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An Investigation Of Theory Z, Administrator Trust And Teacher Burnout In Early Childhood And Day Care Administration

Doris O. Smith
University of the Pacific

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AN INVESTIGATION OF THEORY Z, ADMINISTRATOR TRUST AND TEACHER BURNOUT IN EARLY CHILDHOOD AND DAY CARE ADMINISTRATION

A Dissertation
Presented to
the Faculty of the Graduate School
University of the Pacific

In Partial Fulfillment of the Requirements for the Degree
Doctor of Education

by
Doris O. Smith
This dissertation, written and submitted by

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Dated December 13, 1982
An Investigation of Theory Z, Administrator Trust, and Teacher Burnout in Early Childhood and Day Care Administration

Abstract of the Dissertation

Purpose: The purpose of this study was to determine the relationships between organizational characteristics, administrator trust and teacher burnout among Child Development Center Supervisors and Teachers in California. The results could contribute new knowledge to the field of early childhood/day care administration.

Procedure: 72 Center Supervisors and 294 Center Teachers were sent questionnaires. The questionnaire for the Supervisors had four parts: demographics, organizational characteristics, trust (McDonald's Self-Report Trust Scale), and burnout (Maslach Burnout Inventory). The teachers were sent the Maslach Burnout Inventory. The organizational characteristic items had been submitted to factor analysis procedures which produced four factors. These factors were named by a panel of experts as follows: Involvement, Consensual Decision-Making, Holistic Concern, and Use of a Philosophical Statement.

Findings and Conclusions: A statistical analysis of the data by Pearson Product-Moment Correlation procedures resulted in establishing a moderate relationship between Involvement and Decision-Making and Burnout. No correlations were found between Administrator Trust and Burnout or Demographics and Burnout. A multiple regression analysis revealed that Decision-Making, Involvement and Holistic Concern correlated moderately with Burnout. The correlations were such that they cannot be used for prediction but are theoretically useful. The relationships between Holistic Concern, Decision-Making and Burnout were not in the expected direction, according to Theory Z. Involvement and Burnout were related in the expected direction according to Theory Z. Methodological errors prevented retrieval of significant data regarding Trust and Philosophy. However, theory and experience state that these two variables are strongly related to the operation of an organization, and the emotional well-being of workers.

Recommendations: 1) It is recommended that follow-up case studies be done on Centers which reported high and low
Z factors and those which reported high and low Burnout.

2) It is recommended that the data regarding Burnout be subcategorized according to Maslach's subcategories of emotional exhaustion, depersonalization and personal accomplishment. These subcategories should then be related to the Z factors.

3) It is recommended that the data on supervisor burnout be analyzed according to the procedures in this study and that teacher burnout and supervisor burnout be compared.

4) This study should be replicated in other educational settings for further insights regarding the application of Theory Z to education.

5) Child Development Center Supervisors should be encouraged to value their role in promoting social support in their work organizations. They should be encouraged to define and make daily use of a philosophical position with their staff. Consensual decision-making practices should be developed carefully and with options for optimum effectiveness,
ACKNOWLEDGEMENTS

Foremost in my acknowledgements I would like to pay posthumous tribute to Dr. Georgianna Feeney who started me on the search for humanistic administrative leadership practices many years ago. Her belief in this concept has been an inspiration and guiding force in my professional life.

My appreciation is extended to Dr. Michael Gilbert for being the chairman of my dissertation committee and for his efficiency in keeping everyone on schedule while demanding a high standard of performance. I am indebted to each member of the committee for willingness to give time and expertise to this study. The members were Dr. Tod Anton, Dr. Bobby Hopkins, Dr. James Goodrich and Dr. Robert Morrow. My thanks also go to Mary Duncan who provided technical skills and steadfast patience.

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Chapter 1

INTRODUCTION

This research investigated the relationships between certain organizational characteristics, administrator trust and teacher burnout among teachers and Center Supervisors in 72 Child Development Centers in California. The study attempted to contribute new knowledge to the field of early childhood/day care administration.

The relationship between the worker and the work organization is an important aspect of educational administration. Traditional approaches to educational administration borrow from the scientific technological world of business. Bureaucratic and hierarchical methods are promoted as efficient and effective. The human relations school of management theory contributes the concept that social needs are as important as productivity. McGregor's Theory X and Theory Y describe assumptions characteristic of two managerial styles.\(^1\) According to Sergiovanni, Theory Z, as developed by Ouchi, is "primarily the articulation of the basic values of McGregor's Theory Y to the organizational level."\(^2\)

Of the organizations studied Ouchi showed that

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workers in \( Z \) organizations have more emotional well-being than those in non-\( Z \) organizations. He also showed that \( Z \) organizations have more productivity than non-\( Z \) organizations. The characteristics of a \( Z \) organization are:

1. Long term employment
2. Consensual decision making
3. Individual responsibility
4. Slow evaluation and promotion
5. Implicit informal control with explicit formalized measures
6. Moderately-specialized career path
7. Holistic concern
8. Agreement on a philosophy

Furthermore, Ouchi explained that trust, subtlety and intimacy are traits to be valued, enhanced and practiced by administrators.\(^3\)

It is possible to convert the emotional well-being of workers into terms of teacher burnout in early childhood and day care programs. Cunningham documented the current profound problem of teacher burnout.\(^4\) House and his colleagues at the University of Michigan explored how and why social support may reduce occupational stress.\(^5\) Their position was that there is an interplay between the nature of individuals and the nature of the social environments and social structure in which they are enmeshed. They stated that both the values and the structure of work

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organizations affect the quality of supportive relations within them. They reaffirmed that social support is a critical element in human relations theories of organizations but the acceptance and implementation of these practices appeared to depend on the attitude of supervisors.

Ouchi's psychological and sociological approach to administration is useful for early childhood/day care administrators for several reasons. Workers who are emotionally healthy at work (free from work-related stress) tend to engage in more positive practices with their constituents. This is referred to as a ripple effect. Also, the emotionally healthy administrator serves as a model for staff and parents. Thus, in early childhood and day care programs, dynamic interactional relationships among staff and with parents are essential for the benefit of the child.

Wolf conducted a training needs assessment of early childhood program administrators. Directors reported repeatedly that they did not have the competencies they needed nor did they know where or how to obtain them.

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7Sally Kilmer, Advances in Early Education and Day Care (Greenwich, Conn.: Jai Press, 1980), p. 83.

Fish's review of twelve early childhood education administration texts revealed that only two addressed modern leadership theories and their application to early childhood education.9

Theory Z appears to apply organizational, psychological and sociological theory to actual situations. This researcher investigated Theory Z's application to early childhood/day care administration.

Background

Early childhood education/day care programs need sound innovative administrative practices if they are to meet the special need of providing positive dynamic interactional relationships between children, families and staff. A promising model for the administration of work organizations is that of Theory Z as described by Ouchi. The uniqueness of Theory Z is that it is a psychological and sociological approach to administration. According to Ouchi, Theory Z organizations have more emotional well-being among workers and more productivity in business. Type Z organizations are characterized by high degree of trust, intimacy and subtlety by administrators.

Relationship of the Worker to the Work Organization

The relationship of the worker to the work

organization has been addressed in sociological literature dealing with occupations. Scientific management theory, the human relations school and structural theorists all discuss various aspects of organizational and personal needs, formal and informal relations and management and worker needs. Ouchi and those theorists before him from Durkheim to Mayo and Hughes are concerned with the alienation of the worker, especially in low-status occupations.

In Freedom and Culture, Dewey proposed that work organizations in a democracy have a responsibility for creating and supporting cooperative and communicative relationships. Democratic ends demand democratic methods for their realization, Dewey affirmed.

Belonging to a Group

The importance of belonging to a group, has been addressed by psychologists and sociologists frequently. Homans suggested that it is within the power of administration to create a partially effective substitute for the old stabilizing effect of the neighborhood. According to Ouchi, the critical aspect of the work environment is its


11 Ouchi, Theory Z, p. 58.


ability to provide stable affiliation for individuals. 14

**Emotional Well-Being of Workers**

The human relations researchers have shown that the underlying mechanisms of social and managerial control in a work organization may have profound effects upon the emotional well-being of employees. Hornstein showed that the social conditions can be manipulated to cause the bonds of "we" to prevail over the bonds of "they." 15 Both Maslow and Argyris asserted a close tie between the overall structure and control mechanism of an organization and the emotional well-being of its members. 16,17 McGregor also described humane properties of work organizations. 18

Increasingly, researchers have found support for the idea that the more dangerous effects of occupational stress on health may be reduced sharply by social support. It has been suggested that social support, such as group cohesion, interpersonal trust and liking for supervisors, is associated with reduced levels of stress and better


Trust

Ouchi proposed that trust, subtlety and intimacy were linked inextricably to each other, but trust is of primary importance. Both Rotter and, later, McDonald developed interpersonal trust scales. The kind of trust being discussed is of a contractual nature involving an interaction, direct or indirect, real or imagined, of at least two parties on at least two occasions. It is an expectancy held by an individual or a group that the word, promise, verbal or written statement of another individual or group can be relied upon.

Theory Z

In "Type Z Organizations: Stability in the Midst of Mobility," aspects of the ideal types of American and Japanese forms of organization were compared and related to their sociocultural roots. These were named Type A and Type J. A hybrid organization, Type Z, which is appropriate

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19 Alan A. McLean, Work Stress (Menlo Park: Addison-Wesley, 1979), pp. 92-93.

20 Ouchi, Theory Z, p. 5.


particularly for many situations in today's changing American society, was then presented.23 "Types of Organization Control and Their Relationship to Emotional Well Being" is a description of the research study which led to the book, Theory Z.24 The book, Theory Z, described Ouchi's experiences with work organizations in America and Japan and training programs in American companies which are implementing Theory Z. The eight Z-organizational characteristics described by Ouchi are:

a) Long-term employment  
b) Consensual decision-making  
c) Individual responsibility  
d) Slow evaluation and promotion  
e) Implicit informal control with explicit formalized measures  
f) Moderately specialized career path  
g) Holistic concern, including family  
h) Agreement, awareness and routine use of a philosophical statement.

His Theory Z created a culture to foster interpersonal subtlety and intimacy and these conditions encourage cohesive work groups. Formation of groups may be the result rather than the cause of organizational health.25

23Ouchi, "Stability in the Midst of Mobility."


25Ouchi, Theory Z.
education, organizational health can be discussed in terms of teacher burnout.

**Burnout**

Farber and Miller hypothesized that teacher burnout is attributable not only to overt sources of stress but often to unexamined factors within school structures that lead to a lack of a psychological "sense of community" -- a lack that produces feelings on the part of teachers of both isolation and inconsequentiality. Cunningham reviewed the related research and literature on teacher burnout. He cited Cook for showing that the major causes of burnout are a lack of positive administrative leadership, administrative concern and personal interaction, as well as a lack of opportunity for input into decision making. Maslach identified several factors that could reduce the amount of teacher burnout. She found that the quality of the staff-child interaction began to deteriorate as the quantity of interaction increased. Also, social-professional support systems were found to lower burnout rates for those who had access to them. Finally, Maslach and Pines suggested that child care staff needed to have special training and

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27 Cunningham, 1982.

preparation for working closely with other people.\textsuperscript{29,30}

**Early Childhood/Day Care Programs**

The literature on day care and early childhood programs correlates with the preceding principles. The day care/early childhood education environments often provide the bonding primary relationship for an isolated family in our mobile society. Knowledgeable administrators understand this important role and function of their program. Kilmer, in *Advances in Early Education and Day Care*, said that the most important ingredient in successful child care is trust between both parent and caregiver.\textsuperscript{31} In *Child Care-Who Cares?* the point is made that all other considerations are subordinate to the requirement that programs be operated as participatory, developmental and enabling. Participatory democracy must be practiced in the form of parent-community involvement, the author stated.\textsuperscript{32} Greta Fein admitted in her book, *Day Care in Context*, that we know too little about the creation of effective responsive

\begin{itemize}
\item \textsuperscript{29}Christina Maslach and Ayala Pines, "The Burnout Syndrome in the Day Care Setting," *Child Care Quarterly*, 6 (1977), 153-60.
\item \textsuperscript{31}Kilmer, 1980.
\item \textsuperscript{32}Pamela Roby, ed. *Child Care-Who Cares?* (New York: Basic, 1973).
\end{itemize}
Almy pointed out that the early childhood director must relate equally well with children and adults. In his organizational analysis of child care programs, Neugebauer cited the impact of organization size on the quality and nature of teacher-child, teacher-parent and teacher-director relationships.

Summary

An administrative model which purports to result in a high degree of emotional well-being among workers and which is characterized by administrators who promote trust, intimacy and subtlety is a model worthy of consideration for early childhood/day care administration. Theory Z seems to be such a model. Theory Z is a well-grounded extension of the sociology of occupations, macrosociology, work organization literature and social humanities views of administration and psychological aspects of the work environment. It is a synthesis of these historically-developing strands into a valuable and useful approach to organizational management.

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The Problem

There is little information for the study of early childhood/day care administration related to leadership theory and organizational management. An understanding of the dynamics of organizations helps supervisors interact with adults purposefully and skillfully for optimum interpersonal relationships. Administrative theories, such as Theory Z, which support a psychological-sociological perspective, give a better view of what is important in management and a better appreciation of the human element.36

Early childhood/day care administrators would benefit from research regarding leadership theory and organizational management in early childhood/day care programs because it would provide understandings of the interplay between individuals, the work environment, the organizational structure and teacher burnout. In early childhood and day care programs a dynamic interactional relationship among staff and with parents is especially important for the benefit of the children being served.

Purpose of the Study

The focus of this study was the investigation of the relationship between Z organizational characteristics,

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36Sergiovanni, 1982.
administrator trust and teacher burnout in early childhood/day care programs. Specifically, the study attempted to test the following hypotheses:

1. There is no relationship between administrator trust and teacher burnout.

2. There is no relationship between the following four Z organizational factors and teacher burnout.
   a) Involvement with tasks and people
   b) Consensual Decision-Making
   c) Holistic Concern
   d) Awareness of and routine use of a Philosophical Statement

3. There is no relationship between administrator trust, Z factors and teacher burnout.

4. There is no relationship between the demographic variables of size, location, supervisor interaction time and quality of staff and teacher burnout.

Delimitations

This study was limited to a random sample of public Child Development Center Supervisors and teachers in California.

Definition of Terms

Child Development Center Director - A central office administrator who supervises all of the Child Development Centers in his/her Agency. This person is responsible for curriculum, staff relations, parent relations, children's
programs and budget in a Center.

**Child Development Center Staff** - All of the workers at a site including non-teaching staff.

**Child Development Center Supervisor** - The administrator of a Child Development Center site who has met the criteria for a Child Development Center Supervisor Permit.

**Child Development Center Teacher** - A teacher who has met the criteria for a Child Development Center Teacher Permit. This person implements the plans of the Center Supervisor.

**Consensual Decision-Making** - Participative decision making. A democratic process in which many people are drawn into the shaping of important decisions.

**Developmental Day Care** - A program designed to provide more than custodial care. Social, physical, emotional and cognitive stages are considered in planning programs for groups and individual children. The teacher works with the whole child as an educator and care-giver.

**Early Childhood Program** - A program for children from infancy through age nine. In Child Development Centers this includes a preschool program with day care for children under five and before and after school care for school-age children.

**Holistic Concern** - Emotional support. Concern for the welfare of subordinates and co-workers. Relationships between people tend to be informal.

**Implicit Informal Control with Explicit Measures** - Explicit evaluation measures are not the final arbiter.
Implementation of organizational purposes and values is used for motivation.

**Individual Responsibility** - A belief that the ultimate responsibility for an action or decision resides in the individual.

**Long-term Employment** - For this study long-term employment was employment over five years in an early childhood or daycare program.

**Moderately Specialized Career Path** - Employees who succeed more because of their ability to coordinate than because of their individual expertise are representative of moderately specialized career path experiences. A tendency away from specialization.

**Philosophical Statement** - An organization's statement of what it is and what it is not including an underlying set of values and beliefs that are internally consistent with each other as well as being externally consistent with the realities of the social environment.

**Public Child Development Center Program** - A publicly funded program for children of working parents who meet criteria of financial need.

**Slow Evaluation and Promotion** - Places emphasis on long-range performance. Realization that superior performance is recognized and will be compensated for in the long run. Through group membership intimate, subtle and complex evaluations by one's peers are paramount.

**Teacher Burnout** - Physical, emotional and attitudinal
exhaustion which results in a detached attitude toward clients and reduction in the quality of work performance.37

Trust - An expectancy held by an individual or a group that the word, promise, verbal or written statement of another individual or group can be relied upon.38

Procedures

Sample Description

The sample surveyed consisted of Supervisors and teachers in one Child Development Center from each public agency in California. The Centers surveyed were randomly selected by a table of random numbers. The sample size was 108. Information was obtained from the California Child Development Program Directory.

Research Methodology

A questionnaire was developed which included items related to demographics and organization characteristics. Additionally, Macdonald's Self Report Trust Scale and the Maslach Burnout Inventory were used.

The questionnaire consisted of four sections: (A) Demographics, (B) Organization characteristics (C) Trust (D) Burnout. Parts C and D were measured by standardized instruments. In order to assess content

37Maslach, 1981.

validity for Part B, that group of items was sent to a five-member panel of experts. One member of the panel was a prominent Child Development Center Director in California. Two members were well-known early childhood/day care researchers. A third member was an early childhood educator who recently earned a doctorate in early childhood administration. The fifth member was a national and international leader in the early childhood/day care profession. After content validity was confirmed, the 28-item questionnaire was mailed to 25 Center Supervisors across the State of California. Previously, a telephone call to the Director of the Agency had explained the necessity for this procedure and appreciation for cooperation. When 21 questionnaires were returned, a computer analysis was done for split-half reliability. Inter-item correlation existed (.33 to .62) which implied "item reliability." Although the 28 items appeared to logically relate to Z characteristics, the groupings failed to demonstrate intra-characteristic item correlation. Next, the data were submitted as separate items and factor analysis procedures determined four operational factors. These obtained factors were named as Z organizational factors because, objectively, they related to Z characteristics. The panel of experts unanimously agreed with the naming of the factors as follows:

Factor I - Involvement with tasks and people.
Factor II - Consensual Decision-Making
Factor III-Holistic Concern
Factor IV - Awareness of and routine use of a Philosophical Statement

Thus the following four hypotheses were tested:
1. There is no relationship between administrator trust and teacher burnout.
2. There is no relationship between any of the four organizational factors and teacher burnout.
3. There is no multiple correlation between administrator trust, Z organizational factors and teacher burnout.
4. There is no relationship between demographic variables of size, location, supervisor interaction time, quality of staff and teacher burnout.

Data Collection Procedures

The four-part instrument (See Appendices) was mailed to Agency Directors. A cover letter explained the purpose of the study and assured confidentiality. A letter of support from the California Child Development Administrators Association was included. Questionnaires for the Center Supervisor and teachers were included. A stamped and addressed return envelope was sent along with a "Love" U.S. postage stamp for each person who answered a questionnaire. After a period of three weeks follow-up letters were sent. Ten days after the follow-up letters telephone calls were made to aid in retrieving responses. A 70 percent response was achieved.
**Statistical Analysis**

Pearson Product-Moment Correlation was used to determine the relationships between administrator trust and burnout. Through a multiple regression analysis, a multiple correlation coefficient was obtained to examine the predictability of teacher burnout from Z factors and trust. In addition, Beta weights were derived to show which variables combined to contribute to the most successful prediction of burnout at the .05 level of significance. The independent variables were Z factors and trust. The dependent variable was burnout. One way ANOVA procedures determined the relationships between variables of size, location, quality of staff, and burnout.

**Significance of the Study**

The purpose of this study was to extend research knowledge regarding early childhood/day care administration. The dissemination of this new knowledge may help early childhood and day care administrators focus on the importance of such variables as a routine use of a philosophical statement, involvement, holistic concern and consensual decision-making.

**Organization of the Remainder of the Study**

Four additional chapters complete this study.
Chapter 2 is a review of the literature related to the study with special emphasis on the topics of the worker and the work organization, Theory Z, trust, teacher burnout and early childhood and day care administration. Chapter 3 presents a detailed description of the sample population, the research design, the instruments used and procedures employed. Chapter 4 is a presentation and in-depth analysis of the data collected. This chapter includes a discussion of the results of the study. Chapter 5 presents a summary of the findings, theoretical implications, practical implications and suggestions for further research.
Chapter 2

REVIEW OF THE LITERATURE

The purpose of this study was to investigate the relationship between Z organizational characteristics, administrator trust, and teacher burnout in Center Supervisors and teachers in Child Development Centers in California. In order to put this study into proper perspective, the literature review focused on the topics of the worker and the work organization, Theory Z, trust, teacher burnout, early childhood/day care administration, and Child Development Centers in California. These six topics are addressed separately in the sections that follow.

The Worker and the Work Organization

The topic of the relationship between the worker and the work organization will be discussed in five sections—1) Work Organization Theory, 2) Alienation of the Worker, 3) Belonging to a Group, 4) Social Support and Emotional Well-Being of the Workers, and 5) Work Stress. These areas seem to be most relevant to the focus of this research.

Work Organization Theory

The relationship of the worker to the work organization has been discussed frequently in sociological literature dealing with occupations. Taylor's scientific
management theory stated that the needs of the laborers and the needs of the organization could be united if pay was tied to productivity. As a reaction to this scientific technological approach, Mayo's human relations school of management theory developed from the Hawthorne experiments. From these findings it became clear that people were not driven solely or even primarily by economic motives. Social needs were deemed as important as productivity. This led to the conclusion that if the group was content and understood what management was trying to do, it would produce up to its maximum capabilities. An offshoot of this conclusion was the development of a variety of techniques to make the group happier and, therefore, more productive. Communication was deemed of utmost importance. The emphasis, however, was on communicating what management wanted rather than the needs of the workers. It was also felt that if the worker could participate in decision-making, he would be more productive. Too often this participation took the form of asking what the worker wanted and then ignoring his desires in the ultimate decision which remained in the hands of top management. At its extreme the human relations approach came to be known as "cow psychology"—as long as a worker was content, he would be productive. ¹ In order to make him content management

piped in music, painted walls brightly, and provided comfortable rest rooms.

In contrast to the basic assumption of the human relations school (and scientific management) that there was no irreconcilability between the goals of management and the goals of the worker, Argyris assumed that a complete merging of individual and organizational interests is impossible. Argyris contributed a psychological emphasis to the human relations school. His two conditions for psychological success were that an individual must value himself and aspire toward increasing competence, and the organization must provide opportunities for the individual to define his goal, relate these goals to those of the organization and evaluate his own effectiveness. According to Argyris the key characteristics of a humanistic organization are that it minimizes the dependence of subordinates on superiors and maximizes the autonomy of the employee. An important characteristic of such an organization is that there be a climate in which superiors trust subordinates. Features consistent with effective organizations according to Argyris are trust, a lack of dependency, shared decision-making, power and responsibility.² Both Mayo and Argyris were concerned with how to mitigate the effects of hierarchy.

The practical implications of the theories expressed by Mayo and Argyris emerged in the work of McGregor. McGregor accepted the notion that the attainment of cooperation is more difficult in an industrialized society than in a traditional one. He also accepted the idea that the development of social skills is a critical need of contemporary managers. Argyris took from McGregor the fundamental belief that dependence produces psychological discomfort. In order to moderate the effects of dependent relationships in organizations, McGregor emphasized the need for the development of a philosophy of assumptions about people in which the climate reflects basic trust, or Theory Y. McGregor emphasized the importance of an underlying positive culture or philosophy or climate of an organization. McGregor's suggestions for mitigating the influence of hierarchies was 1) the development of a climate that leads to humanistic practices, 2) interpersonal skills through the use of T groups, and 3) the improved effectiveness of small working groups.

Likert's work complements and extends the work of the human relations theorists before him. His research appears to demonstrate that successful organizations consist of cohesive work groups knitted together through common participation in an organizational climate. He

emphasized that the overall climate must be consistent. He also explained that the natural tendencies in hierarchies are to resort to mechanisms of control which in turn intensify the conflicts between individuals and groups. Only through a commitment to group decision-making and training in interpersonal skills can these natural conflicts be kept under control. Likert explicitly recognized that the creation of effective groups does not solve the problem of cooperation. Indeed, the creation of internally cohesive groups may serve only to move the organization from conflict between individuals to conflict between groups. In order to avoid this possibility Likert emphasized the importance of a common culture. Likert's research stated that among 200,000 managers in American business, those who achieved the highest productivity and the best employee cooperation and motivation were using the same principles of administration, regardless of the nature of their organizations, the kind of work or the hierarchical level. From these principles a system of management and administration was developed--System 4. Managers using this system typically achieved from 10 per cent to more than 40 per cent greater productivity and they also experienced higher levels of employee satisfaction and health. A System 4 leader 1) is supportive, approachable, friendly, easy to talk to, interested in the well-being of subordinates, 2) builds the subordinates into cohesive, highly effective, cooperative problem-solving teams linked
together by persons who hold overlapping memberships, 3) helps subordinates with their work by seeing that they are supplied with all the necessary resources, and 4) has high performance no-nonsense goals. Managers who use System 4 leadership create System 4 organizations which have excellent communication, high motivation and capacity for reciprocal influence. System 4 is a particularly effective form of participative management.4

Mayo, Argyris, McGregor and Likert have contributed significant knowledge to the human relations school of organizational theory. In summary, they point out that hierarchical organizations are naturally and inevitably hostile to the growth needs of individuals. They create a level of specialization that leaves lower level participants in psychologically unsatisfying jobs and the narrow measurements of performance used lead to interpersonal difficulties. Thus, all assert the importance of small groups and the importance of the development of interpersonal skills.5

Clearly the potential for alienation exists in work organizations. This serious aspect will now be discussed.


Alienation of the Worker

Ouchi and those theorists before him from Durkheim to Mayo and Hughes are concerned with the alienation of the worker especially in low status occupation. According to Durkheim in *The Division of Labor in Society*, society's mechanical solidarity has been replaced gradually by organic solidarity primarily because of population growth and increased interaction among people. Durkheim posited that because of the increasing size of society a greater and greater division of labor is necessitated. Durkheim saw three dysfunctional aspects of organic solidarity; 1) anomie—a sense of normlessness or isolation which may increase with the division of labor, 2) a problem of forced division of labor—that is, an individual may be forced to perform tasks not in line with his/her individual characteristics, and 3) the division of labor may be so minute that the task does not seem meaningful.6

In his book, *Man and His Work*, Ritzer pointed out that the relationship between the structure of an organization and alienation is far more complex than has been contended because neither alienation nor bureaucracy is a unidimensional concept. Research has shown that it is certain aspects of a bureaucratic structure which lead to alienation—i.e., a high degree of bureaucratic authority.

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leads to feelings of powerlessness, anomie, self-estrangement, normlessness and general alienation (but not social alienation). On a group level individuals in low status occupations deal with their alienation through a variety of informal group practices. They employ a variety of psychological devices to deal with their alienation.

Ritzer suggested several techniques management can use to reduce alienation such as job enlargement, job rotation, building up a bank of work so that the worker can take time off, strategic use of rest periods, giving workers more autonomy and providing for more meaningful participation.7

Sayles and Strauss added the following suggestions to reduce alienation. Show each person his place in the process and his role in it. Show some chance for upward mobility and give rewards for outstanding participation. Above all, encourage the development of informal work groups.8 Clear standards lead to work security and aid in the development of a cohesive work group. The researchers agreed that when devices are used merely to increase productivity, they are more likely to fail.9

Ritzer's awareness of the interplay between occupations and

7Ritzer, pp. 223-245.


9Ritzer, p. 247.
society and his attention to change and conflict as social processes are most valuable to our understanding of the worker and the work organization.

Recently Cox and Wood showed that organizational structure contributed significantly to professional alienation among public school teachers. The basic problem is location of authority. The professional in the bureaucratic organization finds his work subject to evaluation and control of administrators and supervisors not necessarily members of his professional peer group. In contrast, in the professionally-structured organization the professional's work is controlled in terms of evaluative criteria and ethical standards determined by colleagues and associates.  

This review has shown that there is a relationship between the worker and the work organization and that in low status occupations, alienation is a major problem. One way workers cope with alienation is through informal work groups. The importance of belonging to a group will now be discussed further.

Belonging to a Group

According to Homans, membership in a group sustains man, enables him to maintain his equilibrium under the

ordinary shocks of life, and helps him to bring up children who will in turn be happy and resilient. Homans continued to say that if his group is shattered around him, if he leaves a group in which he was a valued member and, above all, if he finds no new group to which he can relate himself, a person will, under stress, develop disorders of thought, feeling and behavior. He predicted that the cycle is vicious—loss of group membership in one generation may make men less capable of group membership in the next.

"The civilization that, by its very process of growth, shatters small group life will leave men and women lonely and unhappy."¹¹

Mayo pointed out that the advent of the factory system of production and the rapid rate of technological change reproduced high rates of urbanization, mobility and division of labor. These forces weakened the community, family, church and friendship ties of many Americans.¹²

Homans proceeded to suggest that the work organization which brought about urbanization and its consequent social ills can also provide relief from them.¹³ He credited Mayo with being the first to show that it is within the power of administrators to create a partially


¹³Homans, Foreward, p. 16.
effective substitute for the old stabilizing effect of the neighborhood. Making a living can also sometimes be a socially satisfying way of life.

Ouchi declared that in a stable society individuals can develop ties outside work to complement the impersonal nature of an organization. But, in a mobile and changing society values and outside ties are weaker. More individuals are less likely to have developed personal ties outside of work which satisfactorily complement the impersonal interactions engaged in at work. Thus, he continues "organizations whose goals and philosophies are in tune with today's general societal values can survive and even thrive by being more personal."\(^{14}\) According to Ouchi, the critical aspect of the work environment is its ability to provide stable affiliation for individuals. Traditional sources of affiliation in American society have been weakened by urbanization and geographical mobility. Throughout most of its history this country has been high in sources of affiliation outside the workplace. Organizations evolved which created a stable, integrated state in which most people devoted most of their energies to affiliative networks away from the workplace and were only partially included in the work organization. In the past few decades much of American society has been unable to

provide affiliation and work organizations are not organized to do so. 15

Additional reinforcement for the premise being developed in this review came from Durkheim. He argued that as societies modernize and industrialize, individual members tend to lose their ties with their families, their traditions and other sources of values and direction of life. The only viable replacement for these essential ingredients of an integrated society, he argued, is the occupational group. 16 Bellah, in his introduction to a collection of Durkheim's writings, offered an interpretation of Durkheim's view of occupational groups.

The occupational group would be in today's terms a community with a warm intense group life of its own. This group life would include educational, recreational and aesthetic dimensions as well as mutual aid. This vigorous group life would provide the moral forces that would prevent the development of egoistic and anomic tendencies and would provide an environment of justice and equity so necessary if a highly differentiated society is to function without pathology. 17

Recent theorists, Meyer and Rowan, contended that the work organization is the environment in microcosm. This position sees organizations as not simply encountering

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their environment but as part and parcel of their social environment. Work organizations have a function within the larger society. 18

In Freedom and Culture Dewey referred to this all-important understanding and acceptance of the way elements of a culture interact with one another. Furthermore, Dewey proposed that work organizations in a democracy have a responsibility for creating and supporting cooperative and communicative relationships. Democratic ends demand democratic methods for their realization, Dewey affirmed. 19

Closely related to the topic of belonging to a work group is that of the emotional well-being of workers. Much research from urban sociology and humanistic social psychology helps in our understanding of this aspect of organizational theory.

Social Support and Emotional Well-Being of Workers

The human relations researchers have shown that the underlying mechanisms of social and managerial control in a work organization may have profound effects upon the emotional well-being of employees. Hornstein showed that the social conditions can be manipulated to cause the bonds

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of "we" to prevail over the bonds of "they."\textsuperscript{20} Good positive social experiences tend to have a rippling effect and cause more positive interactions to occur.\textsuperscript{21}

Furthermore, the human relations tradition of organizational research has long emphasized that supportive behavior by work supervisors can improve both the morale and productivity of workers and reduce many forms of organizational stress.\ Vogue and his colleagues at the University of Michigan discussed the concept of social support in detail. House's definition of social support considers it an interpersonal transaction involving emotional concern, instrumental aid, information or appraisal.\textsuperscript{22} The study of work stress, social support and health is inherently a social psychological problem involving an interplay between the nature of individuals and the nature of social environments in which they are enmeshed. The quantity and quality of people's social relationships with spouses, friends, co-workers and supervisors appear to have an important bearing on the amount of stress they experience, their overall well-being and on the likelihood that stress will adversely affect their overall well-being.


\textsuperscript{21}Randall S. Schuler, "Definition and Conceptualization of Stress in Organizations," Organizational Behavior and Human Performance, 25 (1982), 199.

\textsuperscript{22}James S. House, Work Stress and Social Support (Menlo Park: Addison-Wesley, 1981).
According to House, social support could mitigate or buffer the effect of potentially stressful objective situations such as a boring job, heavy workloads or unemployment by causing people initially to perceive the situations less threatening or stressful. The major determinants of socially supportive inputs provided to individuals by others are 1) their ability and motivation to provide support and 2) the degree to which the larger interpersonal and social context condones and supports such efforts. Social support is a critical element in human relations' theories of organizations but the acceptance and implementation of these practices especially by supervisors appear to depend on the attitude of higher management.23

A large body of research focused on the importance of social support as a major contributor to worker morale and satisfaction and organizational effectiveness quite apart from the effects of support on stress and health. The usual explanation for the positive effects is primarily that workers experience a sense of job enlargement and enrichment and secondarily that they form stronger work group ties.24

Likert posits that the supportiveness and openness of leaders is the first characteristic of his ideal type of organization (System 4). Cohesive and supportive work groups are also critical elements in his theory of what

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23House, p. 117. 24House, p. 62
makes organizations effective. Enhancing levels of social support at work means making the giving and receiving of social support a central and normal part of the ongoing structure and process of work organizations.\textsuperscript{25}

Fostering supportive relationships among coworkers must be another target of efforts to enhance social support. Workers will not support each other to the extent they could if the power and reward structure of the organization does not encourage (much less discourage) such efforts. Basic principles for implementing social support are 1) accessibility—conditions at work must facilitate rather than impede opportunities for relatively free and open communication between workers; 2) training—most people need some instruction or training to become more supportive especially in emotional support; 3) rewards and reinforcement; 4) strategic focus—apply social support where it will do the most good; and 5) combine research and practice.\textsuperscript{26}

The general topic of work stress is heavily researched in the literature. This review will summarize some of the most relevant articles.

**Work Stress**

Much of House's findings seemed to be corroborated

\textsuperscript{25}House, p. 120. \textsuperscript{26}House, p. 126.
by McLean's work. According to McLean good relationships among members of a work group are a central factor in individual and organizational health. French, Kaplan and Kahn related the mistrust of persons one works with to high role ambiguity, low job satisfaction and feelings of job-related threat to one's well-being.27

Two factors help to determine if a specific stressor will produce symptoms. The first is the context and the second is the particular vulnerability of the individual at the time.

The nature of one's role in a work organization often underlies stress reactions. A great deal of research has focused on role ambiguity and role conflict. Ambiguity exists when an individual has insufficient information about his or her work role. There is uncertainty concerning the scope and responsibilities of the job and uncertainty about what the coworkers expect. Role conflict exists when an individual in a particular work role is torn by conflicting job demands or doing things that he or she does not really want to do or does not think are part of the job. Furthermore, McLean cited French's research which found that people who reported greater opportunities for participative decision-making said they had lower job-related feelings of threat and higher feelings of

27Alan A. McLean, Work Stress (Menlo Park: Addison-Wesley, 1979), p. 84.
self-esteem. Also McLean discussed Margolis' research which found that non-participation in decisions about one's work was the most consistent and significant predictor of strain and job-related stress.28

McLean emphatically stated that, increasingly, support is being found for the idea that the more dangerous effects of occupational stress on health may be sharply reduced by social support. Many studies suggested that social support such as group cohesion, interpersonal trust and liking for supervisors is associated with reduced levels of stress and better health.29 McLean made the important point that perhaps the critical aspect of effective social support is the establishment of a perception of an organization's willingness and ability to help with work related problems.30

In Preventing Work Stress, Levi discussed the concept of person-environment fit. A bad person-environment fit has discrepancies between 1) individual ability and occupational demands, 2) individual needs and occupational opportunities, and 3) individual expectations and occupational outcome as perceived by the individual.31 He cited Kahn's research which listed the things that make work satisfying and health-giving such as the intrinsic

28McLean, p. 85. 29McLean, p. 93. 30Ibid.

content of the job, autonomy, material rewards, participation and the concept of social support. Levi concluded that the humanization and improvement of working life can be described in four slogans--1) adaptation of job demands and opportunities to the individual's abilities and needs 2) harmonious human relations at work 3) right person in the right place 4) more self-determination and power to and information and feedback from the ordinary worker.

Levi cited Emery who listed six requirements that pertain to the content of a job and that must be met if a new work ethic is to develop.

1) The need for the job to be reasonably demanding in terms other than sheer endurance and to provide at least a minimum of variety.

2) The need to be able to learn on the job and go on learning.

3) The need for some area of decision-making that the individual can call his or her own.

4) The need for some degree of social support and recognition in the workplace.

5) The need to be able to relate what the worker does and what he or she produces to social life.

6) The need to feel that the job leads to some sort of desirable future.

\[32\text{Levi, p. 128.}\] \[33\text{Ibid.}\] \[34\text{Levi, p. 124.}\]
Historically, the theme of the relationship between organizational structure and emotional well-being has been apparent for several decades. Merton pointed out some close ties between organizational control and individual well-being several decades ago. Weick stated that the tension between organizational inclusion and individual autonomy has been central for several decades. Both Maslow and Argyris asserted a close tie between the overall structure and control mechanism of an organization and the emotional well-being of its members. Further verification of the interaction between organizations and workers' well-being came from Mayo who foresaw a worker organization with a holistic and broad community relations aspect.

In a very recent study described in the Journal of Vocational Behavior, an experiment showed that career and work satisfaction were the strongest contributors to mental health. The Conference on New Developments in


39Mayo.

Occupational Stress included discussion of specific sources of stress in the work environment which may influence worker health. Another study by Kremer and Hofman of Teachers' Professional Identity and Job Learning Inclination suggested that teacher turnover might lessen if administrators were more sensitive to teachers' desires for more personal autonomy, their need for greater satisfaction in their work and a higher professional identity.

Cooper and Payne offered extensive information regarding the field of occupational stress in their book *Stress at Work*. They cited most of the researchers previously mentioned in this review. In addition they offered an insight given by Wells of a different nature. The pattern of results reported by Wells indicated that the socio-emotional support of wives and supervisors was much more effective in mitigating the effects of perceived stress on health than was the support of co-workers and friends and relatives and that this support was more effective in alleviating the effects of feelings of deprivation or lack of rewards than in mitigating the


effects of pressures or job demands which exceeded the worker's capabilities. Notice that this study highlighted the importance of considering the source of social support. The much greater importance of support from a supervisor than from a co-worker suggests that organizational and hierarchical factors may be critical in this context.

R. Van Harrison discussed the important concept of Person-Environment-Fit in Chapter 7 of Stress at Work. He explained that Person-Environment-Fit (PE fit) Theory emphasizes that job stress will not be reduced by general programs which treat all individuals identically. The relationship between each worker's needs and values and the job environment must be considered. Technical differences between PE fit theory and job enlargement and job enrichment were discussed. Proponents of job enlargement assume that all individuals want challenging and involving experiences at work. The evidence supporting Person-Environment-Fit theory suggests that enlarging an entire set of jobs may improve fit for some but it will also worsen fit for others. Advocates of job enlargement programs often propose giving people more participation in decisions affecting their jobs. They assume however that providing the worker with more control will meet the needs for challenge and involvement felt by all individuals.

While PE fit theory suggests that increasing worker participation is important, it posits that it is important because a more complex process can then occur. The increased control allows the worker to structure the job to better fit his abilities and values whatever they may be. Those who want more complex and challenging jobs can take advantage of the opportunities opened up to them. Those individuals who prefer simpler jobs can choose to delegate decision-making to others who want the job demand. The article concluded that in order to reduce job stress for all persons, programs must allow individualized treatment of a worker.

Schuler gave a very fine review of the literature on stress in organizations. He attempted to define and conceptualize stress in organizations from this composite of research. The major components of his definition of stress were uncertainty, opportunity, constraint and demand. Stress was then related to organizational qualities and stress symptoms.45

The importance of the worker-work organization relationship and especially the importance of informal work groups has now been established in this review. The role of the organization in providing primary relationships in our society has been discussed. Research on occupational stress as it relates to the emotional well-being of the

45Schuler.
worker and the work organization structure has been reviewed. Administrator style has also been referred to as an important ingredient in the development of work organizations as human experience.

Hatvany and Pucik stated that "Japanese management policies and practices shape a paradigm of concern for human resources—a paradigm that blends the hopes of humanistic thinkers with the pragmatism of those who must show a return on investment."46 Ouchi's Theory Z offers a model to help organizations develop the ability to coordinate people.47 The next section will look at the specific characteristics of Theory Z organizations.

Theory Z

This section of the literature review which deals with Theory Z will be divided into four parts: Z characteristics, Markets-Hierarchies-Clans, Philosophy, and Criticisms. As discussed in Chapter 1, Ouchi compared ideal types of American and Japanese organizations and created a hybrid organization, Type Z.

Z Characteristics

According to Ouchi, Theory Z organizations capture


the best in management methods from Japanese and U.S.
approaches. A Theory Z organization is egalitarian,
engages fully the participation of employees in running the
company and emphasizes subtle concern in interpersonal
relationships. It is characterized by employee cooperation
and commitment to the objectives of the company. 48

Hatvany, a colleague of Ouchi's, said that in most
Japanese companies human assets are considered to be the
firm's most important and profitable assets in the long run.
Through a system of strategies and techniques, Hatvany and
Pucik offered this paradigm of characteristics.

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Hatvany and Pucik asserted that this model is an integrated
system of management strategies and techniques that

48 Ouchi, "Going from A to Z."
reinforce one another because of systemic management orientation to the quality of human resources.\(^{49}\)

Much of the model described can be attributed to Z organizations. The Z organizations tend to be more individualistic and measures of performance may be more explicit. They also practice moderately specialized career paths.

Sergiovanni said that Theory Z

\[\ldots\text{speaks to a culture, a way of life that exists at the organizational level. Its building blocks are trust and loyalty to the organization, a commitment to one's job and a sense of dedication that stems from a philosophy that gives direction to organizational actions and provides meaning to organizational members.}\] \(^{50}\)

In his book review of Theory Z in Fortune, 1982, Bowen is quick to point out that Theory Z is not a theory but simply a label for Type Z organizations. He observed that a fundamental characteristic of Type Z companies is the strong bond between the company and its employees.

Central to Ouchi's thinking is the idea that involved workers are the key to increased productivity. Bowen pointed out that another characteristic of Type Z companies is that each develops its own corporate culture with patterns, traditions and ideals that persist over time. Such companies are something like clans he said.\(^{51}\) It is

\(^{49}\)Hatvany and Pucik.

\(^{50}\)Thomas J. Sergiovanni, "Ten Principles of Quality Leadership," Educational Leadership (Feb. 1982), 335.

important to understand the concept and function of clans in Ouchi's model. The next section will discuss Ouchi's use of the clan form of social control.

Markets-Hierarchies-Clans

Ouchi suggested that organized effort can be managed through one of three basic social mechanisms: markets, hierarchies (bureaucracies) and clans. Markets rely on price for their functioning. If prices are properly set, each individual seeks to maximize his own personal wealth. Hierarchies operate through the specification and monitoring of rules. They introduce the use of legitimate authority. A clan is

... a culturally homogenous organization, one in which most members share a common set of values or objectives plus beliefs about how to co-ordinate effort in order to reach common objectives. The clan functions by socializing each member so that each merges individual goals with organizational ones.52

The great advantage a hierarchy has over a market is that it can tolerate more ambiguity. On the other hand, a hierarchy imposes a dependent relationship on employees and subordinates must be dependent upon superiors to direct and evaluate their work.

Ouchi continued building his rationale about the importance of clans through the following logic. Hierarchy

is only one among three mechanisms of social control over collective tasks. However, while markets require highly sophisticated price information and clans require extreme homogeneity and stability, hierarchies can operate with only partially committed largely unsocialized employees working under conditions of extreme ambiguity. According to Ouchi, industrialization produces a level of mobility that is destructive of clans and produces levels of technological change and interdependence that frustrates market mechanisms. Hence, the dependence on bureaucratic hierarchies.

Then, Ouchi continued, why do small groups seem to mitigate the effects of hierarchies without diminishing their effectiveness? Ouchi asserted that it seems that small groups can appear to mitigate the negative effects of hierarchy only if those effects are accompanied by the increase of either the market or the clan mechanisms which in turn replace some of the deemphasis on hierarchical control. In other words, this argument asserted that only if the clan form significantly (but not entirely) replaces the bureaucratic hierarchy will the effects of hierarchy diminish. Cohesive small groups may flourish in such a setting.

Ouchi's clan concept is the result of sociological thinking more than the psychological emphasis which had been used by former humanistic proponents. Thus, it is a new contribution to our thinking. The explicit attention
given by the humanists to climate, atmosphere and philosophy seems to be consistent with the notion of building a cultural or clan form of control.

Probably the most striking example of industrial clans are to be found in Japan. Japanese organizations employ many bureaucratic and market mechanisms but they rely to a great extent on common socialization into and acceptance of the values and beliefs of a homogenous culture.

Basically, the Type Z organization closely resembles the Japanese form, depending critically as it does on stable long-term employment. This permits relatively complete socialization into the organizational culture. The practice of moderate career specialization by rotating people through different functions aids the integration process. The slow process of evaluation and promotion ensures that no one is advanced into a position of responsibility until complete socialization has taken place. This leads to natural consensual decision-making. The combination of collective decision-making with a commonly shared culture reduces the need for explicit supervision. Relationships are long-term and superiors tend to develop a relatively holistic concern for subordinates. Ouchi asserted that supporting the idea of clan forms of organization, rather than small group development, is the proper focus for developmental efforts.\textsuperscript{53} The

\textsuperscript{53}Ouchi and Price, pp. 25-44.
creation of clans depends heavily on the existence and routine use of a philosophical statement. Thus, the development of an organizational philosophy will be discussed next.

**Philosophy of an Organization**

According to Ouchi, the clarity and widespread acceptance of an organizational philosophy most clearly separates the Type Z organization from the Type A organization. An organizational philosophy is primarily a mechanism for integrating the individual into an organization. By providing clear understandings of the organization's goals, objectives and methods for accomplishing these goals a philosophy permits individuals to link their own individual goals with those of the company. An organizational philosophy is also a mechanism for integrating an organization into the society. A philosophy of management can provide a consistent guide to decision-making. Ouchi stated that an organizational philosophy can be the creation of a single charismatic leader or of a group of managers. It must be developed at the top of an organization.

There is really no trick to developing an organizational culture or philosophy. It simply means recognizing the plain fact that measurable quantifiable techniques of control are helpful but incomplete and that if the equally important but more subtle goals of the organization are not expressed openly through a philosophy then numbers will rule to the detriment of the organization. It is hoped that the concerns of
scientific management will be counter-balanced with the concerns of cultural management.\textsuperscript{54}

Ouchi stated in his book, \textit{Theory Z}, that talking about the company philosophy is not considered soft-headed, wishful or unrealistic. He explained that managers see clearly that their capacity to achieve close cooperation depends in part on their agreeing on a central set of objectives and ways of doing business. These agreements comprise their philosophy of business, a broad statement that contemplates the proper relationship of the organization to its employees, its owners, its customers and to the public. This general statement must be interpreted to have meaning for any specific situation and it is, therefore, important that managers be sufficiently familiar with the underlying corporate culture so that they can interpret the philosophy in ways that produce cooperation rather than conflict.\textsuperscript{55} The bedrock of any Z company is its philosophy, claimed Ouchi.

The process of making a philosophy and culture explicit may take several forms. The survey-feedback approach permits one or two persons to interview key managers one by one and later feedback to the entire group a summary of these individual views of the philosophy. This should be followed by discussions which lead to a


\textsuperscript{55}\textit{Ouchi, Theory Z}, p. 131.
consensus of the key elements of the organization's philosophy.

Another approach encourages key individuals to set down the principles that in their view have led to the organization's success. Again these statements are then discussed, debated and finally accepted throughout the organization.

A corporate philosophy must include the objectives of the organization, the operating procedures and the constraints placed on the organization by its social and economic environment. The task of developing a statement of philosophy both internally consistent and complete can be extremely difficult. All successful company philosophies reflect an understanding of the underlying function or purpose of the company and all emphasize the necessity of cooperation for the fulfillment of that purpose.56

Ouchi recognized that there are weaknesses in the Theory Z model. The next section discusses some of these apparent weaknesses.

Criticisms of Theory Z

Because it is so homogenous with respect to values and beliefs, the Z organization may be hostile to deviant views, including those that may be important for future adaptation and survival. For example, one can easily

56 Ouchi, Theory Z, p. 159.
imagine a company with a well-grounded, majority view operating as its company culture. This strong bond prohibits much needed change vis-a-vis affirmative action policies.

Type Z organizations are frequently criticized by experts in economics and finance as having "slack"—operating inefficiently because it pays social costs it does not have to. But Ouchi maintains that responsiveness to social concerns seems to be essential for the maintenance of a corporate culture.

A final criticism, as mentioned previously is that Theory Z is not a theory but rather a label for a Type Z organization. Bowen mentioned that an internal argument seems to be going on between Pascale and Ouchi regarding accuracy in reporting research activities and results.57

This review of Theory Z organizations has underscored the most outstanding qualities and characteristics found in those organizations. A Z organization appears to promote those characteristics which other human organization theorists have valued—concern for the individual, small group cohesiveness, lack of subordination and alienation. Social support and emotional well-being of workers have been discussed. Consistently the quality of trust has been observed to be critical in the operation of a human resources model of organization. Theory Z states that

57 Bowen.
trust, subtlety and intimacy are important qualities for managers but trust is paramount. The next section will discuss this quality of trust.

Trust

The seminal work on interpersonal trust was done by Rotter. In the context of social learning theory he defined trust as a "generalized expectancy held by an individual that the word, promise, oral or written statement of another individual or group can be relied on." Rotter's research documented the strong relationship between high trust and trustworthiness.

Rotter's Interpersonal Trust Scale is an additive test of interpersonal trust. The test construction procedure followed was to devise a large number of items presented in a Likert format which appeared to deal with belief in the communication of others. The others dealt with were not specific persons with whom the individual had had a long-time close association but rather classes of significant others whose behavior could affect the subject's life. Following administration of these items to

58 Ouchi, Theory Z.


a large number (n=547) of male and female college students, items were retained or rejected on the basis of three criteria. The first of these was a significant correlation with the total of all the other items with that item removed. The second was that the item produced a spread of scores providing maximum differentiation of subjects and the last was that the item did not correlate too highly with the Marlowe-Crowne Social Desirability Scale. The final form of the test included 25 trust items and 15 filler items. The scale has an internal consistency of .76 and the test-retest reliabilities for five weeks, three months and seven months respectively were significant at .69, .68, and .56.

In order to assess the construct validity of this scale, a first study was conducted using a sociometric method in college fraternities and sororities. One hundred fifty-six subjects were asked to nominate members of the group who were highest and lowest in interpersonal trust and three other variables that might be related to trust (gullibility, dependency and trustworthiness). As control variables, humor, popularity and friendship were included. The results of this study indicated that the scale could predict significantly sociometric ratings of trust and that these predictions were higher than the control variables of popularity, friendship and humor. According to Rotter, discriminant as well as construct validity was
demonstrated. An unpublished dissertation by Geller assessed the validity of the scale under experimental conditions with a behavioral criterion.

In summary, Rotter said that his research showed that people who trust more were less likely to lie and were possibly less likely to cheat or steal. They were more likely to give others a second chance and they respected the rights of others. The high truster was less likely to be unhappy, conflicted or maladjusted. He or she was liked more and was sought out as a friend more often by low-trusting and high-trusting others. The strong correlation between trust and trustworthiness provided support for the belief that people who trust others are regarded themselves as being dependable. Rotter's research on trust seems to support Ouchi's position that trust is a highly important Theory Z characteristic.

One of the outcomes of a Theory Z organization is the increased emotional well-being of workers. One measurement of well-being as related to one's work is burnout. The next section will address the topic of burnout, especially teacher burnout.


Burnout

In an extensive review of the research on burnout, Cunningham verified the epidemic existence of burnout in the teaching profession.\textsuperscript{64} Cook found that the major causes of low teacher morale and burnout are a lack of positive administrative leadership, administrative concern and personal interaction, as well as a lack of opportunity for input into decision-making and for participation in professional growth activities.\textsuperscript{65} Spanoil and Caputo identified such sources of organizational burnout as 1) not including staff in policy-making procedures, 2) lack of structure for sharing feelings and ideas, 3) lack of positive feedback, and 4) lack of ability to personalize workspace.\textsuperscript{66} Cunningham summarized his review of the literature on burnout by saying that

Research suggests that professional burnout is reduced by leaders who support participation and are aware and concerned about people. Such principals create environments in which teachers can set their own objectives.\textsuperscript{67}

Farber offered another important review of the literature on teacher burnout. He showed that more teachers cited problems with school administrators as a

\begin{thebibliography}{9}
\bibitem{65}Donald Cook, "Teacher Morale: Symptoms Diagnosis and Prescription," \textit{Clearing House}, 52 (April 1979), 72-77.
\bibitem{67}Cunningham, p. 236.
\end{thebibliography}
source of strain than discipline problems with students. Farber emphatically made the point that teacher burnout is attributable not only to overt sources of stress but often to "unexamined factors within a school structure that lead to a lack of psychological sense of community--a lack that produces feelings on the part of teachers of both isolation and inconsequentiality."\(^68\) In order for this to occur, Farber declared that the environment of the school must be altered in such a way that it becomes a growth-producing motivating one for teachers. He called for a social-professional support network within a general psychological sense of community.

Reppucci offered guidelines for the creation of settings conducive to the needs of helping professionals. One guideline is the existence of a guiding idea or philosophy which is understandable to and provides hope for all members of the organization. Another suggested need is for an organizational structure which encourages consistent collaboration among all levels of staff personnel. The third suggestion is a need for active community involvement.\(^69\)

Access to a social-professional support system was

\(^{68}\)Barry A. Farber, "Teacher Burnout: A Psycho-Educational Perspective," Teachers College Record, 83 (Winter, 1981), 238.

one of the clear factors relating to burnout which Maslach found in her work with day care staffs. Specifically, number of staff meetings related to better working conditions and centers that held more staff meetings where teachers had some input into institutional policy were more positively evaluated. Better work relationships were associated with more teamwork. An interesting finding was that even though less structured centers had better working conditions, they exacted a greater emotional price from individual staff members. Although there was more emotional exhaustion in these centers, there were more positive feelings about it. Maslach said that one clear finding is that the likelihood of burnout becomes greater as the amount of direct, continuous contact between staff members and children increases. This led to recommendations for reduced hours, smaller staff-child ratios and the addition of more structure in some cases. According to Maslach burnout involves the loss of concern for the people with whom one is working, emotional exhaustion and dehumanization.70

Whitebrook and others reported that their study showed that intense personal contact with children and

70 Christina Maslach and Ayala Pines, "The Burn-Out Syndrome in the Day Care Setting," Child Care Quarterly, 6 (1977), 100-12.
adults was what most engaged workers and pleased them about their jobs. What these participants liked least was low pay and unpaid working hours. Regarding organizational structure, all teaching staff members interviewed had limited input and involvement in major policy decisions such as hiring, firing and budget allocations. Only 18 percent said that they were included in major decision-making and over half expressed dissatisfaction with their center's hierarchical policy structures. They found policy-makers often ill-informed and/or insensitive to the ramifications of their decisions.71

Freudenberger and Mattingly suggested that it is the nature of the work itself that produces burnout. The intensive interaction between adult and child makes excessive demands on energy, strength and resources which equates to burnout according to these researchers.72,73

An editorial in Social Work stated that much of the literature on burnout focuses on changing the worker or


73Martha Mattingly, "Sources of Stress and Burn-Out in Professional Child Care Work," Child Care Quarterly, 6 (1977), 127-37.
on "blaming-the-victim." By implication one is sometimes led to believe that human services work attracts certain personality types who are more "vulnerable" to burnout. The editorial identified other interacting factors which lead to burnout, such as 1) conflicting demands, 2) conflicting procedures and policies, 3) ambiguity, 4) workload, 5) hopelessness of client's condition, and 6) negative community attitude. Additionally two factors seem to be related to all the others: the inability of workers to achieve their objectives and their belief that they lack control over their own activities and the operation of their workplace. In conclusion the article affirmed the importance of workers gaining some mastery and autonomy for themselves over what happens in their organizations. 74

The review of the literature and research on teacher burnout showed that organizational structure and administrator style had strong impact on workers and the work environment. Social support, a sense of community, and participation in decision-making seem to alleviate stressful work conditions. The next section will focus on early childhood/day care administration in relation to organizational structure and emotion well-being of workers.

Early Childhood Day Care Administration

As mentioned in Chapter 1, much literature on day care and early childhood administration supported the preceding principles. Hewes stated that the most essential element of a successful early childhood program is the willingness of each involved person to contribute to the cooperative system under which the individuals function. "Members must understand what their schools stand for or they lack a vital bond which will hold them together."\(^7^5\)

According to Hewes, communication is one of the most critical managerial skills because it is important in determining goals, in translating them into terms which are meaningful to others and in coordinating the efforts of all members toward mutual objectives. The operation of an early childhood center is dependent upon these interactions.\(^7^6\)

Just as Kilmer reminded us that the most important ingredient in successful child care is trust between both the parent and care-giver so, too, Yawkey and Bakawh-Evenson emphasized the importance of support systems. Programs that emphasize contact between center and home must operate in a climate of acceptance and trust.\(^7^7\)


\(^7^6\)Ibid., p. 121.

important aspect of an early childhood program was underscored by Fein and Clarke-Stewart who reported that both theoretical and empirical grounds supported the view that responsive and stable caregiving is needed if specific attachments to others are to develop. Interactions that go beyond good physical care are major factors in this development.78 The authors became even more specific when they said that highly valued traits in day care would be emotional warmth, understanding, sensitivity, responsiveness, flexibility and a willingness to become actively involved with children. Furthermore, they suggested that day care administrators could make it easier for teachers or care-givers to function effectively by providing well-organized and suitably equipped physical settings, by grouping children in smaller numbers and by offering teachers a personal choice whenever possible.79

Another articulate spokesperson for day care and early childhood is Provence who joined others in authoring the book *The Challenge of Day Care*. Provence said

We hold three central tenets concerning human relationships; first, that human relationships are of crucial importance in the development of the child; second, that the parent-staff relationships are a major determinant of the effectiveness of a day care program and third, that the relationships among staff members create an atmosphere in which the work is either facilitated or impeded.

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79 Ibid., p. 242.
Provence further explained that the leadership of the program must be able to recognize signs of tension and develop methods for helping staff resolve dissension and conflict. A problem-solving approach in which all staff members are active participants benefits children and parents they asserted. Staff morale is improved and staff members are freed to devote their energies and creativity to making the experience of children in day care a positive one. The professional growth of individual staff members is enhanced through experience in negotiating difficult but common tensions. Finally, individual and shared satisfaction and feelings of self-esteem increase as staff members experience themselves as significant members of a mutually supportive group engaged in important work.80

Provence repeated Hewes' point regarding the importance of communication when they said that failure to recognize and deal with tensions is a major threat to the success of any group. Two essential elements are administrative structure in which lines of authority and responsibility are not ambiguous and the existence of and implementation of problem-solving methods.81 The authors speak with such assurance on this topic of problem-solving, communication and staff relationships that one believes they learned about it through experience and sheer

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81Ibid., p. 28.
persistence in the field. Their book is, in fact, a
description of the program which they directed for many
years.

Finally, Provence stated that sound leadership is
made up of technical competence, a strong wish to share
learning and develop competence in others and of under­
standing that every member of an enterprise must be and
feel an important and respected part of it. The director
who is a good leader involves staff in thinking about
changes, asks for staff thinking before important steps are
taken and invites and encourages suggestions.82

The importance of having committed and supported
workers was emphasized in another work by Clarke-Stewart,
Child Care in the Family. She said that if the people who
work in day care are to feel enthusiasm and satisfaction
with their contribution to the growth of children, which is
undoubtedly necessary for their long-term commitment to the
job and their pleasant behavior to the children, enjoyable
working conditions must be promoted.83

In the article entitled "The Organization of Day
Care: Considerations Relating to the Mental Health of Child
and Family," the authors described administrative practices
which would enhance the operation of sound child-rearing

82 Provence, p. 40.

83 Alison Clarke-Stewart, Child Care in the Family
environment of high quality. They said that the administrator should act in ways to support autonomy in decision-making. Also, staff working with children should receive stimulation and support from their administrators. The size of a center should be restricted to thirty to sixty children in order to enhance it as a child-rearing environment. The developmental criteria which these authors were striving for stress attention to individual needs, attention to all areas of functioning, promotion of the child's active choice, encouragement to deal with a variety of feelings and the enhancement of the quality of engagement as opposed to passive receiving. 84

Neugebauer studied 35 day care centers in terms of organizational structure and management. From his research, he recommended the following criteria for the organizational health of a day care center:

1) Optimum focus on goals
2) Soundness of decision-making
3) Utilization of internal and external resources and
4) Openness to change.

Neugebauer hypothesized that the quality of care provided by a center appears to be related to the degree

to which it is effectively managed as an organization. Generally, he found a low level of organizational planning in the centers visited. Through interviews, Neugebauer made the following observations.

... --in all but a few centers staff members have never sat down together to establish or discuss their center's curriculum objectives. --the majority of teachers interviewed could not state with certainty the curriculum goals of their programs. --when new teachers are hired it is not common that someone will describe for them the goals of the program. --as with organizational goals most teachers believed that the goals of child development are generally understood by all day care teachers whether or not they are formally discussed. --teachers usually believe they perceive their center's program goals with sufficient clarity to implement them in their daily programs.85

From this list it becomes clear why Neugebauer recommended that increased focus on goals be Criterion Number One (listed above).

Neugebauer also found a great deal of dissatisfaction among teachers over the authoritarian nature of decision-making in their centers. Two-thirds of the teachers surveyed expressed a desire for increased participation in major decision-making. As is true in industry, not all workers held this opinion, however. Finally, Neugebauer offered the suggestion that the best way to motivate a day care staff is to structure the center's tasks so that members develop meaningful relations with

their work. He felt that when staff members are allowed to participate in a meaningful way they will more fully understand the reasons for and the implications of decisions and will feel more personally responsible for the successful implementation of decisions. Such a conclusion was well supported by his findings. Teachers in high-participation centers consistently rated their centers far more favorably than teachers in low-participation centers in terms of communication, mutual support and trust, handling of conflicts, control methods, clarity of objectives, flexibility and fairness of personnel policies and style of supervision experienced.  

This overview of the relevant research and literature on early childhood and day care administration has affirmed many of the principles of the human relations school of management and Theory Z. A specific group of early childhood/day care programs is comprised of the Child Development Centers in California. The final section of this chapter will briefly describe the history and organization of this specific group of programs.

**Child Development Centers in California**

Subsidized child care in California began in the Depression years when the Federal Works Project Administration Nursery School Program provided food for children and

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86 Neugebauer, p. 57.
jobs for unemployed teachers. The beginning of the pro-
grams as they exist today, however, started in 1943 with
the passage of the Lanham Act. This Act established a
federally-funded child care program for mothers working in
defense industries. In implementing the Lanham Act in
California, the Legislature initiated a new approach to
child care by placing the administration of a statewide
child care program under the State Department of Education.
Although not specifically called for in the bill, providing
developmental experiences was an underlying principle of
the program. After the war a child care center program was
continued under state funding. In 1962 Congress passed
social services amendments to provide supplemental aid to
families with dependent children (AFDC) for families that
needed child care. In 1965 the Federal Government extended
sponsorship of child services programs to those with
emphasis on child development. Title I of the Elementary
and Secondary Education Act made money available to finance
compensatory education. It was at this time that the
centers stopped being called "child care centers" and were
referred to as "children's centers" or "child development
centers." In 1972 the California legislature passed the
Child Development Act which consolidated under the auspices
of the Superintendent of Public Instruction all state-
administered child development programs.

The six major child care and development programs
currently administered by the State Department of Education
are general child development programs, migrant child
development programs, campus child development programs, school-age parenting and infant development programs and resource and referral programs. Families may be found eligible for child care and development services if:

1. They receive income through AFDC, Supplemental Security Income or the State Supplemental Program.

2. Their gross family income in relation to family size meets eligibility requirements by a fee schedule.

3. The family was referred by a legal, medical or social service agency because of abuse or neglect or risk of abuse or neglect.

The family must also be found to need child development services because of one of the following:

1. Lack of employment
2. Search for employment
3. Vocational employment
4. Incapacity of parents
5. Need for protection from abuse or neglect.

All child care and development programs administered by the Department of Education provide a comprehensive range of developmental experiences for the children enrolled. The areas included are:

1. Education development
2. Special needs
   a. Instruction for limited-English-speaking
3. Health services
4. Nutrition services
5. Social services
6. Parent education
7. Staff development

Summary

This chapter reviewed the relevant research and literature on the topics of the worker and the work organization, Theory Z, trust, teacher burnout, early childhood/day care administration and Child Development Centers in California. Interrelationships between the various topics were addressed. It was apparent that the human relations school of management has a great deal to say to the administrators of early childhood and day care programs. Specifically, Theory Z appeared to contain areas which were especially applicable to the field being studied. The importance of a philosophical statement, the importance of holistic concern, the importance of consensus-based decision-making and teamwork and high involvement are

87California State Department of Education, Office of Child Development, Publicly Subsidized Child Care and Development Programs in California, 1981.
all deeply embedded in both Theory Z and early childhood/day care administration. Furthermore, trust was mentioned by the early childhood/day care practitioners as a quality of great importance for persons who interact so intensely in their work with staff, parents and families. It was helpful to note that trust was also a highly valued characteristic in the Theory Z literature.

The literature and research on teacher burnout showed that there are organizational components which impact on teacher burnout. Social support in the work setting is a specific activity which related to the amount of stress and burnout workers experienced.

The next chapter will describe the research methodology used in exploring the relationships between Theory Z, trust and teacher burnout in Center Supervisors and teachers in Child Development Centers in California.
Chapter 3

METHODOLOGY AND PROCEDURES

The purpose of this study as stated in Chapter 1 was to investigate the relationships between organizational characteristics as defined by Theory Z, administrator trust and teacher burnout in public Child Development Centers in California.

In an attempt to facilitate the collection of data the Maslach Burnout Inventory (MBI) and a Self-Report Trust Scale were used. Additionally, a questionnaire was developed related to Theory Z organizational characteristics. The four-part questionnaire (Demographics, Theory Z, Trust, Burnout) was sent to one Child Development Center Supervisor in a Child Development Center randomly selected from each Agency in the State of California. The MBI was sent to the regular teachers at the same Center. This chapter will discuss the rationale for the choice of instruments, the procedure for the creation of the Z organizational characteristic questionnaire (Part B) and the research design for the study.

The Instruments

The MBI was chosen for this study because it measures burnout among human services workers. In fact,
Maslach specifically used day care workers as part of the population used to develop the instrument.¹

The Maslach Burnout Inventory

The MBI is designed to assess three aspects of the burnout syndrome: Emotional Exhaustion, Depersonalization and the Lack of Personal Accomplishment. Each aspect is measured by a separate subscale. The Emotional Exhaustion subscale assesses feelings of being emotionally over-extended and exhausted by one’s work. The Depersonalization subscale measures an unfeeling and impersonal response toward recipients of one’s service, care, treatment or instruction. The Personal Accomplishment subscale assesses feelings of competence and successful achievement in one’s work with people. Each subscale has two dimensions: frequency (how often people have these feelings) and intensity (the strength of these feelings). Burnout is conceptualized as a continuous variable, ranging from low to moderate to high degrees of experienced feeling. It is not viewed as a dichotomous variable which is either present or absent. A high degree of burnout is reflected in high scores on the Emotional Exhaustion and Depersonalization subscales and in low scores on the Personal Accomplishment subscale. A moderate degree of burnout is reflected in moderate scores on the three subscales.

¹Maslach and Pines.
subscales. A low degree of burnout is reflected in low scores on the Emotional Exhaustion and Depersonalization subscales and in high scores on the Personal Accomplishment subscale. Thus, six scores are computed for each respondent: Emotional Exhaustion-Frequency, Emotional Exhaustion-Intensity, Depersonalization-Frequency, Depersonalization-Intensity, Personal Accomplishment-Frequency, Personal Accomplishment-Intensity.

In developing the MBI the interview and questionnaire data collected by the authors during earlier exploratory research were valuable sources for ideas about the attitudes and feelings that characterize burned-out workers. In addition numerous established scales were reviewed for useful content material, although no items were borrowed outright.

Items are written in the form of statements about personal feelings or attitudes. The general term "recipients" is used in the items to refer to the particular people for whom the subject provides service, care or treatment.

A preliminary form of the MBI which consisted of 47 items in this two-scale format was administered to a sample of 605 people from a variety of health and service occupations. The data from this first sample were subjected to a factor analysis using principal factoring with iteration and an orthogonal (varimax) rotation. Ten factors accounted for over three-fourths of the variance.
A set of selection criteria was then applied to the items, yielding a reduction in the number of items from 47 to 25. Items were retained that met all of the following criteria: a factor loading greater than .40 on only one of the factors, a large range of subject responses, a relatively low percentage of subjects checking the "never" response, and a high item-total correlation.

To obtain confirmatory data for the pattern of factors the 25 item form was administered to a new sample of 420 people. The results of the factor analysis on this second set of data were very similar to those of the first, so the two samples were combined (n=1205) for the factor analysis reported below.

The factor analysis of the 25 items based on the combined samples (n=1025) and using principal factoring with iteration plus an orthogonal rotation yielded a 4-factor solution. Three of these factors had eigenvalues greater than unity and are considered subscales of the MBI (Emotional Exhaustion, Depersonalization and Personal Accomplishment).

Internal consistency was estimated by Cronbach's coefficient alpha (n=1316 for frequency, n=1789 for intensity). The reliability coefficients for the subscales were the following: .90 (frequency) and .87 (intensity) for Emotional Exhaustion, .79 (frequency) and .76 (intensity) for Depersonalization, and .71 (frequency) and .73 (intensity) for Personal Accomplishment. The standard
error of measurement for each subscale is as follows: 3.80 (frequency) and 4.99 (intensity) for Emotional Exhaustion, 3.16 (frequency) and 3.96 (intensity) for Depersonalization, and 3.73 (frequency) and 3.99 (intensity) for Personal Accomplishment.

Data for test-retest reliability of the MBI were obtained from a sample of graduate students in social welfare and administrators in a health agency (n=53). The two test sessions were separated by an interval of 2 - 4 weeks. The test-retest reliability coefficients for the subscales were the following: .82 (frequency) and .53 (intensity) for Emotional Exhaustion, .60 (frequency) and .69 (intensity) for Depersonalization and .80 (frequency) and .68 (intensity) for Personal Accomplishment. Although these coefficients range from low to moderately high all are significant beyond the .001 level.

Convergent validity was demonstrated in several ways. First, an individual's MBI scores were correlated with behavioral ratings made independently by a person who knew the individual well, such as a spouse or coworker. Second, MBI scores were correlated with the presence of certain job characteristics that were expected to contribute to experienced burnout. Third, MBI scores were correlated with measures of various outcomes that had been hypothesized to be related to burnout. All three sets of correlations provided substantial evidence for the validity of the MBI.
Further evidence of the validity of the MBI was obtained by distinguishing it from measures of other psychological constructs that might be presumed to be confounded with burnout. A comparison of subjects' scores on the MBI and on a measure of general job satisfaction provides support for the reasoning that burnout is not a synonym for job dissatisfaction.

It might also be argued that scores on the MBI are subject to distortion by a social desirability response set because many of the items describe feelings that are contrary to professional ideals. To test this idea 40 graduate students in social welfare were asked to complete both the MBI and the Crowne-Marlowe Social Desirability Scale (SD). If reported burnout is not influenced by a social desirability response set, then the scores on the MBI and SD scale should be uncorrelated. The results supported this hypothesis: None of the MBI subscales were significantly correlated with the SD Scale at the .05 level.2

The Self-Report Trust Scale3

The Self-Report Trust Scale developed by Macdonald, Kessel and Fuller is a revision of Rotter's Interpersonal Trust Scale. It was chosen for this study because it


offers ten items as compared to Rotter's 25 items. Because the trust scale is one part of a four-part questionnaire, the shorter version was preferred. The Self-Report Trust Scale is a ten-item, Likert-type scale. Rotter's socio-metric and self-ratings of trust served as stimuli for the generation of the items. Sixty-three subjects were provided with four response options for each item (strongly agree, agree, disagree, strongly disagree.) As a control for response bias, the response options were reversed for one-half of the items. As an additional control one-half of the items were worded in the direction of high trust and one-half in the direction of low trust. The reliability (internal consistency) of the instrument was computed at .84 (Cronbach's alpha coefficient) by the test authors. Correlations between the items and the total test score ranged from .42 to .80. In line with Rotter's findings regarding the interrelationship between self-reported trust and trust the Self-Report Trust Scale correlated with the Rotter Interpersonal Trust Scale (total sample $r = .56$, $p < .01$). Thus the Self-Report Trust Scale may be seen to be a measure of trust and trustworthiness.

**Development of the Questionnaire**

*(Part B)*

Through study of the literature on the worker-work organization relationship and through application of Theory Z concepts, the researcher designed a questionnaire consisting of 28 items related to Z organizational
characteristics. At least three items related to each of the eight Z characteristics. The questionnaire was sent to a panel of experts for content validity. After incorporation of the panel's suggestions, the questionnaire was mailed to 25 Center Supervisors across the State of California. Previously a telephone call to the Agency Directors had explained the necessity for this step and appreciation for their cooperation. When twenty-one questionnaires were returned, a computer analysis was done for split-half reliability. Inter-item correlation existed which implied "item reliability" (.30-.60). Although the 28 items appeared to logically relate to Z characteristics, the groupings failed to demonstrate intra-characteristic item correlation. Next, the data were submitted as separate items and factor analysis procedures determined four operational factors. These obtained factors were named as Z organizational factors because objectively they did relate to Z characteristics. The panel of experts unanimously agreed with the naming of the factors as follows: Factor I-Involvement, Factor II-Consensual Decision-Making, Factor III-Holistic Concern, and Factor IV-Awareness of and Routine Use of a Philosophical Statement.

The Population and the Sample

The population for this study consisted of Child Development Center Supervisors and teachers from public Child Development Centers in California. The districts in
which the Centers are located range from rural to suburban and urban. The Centers range from very small to very large. The sample studied consisted of the Center Supervisors and teachers from one randomly selected Child Development Center from each Agency in the State of California.

Data Gathering Procedures

The investigator contacted the Director of each of the 108 public Child Development Agencies in the State of California by telephone. Either the Director or someone in his/her office was contacted. The study and procedures for gathering data were explained. Also the accuracy of names and addresses of Centers being used were checked. The number of teachers on the staff at the selected Center was also determined at this time. Next, a packet (see Appendices C, D, and E) was mailed to the Directors consisting of a letter of introduction and instruction regarding procedures, a description of the study and its purposes, a letter of support from the California Child Development Administrators Association, one Center Supervisor Questionnaire, the specified number of teacher questionnaires in white envelopes, and a large stamped and addressed return manila envelope.

The Director was asked to review the material and then send it on to the Center Supervisor at the selected Center. The Center Supervisor was asked to fill in the questionnaire provided for Center Supervisors and to give
the teacher questionnaires to the teachers. The teachers were instructed to seal their questionnaires in the white envelopes when completed and return them to their Supervisor. The Center Supervisor then was to put all the teacher questionnaires (sealed) along with his/her own questionnaire in the large return envelope provided and mail it to the researcher. If a summary of the findings was desired, the Director was to put that request in the large return envelope. Every participant who answered a questionnaire received a twenty cent "Love" stamp from the U. S. Post Office as a token of appreciation for participating in the study. The questionnaires were all mailed by July 28, 1982. After August 20, 1982 follow-up letters and telephone calls were made. When the data were obtained, they were tabulated by means of electronic data processing.

Hypotheses and Data Analysis

Several tests were used to analyze the data in this study. Pearson Product-Moment Correlation was used to determine the relationships between administrator trust and burnout (Hypothesis One). Through a multiple regression analysis, a multiple correlation coefficient was obtained to examine the predictability of teacher burnout from factors and trust. In addition Beta weights were derived to show which variables combined to contribute to the most successful prediction of burnout at the .05 level of
confidence (Hypotheses Two and Three). The independent variables were Z factors and trust. The dependent variable was burnout. One way ANOVA procedures determined the relationships between demographic variables of size, location, quality of staff and burnout.

Summary

In order to measure the relationships between Z organizational characteristics, administrator trust and teacher burnout, appropriate instruments had to be chosen or created. The Maslach Burnout Inventory was selected as a measurement of burnout and the McDonald Self-Report Trust Scale was used for a measurement of trust. Four factors related to Z organizational characteristics were obtained through factor analysis procedures on a 28-item Z questionnaire. The four factors were named Involvement, Consensual Decision-Making, Holistic Concern and routine use of a Philosophical Statement. Multiple regression with Beta weights determined which variables contributed most heavily to the prediction of burnout. In the next chapter the data collected are presented and analyzed.
Chapter 4

PRESENTATION AND ANALYSIS OF THE DATA

The results of this investigation of the relationships between administrator trust, organizational characteristics and teacher burnout are detailed in this chapter. The collected data and the analysis of these data are presented. The first section presents the factor analysis procedures used to determine the Z factors. Second, the relationship between teacher burnout and administrator trust is discussed (Hypothesis One). Third, the relationships between Z organizational factors and teacher burnout are discussed (Hypothesis Two). Four, the relationships between Z factors, administrator trust and teacher burnout are discussed (Hypothesis Three). The final section discusses the relationships between the demographics of Center size, Center location, and quality of staff with teacher burnout (Hypothesis Four).

Item Correlation and Factor Analysis of the Z Questionnaire

For the item correlation of the Z questionnaire, Pearson Product-Moment Correlations correlated each item with every other item. A factor analysis procedure was used to cluster the items of the Z questionnaire. Items were chosen for each factor which ranged from .30 to .70.

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No item was used for one factor if it appeared on another factor greater than .40. If the item related statistically and logically to the grouping, it was retained. Thus four factors were sent to the panel of experts and named. Table 1 shows the factors identified by Varimax Rotation with Orthogonal Matrix and the items loading on each factor.

Table 1
Factors Identified by Varimax Rotation with Orthogonal Matrix with the Items Loading on Each Factor

<table>
<thead>
<tr>
<th>Item</th>
<th>Factor I Involvement</th>
<th>Factor II Holistic Concern</th>
<th>Factor III Decision-Making</th>
<th>Factor IV Philosophy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>.40</td>
</tr>
<tr>
<td>2</td>
<td></td>
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<td>3</td>
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<td>.48</td>
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<td>15</td>
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<td>.70</td>
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<td>16</td>
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<td>17</td>
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<td></td>
<td></td>
<td>.52</td>
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<td>18</td>
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<td>.48</td>
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<tr>
<td>19</td>
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<td>.57</td>
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<td>22</td>
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<tr>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td>.61</td>
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<tr>
<td>24</td>
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<td></td>
<td>.59</td>
<td></td>
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<tr>
<td>25</td>
<td></td>
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<td></td>
<td>.44</td>
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<tr>
<td>26</td>
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<tr>
<td>27</td>
<td></td>
<td></td>
<td>.57</td>
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<tr>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td>.55</td>
</tr>
</tbody>
</table>

Items 1-28 are found in the Appendices, Part B of Questionnaire.
For Factor I, Involvement, questionnaire items 6, 10, 18, 19, 24, and 27 were included (see appendices). These items related to the willingness of staff and Center supervisors to work extra hours to get a job done and amount of time spent in social situations during and after work hours.

Factor II, Holistic Concern, included items 20, 23, and 26. These items were highly personal in nature and attempted to assess degree of personal contact and interpersonal concern.

Factor III, Consensual Decision-Making, included items 2, 3, 4, 8, 17, and 28. These items asked for responses regarding shared leadership, decision-making practices and indications of teamwork.

Factor IV, Philosophy, included items 1, 14, and 15. The items attempted to gain information about routine and daily use of a philosophical position. They asked if a philosophical statement existed or could be created if asked. Also willingness to discuss controversial issues was measured by this factor.

Through these procedures of factor analysis, eighteen of the twenty-eight questionnaire items were grouped into four factors of Involvement, Holistic Concern, Consensual Decision-Making and Philosophy. The remaining items did not yield correlations statistically significant enough to be included in one of the factors or they were not logically related to one of the factors. For
instance, the items which were related to longevity were not statistically significant. Similarly, those items which attempted to address slow evaluation and moderately specialized career paths did not yield significant correlations. The factor analysis procedure provided for the grouping of questionnaire items so that they could then be used in the investigation of the relationships of the four Z factors, trust, and teacher burnout.

Administrator Trust and Burnout

The next phase of this investigation sought to clarify the relationship between administrator trust and teacher burnout. The results of this research were based on the total sample of 72 Child Development Center Supervisors and 294 Center teachers in California.* The teachers who were located at one Center were grouped with that Center statistically through aggregate procedures by the computer.

Hypothesis One

There is no relationship between administrator trust and teacher burnout.

To test this hypothesis, the Pearson Product-Moment Correlation Coefficient between scores received on the

*A 70 percent response was achieved.
McDonald Self-Report Trust Scale and the Maslach Burnout Inventory (MBI) was derived and tested for significance. For an N of 72 a correlation of \( r = .24 \) or more is needed for statistical significance at the .05 level.\(^1\) Table 2 shows the correlation coefficients for trust and two assessments of burnout, neither of which was significant. Thus, Hypothesis One was retained.

Table 2

Pearson Product-Moment Correlations for the MBI (Frequency and Intensity) and Trust

<table>
<thead>
<tr>
<th>Variable</th>
<th>Teacher Frequency</th>
<th>Teacher Intensity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trust</td>
<td>( r = .01 )</td>
<td>( r = .06 )</td>
</tr>
</tbody>
</table>

**Z Factors and Burnout**

The next phase of the study investigated the relationship between the four Z factors and teacher burnout. Through factor analysis procedures the factors related to Z organizational characteristics were derived. These factors were named by the researcher and a panel of experts. The named factors were Involvement, Decision-Making, Holistic Concern, and Awareness of and Routine Use of a Philosophical Statement.

Hypothesis Two

There is no relationship between teacher burnout and the Z factors of: a) Involvement, b) Decision-Making, c) Holistic Concern, and d) Philosophy.

To test this hypothesis the Pearson Product-Moment Correlation coefficient between scores received on the Z questionnaire and the MBI was derived and tested for significance. For an $N$ of 72 a correlation of $r = .24$ or more is needed for statistical significance at the .05 level.

Table 3 shows the correlation coefficients for Z factors and teacher burnout as measured by Involvement, Decision-Making, Holistic Concern, and Philosophy.

Table 3
Pearson Product-Moment Correlation Coefficients for Z Factors of Involvement, Decision-Making, Holistic Concern, Philosophy and Teacher Burnout (Frequency and Intensity)

<table>
<thead>
<tr>
<th></th>
<th>Teacher Frequency</th>
<th>Teacher Intensity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involvement</td>
<td>$r = -.15$</td>
<td>$r = -.31^*$</td>
</tr>
<tr>
<td>Decision-Making</td>
<td>$r = .24^*$</td>
<td>$r = .25^*$</td>
</tr>
<tr>
<td>Holistic Concern</td>
<td>$r = .20$</td>
<td>$r = .20$</td>
</tr>
<tr>
<td>Philosophy</td>
<td>$r = .10$</td>
<td>$r = .07$</td>
</tr>
</tbody>
</table>

$^*p < .05$

From Table 3, it is apparent that involvement is statistically significant in terms of teacher intensity in a negative direction. This suggests that the higher the involvement the lower the burnout in intensity.
Decision-Making relates to both teacher frequency and intensity significantly, although moderately, in the positive direction. The other factors do not significantly relate to teacher burnout. Thus, Hypothesis Two is rejected for a) Involvement and b) Decision-Making and retained for c) Holistic Concern and d) Philosophy.

Administrator Trust, Z Factors and Burnout

To gain further clarification regarding the data collected, the relationships between administrator trust, Z factors and teacher burnout were sought. The McDonald Self-Report Trust Scale derived trust scores for administrators. The Z questionnaire gave Z factor scores and the MBI gave burnout scores in terms of frequency and intensity.

Hypothesis Three

There is no multiple correlation between administrator trust, Z factors and teacher burnout.

To test this hypothesis, teacher burnout (frequency and intensity) was used as the criterion variable for the calculation of the multiple correlation with trust and Z factors as predictors. Table 4 shows the multiple regression analysis for teacher burnout (frequency) with Z factors. Since measurements for trust had shown no significant correlations with teacher burnout for both intensity and frequency, it was not included for further
investigation. The obtained $R = .39$ was significant ($p < .01$). $R^2$ of .15 indicates that 15% of the variance in teacher burnout (frequency) was accounted for by the variance in combined Z factors of Involvement, Decision-Making and Holistic Concern. The null hypothesis was rejected.

Table 4

<table>
<thead>
<tr>
<th></th>
<th>Pearson $r$</th>
<th>Beta</th>
<th>Multiple $R$</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision-Making</td>
<td>.24</td>
<td>.15</td>
<td>.24</td>
<td>.04</td>
</tr>
<tr>
<td>Involvement</td>
<td>-.15</td>
<td>-.28</td>
<td>.30</td>
<td>.03</td>
</tr>
<tr>
<td>Holistic Concern</td>
<td>.20</td>
<td>.19</td>
<td>.38</td>
<td>.01</td>
</tr>
</tbody>
</table>

$R = .39^*$  $R^2 = .15$

*$p < .01$

Table 5 shows the multiple regression analysis for teacher burnout (intensity) with Z factors. The obtained $R = .52$ is significant ($p < .01$). $R^2$ of .27 indicates that 27% of the variance in teacher burnout (intensity) was accounted for by the variance in the combined Z factors of Involvement, Decision-Making, and Holistic Concern. The null hypothesis was rejected. However, the magnitude of the relationship is only moderate and, therefore, not satisfactory for predictive purposes. The results indicate that the correlations occurred due to something more than
chance and, thus, contribute additional support for the understanding of the burnout syndrome.

Table 5

Multiple Regression Analysis Teacher Burnout (Intensity) with Z Factors

<table>
<thead>
<tr>
<th></th>
<th>Pearson r</th>
<th>Beta</th>
<th>Multiple R</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involvement</td>
<td>-.31</td>
<td>-.45</td>
<td>.31</td>
<td>.006</td>
</tr>
<tr>
<td>Holistic Concern</td>
<td>.20</td>
<td>.26</td>
<td>.44</td>
<td>.000</td>
</tr>
<tr>
<td>Decision-Making</td>
<td>.25</td>
<td>.21</td>
<td>.51</td>
<td>.000</td>
</tr>
</tbody>
</table>

\[ R = .52^* \quad R^2 = .27 \]

\[ *p < .01 \]

Demographic Variables and Teacher Burnout

The next section of this research investigated the relationships between demographic variables of size, location, supervisor interaction time and quality of staff with teacher burnout. Data relating to supervisor interaction time were deemed unusable because the categories of responses were confusing to the participants. Frequent write-in answers indicated periods of time that were not covered by this item. Thus, that variable was not addressed.

Hypothesis Four

There is no relationship between teacher burnout and the demographic variables of a) Center size, b) Center
location, and c) quality of staff.

Table 6 presents one-way analysis of variance of the demographic variables and teacher burnout (frequency).

Table 6
One-Way Analysis of Variance of Size, Location, Quality of Staff and Teacher Burnout (Frequency)

<table>
<thead>
<tr>
<th>Demographic Variable</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size</td>
<td>1.48</td>
<td>.20</td>
</tr>
<tr>
<td>Location</td>
<td>1.03</td>
<td>.37</td>
</tr>
<tr>
<td>Quality of Staff</td>
<td>1.27</td>
<td>.27</td>
</tr>
</tbody>
</table>

Table 7 presents one-way analysis of variance of the demographic variables and teacher burnout (intensity).

Table 7
One-Way Analysis of Variance of Size, Location, Quality of Staff and Teacher Burnout (Intensity)

<table>
<thead>
<tr>
<th>Demographic Variable</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size</td>
<td>1.01</td>
<td>.40</td>
</tr>
<tr>
<td>Location</td>
<td>.72</td>
<td>.53</td>
</tr>
<tr>
<td>Quality of Staff</td>
<td>1.62</td>
<td>.14</td>
</tr>
</tbody>
</table>

These data indicate that there are no significant relationships at the .05 level between the demographic variables of size, location of Center, and quality of staff.
with teacher burnout as measured in intensity and frequency. Thus, Hypothesis Four was retained for a) Center size, b) Center location, and c) Quality of Staff.

Summary

The results of each of the hypotheses were given. Hypothesis One was retained. Hypothesis Two was rejected for a) Involvement and b) Decision-Making and retained for c) Holistic Concern and d) Philosophy. Hypothesis Three was rejected and Hypothesis Four was retained. Thus, there were significant inter-correlations between Z factors of Involvement and Decision-Making and teacher burnout and a significant multiple correlation between Z factors and teacher burnout was found. No significant correlations between demographic variables of Center size, Center location and quality of staff were found with teacher burnout. The correlations which were significant were of low to moderate magnitude. In Chapter 5 a summary of the research is given. Conclusions are drawn and recommendations are made for further research.
Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study was conducted to determine the relationships between administrator trust, organizational characteristics, and teacher burnout among Child Development Center organizations, Center supervisors and Center teachers in 72 Child Development Centers in California. The study involved 72 supervisors and 294 teachers. A summary of the study will be presented in the first section of this chapter. In the second section, the statistical analysis of the data will be discussed and conclusions will be drawn. In the third section recommendations for further research and study will be offered.

Summary

It appears that there are some moderate relationships between Z organizational factors and teacher burnout among the 72 California Child Development Center supervisors and 294 Center teachers studied in this investigation. Evidence was presented which demonstrated that this relationship is part of an historically well-documented strand in educational administration. The worker and the work organization have a dynamic interactional relationship. Emotional well-being of workers and job satisfaction
frequently have been discussed in the literature of educational administration and organizational theory.\textsuperscript{1,2} Day Care and early childhood education programs represent one group of workers and administrators who may or may not demonstrate this dynamic interactional relationship. The industrial settings which Ouchi studied were vastly different from early childhood/day care settings. This difference provides possible explanation for variances in statistical results between this research and Ouchi’s Theory Z studies. Information about positive, effective administrative practices in day care administration is needed because of the dearth of knowledge in this field.\textsuperscript{3}

Findings and Conclusions

The data presented indicated a moderate but statistically significant relationship between certain Z factors and teacher burnout. Because the correlation was moderate, it is not advisable to use the data for prediction but the information may be useful for understanding the complexities of burnout.

The highest correlation existed between Consensual Decision-Making and teacher burnout. Consensual Decision-Making was one of the Z factors. Data indicated that high Consensual Decision-Making correlated with high burnout in

\textsuperscript{1}Ritzer.


\textsuperscript{3}Fish.
both intensity and frequency in teachers. It was expected that high Consensual Decision-Making would correlate with low teacher burnout. Theory Z assumes that high participatory administrative practices lead to emotional well-being among workers.\(^4\) The opposite result in the sample studied can be explained in several ways.

Is the concept of Consensual Decision-Making clearly understood? Does it mean the same thing to everyone? The literature indicates that often what is called participatory management masks as authoritarian administration. A highly frustrating experience occurs when workers are asked to participate and, then, their input seems to make no difference. Stress research indicates that this syndrome results in high burnout.\(^5\) It is quite possible that what Ouchi describes in Theory Z as consensual decision-making is much harder to achieve than expected. It is a sophisticated concept that takes considerable practice and dedication. Supervisors, in this study, who responded in ways to indicate that they were practicing Consensual Decision-Making may not be practicing what Ouchi is describing. It is also possible that Consensual Decision-Making may be tapping the areas of role conflict and role ambiguity in educational circles. Consensual Decision-Making diminishes the clear definition of the roles of teacher and administrator. This may put some teachers in conflict resulting in frustration and measurable burnout. As the literature shows, not everyone wants participation to the

\(^4\)Ouchi, Theory Z. \(^5\)McLean.
same degree.\textsuperscript{6} The ideal is to have a flexible managerial style which will provide the options.

Another possibility is that what some administrators might think is consensual is, actually, a laissez-faire approach to administration. If this is the case, frustration and burnout may occur in workers. Thus, what was being measured as a Z factor in this study could have been subtle manifestations of a laissez-faire or a bureaucratic administration practice. Also, the range of issues which managers address are not all equally appropriate for Consensual Decision-Making. If an administrator overuses Consensual Decision-Making or uses it inappropriately, frustration and burnout could result.

These pitfalls of Consensual Decision-Making--
1) manipulation or masked authoritarianism, 2) poor individual fit, 3) role conflict or role ambiguity, 4) a range of issues and 5) laissez-faire administration--add clarification to the understanding of the complexities involved in using Consensual Decision-Making in administration.

What Ouchi described as consensual decision-making was related to his concept of clan hierarchy as compared to bureaucratic hierarchy. The bedrock of a clan hierarchy is agreement on a common set of values and beliefs about how to achieve them. This important Z characteristic is described further when the factor, Philosophical Position,

\textsuperscript{6}Von Harrison, loc. cit.
is being addressed.

It is also conceivable to conclude that the researcher's assumption that burnout correlates negatively with emotional well-being is not valid. Perhaps different results would have occurred if emotional well-being had been used as a dependent variable.

The correlation between the factor named Involvement and teacher burnout occurred in the expected direction and was significant. Consistent with Theory Z, this result suggests that involvement with tasks and with people does not correlate with high burnout in teachers. It appears that teachers like to do what they are hired to do. It also suggests that working hard is not what causes burnout. This finding supports the research of Whitebrook which revealed that the interactions with children is what teachers most like about their jobs.\(^7\) The significant correlation between involvement and low burnout seems to suggest the importance of social support in the work setting. Several of the items of this factor related to participating in social situations as well as in teaching activities. The social support literature is emphatic in its claim that stress can be buffered by social support in the work setting.\(^8\) This relationship is also emphasized by Ouchi as he describes the work setting as a place for primary relationships for some workers.\(^9\)

\(^{7}\)Whitebrook. \(^{8}\)House. \(^{9}\)Ouchi and Jaeger.
The factor, Holistic Concern, related to high burnout moderately and not in the expected direction according to Theory Z. The holistic items were highly personal ones relating to personal problems, close friends and personal involvement with children. Perhaps the explanation for this factor relating to high burnout in the population studied reflects the frustration and hopelessness that some workers feel over their clients' conditions and lives.

Experience and theory indicate that having and using a philosophical position relates highly to the successful operation of a work organization and, probably, to burnout in a negative direction. Ouchi considered this variable to be of utmost importance in a Theory Z organization.\(^{10}\) However, the data of this study failed to confirm this position. There is some question on the validity of the items included in Factor IV, Philosophy. For instance, the information obtained reflected only the existence of a philosophical position rather than the routine and daily use of such a position. This aspect of the research study needs to be explored further.

Similarly, Administrator Trust did not appear to be related to burnout significantly according to the obtained data. Perhaps the need for respondents to say what was desired confounded these results. Early childhood

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\(^{10}\)Letter from Dr. William Ouchi, University of California, Los Angeles, May, 1982.
workers characteristically are most willing to please others. The administration of the Social Desirability Scale might offer more clarification in this area. Perhaps a different trust measurement instrument which used items more closely related to work would have achieved more significant results. Again, logic and experience say that administrator trust is a most important variable in organizations. According to Ouchi, it is the most important aspect of a Z organization.11

It is very possible that there is a correlation between having a philosophical statement and teacher burnout but it did not appear due to the weaknesses in the items. If this is so, there may be a relationship between high consensual decision-making and high burnout because of the lack of a philosophical position. It is logical to assume that in those settings where a philosophical position is clear that consensual decision-making would be more successful and, thence, result in less burnout.

It is important to note that the kind of consensual decision-making being discussed is related to the concept of a clan hierarchy and having a common set of goals and values. It is not laissez-faire nor masked authoritarian administration.

The instrument used in this study for the Z factors appeared to be reasonably adequate but for future use some

11Ouchi, Theory Z.
modification of it would make it even more useful. Modification or deletion of the least correlated items could add strength to the instrument. Furthermore, the rearrangement of some items and possibly the elimination of some others would provide a more concise and more highly correlated instrument.

Recommendations

Careful review of the data obtained revealed that there are some Child Development Centers which reported high scores on all four Z factors and low scores in teacher burnout. It would be most valuable for case studies to be made of Child Development Centers with high and low Z scores and with high and low burnout scores.

Further research should be done using subcategories of the MBI. Maslach divided burnout into categories of depersonalization, emotional exhaustion and personal accomplishment. More information about which type of burnout relates to the Z factors would add valuable clarification. Also, further research to clarify the relationships between Philosophy, Trust and burnout is needed.

Finally, data gathered regarding supervisor burnout could be correlated with the Z factors. Also comparisons could be made about supervisor and teacher burnout including similarities and differences in the subcategories.

Through theoretical review and statistical results, the findings of this study suggest that Child Development
Center Supervisors need to value the social support aspects of their role and among workers in their Centers. They need to conscientiously define and use a philosophical position in the daily operation of their Centers. Also, they need to practice top-down trust in their organizations. Consensual decision-making needs to be studied in depth and developed flexibly for optimum utilization. Replication of this study in other educational settings would provide additional insight into the usefulness of Theory Z in educational administration.
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Sergiovanni, Thomas J. "Ten Principles of Quality Leadership." Educational Leadership, (February, 1982).


Books

A. Burnout


**B. Work Organizations**


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C. Early Childhood/Day Care


D. ERIC DOCUMENTS


E. Unpublished Sources


Ouchi, William G. Personal Correspondence, May, 1982.

F. Other


APPENDIX A

CHILD DEVELOPMENT CENTER
SUPERVISOR QUESTIONNAIRE
Dear Center Supervisor,

Please answer this questionnaire as candidly and conscientiously as possible. All data are confidential and anonymous. After you have completed your Questionnaire please give the Teacher Questionnaires to your regular teachers. I have enclosed the Teacher Questionnaires in white envelopes. When the teachers have completed their Questionnaires they should seal them in the white envelopes and give them to you. Please mail the Teacher Questionnaires along with your Questionnaire to me in the large stamped envelope provided. Hopefully, you will do this as soon as possible. Please assist the teachers in following the directions for their Questionnaire if necessary but assure them of confidentiality and anonymity.

I appreciate the time and effort you are giving to facilitate this research. My goal is to develop a more sophisticated model for Day Care Administration which will reflect the information about organizational structure, administrator style and teacher well-being which you have provided. The "Love" stamps are a token of my gratitude for each one of you who has participated in the study.

Thank you for your cooperation and speedy return of the questionnaires. Please call me or your Director if you have any questions.

Sincerely,

Doris O. Smith
P. O. Box 25
Camp Nelson, Ca. 93208
(209) 542-2533 (call collect)
QUESTIONNAIRE FOR CENTER SUPERVISORS

Part A

Please mark appropriate space for each item.

1. How many children attend your Center?

Fewer than 20 21-40 41-60 61-80 81-100 Over

2. Please describe the community from which the majority of your children come.

Rural___ Urban___ Suburban___ Don't know___

3. Please think about a recent typical work day and describe how your time was spent.

% with children % with parents % with administrators % with non-people tasks

% outside facility % in facility

4. How would you describe your present staff?

Outstanding___ Good____ Fair___ Poor____

5. How long has your Center been in operation?

0-5 years 6-10 years 11-15 years more than 15 years

6. How long have you been Center Supervisor at this site?

Less than one year 1-5 years 6-10 years 11-15 years More than 15 years

7. Were you a teacher at this Center before being a Supervisor?

Yes____ No_____

8. Were you a teacher at another Center before being a Supervisor?

Yes____ No____
Part B

Please mark appropriate space as follows:

A. Strongly Agree  B. Agree  C. Disagree  D. Strongly Disagree

1. In my work setting I enjoy discussing controversial issues with people whose opinions differ from mine.
   A  B  C  D

2. In my work setting most people prefer strong assertive leadership more than shared leadership.
   A  B  C  D

3. As Supervisor I feel difficult decisions are my problem to solve alone.
   A  B  C  D

4. When disagreement arises in a group the leader should take a firm stand.
   A  B  C  D

5. I use mostly a formal evaluation system for teacher evaluation.
   A  B  C  D

6. My day to day contacts with teachers give me adequate information for their evaluation.
   A  B  C  D

7. I am able to judge a teacher's abilities accurately almost right from the start.
   A  B  C  D

8. New teachers learn more about the Center program and procedures from other teachers than they do from me.
   A  B  C  D

9. Day Care is so complex that one can only deal with situations as they happen. It does not help to have a philosophical position.
   A  B  C  D

10. I do not mind putting in extra hours to get the job done.
    A  B  C  D
Please mark appropriate space for each item.

11. In my Center teachers are rewarded for outstanding work most often (Check one)
   a) By praise from peers 
   b) By praise from me

12. How many of your regular teachers have been at your Center for five years or more? 

13. How many of your regular teachers have been at your Center for less than five years? 

14. Do you have a written philosophical statement for your Center other than goals and objectives?
   Yes____ No____ Don’t know____

15. If you do not have a written philosophical statement would you be able to put one in writing if asked?
   Yes____ No____ Don’t know____

16. If you do have a written philosophical statement is the staff aware of it?
   Yes____ No____ Don’t know____

17. When you are out of the facility does your Center staff mainly (check one)
   a) Operate as a team
   b) Respond to one teacher as the appointed supervisor

18. Do members of your staff plan special events together outside of work hours?
   Often____ Sometimes____ Rarely____ Not at all____

19. If you arranged a (optional) get-together what proportion of your staff do you think would come?
   Less than 25%
   25% to 49%
   50% to 74%
   75% to 100%

20. If a staff member has personal problems do you regard this as your concern?
   Very much____ Much____ Not much____ Not at all____
21. Which of the following statements do you think is closest to the truth? (Check one)
   a) It is easy for people to switch jobs at my Center. ___
   b) People usually stay at their own job as much as possible at my Center. ___

22. Excluding meetings teachers work away from children during the day.
   Often ___ Sometimes ___ Rarely ___ Not at all ___

23. Do you consider any staff members close personal friends?
   None ___ One ___ A few ___ Some ___ Many ___

24. At my Center teachers initiate new ideas for activities for children.
   Not at all ___ Rarely ___ Sometimes ___ Often ___ Always ___

25. At my Center teachers initiate their own ideas about administrative issues.
   Not at all ___ Rarely ___ Sometimes ___ Often ___ Always ___

26. Please indicate how many teachers on your staff take a child/children out to lunch or to their home periodically.
   0 ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ more than 6 ___

27. Please indicate how many members of your staff willingly put in extra hours to get a job done.
   None ___ One ___ A few ___ Some ___ Many ___ All ___

28. If a new teacher makes a mistake involving routine activities I would be most apt to
   a) Tell him/her about it right away ___.
   b) Overlook it for awhile ___.
Part C

Please mark appropriate space as follows:

A. Strongly Agree  B. Agree  C. Disagree  D. Strongly Disagree

1. I expect other people to be honest and open.
   A  B  C  D

2. I am less trusting than the average person.
   A  B  C  D

3. I am more trusting than the average child care administrator.
   A  B  C  D

4. I am suspicious of other people's intentions.
   A  B  C  D

5. I have faith in human nature.
   A  B  C  D

6. I feel that other people can be relied upon to do what they say they will do.
   A  B  C  D

7. I feel that other people are out to get as much as they can for themselves.
   A  B  C  D

8. I have faith in the promises or statements of other people.
   A  B  C  D

9. I am cynical (pessimistic).
   A  B  C  D

10. I am less trusting than most people at my Center.
    A  B  C  D

Part D

Here are 22 statements of job-related feelings. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, write a "0" (zero) in both the "HOW OFTEN" and "HOW STRONG" columns before the statement. If you have had this feeling, indicate how often you feel it by writing the number (from 1 to 6) that best describes how frequently you feel that way. Then decide how strong the feeling is when you experience it by writing the number (from 1 to 7) that best describes how strongly you feel it.
<table>
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<tr>
<th>HOW OFTEN</th>
<th>HOW STRONG</th>
<th>STATEMENTS:</th>
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<td>1.</td>
<td>2.</td>
<td>3.</td>
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<tr>
<td>1.</td>
<td>2.</td>
<td>3.</td>
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<td>I feel emotionally drained from my work.</td>
<td>I feel used up at the end of the workday.</td>
<td>I feel fatigued when I get up in the morning and have to face another day on the job.</td>
</tr>
<tr>
<td>I feel burned out from my work.</td>
<td>I feel I'm positively influencing other people's lives through my work.</td>
<td>I've become more callous toward people since I took this job.</td>
</tr>
<tr>
<td>I don't really care what happens to some recipients.</td>
<td>Working with people directly puts too much stress on me.</td>
<td>I can easily create a relaxed atmosphere with my recipients.</td>
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<tr>
<td>I feel recipients blame me for some of their problems.</td>
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APPENDIX B

CHILD DEVELOPMENT CENTER

TEACHER QUESTIONNAIRE
Here are 22 statements of job-related feelings. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, write a "0" (zero) in both the "HOW OFTEN" and "HOW STRONG" columns before the statement. If you have had this feeling, indicate how often you feel it by writing the number (from 1 to 6) that best describes how frequently you feel that way. Then decide how strong the feeling is when you experience it by writing the number (from 1 to 7) that best describes how strongly you feel it.
### HOW OFTEN:  
0 = Never  
1 = A few times a year or less  
2 = Once a month or less  
3 = A few times a month  
4 = Once a week  
5 = A few times a week  
6 = Every day  

### HOW STRONG:  
0 = Never  
1 = Very mild, barely noticeable  
2 = Moderate  
3 = Major, very strong

<table>
<thead>
<tr>
<th>Statements:</th>
<th>HOW OFTEN</th>
<th>HOW STRONG</th>
</tr>
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<tbody>
<tr>
<td>1. I feel emotionally drained from my work.</td>
<td>0-6</td>
<td>0-7</td>
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<tr>
<td>2. I feel used up at the end of the workday.</td>
<td>0-6</td>
<td>0-7</td>
</tr>
<tr>
<td>3. I feel fatigued when I get up in the morning and have to face another day on the job.</td>
<td>0-6</td>
<td>0-7</td>
</tr>
<tr>
<td>4. I can easily understand how my recipients feel about things.</td>
<td>0-6</td>
<td>0-7</td>
</tr>
<tr>
<td>5. I feel I treat some recipients as if they were impersonal objects.</td>
<td>0-6</td>
<td>0-7</td>
</tr>
<tr>
<td>6. Working with people all day is really a strain for me.</td>
<td>0-6</td>
<td>0-7</td>
</tr>
<tr>
<td>7. I deal very effectively with the problems of my recipients.</td>
<td>0-6</td>
<td>0-7</td>
</tr>
<tr>
<td>8. I feel burned out from my work.</td>
<td>0-6</td>
<td>0-7</td>
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<tr>
<td>9. I feel I'm positively influencing other people's lives through my work.</td>
<td>0-6</td>
<td>0-7</td>
</tr>
<tr>
<td>10. I've become more callous toward people since I took this job.</td>
<td>0-6</td>
<td>0-7</td>
</tr>
<tr>
<td>11. I worry that this job is hardening me emotionally.</td>
<td>0-6</td>
<td>0-7</td>
</tr>
<tr>
<td>12. I feel very energetic.</td>
<td>0-6</td>
<td>0-7</td>
</tr>
<tr>
<td>13. I feel frustrated by my job.</td>
<td>0-6</td>
<td>0-7</td>
</tr>
<tr>
<td>14. I feel I'm working too hard on my job.</td>
<td>0-6</td>
<td>0-7</td>
</tr>
<tr>
<td>15. I don't really care what happens to some recipients.</td>
<td>0-6</td>
<td>0-7</td>
</tr>
<tr>
<td>16. Working with people directly puts too much stress on me.</td>
<td>0-6</td>
<td>0-7</td>
</tr>
<tr>
<td>17. I can easily create a relaxed atmosphere with my recipients.</td>
<td>0-6</td>
<td>0-7</td>
</tr>
<tr>
<td>18. I feel exhilarated after working closely with my recipients.</td>
<td>0-6</td>
<td>0-7</td>
</tr>
<tr>
<td>19. I have accomplished many worthwhile things in this job.</td>
<td>0-6</td>
<td>0-7</td>
</tr>
<tr>
<td>20. I feel like I'm at the end of my rope.</td>
<td>0-6</td>
<td>0-7</td>
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<tr>
<td>21. In my work, I deal with emotional problems very calmly.</td>
<td>0-6</td>
<td>0-7</td>
</tr>
<tr>
<td>22. I feel recipients blame me for some of their problems.</td>
<td>0-6</td>
<td>0-7</td>
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</tbody>
</table>
APPENDIX C

LETTER TO AGENCY DIRECTOR
Dear Director,

As discussed with you (or someone in your office), the enclosed questionnaires are part of my dissertation research. I would appreciate your help in delivering them to

which has been randomly selected from your Agency.

As soon as possible please give the Center Supervisor at
the Center Supervisor Questionnaire and the Teacher Questionnaires (in white envelopes). The Center Supervisor will return all of the responses to me in the large stamped envelope provided. The "Love" stamps are included as a thank-you for each one of the questionnaire participants.

Thank you very much for your prompt help in facilitating this research. If you would like to receive a summary of the research findings please indicate this by enclosing a note in the large return envelope before you give it to the Center Supervisor. If there are any questions please call me collect at (209) 542-2533.

Sincerely,

Doris O. Smith
P.O. Box 25
Camp Nelson, Ca.
93208
APPENDIX D

INTRODUCTORY STATEMENT
To Whom It May Concern

I, Doris O. Smith, am a doctoral candidate at the University of the Pacific, Stockton, California. I am pursuing an Ed.D. degree in educational administration. I am employed as a lecturer at California State University, Fresno, in the Early Childhood Education Program. I have spent over twenty years in all levels of early childhood education, day care and teacher training. Prior to my move to Fresno I was on the faculty and a teacher in the Children's School at Pacific Oaks College and Children's School, Pasadena, California for ten years. I was Director of Children's Programs at Pacific Oaks for two years.

The purpose of the study I am proposing is an investigation of the relationships between organizational characteristics, administrator style and emotional well-being in early childhood/day care programs. The Center Supervisor and regular teachers in one randomly selected Child Development Center from each public agency in California will be asked to respond to a questionnaire. The questionnaire for Supervisors will have four parts: 1) demographics 2) organizational characteristics 3) administrator style 4) emotional well-being. The teachers will receive only Part 4. NO CHILDREN OR PARENTS WILL BE INVOLVED IN THIS STUDY. All data will be confidential and handled only by the researcher. A summary of findings
will be readily available on request at the completion of the study.

This study has been reviewed and approved by a panel of experts in the field of early childhood/day care administration. They are Docia Zavitovsky, Elizabeth Prescott, Elizabeth Jones, Joyce Huggins and Janet Fish.

For verification of this information the chairman of my dissertation committee is: Dr. Michael Gilbert
School of Education
University of the Pacific
Stockton, California 95211

My employer at California State University, Fresno is:
Dr. Homer Johnson, Dean
School of Education and Human Development
California State University
Fresno
Fresno, California 93740
APPENDIX E

LETTER OF SUPPORT FROM

CALIFORNIA CHILD DEVELOPMENT ADMINISTRATORS ASSOCIATION
June 24, 1982

To Whom It May Concern:

The State Executive Board of the California Child Development Administrators Association commends to you the research project of Doris O. Smith. The area of her inquiry directly affects our endeavors as administrators of child development programs. We anticipate significant and valuable information as a result of this study.

Please assist her in any and all ways possible.

Cordially,

Maryann Suggs
State President

Barbara Shaw
Northern Section Secretary

Patricia Pruden Mohr
Southern Section President

PPM:ck