--	--	--	--	--	--	--	6	11.11%	6	11.11%	6	11.11%	36	66.67%	54	100%
TEACHERS																		
YES	4	1.50%	2	.75%	--	--	4	1.50%	12	4.51%	12	4.51%	38	14.29%	168	63.16%	240	90.23%
NO	--	--	--	--	--	--	2	.75%	4	1.50%	2	.75%	--	--	4	1.51%	12	4.51%
NO RESPONSE	--	--	--	--	--	--	--	--	--	--	--	--	6	2.26%	8	3.01%	14	5.26%
SUB TOTAL	4	1.50%	2	.75%	--	--	6	2.26%	16	6.02%	14	5.26%	44	16.54%	180	67.67%	266	100%
SUPPORT PERSONNNEL																		
YES	--	--	--	--	2	1.89%	2	1.89%	16	15.09%	2	1.89%	18	16.98%	54	50.94%	94	88.68%
NO	--	--	--	--	2	1.89%	2	1.89%	--	--	4	3.77%	--	--	--	--	8	7.55%
NO RESPONSE	2	1.89%	--	--	--	--	--	--	--	--	--	--	--	--	2	1.89%	4	3.77%
SUB TOTAL	2	1.89%	--	--	4	3.77%	4	3.77%	16	15.09%	6	5.66%	18	16.98%	56	52.83%	106	100%

TABLE 22

JOB TITLE AND RESPONSES
FOR
CLARITY 18S

JOB TITLE AND RESPONSE	NO RESPONSE		NEVER		RARELY		SELDON		SOMETIMES		OFTEN		MOST OF THE TIME		ALWAYS		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ADMINISTRATORS																		
YES	--	--	--	--	3	5.56%	--	--	6	11.11%	3	5.56%	--	--	--	--	12	22.22%
NO	--	--	3	5.56%	9	16.67%	9	16.67%	--	--	6	11.11%	9	16.67%	3	5.56%	39	72.22%
NO RESPONSE	--	--	--	--	--	--	--	--	3	5.56%	--	--	--	--	--	--	3	5.56%
SUB TOTAL	--	--	3	5.56%	12	22.22%	9	16.67%	9	16.67%	9	16.67%	9	16.67%	3	5.56%	54	100%
TEACHERS																		
YES	--	--	24	9.02%	16	6.02%	12	4.51%	24	9.02%	10	3.76%	6	2.26%	8	3.01%	100	37.59%
NO	--	--	24	9.02%	36	15.33%	10	3.76%	34	12.78%	24	9.02%	8	3.01%	10	3.76%	146	54.89%
NO RESPONSE	--	--	2	.75%	2	.75%	4	1.50%	8	3.01%	2	.75%	2	.75%	--	--	20	7.52%
SUB TOTAL	--	--	50	18.80%	54	20.30%	26	9.77%	66	24.81%	36	13.53%	16	6.02%	18	6.77%	266	100%
SUPPORT PERSONNNEL																		
YES	--	--	4	3.77%	4	7.55%	2	1.89%	20	18.87%	--	--	4	3.77%	2	1.89%	36	33.96%
NO	--	--	6	5.66%	2	1.89%	6	5.66%	36	33.96%	4	3.77%	6	5.66%	4	3.77%	64	60.38%
NO RESPONSE	--	--	--	--	2	1.89%	--	--	4	3.77%	--	--	--	--	--	--	6	5.66%
SUB TOTAL	--	--	10	9.43%	8	7.55%	8	7.55%	60	56.60%	4	3.77%	10	9.43%	6	5.66%	106	100%

TABLE 23

JOB TITLE AND RESPONSES
FOR
TEDIUM 23D

JOB TITLE AND RESPONSE	NO RESPONSE		NEVER		RARELY		SELDON		SOMETIMES		OFTEN		MOST OF THE TIME		ALWAYS		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ADMINISTRATORS																		
YES	--	--	24	44.44%	12	22.22%	3	5.56%	9	16.67%	--	--	--	--	3	5.56%	51	94.44%
NO	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	0	.00%
NO RESPONSE	--	--	--	--	3	5.56%	--	--	--	--	--	--	--	--	--	--	3	5.56%
SUB TOTAL	--	--	24	44.44%	15	27.78%	3	5.56%	9	16.67%	--	--	--	--	3	5.56%	54	100%
TEACHERS																		
YES	--	--	104	39.10%	48	18.05%	20	7.52%	32	12.03%	10	3.76%	4	1.50%	4	1.50%	222	83.46%
NO	--	--	14	5.26%	8	3.01%	4	1.50%	2	.75%	--	--	--	--	2	.75%	30	11.28%
NO RESPONSE	--	--	6	2.26%	4	1.50%	2	.75%	2	.75%	--	--	--	--	--	--	14	5.26%
SUB TOTAL	--	--	124	46.62%	60	22.56%	26	9.77%	36	13.53%	10	3.76%	4	1.50%	6	2.26%	266	100%
SUPPORT PERSONNNEL																		
YES	2	1.89%	34	37.74%	16	15.09%	8	7.55%	4	3.77%	10	9.43%	2	1.89%	12	11.32%	88	83.02%
NO	--	--	4	3.77%	--	--	2	1.89%	--	--	2	1.89%	2	1.89%	--	--	10	9.43%
NO RESPONSE	--	--	2	1.89%	2	1.89%	--	--	2	1.89%	--	--	--	--	2	1.89%	8	7.55%
SUB TOTAL	2	1.89%	40	37.74%	18	16.98%	10	9.43%	6	5.66%	12	11.32%	4	3.77%	14	13.21%	106	100%

rarely; and the third number is that of teachers who said sometimes.

As Table 24 reveals, the largest number of responses is for teachers who stated that their jobs call for doing repetitive tasks (TED-26S) often; the next largest group is that of teachers and the second largest group is that of support personnel said most of the time; the third largest group is that of teachers and support personnel who said always.

In reviewing the Table 25 for job title and responses, it can be seen that a larger number of administrators, teachers and support personnel reported that they like to have input in the decisions that are made at work (CONT-31D) always; a larger number of administrators and teachers said most of the time; many of the teachers and more of the support personnel said often.

In reviewing Table 26 for job title and responses, it can be seen that a larger number of administrators, teachers and support personnel reported always to not being held accountable for job related matters over which they had little or no control (CONT-39D), the next largest numbers being most of the time; and many for often.

Table 27 for job title and responses, reveals that a large number of teachers responded sometimes to they are not held responsible for job related matters over which they have

TABLE 24

JOB TITLE AND RESPONSES
FOR
TEDIUM 26S

JOB TITLE AND RESPONSE	NO RESPONSE		NEVER		RARELY		SELDON		SOMETIMES		OFTEN		MOST OF THE TIME		ALWAYS		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ADMINISTRATORS																		
YES	--	--	3	5.56%	9	16.67%	9	16.67%	9	16.67%	6	11.11%	3	5.56%	6	11.11%	45	83.33%
NO	--	--	--	--	--	--	3	5.56%	3	5.56%	--	--	--	--	--	--	6	11.11%
NO RESPONSE	--	--	--	--	--	--	--	--	--	--	3	5.56%	--	--	--	--	3	5.56%
SUB TOTAL	--	--	3	5.56%	9	16.67%	12	22.22%	12	22.22%	9	16.67%	3	5.56%	6	11.11%	54	100%
TEACHERS																		
YES	--	--	6	2.26%	8	3.01%	6	2.26%	76	28.57%	42	15.79%	34	12.78%	26	9.77%	198	74.44%
NO	2	.75%	8	3.01%	16	6.02%	6	2.26%	12	4.51%	4	1.50%	2	.75%	--	--	50	18.80%
NO RESPONSE	--	--	2	.75%	--	--	--	--	12	4 51%	2	.75%	2	.75%	--	--	18	6.77%
SUB TOTAL	2	.75%	16	6.02%	24	9.02%	12	4.51%	100	37.59%	48	18.05%	38	14.29%	26	9.77%	266	100%
SUPPORT PERSONNNEL																		
YES	4	3.77%	4	3.77%	--	--	6	5.55%	10	9.43%	10	9.43%	22	2 .75%	30	28.30%	86	81.13%
NO	--	--	4	3.77%	--	--	4	3.77%	--	--	2	1.89%	--	--	2	1.89%	12	11.32%
NO RESPONSE	4	3.77%	--	--	2	1.89%	--	--	2	1.89%	--	--	--	--	--	--	8	7.55%
SUB TOTAL	8	7.55%	8	7.55%	2	1.89%	10	9.43%	12	11.32%	12	11.32%	22	2 .75%	32	30.19%	106	100%

TABLE 25

JOB TITLE AND RESPONSES
FOR
CONTROL 31D

JOB TITLE AND RESPONSE	NO RESPONSE		NEVER		RARELY		SELDON		SOMETIMES		OFTEN		MOST OF THE TIME		ALWAYS		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ADMINISTRATORS																		
YES	--	--	--	--	--	--	--	--	--	--	12	22.22%	15	27.78%	24	44.44%	51	94.44%
NO	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
NO RESPONSE	--	-	--	--	--	--	--	--	--	--	--	--	3	5.56%	--	--	3	5.56%
SUB TOTAL	--	--	--	-	--	--	--	--	--	--	12	22.22%	18	33.33%	24	44.44%	54	100%
TEACHERS																		
YES	2	.75%	--	--	--	--	--	--	14	5.26%	22	8.27%	84	31.58%	126	47.37%	248	93.23%
NO	--	--	--	--	--	--	--	--	2	.75%	--	--	2	.75%	--	--	4	1.50%
NO RESPONSE	--	--	--	--	--	--	--	--	--	--	4	1.50%	4	1.50%	6	2.26%	14	5.26%
SUB TOTAL	2	.75%	--	--	--	--	--	--	16	6.02%	26	9.77%	90	33.83%	132	49.62%	266	100%
SUPPORT PERSONNNEL																		
YES	--	--	4	3.77%	--	--	2	1.89%	6	5.66%	24	22.64%	14	13.21%	44	41.52%	94	88.68%
NO	--	--	2	1.89%	2	1.89%	--	--	--	--	4	3.77%	--	--	--	--	8	7.55%
NO RESPONSE	--	--	--	--	2	1.89%	--	--	--	--	--	--	2	1.89%	--	--	4	3.77%
SUB TOTAL	--	--	6	5.66%	4	3.77%	2	1.89%	6	5.66%	28	26.42%	16	15.09%	44	41.51%	94	88.68%

TABLE 26

JOB TITLE AND RESPONSES

FOR

CONTROL 39D

JOB TITLE AND RESPONSE	NO RESPONSE		NEVER		RARELY		SELDON		SOMETIMES		OFTEN		MOST OF THE TIME		ALWAYS		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ADMINISTRATORS																		
YES	--	--	--	--	3	5.56%	--	--	3	5.56%	--	--	6	11.11%	21	38.89%	33	61.11%
NO	--	--	--	--	--	--	6	11.11%	--	--	6	11.11%	--	--	6	11.11%	18	33.33%
NO RESPONSE	--	--	--	--	--	--	--	--	3	5.56%	--	--	--	--	--	--	3	5.56%
SUB TOTAL	--	--	--	--	3	5.56%	6	11.11%	6	11.11%	6	11.11%	6	11.11%	27	50.00%	54	100%
TEACHERS																		
YES	4	1.50%	24	9.02%	--	--	8	3.01%	24	9.02%	30	11.28%	40	15.04%	94	35.34%	224	84.21%
NO	2	.75%	4	1.50%	--	--	--	--	4	1.50%	--	--	4	1.50%	14	5.26%	28	10.53%
NO RESPONSE	--	--	--	--	--	--	--	--	--	--	6	2.26%	6	2.26%	2	.75%	14	5.26%
SUB TOTAL	6	2.26%	28	10.53%	--	--	8	3.01%	28	10.53%	36	13.53%	50	18.80%	110	41.35%	266	100%
SUPPORT PERSONNNEL																		
YES	--	--	4	3.77%	4	3.77%	4	3.77%	14	13.21%	4	3.77%	6	5.66%	18	16.98%	54	50.94%
NO	2	1.89%	8	7.55%	2	1.89%	2	1.89%	6	5.66%	12	11.32%	2	1.89%	12	11.32%	46	43.40%
NO RESPONSE	2	1.89%	--	--	--	--	--	--	--	--	--	--	2	1.89%	2	1.89%	6	5.66%
SUB TOTAL	4	3.77%	12	11.32%	6	5.66%	6	5.66%	20	18.87%	16	15.09%	10	9.43%	32	30.19%	106	100%

TABLE 27

JOB TITLE AND RESPONSES
FOR
CONTROL 40S

JOB TITLE AND RESPONSE	NO RESPONSE		NEVER		RARELY		SELDON		SOMETIMES		OFTEN		MOST OF THE TIME		ALWAYS		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ADMINISTRATORS																		
YES	--	--	--	--	6	11.11%	--	--	6	11.11%	9	16.67%	6	11.11%	6	11.11%	33	61.11%
NO	--	--	--	--	--	--	--	--	3	5.56%	3	5.56%	3	5.56%	9	16.67%	18	33.33%
NO RESPONSE	--	-	--	--	6	11.11%	3	5.56%	--	--	--	--	--	--	--	--	3	5.56%
SUB TOTAL	--	--	--	--	6	11.11%	3	5.56%	9	16.67%	12	22.22%	9	16.67%	15	27.78%	54	100%
TEACHERS																		
YES	2	.75%	20	7.52%	18	6.77%	28	10.53%	62	23.31%	28	10.53%	28	10.53%	38	14.29%	224	84.21%
NO	--	--	6	2.26%	6	2.26%	6	2.26%	4	1.50%	--	--	2	.75%	4	1.50%	28	10.53%
NO RESPONSE	--	--	--	--	4	1.50%	--	--	--	--	8	3.01%	2	.75%	--	--	14	5.26%
SUB TOTAL	2	.75%	26	9.77%	28	10.53%	34	12.78%	66	24.81%	36	13.53%	32	12.03%	42	15.79%	266	100%
SUPPORT PERSONNNEL																		
YES	--	--	16	16.09%	4	3.77%	4	3.77%	14	13.21%	6	5.66%	6	5.66%	4	3.77%	54	50.94%
NO	2	1.89%	8	7.55%	8	7.55%	4	3.77%	6	5.66%	16	15.09%	--	--	2	1.89%	46	43.40%
NO RESPONSE	2	1.89%	--	--	--	--	--	--	2	1.89%	--	--	--	--	2	1.89%	6	5.66%
SUB TOTAL	4	3.77%	24	24.64%	12	11.32%	8	7.55%	22	2 .75%	22	2 .75%	6	5.66%	8	7.55%	106	100%

little or no control (CONT-40S) with the next largest being always; administrators have their largest responses in often; support personnel have their largest responses in the category never.

Table 28 indicates for job title and responses that a larger number of administrators reported that they prefer a supervisor with whom they are usually in agreement (CONF-45D) most of the time or sometimes, as did teachers. Support personnel had their largest responses in the category of sometimes.

As Table 29 reveals for job title and responses a larger number of administrators, teachers, and support personnel most of the time to their being in agreement with their supervisor (CONF-46S). Administrators and teachers having their next largest number of responses stating often for CONF-46S while support personnel said sometimes.

Table 30 for job title and responses, it is important that the job match the individual's skills (CONF-49D), it is seen that a larger number of administrators, teachers and support personnel reported always; a large number also reporting most of the time.

In examining Table 31 for job title and responses for an individual's job requirements match their job skills (CONF-50S), a large number of administrators reported most of the

TABLE 28

JOB TITLE AND RESPONSES
FOR
CONFLICT 45D

JOB TITLE AND RESPONSE	NO RESPONSE		NEVER		RARELY		SELDON		SOMETIMES		OFTEN		MOST OF THE TIME		ALWAYS		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ADMINISTRATORS																		
YES	--	--	--	--	--	--	--	--	--	--	3	5.56%	--	--	--	--	3	5.56%
NO	--	--	--	--	3	5.56%	3	5.56%	12	22.22%	9	16.67%	12	22.22%	9	16.67%	48	88.89%
NO RESPONSE	--	-	--	--	--	--	--	--	3	5.56%	--	--	--	--	--	-	3	5.56%
SUB TOTAL	--	--	--	--	3	5.56%	3	5.56%	15	27.78%	12	22.22%	12	22.22%	9	16.67%	54	100%
TEACHERS																		
YES	--	--	--	--	--	--	2	.75%	4	1.50%	8	3.01%	6	2.26%	8	3.01%	28	10.53%
NO	2	.75%	4	1.50%	6	2.26%	14	5.26%	58	21.80%	30	11.28%	64	24.06%	46	17.29%	224	84.21%
NO RESPONSE	--	--	2	.75%	--	--	--	--	2	.75%	2	.75%	8	3.01%	--	--	14	5.26%
SUB TOTAL	2	.75%	6	2.26%	6	2.26%	16	6.02%	64	24.06%	40	15.04%	78	29.32%	54	20.30%	266	100%
SUPPORT PERSONNNEL																		
YES	--	--	--	--	--	--	2	1.89%	8	7.55%	4	3.77%	4	3.77%	4	3.77%	22	2 .75%
NO	4	3.77%	8	7.55%	6	5.66%	4	3.77%	22	2 .75%	12	11.32%	14	13.21%	10	9.43%	80	75.47%
NO RESPONSE	--	--	--	--	--	--	--	--	--	--	--	--	2	1.89%	2	1.89%	4	3.77%
SUB TOTAL	4	3.77%	8	7.55%	6	5.66%	6	5.66%	30	78.30%	16	15.09%	20	18.87%	16	15.09%	106	100%

TABLE 29

JOB TITLE AND RESPONSES
FOR
CONFLICT 46S

JOB TITLE AND RESPONSE	NO RESPONSE		NEVER		RARELY		SELDON		SOMETIMES		OFTEN		MOST OF THE TIME		ALWAYS		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ADMINISTRATORS																		
YES	--	--	--	--	--	--	--	--	--	--	3	5.56%	--	--	--	--	3	5.56%
NO	--	--	--	--	--	--	3	5.56%	6	11.11%	21	38.89%	21	38.89%	3	5.56%	48	88.89%
NO RESPONSE	--	--	--	--	--	--	--	--	--	--	--	--	3	5.56%	--	--	3	5.56%
SUB TOTAL	--	--	--	--	--	--	3	5.56%	6	11.11%	21	38.89%	21	38.89%	3	5.56%	54	100%
TEACHERS																		
YES	--	--	2	.75%	2	.75%	2	.75%	6	2.26%	4	1.50%	10	3.76%	2	.75%	28	10.53%
NO	--	--	8	3.01%	6	2.26%	18	6.77%	46	17.29%	46	17.29%	74	27.82%	26	9.77%	224	84.21%
NO RESPONSE	--	--	--	--	--	--	--	--	4	1.50%	2	.75%	8	3.01%	--	--	14	5.26%
SUB TOTAL	--	--	10	3.76%	8	3.01%	20	7.52%	56	21.05%	52	19.55%	92	34.59%	28	10.53%	266	100%
SUPPORT PERSONNNEL																		
YES	--	--	--	--	--	--	--	--	10	9.43%	4	3.77%	4	3.77%	4	3.77%	22	2 .75%
NO	4	3.77%	6	5.66%	--	--	4	3.77%	24	22.64%	6	5.66%	26	24.53%	10	9.43%	80	75.47%
NO RESPONSE	--	--	--	--	--	--	--	--	2	1.89%	--	--	--	--	2	1.89%	4	3.77%
SUB TOTAL	4	3.77%	6	5.66%	--	--	4	3.77%	36	33.96%	10	9.45%	30	28.30%	16	15.09%	106	100%

TABLE 30

JOB TITLE AND RESPONSES
FOR
CONFLICT 49D

JOB TITLE AND RESPONSE	NO RESPONSE		NEVER		RARELY		SELDON		SOMETIMES		OFTEN		MOST OF THE TIME		ALWAYS		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ADMINISTRATORS																		
YES	--	--	--	--	--	--	--	--	--	--	6	11.11%	6	11.11%	30	55.57%	42	77.78%
NO	--	--	--	--	--	--	--	--	6	11.11%	--	--	--	--	3	5.56%	9	16.67%
NO RESPONSE	--	--	--	--	--	--	--	--	--	--	--	--	3	5.56%	--	--	3	5.56%
SUB TOTAL	--	--	--	--	--	--	--	--	6	11.11%	6	11.11%	9	16.67%	33	61.11%	54	100%
TEACHERS																		
YES	--	--	--	--	--	--	6	2.26%	8	3.01%	16	6.02%	88	33.08%	108	40.60%	226	84.96%
NO	--	--	--	--	--	--	2	.75%	6	2.26%	4	1.50%	6	2.26%	8	3.01%	26	9.77%
NO RESPONSE	--	--	--	--	--	--	2	.75%	--	--	2	.75%	4	1.50%	6	2.26%	14	5.26%
SUB TOTAL	--	--	--	--	--	--	10	3.76%	14	5.26%	22	8.27%	98	36.84%	122	45.86%	266	100%
SUPPORT PERSONNNEL																		
YES	--	--	4	3.77%	2	1.89%	4	3.77%	10	9.43%	6	5.66%	22	2 .75%	30	28.30%	78	73.58%
NO	--	--	--	--	--	--	--	--	4	3.77%	4	3.77%	6	5.66%	8	7.55%	22	2 .75%
NO RESPONSE	--	--	2	1.89%	--	--	--	--	--	--	--	--	4	3.77%	--	--	6	5.66%
SUB TOTAL	--	--	6	5.66%	2	1.89%	4	3.77%	14	13.31%	10	9.45%	32	30.19%	38	35.85%	106	100%

TABLE 31

JOB TITLE AND RESPONSES
FOR
CONFLICT 50S

JOB TITLE AND RESPONSE	NO RESPONSE		NEVER		RARELY		SELDON		SOMETIMES		OFTEN		MOST OF THE TIME		ALWAYS		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ADMINISTRATORS																		
YES	--	--	--	--	--	--	--	--	--	--	6	11.11%	18	33.33%	18	33.33%	42	77.78%
NO	--	--	--	--	--	--	--	--	3	5.56%	--	--	3	5.56%	3	5.56%	9	16.67%
NO RESPONSE	--	--	--	--	--	--	--	--	--	--	--	--	3	5.56%	--	-	3	5.56%
SUB TOTAL	--	--	--	--	--	--	--	--	3	5.56%	6	11.11%	24	44.44%	21	38.89%	54	100%
TEACHERS																		
YES	6	2.26%	--	--	2	.75%	--	--	26	9.77%%	24	9.02%	70	26.32%	98	36.84%	226	84.96%
NO	--	--	--	--	--	--	--	--	6	2.26%	2	.75%	6	2.26%	12	4.51%	26	9.77%
NO RESPONSE	2	1.89%	--	--	--	--	--	--	--	--	2	.75%	6	2.26%	4	1.50%	14	5.26%
SUB TOTAL	8	3.01%	--	--	2	.75%	--	--	32	12.03%	28	10.53%	82	30.83%	114	42.86%	266	100%
SUPPORT PERSONNNEL																		
YES	2	1.89%	4	3.77%	--	--	2	1.89%	18	16.98%	2	1.89%	22	20.75%	28	26.42	78	73.58%
NO	--	--	--	--	2	1.89%	4	3.77%	--	--	2	1.89%	4	2.77%	10	9.43%	22	20.75%
NO RESPONSE	--	--	--	--	--	--	--	--	6	5.66%	--	--	--	--	--	--	6	5.66%
SUB TOTAL	2	1.89%	4	3.77%	2	1.89%	6	5.66%	24	22.64%	4	3.77%	26	24.32%	38	35.85%	106	100%

time or always whereas teachers and support personnel had their largest report always and most of the time.

As Table 32 indicates for individuals desiring to be pressured daily with their work load assignment (INTE-53D), administrators reported often for the largest number, but teachers and support personnel said never for their largest. A large number did respond sometime and many said rarely.

The data in Table 33 for job title and responses that a large number of administrators said most of the time to being able to complete al job related tasks during working hours (INTE-58S); teachers either said most of the time or sometimes; and support personnel responded most of the time with the largest and then sometimes.

In summary, the foregoing findings reveal a mixed picture in terms of the differences between the administrators, teachers and support personnel surveyed. The t-statistical results provided significant statistical differences between the respondents' answers. Using correlational analysis, some correlations emerged in terms of the subjects' responses on certain questions, but not on others. Employing the chi-square statistic, the subjects' responses were found to be not statistically different on only two questions. However, the crosstabulations reveal a number of differences between respondents' answers. The different statistical techniques appear to provide relatively different results as it relates

TABLE 32

JOB TITLE AND RESPONSES
FOR
INTENSITY 53D

JOB TITLE AND RESPONSE	NO RESPONSE		NEVER		RARELY		SELDON		SOMETIMES		OFTEN		MOST OF THE TIME		ALWAYS		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ADMINISTRATORS																		
YES	--	--	--	--	--	--	--	--	3	5.56%	3	5.56%	--	--	--	--	6	11.11%
NO	--	--	9	16.67%	12	22.22%	--	--	12	22.22%	18	33.33%	--	--	3	5.56%	45	83.33%
NO RESPONSE	--	--	--	--	--	--	--	--	--	--	3	5.56%	--	--	--	--	3	5.56%
SUB TOTAL	--	--	9	16.67%	12	22.22%	--	--	12	22.22%	18	33.33%	--	--	3	5.56%	54	100%
TEACHERS																		
YES	--	--	8	3.01%	2	.75%	--	--	10	3.76%	6	2.26%	6	2.26%	2	.75%	34	12.78%
NO	12	4.51%	70	26.32%	44	16.54%	34	12.78%	46	17.29%	10	3.76%	2	.75%	--	--	218	81.95%
NO RESPONSE	4	1.50%	--	--	4	1.50%	--	--	2	.75%	2	.75%	2	.75%	--	--	14	5.26%
SUB TOTAL	16	6.02%	78	29.32%	50	18.80%	34	12.78%	58	21.80%	18	6.77%	10	3.76%	2	.75%	266	100%
SUPPORT PERSONNNEL																		
YES	2	1.89%	6	5.66%	2	1.89%	--	--	4	3.77%	8	7.55%	4	3.77%	2	1.89%	28	76.42%
NO	4	3.77%	44	41.51%	6	5.66%	4	3.77%	12	11.32%	4	3.77%	--	--	--	--	22	2.75%
NO RESPONSE	--	--	--	--	4	3.77%	--	--	--	--	--	--	--	-	--	--	6	5.66%
SUB TOTAL	6	5.66%	50	47.17%	12	11.32%	4	3.77%	16	15.09%	12	11.32%	12	11.32%	2	1.89%	106	100%

TABLE 33

JOB TITLE AND RESPONSES
FOR
INTENSITY 58S

JOB TITLE AND RESPONSE	NO RESPONSE		NEVER		RARELY		SELDON		SOMETIMES		OFTEN		MOST OF THE TIME		ALWAYS		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ADMINISTRATORS																		
YES	--	--	--	--	9	16.67%	--	--	12	22.22%	9	16.67%	12	22.22%	3	5.56%	45	83.33%
NO	--	--	--	--	--	--	3	5.56%	--	--	--	--	3	5.56%	--	--	6	11.11%
NO RESPONSE	--	--	--	--	--	--	--	--	--	--	--	--	3	5.56%	--	-	3	5.56%
SUB TOTAL	--	--	--	--	9	16.67%	3	5.26%	12	22.22%	3	5.56%	18	33.33%	3	5.56%	54	100%
TEACHERS																		
YES	--	--	--	--	2	.75%	--	--	14	13.21%	2	.75%	10	9.43%	12	11.32%	40	37.74%
NO	2	.75%	--	--	--	--	--	--	14	13.21%	2	1.89%	10	9.43%	12	11.32%	40	37.74%
NO RESPONSE	2	.75%	--	--	--	--	--	--	--	--	8	3.01%	8	3.01%	--	--	18	6.77%
SUB TOTAL	10	3.76%	8	3.01%	28	10.53%	18	6.77%	60	22.56%	52	19.55%	60	22.56%	30	11.28%	266	100%
SUPPORT PERSONNNEL																		
YES	--	--	--	--	2	1.89%	--	--	14	13.21%	2	1.89%	10	9.43%	12	11.32%	40	37.74%
NO	2	1.89%	--	--	--	--	4	3.77%	6	5.66%	4	3.77%	22	2.75%	24	22.64%	62	58.49%
NO RESPONSE	--	--	--	--	--	--	--	--	2	1.89%	--	--	2	1.89%	--	--	4	3.77%
SUB TOTAL	2	15.89%	--	--	2	1.89%	4	3.77%	22	20.75%	6	5.66%	34	32.08%	--	--	106	100%

to the answers provided by the subjects investigated. Thus, the question of whether or not stress responses on the set of six variables, as measured by the R & J Stress Inventory, are different for administrators, teachers and support personnel is still an open one. More studies in various school systems is thus called for.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to measure and compare the degree of stress perceived by administrators, teachers and support personnel of the District of Columbia Public Schools with selected occupational factors. Occupational stress refers to the conditions of employment that effect the homeostasis in an individual and results in loss of productivity and well-being.

Evidence from studies related to the workplace (Ziemenski, 1981 and Knautz, 1982) suggest that occupational stress is a causal factor in job related illnesses such as coronary heart disease, psychoneurotic and personality disorders and migraine headaches. The phenomena have caused many employees to become less satisfied with their professional lives, and in some cases, have contributed to physical illness.

It was hypothesized that there are no statistically significant differences in stress levels of administrators, teachers, and support personnel as measured by scales of measurements for perceived occupational stressors according to reported situational and dispositional factors. The R & J Stress Inventory employed for the present study consisted of

sixty (60) Likert-type scales questions and twelve (12) yes-no questions. Each set consisted of fifty (50) percent situational and dispositional questions. The inventory was used to measure the relative magnitude of stress related to selected occupational stressors according to reported situational and dispositional factors.

Questionnaire packages were delivered to the five academic high schools and given to a designated administrator. Each contact person was asked to deliver the packages to the designated employee.

The employees consisted of fifty eight (58) administrators, two hundred and seventy eight (278) teachers, and one hundred and sixteen (116) support personnel. Four hundred and twenty six (426) surveys were returned (94%).

Findings

A t-test analysis was done and reveals that there were differences among administrators, teachers and support personnel that were statistically significant. The responses revealed a difference between support personnel with regard to job CLARITY; administrators, teachers and support personnel with regard to job CONTROL and CONFLICT; and between administrators and support personnel with regard to INTENSITY.

It was found by using the Pearson Product Moment Correlation Coefficient that some correlations emerged in the

subjects' responses on certain questions, but not on others. There were both positive and negative, statistically significant correlations, however, there were also correlations which were not positively or negatively, statistically significant.

Employing the chi-square statistic, the subjects' answers revealed that responses for administrators, teachers and support personnel had statistically significant differences, with the exception of two (2) questions. "On my job, I know who is my boss" (CLAR-12S) and "I prefer a supervisor with whom I am usually in agreement" (CONF-45D) were the questions that revealed no statistically significant differences among the groups.

The crosstabulations revealed a number of differences between the respondents' answers. The set of responses from administrators, teachers and support personnel for each stressor revealed that there was a major amount of variance among the group across the scale.

Conclusion

Based on the findings in the study, it can be concluded that there is a mixed picture in terms of the differences between administrators, teachers, and support personnel and their responses. The mixed picture in terms of differences revealed in the findings with regards to non-occupational

stress (disposition) could hinge on occupation as discussed earlier. That is "as job responsibilities and the responsibility for people increases, so does reported job stress levels (Burke, 1971; Buck, 1972; Cobb, 1974; Swent and Gmelch, 1977; Colligan, 1977; Weiman, 1977; Anderson, 1978; Cooper and Crump, 1978; Ivancevich and Matteson, 1980; Cherniss, 1980; Schwab and Ivanickie, 1982; Greenberg, 1983). In addition, education could also be a factor in explaining how responses are categorically larger or smaller. It is suggested that regardless of geographic area, or department, college graduates have a lower incidence of heart disease on a stress related illness, than those who had no college education (Ivancevich and Matteson, 1981). Ivancevich and Matteson (1980), proposed that education may be a factor in stress levels as a result of other variables which influence an individual's life. Individuals who hold the same job often find that they experience educational discrepancy resulting from having lower education levels than counterparts. Seyle (1976) related educational levels to stress. He reported that in illness, individual's stress illness rates increased as they moved upward in social status above where their educational levels would normally merit placement. Ivancevich and Matteson (1980), stated that individuals have tolerance levels which vary based on their individual make-up and experiences. As McGrath (1977) explained, "stress, and

responses to stress, ... vary as a function of experience -- both experience with the situation or condition giving rise to stress, and practice in behaviors to cope with or avoid the consequences of stressor conditions."

In conclusion, occupational and non-occupational stressors interact and determine one's perceived stress. The differences in the responses among administrators, teachers and support personnel are mixed because of the uniqueness of the individual's (disposition) and his or her response to the environment (situation). This is also suggested by Cooper and Marshall (1975). In addition, the groups educational level could account for the variance among individual groups, with the largest variance being among teachers.

Recommendations

There is a need for more research on stress and stressors which are prominent in a school system. Research indicates that a high percentage of school administrators and teachers find that their jobs entail an unusually high level of stress. The need to use stress management to cope with stressful situations encountered in occupation has become evident. The purpose of this study was to measure and compare the degree of stress experienced by administrators, teachers, and support personnel of the District of Columbia Public School system in terms of selected occupational factors. Suggestions for

further study are listed below:

1. Further study is needed to examine the problem of stress perceived by administrators, teachers and support personnel as related to various demographic factors such as sex, race, age, educational level and socio-economic status.
2. Since the findings of this study confirmed differences in the responses of administrators, teachers and support personnel, further research should examine additional stressors.
3. Replication of this study should be conducted in a different geographical location. This would not only contribute to the body of literature on stress, but would also be useful in validating the findings of this research.
4. Future research should evaluate attempts to reduce the degree of stress perceived by administrators, teachers, and support personnel as being related to disposition and situation in terms of actual levels of stress reduction achieved.
5. Future research should conduct a confirmatory factor analysis to see if subcases as conceptualized are tenable.
6. Future research should examine a population that is randomly selected.

7. It can also be examined to see whether or not education and power are mitigating factors in terms of stress levels.

REFERENCES

Abdulla, M. S., & Kashmeeri, M. O. (1987, Fall). School administration: "Factors associated with distress and dissatisfaction." College of Education, Ding Saved University, Riyadh, Saudi, Arabra Education. Vol. 108, #1, p. 9.

Antonovsky, S. (1979). Health, stress and coping. San Francisco: Jossey-Bass.

Appley, M. H., & Trumbull, R. (1967). On the concept of psychological stress. Psychological stress, Mortimer H. Century-Crogts, p. 471.

Ary, D., Jacobs, L. C., & Razauich, A. (1972). Introduction to research in education. New York: Holt, Rinehart & Winston, Inc.

Babbie, E. R. (1973). PR survey research methods. California: Wadsworth, Inc.

Basily, W. J., Fillos, R., & Kelly, B. (1987, December). Exemplary principals and stress, How do they cope? NASSP Bulletin, 71(503), 77-81.

Benson, M. D. H. (1975). The relaxation response. New York: Avon.

Berikun, M. M., Bialek, H. M., Kern, R. P., & Yagi, K. (1962). Experimental studies of psychological stress in man. Psychological Monographs, 76, (15, Whole No. 534).

Blase, J. J. (1980). On the meaning of being a teacher: A study of the teacher's perspective. Unpublished doctoral dissertation, Syracuse University.

Blase, J. J. (1982). A social-psychological grounded theory of teacher stress and burnout. Educational Administration Quarterly, 28(4), 93-113.

Blase, J. J. (1984a). School principals and teacher stress: qualitative analysis. National Forum of Educational Administration and Supervision, 1(2), 35-43.

Blase, J. J. (1984b). A data based model of how teachers cope with work stress. Journal of Educational Administration, 22(2), 173-191.

Brimm, J. L. (1983). What stresses school administrators. Theory into Practice, 22, 64-69.

Burk, V. E. (1972). Working under pressure New York: Crane, Russak and Co., Inc.

Burke, R. J., & Greenglass, E. R. (1989). Psychological burnout among men and women in teaching: An examination of the Cherniss Model. Human Relations.

Burron, A., & Crews, J. (1987). Guaranteed steps to managing stress. Wheaton, IL: Tyndale House Publisher, Inc.

Calabrese, R. L. (1987, December). The principal: An agent for reducing teacher stress. NASSP Bulletin.

Caplan, R. D., & Jones, K. W. (1975). Effects of work load, role ambiguity, and personal type A on anxiety, depression and heart rate. Journal of Applied Psychology, 60, 713-719.

Caplan, R. D., Cobb, S., & French, J. R., Jr. (1975, April). Relationships of cessation of smoking with job stress, personality, and social support. Journal of Applied Psychology, 60, 211-19.

Cedoline, A. J. (1987). Job burnout in public education. New York: Teachers College Columbia University.

Cooper, C., & Marshall, J. (1976, April). Occupational sources of stress: A review of the literature relating of coronary heart disease and mental health. Journal of Occupational Psychology, 49, 11-28.

Cooper, L. W. (1988, September). Stress coping preference of principals. NASSP Bulletin, 72(509), 85-87.

Cusack, J. L. (1982). Stress and the principalship: A comparative study of elementary and secondary principals in Virginia public schools. (Doctoral Dissertation, Virginia Polytechnic Institute and State University).

Dalphonse, S., et al. (1989, February). How to beat stress. The Wall Street Journal, 124-27.

Dohrenwend, B. A., & Dohrenwend, B. P., eds. (1974). Stressful life events: Their nature and effects. New York: John Wiley and Sons.

Dubos, R. (1959). Mirage of health. New York: Harper & Bros.

Dyers, W. (1976). Your erroneous zones. New York: Funk and Wagnalls Co.

Eckles, R. W. (1987, March-April). Stress-making friends with the enemy. Business Horizons, 74-78.

Elam, S. M. (1989, June). The Second Gallup/Phi Delta Kappan.

Evans, T. (1990, September). Stress in the workplace. Black Enterprise, 77-82.

Farber, B. A. (1991). Crisis in education: Stress and burnout in the American teacher. San Francisco California: Jossey-Bass Inc.

Farber, I. E. & Spence, K.W. (1956). Effects of anxiety, stress and task variables on reaction time. Journal of Personality, 25, 1-18.

Feitler, F. C., & Toker, E. (1985). How to manage stress in the middle school. Middle School Journal, 16(3), 26-27.

Ferguson, D. (1973, September). A study of occupational stress and health. Ergonomics, 16, 649-663

Findlay, S. (1991, August 6). The pressure-cooker factor. U.S. News & World Report, 62.

Frankenhauser, M., Nordheden, B., Myrsten, A. L., & Post, B. (1971). Pychophysiological reactions to understimulation and overstimulation. Acta Psychology, 35-298.

Freedenberg, S. (1982, March). Job burnout: A workplace issue of the 1980's. Association Management, 117-120.

French, J. R. P., & Caplan, R. D. (1973). Organizational stress and strain. In A. J. Marrow, ed., The Failure of Success, New York: AMACOM.

French, J. R. P., & Cobb, S., Caplan, R. D., Van Harrison, P., & Pinneau, S. R. (1976, September). Job demands and worker health. A symposium presented at the 84th annual convention of the American Psychological Association.

Friedman, M., & Roseman, R. H. (1977). The Key Cause--Type A Behavior Pattern. In Monat, A., & R. S. Lazarus, eds.,

Stress and Coping: An Anthology. New York: Columbia University Press.

Friedman, M., & Roseman, R. H. (1974). Type A Behavior and Your Heart. New York: Alfred Knopf.

Gillis, P. (1982, April). Coping with job stress, Parents, 30-37.

Greenwood, J. W., III, & Greenwood, J. W., Jr. (1979). Managing executive stress: A systems approach. New York: John Wiley and Sons, Inc.

Gmelch, W. H. (1983). Stress, health, and coping strategies for public school administrator. Phi Delta Kappan, 64, 512-514.

Gmelch, W. H. (1977). Beyond stress to effective management. Eugene, OR: Oregon School Study Council.

Gmelch, W. H. (1980). Improve management skills by removing stress. San Jose, CA: Lansford Publishing Co.

Gmelch, W. H. (1982). Beyond stress to effective management. New York: John Wiley & Sons.

Gullahorn, J. T. (1956). Measuring role conflict. American Journal of Sociology, 61, 299-303.

Hall, H. (1988, April). A Woman's Place.... Psychology Today, 28-29.

Holmes, T. H., & Rahe, R. H. (1967). The Social readjustment rating scale. Journal of Psychometric Research, 11, 213.

Horwitz, L., & Ferleger, L. (1980). Statistics for social change. Boston: South End Press.

Howard, J. H., Cunningham, D. A., & Rechnitzer, P. A. (1978). Rusting out, burning out, bowing out. Toronto: Macmillan Co. of Canada.

Hunt, S. L. (1983). Stress without distress. Kappa Delta Pi Record, 19(2), 38-41.

Hymowitz, C. (1990, November 8). Managing in Hard Times. The Wall Street Journal, B1.

Indik, B., Seashore, S. E., & Slesinger, J. (1964). Demographic correlates of psychological strain. Journal of Abnormal and Social Psychology, 69(1), 26-38.

Ivancevich, J. M. (1980). Stress and work: A managerial perspective. Chicago: Scott, Foresman.

Kahn, R. L. (1964). Organizational stress. New York: Wiley.

Kast, F. E., & Rosenzweig, J. E. (1974). Organization and management: A systems approach, (2nd ed.). New York: McGraw Hill.

Kiev, A., & Kohn, V. (1979). Executive Stress: An AMA Survey Report. New York: AMACOM, American Management Association.

Koch, J. L., Gmelch, W., Tung, R., & Swent, B. (1982). Job stress among administrators: Factorial dimensions and differential effects. Journal of Applied Psychology, 67, 493-499.

Kroes, W. H., & Hurrell, J. J., (eds.). (1975). Job stress and the police officer: Identifying stress reduction techniques. Washington, DC: U.S. Department of Health, Education and Welfare.

Lazarus, R. S. (1966). Psychological stress and the coping process. New York: McGraw-Hill.

Lazarus, R. S. (1975). A cognitively oriented psychologist looks at biofeedback. American Psychologist, 553-561.

Lazarus, R. S. (1976). Patterns of adjustment. New York: McGraw Hill.

Levi, L. (1981). Preventing work stress. Reading, MA: Addison-Wesley.

Levi, M. D., L. (1982). Preventing work stress. Addison-Wesley Publishing Company, Inc.

Lyons, J. E. (1990, February). Managing Stress in the Principalship. NASSP, 44-47.

Manuso, J. S. (1979). Executive stress management. The Personnel Administrators, 24, 23-26.

Margolis, B. L., Kroes, W. H., & Quinn, R. P. (1974, October). Job stress: An unlisted occupational hazzard. Journal of Occupational Medicine, 16(10), 659.

McGraph, J. E. (1970). Social and psychological factors in stress. New York: Holt, Rinehart and Winston.

McGraph, J. E., (ed.). (1970). Social and psychological factors in stress. New York: Holt, Rinehart and Winston.

McGraph, J. E. (1976). Stress and behavior in organization. In M. D. Dunnette (ed.), Handbook of Industrial and Organizational Psychology. Chicago: Rand McNally, 1351-1395.

McQuade, W., & Aikiman, A. (1974) Stress: What it is, What it can do to your health, how to fight back. New York: Bantam Books.

Melollo, W. (1988, January 12). Beating job stress. The Washington Post, WH 20.

Miles, R. H., & Petty, M. M. (1975, December). Relationships between role clarity, need for clarity, and job tension and satisfaction for supervisory and non-supervisory roles. Academy of Management Journal, 18, 877-883.

Miller, A., Gordon, J., Murr, A., Cohn, B., Drew, L., & Barrett, T. (1988, April 25). Stress on the job. Newsweek, 40-45.

Miller, W. C. (1979). Dealing with stress: A challenge for education. Bloomington: Phi Delta Kappan Educational Foundation.

Mintzberg, H. (1973). The nature of managerial work. San Francisco: Harper and Row.

Monat, A., & Lazarus, R. S. (1977). Stress and coping: An Anthology. New York: Columbia University Press.

Stress and the Administrator--A Look at Theory and Reality. (1990, April). NASSP Bulletin, 80-85.

Conquering stress. (1985). National Enquirer. New York: Pocket Books.

Nie, N. H. (1975). Statistical package for the social sciences. New York: McGraw-Hill.

Pelletier, K. R. (1985). Healthy people in unhealthy places. New York: Dell Publishing Co., Inc.

Piatt, J. (1980). Stress and the school administrator. Thrust for Educational Leadership, 10(2), 13-14.

Pronko, N. E., & Leith, W. R. (1956). Behavior under stress: A study of its disintegration. Psychological Reports, 2, 205-222. (Monograph Supplement 5).

Ramaekers, L. F. (1982). A comparison of stress responses and personality characteristics of practicing and prospective school administrators. (Doctoral Dissertation, University of Nebraska).

Roberson, F. R. (1986). Secondary school principals' reports of job-related stress and coping strategies (Doctoral Dissertation, University of Georgia).

Roberts, M. (1987, July). Diabetes and stress: A type A connection? Psychology Today, 22.

Ryerson, D. (1981, November-December). Organizational strategies to reduce the fish. Voc. Ed., 56(8), 40-41.

Schechter, D. (1987, October). Complex characters handle stress better. Psychology Today, 26.

Sehnert, K. W. (1990, July). Stress/unstress. Minneapolis, MN: Augsburg Publishing, 75-92.

Selye, H. (1956, 1976). The stress of life. New York: McGraw-Hill.

Schwab, R. L., & Iwanicki, E. F. (1982, Winter). Perceived role conflict, role ambiguity and teacher burnout. Educational Administration Quarterly, 18(1).

Shimer, P., & Ferguson, S. (1990, July). Stress relief. Prevention, 75-92.

Shiroin, A., Eden, E., Silberwasser, S., & Kellerman, J. J. (1973). Job stress and risk factors in coronary heart disease among occupational categories in kibbutzim. Social Science and Medicine, 7, 875-92.

Sweetland, J. (1979). Occupational stress and productivity. New York: Work in American Institute, Inc.

Swent, B. (1983). How administrators cope with stress. Theory into Practice, 22, 70-74.

Timio, M., & Simonetta, G. (1976, December). Adreno sympathetic overactivity under conditions of work. British Journal of Prevention and Social Medicine, 30, 262-265.

Tung, R. L. & Tung, J. L. (1980). School administrator: Sources of stress and ways of coping with it. In C.L. Cooper & J. Marshall (eds.), White collar and professional stress (pp. 63-91). Chichester, England: John Wiley & Sons.

Ulrich, C. (1957). Measurement of stress evidenced by college women in situations involving competition. Research Quarterly, American Association of Health and Physical Education, 25, 160-192.

Wallis, C. (1982, June 6). Stress: Can We Cope? Time: Medicine, 48-54.

Washington, K. R. (1982, May). Stress: Is it a major problem for urban school? Clearinghouse, 55(9), 389-391.

Williamson, J., & Campbell, L.. (1987, September). Stress in the principal: What causes it? NASSP, 71(500), 109-112.

Wooten, B. E., & McMcullough, C. D. (1985). Professional Burnout: Hindsight by retired professors may provide foresight for administrators. Journal of Business Education, 60, 141-144.

APPENDIX A

Situational and Dispositional Change of Administrators

The data summarized in Table 34 relative to administrators reveal that there is a positive, but not statistically significant correlation between the disposition of facing new job challenges (CHAN-1D) and the disposition that requires administrators to move their residence for their job (CHAN-7D) with the situation that one must constantly learn new skills (CHAN-10S).

There is a positive and statistically significant correlation between the situation that allows administrators to face new job challenges (CHAN-1D) and the situation that the job allows them to face new challenges (CHAN-5D), going from one crisis to another on the job (CHAN-6S), and (CHAN-9D), the disposition of liking to constantly learn new skills.

There is a negative and statistically significant correlation between the disposition of facing new job challenges (CHAN-1D), the disposition that administrators need and like job security (CHAN-3D) and the situation of having a secure and permanent job (CHAN-4S).

CHAN-2S has a positive, but not statistically significant correlation among administrators with CHAN-4S and CHAN-10S. There are positive and statistically significant correlations between CHAN-2S and CHAN-5D and CHAN-6S. There is also a negative, but not statistically significant correlation between CHAN-2S and CHAN-3D, CHAN-7D, and CHAN-9D.

CHAN-3D has a positive, but not statistically significant correlation between CHAN-4S. The negative reveals there are no statically significant, correlations between CHAN-3D and CHAN-7D, CHAN-9D and CHAN-10S. However, there is a negative statistically significant correlation between CHAN-3D and CHAN-5D and CHAN-6S.

CHAN-4S has a negative, but not statistically significant correlation between CHAN-4S and CHAN-5D and CHAN-6S. However, there is a negative, but statistically significant correlation between CHAN-4S and CHAN-7D, CHAN-9D, and CHAN-10S.

There is a positive, but not statistically significant correlation between CHAN-5D and CHAN-7S. There are positive and statistically significant correlation between CHAN-5D and CHAN-6S and CHAN-9D. However, there is a negative, but not statistically significant correlation between CHAN-5D and CHAN-10S. However, there is a positive, but not statistically significant correlation between CHAN-7D and CHAN-9D. Furthermore, there is a positive, but not statistically significant correlation between CHAN-9D and CHAN-10S.

TABLE 34

PEARSON CORRELATION COEFFICIENTS FOR SITUATIONAL CHANGE AND DISPOSITIONAL CHANGE OF ADMINISTRATORS

	CHAN-2S	CHAN-3D	CHAN-4S	CHAN-5D	CHAN-6S	CHAN-7D	CHAN-9D	CHAN-10S
CHAN-1D	0.57681 (0.0001)	-0.35465 (0.0107)	-0.49676 (0.0002)	0.50236 (0.0002)	0.40729 (0.0030)	0.22114 (0.1189)	0.54036 (0.0001)	0.06383 (0.6563)
CHAN-2S		-0.22968 (0.0948)	0.00576 (0.9670)	0.68526 (0.0001)	0.54723 (0.0001)	-0.02201 (0.8745)	-0.15791 (0.2541)	0.02630 (0.8503)
CHAN-3D			0.23901 (0.0818)	-0.27931 (0.0408)	-0.49784 (0.0001)	-0.13047 (0.3471)	-0.23404 (0.0885)	-0.13644 (0.3252)
CHAN-4S				-0.08150 (0.5580)	-0.25135 (0.0668)	-0.57577 (0.0001)	-0.29023 (0.0333)	-0.34409 (0.0108)
CHAN-5D					0.67423 (0.0001)	0.15570 (0.2609)	0.27931 (0.0408)	-0.04652 (0.7383)
CHAN-6S						0.13720 (0.3225)	0.19578 (0.1560)	0.00512 (0.9707)
CHAN-7D							0.32616 (0.0161)	0.23905 (0.0817)
CHAN-9D								0.22416 (0.1032)

Situational and Dispositional Change of Teachers

The data summarized in Table 35 relative to teachers reveal that Change 1D (CHAN-1D) has a positive, but not statistically significant correlation with Change 5D (CHAN-5D), and Change 6D (CHAN-6D). There are positive and statistically significant correlations between Change 1D (CHAN-1D) and Change 2S 9CHAN-2S), Change 9D (CHAN-9D), and Change 10S (CHAN-10S). There is also a negative, but not statistically significant correlation between Change 1D (CHAN-1D) and Change 3D (CHAN-3D), Change 4S (CHAN-4S) and Change 8S (CHAN-8S). However, there is a negative statistically significant difference between Change 1D (CHAN-1D) and Change 7D (CHAN-7D).

CHAN-2S has a positive, but not statistically significant correlation with CHAN-5D, CHAN-6S, and CHAN-7D for teachers. There are positive and statistically significant correlations between CHAN-2S and CHAN-3D, CHAN-4S, CHAN-9D and CHAN-10S. However, there is a negative, but it is not a statistically significant correlation between CHAN-2S and CHAN-8S.

CHAN-3D has a positive, but not statistically significant correlation with CHAN-4S, CHAN-9D and CHAN-20S. Negatively, there is no statistically significant correlation between CHAN-3D and CHAN-5D, CHAN-6S and CHAN-7D. However, there is a negative statistically significant correlation between CHAN-3D and CHAN-8S.

CHAN-4S has a positive, but not statistically significant correlation with CHAN-5D, CHAN-9D and CHAN-10S. There is also a negative, but not statistically significant correlation between CHAN-4S and CHAN-6S. There is a negative statistically significant correlation between CHAN-4S and CHAN-7D and CHAN-8S.

CHAN-5D has a positive, but not statistically significant correlation with CHAN-5D and CHAN-9D and CHAN-10S. There is a positive and statistically significant correlation between CHAN-6S, CHAN-7D and CHAN-8S.

CHAN-6S has a positive, but no statistically significant correlation with CHAN-6S. There are positive and statistically significant correlation between CHAN-6S and CHAN-7D, CHAN-8S, and CHAN-10S.

CHAN-7D has a positive statistically significant correlation between CHAN-8S and CHAN-10S. There is also a negative, but not statistically significant correlation between CHAN-7D and CHAN-9D. However, CHAN-8S has a positive, but not a statistically significant correlation between CHAN-9D and CHAN-10S. Therefore, CHAN-9D has a positive statistically significant correlation between CHAN-10S.

TABLE 35

PEARSON CORRELATION COEFFICIENTS FOR SITUATIONAL CHANGE AND DISPOSITIONAL CHANGE OF TEACHERS

	CHAN-2S	CHAN-3D	CHAN-4S	CHAN-5D	CHAN-6S	CHAN-7D	CHAN-8S	CHAN-9D	CHAN-10S
CHAN-1D	0.38665 (0.0001)	-0.3992 (0.5216)	-0.3991 (0.5283)	0.8763 (0.1589)	0.02052 (0.7400)	-0.14203 (0.0225)	-0.04394 (0.4788)	0.29797 (0.0001)	0.19036 (0.0019)
CHAN-2S		0.19014 (0.0020)	0.16224 (0.0096)	0.04198 (0.4987)	0.05042 (0.4128)	0.07326 (0.2391)	-0.04256 (0.4810)	0.28608 (0.0001)	0.38158 (0.0001)
CHAN-3D			0.11817 (0.0610)	-0.10528 (0.0915)	-0.07211 (0.2448)	-0.09610 (0.1251)	-0.27904 (0.0001)	0.05626 (0.3681)	0.07382 (0.2337)
CHAN-4S				0.07164 (0.2591)	-0.06189 (0.3259)	-0.14075 (0.0267)	-0.13857 (0.0279)	0.03287 (0.6050)	0.04855 (0.4410)
CHAN-5D					0.35544 (0.0001)	0.34633 (0.0001)	0.27774 (0.0001)	0.00302 (0.9614)	0.02787 (0.6534)
CHAN-6S						0.31822 (0.0001)	0.12379 (0.0445)	0.08349 (0.1779)	0.14583 (0.0173)
CHAN-7D							0.54592 (0.0001)	-0.04318 (0.4916)	0.16148 (0.0091)
CHAN-8S								0.03351 (0.5906)	0.0350 (0.6217)
CHAN-9D									0.41755 (0.0001)

Situational and Dispositional Change of Support Personnel

The data summarized in Table 36 relative to support personnel reveal that Change 1D (CHAN-1D) has a positive, but not statistically significant correlation with Change 3D (CHAN-3D). There are positive and statistically significant correlations between Change 1D (CHAN-1D) and Change 2S (CHAN-2S), Change 4S (CHAN-4S), Change 5D (CHAN-5D), Change 9D (CHAN-9D) and Change 10S (CHAN-10S). There is also a negative, but not statistically significant correlation between Change 1D (CHAN-1D) and Change 6S (CHAN-6S), Change 7D (CHAN-7D), and Change 8S (CHAN-8S).

CHAN-2S has a positive, but not statistically significant correlation with CHAN-3D, CHAN-5D, and CHAN-8S for support personnel. There are positive and statistically significant correlations between CHAN-2S and CHAN-4S, CHAN-6S, CHAN-9D and CHAN-10S. There is a negative, but not statistically significant correlation between CHAN-2S and CHAN-7D.

CHAN-3D has a positive, but not statistically significant correlation with CHAN-5D and CHAN-6S. There are positive and statistically significant correlations between CHAN-3D and CHAN-4S, CHAN-9D and CHAN-10S. There is a negative statistically significant correlation between CHAN-3D and CHAN-7D and CHAN-8S.

CHAN-4S has a positive, but not statistically significant correlation with CHAN-5D, CHAN-6S and CHAN-10S. There are

positive and statistically significant correlations between CHAN-4S and CHAN-9D. There is a negative, but not statistically significant correlation between CHAN-4S and CHAN-8S. There is a negative but not statistically significant correlation between CHAN-4S and CHAN-7D.

CHAN-5D has a positive, but not statistically significant correlation with CHAN-9D. There are positive and statistically significant correlations between CHAN-5D and CHAN-6S, CHAN-7D, CHAN-8S and CHAN-10S.

CHAN-6 has a positive, but not statistically significant correlation with CHAN-8S and CHAN-9D. There are positive and statistically significant correlation between CHAN-6S and CHAN-7D and CHAN-10S.

CHAN-7D has a positive, but not statistically significant correlation with CHAN-10S. There is a positive and statistically significant correlation between CHAN-7D and CHAN-8S. There is a negative statistically significant correlation between CHAN-7D and CHAN-9D.

There is a positive and statistically significant correlation between CHAN-8S and CHAN-10S. There is a negative statistically significant correlation between CHAN-8S and CHAN-9D. Furthermore, there is a positive statistically significant correlation between CHAN-9D and CHAN-10S.

TABLE 36

PEARSON CORRELATION COEFFICIENTS FOR SITUATIONAL CHANGE AND DISPOSITIONAL CHANGE SUPPORT PERSONNEL

	CHAN-2S	CHAN-3D	CHAN-4S	CHAN-5D	CHAN-6S	CHAN-7D	CHAN-8S	CHAN-9D	CHAN-10S
CHAN-1D	0.32211 (0.0009)	0.17758 (0.0713)	0.24606 (0.0136)	0.2667 (0.0073)	-0.06569 (0.5118)	-0.09450 (0.3400)	0.02044 (0.8368)	0.56625 (0.0001)	0.22125 (0.0254)
CHAN-2S		0.16091 (0.1027)	0.43117 (0.0001)	0.16879 (0.0899)	0.23703 (0.0154)	-0.04069 (0.6788)	0.03518 (0.7204)	0.26012 (0.0071)	0.46953 (0.0001)
CHAN-3D			0.33308 (0.0007)	0.00499 (0.9607)	0.08099 (0.4184)	-0.26642 (0.0063)	-0.30246 (0.0018)	0.40690 (0.0001)	0.21268 (0.0319)
CHAN-4S				0.07392 (0.4695)	0.01464 (0.8550)	-0.34084 (0.0005)	-0.17062 (0.0864)	0.29874 (0.0023)	0.18511 (0.0652)
CHAN-5D					0.37332 (0.0001)	0.20902 (0.0348)	0.23443 (0.0177)	0.07213 (0.4713)	0.20803 (0.0378)
CHAN-6S						0.19298 (0.0497)	0.06994 (0.4805)	0.01559 (0.8752)	0.29072 (0.0030)
CHAN-7D							0.60318 (0.0001)	-0.23215 (0.0166)	0.16837 (0.0875)
CHAN-8S								-0.2464 (0.0107)	0.31029 (0.0013)
CHAN-9D									0.20432 (0.0375)

Situational and Dispositional Clarity of Administrators

The data summarized in Table 37 relative to administrator that there are positive, but not statistically significant correlation between the disposition of the importance of knowing clearly who is my boss (CLAR-11D) and the situation of being qualified for the job task I am required to do (CLAR-20S). There are positive and statistically significant correlation between the importance of knowing clearly who is my boss (CLAR-11D), I know who is boss (CLAR-12S), knowing clearly what my supervisor wants of me at work (CLAR-13D), the supervisor's wishes are made clear to me at work (CLAR-14S), it is important to me to know my job fits into the total scheme of work (CLAR-15D) and it is important to me to be qualified for the tasks I am required to do (CLAR-19D).

There is also a negative, but not statistically significant correlation relative to administrators between knowing clearly who is my boss (CLAR-11D) and how my job fits into the goals and objectives of the system (CLAR-16S). However, there is a negative, statistically significant correlation between knowing clearly who is my boss (CLAR-11D), liking to work in confusion (CLAR-17D) and my work environment is often in a state of confusion (CLAR-18S).

There is a positive, but not statistically significant correlation between CLAR-11D and CLAR-19D. There are positive and statistically significant correlation between CLAR-11D and

CLAR-13D, CLAR-14S, CLAR-15D, CLAR-16S and CLAR-20S. There is also a negative statistically significant correlation between CLAR-11D and CLAR-17D, and CLAR-18S.

There is a positive, but not statistically significant correlation between CLAR-13D and CLAR-20S. There is a positive and statistically significant correlation between CLAR-13D and CLAR-14S, CLAR-15D and CLAR-19D. There is also a negative, but not statistically significant correlation between CLAR-13D and CLAR-16S and CLAR-17D. There is also a negative statistically significant correlation between CLAR-13D and CLAR-18S.

There is a positive and statistically significant correlation between CLAR-14S and CLAR-15D and CLAR-16S. There is a negative, but not statistically significant correlation between CLAR-14S and CLAR-17D and CLAR-20D. There is a negative statistically significant correlation between CLAR-14S and CLAR-18S and CLAR-19D.

There is a positive but not statistically significant correlation between CLAR-15D and CLAR-20S. There are also positive and statistically significant correlation between CLAR-15D and CLAR-16S and CLAR-19D. There is a negative but no statistically significant correlation between CLAR-15D and CLAR-17D. However, there is a negative statistically significant correlation between CLAR-15D and CLAR-18S.

There is a positive but not statistically significant

correlation between CLAR-16S and CLAR-17D and CLAR_19D. The data reveals also that there is a negative, but not statistically significant correlation between CLAR-16S, CLAR-18S and CLAR-20S.

There is a positive but no statistically significant correlation between CLAR-17D, CLAR-18S and CLAR-20S. There is a negative but no statistically significant correlation between CLAR-17D and CLAR-19D.

There is a negative, but not statistically significant correlation between CLAR-18S and CLAR-19D. Also, there is a negative, statistically significant correlation between CLAR-18S and CLAR-20S. However, there is a positive and statistically significant correlation between CLAR-18S and CLAR-20S.

TABLE 37

PEARSON CORRELATION COEFFICIENTS FOR SITUATIONAL CLARITY AND DISPOSITIONAL CLARITY OF ADMINISTRATORS

	CLAR-12S	CLAR-13D	CLAR-14S	CLAR-15D	CLAR-16S	CLAR-17D	CLAR-18S	CLAR-19D	CLAR-20S
CLAR-11D	0.31008 (0.0225)	0.87094 (0.0001)	0.54929 (0.0001)	0.65108 (0.0001)	-0.15537 (0.2619)	-0.50783 (0.0001)	-0.42193 (0.0015)	0.54439 (0.0001)	0.17310 (0.2107)
CLAR-12S		0.31379 (0.0209)	0.29235 (0.0319)	0.31917 (0.0187)	0.32974 (0.0149)	-0.35501 (0.0084)	-0.36972 (0.0059)	0.21693 (0.1151)	0.26488 (0.0519)
CLAR-13D			0.63355 (0.0001)	0.67424 (0.0001)	-0.07247 (0.6025)	-0.22627 (0.0999)	-0.41434 (0.0018)	0.61688 (0.0001)	0.23489 (0.0873)
CLAR-14S				0.69317 (0.0001)	0.41053 (0.0020)	-0.14757 (0.2869)	-0.38603 (0.0039)	0.34881 (0.0097)	-0.24073 (0.0795)
CLAR-15D					0.41786 (0.0017)	-0.19070 (0.1672)	-0.48647 (0.0002)	0.64787 (0.0001)	0.01365 (0.9219)
CLAR-16S						0.21728 (0.1145)	-0.03003 (0.8293)	0.21582 (0.1170)	-0.18725 (0.1752)
CLAR-17D							0.15235 (0.2714)	-0.17448 (0.2070)	0.00830 (0.9525)
CLAR-18S								-0.20712 (0.1329)	-0.48661 (0.0002)
CLAR-19D									0.34975 (0.0095)

Situational and Dispositional Clarity of Teachers

The data summarized in Table 38 relative to teachers reveal that Clarity 11D (CLAR-11D) has a positive, but not statistically significant correlation with Clarity 20S (CLAR-20S). There is a positive statistically significant correlation between Clarity 11D (CLAR-11D), Clarity 12S (CLAR-12S), Clarity 13D (CLAR-13D), Clarity 14S (CLAR-14S), Clarity 15D (CLAR-15D), Clarity 16S (CLAR-16S) and Clarity 19D (CLAR-19D). There is also a negative statistically significant correlation between Clarity 11D (CLAR-11D), Clarity 17D (CLAR-17D) and Clarity 18S (CLAR-18S).

There is a positive statistically significant correlation for teachers between CLAR-12S, CLAR-13D, CLAR-14S, CLAR-15D, CLAR-16S, CLAR-19D and CLAR-20S. The data also revealed a negative statistically significant correlation between CLAR-12S, CLAR-17D and CLAR-18S.

There is a positive statistically significant correlation for teachers between CLAR-13D, CLAR-14S, CLAR-15D, CLAR-16S, CLAR-19S and CLAR-20S. The data revealed a negative statistically significant correlation between CLAR-13D, CLAR-17D and CLAR-17D.

There is a positive, statistically significant correlation between CLAR-14S, CLAR-15D, CLAR-16S, CLAR-18S, CLAR-19D and CLAR-20S. The data also revealed a negative, statistically significant correlation between CLAR-14S and

CLAR-17D.

There is a positive statistically significant, correlation between CLAR-15D, CLAR-16S, CLAR-19D, and CLAR-20S. The data also revealed a negative statistically significant correlation between CLAR-15D, CLAR-17D and CLAR-18S.

CLAR-16S has a positive, but not statistically significant correlation between CLAR-19D. There is a positive, statistically significant correlation between CLAR-16S and CLAR-20.

There is a negative, but not statistically significant correlation between CLAR-16S and CLAR-17D. However, there is a negative statistically significant correlation between CLAR-16S and CLAR-18S.

A positive and statistically significant correlation between CLAR-17D and CLAR-18S. It also revealed a negative statistically significant correlation between CLAR-17D, CLAR-19D and CLAR-20S. Furthermore, a negative statistically significant correlation between CLAR-18S, CLAR-19D and CLAR-20S. However, a positive statistically significant correlation between CLAR-19D and CLAR-20S.

TABLE 38

PEARSON CORRELATION COEFFICIENTS FOR SITUATIONAL CLARITY DISPOSITIONAL CLARITY OF TEACHERS

	CLAR-12S	CLAR-13D	CLAR-14S	CLAR-15D	CLAR-16S	CLAR-17D	CLAR-18S	CLAR-19D	CLAR-20S
CLAR-11D	0.25179 (0.0001)	0.50615 (0.0001)	0.19937 (0.0011)	0.24473 (0.0001)	0.17637 (0.0040)	-0.14892 (0.0151)	-0.17204 (0.0049)	0.16953 (0.0056)	0.08307 (0.1768)
CLAR-12S		0.36115 (0.0001)	0.54709 (0.0001)	0.18681 (0.0023)	0.41062 (0.0001)	-0.31454 (0.0001)	-0.36996 (0.0001)	0.15530 (0.0115)	0.20385 (0.0009)
CLAR-13D			0.41273 (0.0001)	0.46148 (0.0001)	0.27468 (0.0001)	-0.24549 (0.0001)	-0.19807 (0.0013)	0.48731 (0.0001)	0.37520 (0.0001)
CLAR-14S				0.37963 (0.0012)	0.57738 (0.0001)	-0.25645 (0.0001)	0.49529 (0.0001)	0.25370 (0.0001)	0.13866 (0.0237)
CLAR-15D					0.27737 (0.0001)	-0.43534 (0.0001)	-0.31803 (0.0001)	0.66008 (0.0001)	0.43448 (0.0001)
CLAR-16S						-0.08827 (0.1526)	-0.51685 (0.0001)	0.07179 (0.2450)	0.32096 (0.0001)
CLAR-17D							0.22695 (0.0002)	-0.48047 (0.0001)	-0.34104 (0.0001)
CLAR-18S								-0.25060 (0.0001)	-0.25889 (0.0001)
CLAR-19D									0.39083 (0.0001)

Situational and Dispositional Clarity of Support Personnel

The data summarized in Table 39 relative to support personnel reveal that Clarity 11D (CLAR-11D) has a positive, but not statistically significant correlation with Clarity 14S (CLAR-14S), Clarity 16S (CLAR-16S), Clarity 18S (CLAR-18S), Clarity 19D (CLAR-19D), and Clarity 20S (CLAR-20S). There is a positive and statistically significant correlation between Clarity 11D (CLAR-11D) and Clarity 12S (CLAR-12S), Clarity 13D (CLAR-13D) and Clarity 15D (CLAR-15D). There is a negative, but not statistically significant correlation between Clarity 11D (CLAR-11D) and Clarity 17D (CLAR-17D).

There is a positive statistically significant correlation for support personnel between CLAR-12S, CLAR-13D, CLAR-14S, CLAR-15D, CLAR-16S, CLAR-19D and CLAR-20S. There is a negative which is not statistically significant in the correlation between CLAR-12S and CLAR-18S. However, there is a negative statistically significant, correlation between CLAR-12S and CLAR-17D.

There is a positive, but not statistically significant correlation with CLAR-13D and CLAR-18S. There are positive and statistically significant correlations between CLAR-13D, CLAR-14S, CLAR-15D, CLAR-16S, CLAR-19D and CLAR-20S.

There is a positive, but not statistically significant correlation with CLAR-14S and CLAR-18S. There are positive and statistically significant correlations between CLAR-14S,

CLAR-15D, CLAR-16S, CLAR-17D, CLAR-19D and CLAR-20S.

There is a positive, statistically significant correlation with CLAR-15D, CLAR-16S, CLAR-18S, CLAR-19D and CLAR-20S. There is a negative, which is not statistically significant correlation between CLAR-15D and CLAR-17D.

There is a positive, but not statistically significant correlation between CLAR-16D and CLAR-17D. There is a positive statistically significant correlation between CLAR-16S, CLAR-19D and CLAR-20S. There is a negative, but not statistically significant correlation between CLAR-16S and CLAR-18S.

There is a positive statistically significant correlation between CLAR-17D and CLAR-18S. There is a negative which is not a statistically significant correlation between CLAR-17D, CLAR-19D and CLAR-20S.

There is a positive, but not statistically significant correlation between CLAR-18 and CLAR-20S. There is a positive, statistically significant correlation between CLAR-18S and CLAR-19D. However, there is a positive statistically significant correlation between CLAR-19D and CLAR-20S.

TABLE 39

PEARSON CORRELATION COEFFICIENTS FOR SITUATIONAL CLARITY AND DISPOSITIONAL CLARITY SUPPORT PERSONNEL

	CLAR-12S	CLAR-13D	CLAR-14S	CLAR-15D	CLAR-16S	CLAR-17D	CLAR-18S	CLAR-19D	CLAR-20S
CLAR-11D	0.25904 (0.0079)	0.33142 (0.0006)	0.16572 (0.0896)	0.33219 (0.0005)	0.06927 (0.4847)	-0.08457 (0.3888)	0.06346 (0.5181)	0.13613 (0.1641)	0.05840 (0.5521)
CLAR-12S		0.43061 (0.0001)	0.37336 (0.0001)	0.31678 (0.0001)	0.39129 (0.0001)	-0.20880 (0.0334)	-0.04026 (0.6849)	0.36465 (0.0001)	0.20050 (0.0413)
CLAR-13D			0.60408 (0.0001)	0.59035 (0.0001)	0.58561 (0.0001)	0.12757 (0.1969)	0.16316 (0.0979)	0.79908 (0.0001)	0.63487 (0.0001)
CLAR-14S				0.42742 (0.0001)	0.51856 (0.0001)	0.21057 (0.0303)	0.06990 (0.4765)	0.45690 (0.0001)	0.23213 (0.0166)
CLAR-15D					0.33036 (0.0006)	-0.08749 (0.3725)	0.19680 (0.0432)	0.58716 (0.0001)	0.51208 (0.0001)
CLAR-16S						0.10904 (0.2705)	-0.10243 (0.3008)	0.49315 (0.0001)	0.45215 (0.0001)
CLAR-17D							0.18937 (0.0519)	-0.03265 (0.7397)	0.01424 (0.8848)
CLAR-18S								0.21615 (0.0261)	0.12019 (0.2197)
CLAR-19D									0.72030 (0.0001)

Situational and Dispositional Tedium of Administrators

The data summarized in Table 40 relative to administrators reveal that there is a positive, but not statistically significant correlation between liking to do low grade tasks (TED-21D) and preferring a job that requires me to think (TED-29D). There are positive, and statistically significant correlations relative to administrators between liking to do low grade tasks (TED-21D) and my job requiring me to do low grade tasks (TED-22S), liking tasks that are beneath my abilities (TED-23D), one performs tasks that are beneath my ability (TED-24S), liking to do repetitive tasks (TED-25D) and one keeping busy on my job (TED-28S).

There is also a negative, but no statistically significant correlation relative to administrators between liking to do low grade tasks (TED-21D) and the job calling for doing repetitive tasks (TED-26S), liking to keep busy on my job (TED-27D) and my job requires me to think (TED-30S).

There is a positive, but not statistically significant correlation between TED-22S, TED-26S and TED-30S. There are also positive, statistically significant correlations between TED-22S, TED-23D, TED-24S, TED-25D, TED-27D, TED-28S and TED-29D.

There is a positive, but not statistically significant correlation between TED-23S, TED-24S, TED-25D and TED-27D. There is a positive, statistically significant correlation

between TED-23S, TED-28S and TED-29D. There is a negative, but not statistically significant correlation between TED-23S and TED-30S. However, there is a negative statistically significant correlation between TED-23S and TED-26S.

There is a positive, but not statistically significant correlation between TED-24S, TED-27D and TED-28S. There is a positive statistically significant correlation between TED-24S, TED-25D and TED-29D. There is a negative but not statistically significant correlation between TED-24S and TED-30S.

There is a positive, but not statistically significant correlation between TED-25D and TED-28S. There is a positive significant, correlation between TED-25D, TED-26S and TED-29D. There is a negative, but not statistically significant correlation between TED-25D and TED-27S. However, there is a negative, statistically significant correlation between TED-25D and TED-30S.

There is a positive, but not statistically significant correlation between TED-26S, TED-27D, TED-28S and TED-29D. There is a negative, but not statistically significant correlation between TED-26S and TED-31S.

There is a positive statistically significant correlation between TED-28S and TED-29D. There is a negative, but not statistically significant correlation between TED-28S and TED-30S. Furthermore, there is a negative, but not statistically

significant correlation between TED-29D and TED-39S.

TABLE 40

PEARSON CORRELATION COEFFICIENTS FOR SITUATIONAL TEDIUM AND DISPOSITIONAL TEDIUM OF ADMINISTRATORS

	TED-22S	TED-23D	TED-24S	TED-25D	TED-26S	TED-27D	TED-28S	TED-29D	TED-30S
TED-21D	0.48340 (0.0003)	0.35706 (0.0080)	0.36314 (0.0070)	0.57460 (0.0001)	-0.12289 (0.3760)	-0.20749 (0.0322)	0.26887 (0.0493)	0.03256 (0.8152)	-0.04183 (0.7639)
TED-22S		0.34439 (0.0133)	0.45262 (0.0009)	0.50424 (0.0002)	0.25283 (0.0735)	0.08124 (0.5709)	0.57263 (0.0001)	0.63532 (0.0001)	0.15516 (0.2770)
TED-23D			0.16086 (0.2452)	0.02342 (0.8665)	-0.51819 (0.0001)	0.21453 (0.1193)	0.33886 (0.0122)	0.29199 (0.0322)	-0.00938 (0.9463)
TED-24S				0.37843 (0.0048)	0.00747 (0.9572)	0.07672 (0.5814)	0.08305 (0.5505)	0.37210 (0.0056)	-0.07470 (0.5914)
TED-25D					0.28986 (0.0335)	-0.04758 (0.7326)	0.19476 (0.1582)	0.39666 (0.0030)	-0.31853 (0.0189)
TED-26S						0.02917 (0.8341)	0.11787 (0.3960)	0.22237 (0.1061)	-0.11607 (0.4033)
TED-27D							0.63708 (0.0001)	0.57092 (0.0001)	-0.36677 (0.0001)
TED-28S								0.61803 (0.0001)	-0.17370 (0.2091)
TED-29D									-0.22237 (0.1061)

Situational and Dispositional Tedium of Teachers

The data summarized in Table 41 relative to teachers reveal that Tedium 21D (TED-21D) has a positive statistically significant correlation with Tedium 24S (TED-24S) with Tedium 22S (TED-22S), Tedium 23D (TED-23D), Tedium 24S (TED-24S), and Tedium 25D (TED-25D). There is also a negative, but not statistically significant correlation between Tedium 21D (TED-21D), Tedium 26S (TED-26S), Tedium 28S (TED-28S) and Tedium 29D (TED-29D). However, there is a statistically significant correlation between Tedium 21D (TED-21D), Tedium 27D (TED-27D) and Tedium 30S (TED-30S).

There is a positive, but not statistically significant correlation relative to teachers between TED-22S and TED-25D. There is a positive statistically significant correlation between TED-22S, TED-23D, TED-24S, and TED-26S. There is also a negative, but not statistically significant correlation between TED-22S, TED-27D, TED-28S and TED-29D. However, there is a negative statistically significant correlation between TED-22S and TED-30S.

There is a positive, statistically significant correlation relative to teachers between TED-23D, TED-24S, TED-25D and TED-26S. There is a negative, but not statistically significant correlation between TED-23D and TED-27D. However, there is a negative, statistically significant correlation between TED-23D and TED-28S, TED-29D and TED-30S.

There is a positive statistically significant correlation between TED-24S, TED-25D and TED-26S. There is a negative, but not statistically significant correlation between TED-24S and TED-28S. However, there is a negative statistically significant correlation between TED-24S, TED-27D, TED-29D and TED-30S.

There is a positive, but not statistically significant correlation between TED-25D and TED-27D. There is a positive statistically significant correlation between TED-25D and TED-26S. However, there is a negative but not statistically significant correlation between TED-26S and TED-28S, TED-29D and TED-30S.

There is a positive, but not statistically significant correlation between TED-26S, TED-28S and TED-29D. There is a positive statistically significant correlation between TED-26S and TED-27D. There is also a negative, statistically significant correlation between TED-26S and TED-30S.

There is a positive, statistically significant correlation between TED-27D, TED-28S, TED-29D and TED-30S. Furthermore, there is a positive. statistically significant correlation between TED-28S and TED-29D and TED-30S. However, there is a positive statistically significant correlation between TED-29D and TED-30S.

TABLE 41

PEARSON CORRELATION COEFFICIENTS FOR SITUATIONAL TEDIUM AND DISPOSITIONAL TEDIUM OF TEACHERS

	TED-22S	TED-23D	TED-24S	TED-25D	TED-26S	TED-27D	TED-28S	TED-29D	TED-30S
TED-21D	0.38256 (0.0001)	0.44081 (0.0001)	0.19737 (0.0012)	0.15945 (0.0095)	-0.04298 (0.4868)	-0.18495 (0.0025)	-0.18461 (0.0027)	-0.16796 (0.0062)	-0.01239 (0.8411)
TED-22S		0.34109 (0.0001)	0.66109 (0.0001)	0.06562 (0.2937)	0.28867 (0.0001)	-0.04730 (0.4476)	-0.02671 (0.6706)	-0.08855 (0.1545)	-0.36185 (0.0001)
TED-23D			0.38934 (0.0001)	0.38332 (0.0001)	0.12210 (0.0475)	-0.09874 (0.1081)	-0.15580 (0.0116)	-0.22649 (0.0002)	-0.12135 (0.0489)
TED-24S				0.19897 (0.0012)	0.38599 (0.0001)	-0.13594 (0.0266)	-0.08425 (0.1739)	-0.19470 (0.0015)	-0.29191 (0.0001)
TED-25D					0.26940 (0.0001)	0.07487 (0.2254)	-0.08066 (0.1948)	-0.09823 (0.1127)	-0.05632 (0.3639)
TED-26S						0.13534 (0.0279)	0.04213 (0.4988)	0.09279 (0.1341)	-0.17293 (0.0050)
TED-27D							0.61661 (0.0001)	0.38511 (0.0001)	0.17171 (0.0051)
TED-28S								0.32609 (0.0001)	0.41176 (0.0001)
TED-29D									0.29675 (0.0001)

Situational and Dispositional Tedium of Support Personnel

The data summarized in Table 42 relative to support personnel reveal that Tedium 21D (TED-21D) has a positive, but not statistically significant correlation with Tedium 23D (TED-23D), Tedium 24S (TED-24S), Tedium 28S (TED-28S), Tedium 29D (TED-29D) and Tedium 30S (TED-30S). There is a positive, statistically significant correlation with Tedium 22S (TED-22S).

There is a negative, but not statistically significant correlation between Tedium 21D (TED-21D) and Tedium 27D (TED-27D).

There is a positive, but not statistically significant correlation relative to support personnel between TED-22S, TED-25D and TED-26S. There is positive and statistically significant correlation between TED-22S and TED-23D. There is a negative, but not statistically significant correlation between TED-22S, TED-24S and TED-27D. There is however, a negative, statistically significant correlation between TED-22S, TED-28S, TED-29D and TED-30S.

There is a positive, but not statistically significant correlation relative to support personnel between TED-23D and TED-27D. There is a positive statistically significant correlation between TED-23D, TED-24S, TED-25D and TED-26S. There is a negative statistically significant correlation between TED-23D, TED-28S, TED-29D, and TED-30S.

There is a positive, but not statistically significant, correlation between TED-24S, TED-27D and TED-30S. There is a positive, statistically significant correlation between TED-24S, TED-25D and TED-26S. There is a negative, but not statistically significant correlation between TED-24S, TED-28S and TED-29D.

TED-25D has a positive, but not statistically significant correlation with TED-28S. There is a positive and statistically significant correlation with TED-26S and TED-27D. There is a negative, but not statistically significant correlation between TED-25D and TED-30S. However, there is a negative statistically significant correlation between TED-25D and TED-29D.

TED-26S has a positive, but not statistically significant correlation with TED-28S. There is a positive statistically significant correlation with TED-26S and TED-27D. There is a negative, but not statistically significant correlation between TED-26S and TED-30S. However, there is a negative statistically significant correlation between TED-26S and TED-29D.

A positive, but not statistically significant correlation between TED-27D and TED-29D. There is a positive significant correlation between TED-27D, TED-28S and TED-30S. Furthermore, there is a positive statistically significant correlation between TED-28S, TED-29D and TED-30S. In

addition, there is a positive statistically significant correlation between TED-29D and TED-30S.

TABLE 42

PEARSON CORRELATION COEFFICIENTS FOR SITUATIONAL TEDIUM AND DISPOSITIONAL TEDIUM SUPPORT PERSONNEL

	TED-22S	TED-23D	TED-24S	TED-25D	TED-26S	TED-27D	TED-28S	TED-29D	TED-30S
TED-21D	0.30685 (0.0021)	0.06283 (0.5304)	0.18208 (0.0643)	-0.13166 (0.1917)	-0.05193 (0.6154)	-0.23450 (0.0166)	0.01082 (0.9141)	0.03545 (0.7209)	0.11811 (0.2324)
TED-22S		0.21606 (0.0326)	-0.03422 (0.7354)	0.06522 (0.5235)	0.17335 (0.0947)	-0.15691 (0.1190)	-0.19910 (0.0494)	-0.51812 (0.0001)	-0.33308 (0.0007)
TED-23D			0.42198 (0.0001)	0.36667 (0.0002)	0.29783 (0.0032)	0.13517 (0.1713)	-0.25959 (0.0084)	-0.40823 (0.0001)	-0.29075 (0.0028)
TED-24S				0.35986 (0.0002)	0.26053 (0.0096)	0.13905 (0.1552)	-0.15412 (0.1183)	-0.09086 (0.3543)	0.07345 (0.4543)
TED-25D					0.51524 (0.0001)	0.39489 (0.0001)	0.02710 (0.7890)	-0.22922 (0.0205)	-0.02232 (0.8238)
TED-26S						0.42887 (0.0001)	0.06589 (0.5191)	-0.24112 (0.0168)	-0.10836 (0.2882)
TED-27D							0.42201 (0.0001)	0.18184 (0.0621)	0.28556 (0.0030)
TED-28S								0.38324 (0.0001)	0.47623 (0.0001)
TED-29D									0.5849 (0.0001)

Situational and Dispositional Control of Administrators

The data summarized in Table 43 relative to administrators reveal that there is a positive, but not statistically significant correlation between liking to have input in the decision that are made at work (CONT-31D) and being allowed to establish my own deadlines and scheduled (CONT-38S). There are positive and statistically significant correlations relative to administrators between liking to have input in the decisions that are made at (CONT-31D) and being allowed to make decisions at work (CONT-32S), it is important to me that I am able to influence my supervisor's actions that affect me on the job (CONT-33D), my supervisor asks my opinion on matters affecting me on the job (CONT-34S), I like being involved in evaluating my job performance and productivity (CONT-35D), I am involved in the process of evaluating my job performance (CONT-36S), I need time to plan, establish deadlines and work at my own pace (CONT-37D) and it is important to me not to be held accountable for job related matters over which I have little or no control (CONT-39D).

There is a positive, but not statistically significant correlation between CONT-32S, CONT-34S, CONT-37D, CONT-38S and CONT-39D. There are positive and statistically significant correlation between CONT-32S, CONT-33D, CONT-35D and CONT-36S. There is a negative, but not statistically significant correlation between CONT-32S and CONT-40S.

There is a positive, but not statistically significant correlation between CONT-33D and CONT-37D and CONT-38S. There is a positive statistically significant correlation between CONT-33D, CONT-34S, CONT-35D, CONT-36S and CONT-39D. There is also a negative, but not statistically significant correlation between CONT-33D and CONT-40S.

There is a positive, but not statistically significant correlation between CONT-34S, CONT-35D and CONT-39D. There is however, a positive statistically significant correlation between CONT-34S, CONT-36S, CONT-37D, CONT-38S and CONT-40S.

There is a positive, but not statistically significant correlation between CONT-35D, CONT-38S and CONT-39D. There is a positive statistically significant correlation between CONT-35D and CONT-36S. There is a negative, but not statistically significant correlation between CONT-35D and CONT-40S.

There is a positive, but not statistically significant correlation between CONT-36S, CONT-37D and CONT-40S. There is a positive statistically significant correlation between CONT-36S and CONT-38S. There is a negative, but not statistically significant correlation with CONT-36S and CONT-39D.

There is a positive, but not statistically significant correlation between CONT-37D and CONT-38S. There is a positive statistically significant correlation between CONT-37D, CONT-39D and CONT-40S. Furthermore, there is a positive statistically significant correlation between CONT-38S, CONT-

39D and CONT-40S. However, there is a positive statistically significant correlation with CONT-39D and CONT-40S.

TABLE 43

PEARSON CORRELATION COEFFICIENTS FOR SITUATIONAL CONTROL AND DISPOSITIONAL CONTROL OF ADMINISTRATORS

	CONT-32S	CONT-33D	CONT-34S	CONT-35D	CONT-36S	CONT-37D	CONT-38S	CONT-39D	CONT-40S
CONT-31D	0.73564 (0.0001)	0.82219 (0.0001)	0.32325 (0.0171)	0.71175 (0.0001)	0.36365 (0.0069)	0.30861 (0.0232)	0.21557 (0.1175)	0.40429 (0.0024)	-0.10609 (0.4451)
CONT-32S		0.71401 (0.0001)	0.18394 (0.1830)	0.77519 (0.0001)	0.46352 (0.0004)	0.07867 (0.5718)	0.22923 (0.0954)	0.23454 (0.0878)	-0.15455 (0.2645)
CONT-33D			0.44721 (0.0007)	0.75727 (0.0001)	0.40462 (0.0024)	-0.22771 (0.0977)	0.19087 (0.1668)	0.43111 (0.0011)	-0.15250 (0.2710)
CONT-34S				0.22846 (0.0966)	0.71429 (0.0001)	0.46761 (0.0004)	0.35712 (0.0080)	0.03324 (0.8114)	0.34100 (0.0116)
CONT-35D					0.40317 (0.0025)	-0.14370 (0.2999)	0.06309 (0.6504)	0.12508 (0.3675)	-0.33361 (0.0137)
CONT-36S						0.15587 (0.2604)	0.49648 (0.0001)	-0.12822 (0.3555)	0.05846 (0.6746)
CONT-37D							0.14635 (0.2910)	0.52953 (0.0001)	0.43159 (0.0011)
CONT-38S								0.26956 (0.0487)	0.55720 (0.0001)
CONT-39D									0.40353 (0.0025)

Situational and Dispositional Control of Teachers

The data summarized in Table 44 reveal that Control 31D (CONT-31D) has a positive, but not statistically significant correlation with Control 34S (CONT-34S), Control 36S (CONT-36S) and Control 40S (CONT-40S). There are positive and statistically significant correlations between Control 31D (CONT-31D), Control 32S (CONT-32S), Control 33D (CONT-33D), Control 35D (CONT-35D) and Control 37D (CONT-37D). There is a negative, but not statistically significant correlations with Control 31D (CONT-31D), Control 38S (CONT-38S) and Control 39D (CONT-39D).

CONT-33D has a positive, but not statistically significant correlation with CONT-36S and CONT-38S. There is a positive statistically significant correlation with CONT-33D, CONT-34S, CONT-35D, CONT-36D and CONT-40S. There is also a negative, but not statistically significant correlation with CONT-33D and CONT-39D.

CONT-34S has a positive, but not statistically significant correlation with CONT-39D. There is a positive statistically significant correlation between CONT-34S, CONT-35D, CONT-36S, CONT-37D, CONT-38S and CONT-40S.

CONT-35D has a positive, but not statistically significant correlation with CONT-38S and CONT-39D. There is a positive statistically significant correlation with CONT-35D, CONT-36S and CONT-37D. There is a negative, but not

statistically significant correlation with CONT-35D and CONT-40S.

CONT-36S has a positive, but not statistically significant correlation with CONT-39D. There is a positive statistically significant correlation with CONT-36S, CONT-37D, CONT-38S and CONT-40S.

CONT-37D has a positive statistically significant correlation with CONT-38S and CONT-39D. There is a negative, but not statistically significant correlation with CONT-37D and CONT-40S.

CONT-38S has a positive, but not statistically significant correlation with CONT-40S. There is a positive statistically significant correlation with CONT-38S and CONT-39D. However, there is a positive statistically significant correlation between CONT-39D and CONT-40S.

TABLE 44

PEARSON CORRELATION COEFFICIENTS FOR SITUATIONAL CONTROL AND DISPOSITIONAL CONTROL OF TEACHERS

	CONT-32S	CONT-33D	CONT-34S	CONT-35D	CONT-36S	CONT-37D	CONT-38S	CONT-39D	CONT-40S
CONT-31D	0.23922 (0.0001)	0.44708 (0.0001)	0.08038 (0.1929)	0.40553 (0.0001)	0.09671 (0.1170)	0.28965 (0.0001)	-0.01937 (0.7550)	-0.07324 (0.2411)	0.05132 (0.4081)
CONT-32S		0.13763 (0.0248)	0.61371 (0.0001)	0.08082 (0.1905)	0.42834 (0.0001)	0.09151 (0.1381)	0.36758 (0.0001)	0.07715 (0.2150)	0.27439 (0.0001)
CONT-33D			0.12223 (0.0464)	0.32710 (0.0001)	0.04701 (0.4344)	0.21308 (0.0005)	0.06418 (0.2989)	-0.00156 (0.9800)	0.9338 (0.0016)
CONT-34S				0.20965 (0.0006)	0.56770 (0.0001)	0.15557 (0.0114)	0.39048 (0.0001)	0.07658 (0.2185)	0.27956 (0.0001)
CONT-35D					0.31919 (0.0001)	0.30732 (0.0001)	0.07150 (0.2488)	0.02198 (0.7253)	-0.05442 (0.3803)
CONT-36S						0.22320 (0.0001)	0.34874 (0.0001)	0.11227 (0.0707)	0.26737 (0.0001)
CONT-37D							0.13546 (0.0284)	0.13125 (0.0344)	-0.02451 (0.6929)
CONT-38S								0.24541 (0.0001)	0.09223 (0.1365)
CONT-39D									0.21324 (0.0006)

Situational and Dispositional Control of Support Personnel

The data summarized in Table 45 relative to support personnel reveal that Control 31D (CONT-31D) has a positive, but not statistically significant correlation with Control 34S (CONT-34S), Control 37D (CONT-37D), Control 38S (CONT-38S), Control 39D (CONT-39D) and Control 40S (CONT-40S). There are positive and statistically significant correlations with Control (CONT-31D) relative to support personnel and Control (CONT-32S), Control 33D (CONT-33D) and Control 35D (CONT-35D). There is a negative, but not statistically significant correlation between Control 31D (CONT-31D) relative to support personnel and Control 36S (CONT-36S).

CONT-32S has a positive, but not statistically significant correlation with CONT-33D, CONT-37D and CONT-40S. There are positive and statistically significant correlation with CONT-32S, CONT-34S, CONT-35D, CONT-36S and CONT-38S. There is a negative, but not statistically significant correlation between CONT-32S and CONT-39D.

CONT-33D has a positive, but not statistically significant correlation with CONT-35D, CONT-36S, CONT-37D, CONT-38S and CONT-39D. There is a positive statistically significant correlation between CONT-33D, CONT-34S and CONT-40S.

CONT-34D has a positive, but not statistically significant correlation with CONT-35D, CONT-37D and CONT-39D.

There is a positive statistically significant correlation with CONT-34D, CONT-36S and CONT-37D.

CONT-35D has a positive, but not statistically significant correlation with CONT-37D and CONT-40S. There is a positive statistically significant correlation with CONT-36S, CONT-38S and CONT-39D.

CONT-36S has a positive, but not statistically significant correlation with CONT-37D and CONT-40S. There is a positive statistically significant correlation with CONT-36S, CONT-38S and CONT-39D.

CONT-37D has a positive, but not statistically significant correlation with CONT-38S and CONT-39D. There is a negative, but not statistically significant correlation with CONT-37D and CONT-40S. Furthermore, CONT-38S has a positive statistically significant correlation with CONT-39D and CONT-49S. In addition, CONT-39D also has a positive statistically significant correlation with CONT-40S.

TABLE 45

PEARSON CORRELATION COEFFICIENTS FOR SITUATIONAL CONTROL AND DISPOSITIONAL CONTROL SUPPORT PERSONNEL

	CONT-32S	CONT-33D	CONT-34S	CONT-35D	CONT-36S	CONT-37D	CONT-38S	CONT-39D	CONT-40S
CONT-31D	0.37699 (0.0001)	0.23614 (0.0148)	0.06692 (0.4955)	0.59225 (0.0001)	-0.07268 (0.4634)	0.10476 (0.2899)	0.05972 (0.5470)	0.05254 (0.5999)	0.06034 (0.5468)
CONT-32S		0.08574 (0.3822)	0.52013 (0.0001)	0.29248 (0.0026)	0.41451 (0.0001)	0.11378 (0.2501)	0.24985 (0.0105)	-0.27087 (0.0059)	0.00587 (0.9533)
CONT-33D			0.25473 (0.0084)	0.01782 (0.8575)	0.07748 (0.4344)	0.03151 (0.7509)	0.08969 (0.3652)	0.15042 (0.1313)	0.28922 (0.00232
CONT-34S				0.08002 (0.4194)	0.52390 (0.0001)	0.13899 (0.1594)	0.48263 (0.0001)	0.15196 (0.1274)	0.26409 (0.0073)
CONT-35D					0.24590 (0.0119)	0.24256 (0.0131)	0.11418 (0.2485)	0.08290 (0.4075)	0.00495 (0.9606)
CONT-36S						0.11268 (0.2548)	0.43460 (0.0001)	0.28245 (0.0040)	0.15052 (0.1310)
CONT-37D							0.16552 (0.0931)	0.03832 (0.7022)	-0.13930 (0.1626)
CONT-38S								0.30600 (0.0018)	0.30835 (0.0016)
CONT-39D									0.49929 (0.0001)

Situational and Dispositional Conflict of Administrators

The data summarized in Table 46 relative to administrators reveal that there is a positive, but not statistically significant correlation between to do my job well, I must like the person with whom I work (CONF-41D), the persons with whom I work are supportive and friendly (CONF-42S), I am usually in agreement with my supervisor (CONF-46S), I believe in agreement with my supervisor (CONF-46S) and I believe in the purpose and mission of my employer (CONF-48S). There is a positive, statistically significant correlation relative to administrators between (CONF-41D) and the person with whom I work are supportive and friendly (CONF-42D) and that I prefer a supervisor with whom I am usually in agreement (CONF-45D), it is important to me to work for an employer pursuing purposes with which I agree (CONF-47D), it is important to me that my job skills (CONF-49D) and the situation that the requirements of my job match my job skills (CONF-50S).

There is also a negative, but not statistically significant correlation relative to administrators between (CONF-41D) I like the challenge of competing with others (CONF-43D) I am required to compete with my fellow workers on the job (CONF-44S).

CONF-42S relative to administrators has a positive, but not statistically significant correlation with CONF-43D, CONF-

44S, CONF-45D and CONF-48S. There is a positive statistically significant correlation with CONF-42S and CONF-46S. There is also a negative, but not statistically significant correlation with CONF-42S, CONF-47D, CONF-49D and CONF-50S.

CONF-43D has a positive, but not statistically significant correlation with CONF-44S and CONF-46S. There is a positive statistically significant correlation with CONF-43D and CONF-48S. There is also negative, but not statistically significant correlation with CONF-43D, CONF-45D, CONF-47D, and CONF-50S. There is however, a negative statistically significant correlation with CONF-43D and CONF-49D.

CONF-44S has a positive, but not statistically significant correlation with CONF-45D and CONF-48D. There is a positive statistically significant correlation with CONF-44S, CONF-49D and CONF-50S. There is also a negative, but not statistically significant correlation with CONF-44S, CONF-46S and CONF-47D.

CONF-45D has a positive, but not statistically significant correlation with CONF-50S. There is a positive statistically significant correlation with CONF-50S. There is a positive statistically significant, correlation with CONF-45D, CONF-46S, CONF-47D, CONF-48S and CONF-49D.

CONF-46S has a positive, but not statistically significant correlation with CONF-47D and CONF-48S. There is a negative but not statistically significant correlation with

CONF-47D and CONF-49D. However, there is a negative statistically significant correlation with CONF-46S and CONF-50S.

CONF-47D has a positive statistically significant correlation with CONF-48S, CONF-49D and CONF-50S. The data also reveal that CONF-48S has a positive, but not statistically significant correlation with CONF-48S and CONF-50S. There is a negative, but not statistically significant correlation with CONF-48S and CONF-49D. In addition, CONF-49D has a positive statistically significant correlation with CONF-50S.

TABLE 46

PEARSON CORRELATION COEFFICIENTS FOR SITUATIONAL CONFLICT AND DISPOSITIONAL CONFLICT OF ADMINISTRATORS

	CONF-42S	CONF-43D	CONF-44S	CONF-45D	CONF-46S	CONF-47D	CONF-48S	CONF-49D	CONF-50S
CONF-41D	0.11786 (0.3960)	-0.10582 (0.4463)	-0.06860 (0.6221)	0.43532 (0.0010)	0.03739 (0.7884)	0.59149 (0.0001)	0.8282 (0.5516)	0.55196 (0.0001)	0.45584 (0.0005)
CONF-42S		0.17569 (0.2038)	0.06730 (0.6287)	0.20337 (0.1402)	0.33348 (0.0137)	-0.12474 (0.3688)	0.01250 (0.9285)	-0.02380 (0.8643)	-0.17889 (0.1956)
CONF-43D			0.22357 (0.1041)	-0.06930 (0.6186)	0.04261 (0.7597)	-0.24254 (0.0772)	0.35138 (0.0092)	-0.37257 (0.0055)	-0.02857 (0.8375)
CONF-44S				0.11679 (0.4003)	-0.13645 (0.3252)	-0.02920 (0.8340)	0.13460 (0.3319)	0.26271 (0.0550)	0.36116 (0.0073)
CONF-45D					0.39065 (0.0035)	0.74118 (0.0001)	0.32540 (0.0164)	0.34854 (0.0098)	0.19403 (0.1598)
CONF-46S						0.17652 (0.2017)	0.14673 (0.2897)	-0.13653 (0.3249)	-0.27441 (0.0446)
CONF-47D							0.46640 (0.0004)	0.52926 (0.0001)	0.39776 (0.0029)
CONF-48S								-0.08331 (0.5492)	0.04472 (0.7481)
CONF-49D									0.77708 (0.0001)

Situational and Dispositional Conflict of Teachers

The data summarized in Table 47 relative to teachers reveal Conflict 41D (Conf-41D) has a positive, but not statistically significant correlation with Conflict 42S (CONF-42S), Conflict 46S (CONF-46S) and Conflict 47D (CONF-47D). There is a positive, statistically significant correlation with Conflict 41D (CONF-41D) relative to teachers and Conflict 44S (CONF-44S) and Conflict 45D (CONF-45D). There is a negative, but not statistically significant correlation with Conflict 41D (CONF-41D) relative to teachers and Conflict 43D (CONF-43D), Conflict 48S (CONF-48S), Conflict 49D (CONF-49D) and Conflict 50S (CONF-50S).

CONF-42S has a positive, but not statistically significant correlation with CONF-49D. There is a positive, statistically significant correlation with CONF 41D, CONF-43D, CONF-45D, CONF-46S, CONF-48S, and CONF-50S. There is a negative, statistically significant correlation with CONF-42S and CONF-44S.

CONF-43D has a positive but not statistically significant correlation with CONF-46S. There is a positive, statistically significant correlation with CONF-43D, CONF-44S, CONF-49D, and CONF-50S. There is a negative, but not statistically significant correlation with CONF-43D, CONF-45D, CONF-47D and CONF-48S.

There is a negative, but not statistically significant

correlation with CONF-44S, CONF-45D, CONF-46S, CONF-48S and CONF-50s. There is also a negative, statistically significant correlation with CONF-44S, CONF-47D and CONF-49D.

CONF-45D has a positive statistically significant correlation with CONF-46S, CONF-47D, CONF-48S, and CONF-49D. There is a negative, but not statistically significant correlation with CONF-45D and CONF-50S. CONF-46S has a positive statistically significant correlation with CONF-47D, CONF-48S, CONF-49D and CONF-50S.

CONF-47D has a positive, but not statistically significant correlation with CONF-49D. There is a positive statistically significant correlation with CONF-48S. There is also a negative, but not statistically significant correlation with CONF-47D and CONF-50S. Furthermore, CONF-48S has a positive, but not statistically significant correlation with CONF-49D. There is a positive statistically significant correlation with CONF-48S and CONF-50S. However, CONF-49D has a positive statistically significant correlation with CONF-50S.

TABLE 47

PEARSON CORRELATION COEFFICIENTS FOR SITUATIONAL CONFLICT AND DISPOSITIONAL CONFLICT OF TEACHERS

	CONF-42S	CONF-42D	CONF-44S	CONF-45D	CONF-46S	CONF-47D	CONF-48S	CONF-49D	CONF-50S
CONF-41D	0.04632 (0.4536)	-0.03110 (0.6150)	0.19106 (0.0018)	0.16188 (0.0087)	0.01125 (0.8556)	0.05166 (0.4068)	-0.06671 (0.2839)	-0.04517 (0.4735)	-0.04696 (0.4544)
CONF-42S		0.14457 (0.0183)	-0.12774 (0.0373)	0.03982 (0.5195)	0.24228 (0.0001)	0.14476 (0.0191)	0.19934 (0.0012)	0.06537 (0.2975)	0.21868 (0.0004)
CONF-43D			0.17395 (0.0044)	-0.05443 (0.3784)	0.09307 (0.1300)	-0.03355 (0.5888)	-0.02303 (0.7106)	0.13998 (0.0251)	0.14593 (0.0190)
CONF-44S				-0.05185 (0.4014)	-0.00671 (0.9133)	-0.13398 (0.0301)	-0.06412 (0.3011)	-0.07315 (0.2435)	-0.01827 (0.7702)
CONF-45D					0.35063 (0.0001)	0.50135 (0.0001)	0.12380 (0.0461)	0.18497 (0.0031)	-0.07933 (0.2059)
CONF-46S						0.27798 (0.0001)	0.39338 (0.0001)	0.11801 (0.0594)	0.30099 (0.0001)
CONF-47D							0.17269 (0.0051)	0.11467 (0.0681)	-0.04494 (0.4741)
CONF-48S								0.07177 (0.2544)	0.23398 (0.0002)
CONF-49D									0.40787 (0.0001)

Situational and Dispositional Conflict of Support Personnel

The data summarized in Table 48 relative to support personnel reveal Conflict 41D (CONF-41D) has a positive, but not statistically significant correlation with Conflict 47D (CONF-47D) and Conflict 48S (CONF-48S). There is a positive, statistically significant correlation with Conflict 41D (CONF-41D) relative to support personnel and Conflict 42S (CONF-42S), Conflict 44S (CONF-44S), Conflict 45D (CONF-45D), Conflict 49D (CONF-49D), and Conflict 50S (CONF-50S). There is a negative, but not statistically significant correlation with Conflict 41D (CONF-41D) relative to support personnel and Conflict 46S (CONF-46S).

CONF-42S has a positive, but not statistically significant correlation with CONF-46S. There is a positive statistically significant correlation with CONF-42S, CONF-43D, CONF-45D, CONF-47D, CONF-49D and CONF-50S. There is a negative, but not statistically significant correlation with CONF-42S and CONF- 48S. There is however, a negative statistically significant correlation with CONF-42S and CONF-44S.

CONF-43D has a positive, but not statistically significant correlation with CONF-45D, CONF-46S, CONF-48S and CONF-49D. There is a positive statistically significant correlation with CONF-43D and CONF-44S and CONF-47D. There is a negative, but not statistically significant correlation with

CONF-48D and CONF-50S.

CONF-44S has a positive, but not statistically significant correlation with CONF-48S, CONF-49D, and CONF-50S. There is a positive statistically significant correlation with CONF-44S and CONF-47D. There is a negative, but not statistically significant correlation with CONF-44S, CONF-45D and CONF-46S.

CONF-46S has a positive, but not statistically significant correlation with CONF-47D and CONF-49D. There is a positive statistically significant, correlation with CONF-46S and CONF-48S. There is a negative, but not statistically significant correlation with CONF-46S and CONF-50S.

CONF-47D has a positive, but not statistically significant correlation with CONF-47D and CONF-49D. There is a positive statistically significant correlation with CONF-47D and CONF-48S. There is a negative, but not statistically significant correlation with CONF-47D and CONF-50S.

CONF-48S has a positive, but not statistically significant correlation with CONF-50S. There is a positive statistically significant correlation with CONF-48S and CONF-49D. In addition, CONF-49D has a positive statistically significant correlation with CONF-50S.

TABLE 48

PEARSON CORRELATION COEFFICIENTS FOR SITUATIONAL CONFLICT AND DISPOSITIONAL CONFLICT SUPPORT PERSONNEL

	CONF-42S	CONF-43D	CONF-44S	CONF-45D	CONF-46S	CONF-47D	CONF-48S	CONF-49D	CONF-50S
CONF-41D	0.19097 (0.0545)	-0.00836 (0.9335)	0.30732 (0.0019)	0.32588 (0.0008)	-0.09737 (0.3352)	0.14828 (0.1409)	0.02706 (0.7893)	0.30355 (0.0024)	0.31965 (0.0012)
CONF-42S		0.22697 (0.0205)	-0.06587 (0.5107)	0.18841 (0.0579)	0.07702 (0.4416)	0.19618 (0.0481)	-0.12680 (0.2041)	0.28605 (0.0039)	0.27092 (0.0059)
CONF-43D			0.23074 (0.0196)	0.02499 (0.8031)	0.16278 (0.1021)	0.27932 (0.0045)	0.04405 (0.6602)	0.14605 (0.1471)	-0.13548 (0.1746)
CONF-44S				-0.04277 (0.6727)	-0.02751 (0.7838)	0.36805 (0.0002)	0.13255 (0.1886)	0.07253 (0.4779)	0.07265 (0.4725)
CONF-45D					0.17967 (0.0737)	0.29465 (0.0029)	0.02719 (0.7883)	0.08595 (0.4000)	0.09383 (0.3531)
CONF-46S						0.16989 (0.0910)	0.30482 (0.0020)	0.16936 (0.0995)	-0.05035 (0.6188)
CONF-47D							0.23232 (0.0188)	0.12671 (0.2138)	-0.09557 (0.3442)
CONF-48S								0.36987 (0.0002)	0.13063 (0.1952)
CONF-49D									0.42769 (0.0001)

Situational and Dispositional Intensity of Administrators

The data summarized in Table 49 relative to administrators reveal that there are positive, but not statistically significant correlations between I prefer working under pressure (INTE-51D) and there is daily pressure on my job (INTE-52S), I like to complete all job related tasks during working hours (INTE-57D), I am able to complete all job related tasks during working hours (INTE-58S) and I am expected to work on several job tasks at once while at work (INTE-60S). There is a positive, statistically significant correlation relative to administrators between I prefer working under pressure (INTE-51D) and I like being pressured daily with my work load assignment (INTE-53D), urgent job tasks are given to me to perform in short periods of time (INTE-54S), I am allowed to set my own pace on my job (INTE-56S) and I like working on several job tasks at once (INTE-59D).

There is a negative, but not statistically significant correlation relative to administrators between I prefer working under pressure (INTE-51D) I like to complete all job related tasks during working hours (INTE-57D) and I like to set my own pace on the job (INTE-55D).

INTE-52S among administrators has a positive, but not statistically significant correlation with INTE-58S. There is a positive statistically significant correlation with INTE-52S

relative to administrators and INTE-53D, INTE-54S, INTE-59D and INTE-60S. There is a negative, but not statistically significant correlation with INTE-52S relative to administrators and INTE-55D and INTE-57D. There is however, a negative statistically significant correlation with INTE-52S among administrators and INTE-56S.

INTE-53D has a positive, but not statistically significant correlation with INTE-56S and INTE-58S. There is a positive, statistically significant correlation with INTE-53D, INTE-54S, INTE-59D and INTE-60S. There is a negative, but not statistically significant correlation with INTE-53D and INTE-57D. There is however, a negative statistically significant correlation with INTE-53 and INTE-55D.

INTE-54S relative to administrators has a positive, but not statistically significant correlation with INTE-55D, INTE-56S, INTE-58S. There is a positive statistically significant correlation with INTE-54S, INTE-59D and INTE-60S. There is a negative, but not statistically significant correlation with INTE-54S and INTE-57D.

INTE-55D has a positive, but not statistically significant correlation among administrators with INTE-58S. There is a positive statistically significant correlation with INTE-55D, INTE-56S and INTE-57D. There is a negative statistically significant, correlation with INTE-55D, INTE-59D and INTE-60S.

INTE-56S has a positive, but not statistically significant correlation with INTE-58S. There is a positive statistically significant correlation with INTE-56S and INTE-57D. There is a negative statistically significant correlation with INTE-56S, INTE-59D and INTE-60S.

INTE-57D has a positive statistically significant correlation with INTE-58S. There is a negative, but not statistically significant correlation with INTE-57D, INTE-59D and INTE-60S.

INTE-58S has a positive, but not statistically significant correlation with INTE-59D. There is a negative statistically significant correlation with INTE-58S and INTE-59D. Furthermore, INTE-59D has a positive statistically significant correlation with INTE-59D. There is a negative statistically significant correlation with INTE-58S and INTE-59D. In addition, INTE-59D has a positive statistically significant correlation with INTE-60S.

TABLE 49

PEARSON CORRELATION COEFFICIENTS FOR SITUATIONAL INTENSITY AND DISPOSITIONAL INTENSITY OF ADMINISTRATORS

	INTE-52S	INTE-53D	INTE-54S	INTE-55D	INTE-56S	INTE-57D	INTE-58S	INTE-59D	INTE-60S
INTE-51D	0.05240 (0.7236)	0.53673 (0.0001)	0.37199 (0.0056)	-0.03175 (0.8197)	0.45696 (0.0005)	0.23130 (0.0924)	0.00276 (0.9842)	0.25827 (0.0593)	0.07717 (0.5791)
INTE-52S		0.45758 (0.0011)	0.4934 (0.0004)	-0.13333 (0.3663)	-0.34500 (0.0163)	-0.19389 (0.1867)	0.11236 (0.4471)	0.37554 (0.0085)	0.47160 (0.0007)
INTE-53D			0.33891 (0.0122)	-0.28203 (0.0388)	0.05647 (0.6851)	-0.06382 (0.6466)	0.22696 (0.0989)	0.69191 (0.0001)	0.49792 (0.0001)
INTE-54S				0.07066 (0.6116)	0.14567 (0.2932)	-0.12395 (0.3719)	0.22217 (0.1064)	0.36723 (0.0063)	0.51715 (0.0001)
INTE-55D					0.48510 (0.0002)	0.66907 (0.0001)	0.00216 (0.9876)	-0.60995 (0.0001)	-0.34816 (0.0099)
INTE-56S						0.40135 (0.0026)	0.12816 (0.3557)	-0.26161 (0.0560)	-0.33322 (0.0138)
INTE-57D							0.28476 (0.0369)	-0.21381 (0.1206)	-0.13004 (0.3487)
INTE-58S								0.00975 (0.9442)	-0.08804 (0.5267)
INTE-59D									0.84614 (0.0001)

Situational and Dispositional Intensity of Teachers

The data summarized in Table 50 relative to teachers revealed that Intensity 51D (INTE-51D) has a positive, but not statistically significant correlation with Intensity 56S (INTE-56S). There is a positive statistically significant correlation with Intensity 51D (INTE-51D) relative to teachers and Intensity 52S (INTE-52S), Intensity 53D (INTE-53D), Intensity 54S (INTE-54S), Intensity 59D (INTE-59D) and Intensity 60S (INTE-60S). There is a negative, but not statistically significant correlation with Intensity 51D (INTE-51D) relative to teachers and Intensity 58S (INTE-58S). However, there is a negative statistically significant correlation with Intensity 51D (INTE-51D) and Intensity 57D (INTE-57D).

INTE-52S relative to teachers has a positive, but no statistically significant correlation with INTE-59D. There is a positive statistically significant, correlation with INTE-59D. There is a positive, statistically significant correlation with INTE-52S, INTE-53D, INTE-54S and INTE-60S. There is a negative, but not statistically significant correlation with INTE-52S and INTE-57D. However, there is a negative statistically significant correlation with INTE-52S, INTE-55D, INTE-56S and INTE-58S.

INTE-53 relative to teachers has a positive, but not statistically significant correlation with INTE-60S. There is

a positive statistically significant correlation with INTE-53D, INTE-54S and INTE-59D. There is a negative, but not statistically significant correlation with INTE-53D and INTE-56S. There is however, a negative statistically significant correlation with INTE-53D, INTE-55D and INTE-57D.

INTE-54S relative to teachers has a positive, but not statistically significant correlation with INTE-55D and INTE-56S. There is a positive significant correlation with INTE-54S, INTE-59D and INTE-60S. There is a negative, but not statistically significant correlation with INTE-54S, INTE-57D and INTE-58S.

INTE-55 has a positive, but not statistically significant correlation with INTE-59D and INTE-60S. There is a positive, statistically significant correlation with INTE-55D, INTE-56S, INTE-57D and INTE-58S.

INTE-56S has a positive, but not statistically significant correlation with INTE-59D. There is a positive statistically significant correlation with INTE-56S, INTE-57D and INTE-58S. There is a negative, but not statistically significant correlation with INTE-56S and INTE-60S.

INTE-57D has a positive, but statistically significant correlation with INTE-60S. There is a positive statistically significant correlation with INTE-57D and INTE-58S. There is a negative, but not statistically significant correlation with INTE-57D and INTE-59D.

INTE-58S has a positive, but not statistically significant correlation with INTE-59D. There is a negative, but not statistically significant correlation with INTE-58S and INTE-60S. Furthermore, there is a positive statistically significant correlation with INTE-59D and INTE-60S.

TABLE 50

PEARSON CORRELATION COEFFICIENTS FOR SITUATIONAL INTENSITY AND DISPOSITIONAL INTENSITY OF TEACHERS

	INTE-52S	INTE-53D	INTE-54S	INTE-55D	INTE-56S	INTE-57D	INTE-58S	INTE-59D	INTE-60S
INTE-51D	0.27186 (0.0001)	0.59477 (0.0001)	0.15085 (0.01530	-0.19393 (0.0018)	0.00372 (0.9527)	-0.23754 (0.0001)	-0.04651 (0.4588)	0.41492 (0.0001)	0.14847 (0.0170)
INTE-52S		0.28026 (0.0001)	0.29663 (0.0001)	-0.20623 (0.0009)	-0.23437 (0.0002)	-0.11070 (0.0794)	-0.31439 (0.0001)	0.07506 (0.2333)	0.19412 (0.0019)
INTE-53D			0.26937 (0.0001)	-0.17482 (0.0056)	-0.00768 (0.9042)	-0.22300 (0.0004)	0.00087 (0.9892)	0.43126 (0.0001)	0.10634 (0.0934)
INTE-54S				0.00375 (0.9522)	0.00959 (0.8787)	-0.09785 (0.1184)	-0.08652 (0.1675)	0.28998 (0.0001)	0.41716 (0.0001)
INTE-55D					0.40577 (0.0001)	0.44911 (0.0001)	0.17755 (0.0044)	0.05037 (0.4205)	0.00206 (0.9737)
INTE-56S						0.13794 (0.0279)	0.43405 (0.0001)	0.07764 (0.2157)	-0.09969 (0.1116)
INTE-57D							0.26380 (0.0001)	-0.01245 (0.8428)	0.04530 (0.4705)
INTE-58S								0.09213 (0.1415)	-0.08224 (0.1896)
INTE-59D									0.41988 (0.0001)

Situational and Dispositional Intensity of Support Personnel

The data summarized in Table 51 relative to support personnel reveal that Intensity 51D (INTE-51D) has a positive, but not statistically significant correlation with Intensity 55D (INTE-55D), Intensity 56S (INTE-56S), Intensity 57D (INTE-57D), Intensity 58S (INTE-58S), Intensity 59D (INTE-59D). There is a positive significant correlation with Intensity 51D (INTE-51D) relative to support personnel and Intensity-52S (INTE-52S), Intensity 53D (INTE-53D), Intensity 54S (INTE-54S) and Intensity 60S (INTE-60S).

INTE-52S has a positive, but not statistically significant correlation with INTE-55D and INTE-59D. There is a positive statistically significant correlation with INTE-52S, INTE-53D and INTE-54S and INTE-60S. There is a negative, but not statistically significant correlation with INTE-52S and INTE-56S. There is however, a negative statistically significant correlation with INTE-52S and INTE-57D and INTE-58S.

INTE-53D has a positive, but not statistically significant correlation with INTE-54S. There is a positive statistically significant correlation with INTE-56S, INTE-59D, and INTE-60S. There is a negative, but not statistically significant correlation with INTE-53D, INTE-55D, INTE-57D and INTE-58S.

INTE-54S has a positive, but not statistically

significant correlation INTE-54S. There is a positive statistically significant correlation with INTE-56S, INTE-59D and INTE-60S. There is a negative, but not statistically significant correlation with INTE-53, INTE-55D, INTE-57D and INTE-58S.

INTE-55D has a positive, but not statistically significant correlation with INTE-57D. There is a positive statistically significant correlation with INTE-55D, INTE-56S and INTE-60S. There is a negative, but not statistically significant correlation with INTE-55D, INTE-58S and INTE-59D.

INTE-56S has a positive, but not statistically significant correlation with INTE-58S. There is a positive, statistically significant correlation with INTE-56S (INTE-56S). A negative, but not statistically significant correlation with INTE-56S and INTE-57D exist.

INTE-57D has a positive, but not statistically significant correlation with INTE-60S. There is a positive, statistically significant correlation with INTE-57D and INTE-58S. There is a negative, but not statistically significant correlation with INTE-57D and INTE-59D.

INTE-58S has a negative, but not statistically significant correlation with INTE-59D. There is a negative, statistically significant correlation with INTE-58S and INTE-60S. Furthermore, INTE-59D has a positive significant, correlation with INTE-60S.

TABLE 51

PEARSON CORRELATION COEFFICIENTS FOR SITUATIONAL INTENSITY AND DISPOSITIONAL INTENSITY OF SUPPORT PERSONNEL

	INTE-52S	INTE-53D	INTE-54S	INTE-55D	INTE-56S	INTE-57D	INTE-58S	INTE-59D	INTE-60S
INTE-51D	0.19282 (0.0499)	0.57219 (0.0001)	0.23051 (0.0186)	0.00436 (0.9653)	0.10168 (0.3044)	0.07050 (0.4770)	0.17408 (0.0772)	0.16870 (0.0901)	0.32603 (0.0007)
INTE-52S		0.33110 (0.0008)	0.29389 (0.0025)	0.09022 (0.3672)	-0.12980 (0.1891)	-0.36613 (0.0001)	-0.28854 (0.0030)	0.17944 (0.0711)	0.26243 (0.0071)
INTE-53D			0.10100 (0.3169)	-0.14494 (0.1545)	0.31872 (0.0012)	-0.14829 (0.1409)	-0.03191 (0.7526)	0.30627 (0.0022)	0.30157 (0.0023)
INTE-54S				0.13094 (0.1896)	-0.15125 (0.1254)	-0.13531 (0.1708)	-0.13207 (0.1814)	0.17418 (0.0800)	0.43743 (0.0001)
INTE-55D					0.30852 (0.0016)	0.10428 (0.2969)	-0.15332 (0.1239)	-0.08225 (0.4159)	0.34246 (0.0004)
INTE-56S						-0.09067 (0.3600)	0.00507 (0.9593)	0.20348 (0.0402)	0.19816 (0.0438)
INTE-57D							0.51376 (0.0001)	-0.17357 (0.0811)	0.03421 (0.7303)
INTE-58S								-0.23608 (0.0169)	-0.00074 (0.9940)
INTE-59D									0.46883 (0.0001)

APPENDIX B

R & J STRESS INVENTORY

This instrument is designed to measure different kinds of stress people experience relative to their jobs.

DIRECTIONS: On the questionnaire you will notice the (7) stands for always, and (1) for never. Read each statement and circle the best response. Please be sure to respond to all items, even if it is difficult to do so. Circle the most appropriate response.

Always	Most of the time	Often	Sometimes	Seldom	Rarely	Never
7	6	5	4	3	2	1

1.	I like the novelty of facing new job challenges.	7	6	5	4	3	2	1
2.	My job allows me to face new challenges.	7	6	5	4	3	2	1
3.	I need and like job security.	7	6	5	4	3	2	1
4.	My job is secure and permanent.	7	6	5	4	3	2	1
5.	I like facing one crisis after another.	7	6	5	4	3	2	1
6.	I go from one crisis to another on my job.	7	6	5	4	3	2	1
7.	I like a job which requires me to move my residence.	7	6	5	4	3	2	1
8.	My job requires that I change my residence often.	7	6	5	4	3	2	1
9.	I like to constantly learn new skills.	7	6	5	4	3	2	1
10.	My job is such that I must constantly learn new skills.	7	6	5	4	3	2	1
11.	It is important to me to know clearly who is my boss.	7	6	5	4	3	2	1
12.	On my job, I know who is my boss.	7	6	5	4	3	2	1

13.	I like to know clearly what my supervisor wants of me at work.	7	6	5	4	3	2	1
14.	My supervisor's wishes are made clear to me at work.	7	6	5	4	3	2	1
15.	It is important to me to know my job fits into the total scheme of work.	7	6	5	4	3	2	1
16.	I am told how my job fits into the goals and objectives of the system.	7	6	5	4	3	2	1
17.	I like working in confusion.	7	6	5	4	3	2	1
18.	My work environment is often in a state of confusion.	7	6	5	4	3	2	1
19.	It is important to me to be qualified for the tasks I am required to do.	7	6	5	4	3	2	1
20.	I am qualified for the job tasks I am required to do.	7	6	5	4	3	2	1
21.	I like doing low grade tasks.	7	6	5	4	3	2	1
22.	My job requires low grade tasks.	7	6	5	4	3	2	1
23.	I like tasks that are beneath my abilities.	7	6	5	4	3	2	1
24.	On my job, I perform tasks that are beneath my ability.	7	6	5	4	3	2	1
25.	I like doing repetitive tasks.	7	6	5	4	3	2	1
26.	My job calls for doing repetitive tasks.	7	6	5	4	3	2	1
27.	I like to keep busy on a job.	7	6	5	4	3	2	1
28.	I keep busy on a job.	7	6	5	4	3	2	1
29.	I prefer a job that requires me to think.	7	6	5	4	3	2	1
30.	My job requires me to think.	7	6	5	4	3	2	1

31.	I like to have input in the decisions that are made at work.	7	6	5	4	3	2	1
32.	I am allowed to make decisions at work.	7	6	5	4	3	2	1
33.	It is important to me that I am able to influence my supervisor's actions that affect me on the job.	7	6	5	4	3	2	1
34.	My supervisor asks my opinion on matters affecting me on the job.	7	6	5	4	3	2	1
35.	I like being involved in evaluating my job performance and productivity.	7	6	5	4	3	2	1
36.	I am involved in the process of evaluating my job performance.	7	6	5	4	3	2	1
37.	I need time to plan, establish deadlines and work at my own pace.	7	6	5	4	3	2	1
38.	I am allowed to establish my own deadlines and schedule.	7	6	5	4	3	2	1
39.	It is important to me not to be held accountable for job related matters over which I have little or no control.	7	6	5	4	3	2	1
40.	I am not held responsible for job related matters over which I have little or no control.	7	6	5	4	3	2	1
41.	To do my job well I must like the persons with whom I work.	7	6	5	4	3	2	1
42.	The persons with whom I work are supportive and friendly.	7	6	5	4	3	2	1
43.	I like the challenge of competing with others.	7	6	5	4	3	2	1
44.	I am required to compete with my fellow workers on the job.	7	6	5	4	3	2	1
45.	I prefer a supervisor with whom I an usually in agreement.	7	6	5	4	3	2	1

46.	I am usually in agreement with my supervisor.	7	6	5	4	3	2	1
47.	It is important to me to work for an employer pursuing purposes with which I agree.	7	6	5	4	3	2	1
48.	I believe in the purpose and mission of my employer.	7	6	5	4	3	2	1
49.	It is important to me that my job match my job skills.	7	6	5	4	3	2	1
50.	The requirements of my job match my job skills.	7	6	5	4	3	2	1
51.	I prefer working under pressure.	7	6	5	4	3	2	1
52.	There is daily pressure on my job.	7	6	5	4	3	2	1
53.	I like being pressured daily with my work load assignment.	7	6	5	4	3	2	1
54.	Urgent job tasks are given to me to perform in short periods of time.	7	6	5	4	3	2	1
55.	I like to set my own pace on the job.	7	6	5	4	3	2	1
56.	I am allowed to set my own pace on my job.	7	6	5	4	3	2	1
57.	I like to complete all job related tasks during working hours.	7	6	5	4	3	2	1
58.	I am able to complete all job related tasks during working hours.	7	6	5	4	3	2	1
59.	I like working on several job tasks at once.	7	6	5	4	3	2	1
60.	At work I am expected to work on several job tasks at once.	7	6	5	4	3	2	1

R & J STRESS INVENTORY

DIRECTIONS: Please write YES or NO beside the following statements.

YES or NO

_____ It is required that I am always in agreement with my supervisor.

_____ It is important that my job description and tasks are related.

_____ I am held accountable for individuals and/or productivity.

_____ I like to have input into decisions affecting my job.

_____ My job requires that I adapt to different challenges.

_____ I need to feel secure on my job.

_____ There is no confusion about my tasks at work.

_____ I like to know clearly what is expected of me.

_____ My job requires performing repetitive tasks.

_____ I prefer a job that uses all my talents.

_____ My job requires me to do more work than I can complete in a designated time.

_____ I enjoy being pressured to complete my workload assignment.

APPENDIX C

Office of Educational
Accountability and Planning

Research and Evaluation Branch

Bryan Administration Building, Room 26
1325 Independence Avenue; S.E., Route 4
Washington, D.C. 20003
202-724-4429 • 202-724-8751
202-724-5294 (FAX)

March 27, 1991

Mr. Kenneth D. Jones
5508 Winston St.
Temple Hills, MD 20748

Dear Mr. Jones:

Reference is made to your 22 March 1991 request to collect data for the dissertation study entitled:

"Occupational Stress: A Study of Stress Levels as Perceived by Selected Employees Related to Situational and Dispositional Stress."

We appreciate the promptness with which you provided a revised draft of the proposal taking into consideration our suggestions. You have indicated your intention to collect data for the dissertation study from principals and staff at five randomly selected comprehensive senior high schools.

Staff in the Research and Evaluation Branch have reviewed your proposed methodology and the draft survey instrument. We are pleased to provide technical approval for your study. We further recommend that the Division of Senior High Schools give every consideration to your study with the following understanding:

1. participation by school staff in the dissertation study is voluntary, not required.

2. a copy of the completed dissertation is to be submitted to the Research and Evaluation Branch as an archival record of the study and findings.

3. the name of the schools from which data were collected and the name of the school system are not presented in any oral or written presentations pertaining to the study.

Phase two involves review and approval of the dissertation proposal by Dr. Thomas Harper, Assistant Superintendent, Division of Senior High Schools (202-724-4099). A copy of this letter and supporting materials will be provided to Dr. Harper. If approval is granted

by the Assistant Superintendent, you may proceed to contact principals pertaining to data collection for the study.

Please let us know if you have any procedural or process questions.

Zollie Stevenson, Jr., Ph.D.
Director
Research and Evaluation Branch

Enclosures

cc: Dr. Gilbert L. Hoffman
Dr. Thomas Harper

Request Approved [✓]
Request Denied [ ]

Signature: Thomas Harper Date: 4/1/91

Dr. Thomas Harper
Assistant Superintendent
Division of Senior High Schools

APPENDIX D

5508 Winston Street
Temple Hills, MD 20740
March 12, 1991

Dr. Thomas Harper, Assistant Superintendent
Division of Senior High Schools
415 12th Street, N.W.
Washington, DC 20004

Dear Dr. Harper:

This letter is being sent to request permission to conduct a random survey involving administrators, teachers and support personnel which is necessary research related to my dissertation topic. Currently, I am enrolled in a doctoral program at Virginia Polytechnic Institue and State University, Blacksburg, Virginia. My dissertation topic is: "Occupational Stress: A Study of Stress Levels as Perceived by Selected Employees Related to Situational and Dispositional Stress." I am enclosing a copy of the proposal for your review.

If possible, I would like to complete the survey prior to April 30, 1991. Therefore, I would appreciate a response as soon as possible. I have also requested permission from the Division of Research and Evaluation.

Thank you for your cooperation and support. I am certain the findings used from this study will benefit the District of Columbia Public School System.

Sincerely,

Kenneth D. Jones

VITA

Name: Kenneth D. Jones

Date of Birth: September 4, 1947

Birth Place: Washington, D.C.

Education:

Virginia Polytechnic Institute and State University, Blacksburg, Virginia, C.A.G.S. in Education Administration, 1991

University of the District of Columbia, Washington D.C., M.A. in Administration and Supervision, 1985

Federal City College, Washington, D.C., M.S. in Linguistics and Speech and Hearing Problems, 1974

Knoxville College, Knoxville, Tennessee, B.S. in Biology, 1971

Professional Work Experience:

Assistant Principal, Spingarn STAY Senior High School
Washington, D.C. 1985 - Present

Assistant Adjunct Professor, University of the District of Columbia, Washington D.C. 1988 - Present

Principal of Spingarn STAY Summer School
Washington, D.C. 1991

Principal of Spingarn STAY Summer School
Washington, D.C. 1986

Teacher of Science and Coach at Kramer Junior High School, Washington, D.C. 1971 - 1985

Summer School Site Coordinator, Kramer Junior High School, Washington, D.C. 1985

Jones' Tax Service
Temple Hill, Maryland 1980 - Present

Proposal Writing for Black Universities, Oak Ridge Laboratories, Oak Ridge, Tennessee 1970 - 1971

Science Teacher at Eliot Junior High School
Washington, D.C. February 1971 - June 1971

J & S Masonry, Brickmason Apprentice
Washington, D.C. 1969 - 1979

Professional Organizations:

Phi Delta Kappa, 1984 - Present
Kappa Alpha Psi Fraternity, 1968 - Present
Association for Supervision and Curriculum Development, 1985 - Present
Entrepreneur of American, 1977 - Present
D.C. Coaches Association, 1977 - 1985
American Education Research Association, 1977 - Present
Prophecy Homeowner's Association, 1977 - Present
District of Columbia Reading Council, 1987 - Present
D.C. Teacher's Science Association, 1971 - Present
National Education Association, 1985 - Present
National Association of Secondary School Principals 1985 - Present

Kenneth D. Jones