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# Union and Nonunion Employment: An Investigative Study of Factors in the Employment Setting that May Influence the Development of Burnout

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# Walden University

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

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2012



Abstract

Union and Nonunion Employment: An Investigative Study of Factors in the Employment

Setting that May Influence the Development of Burnout

by

Rachel Elizabeth Costello

M.S., Wright State University, 2006

B.A., Wright State University, 2002

Dissertation Submitted in Partial Fulfillment of the

Requirements for the Degree of

Doctor of Philosophy

Psychology

Walden University

May 2012

## Abstract

The primary goal of this two-phased, sequential mixed-methods study was to discover whether union affiliation is associated with a lower occurrence of burnout in factory workers by comparing union and nonunion workers. The objective was to determine levels of burnout in union and nonunion employees as well their perception of social support in the workplace. The theoretical synthesis consisted of conservation of resources theory and the theory of reasoned action. The Oldenburg Burnout Inventory (OLBI) and the Quality of Worklife Questionnaire were used to identify the characteristics of the workplace (job demands and job resources) and the level of burnout. Quantitative results confirmed the presence of burnout in both sample populations. Regression results for union participants identified both poor management and increased in job demands as significant predictors of burnout. Conversely, regression results for nonunion participants pointed to poor management only as a significant predictor of burnout. Qualitative descriptive and explanatory thematic results provided additional contextual support for the quantitative findings - specifically, that both union and nonunion participants identified management as a primary concern. In addition, union participants also identified manpower and support as primary concerns in the work environment. The findings point to the negative consequences of burnout for the employer and employee and to areas of concern that need to be addressed in the employment setting. Implications for positive social change include the development of programs to minimize the development of burnout and increase an employee's organizational commitment.

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## Dedication

I would like to dedicate this achievement in higher education to my father who always wanted the best for me.

## Acknowledgments

The completion of this process has been the focal point for the last 4 years. I would like to thank my family for all of the support and encouragement to continue on even when I would rather be doing other things. I would also like to say thank you to Dr. William Disch whom I stalked in order to get him as a chair. He has been a mentor to me during this process and shows a passion for research that is contagious. I would also like to thank the rest of my committee Dr. Richard Bush and Dr. Jay Greiner both integral parts of this process.

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## Chapter 1: Introduction to the study

### **Background**

Employment settings in the U.S. are transitioning in order to maintain financial stability. Kowalski and Podlesny (2000) suggested current expectations of U.S. workers are more demanding and extensive than employment and job expectations in the past 2 decades. These current employment expectations can affect the levels of burnout experienced by both union and nonunion employees. Khatiwada and McGirr (2008) pointed out that economic events in the past 2 years, increasing costs of short-term credit, and liquid assets drying up are contributing to be the largest financial meltdown since the Great Depression. The impact of this crisis will affect both individuals and government systems as governments may not be able to guarantee financial stability and employment in certain sections could decline.

In 2008 construction, real estate services, and the financial sectors have the greatest number of job losses (Khatiwada & McGirr, 2008). This instability in the economy could bring about a reduction in the volume of exports and a drop in capital inflow, which could trigger a precipitous drop in investments (Khatiwada & McGirr, 2008). Employees are faced with increasing work hours, company downsizing, limited decision making ability, and increased scrutiny by employers (Armstrong-Stassen, 2004; Bakker, Demerouti, & Euwema, 2005; Bond, Galinsky, & Swanberg, 1997). Increasing demands on employees to maintain productivity places them at risk for physical, psychological, and behavioral health problems (Kowalski & Podlesny, 2000; Maslach & Leiter, 2008; National Institute for Occupation Safety and Health [NIOSH], 2002).

Burnout is defined as a collection of feelings that includes emotional exhaustion, a reduced sense of personal accomplishment, and depersonalization in employees who do service work [e.g., therapists, doctors, nurses, police officers] (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001; Maslach & Schaufeli, 1993). Burnout develops when there are chronic job demands (e.g., physical workload, time pressures, shift work) that tax an individual's resource base (e.g., job security, job control, feedback), leading to limited motivation, emotional distress, and limited organizational investment (Bakker, Demerouti, & Euwema, 2003; Demerouti et al., 2001; Thoresen, Kaplan, Barsky, Warren, & de Chermont, 2003).

The study of burnout in employment settings, be it the health care or factory setting, is important because of the negative psychological and behavioral outcomes for the employee (Rubino, Luksyte, Perry, & Volpone, 2009). Researchers have pointed out that employees' who perceive increased stressors in the workplace are more likely to believe that they have inadequate resources to deal with work demands or to achieve work goals. When an employee is faced with job demands that exceed current job resources, they are likely to experience burnout (Rubino et al., 2009).

Research into burnout has been a comprehensive and focused on helping professions. Huszczo, Wiggins, and Currie (1984) pointed out that researchers have, in the past ignored, unions as a viable research source. The purpose of this study is to identify factors that could influence the development of burnout in employees who work in union and nonunion settings. In union and nonunion factory setting for the current study employees face job demands such as varying work schedules, productivity

expectations, time constraints, commitment to the customer, and physical expectations of the job. Positive predictors of burnout that lead to emotional exhaustion and disengagement include productivity expectations, time constraints, work schedule, physical expectations, and commitment to the customer. Job resources include negative predictors of burnout that decrease the likelihood of burnout. These negative predictors include increase in support systems in the workplace that include positive supervisor feedback, autonomy, wellness programs, job security, and employee training.

### **Statement of the Problem**

The problematic condition that this study addressed is burnout. Burnout is predictive of three distinct responses from employees (a) depersonalization, (b) a decreased sense of accomplishment, and (c) emotional exhaustion (Bakker et al., 2005; Demerouti et al., 2001). Burnout is also predictive of decreased employee productivity, increased emotional distress, and a decreased commitment towards the employer (Bakker et al. 2005; Demerouti et al., 2001). Work environments are not simply a conglomeration of individuals driven by economic incentive (Golden & Rutenburg, 1973). The work environment is instead filled with social beings driven by a combination of psychological, social, and economic factors. Continuous pressure on companies to maintain economic saliency creates changes in company priorities and the primary focus becomes the generation of monies to pay down debt (Maslach & Leiter, 1997).

While structural and economic changes are necessary for the company to remain in business the outcome limits support systems for employees. This byproduct of continuous changes means the distribution of power is frequently redistributed in order to

maintain and support the company's economic changes (Maslach & Leiter, 1997). For the purpose of this study, it was surmised that union membership would provide employees with a support system that could influence the amount of depersonalization, emotional exhaustion, and decreased sense of accomplishment an employee experiences on the job. Yates (1998) pointed out that unions benefit employees in many ways with wages and benefits being only part of that benefit. Unions have also provided employees with a voice in their workplace, a reduction of inequality, along with the continued push for universal healthcare and unemployment compensation (Yates, 1998). This support system provided by the union stays intact regardless of structural changes that occur in the workplace as union leadership works to represent the best interests of the employees during times of economic and structural change (Hamner & Smith, 1978; Redman & Snape, 2005). The incidence of burnout in union members may be decreased by this increased support from union representatives acting on their behalf in the workplace.

Changes in organizational structure can challenge an employees' ability to cope, NIOSH (2002) suggested researchers should focus on clarifying which practices work to protect the employee or continue to place them at risk for developing burnout.

Unionization is more likely when the union is perceived as providing the employee with a voice, respect, dignity, an increase sense of security, and a process for lodging a complaint (Hamner & Smith, 1978; Mellor, Holzworth, & Conway, 2003). It is possible the unions provide support to members, thereby decreasing their likelihood of experiencing burnout. Researchers have not focused on the possibility that the union

provides support to members, thereby decreasing their likelihood of experiencing burnout.

### **Research Questions**

1. Does burnout occur in both union and nonunion members and are the levels of burnout in employees who are members of the union lower than those of nonunion employees?
2. What is a union or nonunion member's perception of social support in the workplace? Do union members' perceive a higher level of support and does this perceived level of support from the union decrease job demands in the workplace?

### **Quantitative Hypotheses**

$H_{01}$  The Oldenburg Burnout Inventory (OLBI) will be used to determine the level that Union and nonunion employees experience burnout and that union employees experience lower levels of burnout than nonunion employees.

$H_{02}$  The Quality of Worklife Questionnaire will be used to identify if Union members have significantly lower mean job demands placed on them compared with nonunion employees and that union members will have significantly higher mean perception of the amount of social support they receive in their employment settings compared with nonunion employees.

### **Null Hypotheses**

$H_{11}$  Union and nonunion employees can develop burnout and union employees' do not experience lower levels of burnout.

*H*<sub>12</sub> Union membership does not decrease job demands placed on the employee in the workplace and union membership does not affect and employee's perception of the amount of social support they have in their employment setting.

The primary dependent variable for this study was burnout and the primary independent variable was union membership. The goal of these hypotheses was to (a) determine the number of employees union and nonunion with burnout and (b) identify employee perceptions of the amount of social support they receive in their employment setting. Measurement of burnout and perceptions of social support was done using the Oldenburg Burnout Inventory (OLBI) and the Quality of Worklife Questionnaire (Halbesleben & Demerouti, 2005; NIOSH, n.d.). These self-report measurement tools were given to both United Autoworkers Union (UAW) members and nonunion members who work in factory settings that manufacture products for the transportation industry.

### **Qualitative Questions**

The quantitative focus for this study was the levels of burnout in union and nonunion factory workers. The qualitative focus was on greater understanding of the participant's perception of the job demands and job resources they are faced with in their employment setting. The majority of research concerning burnout has largely been done through quantitative methods with the population being participants who work in the mental health and medical fields. While the results have continually been consistent with the quantitative research, the goal of this research was to develop a deeper understanding of how job demands and job resources influence the development of burnout.

Qualitative research is presented as a way to probe for the existence of a relationship between job demands, job resources, burnout, and union membership. The qualitative hypothesis was to explore perceptions of a relationship between job demands and job resources as related to union and nonunion membership. In order to identify participant's perceptions of job demand and job resources the participants were asked two probing questions.

1. What are some of the job resources provided for you in your place of employment?
2. What is your overall perception of the job demands you face in your current workplace?

### **Qualitative Hypotheses**

*H<sub>01</sub>* It is hypothesized that employees will identify job resources (e.g. supervision, autonomy, employee training, job security, employee assistance programs) that will act as buffers for employees and reduce the amount of burnout experienced by union and nonunion members.

*H<sub>02</sub>* It is hypothesized that perceptions of job demands will influence the occurrence of emotional exhaustion and disengagement in both union and nonunion employees that can in turn lead to burnout.

### **Purpose of the Study**

The purpose of this two-phased mixed methods research was to discover if union affiliation is associated with a lower occurrence of burnout in factory workers. The goal was to identify (a) the level of burnout experienced in union and nonunion employment

settings and (b) what factors in these employment settings influence the development of burnout in employees. While burnout occurs in both populations it was hypothesized that burnout will not be as prevalent in union members due to the increased social support provided by union representation.

The primary dependent variable for this study was burnout as measured using the OLBI and the primary independent variable was union membership (Halbesleben & Demerouti, 2005). In this mixed methods study I used both quantitative survey-based assessment as well as a phenomenologically-based approach, using semi structured, open-ended questions, with the goal of employee disclosure of perceptions for identification of links between burnout and union membership. The quantitative portion of the research included a collection of self-reported data using the OLBI and the Quality of Worklife Questionnaire (Halbesleben & Demerouti, 2005; NIOSH, n.d.).

Samples were drawn randomly from factory employment settings that provide products for the transportation sector. The first sample consisted of 338 randomly selected participants from both union and nonunion employees of factory settings. In the context of this mixed methods design, a sample of 120 provided sufficient statistical power of .80 or greater for the multivariate predictive and mean difference quantitative analyses (Cohen, 1994). Participants completed the OLBI, and the Quality of Worklife Questionnaire (Halbesleben & Demerouti, 2005; NIOSH, n.d.). These self-administered surveys were used to gather information about the level of burnout in both populations and their perceptions of their work environment.

The OLBI includes two subscales that measure exhaustion and disengagement and can be applied to any occupational group (Halbesleben & Demerouti, 2005). The OLBI includes questions designed to evaluate the physical and cognitive constructs of employee burnout identified in the literature on burnout. The evaluation of these two constructs develops a broader conceptualization of burnout while measuring burnout in employment settings that are not limited to human services professions (Halbesleben & Demerouti, 2005).

The Quality of Worklife Questionnaire was added to the General Social Survey in 2002 in order to measure the quality of work life in the U.S. (NIOSH, n.d.). The questionnaire is comprised of 76 questions used to evaluate a wide variety of organizational issues. These issues include worker autonomy, hours worked, job satisfaction, job stress, workload, layoffs, and employee wellbeing. The goal of the Quality of Worklife Questionnaire is to measure the relationship between employment characteristics and employee health and safety (NIOSH, n.d.). Both the OBLI and the Quality of Worklife Questionnaire have been validated through their continued use by researchers concerned with employee health and safety (Halbesleben & Demerouti, 2005; NIOSH, n.d.).

Burnout can be identified and conceptualized through the use of valid and reliable measurement tools. Demerouti, Bakker, Vardakou, and Kantas (2003) pointed out that the OLBI and the Maslach Burnout Inventory-General Survey are both viable tools that can be used to conceptualize and measure burnout, regardless of work environment, and has been shown to be valid when looking at employment other than human services. The

OLBI has been shown to be reliable and valid with a Cronbach's alpha for exhaustion of .79 and .83 for disengagement (Halbesleben & Demerouti, 2005). The test-retest reliability, calculated with a 4-month period between the first and second administration of the OLBI, was .51 for exhaustion and .34 for depersonalization (Halbesleben & Demerouti, 2005).

According to NIOSH (n.d.) the questions for the Quality of Worklife Questionnaire were taken from the 1977 Quality of Employment Survey (QES). Because half of the questions were taken from this survey, a comparison of responses from employees can go back over a 25-year period. Staines and Pleck (1984) reported outcomes for employees who worked shift work using the QES. Staines and Pleck (1984) presented findings pointed to increased family conflict ( $SD = .93$ ) and issues with family adjustment ( $SD = .70$ ). Staines, Pottick, and Fudge (1986) used the QES to determine if a husband's outcome is influenced by their wife's employment. Staines and Pleck (1984) found the quality of employment variables of comfort ( $SE = 5.985$ ), challenge ( $SE = 4.903$ ), and financial rewards ( $SE = 5.233$ ) did not point to changes in a husbands employment due to their wife working.

From the total sample of participants completing the quantitative assessment, a random sample of 20 participants was selected to complete the qualitative portion of the study. This sampling remained consistent and balanced for both the union and nonunion participants with both groups being asked the same questions. The qualitative phenomenological portion of this study was focused on the employees' perceptions of job

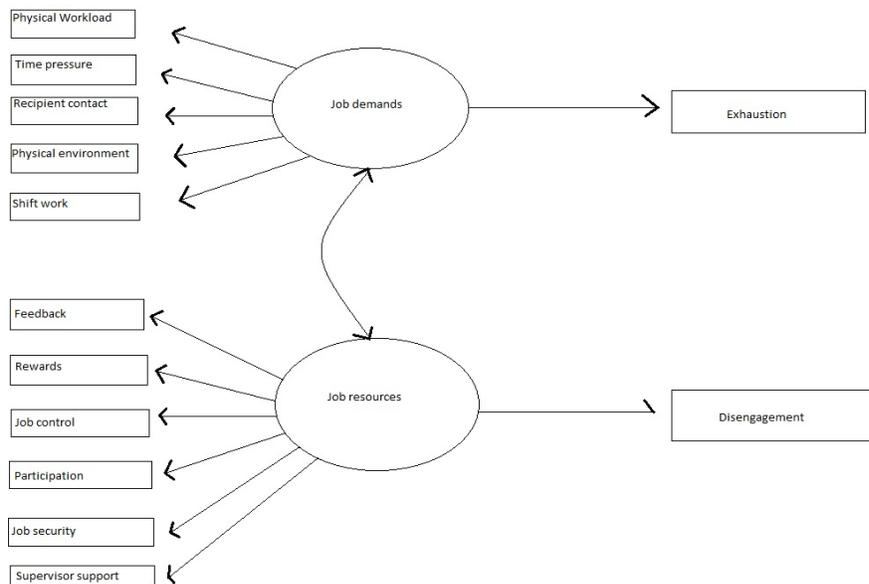
demands and job resources using open-ended, semi-structured questions. The goal was to collect a deeper level of experiential data not available with the quantitative survey data.

Job demands can create negative outcomes when expectations for completion are beyond what an employee is able to achieve (Demerouti Bakker, Nachreiner, & Schaufeli, 2001; Peeters, Montgomery, Bakker, & Schaufeli, 2005). Employees unable to reach goals set by the employer are at risk for developing burnout. The constant change and evolution of the employment setting is prompted by continued political, environmental, and sociocultural influences and affects employee outcomes (Peeters et al., 2005). Understanding how an employee's perception of the demands they face in the workplace, along with their perception of resources available to them, can be used to identify a correlation between the development of burnout and factors that influence its development. Information gathered during the quantitative and qualitative portions of the study helped identify factors influencing job demands in the workplace and the development of burnout in the work setting.

### **Theoretical Framework**

Burnout can be conceptualized using the job demands-resource (JD-R) model (Bakker et al., 2005; Demerouti et al., 2001). According to JD-R model the core dimensions of burnout, which are emotional exhaustion and depersonalization, are in essence the emergence of employee burnout (Demerouti et al., 2001). The JD-R model is used to link the well-being of employees to the characteristics of their work environment. Previous researchers have pointed to job demands as the foremost predictor of job strain and job resources as the most important predictor of employees level of engagement in

their work (Bakker, Demerouti, & Euwema, 2005; Bakker, Demerouti, Taris, Schaufeli, & Schreus, 2003; Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2007). The JD-R model identifies job demands and resources that lead to exhaustion and disengagement (See Figure 1).



*Figure 1.* The JD-R Model

Theoretically, burnout can be explained by the conservation of resources theory and the theory of reasoned action (Lee & Ashforth, 1996; Cordes & Dougherty, 1993). Lee and Ashforth (1996) suggested that the conservation of resources theory of stress provides the framework for understanding burnout. When an individual is faced with a loss of resources, burnout can occur if an individual cannot meet job demands and anticipated outcomes. If expectations are not met by the individual, the individual is driven to obtain increased psychological resources (Hobfoll, 1989). Conservation of resources theorists point to employee resources as being job enhancement opportunities,

social support from multiple sources, autonomy, decision-making abilities, and reinforcement of the employees work (Lee & Ashforth, 1996; Cordes & Dougherty, 1993; Hobfoll, 1989). The loss of any one of these resources, under the conservation of resources theory, can lead to the development of changes in the employees' attitude and behaviors that in turn increases the risk of burnout and loss of more resources (Lee & Ashforth, 1996; Cordes & Dougherty, 1993; Hobfoll, 1989).

The theory of reasoned action maintains that behavior is driven by the intention to produce a behavior (Ajzen & Fishbein, 1980; Vallerand, Deshaies, Cuerrier, Pelletier, & Mongeau, 1992). This theory is comprised of two components that affect employee behaviors: (a) personal or attitudinal factors and (b) social constructs or standard norms (Vallerand et al., 1992). With this theory, an individual's attitude or view of a behavior is linked to their beliefs about consequences stemming from a particular behavior. On the other hand, social schemas or belief systems are used to encourage the individual to act in a way that they perceive as specific to what their group wants them to do in the situation (Ajzen & Fishbein, 1980; Vallerand et al., 1992).

In the employment setting employees' beliefs about their employment can affect their work behaviors and their motivation to complete job tasks. Conversely, beliefs of an employee who is experiencing burnout can be impacted by their emotional distress; that can lead to decreased motivation and limited organizational investment. When job demands are increasingly demanding requiring increased psychological and emotional efforts, employees are placed at risk for burnout (Peterson, Demerouti, Bergstrom, Asberg, & Nygren, 2008). However, when employees have access to resources in the

workplace that provide them with the ability to achieve work goals a reduction in psychological and emotional demands can be observed (Bakker et al., 2005; Peterson et al., 2008). The use of these two theories created the foundation for understanding how employee beliefs can influence the choices that are made on the job when faced with demands. In addition, these theories were used to build upon the understanding of how an employee's beliefs influence their use of resources that are available to them in the employment setting.

### **Operational Definitions**

*Autonomy:* Independence from other workers while completing work tasks and latitude when it comes to decision making on the job (Bakker et al., 2005).

*Burnout:* Feelings of emotional exhaustion, a reduced sense of personal accomplishment, and depersonalization in people who do "people work" (Demerouti et al., 2001).

*Depersonalization or Cynicism:* Employees have a cold even distant attitude towards their work environment and even the individuals' they work with (Maslach & Leiter, 1997). It can also be viewed as being detached from or cynical to the needs of others (Demerouti et al., 2001).

*Emotional exhaustion:* This is the employee's first response to major changes in the workplace or the stress of job demands that bring on feelings of being overextended and exhausted because of emotional demands made by the workplace (Demerouti et al., 2001; Maslach & Leiter, 1997).

*Ineffectiveness:* An increased sense of inadequacy, loss of confidence in themselves and their ability to make a difference; new projects are viewed as overwhelming, there is the belief others are conspiring against them, and accomplishments can be seen as trivial (Maslach & Leiter, 1997).

*Job demands:* The amount of stimuli (physical, organizational, or social) in the work environment that require effort to address and could lead to a negative outcome if the employee has to sustain their efforts beyond what they normally would to achieve their goals at work (Bakker et al., 2005; Demerouti et al., 2001).

*Job resources:* These are the physical, organization, and social aspects of the job that are necessary for the employee to complete work goals, reduce job demands, or maximize their growth and development in the workplace (Bakker et al., 2005).

*Social support:* A resource that provides employees with tools that can be used to achieve work goals (Bakker et al., 2005). It can create a buffer between the individual and the strain that they are experiencing in the employment setting (Etzion, 1984).

### **Limitations of the Study**

This sample consisted of factory workers, union and nonunion, who are employed full time for factories that produce engine parts for planes and automobiles. There is limited research completed in the union employment settings; this could limit the generalization of the results to factory workers or other blue-collar employees who work outside of the transportation industry in nonunion employment settings. Care should be taken when generalizing the findings to individuals who are part of unions other than the UAW as not all unions are the same (Huszcz, Wiggins, & Currie, 1984).

Another limitation of this study was the use of self-report surveys. While the surveys used are considered to be reliable and valid, individual responses can be influenced by an infinite number of variables such as fear of repercussions, need to please the researcher, and fear of limited confidentiality. While the limitations of self-report surveys need to be identified, self-report methodology has become more sophisticated making it more reliable and valid (Thornberry & Krohn, 2000). Changes in this method of research include the use of inventories that use open-ended response sets and a larger set of items geared towards the subject matter.

In this study, I collected samples from two manufacturing settings. While both companies manufacture parts necessary for engines, they produce parts for two separate means of transportation. One consists of union members working for a factory that manufactures engine parts for trucks, while nonunion members work for a factory that manufactures airplane engine parts. There was a possibility that these two manufacturing settings are intrinsically different from each other and this difference could influence the study findings. The use of the employees, in manufacturing settings only, is a delimitation of the study. The choice to use employees in a manufacturing setting was to limit participants' link to helping professions.

Another limitation of the study was my inability to randomly sample the participants for the quantitative portion of the study. This limitation stemmed from the agreement with the nonunion employer. In order to mail packages to the intended population, I had to all of the necessary components to the employer. From there, the employers addressed and sent the packages to all of their employees. This did not affect

confidentiality as the packages were returned back to the researcher by the participants and the employers were not provided with the information as to who participated in the research.

### **Significance of the Study**

Employees who are experiencing burnout can experience emotional exhaustion, a decreased sense of accomplishment, and depersonalization (Demerouti et al., 2001; Maslach & Schaufeli, 1993). The development of burnout can lead to monetary consequences for employers and negative outcomes like loss of employment, mental health issues, exhaustion, and disengagement for employees. Today the concept of burnout is viewed as a problem that influences the individual as well as society (Maslach & Schaufeli, 1993).

Burnout negatively affects an employee's lifestyle choices, physical health, mental health, job performance, production abilities, and ability to cope with stressors. The progression of burnout is a downward trend. When an individual experiences increased job demands (e.g., physical workload, time pressures, shift work) and has limited resources (e.g., job security, job control, feedback) to draw from their ability to complete employment tasks becomes impaired (Demerouti et al., 2001; Helmut-Schmidt, 2007; Maslach & Schaufeli, 1993). Burnout in employees outside of the mental health genre is possible and it is important to understand factors that influence the development of burnout.

Unions are resources for an employee that could lend to increased support for the employee, possibly leading to decreased levels of burnout in employees who work in

unionized employment settings. The constitution for the UAW states it is essential for the UAW to provide union members with the opportunity to master their work environment; to achieve not only improvement in their economic status but; of equal importance, to gain from their labors a greater measure of dignity, of self-fulfillment and self-worth (International Union, UAW Constitution Preamble, 2006). The preamble also states that workers have the right to have representation that helps to maintain a safe and healthy work environment and the workers must be able to *enjoy secured rights* (International Union, UAW Constitution Preamble, 2006). In addition the worker should experience a satisfactory standard of living and *maximum job security* (International Union, UAW Constitution Preamble, 2006). The preamble also states that workers must also have a voice in their own destiny and the right to participate in making decisions that affect their lives before such decisions are made (International Union, UAW Constitution Preamble, 2006). The opportunities for support allocated by the union to its members is not available to workers who are not union members.

Bakker et al.(2005) posited that the use of the JD-R model has been limited in its scope, focusing mainly on the characteristics of the workplace. This limited focus on employees personal resources, both internal and external leaves open the possibility that research into this area could help to identify how resources outside of the workplace impact the occurrence and development of burnout in the employee. Research lead to an understanding of factors that insulate employees from developing burnout and work to reduce burnout in the work environment through the use of external organizations.

### **Social Change**

In the employment setting the beliefs and values of the employee's are used to provide services, develop ideas, or complete work tasks. Leiter and Harvie (1997) proposed that employees have a vested interest in the day to day workings of their employment setting. The experience of the employee and the overall performance of the organization is influenced by the translation of these beliefs and values into the daily workings of the organization. Eisenberger, Huntington, Hutchinson, and Sowa (1986) found that employees form global beliefs based on their perception of how much the organization values the contributions and care of the employee. Commitment to the organization has been proven to be influential in the development of emotional exhaustion and depersonalization and it has been shown to increase employee job satisfaction (Helmut Schmidt, 2007).

Identifying characteristics of job demands and job resources along with identification of the level of burnout can help companies focus on areas for improvement within their organization. In addition, developing an understanding of how membership in an organization outside of the work environment influences an employees' job satisfaction can aid in the development of programs in the organization itself to minimize the negative outcomes of job demands and burnout. The creation of job resources by the organization will increase an employee's sense of organizational commitment that will in turn influence employee outcomes in the work environment.

## Summary

In an effort to maintain fiscal stability employment settings in the U.S. have, over time, developed and morphed into leaner, more streamlined environments. Kowalski and Podlesny (2000) pointed out that current expectations of U.S workers are more demanding and extensive than employment and job expectations in the past 2 decades. Employee beliefs and values aid in the completion of tasks, provision of services, and the development of ideas. This vested interest in the day to day workings of their employment setting are influenced by the translation of these beliefs and values into the daily workings of the organization (Leiter and Harvie, 1997). In today's employment settings, employees are faced with increased job demands; placing them at risk for physical, psychological, and behavioral health problems (Kowalski & Podlesny, 2000; Maslach & Leiter, 2008; NIOSH, 2002). The focus of this study was on the prevalence of burnout in union and nonunion employees and if union membership decreases the occurrence of burnout in employees.

Chapter 2 is a focus on research done concerning burnout and how this study will add to the body of knowledge that already exists. Chapter 3 is an explanation of the methodology being used in this study, validity and reliability of the measurement tools; and an explanation of how data collection will be completed. Chapter 4 is a presentation of the results of the data collected from participants and Chapter 5 includes a discussion about findings, makes recommendations for further study, and recommendations for social change.

## Chapter 2: Literature Review

The purpose of this study was to ascertain the predominance of burnout in union and nonunion employees and the quality of the participants work environment. In order to determine the prevalence of burnout and the perceptions of the workplace participants were asked to complete the OLBI and the Quality of Worklife Questionnaire (Halbesleben & Demerouti, 2005; NIOSH, n.d.). In an effort to add to the depth of the study, I completed qualitative research that will broaden the conceptualized idea that union membership acts as a buffer for employees through providing additional job resources and decreasing the demands placed on them in the workplace.

### **Research Strategy**

Resources were identified through the use of article searches through Walden's library, internet searches, and books were purchased for use or borrowed from the Wright State University library. The following information is gleaned from peer reviewed articles, books, newspaper articles, and internet sites for the UAW. Peer reviewed articles, books, newspaper articles, and organizational web sites were identified and reviewed by me for content, validity, and linearity with my research. Articles that were written over five years ago were used to enhance and substantiate information provided in my research.

### **Burnout**

In the past 2 decades, researchers have worked to define burnout, identify causes, discover precursors to its development, and detect individuals who are susceptible to developing this syndrome. Jackson, Schwab, and Schuler (1986) asserted that burnout

was a term coined by Freudenberger, who identified stress responses exhibited by staff members who work in free clinics and halfway houses. Maslach (1982) pointed out that interest in burnout began in the early 1970s, becoming known as the *crisis of the 80's* and *the disease of modern life*.

Burnout has remained a topic of interest among researchers with human service jobs being the primary focus while research on jobs outside of human services remains limited (Cordes & Dougherty, 1993; Lee & Ashforth, 1996; Posig & Kickul, 2003). For the purpose of this study, burnout is operationally defined as the predominance of mental, emotional, and physical exhaustion in employees who have been exposed to psychologically taxing work environments (Demerouti et al., 2001; Maslach, 1982; Maslach & Schaufeli, 1993).

Freudenberger (1975) suggested that burnout is a phenomenon occurring in both employment settings (e.g. industry, business, and health care settings) and in individuals (e.g. compulsive gamblers, drug addicts, obsessive golfers). Freudenberger (1980) proposed that burnout is predominately seen in individuals who are dynamic, charismatic, and goal oriented who are determined to make the best of all situations they are in (e.g. employment, marriages, community activities, extended family, children).

Burnout is an omnipresent problem, occurring in employees who are faced with chronic stressors in the workplace (Bakker, Schaufeli, Sixma, Bosveld, & Van Dierendonck, 2000; Demerouti et al., 2001; Freudenberger, 1980; Hatinen, Kinnunen, Pekkonen, & Aro, (2004); Maslach & Schaufeli, 1993). In the face of tighter human resource management, employees have become less willing to complete tasks or follow

through with decisions that could put their employment on the line (Luria, 2007; Maslach & Leiter, 1997). Reciprocity and perceptions of organizational support are two factors behind employee attitude and behaviors in the workplace (Bakker et al., 2000; Baruch-Feldman et al., 2002; Thoresen et al., 2003). When employees perceive a lack of reciprocity in the workplace this can increase an employee's feeling of emotional exhaustion (Bakker et al., 2000).

### **Burnout Research**

A review of current burnout literature includes a litany of research covering the concept of burnout. Handy (1988) suggested that the study of burnout was split into two distinct factions in the past decade, with occupational stress being the focus of researchers concentrating on industrial settings and burnout researchers being focused on the helping profession. Researchers have continually focused on human service providers, with relatively few scholars focusing on fields outside of human services (Dormann & Zapf, 2004; Lee & Ashforth, 1996). Demerouti, Bakker, Nachreiner, and Schaufeli (2001) suggested the narrowing of research stems from the belief that employment in human services is considered the basic building block for the development of burnout. However, Demerouti et al. (2001) suggested that there is a limited rationale for restricting burnout research to the human services domain. One of the goals of this study is to look outside of the human services domain in an effort to broaden the understanding of burnout and factors that influence the development of employee burnout.

Researchers are continually searching for ways to identify employee relationships with their work environment, including variables such as organizational commitment, job satisfaction, intent to quit, and job related burnout (Best, Stapleton, & Downey, 2005; Hatinen, Kinnunen, Pekkonen, & Kalimo, 2007; Thoresen et al., 2003). This shift allows for changes to be made in the work environment based on these constructs, which could in turn affect the occurrence of perceived inequity in the employer-employee relationship. With the continued economic downturn, the geography of employment settings will change to keep up with the economy. This could mean large layoffs, business closures, freezing wages, cutting pay, or a reduction in hours worked (Aversa, 2009).

In 2008 alone, 650,000 people in the U.S. lost their jobs, driving unemployment to an all-time high of 8.1% in the month of February (Aversa, 2009). The loss of employment opportunity in this recession is equally as devastating for both the college educated and employees without high school diplomas. These continued trends in the employment setting have the ability to place increased stress on already overworked individuals in all types of employment settings. For this reason, it is important to look outside the human services domain when looking at the development of burnout.

### **Burnout in the Workplace**

Burnout is classically defined as feelings of emotional exhaustion, a reduction in ones sense of personal accomplishment, and depersonalization (Demerouti et al., 2001; Maslach & Schaufeli, 1993; Maslach, 1982, 1993; McGee, 1989). This phenomenon has been documented in employees who do service work such as therapists, doctors, nurses, and police officers (Demerouti et al., 2001; Maslach, 1982, 1993). Characteristics of

work environments can influence the rate of burnout experienced by employees and these negative characteristics can increase employee discomfort or illness (Best, Stapleton, & Downey, 2005; Pines & Keinan, 2005). Harvey, Kelloway, and Duncan-Leiper (2003) suggested that an employees' trust in the organization is another factor that can influence the development of burnout.

Conventional ideals point to burnout as an issue primarily stemming from individual character flaws, behavior issues, and difficulty maintaining productivity at work (Freudenberger, 1980; Maslach & Leiter, 1997). In essence, individuals are considered the main problem in the employment setting and should be terminated in order to maintain balance in the workplace (Freudenberger, 1980; Maslach & Leiter, 1997). Researchers have identified several characteristics of the work environment that cause employees to experience exhaustion, depersonalization, and cynicism (Peterson, Demerouti, Bergstrom, Asberg, & Nygren, 2008). The social environment of the workplace and not the individual may be the cause of employee burnout (Demerouti et al, 2001; Maslach & Leiter, 1997; Maslach & Schaufeli, 1993; Maslach, 1982).

Two characteristics found on the job that are related to burnout, are job demands and job resources. Job demands are organizational aspects of employment that place employment demands requiring the employee to sustain emotional or physical effort to complete the demand (Xanthopoulou et al., 2007). On the other hand, job resources can help the employee meet employment goals, reduce the impact of job demands, and encourage the personal growth of employees (Xanthopoulou et al. 2007). Clanton, Rude, and Taylor (1992) suggested that employees with self-reported fewer resources are more

prone to developing burnout than counterparts who report having job resources to draw from to help them through stressful situations. Both job demands and job resources can be physical or social in nature and both can lead to differing outcomes like burnout or increased organizational commitment (Bakker et al., 2005; Xanthopoulou et al., 2007).

The social environment of the workplace shapes the foundation for how employees interact with others in the employment setting (Demerouti et al., 2001; Maslach & Leiter, 1997; Maslach & Schaufeli, 1993; Maslach 1982). Job demands have been identified as an element of employee exhaustion and limited resources in the work setting has been linked to cynicism and feelings of inadequacy (Demerouti et al., 2001; Maslach & Leiter, 1997; Peterson et al., 2008).

### **Workplace Dynamics**

Burnout manifests symptomatically in employees with differing levels of intensity (Freudenberger, 1975; Koeske & Kelly, 1995; Kowalski & Podlesny, 2000; Maslach & Leiter, 1997; Pines, 1982). Regardless of the cause, the outcome is typically the same decreased job satisfaction, decreased investment in organizational goals, and the inability to complete job tasks. Employees who develop burnout can also experience depression (Ahola & Hakanen, 2007). Conversely, employees who already have symptoms of depression are at risk of developing burnout (Ahola & Hakanen, 2007).

The development of burnout or depression can be initiated by overwhelming job demands; however, the dynamics of the workplace have changed over time, decreasing the demands placed on the employee (Ahola et al., 2006). The current employment climate has created multiple changes for both employers and employees. Unfortunately,

these changes have outpaced the understanding of how employees will be impacted-both their quality of work and safety and security on the job (NIOSH, 2002). Even with the changes that have taken place over the years employees can still experience multiple stressors and experience difficulty adapting and coping with work stressors (Ahola et al., 2006; Armstrong-Stassen, 2004; Barnett, Gareis, & Brennan, 1999). Maslach and Leiter (1997) pointed to increasing workloads, limited feelings of control, minimal rewards, loss of positive connection with others in the workplace, value conflicts, and lack of fairness as precursors to the development of burnout.

For employees, the satisfaction they have in the work environment provides a sense of connectedness and equity (Baruch-Feldman et al., 2002). Still for others, the same environment can fill them with a sense of inequity and increased feelings of being disconnected from the environment (Thoresen, Kaplan, Barsky, Warren, & de Chermont, 2003). When employees are uncertain of their current abilities or opinions this causes them to compare what they do and think with their coworkers (Taris, Peeters, Le Blanc, Schreurs, & Schaufeli, 2001).

Satisfaction in the workplace is an important component for the employee to feel connected with their peers in the workplace. Bakker, Schaufeli, Sixma, Bosveld, and Van Dierendonck (2000) pointed to an employees' perception of inequity as a predictor of the development of burnout. In the past, an employee's perceptions were thought to be a direct result of the work environment; however, current research has shifted away from this ideal (Thoresen et al., 2003). Eisenberger, Huntington, Hutchinson, and Sowa (1986) discussed an employee's exchange ideology concerning their work setting; this ideology

points to the employee's belief that their effort at work should depend on how they are treated by their employer.

Employee responses in the workplace are regulated by expectations concerning what emotions are appropriate to display in the employment setting (Brotheridge & Lee, 2002). Work settings with emotionally demanding roles put employees at risk for developing burnout while in work settings with less emotionally demanding roles the occurrence of burnout is decreased (Brotheridge & Lee, 2002; Cordes & Dougherty, 1993). Employees become stressed when there is the possibility of interpersonal conflict, losing resources, loss of resources, or the inability to regain resources after using them (Best et al., 2005; Brotheridge & Lee, 2002; Elliot, Shewchuk, Hagglund, Rybarczyk, & Harkins, 1996).

Union members are presented with two roles: union member and company employee. This could place emotional demands on the employee by pulling them in two differing directions (Brotheridge & Lee, 2002; Cordes & Dougherty, 1993; Nandram & Klandermans, 1993). Work settings with job demands that are continually increasing in intensity also place employees at risk for behavior and attitude changes (Nandram & Klandermans, 1993).

### **Unemployment and the Changing Financial Climate**

Changes in financial stability have affected the number of jobs available. In 2008, the average rate of unemployment grew in 46 states and the District of Columbia (U.S. Department of Labor, 2009). The average unemployment rate in the United States in 2008 was 5.8 %: For Ohio the average rate of unemployment in 2008 was 6.5 % of the

population (U.S. Department of Labor, 2009). This rate of unemployment is above the national average and is an increase of .9 % from 2007 when unemployment was 5.6 % (U.S. Department of Labor, 2009).

Rates of unemployment have continued to increase in 2009 reaching a high of 9.8% in September 2009 (U.S. Department of Labor, 2009). According to the U.S. Department of Labor (2009), the bulk of job losses in 2009 occurred in manufacturing, retail trade, construction, and government employment settings. Since the start of the recession in December 2007, the number of unemployed workers has gone from 7.6 million to 15.1 million, essentially doubling the number of unemployed individuals in the United States (U.S. Department of Labor, 2009).

In September 2010, the United States Department of Labor (2010) released current numbers for unemployment in the United States. According to the U.S. Department of Labor, unemployment rates had remained stable at 9.6%, nonfarm employment continued to decrease (-95,000), government employment declined - 159,000, and numbers showed a modest upward trend in private sector employment (+64,000). According to the U.S. Department of Labor, the decrease in government employment reflects the end of employment for census workers (77,000) and loss of local government employment (76,000).

While overall unemployment has remained steady at 9.6% (14.8 million), unemployment has affected individual groups differently across the continuum (United States Department of Labor, 2010). The breakdown of unemployed workers by work groups for 2010 showed adult males being unemployed at a rate of 9.8%, adult women at

8.0%, teenagers at 26.0%, European U.S. at 8.7%, African American at 16.1%, and Hispanic U.S. at 12.4%. The rate of unemployment for Asian U.S. was found to be 6.4% but the findings reported are not seasonally adjusted. These findings pointed to minimal or no change in unemployment rates for the month of September 2010 (United States Department of Labor, 2010).

Another aspect of the reported unemployment data covered long term unemployment rates [individuals unemployed for over 27 weeks] (United States Department of Labor, 2010). This rate of unemployment went from 6.8 million in May 2010 to 6.1 million (roughly 640,000) in September and is reported by the United States Department of Labor (2010) as little or no change. Overall, long term unemployment is being maintained at around 41.7%.

Downsizing and decreases in employment opportunities are two factors increasing demands on employees in the workplace (Armstrong-Stassen, 2004). The U.S. Department of Labor (2002) pointed out that factory workers are at greater risk of job displacement in the workforce. From 1980 to 1990, the availability of manufacturing jobs in the United States dropped 5 % (approximately 1 million jobs). However, from 1990 to 2001 the number of manufacturing jobs in the United States dropped by 24 % (5.09 million jobs) with manufacturing jobs losing 1.3 million placements (Luria, 2007; Maslach & Leiter, 1997; U.S. Department of Labor, 2002).

The divide between the upper, middle, and lower class has widened due the combination of job loss, financial fallout, and the continued rise in unemployment (U.S. Department of Labor, 2009). This changing work environment affects the characteristics

of employment practices. While organizational changes create more flexible work environments, they also create potential stressors in the form of increased work demands and a reduction in job stability (Bond, Galinsky, & Swanberg, 1997; NIOSH, 2002). These changes affect employees' behaviors, feelings, and attitudes. In order to maintain employment, employees may be faced with pressure to conform to new standards, challenging their coping skills in order to maintain their own emotional stability (Bond et al. 1997; Kowalski & Podlesny, 2000; Maslach & Leiter, 2008; Maslach & Leiter, 1997).

### **Employee Support Systems**

Support systems in the employment setting are important job resources for the employee. Leiter and Harvie (1997) proposed that during times of change in an organization's infrastructure employees need to have confidence that company leadership will make sound decisions. In any work environment a sense of fairness, perceived adequate supervision, and support along with an increased sense of autonomy, increases employee commitment. These perceptions of fairness, supervision, and support insulate employees from emotional distress during organizational changes (Armstrong-Stassen, 2004; Bakker et al., 2005; Baruch-Feldman, Brondolo, Ben-Dayana, & Schwartz, 2002; Bond et al., 1997; Kivimaki et al., 2005). Employees who do not lose their job during restructuring are also affected by the changes and layoffs. They can experience decreased commitment to their jobs, low job satisfaction, guilt, sadness, worry, and low morale (NIOSH, 2000).

Over the last 20 years, changes in support, supervision, and autonomy in the workplace have helped to increase employee satisfaction, but it is not clear how these

changes influence the quality of work life or employee health and safety (Bond et al. 1997; NIOSH, 2002). Employee support systems are important conduits for maintaining employee satisfaction and reducing the occurrence of burnout in the workplace. Without support networks employees can experience burnout. In this study, I focused on burnout and how a support networks outside of the workplace affect the development of burnout (Bakker et al. 2005; Baruch-Feldman et al. 2002). I also focused on the level of burnout in both union and nonunion members and how union membership influences the development of burnout. The results can be used to help create programs in union and nonunion employment setting to help increase employee support systems, autonomy, and trust in management.

### **History of Unions**

In 1806, shoemakers in Philadelphia presented the shoe masters of the city with a list of prices for the work that they were doing in these shops (Yates, 1998). When these proposed prices were not honored by the shoe masters the workers banded together and refused to work for anyone who would not pay the proposed prices. They also refused to work alongside other shoemakers who did not ask for payment of services based on the price list they had developed. This is the earliest example of workers coming together in order to protect their employment interest, thus they formed the first union in the United States (Yates, 1998).

While this attempt to bring workers together was met with obstacles and brought about a legal judgment that deemed unionizing a criminal conspiracy it planted the seed of determination to fight for fair wages (Yates, 1998). This continued perseverance by

skilled workers lead to this first organized union in the 1880s. During this period, skilled workers were able to organize and build the foundations of a permanent union, the American Federation of Labor (AFL, Yates, 1998).

However, even with the formation of the AFL workers continually faced challenges when trying to come together. In 1877 railroad workers distressed and upset by the depressed economy, tired of the continued cutting of their wages walked off the job (Yates, 1998). This spontaneous strike by the workers was met with physical force by federal troops called into action by President Rutherford B. Hayes. This action was a catalyst for other railroad workers throughout the west and the north who, angered by this action, also walked off the job (Yates, 1998).

Throughout the late 1800's and into the 1930s, workers continued to strike, working together to fight poor wages, racism, and sexism (Yates, 1998). These uprisings were met with anger and force, leading to the death of over 20 people throughout the years including a woman and three children. Since the 1930s there have been no major upheavals and Yates (1998) suggested two reasons for this: (a) the inability to overcome racism and sexism; and (b) the motivation to search for an alternative to the system of wages.

### **Union Membership**

Golden and Ruttenberg (1942) suggested economic motives are a driving force in an employee's decision to organize a union in their workplace. However, Golden and Ruttenberg also pointed out that economic incentives are not the only reasons employees unionize. Psychological and social motives also drive the decision to become a member

of a union. Unions are largely responsible for protecting the economic interests of their members and this is one reason individuals become union members (Schriesheim, 1978). Research has also identified that individuals who are dissatisfied with their employer join unions in an effort to create change in the workplace and benefits (Golden & Ruttenberg, 1942; Mishel & Walters, 2003; Schriesheim, 1978).

In industrial settings, the organization of workers who are concerned with current working conditions has become the norm in employment settings (Sinha & Sarma, 1962). When employees perceive the union as providing them with a voice, job security, increased respect, security, and a process for filing a grievance, they are more likely to vote for unionization (Mellor, Holzworth, & Conway, 2003). However, Mellor et al., (2003) also found that employees were less supportive of union membership when they perceived the union as “antagonistic, costly, exclusive, and corrupt” (p.151).

While economic concerns are a primary force behind unionizing, union membership provides an individual with the opportunity to participate in the decision-making process, in their work and social setting (Golden & Ruttenberg, 1942; Mellor et al, 2003; Sinha & Sarma, 1962). Hamner and Smith (1978) suggested employee attitudes are good predictors of future work performance when the employee has control over his or her own performance. Unions create buffers for members by balancing decreased personal satisfaction with work experience, in essence meeting members’ psychological and social needs (Walker & Guest, 1952).

This exchange between unions and its members can be conceptualized as an exchange of a reciprocal commitment between the two parties (Aryee & Chay, 2001).

Commitment to union membership is considered a must for unions to survive and remain effective in the employment setting (Tan & Aryee, 2002; Tetrick et al., 2007). The perceptions held by union members are based on their overall opinion regarding the level of value placed on their contributions to the union (Tetrick, Shore, McClurg, & Vandenberg, 2007). Thus union members feel obligated to remain loyal to their union when they perceive the union as being supportive of their needs (Tan & Aryee, 2002; Tetrick et al., 2007).

### **Unions and Research**

In the 1990's Danish human services unions acknowledged an increased number of its members retraining, requesting long-term sick leave, and applying for early retirement (Borritz et al., 2006). Employees in the human services field making these requests were identified as having signs of burnout. Otto and Schmidt (2007) report that work related stress has been identified by the European Union as a concern in the workplace. Sullivan, LaGana, Wiggins, and DeLeon (1997) pointed out that the U.S. workforce has in recent years changed, essentially changing the employment setting for blue and white collar workers.

Historically laborers or blue collar workers have been able to turn to union contacts and membership in times of economic disturbance to protect them from extreme employment changes (Sullivan et al., 1997). However, psychologists have continually ignored unions as viable sources for research and the relationship between unions and industrial-organizational psychologists is tenuous (Huszczko, Wiggins, & Currie, 1984; Sullivan et al., 1997).

While unions have viewed research by psychologists as being unrelated to their needs, behavioral research into unions and its management have been increasing (Gordon & Nurick, 1981; Huszczo et al., 1984). The improvement of relations between psychology and labor unions signifies a shift in the in the interests and agendas of both entities (Gordon & Nurick, 1981; Sullivan et al., 1997). This change gives researchers the opportunity to gain insight from the labor unions organizational techniques, advocacy, and collective bargaining for its members (Sullivan et al., 1997).

Unions were established by workers who believed that they were being overworked and under paid by owners. They came together in order to protect their work interests, but formation of the first union came with a price. Throughout the next century the continued growth of the union and its membership created change in the workplace leading to better pay, increased job security, advocacy for its members, and collective bargaining. Ericson-Lidman and Standberg (2007) pointed to daily strain in life both at work and at home can contribute to or exacerbate burnout. This study identified levels of burnout in both union and nonunion employees and helps to identify how union membership influences the development of burnout.

The current economic trends can create uncertainty in the workplace. With the continued uncertainty of the economy, employees are less willing to put their employment at risk (Luria, 2007). In 2008, economically U.S. were faced with decreasing housing prices, increased foreclosures, record losses in the stock market, decreased consumer spending, and rising rates of unemployment (Brown, 2009). A survey done by AARP of middle aged and older U.S. found that U.S. age 45 and older are spending less

on entertainment (68%) and eating out (64%) (Brown, 2009). Individuals in this age group (52%) also reported having difficulty paying for food, medications, and gas, while 44% reported that they had difficulty paying for their utilities. Results show that working individuals feared a decrease or the elimination of their health care coverage and 31% of the individuals' surveyed reported fear that their job would be eliminated (Brown, 2009). These economic changes have the potential to create emotionally charged situations in the workplace that would require the employee to invest a large amount of energy in order to find a resolution.

In this study, the Job Demands-Resource Model was used to conceptualize the core dimensions of burnout, emotional exhaustion and depersonalization (Bakker et al., 2005; Demerouti et al., 2001), the conservation of resources theory (Cordes & Dougherty, 1993; Hobfoll, 1980; Lee & Ashforth, 1996), and the theory of reasoned action (Vallerand, Deshaies, Cuerrier, Pelletier, & Mongeau, 1992) will be used to link employees' behaviors to emotional responses in the workplace. These two theories drive the hypotheses for this study in that the conservation of resources theory identifies emotional responses and the theory of reasoned action explains an employee behavioral response to the employees' emotional response.

### **Theoretical Overview**

The JD-R has two core dimensions of burnout, emotional exhaustion and depersonalization (Bakker et al., 2005; Demerouti et al., 2001). Specifically the JD-R model identifies how burnout and motivation can be generated by job demands and job resources (Llorens, Bakker, Schaufeli, & Salanova, 2006). This heuristic model that can

be applied to multiple employment settings regardless of what types of job demands or job resources are involved (Llorens et al., 2006).

The JD-R model relates employee well-being to the characteristics found in their employment setting and assumes that job demands are important predictors of how engaged an employee is in their work (Bakker et al., 2005; Bakker, Demerouti, Taris, Schaufeli, & Schreus, 2003; Xanthopoulou et al., 2007). While job demands can be linked to emotional exhaustion job resources, using the JD-R model, have been linked to employees disengaging from their work (Bakker et al., 2005; Demerouti et al., 2001). Findings for the JD-R model are consistent concerning the degree of difference in the relationship between job demands, job resources, and burnout (Cordes & Dougherty, 1993; Demerouti et al., 2001; Lee & Ashforth, 1996).

The conservation of resources theory can be used to explain the existence of burnout in employees; through the exploration of individuals desire to build, preserve, and protect resources currently available to them. A resource is considered a personal characteristic, an object, condition, or energies that an individual holds as significant (Brotheridge & Lee, 2002; Fritz and Sonnentag, 2005). These resources can be job enhancement opportunities, social support from multiple sources, autonomy, decision-making abilities, and reinforcement of the employees work (Cordes & Dougherty, 1993; Lee & Ashforth, 1996).

Threats to employee resources come from job demands; employees have to increase the amount of energy it takes to meet these demands, drawing on their job resources with the expectation of a positive outcome (Brotheridge & Lee, 2002).

Employees make decisions that are meant to conserve resources available in the employment setting. The loss of any one of these resources, under the Conservation of resources theory, can lead to the development of changes in the employees' attitude and behaviors that in turn increases the risk of burnout and loss of more resources (Brotheridge & Lee, 2002; Cordes & Dougherty, 1993; Lee & Ashforth, 1996).

The theory of reasoned action maintained behavior is driven by the intention to produce behaviors (Vallerand et al., 1992). Two major components of this theory that affect employee behaviors are personal or attitudinal factors and social constructs or standard norm. An individual's attitude or belief about his or her behavior is linked to the belief about what consequences could occur because of a particular behavior (Vallerand et al., 1992).

Social schemas found in the workplace or belief systems held by employees can impact the way employees act on the job, employees tend to respond in a way that they perceive as specific to what their group wants them to do in the situation (Ajzen & Fishbein, 1980; Vallerand et al., 1992). In the employment setting, employees' beliefs about their employment can affect their work behaviors and their motivation to complete job tasks. Conversely, an employee who is experiencing burnout can be impacted by emotional distress, which can lead to decreased motivation and limited organizational investment (Vallerand et al., 1992).

Both the conservation of resources theory (Cordes & Dougherty, 1993; Lee & Ashforth) and the theory of reasoned action (Vallerand et al., 1992) can be used to construct a clearer understanding of how behavior and emotional responses influence the

development of burnout. While burnout can be explained using one theory, the overall outcome is more grounded in theory when multiple perspectives are used. Using the conservation of resources theory and the theory of reasoned action will provide a foundation of understanding of how employees are affected by the loss of resources and how access to multiple resources can enhance an employee's workplace experience. This understanding could potentially lead to the delineation of which resources on the job can decrease the incidence of burnout in the workplace. The overall goal of this study is to identify factors (i.e. job resources) in the workplace that influence the development of burnout.

### **Methodology**

This research will be utilizing a mixed methods modality in the collection of data with the quantitative being the primary methodology and the qualitative method will be the secondary method of data collection. Johnson and Onwuegbuzie (2004) pointed out the key feature of mixed methodology is the methodological pluralism that leads to a superior research when compared to monomethod research. While there are paradigmatic differences between qualitative and quantitative research there are also similarities that are overlooked by researchers.

Mixed methodology provides researchers with the ability to develop techniques that are similar to those that are already used in real life practice (Johnson & Onwuegbuzie, 2004). Mortenson and Oliffe (2007) suggested that the inclusion of the qualitative and quantitative methods occurs throughout the research process from

conceptualization, to determining sample population, to analysis and discussion of the findings.

Both qualitative and quantitative methods of research describe the outcomes of the data collected (Johnson & Onwuegbuzie, 2004). Equally, these methodologies create arguments from the data as to why the outcomes occurred, and researchers use safeguards in both methods in order to minimize sources that will invalidate findings (Johnson & Onwuegbuzie, 2004; Sechrest & Sidana, 1995). While safeguards are used to ensure continuity of the findings Bryman (2007) pointed out that integration of both qualitative and quantitative findings is not always accomplished by researchers. Instead the information is presented as equal but separate entities in the process.

Bryman (2007) stated that this dissection of the information into two separate parts of the whole is typically unintentional and stems from different reasons. One is researchers may never have intended to integrate the two separate sets of findings into a cohesive whole. The question for the researcher can become which data set, qualitative or quantitative takes precedent in the overall research (Bryman, 2007; Bryman, 2006).

Regardless of which methodology is used in a research project the idea is to provide assertions about a population or a specific population and their environment. The assertions and understanding of different phenomenon provided by social and behavioral sciences enhances research and expands into the continued study of multiple phenomena. This includes holistic phenomenon such as experiences, intentions, culture, and attitudes; and reproductive phenomenon to include nerve cells, macromolecules, biochemical computational systems, and micro-level homunculi (Johnson & Onwuegbuzie, 2004).

## **Instruments**

### **Quantitative Measures**

The Maslach Burnout Inventory (MBI) has historically been the most widely used instrument in the study of burnout (Halbesleben & Demerouti, 2005). However, researchers have expressed psychometric limitations and restricted conceptualization of burnout used in the development of the MBI as causes for concern. It was the concern linked to the proposed limitations that gave way to the development of the OLBI (Halbesleben & Demerouti, 2005).

Demerouti et al., (2003) pointed out that the OLBI is an entirely new measurement tool that can be used in virtually any type of employment setting. The goal of the researchers who developed this instrument was to overcome the major psychometric weakness of the MBI e.g. the one sided wording of the items. The OLBI is similar to the MBI in form but unlike the MBI the OLBI works to balance positive and negative working and it only focuses on two scales exhaustion and disengagement (Halbesleben & Demerouti, 2005).

In addition, the OLBI contains questions designed to evaluate the physical and cognitive components of burnout identified in past burnout research (Halbesleben & Demerouti, 2005). The evaluation of these two components develops a broader conceptualization of burnout while measuring burnout in employment settings that are not limited to human services professions. The OLBI has been shown to be reliable and valid; Cronbach's alpha for exhaustion was .79 and .83 for disengagement (Halbesleben & Demerouti, 2005). The test-retest reliability, calculated with a four month period

between the first and second administration of the OLBI, was .51 for exhaustion and .34 for depersonalization (Halbesleben & Demerouti, 2005).

The second self-report instrument that will be used in this research is the Quality of Worklife Questionnaire. This tool was developed in 2000 by the National Science Foundation and NIOSH with the goal being the addition of a special measurement tool in the 2002 General Social Survey (NIOSH, n.d.). The General Social Survey, a biannual personal interview survey of U.S. households, is funded by the National Science Foundation and completed by the National Opinion Research Center.

The Quality of Worklife Questionnaire is comprised of 76 questions that look at a wide variety of organizational issues (NIOSH, n.d.). Over half of the questions for this instrument were taken directly from the 1977 Quality of Employment Survey. The focus of the questionnaire includes worker autonomy, hours worked, job satisfaction, job stress, workload, layoffs, and employee wellbeing. The goal of this questionnaire is to measure the existence of a relationship between employee health and safety and characteristics of the employment setting (NIOSH, n.d.).

### **Qualitative Measures**

Qualitative research is defined as the collection, analysis, and interpretation of data that cannot be easily reduced to a numerical data set (Tan et al., 2009). The data collected is a representation of the social world, the behaviors, and belief constructs held by the people in that system. Tan et al., (2009) raised several concerns with qualitative research specific to their organization National Institute for Health and Clinical Excellence. Tan et al. pointed to inconsistencies in defining what constitutes a qualitative

study, terms used to define qualitative research varied widely, minimal strategies used to target relevant qualitative research, standard appraisal methods are not used and method used are not reported, and finally methods used to summarize and present data in tables was poorly reported (Tan et al., 2009).

In qualitative research it is far more likely that researchers will look for generalizations rather than verify them (Peshkin, 1993). Outcomes for qualitative research, description, interpretation, verification, and evaluation, can be broken down into different categories. These categories can range from processes to innovations, for example the clarification and understand the complexity of research variables. Research touches on complex issues that include people, events, and situations that are innumerable making it difficult to identify all variables (Peshkin, 1993). Phenomenology was originally used in philosophical writings in 1765 (Moustakas, 1994). It was later defined as the knowledge as it appears to consciousness, the science of describing what on perceives, senses, and knows in one's immediate awareness and experience (Moustakas, 1994, p. 26). This approach leads to the unfolding of the phenomenal consciousness using science and philosophy (Moustakas, 1994).

Moustakas (1994) pointed out that knowledge of the individual emerges from self-evidence and whether through the individuals' reason or intuition can be depended upon. This reasoning was developed by Descartes and pointed to the inborn talents of the human person as able to produce solid and true judgments. The ability to make judgments comes from three sources sense, imagination, and apperception. It is the connectedness between the phenomena and the individuals' knowledge and experience that creates unity

between what an individual knows and what they come to depend on in their environment (Moustakas, 1994).

The phenomenological approach in qualitative research involves the action of collecting the reported experiences of the participants (Moustakas, 1994). This is done in an effort to acquire comprehensive descriptions that build the foundation for a reflective structural analysis that presents the fundamental nature of the participants' experience. In essence phenomenological research is used to elucidate the phenomena of the participants' perceptions and to determine what that experience means to the participant (Moustakas, 1994).

Typically data collection for phenomenological qualitative research is completed through a long interview process (Moustakas, 1994). This interview involves an interactive and informal process that utilizes open ended questions and comments. While the primary research may develop a series of questions with the goal being the evocation of a comprehensive account of the participants experience the questions may be altered, varied, or not used during the interview itself. These changes in process stem from the information that is shared by the participant during the recounting of their story (Moustakas, 1994).

For the qualitative phenomenological portion of this study, 20 to 30 participants from both the union and nonunion employment settings will be randomly chosen to complete a face-to-face interview. These participants will be obtained using a stratified random sampling scheme, to account for demographic variables such as union membership, gender, age, and ethnicity. During this interview, the interviewer asking

open ended questions will focus on the employee's perception of their job demands and job resources. The goal of this interview is to identify what resources are available to the employee, their perception of the demands in the workplace, and their perception of union support for both the union and nonunion employment settings.

The primary goal of the quantitative data collection process is to identify the level of burnout being experienced by the participant and their perceptions of their work life. The qualitative phenomenological portion of the research will work to identify what resources participants have used in their workplace and their perception of how the resources available help them deal with the job demands they are faced with in the employment setting. The use of qualitative research will allow for the identification of the existence of emerging themes between job demands, job resources, burnout, and union membership. Both portions of the research will be completed in the least restrictive environment to ensure both continuity and limited intrusion in the employment setting.

### **Quantitative Analysis**

For the analysis of data an analysis of variance (ANOVA) will be completed, this univariate test will look at how job demands and job resources, the two independent variables, influence the dependent variable—burnout. The ANOVA provides a researcher with information that will allow them to understand how the independent variables interact and how these interactions affect the dependent variable (Field, 2005). An ANOVA provides the researcher with an *F-ratio*, similar to the *t-statistic* the *F-ratio* compares system variance found in the data to the level of unsystematic variance.

To determine the strength between the variables a Pearson's correlation coefficient  $r$  will be completed in order to determine the effect size. The effect size is merely a standardized and objective measure that can be used to determine the magnitude of the observed effect (Field, 2005). Effect size is a useful measurement in that it provides the researcher an objective measure of an effect with a correlation coefficient of zero meaning no effect and a finding of one meaning there is a perfect effect.

Effect size is a valuable way to show the importance of a research finding and is linked to three statistical properties (Fields, 2005). The first being sample size on which the sample effect is based, the second is the probability level where the researcher will accept the effect as statistically significant, and the third is the ability of a measure to detect the statistical power or effect of that size. For the purpose of this research  $\alpha = .05$  for the effect size to be considered statistically significant.

### **Qualitative Analysis**

Coding in qualitative analysis is typically a word or short phrase that symbolizes a salient summation of language based or visual data (Saldana, 2009). Coding is the initial step that leads to increasingly rigorous analyses and interpretation of the data.

Researchers will usually code data during and after collection as an analytic approach and is more than just labeling the data it links the quantitative and qualitative ideas together.

The systematic organization of the data through the coding process allows the data to be linked, grouped, and regrouped (Saldana, 2009). This is done in an effort to derive meaning and an explanation of the data. In essence coding provides the researcher with the ability to organize and group the data into clearly defined patterns or categories.

Coding is accomplished through first cycle and second cycle coding methods (Saldana, 2009). First cycle methods are broken down into seven subcategories (a) grammatical, (b) elemental, (c) affective, (d) literary and language; (e) exploratory, (f) procedural, and (g) theming the data. Secondary cycle methods are more complicated and require the research to have analytical skills like prioritizing, classifying, synthesizing, integrating, abstracting, conceptualizing, and theory building (Saldana, 2009).

### **Summary**

In the continued search to identify variables that influence job satisfaction and the development of burnout, researchers continue to focus on an employee's relationship with their employer (Best et al., 2005; Thoresen et al., 2003). Job demands and job resources are two characteristics of employment that can be found in any employment setting (Xanthopoulou et al., 2007). Looking outside of the human services employment arena will increase the understanding of how burnout occurs and factors that can moderate the development of burnout (Demerouti et al., 2001; Dormann & Zapf, 2004; Lee & Ashforth, 1996). Gordon and Nurick (1981) suggested the inclusion of the union in research will provide psychologists the opportunity to facilitate increased labor relations between employers and employees.

Job demands and job resources can be physical and social leading to either burnout or an increased sense of organizational commitment (Bakker et al., 2005; Xanthopoulou et al., 2007). Because the workplace is a social environment, using the social construct of union membership will allow for expansion of the current understanding of how resources and social schemas influence the development of

burnout. This will be accomplished by identifying how job demands are mitigated through union membership and if union membership is a job resource that can alleviate the occurrence of burnout. In Chapter 3 information about research methods and the design of the study.

### Chapter 3: Research Method

The purpose of the research was to identify the characteristics of job demands and job resources in union and nonunion factory settings. The primary goal of this research was to identify how union membership influences the amount of burnout experienced by factory workers. To this end a mixed methods modality was used with the quantitative being the primary methodology used to collect data. In the quantitative data collection methodology, I focused on identifying burnout in participants and the quality of their work life. In the qualitative method, I used a phenomenological approach to identify individual perceptions of the work environment and variables that influence the quality of work life. The use of this mixed methodology will enhance the findings and the outcome of the research (Johnson & Onwuegbuzie, 2004).

It was hypothesized that both groups will experience emotional exhaustion and depersonalization; however the development of burnout will be less in union employees. In addition it was hypothesized that union membership will influence job demands and the employee's perception of social support received on the job.

Many researchers who have studied burnout have focused on defining burnout, identifying causes and precursors to its development and identifying individuals who may be at risk for developing burnout (Ericson-Lindman & Strandberg, 2007; Freudenberger, 1975; Maslach & Leiter, 2008; Maslach, 1982). Baruch-Feldman, Brondolo, Ben-Danyan, and Schwartz (2002) studied traffic agents in New York City who completed repetitive tasks. Baruch-Feldman et al., found a negative relationship between the employee's support system and burnout. Conversely, Baruch-Feldman et al., found the

research showed a positive relationship between an employee's support system, their job satisfaction and the employee's productivity.

Chronic demands in the workplace, coupled with limited resources or a limited support system, can lead to emotional exhaustion, depersonalization, and a decreased sense of accomplishment on the job (Bakker et al., 2003; Demerouti et al., 2001; Thoresen, Kaplan, Barsky, Warren, & de Chermont, 2003). Exploration into the possibility of a correlation between union membership and the development of burnout could provide researchers with the opportunity to expand the theoretical framework of burnout. In addition, this research can be use to help create programs in factory settings that could be used to decrease the occurrence of burnout and increase the amount of resources available to the employees.

## **Method**

### **Participants**

Participants were comprised of union and nonunion members. The sample was taken from the two participating entities. The sample was comprised of male and female participants 18 years or older and they were not part of a special population (e.g., inmates or children). Non-probability convenience sampling was accomplished during the quantitative portion of the study through taking names of participants and placing them in a container and picking them one at a time (Herek, 2009). Employees from both union and nonunion entities were invited to participate as response rates for mail-out surveys can average only a 25% return. A sample size of 120 allows for a statistical power of .80 or greater when using multivariate predictive and mean differences analysis in the context

of this study (Cohen, 1994). The first sample consisted of approximately 41 nonunion and 41 union employees from factories in the transportation industry, making the approximate response rate for nonunion participants 25%, and matching the expected return rate for mail out surveys. However, the return rate for the union participants was approximately 11%; the return rate for both sets of participants equaled a total of  $N = 82$ . This return rate is 38 surveys less than the 120 survey's that would allow for statistical power of .80 or greater.

From the total sample of participants ( $N=82$ ) completing the quantitative assessment, a sample of 20 participants was randomly selected from both union and nonunion members that participated in the quantitative portion of the study to complete the qualitative portion of the study.

### **Design**

In this research, I used a mixed methods modality in the collection of data with the quantitative portion being the primary methodology used to collect data. The qualitative method was used as the secondary method of data collection in order to enhance the information collected through the quantitative method. Using a mixed methodology presents the researcher with methodological pluralism that enhances the findings and the outcome, leading to superior research (Johnson & Onwuegbuzie, 2004).

For the quantitative component, participants were mailed the OLBI and the Quality of Worklife survey. The OLBI was used to determine the levels of exhaustion and depersonalization that lead to the development of burnout. The sections of the Quality of Worklife survey used in the research were job resources, job demands,

questions focused on management in the workplace, and working conditions. Resources provided by employers are physical, organizational, and social aspects necessary for the employee to complete work goals. In addition, job resources help to reduce job demands or maximize employee growth and development in the workplace (Bakker et al., 2005). The packages contained the informed consent that included information about the study; explanation that participation is voluntary; a demographics sheet and a consent sheet (both of which were to be returned to the researcher); and a self-addressed postage paid envelope. The information for the participants denoted that their participation in the research was voluntary and would not require data that would explicitly identify them.

For the qualitative phenomenological portion of the study, 20 of the participants were randomly chosen. As surveys were returned for both union and nonunion participants they were numbered and then slips of paper numbered to 41 were placed in a hat and randomly drawn from the participant pool. If the participant that was chosen did not want to participate in the qualitative interview portion of the research, their survey was placed aside so it would not be drawn again. Participants were contacted via phone to set up an appointment for an interview either by phone or in person. Nonunion participants randomly selected for the interview portion preferred being interviewed over the phone. As with the nonunion participants, UAW members also preferred being interviewed over the phone instead of in person.

The goal of having 20 participants was optimal in order to reach saturation and redundancy from a qualitative data analysis standpoint. Having adequate amounts of qualitative data built a stronger foundation of information to draw conclusions from

lending credibility to the outcome (Charmaz, 2004). The interviewee had a choice of completing the interview face-to-face or over the phone with the interviewer asking open ended questions focused on the employee's perception of their job demands and job resources. The questions asked were

1. What are some of the job resources provided for you in your place of employment?
2. What is your overall perception of the job demands you face in your current workplace?

This phenomenological approach was an empirically-based approach that works to identify the different ways individual's experience, conceptualize, perceive, and understand the various phenomenon employees are faced with on a day to day basis (Richardson, 1999).

The qualitative phenomenological portion of this study was focused on the employees' perceptions of job demands and job resources using open-ended, semi structured items. Phenomenological researchers seek to identify with more clarity the spirit and significance of human experience, uncovering qualitative rather than quantitative factors behind behaviors and experience (Moustakas, 1994).

Phenomenological researchers do not seek to predict or identify causal relationships. The goal is to collect a deeper level of understanding not available with the quantitative survey data. The goal of this interview was to identify what resources were available to the employee in union and nonunion settings; their perception of these resources, and if the employee took advantage of the resources, their perception of the outcome.

The primary themes in the qualitative phenomenological portion of the study are job demands and job resources. With this process, the primary goal was the identification of the participant's perceptions of their work like, what resources they have used, and their perception of how the resources available in the workplace helped them deal with the job demands they are faced with in the employment setting. Both portions of the research were completed in the least restrictive environment to ensure both continuity and limited intrusion in the employment setting and to the participant.

### **Role of the Researcher**

It was my responsibility to bring together all the necessary information needed to complete the dissertation process. I was responsible for maintaining participant confidentiality, identifying any issues that could be considered harmful to the participants, and providing safeguards for the participants to alleviate the potential for negative outcomes. Another part of this process entailed putting together packages for the participants that included a self-addressed stamped envelope, providing all of the necessary surveys to be used to collect the data, and distributing the packets to the participants.

Because this is a mixed methods study during the qualitative portion of data collection, I was responsible for ensuring the interview took place in an appropriate setting. This would be a setting where the participant's confidentiality was maintained and the participants were comfortable in sharing their perceptions and opinions about their workplace. In addition, I was responsible for creating a relaxed and trusting atmosphere that provided the participant with an opportunity to respond honestly and

comprehensively. Once the data collection process was complete, I was responsible for analyzing and reporting the data. Regardless of the statistical outcome I needed to remain objective even if the outcome was not what I expected.

### **Quantitative Measures**

The OLBI was used to measure the levels of burnout in both union and nonunion members. The OLBI includes two subscales that measure exhaustion and disengagement and can be applied to any occupational group (Halbesleben & Demerouti, 2005). The questions asked in the OLBI are designed to evaluate the physical and cognitive constructs of employee burnout. The evaluation of these two constructs develops a broader conceptualization of burnout while measuring burnout in employment settings that are not limited to human services professions (Halbesleben & Demerouti, 2005). The OLBI has been shown to be reliable and valid; Cronbach's alpha for exhaustion was .79 and .83 for disengagement (Halbesleben & Demerouti, 2005). The test-retest reliability, calculated with a 4 month period between the first and second administration of the OLBI, was .51 for exhaustion and .34 for depersonalization (Halbesleben & Demerouti, 2005).

The Quality of Worklife Questionnaire (NIOSH, n.d.) was used to determine levels of satisfaction with current employment setting. The questionnaire is comprised of 76 questions that look at a wide variety of organizational issues. These issues include worker autonomy, hours worked, job satisfaction, job stress, workload, layoffs, and employee wellbeing. The goal of this questionnaire is to measure the relationship

between employee health and safety and characteristics of the employment setting (NIOSH, n.d.).

### **Qualitative Measures**

Researchers using qualitative research are more likely to look for generalizations rather than verify them (Peshkin, 1993). Outcomes for qualitative research, description, interpretation, verification, and evaluation, can be broken down into different categories. These categories can range from processes to innovations, for example the clarification and understanding of the complexity of the research variables. Qualitative researchers touch on complex issues that include people, events, and situations that are innumerable, making it difficult to identify all variables (Peshkin, 1993).

The questions for this portion of the research were designed with the concepts of job demands and job resources being the focal point for the questions. The measure consists of two open-ended, semi-structured, non-standardized questions that required the participant to provide information about their perception of the job demands and job resources in their workplace. This measure took no more than 30 minutes to complete with the interviewee.

### **Procedure**

After receiving IRB approval (03-19-10-0334086) the packets were mailed to participants. The mailing of the packets was completed as agreed upon by the participating union, employer, and me. Nonunion packages were distributed to the participants by the employer and I mailed the union packets. Providing the names and addresses to me was identified as breaching the confidentiality of the employees

(nonunion). Originally, the union had requested that they be provided all of the packets for dissemination and for this reason, I provided all of the necessary information in packets, delivering them to the union hall.

However, after delivering the packets to the union I received under a dozen responses from participants. At this point I contacted the UAW local president. In conversation with the UAW local president it was determined that the packages were not mailed but instead set out at meetings. Due to the limited number of packages actually picked up by participants I was allowed to pick up the remaining packets and was provided addresses for union members. This allowed me to send the packets out to union participants.

As packets were returned via mail to the researcher the questionnaires were checked for response patterns or missing items on the questionnaires. The researcher also identified the participants who reported a willingness to participate in the qualitative portion of the data collection process. Collected quantitative data were entered into the computer for analysis. The packages were returned in a staggered fashion and the data were entered into the computer at staggered intervals. During this collection process the information was stored in a locked filing cabinet to ensure confidentiality of participant information. Upon the receipt of all of the packages the data were analyzed using SPSS PASW 18 statistical software package. Missing data were identified and handled using the median replacement technique.

At the completion of the quantitative portion 10 participants were randomly sampled from both the union and nonunion participants who identified the willingness to

be interviewed. I contacted these participants were contacted via phone to set up an interview time. During the interview the participant was asked a series of opened-ended, semi-structured questions focused on the employee's perception of the job demands they are faced with on the job and the resources that are available.

Upon completion of the interviews, the information was coded and then analyzed. Coding in qualitative research is typically a word or short phrase that symbolizes salient, evoking, or summative language based on visual data (Saldana, 2009). When searching for patterns in qualitative data in order to categorize them, the groupings may be identified not because they are alike but because there is commonality in the responses. Patterns in coding can come in the forms of similarity, differences, sequence, frequency, correspondence, or causation (Saldana, 2009). Pattern coding was used in the coding of data collected for the qualitative portion of the research. Pattern codes are explanatory or inferential codes used to identify emerging themes, explanations, or configurations (Saldana, 2009, p. 152). This type of coding allows the researcher to bring together large amounts of material into more meaningful units allowing the researcher to create smaller sets, themes, or constructs (Saldana, 2009).

### **Quantitative Hypothesis**

*H<sub>01</sub>* The Oldenburg Burnout Inventory will be used to determine the level that Union and nonunion employees experience burnout and that union employees experience lower levels of burnout than nonunion employees.

*H<sub>02</sub>* The Quality of Worklife Questionnaire will be used to identify if Union members have significantly lower mean job demands placed on them

compared with nonunion employees and that union members will have significantly higher mean perception of the amount of social support they receive in their employment settings compared with nonunion employees.

In the hypothesis for this research, I assumed that both union and nonunion employees can develop burnout. However, I also assumed that union employees were less likely to experience burnout. In addition, it was hypothesized that union membership decreased job demands placed on the employee and union membership increased an employee's perception of the amount of social support they have in their employment setting.

### **Null Hypotheses**

*H<sub>1</sub>1* Union and nonunion employees can develop burnout and union employees' do not experience lower levels of burnout.

*H<sub>1</sub>2* Union membership does not decrease job demands placed on the employee in the workplace and union membership does not affect and employee's perception of the amount of social support they have in their employment setting.

In the null hypothesis for this research, I assumed that both union and nonunion employees can develop burnout, but union employees do not experience lower levels of burnout. Additionally, I assumed that being a member of the union does not decrease job demands in the workplace and membership does not influence or affect the perceptions of social support in the workplace.

Measurement of the qualitative hypothesis and the accompanying null hypothesis was completed using the OLBI and the Quality of Worklife Questionnaire. Union and non-union employees can develop burnout as measured by the OLBI; findings can be used to determine if there is a difference in the level of burnout between union and nonunion participants. Conversely, the perceptions about the work environment can be measured by the Quality of Worklife Questionnaire. Data collected from the use of the Quality of Worklife Questionnaire can be used to determine the perceptions about the workplace, held by union and nonunion members, and how it affects their workplace outcomes (e.g. perception of job demands, social support, and use of job resources).

### **Qualitative Hypothesis**

The qualitative hypothesis was to explore perceptions of a relationship between job demands and job resources as related to union and nonunion membership. In order to investigate the possible existence of a relationship between job demands, job resources, burnout, and union membership, the following questions were presented to the participants of the qualitative interview.

1. What are some of the job resources provided for you in your place of employment?
2. What is your overall perception of the job demands you face in your current workplace?

### **Data Analyses/Statistical Power**

#### **Quantitative Data Analyses**

For the quantitative analyses, the data were analyzed using SPSS PASW 18 statistical software package. An ANOVA was completed; this univariate test was used to assess how job demands and job resources, the two independent variables, influence the dependent variable—burnout (Field, 2005). Use of the ANOVA provided information concerning the interactions between the independent variables and the affect the variables had on the dependent variable.

To determine the strength between the variables a Pearson's correlation coefficient  $r$  was completed in order to determine the effect size. This allowed for identification of small, medium, or large relationships between the variables. Effect size was useful measurement in that it provided me an objective measure of the effect with a correlation coefficient of zero meaning no effect and a finding of one meaning there is a perfect effect (Field, 2005). In addition for this research  $\alpha = .05$  for the outcomes to be considered statistically significant.

### **Qualitative Data Analyses**

The qualitative data were coded and I looked for explanatory or inferential codes that identify a theme, explanation, or configuration. ATLAS.ti was used to store and link the identified attribute codes collected from the interviews. The use of pattern coding provides a way of grouping summaries of collected data into smaller sets, themes, or constructs (Saldana, 2009). During the first cycle of coding I used attribute coding in order to identify basic descriptive information of the participant's. During the second cycle of coding pattern, I used coding in an effort to identify any emerging themes, configurations, or explanations. The use of pattern coding will allow the researcher to

group data summaries into smaller constructs or themes. When the data collected no longer presented me with new information saturation was accomplished. These qualitative data were transformed into quantitative data allowing it to be analyzed as nominal data.

### **Triangulation and Verification of Data**

Referential adequacy was used to ensure triangulation and data verification. The interview data were separated and the first half of the data were used for exploratory purposes while the second half of the data were used to confirm the findings from the first half of the data. Teddlie and Tashakkori (2009) pointed out that data triangulation is a widely accepted strategy used to assess the overall quality of the data being collected, particularly when using mix methods research. Triangulation is accomplished through the identification of consistency generated by different collection methods, identifying consistency of different data sources in the same method, utilization of multiple analysts, and using multiple theories when interpreting the data (Patton, 1999).

### **Expected Results**

The expected outcome for this research was the identification of burnout levels in union and nonunion employees and the influence union membership has on employee response to job demands. It was also expected that union members would be less likely to develop emotional exhaustion and depersonalization that can lead to burnout. Another expected result of the research was the increased understanding of union employee perceptions of the amount of social support they are provided by union membership.

## Summary

Burnout is an issue that has been theorized to arise in any situation where an individual is faced with stimuli that tax ones resources (Freudenberger, 1980). Chronic demands in the workplace, limited resources or a limited support system, can lead to emotional exhaustion, depersonalization, and a decreased sense of accomplishment on the job (Bakker et al., 2003; Demerouti et al., 2001; Thoresen, Kaplan, Barsky, Warren, & de Chermont, 2003). Exploration into the potential correlation between union membership and the development of burnout could provide researchers with the opportunity to expand the theoretical framework of burnout.

The focus of this study was burnout in employees who work in union and nonunion employment settings. The goal of this study was to identify factors that could influence the development of emotional exhaustion and depersonalization that can lead to burnout. The population being used in data collection was comprised of employees who work in union and nonunion factory settings that manufacture parts for two different forms of transportation i.e. airplanes and trucks. The information presented in Chapter 4 will cover the results of the data collected.

## Chapter 4: Results

The purpose of this two-phased, sequential research study was to discover whether union affiliation is associated with a lower occurrence of burnout in factory workers by comparing union and nonunion workers. Studying burnout in employment settings is imperative due to the negative behavioral and psychological outcomes for employees who are suffering from burnout (Rubino, Luksyte, Perry, & Volpone, 2009). Job demands (e.g. time constraints, physicality of work, shift work) and resources (e.g. supervision, job security, autonomy) are integral components in the development of burnout (Bakker et al., 2003; Demerouti et al., 2001; Thoresen, Kaplan, Barsky, Warren, & de Chermont, 2003). Employees faced with chronic job demands can become overwhelmed and their resources can be overloaded, leading to limited motivation, emotional distress, and limited organizational investment.

The focus of the quantitative portion of the research was to identify predictors of, as well as the level of burnout experienced, in union and nonunion employees and their quality of work life. The focus of the qualitative portion of the research was exploratory in order to gain a greater understanding, from a thematic standpoint, of the participant's perception of the job demands and job resources they are faced with in their employment setting. I sought to clarify the different perceptions held by union and nonunion employees. Teddlie and Tashakkori (2009) pointed out that mixed methodology includes quantitative and qualitative approaches concurrently to address confirmatory and exploratory questions, provides better inferences, and allows for the inclusion of opposing views.

### **Conceptual and Theoretical Framework**

Related to burnout and quality of work life, stress is a factor facing employees in the work setting. Resources such as job enhancement opportunities, social support from multiple sources, autonomy, decision-making abilities, and reinforcement of the employees work are important to employee outcomes (Cordes & Dougherty, 1993; Hobfoll, 1989; Lee & Ashforth, 1996). Employees who are faced with the loss of these resources confront losing the ability to meet job demands, creating anticipation of failure putting them at risk for developing burnout.

The conservation of resources theory of stress provides a framework for understanding burnout. The loss of any one of these resources, under the conservation of resources theory, can lead to the development of changes in the employees' attitude and behaviors that in turn increases the risk of burnout and loss of more resources (Cordes & Dougherty, 1993, Hobfoll, 1989; Lee & Ashforth, 1996;).

Two components affect employee behaviors:

1. personal or attitudinal factors, and
2. social constructs or standard norms (Vallerand et al., 1992).

The theory of reasoned action can also be used to identify what drives employee's behaviors in the workplace. Behaviors are driven by the desire to produce specific behaviors. An individual's attitude or view of a behavior as linked to their beliefs about consequences stems from a particular behavior. Social schemas or belief systems encourage the individual to act in a way that they perceive as specific to what their group wants them to do in the situation (Ajzen & Fishbein, 1980; Vallerand et al., 1992).

The conservation of resources theory provides contextual support for better understanding the role of resources in the workplace and the theory of reasoned action provides the structure for understanding the development of social schemas and belief systems in the workplace. Both theories facilitate better understanding of how union and nonunion participants are affected by the loss of or limited resources and how standards, social norms, and attitudinal factors influence participant's actions in the workplace.

### **Research Tools**

In order to gather information about levels of burnout and quality of the participants work life the participants were asked to complete, the OLBI (Halbesleben & Demerouti, 2005) and the Quality of Worklife survey (NIOSH, n.d.). The OLBI and the Quality of Worklife survey are both self-administered surveys that provide self-report information about burnout and quality of work life. The OLBI provided me with information about the levels of burnout experienced by the union and nonunion participants. The Quality of Worklife survey provided information about the participant's perceptions of their work environment. See Chapter 3 for the full psychometric overview of all measures.

The OLBI includes two subscales that measure exhaustion and disengagement and can be applied to any occupational group (Halbesleben & Demerouti, 2005). The OLBI includes questions designed to evaluate the physical and cognitive constructs of employee burnout identified in the literature on burnout. The evaluation of these two constructs develops a broader conceptualization of burnout while measuring burnout in

employment settings that are not limited to human services professions (Halbesleben & Demerouti, 2005).

The Quality of Worklife Questionnaire was added to the General Social Survey in 2002 in order to measure the quality of work life in the U.S. (NIOSH, n.d.). The questionnaire is comprised of 76 questions used to evaluate a wide variety of organizational issues. These issues include worker autonomy, hours worked, job satisfaction, job stress, workload, layoffs, and employee wellbeing. The goal of the Quality of Worklife Questionnaire is to measure the relationship between employment characteristics and employee health and safety (NIOSH, n.d.). Both the OBLI and the Quality of Worklife Questionnaire have been validated through their continued use by researchers concerned with employee health and safety (Halbesleben & Demerouti, 2005; NIOSH, n.d.).

Not all of the questions on the Quality of Worklife questionnaire were used. Specifically, I removed questions geared towards trade unions, hours worked, and health outcomes. One question asked the participant's if they believed that workers need a strong trade union to protect their interests. This question was geared towards participants opinion of unions in the workplace and was removed at the request of the nonunion employer due to concerns that it could have unforeseen consequences if presented to the nonunion participants. Information about hours worked were collected through demographic questions presented to the participants. Including these questions in the Quality of Worklife questionnaire would be redundant and add to the amount of time that it would take to complete the survey process.

Health outcomes are not a focal point for this research. Gura (2002) pointed out that low and high demands on the job can create psychological stress and is typical on jobs where the work is redundant. Simple and repetitive work can lead to health issues of carpal tunnel, back pain or injury, or muscle pain and stiffness. Leaving the questions geared towards health in the Quality of Worklife questionnaire would not add to the body of knowledge being investigated with this research and could confound the results.

The sections of the Quality of Worklife questionnaire used were job resources, job demands, questions focused on management in the workplace, and working conditions. These sections specifically were relevant to the hypothesis being studied. Job resources are physical, organizational, and social aspects necessary for the employee to complete work goals, reduce job demands, or maximize their growth and development in the workplace (Bakker et al., 2005). Job demands are stimuli (physical, organizational, or social) in the work environment that require effort to address (Bakker et al., 2005; Demerouti et al., 2001). Continued demands could lead to a negative outcome if the employee has to sustain their efforts beyond what they normally would to achieve their goals at work.

Managers in the workplace are resources that provide support, allow employees to develop autonomy, and can provide employees with tools to finish tasks. Employees who are autonomous have independence from other workers while completing work tasks and latitude when it comes to decision making on the job (Bakker et al., 2005). The employees' working conditions provide them with psychosocial influences. Employees experience social support or a lack thereof when on the job. This is a resource that

provides employees with tools that can be used to achieve work goals (Bakker et al., 2005). Social support can create a buffer between the individual and the strain that they are experiencing in the employment setting (Etzion, 1984).

The presence of job demands and the absences of appropriate management or social support can lead to emotional exhaustion in the employee. Emotional exhaustion is the employee's first response to changes in the workplace or the stress of job demands that bring on feelings of being overextended and exhausted (Demerouti et al., 2001; Maslach & Leiter, 1997). Employees can also experience depersonalization or cynicism creating a cold even distant attitude towards their work environment and even the individuals' they work with (Maslach & Leiter, 1997). This detachment can be viewed as being detached or cynical towards the needs of others (Demerouti et al., 2001). Ineffectiveness is another issue that can arise from demands not being met, poor management, lack of resources, and poor working conditions. When an employee experiences a sense of ineffectiveness, they have increased sense of inadequacy, loss of confidence in themselves, and their ability to make a difference (Maslach & Leiter, 1997). Employees view new projects as overwhelming, there is the belief others are conspiring against them, and accomplishments can be seen as trivial (Maslach & Leiter, 1997).

The qualitative phenomenological portion of the study was focused on perceptions of job demands and job resources using open-ended semi-structured items. This phenomenological approach was used provide clarity of the spirit and significance of human experience uncovering qualitative rather than quantitative factors behind

behaviors and experience (Moustakas, 1994). This method is not used to seek to predict or identify causal relationships; the goal is to collect a deeper level of understanding not available with the quantitative survey data.

The goal of this interview was to identify what resources are available to the employee in union and nonunion settings; their perception of these resources, and if the employee takes advantage of the resources their perception of the outcome. The primary themes are job demands and job resources. The goal was the identification of participants' perceptions of their work like, what resources they have used, and their perception of how the resources that are available in the workplace help them deal with the job demands they are faced with in the employment setting. Both portions of the research were completed in the least restrictive environment to ensure both continuity and limited intrusion in the employment setting and to the participant. See chapter 3 for an extensive review of the research design.”

### **Data Collection**

IRB approval for the study (03-19-10-0334086) authorized data collection. I collected quantitative and qualitative exploratory sequential data. After the quantitative surveys were collected, a subset of those participants were included in the qualitative interview portion of the study (Tashakkori & Teddlie, 1998). Participants were chosen using a non-probability convenience sampling scheme (Herek, 2009) union or nonunion affiliation status. Union members identified as possible participants were active members in the UAW and nonunion members were employees for a nonunion factory. Possible

participants were mailed packets that contained information about the research, contact information, demographic questions, the OLBI, and the Quality of Worklife instruments.

For the quantitative portion of the research, 538 packets were sent out to participants, 169 to the nonunion and 369 to union participants. For the nonunion participants 41 surveys were returned within a four week period. This is approximately a 25% return on the number of packets sent out for completion. Unlike the nonunion participants who only needed to be sampled one time to reach 41 participants, union participants had to be sampled three separate times in order to reach 41 participants-- a 11% return on the number of packets send out for completion.

During the first round of sampling of union participants only 12 participants responded of 169 surveyed; on the second round, 100 surveys were sent out to randomly selected union members and another 12 surveys were collected in a four week period. On the third round of data collection for the union participants 100 surveys were sent out and included in the pack was the signed letter from the UAW local president. In four weeks 17 surveys were returned bringing the total number of union surveys returned up to 41. See Table 1 for counts and percentages of quantitative and qualitative participants.

Table 1

*Summary for Sources of Quantitative and Qualitative Participants*

Community Partner	Quantitative Battery	Percent	Qualitative Interview	Percent
Union	41	50	10	50
Nonunion	41	50	10	50
Total	82	100	20	100

**Data Cleaning**

Before any data analysis, the data were screened for problems including outliers, missing data, assumption violations, and other anomalies. Missing data is an issue that needed to be addressed after all of the data were collected, ignoring missing data could lead to biased or insignificant results (Tabachnick & Fidell, 2007). Of the 82 quantitative participants, final analysis included 80 participants who had completed every response for all parts of the OLBI and the Quality of Worklife questionnaire. The missing data were identified with the summary of missing values report completed using SPSS. This report provided an overview of the data on a case-by-case basis (IBM, 2010). Missing data on two surveys were not in violation of assumptions and the missing data were random and without pattern. Because of this, the missing responses were replaced using the median replacement technique.

**Descriptive Statistics**

Table 2 presents demographic information for all participants, identifying union and nonunion demographic variables. Of the 82 participants surveyed 60 were male and 22 were female, 67 were European American, one Hispanic American, four African American, five other, and two participants did not report their ethnicity. Marital status for the 82 participants breaks down as follows: six single participants, 53 of the participants were married, 20 participants were divorced, and three were widowed.

For the 82 participants, 78 worked fulltime and four worked part-time, 71 worked day shift, nine worked the night shift, and two participants did not report what shift they work. For hours worked weekly, four respondents reported working under 40 hours per week, 44 reported working 40 hours per week, 12 reported working 45-48 hours per week, 11 reported working 50 hours per week, nine participants reported working over 50 hours per week, and two participants did not report hours worked weekly.

Overtime for participants was reported by 66 of the respondents; 14 reported that they did not work overtime, and two participants did not report overtime hours. For those participants who reported that they work overtime, 45 reported that the overtime hours were required, 34 reported that the hours were not required, and three did not respond to the question of overtime being required.

According to demographic data collected concerning age, union members were significantly older and included significantly higher proportions of men and European U.S.. Table 2 presents demographic information for all participants, identifying union and nonunion demographic variables.

Table 2.(Table continued on next page)

*Sample Population Quantitative and Qualitative Participant Demographic Summary (N = 82)*

<i>Demographic</i>	<i>Population</i>	<i>Union</i>	<i>Nonunion</i>	<i>p</i>
Gender	82			
Male	60 (73.2%)	35 (42.7%)	25 (30.5%)	
Female	22 (26.8%)	6 ( 7.3%)	16 (19.5%)	
Age				
Mean (SD)	50.48 (9.93)	53.5 (8.81)	47.44 (10.16)	.58
Median	50.5			
Age Group	82			
20-30 Years	4 (4.9%)	0 ( 0.0%)	4 ( 5.0%)	
31-40 Years	9 (11%)	2 ( 2.0%)	7 ( 7.0%)	
41-50 Years	28 (34%)	15 (18.3%)	13 (15.9%)	
51-60 Years	24 (29%)	11 (13.4%)	13 (15.9%)	
61-70 Years	17 (21%)	13 (15.9%)	4 ( 4.9%)	
Ethnicity				
Caucasian	67 (81.7%)			
African American	4 ( 4.9%)			
Asian American	0 ( 0.0%)			
Hispanic American	1 ( 1.0%)			
Native American	0 ( 0.0%)			
Other	5 ( 6.1%)			
Marital Status	82			
Single	6 ( 7.3%)			
Married	53 (64.5%)			
Divorced	20 (24.4%)			
Widowed	3 ( 3.7%)			

Table 2 (Cont.)

*Sample Population Quantitative and Qualitative Participant Demographic Summary (N = 82)*

<i>Demographic</i>	<i>Population</i>	<i>Union</i>	<i>Nonunion</i>	<i>p</i>
Years of Work				
Mean (SD)	16.3(13.52)	24.4 (13.03)	8.25 (8.17)	NS
Shift Worked	82			
Full time	78 (95.1%)			
Part Time	4 ( 5.0%)			
Overtime	66 (80.5%)			
Required	45 (68.2%)			
Not Required	34 (51.5%)			
No Overtime	14 (17.1%)			
Not Reported	5 ( 4.0%)			
Day Shift	71 (86.6%)			
Night Shift	9 (11.0%)			
Hours				
Daily				
Mean (SD)	8.6 (1.4)	8.18 ( .93)	8.99 (1.63)	NS
Weekly				
Mean (SD)	44.13(8.11)	43.18 (8.43)	45.08 (7.76)	.67
Hours Worked				
< 40 Hours	4 ( 4.9%)			
40-44 Hours	44 (53.7%)			
45-49 Hours	12 (14.6%)			
50-54 Hours	11 (13.4%)			
> 55 Hours	9 (11.0%)			
Not Reported	2 ( 2.4%)			

### Quantitative Data/Results

#### Psychometric Results

Prior to data analyses, the burnout and quality of worklife scales were assessed. Results from reliability analyses produced a coefficient alpha of .88 for the burnout score and a .89 for the total quality of worklife score. For the quality of worklife subscales

(psycho-social work conditions, management issues, job demands, job resources) reliability coefficients were .69, .83, .75 and .67 respectively. Lower than optimal (.80) subscale coefficients were a result of the heterogeneity of the item sets and the fact that not all items from the original scale were used.

The quality of worklife subscales were created using a combination of data reduction (principle components analysis) as well as anecdotal and subjective researcher evidence related to the specific burnout-related to experience and the characteristics of study participants. Four subscales from the set of 19 quality of worklife items emerged. Psycho-social work conditions included seven items with higher scores indicating increased negative conditions. Management issues included seven items where higher scores indicated worse conditions. Job demands included two items and higher scores indicated more demands, and job resources consisted of five items where higher scores indicated fewer resources. Skewness for all scales was  $\pm .75$  and Kurtosis for all scales was  $\pm .55$ . There were no significant outliers, and no adjustments were necessary.

The quantitative hypothesis for this research were

*H<sub>01</sub>* The Oldenburg Burnout Inventory will be used to determine the level that Union and nonunion employees experience burnout and that union employees experience lower levels of burnout than nonunion employees.

*H<sub>02</sub>* The Quality of Worklife Questionnaire will be used to identify if union members have significantly lower mean job demands placed on them compared with nonunion employees and that union members will have

significantly higher mean perception of the amount of social support they receive in their employment settings compared with nonunion employees.

The goal of these hypotheses was to (a) determine the number of employees union and nonunion with burnout, (b) identify employee perceptions of the amount of social support they receive in their employment setting. Univariate and multivariate analyses were performed using SPSS (2010) to test the hypotheses with data collected from  $N = 82$  participants. Specifically, to test the hypothesis that union and nonunion employees can develop burnout but union employees experience lower levels burnout. In addition, to test the hypothesis that union membership decreases job demands and increases the union members perceptions of the amount of social support they receive at the job.

The measures of central tendency, variability of data, and descriptive analyses indicated that the dependent variable, burnout was normally distributed. Data showed that burnout was not highly skewed ( $-0.03$ ) or kurtotic ( $-0.43$ ), ( $M = 38.85$ ,  $SD = 7.2$ ). To test the hypothesis that union and nonunion employees can develop burnout and union employees' experience lower levels of burnout an independent-group  $t$ -test was performed. Results from the Levine's test indicated that the variance for condition was equal ( $p = .51$ ). R results indicated that the mean burnout for union participants ( $M = 39.27$ ,  $SD = 7.15$ ) and nonunion participants ( $M = 38.44$ ,  $SD = 7.46$ ) were statistically non-significant. As indexed by Cohen's  $d$ , the effect size was .11, indicating a weak effect. The hypothesis was not supported and results will be used to help explain why participants are both experiencing burnout and why the participants hold different

views of their workplace. It is likely that union membership influences the perceptions of the members and actually increases discord between the union members and employers.

Pearson product-moment correlation correlations were performed to assess the relationships between burnout and job resources and demands, perceptions of management, age, and overall quality of work life. Correlations were performed for the overall sample, as well as union and nonunion independently. See Table 3. For all groups, results indicated that as burnout increased, scores on all of the other measures significantly increased as well, except age. The highest correlations were between burnout and management perceptions for all groups. The largest correlational difference between union and nonunion groups were for the burnout and job demands, with the union showing  $r = .56$  and then nonunion workers showing  $r = .36$ .

Table 3.

*Correlations for the Oldenburg Burnout Inventory (OLBI), the Quality of Worklife (QUALITY OF WORKLIFE SURVEY), management, job demands, job resources, and age for Union and Nonunion Participants*

Subscale	1	2	3	4	5	6
Overall ( <i>n</i> = 82)						
1. Age						
2. Job Resource	-.03	-	-	-	-	-
3. Job Demands	.01	.17	-	-	-	-
4. Management	.00	.68**	.33**	-	-	-
5. QWL	.00	.78**	.24**	.75**	-	-
6. OLBI	-.02	.46**	.46**	.63**	.50**	-
Union ( <i>n</i> = 41)						
1. Age						
2. Job Resources	-.11	-	-	-	-	-
3. Job Demands	.10	.17	-	-	-	-
4. Management	-.01	.70**	.24	-	-	-
5. QWL	-.14	.76**	.21	.77**	-	-
6. OLBI	.18	.42**	.56**	.60**	.49**	-
Nonunion ( <i>n</i> = 41)						
1. Age						
2. Job Resources	-.11	-	-	-	-	-
3. Job Demands	-.25	.06	-	-	-	-
4. Management	-.18	.64**	.30	-	-	-
5. QWL	-.04	.76**	.15	.70**	-	-
6. OLBI	.23	.49**	.36**	.69**	.53**	-

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Finally, standard multiple regression analyses were performed on the overall sample, and by union and nonunion to assess the significant predictors of burnout scores.

For the overall sample, the  $R$  for the regression (.69) was statistically significant,  $F(6, 73) = 11.05, p < .001, r^2 = .48, \text{adjusted } r^2 = .43$ . Only increases in poor management scores (beta = .49,  $p < .01$ ) and increases in job demands (beta = .29,  $p < .01$ ) significantly predicted burnout. For the union participants,  $R$  for the regression (.75) was statistically significant,  $F(6, 33) = 7.04, p < .001, r^2 = .56, \text{adjusted } r^2 = .48$ , and both poor management increased scores (beta = .40,  $p < .05$ ) and increased in job demands (beta = .42,  $p \leq .01$ ) significantly predicted burnout. For the nonunion participants, the  $R$  for the regression (.72) was statistically significant,  $F(6, 33) = 5.92, p < .001, r^2 = .52, \text{adjusted } r^2 = .43$ , and only poor management increased scores (beta = .52,  $p < .05$ ) significantly predicted burnout.

The results indicate that higher scores, for union participants, on poor management and increased job demands significantly predicted the development of burnout in union members. However, for nonunion participants, only higher scores on poor management were indicative of the development of burnout in nonunion employees.

### **Qualitative Results**

The qualitative phenomenological portion of this research worked to identify employees' perceptions of job demands and job resources using open-ended semi structured items. The primary goal of the qualitative portion of the research was to collect a deeper level of understanding of employee perceptions. Descriptive coding was used to categorize the opinions in order to document the breadth of the participant's perceptions of issues related to burnout and develop themes (Saldana, 2009). Specifically, interview data were used to identify what resources are available to the employee in union and

nonunion settings; their perception of these resources, and if the employee takes advantage of the resources their perception of the outcome.

Of the 82 participants who completed and returned the OLBI and Quality of Worklife surveys, 20 were randomly sampled for the qualitative portion of the research. Modified random sampling of the initial sample of quantitative participants was accomplished through completion of the following. The surveys received during the quantitative portion of the research were numbered as they were received. Individual slips of paper were numbered 1 to 41, placed in a hat, and then 10 participants for union and 10 participants for nonunion were randomly selected from the hat. If the number selected checked no to taking part in the interview portion of the research process that survey was placed aside and another number was drawn at random until 20 participants from both samples had been selected.

After sampling of the participants had been completed, the prospects were contacted via the requested method concerning the participation in the interview. All 10 of the union participants requested to be contacted by phone and all of the participants opted to complete the interview over the phone. For the 10 nonunion participants, nine requested that they be contacted via phone and one, due to his hearing difficulties, requested to be contacted via email. The participant with hearing loss was emailed the interview and correspondence took place until the interview was completed.

During the 20 interviews, 19 phone interviews and the one email correspondence, the participants were asked to answer the following open ended semi-structured questions (see Chapter 3 for a review of the qualitative question development):

1. What are some of the job resources provided for you in your place of employment?
2. What is your overall perception of the job demands you face in your current workplace?

Prompts were used to elicit deeper responses from the participants. Using prompts during an interview encourages participants to provide details and clarification of their responses (Harris & Brown, 2010). The prompts used to encourage the participant to expand on reported perceptions, for job resources, focused on eliciting information concerning job resources. For perceptions of job demands prompts focused on motivating the participant to share their perceptions of workplace demands (See Appendix D.).

Prompts were used to gain a deeper understanding of what was being reported. For example when a participant was discussing a difficult situation at work I would respond with a simple reflection, “that sounds difficult for you”, followed by the use of the prompt, what job resources have you used in this situation. Active listening allowed me to listen to the words and tone of the participant helping me to understand what the speaker was communicating (Passmore, 2011).

### **Qualitative Data Analysis**

All 20 of the participants discussed in depth their perceptions of working experience, issues with job resources and job demands that they face in their workplace. The first round of coding was completed and identified basic descriptive information based on participant’s responses. Saldana (2009) pointed out that data coded during the first round of coding can range from one word to full sentences. During the second cycle

of coding, the researcher identifies emerging themes, configurations, and explanations. These codes identified during the first and second cycle of coding represent the spirit and content of what is being reported by the participants. Through the coding process, four primary themes emerged for both union and nonunion participants and three subthemes emerged for only the union participants. Table 4 provides the numerical data for the identified themes.

Table 4.

*Counts for Union and Nonunion Themes and Sub-themes*

Themes/ Sub-themes	Overall <i>N</i> = 20	Union Responses <i>n</i> = 10	Nonunion Responses <i>n</i> = 10
<b>Primary Themes Union and Nonunion</b>			
Supervision/ Communication	34 (<1%)	17 (<1%)	17 (<1%)
Training/Safety	14 (1%)	11 (<1%)	3 (3%)
Equality/ Job Advancement	13 (2%)	5 (2%)	8 (1%)
Time constraints/ Manpower	15 (1%)	9 (1%)	6 (2%)
<b>Union Sub-Themes</b>			
Support	10 (2%)	10 (1%)	0
Poor employee Attitude	5 (4%)	5 (2%)	0
Trust	4 (5%)	4 (3%)	0

Note. Subthemes were found for union only

### **Overview of Themes**

The primary themes that arose from the qualitative data for union and nonunion participants centers around organizational culture and management. The primary themes are supervision/communication, training/safety, equality/job advancement, and time constraints/manpower. Findings for supervision/communication include comments and descriptions about issues primarily related to communication and supervision. This theme directly or indirectly influences employee perceptions of support and contribute to the development of burnout. Training/safety, equality/job advancement, and time constraints/manpower also point to issues with supervision and communication. The identification of these three themes can also directly or indirectly effect employee perceptions of their workplace and the development of burnout through the creation of limited job resources and increased job demands.

For union participants, three subthemes were identified during analysis of the data. The three subthemes, identified in union participant responses only, were support, poor employee attitude, and trust. Support or the perception that there is a lack of support in the workplace can also directly or indirectly contribute to the development of burnout by creating an environment where the employee disengages and becomes emotionally exhausted. Poor employee attitude was another theme identified in union responses, this points, directly or indirectly, to the development of depersonalization and emotional exhaustion. Trust, is another issue that can influence the development of burnout and can affect the relationship that employees have with their employer.

### **Union Primary Themes/Sub-Themes**

The primary themes that arose during coding concerning job resources and job demands for the union and the three sub-themes that emerged during the coding process are building blocks for organizational culture and management (Table 4).

Supervision/communication was the number one concern that evolved during the coding of the interviews.

Participant 2 identified a common belief about the current management in their workplace “we have a slogan at work RTF (run to fail) it’s like they’re running it into the ground.” This sentiment was echoed by participant 8 when they described the supervision/communication style of management and the belief that management desires a negative outcome for the company

I would like them to let me have more of a voice to try and figure things out. I used to work at the body plant and they trusted people more out there than they do in here. If they would let us have more of a voice, my boss he doesn’t know how to do my job, and the boss above him doesn’t know how to do my job, and the boss above that don’t know how to do my job. My boss told me that he doesn’t need to know how to do my job. They don’t even let us get our own part we call it a band aid on a tourniquet. If they closed the doors tomorrow I wouldn’t be bitter but it’s almost like they want it to close.

The perception of issues with supervision, when it comes to communication with employees, was addressed by participants 6 and 10. Their responses represent commonality of perceptions shared by participant 8 concerning supervision and communication. Participant 6 stated, “There are too many chiefs and not enough Indians,

there are too many bosses, the communication level of the job that I have can change three or four times a day.” Participant 10 stated, “the bosses don’t really...most of them don’t know what’s going on so it takes them 2 or 3 months to figure out what’s going. So they don’t know how to fix the problem and so they tell you to send it down the line.”

Two other themes identified by union participants are also important aspects of organization culture and management. They are training/safety and time constraints/manpower, during the interview training and safety issues were identified by the participants 11 separate times. Participants 10 and 7 all presented information that points to positive steps taken by the company when it comes to training and safety. Participant 10 stated, “We have at each work station a detailed list of what’s required on each specific job like pictures. The pictures will show you where to put the weld on each truck and how to do it.” Participant 7 shared

We have safety meetings informing us of any safety problems that we may have, we have meetings every day to determine quality assurance. We have meetings for production schedules and stuff like that. Well a lot of things that they tell us or they find wrong out in the field on the trucks gives us an opportunity to check those things before those trucks get out in field. If there are things that the customer doesn’t like we can make sure that we can do what they want before it goes to them.

Manpower and time constraints were identified as another concern for the union participants. Participant 1 put it best when they shared

Ahh right now there jobs are overloaded. Well you gotta hurry up and get it done if you get having a problem working on the truck if you ain't got time to fix it you gotta let it go and they have to fix it down the line. The jobs are so overloaded that you don't have time to do anything.

Adding to this response and building on the concerns of manpower and time constraints participant 2 shared

They are always trying to widdle down as many union jobs as possible they handed out department numbers and they have 45 to 50 people in them and they 30 managers in them so you look at it and there are 1.3 people for every 1 manager.

The final theme identified by union participants was equality/job advancement.

Participant 5 presented his point of view concerning equal treatment of his fellow union members when he stated:

I wish that people could be treated fairly, when I took that job I'll be honest with you I took it because I got a lot of money and I kind of like looked down at them because I didn't know. I grew up and I realized that I work with a lot of good people and they deserve respect and they judge them based on their life style choices. They treat them like their stupid like they don't know what they're talking about basically like they are trying to get away with something like they want to read the paper and get paid 25 dollars to do it and that's not true they just want to make a living wage.

During the coding of the interview three subthemes emerged, they are support, poor employee attitude, and trust. Union participants identified multiple constructs that drive their perceptions of these union sub-themes. The main sub-theme identified by the union participants was support. Participant 5 shared “You have...of course you can go to your steward with the union that’s the first person you go to if it’s a problem.”

Participant 3 and 8 also identified union stewards as being supportive of the union member when they are on the job. Participant 3 stated “Union’s stewards they give us safety briefings and stuff like” and participant 8 stated “We have J.L. who’s like an EAP he’ll help you if you need drug rehab, financial, or psychological issues. They also have legal assistance if you’re having divorce issues or financial issues.”

Participant 8 expressed their belief about support from the union but shared that they do not feel the same amount of support as maybe other union employees do. This participant stated

We’ve complained to the union before and they just say that’s the way it is.

We’ve had a change in the engine and I’ve been at other shops where they offer training and we don’t. Seniority rules around this place.

The second subtheme identified during the coding process was poor employee attitude. This belief was expressed by five of the participants. These participants pointed to employees who are not invested in their work. Participant 6 echoed the same sentiments as the other participants when they stated

I really like my job I think I got a great job some of the people got bad attitudes other than that I got a great job. Some people just don’t care I wish there were

more people that did care. It would make the air better if people would give 100% it would make every body's job easier.

### **Nonunion Themes**

The four themes identified in the coding of the union responses are also prevalent in the coding of the nonunion responses. For nonunion participants supervision and communication was also the primary theme to emerge. Participant 2 identified supervision and communication issues when they stated

It's not really run well so we don't have a whole lot of resources there. Pretty much you have to wing it yourself you just have to figure it out as you go. It gets kind of discouraging if we had more management and supervision and had a person to help you do your job it would make it a lot easier.

In addition, participant 5 built on the problem with supervision and communication when they shared

Personally I don't think the two managers we have at our workplace know how to manage and communication which stretches through headquarters and they do not need the people know who really need to do the job. If those got changed I would go back to loving my job. I love the work that I do but they make it hard to love my job.

Supervision and communication in the work setting are important in the daily workings of the employment setting. Participant 3 shared that they believe that they are being pulled in two different directions when they stated

I am heavily depended upon to help my coworkers with their problems. I also try to satisfy management's demands. Co-workers demands because I sympathize with their position and management demands to get them off my back. It's pretty much a self-defense situation management is only interested in the bottom line and not what we need. Sometimes management is not a reliable source for information so a lot of times co-workers just come to me. Some of the co-workers now want me to solve their problems for them.

Participant 8 expanded on the concern that management is not respectful and also brought up the need for equality between staff in order to increase productivity and decrease feelings of burnout

The thing I would change would be more respect for production workers. I would change this because poor management attitudes contribute to low morale. If things did change there would be more respect for those responsible for paying us, non-productive employees leads to increased productivity with less burnout.

While supervision and communication were both identified by union and non-union participants as the number one concern about organizational culture and management, safety and training was only identified by three of the nonunion participants as problematic. Participant 9 suggested that safety is a minor concern for all nonunion employees' when they stated

People try to cheat and set up things a little quicker that could put you in danger.

Like the job they had us do needed to use a sheer and the sheer didn't fit and they took the safety devices off now I didn't want to run it. I understand that in order to

get paid you gotta get a job out and since OSHA was in there not too long ago I don't feel that they should be doing that job cause what happens if you take a safety device off and they get hurt and they have to get a report made and then they would be in trouble.

Conversely, the nonunion participants identified that equality and job advancement are the second most important issues for them in the workplace. Eight of the participants discussed their displeasure with the equal treatment of the employee's. Participant 10 presented a basic belief about equality in the workplace when they stated "Everyone needs to do their part to make it all work. Come to work on time, need to have a sense of urgency, be safe and do a quality job."

In addition, to the comment made by participant 10 two other nonunion participants added to the issue of equality in the workplace. Participant 1 shared

I see people who don't work hard and there's no demands placed on them. Yeah the demands are pretty high. I voice my opinion already I need some help I get overwhelmed there are days like today that are overwhelming. It piles up and it gets overwhelming. If I could get access to help that would make it less overwhelming.

Participant 7 added to the concern with equality when they discussed issues of raises in the workplace

When raises come around the bad workers get the same raises as the good ones. Making things more equal would make things better, it would make me look at

my job in a brighter way and it would let you know that people appreciate what you're doing.

The final issue that arose with the nonunion participants was time constraints and manpower issues. The following comments address time constraints in the nonunion workplace. Participant 4 shared that they get overwhelmed and stressed trying to complete work

Some of the special projects that I have to do it stresses me out some and making sure all of the jobs get through the shop and delegating some of my jobs; which stresses me out some cause I don't know if they will get done.

Participant 1 commented on the demands in the workplace and being pulled in different directions

I think the demands of the job should be shared instead of being done by one person. I think that's my biggest obstacle I start something and get pulled away by employees. I start a project and can't get it done.

Finally, participant 5 shared that responsibilities and demands in the workplace coupled with limited resources influences the level of stress and strain that they experience

Because my job carries so much responsibility it causes so much strain and so much could go wrong and with resources being not really reliable because people only do half of their job because they don't do their job.

### **Qualitative Results Summary**

**Evidence of Quality**

Data collected from participants for this IRB approved study meets compliance for continued protection of the data. I am the only individual with access to the data and the participants' identity. Collection of data using human participants follows the standards for the American Psychological Association Ethical Principles of Psychologists and Code of Conduct (2010) Standard 8. I obtained institutional approval, provided participants with informed consent, did not offer inducement that coerced participants into participating in the research, and did not use deception in the research process. I also provided participants with debriefing upon completion of the research and followed the general principles of beneficence and nonmaleficence, fidelity and responsibility, integrity, justice, and respect for people's rights and dignity APA (2010).

**Quantitative Phase**

The quantitative surveys used for data collection were the OLBI and the Quality of Worklife survey. The OLBI can be used in virtually any employment setting (Demerouti, Bakker, Vardakou, & Kantas, 2003). The OLBI balances positive and negative working and it only focuses on two scales exhaustion and disengagement and measures burnout in participants (Halbesleben & Demerouti, 2005). The Quality of Worklife survey focuses on worker autonomy, hours worked, job satisfaction, job stress, workload, layoffs, and employee wellbeing. This questionnaire measures the existence of a relationship between employee safety and characteristics of the employment setting (NIOSH, n.d.).

**Qualitative Phase**

Participants for the qualitative phase were drawn from the pool of quantitative participants who identified a willingness to participate in the interview portion of the research. Using semistructured, open-ended questions provided participants with many opportunities to express and describe their personal opinions. The interview questions put to the participants excluded personal information that would provide identifying information to outside entities. When participants did share personal information that would compromise their confidentiality was edited out for content. Anonymity was further ensured using codes when proofing participant's transcripts (Saldana, 2009)

### **Member Checks**

Member checks with 100% of the interview pool (20 of 20 participants) validated the portrayal of participant opinions, personal work experiences, and perceptions of their working environment. Review of the one on one interview responses points to participant agreement with researcher interpretation, pointing to quality investigation.

### **Triangulation**

Reconciling qualitative and quantitative data involves the use of triangulation. This comparison of data lends itself to providing a test of the data's consistency. Working to identify the influence of union or nonunion membership on the development of burnout, analysis of burnout (Demerouti et. al, 2001), and participants quality of work life (NIOSH, n.d.), from multiple theoretical perspectives, to identify how participants working environments influence levels of emotional exhaustion and depersonalization.

Quantitative findings confirmed the presence of burnout in both sample populations, for union participants both poor management and increased in job demands

significantly predicted burnout. For the nonunion participants only poor management significantly predicted burnout. Qualitative results pointed to management (supervision) being the main concern for both union and nonunion participants. However, manpower and support were identified as greater concerns for union participants than for nonunion participants. The use of mixed methodology allowed for confirmation of both quantitative and qualitative findings, both the union and nonunion participants pointed to poor management as an area for concern. Johnson and Onwuegbuzie (2004) suggested that the use of mixed methodology creates opportunities for developing and describing techniques that are closer to what is being used in practice.

### **Comments on Findings**

#### **Consistencies, Inconsistencies, Discrepant Cases, and Nonconfirming Data**

**Consistencies and inconsistencies.** The quantitative portion of the research was completed with minor complications in return receipt of surveys from union members. This situation created the need for continued sampling of union participants in order to obtain enough surveys to make the research viable. Research validated the development of burnout in union and nonunion participants and regression analysis completed for both populations identified poor management and increased in job demands as being a significant predictor of burnout for union participants. Results also pointed to poor management as being a significant predictor of burnout. Brotherridge and Lee (2002) pointed out threats to an employee's resources comes from demands on the job. When employees are faced with the loss of job resources--poor management, this can cause the

employees attitude and behaviors to change as well as increase the risk of burnout (Brotherridge & Lee, 2002; Cordes & Dougherty, 1993; Lees & Ashforth, 1996).

Data cleaning was completed and incomplete responses were removed for two of 82 of the quantitative participants. This cleaning occurred prior to the qualitative interviews and any inconsistency in responses did not invalidate any of the qualitative or quantitative results. Karmaker and Kwek (2007) pointed out that data cleaning must be completed prior to entering the data into the data set. Raw data needs to be preprocessed in prior to analysis, incomplete and inconsistent data need to be addressed. Data cleaning specifically the identification of missing values, while simplistic, is vitally important (Karmaker & Kwek, 2007).

**Discrepant cases.** Cases with missing data were removed during the analysis of the quantitative data and no outliers in the data were identified during the regression analysis.

**Nonconfirming data.** Results identified management and increased job demands as significant predictors of burnout in both union and nonunion participants. Results did not point to union or nonunion membership as a predictor of burnout.

## **Biases**

### **Researcher**

Bias, on the part of the researcher is identified through the measurement of discrepancy between the judgment and what is being judged (MacCoun, 1998). In addition, the existence and content of informational cues can manipulate “between or within-subjects experiment”, and establishing the existence of a bad cue being used by

the researcher can point to bias. Addressing bias when identifying levels of burnout and the quality of the work environment lent to the examination of specific factors that determine the development of burnout. To address bias the researcher took a collaborative person centered approach when working with participants. This approach allows people to become further committed to what they are saying and guides the discussion (van Keuten et al., 2011)

### **Participant**

Participants, for quantitative portion of the research, identified bias in the number one concern they have in the employment setting. Quantitative participants were asked, what is your current number one concern about your employment setting? Results indicated for union employees, job security (53%) and jobs leaving the United States (26%) were the primary concerns. For nonunion employees, management (26%) and equality (21%) were the top concerns.

### **Summary**

Using a mixed methodology allowed for the quantitative and qualitative investigation of burnout, quality of the participant work life, and perceptions of job demands and support in the workplace. Quantitative measurement tools identified emotional exhaustion, depersonalization, burnout, worker autonomy, hours worked, job satisfaction, job stress, workload, layoffs, and employee wellbeing. Data cleaning identified two instances of incomplete responses, that were then removed, for an overall  $N = 82$ . Qualitative data were collected from 20 participants, 10 from each sample

population. Participants were randomly sampled from the quantitative pool to complete the qualitative interview process.

Quantitative data confirmed the presence of burnout in both sample populations. Regression data for union participants identified both poor management and increased in job demands were significant predictor's of burnout. Conversely, regression data for nonunion participants pointed to poor management as a significant predictor of burnout. Qualitative echoed the quantitative results; both union and nonunion participants identified management as a primary concern. Union participants also identified manpower and support as greater concerns in the working environment. These findings point to the negative consequences of burnout for the employer and employee and to areas of concern that need to be addressed in the employment setting.

The development of burnout in an employer's staff could lead to decreased employee productivity, increased emotional distress, and a decreased commitment towards the employer (Bakker et al., 2005; Demerouti et al., 2001). With the continued instability of today's financial climate corporations are faced with the need to ensure their own financial saliency. Addressing concerns that affect productivity increase an employee's emotional distress, and the commitment the employee holds, while seemingly miniscule, will promulgate to the employees their importance to the corporation. Further discussion of recommendations for change will be discussed in Chapter 5.

## Chapter 5: Summary, Conclusions, and Recommendations

Past studies of burnout have not only been numerous but narrowly focused (Dormann & Zapf, 2004; Lee & Ashforth, 1996). In the past decade, research into the topic of burnout has been split into two distinct categories with the focus of industrial settings being occupational stress and helping professions being the focus of burnout research (Handy 1988). This narrow focus and limited studies on burnout outside of the human services genre created a gap in the research of burnout in employees who work outside of the helping professions.

Because employees in any setting are exposed to job demands that can increase the possibility of burnout, there needs to be more research into burnout outside of the human services genre. Research outside of the human services domain will help to broaden the understanding of burnout and factors that influence the development burnout. The development of burnout has negative consequences for both the employer and employee, to include employee productivity, increased emotional distress, and a decreased commitment towards the employer (Bakker et al., 2005; Demerouti et al., 2001).

### **Quantitative Discussion**

The goal of the research hypotheses was to determine the number of union and nonunion participants experiencing burnout and identification of participant perceptions about their workplace, specifically the amount of social support they receive. According to the measures of central tendency, variability of data, and descriptive analysis the dependent variable, burnout, was normally distributed. The data for burnout were not

highly skewed (-.03) or kurtotic (-.43), ( $M = 38.85$ ,  $SD = 7.2$ ). Levine's test indicated that the variance was equal ( $p = .51$ ),  $R$  results indicated mean burnout out for union participants ( $M = 39.27$ ,  $SD = 7.15$ ) and nonunion participants ( $M = 38.44$ ,  $SD = 7.46$ ) are not statistically significant. The effects size, as indicated by Cohen's  $d$ , was .11; this indicates a weak effect. These findings do support the development of burnout in both union and nonunion participants, but the findings do not support the hypothesis that union employees experience lower levels of burnout.

The relationship between burnout and job resources and demands, perceptions of management, age, and overall quality of work life were assessed using a Pearson product-moment correlation. Correlations were completed for the overall sample and for the union and nonunion independently. Group results indicated that scores on all other measures increase significantly, except for age, as burnout increases. Highest correlations for the group were between burnout and management perceptions and the greatest correlational difference between union and nonunion groups were burnout and job demands. The union results showed  $r = .56$  and nonunion results showing  $r = .36$ .

For multiple regression analyses, completed for the overall sample,  $R$  for the regression (.69) was statistically significant. The results point to increases in poor management scores (beta = .49,  $p < .01$ ) and increases in job demands (beta = .29,  $p < .01$ ) as being significant indicators for predicting burnout. The  $R$  for the regression (.75), for union participants, was statistically significant and again poor management (beta = .40,  $p < .05$ ) and increased job demands (beta = .42,  $p \leq .01$ ) are significant predictors of burnout. Conversely, the  $R$  for the regression (.72), for nonunion participants, was also

statistically significant. However, only increased scores for poor management (beta = .52,  $p < .05$ ) was identified as a significant predictor of burnout. Overall, a perception that the workplace has poor management and that job demands are high, are significant predictors of burnout, for union participants. In contrast, only an increased perception that a workplace has poor management was a significant predictor of burnout in nonunion participants.

Demerouti et al. (2001) suggested that burnout is not limited to the human services domain and Harvey et al. (2003) pointed to an employee's trust in the organization as an influential part of an employee developing burnout. Another factor that affects an employee is the social environment of the workplace Demerouti et al. proposed that a negative social environment in the workplace can be a causal factor in the development of burnout. The results of this study support this belief that burnout occurs in other employment settings and the social environment of the workplace can increase the development of burnout. The results point to the characteristics of poor management and increased job demands as being influential to the development of burnout in union members and poor management as being influential in the development of burnout in nonunion members.

Results support the JD-R model that proposes an employee's well-being is linked to the characteristics of their employment setting and job demands are important predictors of employee engagement at their workplace (Bakker et al., 2005; Demerouti et al., 2003; Xanthopoulou et al., 2007). Additionally, the conservation of resources theory, pointed to job resources as being a social support for employees, autonomy, increasing

decision making abilities, and reinforcement of the employee's work (Cordes & Dougherty, 1993; Lee & Ashforth, 1996). Threats to an employee's job resources come from increased job demands. Results showed that poor management and job demands were a significant predictor of burnout in union participants; and poor management was a significant predictor of burnout in nonunion participants. These negative characteristics, poor management and increased job demands, have a negative influence on the job resources available to the union and nonunion participants.

Finally, data supports the theory of reasoned action that holds behaviors are driven by the intention to produce behaviors (Vallerand et al., 1992). This theory points to two components that affect employee behavior: (a) personal or attitudinal factors and (b) social constructs or standard norms. Beliefs and attitudes are linked to the perception of what consequences will occur because of a certain behavior. Results pointed to union and nonunion perceptions of poor management and increased job demands, these perceptions can influence behaviors, attitudes, and organizational norms.

### **Qualitative Discussion**

The primary themes that arose from the qualitative data for union and nonunion participants are supervision/communication, training/safety, equality/job advancement, and time constraints/manpower. These concerns can be linked back to organizational culture and management and have a negative impact on the perceptions of employees. For union participants only, three subthemes were identified during analysis of the data. The three subthemes identified in union participant responses were support, poor employee attitude, and trust.

## **Union**

For union members, concerns about organizational culture and management comes from past events. On November 1<sup>st</sup> 1979 the UAW members working for International Harvester went on strike over labor issues in the employment setting (Jensen, 2008). The strike ended on April 20, 1980 and lasted for 179 days. This strike, as of May 2008, is still the fourth longest strike of national importance ever organized by the UAW. Participant 3 identified the issue between the union and the company by stating

I think I would change the culture in that we have an adversarial relationship. In our plant, it's the oldest plant, and I think the scars run deep and a lot of older guys remember that and those in the management positions really blame us. They still remember the 1979 strike. It would be a paradigm shift absolutely, the company has...during the last contract change they didn't...there's no trust and no respect between the two.

This event in 1979 was a crucial time for the UAW and its members. The negative impact of the strike had a long lasting effect on trust in the organization and in management. Ajzen and Fishbein (1980) pointed out that belief systems affect employee actions on the job and employees tend to respond to what they perceive as specific to what the group wants them to do in that situation. 31 years later the effects of the strike point to the sustained belief that there is still an “adversarial relationship” between the union and their employer. This continued belief in the “adversarial relationship” negatively affects how the union members interact with the management.

Supervision/communication and training/safety were the top two themes identified by union participants. Participants expressed concern that management for the company is purposefully “running it into the ground” and the belief, reported by participants, is management desires a negative outcome for the company. Participants also expressed a lack of communication that stymies the employee’s ability to complete work tasks, these continued differences in workplace management creates tension and miscommunication that affects the safety of the employee’s. Poor management coupled with increasing demands and issues with safety, training, and communication represent, what participants believe to be, poor organizational structure.

The theory of reasoned action holds that voluntary behavior can be predicted by individual attitudes that are held towards the behavior, and the beliefs held about how others will perceive them if they act on the behavior (Vallerand et al., 1992). Personal or attitudinal factors and social constructs or standard norms influence the behaviors of the employees. Van Den Bergh (1991) pointed to group membership as being a collective action that provides members with a sense of empowerment and solidarity. Union members identified union paradigms that create discomfort for some union members that include union support and seniority. Participant 11 stated “seniority rules around this place.” The union identifies the following supports in the workplace for its members:

1. Hiring and promotions
2. Wages, benefits, and working conditions
3. Contract changes/Contract negotiations
4. Seniority as part to the contract

5. Discipline, to include discharge, grievances process, and arbitration (UAW, 2010).

The UAW (2010) also pointed out that “It's not surprising then that workers without a union are often subject to arbitrariness and unfairness on the job.” One could argue that seniority, being contractually binding, creates arbitrary and unfair treatment of union employees in the factory setting. Participant 11 stated that “seniority rules,” no matter how educated, efficient, or superior a union employee is on the job. If the union employee is working towards furthering their own professional development, forward movement can be stymied because their peer has seniority. The treatment of seniority as the gold standard for making employee decisions (e.g. promotions, layoffs, shifts worked) creates an unfair disadvantage for the competing union employee in the factory setting with no seniority.

In principle, these edicts about how the union is able to aid the employee create a sense of control in ones' employment environment appear supportive. However, it creates norms that influence the attitudes of the workers and discord between employees and the employer. These group norms build a hierarchical structure that can influence the development of poor employee attitude and lack of personal investment, directed not only towards the workplace but also the union itself. An employee's well-being being is connected to characteristics of their employment setting (Bakker et al., 2005; Demerouti et al., 2003; Xanthopoulou et at., 2007). Membership in a group outside of the employment setting also influences an employee's well-being, the group can build social support, following the conservation of resources theory, can be a job resources. In turn

creating autonomy, increasing decision making abilities, and reinforcement of the employee's work (Cordes & Dougherty, 1993; Lee & Ashforth, 1996).

However, membership in a group outside of the workplace can also threaten job resources and increased job demands through the development of internal constructs that create negative belief systems. Negative characteristics in the organizational culture and management of an employment setting drive the behaviors of all employees' line workers and management. The theory of reasoned action establishes that behaviors are driven by the intention to produce behaviors that lead to specific outcomes (Vallerand et al., 1992). The personal or attitudinal factors and standard norms created by the UAW constitution creates' beliefs and attitudes that can be linked to the perception of what consequences will occur because of union membership. Qualitative results pointed to union sub-themes as being a resource to the members but also creating negative outlooks that affect the behaviors of its members.

### **Nonunion**

For nonunion employees, supervision/communication and equality/job advancement take center stage. Participants identified a lack of communication and minimal job resources as problematic; creating situations for employee's where they perceive themselves as being caught between their coworkers and management. The perception of poor management in the workplace creates discord and drives the behaviors of the employees. Individual attitudes of employees affect's the way an employee acts in the workplace. Participant 20 shared

I am over worked and under paid. Mostly simply because these economic times and because of my personality I keep taking on things so partly it's my fault. I'm glad I have a job. It's different for me I'm to a point where I can leave the job behind.

The theory of reasoned action supports the beliefs being expressed by participants, in that this theory predicts how voluntary behaviors are affected by individual attitudes and the beliefs held about how others will perceive them if they act on the behavior (Vallerand et al., 1992).

When employees hold negative views of the workplace their well-being is affected and in turn their ability to complete work tasks is diminished. The central theme of the JD-R model connects an employee's well-being being to characteristics of their employment setting (Bakker et al., 2005; Demerouti et al., 2003; Xanthopoulou et al., 2007). The conservation of resources theory identifies social support, autonomy, independent decision making, and reinforcement of the employee's behaviors as being important resource (Cordes & Dougherty, 1993; Lee & Ashforth, 1996). Nonunion participants identified a lack of respect from management, inequality between employees, and limited support to produce a quality product as the driving force behind their belief that their workplace infrastructure is fundamentally broken. These beliefs have increased employees negativity, promoted limited engagement in the workplace, and increased the fear that they will not be able to complete assigned job tasks.

### **Implications for Social Change**

Golden and Rutenburg (1973) proposed that work environments are not solely a collection of individuals driven by economic incentive. Employees have a vested interest in their employment setting that drive the completion of tasks, development of ideas, and the provision of services. Eisenberger, Huntington, Hutchinson, and Sowa (1986) presented evidence to show that employees form global beliefs based on their perception of how much the organization values the contributions and care of the employee. Commitment to an organization is influential in the development of emotional exhaustion and depersonalization and commitment has been shown to increase employee job satisfaction (Helmut Schmidt, 2007).

Understanding group membership and the influence this membership has on employees' job satisfaction and the development of burnout can facilitate the development of programs in the organization designed to minimize the negative outcomes of job demands and burnout (Van Den Bergh, 1991). Identification of perceptions and beliefs that affect behaviors; and resources available to the workers can increase the positive outcomes experienced by both the employer and employee. Findings from this study can be used to create programs that will decrease the likelihood of burnout in factory workers, both union and nonunion. The creation of job resources by the organization can increase an employee's sense of organizational commitment that will in turn influence employee outcomes in the work environment.

Results from this study point to poor management and increased job demands as predictor's of burnout. These findings can be used to identify and create support systems for employee's that provides an arena for sharing relevant concerns and ideas in the

workplace. Findings can also aid in the identification of resource and job dynamics that can increase an employee's and employer's ability to acclimatize to employment needs. In addition, findings can aid in the identification of management issues that stymie employee's ability to complete their work and create a negative working environment. This can lead to greater development and use of management programs, helping to build internal constructs to create positive organizational cultures.

### **Recommendations for Action**

Data collected and reviewed for both the quantitative and qualitative portions of the research mirrored what was being reported by the participants. The quantitative data presented the finding that participants, both union and nonunion, believe their employment settings have poor management. This finding is supported by the qualitative data as supervision and communication was the emerging theme that affected the way participants view the organizational culture and management. All 20 respondents in the qualitative portion of the research expressed issues with supervision and communication, making this theme the number one issue for both populations.

For union participants the quantitative data also showed that increased job demands were indicative of the development of burnout. This finding is also supported by the qualitative data; the concerns identified by the participants focused on training, safety, time constraints, and manpower. In addition, union participants identified three sub-themes that from a qualitative standpoint, hold influence over the perceptions of the union members. Leading to personal or attitudinal factors and standard norms that

negatively affect beliefs and attitudes towards the perception of what consequences will occur in the workplace.

### **Union**

On the UAW (No Union = No Rights, 2010) web site it states “It's not surprising then that workers without a union are often subject to arbitrariness and unfairness on the job.” This statement, however, is contradicted by responses given in the qualitative portion of the study. Three union subthemes emerged during the analysis of qualitative data, support, poor employee attitude, and trust; and pointed to internal discord between union members. Discontent with union policy, specifically surrounding discipline of union members at the job site surfaced. Participant 10 stated

But if I come to work and do my work I don't need a union. There are people that really need the union they get wrote up and lose points but if you just do your work you'll be alright.

In its purest form, the union holds the fundamental goal to change the relationship between employees and management (Yates, 1998). From its inception, the unionization of workers has pushed for equality in the workplace to include wages, health care, and retirement options. Yates (2010) pointed out that union members in the 20<sup>th</sup> century reported the support for the union “was a fight for dignity and respect.” However, the union has morphed over the years, struggling to maintain form and fashion while dealing with internal corruption. In 1959 the Landrum-Griffin Act was enacted after findings of corruption by congressional investigators (Yates, 2010). The demonization of unions, as

Yates (2010), pointed out was the “smokescreen” used to give unionized labor a “black eye.”

A proverbial black eye that creates doubt and mistrust of the union perpetuates the schism between union employees and management. It also continues the vilification of unionized labor from the prospective of public opinion. Two areas need to be addressed in order to (a) change public opinion and (b) decrease the adversarial relationship between union members and their employers. Public opinion is swayed by information that can be one sided. Due to continued fiscal instability, two states have recently voted into law statutes that in essence eradicate collective bargaining along with other tools used by union members. The Dayton Daily News (2011) presented information about the new law and its effects on Ohio union members “The law applies to more than 350,000 public workers. It bans them from striking, restricts bargaining and eliminates binding arbitration.” The paper also stated, “opponents call the measure an attack on working families.” The current fiscal crisis addressed by these changes “\$55.5 billion, two-year state budget proposal counts on unspecified savings from lifting union protections to help fill an \$8 billion hole” (Dayton Daily News, 2011) creates fear and uncertainty.

This negative presentation of the information creates the proverbial line in the sand. It demonizes, not only the union member, but the employer, this in turn affects the attitude of both parties and creates negative belief systems for employees and employers, continuing the rift between the two systems and putting the employee in the middle. Creating the perception of lost resources and negatively affecting the belief systems of union members as striking, collective bargaining, and binding arbitration are resources

that are available to them because of their union membership. The union held a “special convention on collective bargaining” in March of 2011, the members of this convention purport that “Our union has one overriding bargaining goal: to win justice, not just for our members, but for workers across our country and around the world (UAW, 2011, p. 4).” But that only appears to apply to employees who are union for nonunion workers, as a whole, will end of paying more out of pocket expenses e.g. health insurance while making on average less wages (UAW, 2010, No Union = No Rights). If the philosophy of the union is to win justice for workers across the globe the velocity and timber of the union message/support needs to address ways to integrate the process of supporting workers in a way that does not mean joining the union. While this does exist in contractual negotiations the individual still has to pay a fair share payments, universal support for workers comes with strings and can create friction and negative attitude for the nonunion members.

While the possibility that these resources have been legally removed, current opponents are working to get bill 5 on the ballot for November, union representatives and employers could be working together to create solidarity rather than fear and malcontent. Removal of resources can influence the employees’ attitude and view of their employment setting leading to mistrust, divestment of employees, and increased stressors all of which could influence the development of burnout. Continued internal inconsistency and separation of union members created by the union’s own internal hierarchy can create pressure on members inside of the union. During the special convention on collective bargaining (2011), the union proposed the following

To build power, we must be realistic and strategic. That doesn't mean meekly accepting the current state of affairs. On the contrary, it means taking a clear-eyed measure of the state of our industries and our power within them, and then identifying the specific approaches that will help us build power to win greater justice.

The union can work to create change from within the organization through the union's own use of an "omnibus resolution" (UAW, 2011) of addressing the concerns identified by union participants. This would include addressing the internal issue of seniority and poor attitudes of other union members. Union representatives also have the opportunity to include the nonunion members in the workplace to help create equality and acceptance of all employees. Creating cohesion between union members, nonunion members, and the employer is a task that will take time and effort but could lead to greater dignity and respect for all parties involved. Programs that help union members to increase understanding of how to deal with limitations that they are facing can help decrease employee stress and help to build positive relationships with the employers.

### **Nonunion**

The identification of management/communication and equality/job advancement issues, by nonunion participants; require attention for changes to occur. Avery and Bergsteiner (2011) pointed to sustainable management as an option for companies to take a more humanistic approach to fundamental practices in the workplace. Taking a more humanistic approach will help decrease employee turnover rates, increase innovation across the employment continuum, and enhance the performance of the business.

Resources, such as communication with management, equality, and support are key components to employee success in the workplace but are not limited to manager availability.

Having access to information about safety on the job, tools to complete tasks, and open lines of communication are a few of the managerial aspects that create job resources for the employee. The loss of any one of these resources, under the conservation of resources theory, can lead to the development of changes in the employees' attitude and behaviors that in turn increases the risk of burnout and loss of more resources (Cordes & Dougherty, 1993, Hobfoll, 1989; Lee & Ashforth, 1996;).

Nonunion participants identified areas in the workplace that are problematic and not only create discord with management but also creates a sense of inequality between the employees. Inequality in the workplace can decrease a workers self efficacy directly affecting the completion of job tasks. Elliott and Smith (2004) pointed to networking as a way to obtain positions of power in the company. In their research, Elliott and Smith found that African American females are more likely to use networking to obtain positions of power. This unexpected finding points to multiple aspect of networking; it can be *an important response* to gaining higher positions in the company and can be a direct cause of discrimination. Another aspect that creates inequality in the workplace is the *preference for similar others*. Elliott and Smith found that regardless of gender or race individuals who hold positions of power within an organization tend to fill positions of power under them with individuals who are similar to them.

Issues with management include communication, equal treatment, training, and cascading information about changes in the company as well as the company's financial health. Increasing communication, with the inclusion of cascading information about the company's financial health, moving towards a more humanistic orientation in management, and addressing concerns about inequality will benefit not only the employer but also the employee. Addressing personal or attitudinal factors and social constructs or standard norms (Vallerand et al., 1992) that affect the employee's behaviors in the workplace could help to create positive change in the nonunion participants work environment.

### **Limitations**

The quantitative portion of the research was limited to  $N = 82$ , with 41 union and 41 nonunion participants (See Chapter 4 for break-down of data collection). This limited participation coupled with the limited research concerning burnout in union and nonunion employment settings narrows the ability to generalize the findings to factory workers or other blue-collar employees who work outside of the transportation industry in union or nonunion employment settings. From the qualitative perspective the possibility of research bias was addressed through identification of any bad cues used during the interview.

### **Economic Factors**

Changes in financial stability have affected the number of jobs available. In 2008, the average rate of unemployment grew in 46 states and the District of Columbia (U.S. Department of Labor, 2009). The average unemployment rate in the United States in

2008 was 5.8 %: For Ohio the average rate of unemployment in 2008 was 6.5 % (U.S. Department of Labor, 2009). This rate of unemployment is above the national average and is an increase of .9 % from 2007 when unemployment was 5.6 % (U.S. Department of Labor, 2009).

Unemployment continued to increase in 2009 reaching a high of 9.8% in September 2009; with the bulk of job losses in 2009 occurring in the manufacturing, retail trade, construction, and government employment settings (U.S. Department of Labor, 2009). Cataloana and Dooley (1983) pointed out that undesirable economic events create “ambient” psychosocial stressors. This economic stress hypothesis holds that the negative economic events impact employee well being (Cataloano & Dooley, 1983). Unemployment is a problem for both union and nonunion members. Because the data collection portion of the research occurred in 2010, immediately following a precipitous drop in employment opportunities, participant’s perceptions of their employment situations may have been influenced by the lack of opportunity for employment growth due to the recession.

### **Recommendation for Further Study**

There is a gap in the literature regarding the development of burnout in employees’ who work outside of the helping professions. More research is needed to identify factors that lead to burnout and resources that help insulate employees from developing burnout. Continued research into factors that could mitigate the development of burnout in all types of employment settings could ensure the continued health and safety of employees. Research into the relationship between union membership and the

development of burnout are non-existent. This fact points to the need to continue researching the impact that union membership has on the development of burnout. Following this line of thinking research with a focus on support systems, group involvement, and the development of burnout outside of helping professions could provide opportunities to create and implement changes in the workplace that can increase job resources, trust in management, and decrease emotional exhaustion, depersonalization, and the occurrence of burnout.

### **Concluding Statement**

Burnout is a conglomeration of emotional crises; it is insidious and opportunistic, knowing no bias when it comes to who it affects. Today's work force is faced with increased job demands, shrinking resources, and expectations that are constantly changing. In the current economic climate employers and employees cannot afford to ignore the negative effects burnout has on the employee and the workplace. Understanding that employees are social creatures in need to support, understanding, acceptance, autonomy, and respect; and that employees in any working environment are vulnerable to developing burnout could provide support that acts as a buffer against burnout.

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## APPENDIX A:

**Union and Nonunion Employment: An Investigative Study of Factors in the Employment Setting that May Influence the Development of Burnout****Participant Information Sheet**

My Name is Rachel Costello, I am a student at Walden University and I am currently working on completing work for my PhD in Health Psychology. You are being invited to take part in a research study that is part of the requirements for completion of my program. Before you decide it is important for you to understand why the research is being done and what it will involve. You have been chosen to participate in this research because you have been identified as working either in a union or nonunion employment setting. It is up to you to decide whether or not to take part. If you do decide to take part in this research keep this information sheet, complete the demographic information, the Oldenburg Burnout Inventory, and the Quality of Worklife Questionnaire. You have been provided a self-addressed stamped envelope so that you can return the completed questionnaires to the researcher. Please take time to read the following information carefully. If you have any questions or you would like more information please contact by email or you can call me at (\*\*\*) \*\*\*\_\*\*\*\*.

The purpose of this research is to identify 1) the level of burnout experienced in union and nonunion employment settings 2) what factors in these employment settings influence the development of burnout in employees. You have received a packet containing 2 survey's, the Oldenburg Burnout Inventory, designed to measure levels of burnout, and the Quality of Worklife Questionnaire, designed to identify satisfaction in your current working environment. Participation in the surveys is voluntary and completion should take approximately 30 minutes.

The second part of your research participation will be completed with a face to face interview. This portion of the research is also voluntary, you will be asked to provide your first name only and a phone number where you can be reached in order to set up an interview time if you are willing to complete the interview. This interview will take place on a designated Saturday and should take approximately 30 minutes to complete. During the interview you will be asked a series of questions concerning your current work environment to include job demands and job resources.

Your participation in this research will be limited to the completion of the survey's and interview process. All information which is collected about you during the course of the research will be kept strictly confidential and may not be accessed by other individuals outside this project. Again if you decide to take part you are still free to withdraw at any time and without giving a reason.

**Thank you for your consideration and participation in this research.**

## APPENDIX B

OLBI/QUALITY OF WORKLIFE SURVEY  
Oldenburg burnout inventory/Quality of Worklife Questionnaire  
Union Employees

Note: These instruments are confidential and anonymous. You cannot be identified in any way. You must be at least 18 years or older to participate in this study. The OLBI is a survey used to measure burnout and the QUALITY OF WORKLIFE SURVEY questionnaire will focus on certain aspects of your current employment. I ask that you please respond to these items as honestly as possible. You can refuse to participate and you can refuse to respond to any item.

*If you are 18 years or older and you have read this information and you have no questions you have agreed to participate in this study. Thank You!*

Participation in this process is voluntary, however if you chose to participate you will be entered into a drawing for any one of 6 prizes.

1. A \$100 Visa gift card
2. A \$50 Visa gift card or
3. One of four \$25 Visa gift cards

If you would like to be placed in the drawing please provide your first name only and a phone number where you can be reached. \_\_\_\_\_

Another aspect of this research is the completion of a face to face interview. Would be willing to participate in the interview \_\_\_\_ Yes \_\_\_\_ No

If you marked yes please provide your first name only and number where you can be reached.

For union members for the interview process would meeting at your local union building be acceptable for the completion of the interview \_\_\_\_ Yes \_\_\_\_ No

**Please fill in or circle the best response for each item.**

1. Age: \_\_\_\_\_
2. Gender: Male Female
3. Ethnic/Cultural background \_\_\_\_\_
4. Marital status: Single never married Married Separated

Divorced Widowed

5. I work: Full time Part time Independent contractor Temporary agency
6. I have worked for my current employer for:  
Less than 6 months

6-12 months  
Number of years \_\_\_\_\_

7. I am a union member Yes No

I have been a union member for:  
Less than 6 months  
6 – 12 months  
Number of years \_\_\_\_\_

8. I usually work:

- Day shift
- Night shift
- Rotating shift
- On-call
- Split shift

9. Number of hours worked daily \_\_\_\_\_; weekly \_\_\_\_\_

10. Do you work extra hours or days beyond your usual schedule? Yes No

11. When you work extra hours or days is it required by your employer? Yes No

12. What is your current # 1 concern about your employment setting? \_\_\_\_\_

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### Oldenburg Burnout Inventory

**Instructions:** Below are statements with which you may agree or disagree. Using the scale, please indicate the degree of your agreement by selecting the number that corresponds with the statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I always find new and interesting aspects in my work	1	2	3	4
2. There are days when I feel tired before I arrive at work	1	2	3	4
3. It happens more and more often that I talk about my work in a negative way	1	2	3	4
4. After work, I tend to need more time than in the past in order to relax and feel better	1	2	3	4
5. I can tolerate the pressure of my work very well	1	2	3	4
6. Lately, I tend to think less at work and do my job almost mechanically	1	2	3	4
7. I find my work to be a positive challenge	1	2	3	4
8. During my work, I often feel emotionally drained	1	2	3	4
9. Over time, one can become disconnected from this type of work	1	2	3	4
10. After working, I have enough energy for my leisure activities	1	2	3	4
11. Sometimes I feel sickened by my work tasks	1	2	3	4
12. After my work, I usually feel worn out and weary	1	2	3	4
13. This is the only type of work that I can imagine myself doing.	1	2	3	4
14. Usually, I can manage the amount of my work well	1	2	3	4

15. I feel more and more engaged in my work	1	2	3	4
16. When I work, I usually feel energized	1	2	3	4

## Quality of Worklife Survey

Instructions: Below are questions concerning certain aspects of your work environment. Please answer the questions to the best of your ability.

1. Do you have any jobs besides your main job or do any other work for pay?

- 1 YES
- 2 NO

2. How hard is it to take time off during your work to take care of personal or family matters?

- 1 Not at all hard
- 2 Not too hard
- 3 Somewhat hard
- 4 Very

3. My job requires that I keep learning new things

- 1 Strongly Agree
- 2 Agree
- 3 Disagree
- 4 Strongly Disagree

4. My job requires that I work very fast

- 1 Strongly Agree
- 2 Agree
- 3 Disagree
- 4 Strongly Disagree

5. I get to do a number of different things on my job

- 1 Strongly Agree
- 2 Agree
- 3 Disagree
- 4 Strongly Disagree

6. I have a lot of say about what happens on my job

- 1 Strongly Agree
- 2 Agree
- 3 Disagree

4 Strongly Disagree

7. I have too much work to do everything well

1 Strongly Agree

2 Agree

3 Disagree

4 Strongly Disagree

8. On my job, I know exactly what is expected of me

1 Strongly Agree

2 Agree

3 Disagree

4 Strongly Disagree

9. My job lets me use my skills and abilities

1 Strongly Agree

2 Agree

3 Disagree

4 Strongly Disagree

10. At the place where I work, I am treated with respect

1 Strongly Agree

2 Agree

3 Disagree

4 Strongly Disagree

11. I trust the management at the place where I work

1 Strongly Agree

2 Agree

3 Disagree

4 Strongly Disagree

12. I am proud to be working for my employer

1 Strongly Agree

2 Agree

3 Disagree

4 Strongly Disagree

13. Conditions on my job allow me to be about as productive as I could be

- 1 Strongly Agree
- 2 Agree
- 3 Disagree
- 4 Strongly Disagree

14. The place where I work is run in a smooth and effective manner

- 1 Strongly Agree
- 2 Agree
- 3 Disagree
- 4 Strongly Disagree

15. In your job, do you normally work as part of a team, or do you work mostly on your own?

- 1 Yes, I work as part of a team
- 2 No, I work mostly on my own

16. In your job, how often do you take part with others in making decisions that affect you?

- 1 Often
- 2 Sometimes
- 3 Rarely
- 4 Never

17. How often do you participate with others in helping set the way things are done on your job?

- 1 Often
- 2 Sometimes
- 3 Rarely
- 4 Never

18. How often are there not enough people or staff to get all the work done?

- 1 Often
- 2 Sometimes
- 3 Rarely
- 4 Never

19. I have an opportunity to develop my own special abilities

- 1 Very true
- 2 Somewhat true
- 3 Not too true
- 4 Not at all true

20. I receive enough help and equipment to get the job done

- 1 Very true
- 2 Somewhat true
- 3 Not too true
- 4 Not at all true

21. I have enough information to get the job done

- 1 Very true
- 2 Somewhat true
- 3 Not too true
- 4 Not at all true

22. I am given a lot of freedom to decide how to do my own work

- 1 Very true
- 2 Somewhat true
- 3 Not too true
- 4 Not at all true

23. I am free from the conflicting demands that other people make of me

- 1 Very true
- 2 Somewhat true
- 3 Not too true
- 4 Not at all true

## APPENDIX C

OLBI/QUALITY OF WORKLIFE SURVEY  
Oldenburg burnout inventory/Quality of Worklife Questionnaire  
Nonunion Employees

Note: These instruments are confidential and anonymous. You cannot be identified in any way. You must be at least 18 years or older to participate in this study. The OLBI is a survey used to measure burnout and the QUALITY OF WORKLIFE SURVEY questionnaire will focus on certain aspects of your current employment. I ask that you please respond to these items as honestly as possible. You can refuse to participate and you can refuse to respond to any item.

*If you are 18 years or older and you have read this information and you have no questions you have agreed to participate in this study. Thank You!*

Participation in this process is voluntary, however if you chose to participate you will be entered into a drawing for any one of 6 prizes.

4. A \$100 Visa gift card
5. A \$50 Visa gift card or
6. One of four \$25 Visa gift cards

If you would like to be placed in the drawing please provide your first name only and a phone number where you can be reached. \_\_\_\_\_

Another aspect of this research is the completion of a face to face interview. Would be willing to participate in the interview \_\_\_\_\_ Yes \_\_\_\_\_ No

If you marked yes please provide your first name only and number where you can be reached.

\_\_\_\_\_

For those participants willing to participate in the face to face interview the setting for the interview process will be determined at the time of the call to set up the appointment time for the interview.

**Please fill in or circle the best response for each item.**

11. Age: \_\_\_\_\_

12. Gender: Male Female

13. Ethnic/Cultural background \_\_\_\_\_

14. Marital status: Single never married Married Separated

Divorced Widowed

15. I work: Full time Part time Independent contractor Temporary agency

16. I have worked for my current employer for:

Less than 6 months

6-12 months

Number of years \_\_\_\_\_

17. I usually work:

Day shift

Night shift

Rotating shift

On-call

Split shift

8. Number of hours worked daily \_\_\_\_\_; weekly \_\_\_\_\_

9. Do you work extra hours or days beyond your usual schedule? Yes No

10. When you work extra hours or days is it required by your employer? Yes No

11. What is your current # 1 concern about your employment setting? \_\_\_\_\_

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### Oldenburg Burnout Inventory

**Instructions:** Below are statements with which you may agree or disagree. Using the scale, please indicate the degree of your agreement by selecting the number that corresponds with the statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I always find new and interesting aspects in my work	1	2	3	4
2. There are days when I feel tired before I arrive at work	1	2	3	4
3. It happens more and more often that I talk about my work in a negative way	1	2	3	4
4. After work, I tend to need more time than in the past in order to relax and feel better	1	2	3	4
5. I can tolerate the pressure of my work very well	1	2	3	4
6. Lately, I tend to think less at work and do my job almost mechanically	1	2	3	4
7. I find my work to be a positive challenge	1	2	3	4
8. During my work, I often feel emotionally drained	1	2	3	4
9. Over time, one can become disconnected from this type of work	1	2	3	4
10. After working, I have enough energy for my leisure activities	1	2	3	4
11. Sometimes I feel sickened by my work tasks	1	2	3	4
12. After my work, I usually feel worn out and weary	1	2	3	4
13. This is the only type of work that I can imagine myself doing.	1	2	3	4
14. Usually, I can manage the amount of my work well	1	2	3	4

15. I feel more and more engaged in my work	1	2	3	4
16. When I work, I usually feel energized	1	2	3	4

## Quality of Worklife Survey

Instructions: Below are questions concerning certain aspects of your work environment. Please answer the questions to the best of your ability.

1. Do you have any jobs besides your main job or do any other work for pay?

- 1 YES
- 2 NO

2. How hard is it to take time off during your work to take care of personal or family matters?

- 1 Not at all hard
- 2 Not too hard
- 3 Somewhat hard
- 4 Very

3. My job requires that I keep learning new things

- 1 Strongly Agree
- 2 Agree
- 3 Disagree
- 4 Strongly Disagree

4. My job requires that I work very fast

- 1 Strongly Agree
- 2 Agree
- 3 Disagree
- 4 Strongly Disagree

5. I get to do a number of different things on my job

- 1 Strongly Agree
- 2 Agree
- 3 Disagree
- 4 Strongly Disagree

6. I have a lot of say about what happens on my job

- 1 Strongly Agree
- 2 Agree
- 3 Disagree

4 Strongly Disagree

7. I have too much work to do everything well

1 Strongly Agree

2 Agree

3 Disagree

4 Strongly Disagree

8. On my job, I know exactly what is expected of me

1 Strongly Agree

2 Agree

3 Disagree

4 Strongly Disagree

9. My job lets me use my skills and abilities

1 Strongly Agree

2 Agree

3 Disagree

4 Strongly Disagree

10. At the place where I work, I am treated with respect

1 Strongly Agree

2 Agree

3 Disagree

4 Strongly Disagree

11. I trust the management at the place where I work

1 Strongly Agree

2 Agree

3 Disagree

4 Strongly Disagree

12. I am proud to be working for my employer

1 Strongly Agree

2 Agree

3 Disagree

4 Strongly Disagree

13. Conditions on my job allow me to be about as productive as I could be

- 1 Strongly Agree
- 2 Agree
- 3 Disagree
- 4 Strongly Disagree

14. The place where I work is run in a smooth and effective manner

- 1 Strongly Agree
- 2 Agree
- 3 Disagree
- 4 Strongly Disagree

15. In your job, do you normally work as part of a team, or do you work mostly on your own?

- 1 Yes, I work as part of a team
- 2 No, I work mostly on my own

16. In your job, how often do you take part with others in making decisions that affect you?

- 1 Often
- 2 Sometimes
- 3 Rarely
- 4 Never

17. How often do you participate with others in helping set the way things are done on your job?

- 1 Often
- 2 Sometimes
- 3 Rarely
- 4 Never

18. How often are there not enough people or staff to get all the work done?

- 1 Often
- 2 Sometimes
- 3 Rarely
- 4 Never

19. I have an opportunity to develop my own special abilities

- 1 Very true
- 2 Somewhat true
- 3 Not too true
- 4 Not at all true

20. I receive enough help and equipment to get the job done

- 1 Very true
- 2 Somewhat true
- 3 Not too true
- 4 Not at all true

21. I have enough information to get the job done

- 1 Very true
- 2 Somewhat true
- 3 Not too true
- 4 Not at all true

22. I am given a lot of freedom to decide how to do my own work

- 1 Very true
- 2 Somewhat true
- 3 Not too true
- 4 Not at all true

23. I am free from the conflicting demands that other people make of me

- 1 Very true
- 2 Somewhat true
- 3 Not too true
- 4 Not at all true

Appendix D

**Interview Questions for Employees**

**The following probes will be used to build on the interview questions. Specifically when participants do not mention unions or one of the two themes of the research (job resources or job demands)**

1. What are some of the job resources provided for you in your place of employment? \_\_\_\_\_  
\_\_\_\_\_  
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**Probe:** Which ones have you used?  
**Probe:** What did you find helpful about the job resource?  
**Probe:** How do these resources influence your perception of job demands you face at work?  
**Probe:** If none used what keeps the participant from using available job resources.  
**Probe:** If participant does not talk about union membership ask if they are union members.  
**Probe:** Do they perceive union membership as one of the job resources available to them in the workplace?

2. What is your overall perception of the job demands you face in your current workplace? \_\_\_\_\_  
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**Probe:** What they would change about their workplace?

**Probe:** Why would you change this particular issue first?

**Probe:** If that change would occur at the company how would this change affect their perception of their work environment and or job demands? Do you think that this would influence your feelings of burnout?

**Probe:** If participant is a union member ask if being part of a union changes their perception of job demands.

**Probe:** Nonunion-Do you think that union members have the same issues in their workplace?

**Probe:** How does union membership influence their perception of their workplace both job demands and job resources?

## Curriculum Vitae

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**Education**

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***Walden University*****Ph.D. in Health Psychology****2012**

Dissertation: "Union and Nonunion Employment: An Investigative Study of Factors in the Employment Setting that May Influence the Development of Burnout"

**Wright State University****M.S. in Community Counseling****2006****Wright State University****B.A. in Psychology****2002**

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**Memberships**

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- American Counselors Association
- American Psychological Association – Health Psychology
- Chi Sigma Iota