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Stress Levels in Seminarians and Spouses of Seminarians

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STRESS LEVELS IN
SEMINARIANS AND
SPOUSES OF SEMINARIANS

Martha C. Lintvedt, B.M.

Culminating Project Presented to the Faculty of the
Graduate School of Lindenwood College in Partial
Fulfillment of the Requirements for the Degree of
Master of Art

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ABSTRACT

Clients frequently present for therapy reporting high levels of stress. While an overview of the literature indicates that clergy are particularly vulnerable to the impact of negative stress, little is written on the evidence of stress among those preparing for the ministry.

This study examines levels of stress in seminarians and spouses of seminarians. The Osipow and Spokane Stress Inventory (Osipow & Spokane, 1988) was utilized to determine stress levels, the degree to which occupational roles match an individual's training, and the coping resources among a sampling of 13 male students preparing for the ministry at Concordia Seminary. The T test was utilized to compare these scores to those of 18 spouses of seminarians.

To Vern, I
culminate
accommodate
and your
you.

And to
planted the
work. I
don't know
thanks!

Professor Pamela Nickels, Ph.D.,
Chairperson and Advisor
Associate Professor Joseph Barbour
Adjunct Professor Rebecca Mc Kenna

DEDICATION

To Vern, Erik, Heidi and Travis: this project culminates three years of shared compromise and accommodation. We have all made lots of sacrifices, and your names should all be on the degree. I love you.

And to Mom and Dad: Your respect for scholarship planted the seeds, and your belief that, with hard work, I could be whatever I chose has spurred me on. I don't know who gets the credit for my stubbornness, but thanks!

ACKNOWLEDGEMENTS

I wish to acknowledge the Committee in Charge of Candidacy, and thank them for their patience. A special note of appreciation to my supervisors: Dr. Barbour and Dr. Nickels, whose many hours of 'tutoring' have encouraged and inspired me.

Special thanks to Jean and Casey for all your help!

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CHAPTER I

Stress has been said to be a major factor in personal health and well-being (Berger, 1988; Monat & Lazarus, 1985; Wagenaar & La Forge, 1994). Research over the past 20 years has suggested that the term stress has been used frequently to describe "certain negative consequences of work in various fields" (Peterson & Nisenholz, 1991, p. 167). High levels of negative stress have been said to be particularly prevalent in the helping professions, and have been also reported in students preparing for occupations in the helping professions (Long, 1988; Peterson & Nisenholz, 1991). Dorn (1992) stated that:

There is growing evidence in the health and counseling-related literature that offers support for the relationship between work environment experiences and the impact they have on an individual's physical as well as emotional health. (p. 176)

It has been observed during this author's practicum and employment at Concordia Seminary Counseling Center, St. Louis, that clients frequently

come to counseling reporting high levels of negative stress. While Concordia Seminary prepares only males to enter the pastoral ministry, approximately 50% of the students are married and arrive at the Seminary accompanied by their wives and/or children. This factor is in contrast to the seminary experience from years past, when seminarians at Concordia, and many other seminaries, were required to remain single until graduation (Barbour, 1990).

Indeed, the increase in the size of the married student and second career population at Concordia Seminary reflects a trend observed on campuses nationwide over the past two decades: adults are returning to school at a rapidly increasing rate (Padula, 1994; Puryear & McDaniels, 1990). Married and/or second career seminarians are faced with a number of concerns unique to the nontraditional student population, with nontraditional being defined as students who are 25 years old or older (Puryear & McDaniels, 1990). These concerns have been said to include role confusion, financial strain, and family obligations which may not be experienced by traditional

students (Puryear & McDaniels, 1990; Yarborough & Schaffer, 1990).

Some researchers have maintained that significant relationships have been found between reports of life changes and reports of stress-related symptoms (Quick & Quick, 1990; Monat & Lazarus, 1985). Schein (1990) stated that "for some people, midcareer shifts will involve potentially expensive periods of reeducation or retraining" (p. 225), which, in itself, may prove stressful to an individual and his or her family.

The pastoral ministry is unique in that it requires direct support from the spouse (Barbour, 1990), and the seminary preparation requires this support also. The effects of the career transition are thought to be experienced by both seminarian and spouse. It is believed that the impact of the midcareer shift, combined with the dynamics of the Seminary experience, which includes a requirement to work concurrently in the vocation the student is pursuing while enrolled as a student, is potentially stressful not only to the seminarian, but to his spouse, as well.

CHAPTER II

Review of the Literature

The Concept of Stress

The presence of stress and its effects in one's daily life has been the focus of growing interest (Rayburn, Richmond, & Rogers, 1988; Minirth, Meier, & Radcliff, 1992). Although researchers have spent considerable time trying to define stress, a variety of definitions of 'stress' have emerged (Belkin, 1984; Goldberg & Breznitz, 1993; Monat & Lazarus, 1985). The term stress is used by some researchers as a noun - the stress, by others as a verb - to stress, and by still others as an adjective - the stress response (Wagenaar & La Forge, 1994).

Literature indicates a tendency to distinguish three basic types of stress: systemic or physiological, psychological, and social (Belkin, 1984; Nicholi, 1988; Monat & Lazarus, 1985). Monat & Lazarus (1985) stated that:

Systemic stress is concerned primarily with the disturbances of the tissue systems, psychological stress with cognitive factors leading to the

evaluation of threat, and social stress with the disruption of a social unit or system. (p. 2) Warheit (in Belkin, 1984) pointed out that "stress has been defined in a number of different ways by various researchers, often reflecting their presuppositions and biases" (p. 405).

Canadian medical researcher Hans Selye was said to have pioneered stress related research (Lahey, 1989; Monat & Lazarus, 1985; Nicholi, 1988). According to Selye (in Bond, 1977) "Stress is the salt of life" (p. 1). Not only is stress a necessary part of living, it can even enhance one's life, as it does athletes and other high performers (Beck, 1986). It has been said that one is influenced by both positive and negative stressors, and in fact most normal and necessary events in one's life are stressful (Beck, 1986; Monat & Lazarus, 1985.).

Selye (in Beck, 1986) defined stress as the "nonspecific response of the body to any demand placed upon it" (p. 23). He stated the physical reaction of the body to stress is basically the same, regardless of the stressor. A 'stressor' is an unsettling condition or experience that causes stress (Berger, 1988; Monat & Lazarus, 1985). Selye maintained that a stressor's impact is not determined by whether or not the

situation is pleasant or unpleasant, but by the demand it places upon one to readjust (Berger, 1988; Department of Health, Education, & Welfare [DHEW], 1977).

Research has indicated that individuals perceive stress differently (Berger, 1988; Lahey, 1989; Monat & Lazarus, 1985). In addressing the concept of stressors, Berger stated:

Important in this definition is the recognition that what is a stressor for one individual on any given occasion may not be one for someone else, or even for the same person on some other occasion. In other words, what makes a potential stressor in fact stressful is the individual's reaction to it. (p. 471)

Stress has been separated into two categories: "eustress" or good stress, such as you would feel with joy, fulfillment, or satisfaction; and "distress," excessive levels of damaging stress (Oswald, 1982; Peterson & Nisenholz, 1991). A certain amount of stress or tension is necessary for renewal and growth. But too much, and too constant stress can ruin your health and shorten your life (Beck, 1986; Bond, 1977; McGee, 1989).

Sources of Stress

Frustration, threat, and conflict have been identified as major sources of stress (Lahey, 1989; Monat & Lazarus, 1985). Frustration is said to occur when one is unable to satisfy a motive; and conflict is thought to occur when two or more motives can not be satisfied because they interfere with one another (Lahey, 1989). Threat has been defined as the anticipation of harm (Monat & Lazarus, 1985). It is interesting to note that research has indicated that the anticipation of harm results in the same amount of physiological stress reaction as the actual experience of harm (Lahey, 1989; Monat & Lazarus, 1985; Nicholi, 1988). Some researchers consider transitional periods, as one might experience during a career change and/or return to school, may be perceived psychologically as times of danger (Harbaugh & Rogers, 1984).

Stress generally starts from one of three major factors: life changes; work related factors; or environmental factors (Berger, 1988). Osipow and Spokane (1988) concluded that stresses of the workplace can be experienced as four categories of strain:

1) psychological, 2) physical, 3) interpersonal/behavioral, and 4) vocational.

Stress Reactions

When an individual experiences stress, that stress is felt, and the body reacts (Berger, 1988; Lahey, 1989; Monat & Lazarus, 1985). Stress produces both a psychological and a physiological reaction because the nervous system controls both psychological functioning and bodily functioning. As stated in Lahey (1989), "It is through these joint systems that stress affects both our physical and psychological selves" (p. 464).

The reactions of the mind and body to stress are similar whether the stress is a physical one or a psychological one. While research indicates that each source of stress will evoke coping reactions that are specific to it (Berger, 1988; Lahey, 1989; Monat & Lazarus, 1985; Nicholi, 1988), Lahey (1989) stated:

A general reaction to stress occurs to all types of stress, based largely on the interlinking responses of the hypothalamus, the sympathetic division of the autonomic nervous system, and the adrenal glands. (p. 464)

The Concept of Coping

Researchers are focusing more attention on the ways humans cope with or handle stress in positive ways (Lahey, 1989; Long, 1988; Monat & Lazarus, 1985).

Monat & Lazarus (1985) have defined the term 'coping' as "efforts to master conditions of harm, threat, or challenge, when a routine or automatic response is not readily available" (p.5).

Folkman and Lazarus (in Monat & Lazarus, 1985) suggested that stress is dealt with in one of two fashions: a problem-focused mode, or an emotion-focused mode. These authors (1985) stated that:

Problem-focused coping refers to efforts to improve the troubled person-environment relationship by changing things....and by confronting the person or persons responsible for one's difficulty. Emotion-focused coping refers to thoughts or actions whose goal it is to relieve the emotional impact of stress. (p. 5)

Most individuals employ a variety of combinations of problem-focused and emotion-focused methods to cope with stress.

Stress and the Seminary Experience

It has been suggested that high levels of stress

reported by clergy may be, in part, due to inadequate coping resources (Boyd, 1985; Hatcher & Underwood, 1990; Rayburn et al., 1988). In his study, Natale (1985) stated that thirty-seven of thirty-eight clergy indicated that their "greatest stressor was their inability to cope with the environment" (p. 61), and Boyd (1985) found that 75% of a sampling of 4,900 ministers reported experiencing one or more periods of major stress in their careers. Inadequate seminary preparation for dealing with potentially stressful situations has been said to contribute to difficulties after ordination (Barbour, 1990; Hatcher & Underwood, 1990). According to Barbour (1990):

Regardless of the amount of training received, it is inadequate simply due to the varied and complex contexts into which one is placed...At best, the pastor has had one course in teaching, counseling, administration and other practical issues. Little attention is given to personal or marital stress management. (p. 3)

Harbaugh and Rogers (1984) study of 144 seminarians found that "not only are students highly stressed upon entrance into the seminary, but they appear to remain stressed during seminary and through at least the first three years in the parish" (p.104).

Hatcher and Underwood (1990) maintained that the nature of the ministry, with its "heavy involvement with people, combined with high, often unrealistic expectations of both clergy and laity, family demands, financial pressures, and ordinary demands of life, makes the ministry a high-stress vocation" (p. 187). While many researchers have addressed the fact that high levels of stress have been reported by professional clergy (Baker, 1989; Boyd, 1985; Natale, 1985; Rayburn, Richmond, & Rogers, 1988), little has been written about the potentially stressful seminary experience. It is believed that the dynamic of high stress which affects ordained clergy also affects many of those preparing for the ministry, and their families.

Dynamics of Seminary Life

Concordia Seminary provides counseling services to employees, as well as to seminarians and their families. Husbands, wives, and children are seen individually, or in couple or family sessions, and frequently the presenting problem is said to be

difficulty dealing with high levels of stress.

Concordia Seminary, St. Louis, is one of two Lutheran Church-Missouri Synod (LCMS) seminaries that prepares candidates for ordination into the LCMS. Students arrive in St. Louis from many parts of the country, and from other nations as well, with the intent to fulfill the requirements necessary to complete the Master of Divinity program which precedes ordination. Some students pursue even more advanced degrees, such as a Master of Systemic Theology (STM), Doctor of Ministry (D Min), or Doctor of Theology (Th D).

The preparation for ordination involves rigorous academic study, which includes prior completion of a four year degree, the study of Greek, Hebrew, exegetical and practical theology, and takes a minimum of four years to complete.

The Master of Divinity studies are applied through required on-site work opportunities, concurrent with the course of study, and combined during a vicarage year. The vicarage, or internship year, usually occurs during the third year of the program, and most often

requires that the student (and his family, if married) relocate for the duration of the vicarage, returning to St. Louis upon its completion for a final year of academic study. Harbaugh and Rogers (1984) have found that a critical time to address stress was with seniors, upon their return from vicarage.

This process includes many significant life changes. Barbour (1990) stated that for many denominations, "fifty percent of those entering the seminary are older, married, and many have had successful careers. The vocation may be new information for the spouse" (p. 4), and the changing of careers requires major adjustments by all family members.

Holmes and Rahe (in Monat & Lazarus, 1985) have reported evidence that illnesses may increase following periods of stressful life changes. These researchers have developed a self-administered questionnaire, the Social Readjustment Rating Scale (SRRS), which a respondent "uses to report whether any of the indicated life changes have occurred during the past few months or years" (p.14). These change units are

assigned a score (Table 1), and a total score is obtained.

TABLE 1 The Social Adjustment Rating Scale

Life Event	Mean Value
Death of Spouse	100
Divorce	73
Marital Separation	65
Jail Term	63
Death of close family member	63
Personal injury/illness	53
Marriage	50
Fired at work	47
Marital reconciliation	45
Retirement	45
Change in health of family member	44
Pregnancy	40
Sex Difficulties	39
Gain of a new family member	39
Business readjustment	39
Change in financial state	38
Death of a close friend	37
Change to different line of work	36
Change in number of arguments with spouse	35
Mortgage or loan	31
Foreclosure	30
Change in responsibilities at work	29
Son or daughter leaving home	29
Trouble with in-laws	29
Outstanding personal achievement	28
Spouse begins or stops work	28
Begin or end school	26
Change in living conditions	26
Revision of personal habits	24
Trouble with boss	23

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Outstanding personal achievement	28
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Begin or end school	26
Change in living conditions	26
Revision of personal habits	24
Trouble with boss	23

Change in work hours or conditions	20
Change in residence	20
Change in schools	20
Change in recreation	19
Change in church activities	19
Change in social activities	18
Mortgage or loan for lesser purchase	17
Change in sleeping habits	16
Change in number of family get-togethers	16
Change in eating habits	16
Vacation	13
Christmas	12
Minor violations of the law	11

(Holmes & Rahe, in Lahey, 1989, p. 463)

Studies have indicated that the likelihood of future illness was increased when an individual had experienced a considerably high number of life change units (in Monat & Lazarus, 1985). Any incoming second-career seminarian who was not a native of St. Louis would automatically score quite high on the SRRS, experiencing life change units such as:

- 1) Change in financial state
- 2) Change to different line of work
- 3) Begin or end school
- 4) Change in living conditions
- 5) Revision of personal habits

- 6) Change in residence
- 7) Change in schools
- 8) Change in recreation
- 9) Change in church activities
- 10) Change in social activities.

The rigors of the academic program, combined with the environmental factors (stress of moving, financial strain, and others) are thought to create high levels of stress in this population.

Seminarians are required to perform adequately in school, while working in an educational capacity in church work, and most remain employed. Spouses of seminarians also face the stress of relocation, often balancing a family and a job, in addition to a change of occupation resulting from the family's relocation.

Clergy and Seminary Family Systems

Unlike most professions, the ministry requires direct support from the spouse (Barbour, 1990; Brightman & Malette, 1977). This support is necessary during the education process, as well, especially when one has entered the ministry following a career

transition. Brightman and Malette (1977) stated that:

The impact of this career redirection on the marital relationship may be significant, and should be of potential interest to those involved in seminary education, because of the particular nature of the profession involved. Unlike many professionals, the success of the minister in his pastoral activities usually calls for a high level of direct support from his marital partner. If, in the seminary experience, strains between the pair are created, it might be counterproductive for the individual's total education. (p. 56)

Descriptions of clergy families have been sparse (Morris & Blanton, 1994), and there has been even less written about the families of seminarians. Clergy and seminary family systems are "subject to stressors arising out of a work/family context that create heavy demands for which the system's resources may not be adequate" (Morris & Blanton, 1994, p. 347). It is believed by this author that pastoral vocation and its stresses affect the entire family system.

Though literature may be scant, stereotypical thinking and expectations have had a great impact on the clergy family (Lee & Balswick, in Morris & Blanton, 1994). Platt and Moss (in Barbour, 1990) reported high levels of stress among clergy wives, stating that "clergy wives felt that the expected role of the clergy

wife is predetermined by denominational history, geography, and congregational expectations" (p. 40). Wives of seminarians are also influenced by external expectations, and wives of seminarians at Concordia Seminary have reported experiencing stress due to fear of stereotypical expectations of congregations.

A reported lack of social support, and a sense of isolation perceived as resulting from the role of pastor's wife creates additional stress, and difficulties coping with existing stress, for the clergy wife (Baker, 1989). This dynamic, too, is anticipated and feared by many wives of seminarians.

The effectiveness of a pastor has been said to be closely tied to the support of the spouse (Barbour, 1990). The success of the seminarian is directly impacted by the support of his spouse, who in many cases fears the role into which the husband's career places her.

Conclusion

Despite the absence of substantial research, it is believed that the seminary experience is potentially

stressful for both seminarians and their spouses. It is believed that this is due to the dynamics and expectations of the vocational preparation, and for many is combined with the adjustments necessary when one undergoes a midcareer shift.

The absence of seminary-wide programs to prepare, support, and help seminarians, their wives and families may add to the stressful experience.

Statement of Hypothesis

It is believed that the preparation for the pastoral ministry is stressful for the seminarian and spouse, as well. therefore, this study will examine the following hypotheses:

H₁-Seminarians and spouses of seminarians experience a significant difference in reported levels of occupational stress.

H₀-There is no significant difference in levels of occupational stress reported by seminarians and spouses of seminarians.

H₂-Seminarians and spouses of seminarians experience a difference in levels of personal

strain.

H₀-There is no significant difference in levels of personal strain reported by seminarians and spouses of seminarians.

H₃-Seminarians and spouses of seminarians will report a significant difference in levels of coping resources.

H₀-There is no significant difference in coping resources reported by seminarians and coping resources reported by spouses of seminarians.

CHAPTER III

Methodology

Subjects

The 31 individuals who served as subjects were volunteers from the seminary community. This sample included 13 seminarians (males) and 18 spouses (females). The seminarians who volunteered were enrolled in Pastoral Counseling; the spouses who volunteered to participate were enrolled in a class sponsored by the counseling department.

The mean age of spouses was 34, with a span of 23-52 years. The mean age of seminarians was 36, with a span of 26-48 years. The mean age indicates a high percentage of respondents may have come to the seminary as the result of a midcareer transition.

Instrumentation

The instrument used in data collection was the Occupational Stress Inventory (OSI, 1992) by Samuel H. Osipow, Ph.D., and Arnold R. Spokane, Ph.D. The OSI (Osipow & Spokane, 1992) was published by Psychological

Assessment Resources, Inc., Odessa, Florida. The OSI contains 140 statements about one's work and personal life. Responses are made on a 5-point Likert scale ranging from 'rarely or never true' (1) to 'true most of the time' (5). The instrument consists of three separate sections or questionnaires. These questionnaires may be taken independently or together, and consist of the "Occupational Roles Questionnaire" (ORQ), the "Personal Strain Questionnaire" (PSQ), and the "Personal Resources Questionnaire" (PRQ).

The Occupational Roles Questionnaire ([ORQ] Osipow and Spokane, 1992) was designed to measure different kinds of stress that people experience in their work. The ORQ was comprised of six subscales of ten items each, which included Role Overload (RO), Role Insufficiency (RI), Role Ambiguity (RA), Role Boundary (RB), Responsibility (R), and Physical Environment (PE) (Osipow & Spokane, 1992).

The Personal Strain Questionnaire ([PSQ] Osipow & Spokane, 1988) was designed to measure the different kinds of strain people experience in their lives. The PSQ contained four subscales of 10 items each, which

included Vocational Strain (VS), Psychological Strain (PSY), Interpersonal Strain (IS), and Physical Strain (PHS) (Osipow & Spokane, 1992).

The extent to which resources were available to people to counteract the effects of occupational stress was measured by the Personal Resources Questionnaire ([PRQ] Osipow & Spokane, 1992). This questionnaire contained four 10-item subscales which included Recreation (RE), Self-Care (SC), Social Supports (SS), and Rational-Cognitive Coping (RC) (Osipow & Spokane, 1992). A sample strain item for the Vocational Strain subscale is "Recently, I have been absent from work." A sample stress item for the Role Overload subscale is "I feel my job responsibilities are increasing." A sample coping item for the Social Support subscale is "I feel I have at least one good friend I can count on" (Osipow & Spokane, 1992).

Reliability

This instrument purports to have a high reliability, reporting internal consistency coefficients of .89 (ORQ), .94 (PSQ), and .99 (PRQ).

This internal consistency analysis was completed by the authors, using a sample of 549 working adults (Osipow & Spokane, 1992).

Validity

Osipow and Spokane (1992) stated the validity data for the OSI (1992) were derived from four principle sources:

- a) factor analytic studies
- b) correlational studies of the relationships of the scales to variables of practical and theoretical importance
- c) studies using the scales as outcome measures following stress reduction treatment, and
- d) studies of the stress, strain, and coping model employing comparisons of selected criterion groups. (p. 10)

Scale Relationships

Data presented in Table 2 represents correlations calculated among the total questionnaire scores and the 14 individual scales of the ORQ, PSQ, and PRQ (Osipow & Spokane, 1992).

Table 2 Scale Intercorrelations

	RO	RI	RA	RB	R	PE	ORQ	VS	Psy	IS	PHS	PSQ	RE	SC	SS	RC
RO																
RI	-.08															
RA	.25	.40														
RB	.11	.53	.25													
R	.46	-.04	.14	.09												
PE	-.03	.32	.18	.32	.07											
ORQ	.47	.61	.67	.72	.47	.48										
VS	.11	.56	.41	.52	.03	.34	.58									
Psy	.20	.43	.37	.47	.18	.29	.57	.64								
IS	.12	.31	.23	.31	.14	.30	.40	.44	.67							
PHS	.10	.32	.28	.35	.06	.38	.43	.58	.71	.62						
PSQ	.08	.18	.15	.17	.04	.17	.22	.37	.40	.39	.40					
RE	-.22	-.08	-.14	-.13	-.02	-.05	-.20	-.29	-.34	-.35	-.38	-.18				
SC	-.07	-.09	-.13	-.11	-.03	-.10	-.17	-.27	-.29	-.26	-.40	-.14	.49			
SS	-.01	-.20	-.18	-.21	.01	-.13	-.22	-.31	-.35	-.40	-.35	-.24	.35	.29		
RC	-.02	-.11	-.21	-.15	.06	-.10	-.17	-.40	-.34	-.25	-.33	-.16	.32	.36	.37	
PRQ	-.09	-.14	-.23	-.19	-.01	-.12	-.25	-.41	-.43	-.41	-.48	-.24	.68	.67	.67	.64

Note. Decimals omitted; correlations of .06 are $p < .05$; correlations of .09 are $p < .01$; ORQ = total score for all ORQ scales; PSQ = total score for all PSQ scales, PRQ = total score for all PRQ scales; *ns* range from 610 to 757.

Osipow and Spokane (1992) state:

As would be expected from the underlying model, a substantial significant correlation (-.24) was found between the PRQ and PSQ total scores and a similar negative correlation was found between ORQ and PRQ total scores (-.25). Thus, high levels of coping were correlated with low levels of strain and stress. This finding was also supported by the pattern of correlations among individual scales. Of note is the large negative correlation (-.40) between the RC scale of the PRQ and the VS scale of the PSQ. Likewise, there was a

substantial negative correlation between the PSY scale of the PSQ and the PRQ total score (-.43). (p.9)

Design

This study looked at a the independent variable seminarian/spouse by mean stress scores. The mean stress scores included test scores of the following domains: 1) the Occupational Roles Questionnaire (ORQ), 2) the Personal Strain Questionnaire (PSQ), 3) and the Personal Resources Questionnaire (PSQ).

The three domains, ORQ, PSQ, and PRQ, were broken down into 14 subscales. The Occupational Roles Questionnaire includes the subscales Role Overload (RO), Role Insufficiency (RI), Role Ambiguity (RA), Role Boundary (RB), Responsibility (R), and Physical Environment (PE). The Personal Strain Questionnaire consists of the subscales Vocational Strain (VS), Psychological Strain (PSY), Interpersonal Stain (IS), and Physical Strain. And finally, the Personal Resources Questionnaire includes the subscales Recreation (R), Self-care (SC), Social Supports (SS), and Rational/Cognitive (RC). Scale description and

possible high score interpretation of the above are presented in Table 3. The T test was utilized in comparing the mean scores of these subscales.

Table 3 Scale Description and Possible High Score Interpretation

<u>Scale Name</u>	<u>Interpretation</u>
Role Overload (RO)	High scorers may describe their work load as increasing, unreasonable, and unsupported by needed resources. They may describe themselves as not feeling well trained or competent for the job at hand, needing more help, and working under tight deadlines.
Role Insufficiency (RI)	High scorers may report a poor fit between their skills and the job they are performing. They may also report that their career is not progressing and has little future. Needs for recognition and success may not be met. They may report boredom and/or underutilization.
Role Ambiguity (RA)	High scorers may report a poor sense of what they are expected to do, how they should be spending their time, and how they will be evaluated. They seem not to know where to begin on new projects and experience conflicting demands from supervisors. They may also

report no clear sense of what they should do to "get ahead".

Role Boundary
(RB)

High scorers may report feeling caught between conflicting supervisory demands and factions. They may report not feeling proud of what they do, or not having a stake in the enterprise. They may also report being unclear about authority lines and having more than one person telling them what to do.

Responsibility
(R)

High scorers may report high levels of responsibility for the activities and work performance of subordinates. They are worried that others will not perform well. They are sought out for leadership and frequently have to respond to other's problems. They may also have poor relationships with people at work or feel pressure from working with angry or difficult employees or the public.

Physical
Environment
(PE)

High scorers may report being exposed to high levels of noise, wetness, heat, cold, light, poisonous substances, or unpleasant odors. They may also report having an erratic work schedule or feeling personally isolated.

Vocational
Strain
(VS)

High scorers may report attitudes toward their work, including dread, boredom, and lack of interest. They may

report making errors in their work or having accidents. They may also report that the quality of their work is suffering. Concentration problems and absenteeism may be in evidence.

Psychological
Strain
(PS)

High scorers may report feeling depressed, anxious, unhappy, and/or irritable. They may report complaining about little things, responding badly in routine situations, and having no sense of humor. They may report that things are not "going well".

Interpersonal
Strain
(IS)

High scorers report frequent quarrels or excessive dependency on family members, spouses, and friends. They may report wanting to withdraw and have time alone, or conversely, not having time to spend with friends.

Physical Strain
(PS)

High scorers may report frequent worries about their health as well as a number of physical symptoms, colds, heart palpitations, aches and pains, stomach aches, and erratic eating habits. They may report unplanned weight changes, overuse of alcohol, and disturbances in sleeping patterns. They may also report feeling lethargy and apathy.

Recreation
(R)

High scorers may report taking advantage of the recreational/

leisure time coming to them and engaging in a variety of activities which they find relaxing and satisfying. They may also report doing the things they most enjoy in their spare time.

Self-Care
(SC)

High scorers may report that they regularly exercise, sleep eight hours per day, are careful about their diet, practice relaxation techniques, and avoid harmful substances (e.g., alcohol, drugs, tobacco, coffee).

Social Supports
(SS)

High scorers may report feeling that there is at least one person they can count on and who values and/or loves them. They may report having sympathetic people to talk to about work problems and report having help to do important things around the house. They may also report feeling close to another individual.

Rational/Cognitive
(RC)

High scorers may report that they have a systematic approach to solving problems, think through the consequences of their choices, and are able to identify important elements of problems encountered. They may report being able to set and follow priorities, and have techniques to avoid being distracted. They may also report being able to reexamine and reorganize their work schedule. They put their jobs

out of their minds when they go home and feel that there are other jobs besides their present one which they can do.

(Osipow & Spokane, 1992, p.5)

Data Collection

The opportunity to participate in this project was extended to two classes of seminarians and spouses of seminarians. Participation was on a volunteer basis, and was intended to be anonymous. The instructor of each class, trained in administering psychological instruments, provided an OSI Item Booklet (Appendix A) and an OSI Rating Sheet - Form HS (Appendix B) to each participant.

The OSI (1992) is a self-report instrument, and the subjects completed the tests independently. Though, as previously stated, it was intended that subjects remain anonymous, several respondents requested the opportunity to learn his or her test results. Those who desired such information were instructed to label the answer sheet, and informed that notification would be made through campus mail in order to set an appointment time to review test results.

CHAPTER IV

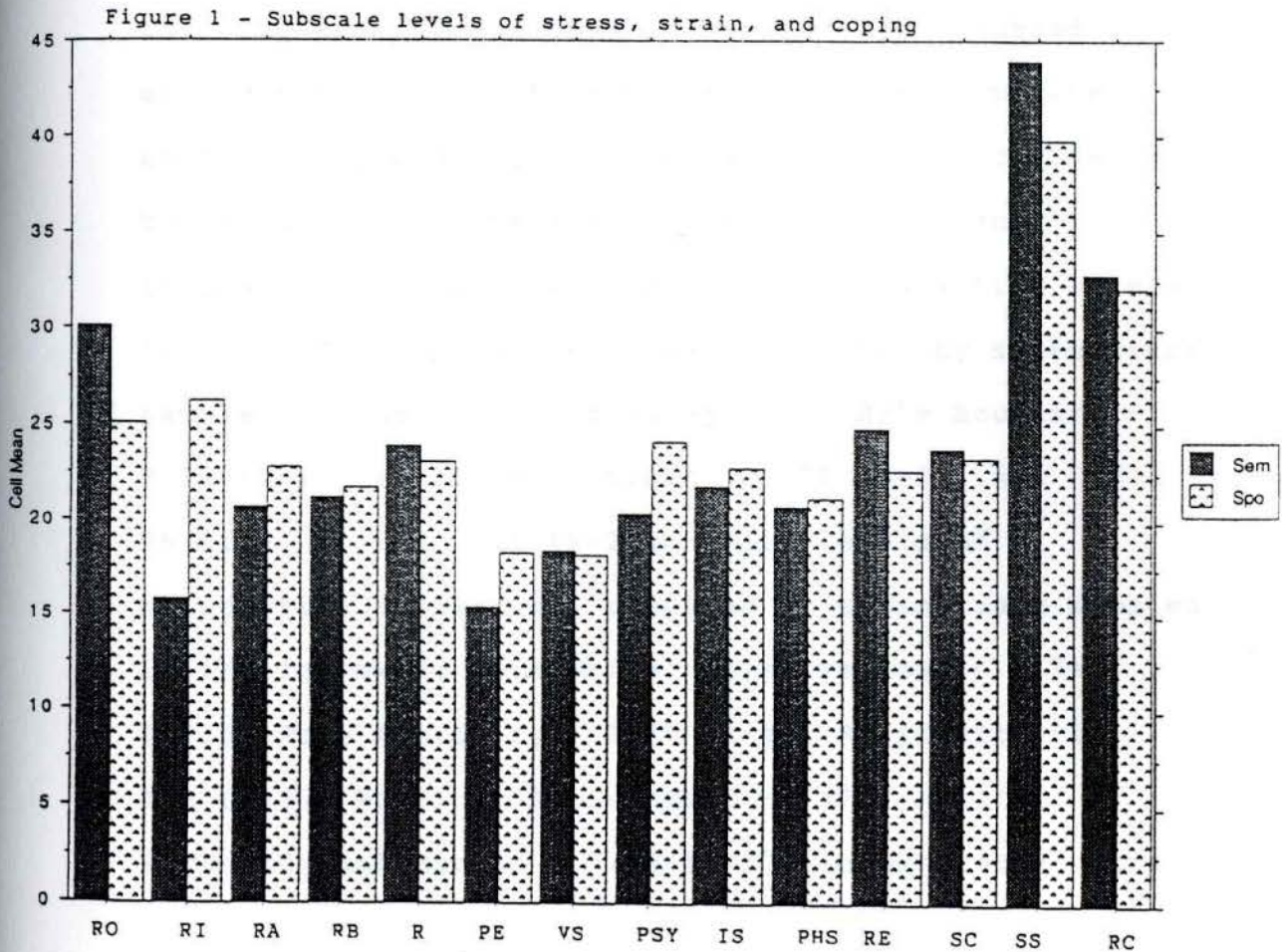
Results

Means and standard deviations of test scores were computed. Descriptive statistics indicated that the seminarians sampled reported experiencing a greater degree of role overload, responsibility, and vocational strain than spouses of seminarians sampled (Table 4).

Table 4 - Descriptive Statistics

	Mean	Std. Dev.	Median	Mode					
RO, Total	27.161	6.842	28.000	32.000	PSY, Total	22.613	5.554	23.000	27.000
RO, Sem	30.077	5.780	32.000	35.000	PSY, Sem	20.462	5.301	22.000	.
RO, Spo	25.056	6.915	25.000	32.000	PSY, Spo	24.167	5.339	26.000	27.000
RI, Total	21.871	8.362	20.000	15.000	IS, Total	22.452	5.272	23.000	.
RI, Sem	15.846	3.051	15.000	15.000	IS, Sem	21.923	5.283	22.000	.
RI, Spo	26.222	8.307	27.000	.	IS, Spo	22.833	5.382	23.000	.
RA, Total	21.935	6.044	21.000	15.000	PHS, Total	21.097	5.946	21.000	15.000
RA, Sem	20.692	4.990	21.000	21.000	PHS, Sem	20.846	6.866	21.000	15.000
RA, Spo	22.833	6.697	24.000	15.000	PHS, Spo	21.278	5.389	20.500	20.000
RB, Total	21.548	5.898	21.000	20.000	RE, Total	23.581	5.500	23.000	.
RB, Sem	21.231	5.674	20.000	.	RE, Sem	24.846	6.026	23.000	23.000
RB, Spo	21.778	6.208	21.500	.	RE, Spo	22.667	5.064	21.500	.
R, Total	23.484	8.547	21.000	17.000	SC, Total	23.548	4.939	23.000	23.000
R, Sem	24.000	8.727	25.000	17.000	SC, Sem	23.846	4.079	23.000	23.000
R, Spo	23.111	8.649	20.500	17.000	SC, Spo	23.333	5.584	23.500	24.000
PE, Total	17.129	5.439	15.000	14.000	SS, Total	41.581	6.707	44.000	44.000
PE, Sem	15.462	2.961	14.000	14.000	SS, Sem	44.000	6.390	45.000	44.000
PE, Spo	18.333	6.500	16.500	.	SS, Spo	39.833	6.546	41.000	46.000
VS, Total	18.323	5.016	17.000	16.000	RC, Total	32.419	6.043	34.000	.
VS, Sem	18.462	5.724	17.000	.	RC, Sem	32.846	3.934	34.000	34.000
VS, Spo	18.222	4.609	17.500	14.000	RC, Spo	32.111	7.299	32.500	.

The seminarians sampled also reported higher scores than the spouses of seminarians sampled on each of the coping subscales assessed by the Personal Resources Questionnaire: Recreation (RE), Self-Care (SC), Social Supports (SS), Rational/Cognitive (RC) (Figure 1).



The spouses of seminarians sampled reported experiencing higher levels of stress than the seminarians sampled on each of the following subscales: Role Insufficiency (RI), Role Ambiguity (RA), Role Boundary (RB), Physical Environment (PE), Psychological Strain (PS), Interpersonal Strain (IS), and Physical Strain (PS).

The OSI (Osipow & Spokane, 1992) manual indicates that ORQ and PSQ T-scores at or above 70 occurred approximately only 2% of the time in the normative sample. ORQ and PSQ T-scores above 70 are considered by the authors to be statistically significant, indicating a "strong possibility of maladaptive stress" (p. 5). T-scores above 70 were reported by seminarians sampled in the following categories: Role Boundary - 7.7% (N=1); Vocational Strain - 7.7% (N=1); and Physical Strain - 15 (N=2)%. Mild levels of maladaptive stress were reported by seminarians sampled in the following categories: Role Overload - 7.7% (N=1); Role Ambiguity - 7.7% (N=1); Responsibility - 15% (N=2); Physical Environment - 7.7% (N=1); Psychological Strain - 7.7% (N=1); Interpersonal Strain

- 15% (N=2); and Physical Strain - 7.7% (N=1).

The spouses of seminarians sampled reported T-scores above 70 in the following categories: Responsibility - 5.5% (N=1); and Physical environment - 5.5% (N=1). Mild levels of maladaptive stress were reported by spouses of seminarians sampled in the categories: Role Overload - 5.5% (N=1); Role Insufficiency - 27.77% (N=5); Role Ambiguity - 16.66% (N=3); Role Boundary - 11.11% (N=2); Responsibility - 11.11% (N=2); Physical Environment - 11.11% (N=2); Vocational Strain - 11.11% (N=2); Psychological Strain; Interpersonal Strain - 22.22% (N=4); and Physical Strain - 11.11% (N=2).

The OSI (Osipow & Spokane, 1992) manual indicates that high scores for the PRQ indicate highly developed coping resources. The authors stated that "for these scales, scores at or below a T-score of 30 are indicative of a significant lack of coping skills" (p. 6). Seminarians sampled reported significantly low scores on the following scales: Recreation - 7.7% (N=1), and 30.1% (N=4) of seminarians sampled reported mild deficits in Rational Cognitive coping skills.

Spouses of seminarians sampled reported significantly low scores in Self-Care - 5% (N=1); and Rational Cognitive - 16.66% (N=3); and 22.22% (N=4) reporting mild deficits in Rational Cognitive coping.

Differences between means of all of the fourteen subscales were analyzed by use of the independent samples t-tests, intended for use when comparing two groups of unequal size (Howell, 1992; Huck, Cormier and Bounds, 1974) (Table 5).

Table 5 Occupational Environmental Scale Personal Strain and Personal Resources Questionnaire

	<u>Spouses</u>	<u>Seminarians</u>	<u>Test of Significance</u>
Role Overload	M=25.056 SD=6.915	M=30.077 SD=5.780	t = 2.063
Role Insufficiency	M=26.222 SD=8.307	M=15.846 SD=3.051	t = 4.683
Role Ambiguity	M=22.833 SD=6.697	M=20.692 SD=4.990	t = .901
Role Boundary	M=21.778 SD=6.208	M=21.231 SD=5.647	t = .746
Responsibility	M=23.11 SD=8.649	M=24.000 SD=8.727	t = .101
Physical Environment	M=18.333 SD=6.508	15.462 SD=2.961	t = 1.845
Overall ORQ	M=22.888 SD=2.511	M=21.218 SD=4.969	t = 17.237

Vocational Strain	M=18.222 SD=4.609	M=18.462 SD=5.742	t = .340
Psychological Strain	M=24.187 SD=5.339	M=18.462 SD=5.301	t = 1.787
Interpersonal Strain	M=22.833 SD=5.382	M=21.923 SD=5.283	t = .391
Physical Strain	M=21.278 SD=5.389	M=20.846 SD=6.866	t = .000
Overall PSQ	M=21.625 SD=2.214	M=19.923 SD=1.509	t = 28.665
Recreation	M=22.667 SD=5.064	M=24.846 SD=6.026	t = 1.527
Physical Coping	M=23.333 SD=5.064	M=24.846 SD=4.079	t = 1.527
Social Supports	M=39.833 SD=6.546	M=44.000 SD=6.390	t = 1.589
Rational/ Cognitive Coping	M=32.111 SD=7.299	M=32.846 SD=3.934	t = .261
Overall PRQ	M=29.486 SD=7.041	M=31.384 SD=8.075	t = 9.925

The overall mean scores of the three major scales of the OSI (Osipow & Spokane, 1992), which included the Occupational Roles Questionnaire (ORQ), the Personal Strain Questionnaire (PRQ), and the Personal Resources Questionnaire (PRQ) were also analyzed. The t test for correlated samples was utilized in comparing the

overall mean scores of the subscales of the three major scales, by the variable seminarians/spouses of seminarians.

The results of the overall comparison of the overall mean scores indicated that the calculated t value was greater than the critical value in all three cases (ORQ: $t = 17.237$, $p < .01$; PRQ: $t = 9.925$, $p < .05$; PSQ: $t = 28.665$, $p < .01$). Seminarians and spouses of seminarians reported a significant difference in levels of occupational stress, personal strain, and coping resources.

Interestingly, results indicated a statistically significant difference in mean scores on only one subscale of the OSI (1992). Role Insufficiency subscale scores indicated 27.77% ($N=5$) of spouses sampled reported experiencing mild levels of maladaptive stress, while none of the seminarians sampled reported elevated levels of stress on this subscale. The Role Insufficiency test of significance value ($t = 4.683$, $p < .05$) that seminarians and spouses of seminarians reported a significant difference in perceived Role Insufficiency. Spouses of

seminarians sampled reported a significantly higher difference in the perceived poor fit between skills and jobs performed than that reported by seminarians. T-test ($p = .05$, Table 5) scores for the remaining 13 scales indicated that, for these scales, there is no significant difference between stress levels reported by seminarians sampled and levels of stress reported by spouses of seminarians sampled.

Overall, seminarians and spouses of seminarians reported a significant difference in levels of occupational stress, personal strain, and coping resources. Test results indicated that spouses of seminarians reported experiencing higher levels of occupational stress and personal strain, while seminarians reported possessing greater coping resources.

CHAPTER V

Discussion

The results of this study indicated that, overall, spouses and seminarians reported experiencing a significant difference in levels of occupational stress, personal strain, and coping resources. Test results indicated that spouses of seminarians reported significantly higher levels of occupational stress and personal strain than seminarians. Seminarians, on the other hand, reported significantly higher levels of coping resources.

Interestingly, the results of this study indicated that no significant differences were reported by seminarians and spouses of seminarians on thirteen of the fourteen subscales. It was noted, however, that significance was approached in the area of role insufficiency, with spouses of seminarians reporting feeling less sufficient and not content with the work environment. It may be because of this stress that spouses of seminarians reported more strain in the psychological and interpersonal area.

It is believed by this author that the dynamics of family life at Concordia Seminary may contribute directly to this outcome. While seminarians spend four or more years focused on preparation for a specific vocation, spouses frequently experience careers interrupted by the required moves, and often temporary residency precludes spouses from securing positions for which they feel suited. Furthermore, the perceived social supports of spouses of seminarians were reported to be less than those of seminarians. It has been observed by this author that social supports are almost built into the seminary experience of students, through daily interaction with peers and professors, required participation in field education, and the opportunity to participate in extracurricular activities such as intermural sports and student government.

Spouses of seminarians, on the other hand, often report experiencing a sense of isolation from their spouses due to the rigors of the academic program. They also reported feeling isolated from family and friends they may have left behind when they moved to St. Louis, and a sense of isolation from other spouses due to

constraints experienced as one works to support the family economically, and support the family members emotionally. This author agrees with Rayburn, Richmond and Rogers (in Barbour, 1990) research which indicated that "seminary training leaves couples ill prepared to face either the challenges in their home or the parish" (p. 5).

Osipow and Spokane's (1992) research indicated that only 2% of the population on which the OSI (1992) was normed reported high levels of maladaptive stress. Test results indicated that 7.7% (N=1) of seminarians reported experiencing maladaptive stress on four of the ten vocational stress scales. The high percentage of those at the seminary community reporting deficits in Rational Cognitive coping was also noteworthy. Harbaugh and Rogers (1984), whose study of 144 seminarians utilized the Holmes-Rahe Stress Scale and other instruments, suggested that the seminary shares responsibility for excessive stress in students. These authors stated that:

Based on the high stress levels among seminarians, pastoral burnout in the early years of professional life may also be attributed to the failure of the seminary accurately to identify the

presence of significant levels of stress, the failure to respond to seminarians for whom stress is becoming a way of life... (p. 104)

According to Harbaugh and Rogers (1984), students are highly stressed upon entrance to the seminary environment, and appear to remain stressed during the seminary experience.

Recommendations

The implementation of stress management workshops may provide the seminary community with tools helpful in dealing with maladaptive stress. A statistical comparison of stress levels in the seminary community to stress levels in the community at large is also recommended, as there has been little research done in this area.

Additional study focused on the needs specific to the spouses is suggested. It was observed that there exists little written on the subject of the seminary experience, and even less literature is available that examines the factors impacting the spouses of seminarians .

Limitations

This study may be limited by the small population sample size. In addition, the respondents who were utilized to make up this sample were drawn from one seminary, which represents one denomination. Denominational biases and diverse training and educational expectations may impact, in one way or another, the manner in which stress is perceived by seminarians and their spouses.

The fact that Concordia Seminary ordains only men to serve as clergy resulted in an absence of female seminarians and male spouses among the respondents. This, too, limits the scope of the research, and is a suggested area for future study.

APPENDIX A



OSI

ITEM BOOKLET

This booklet is divided into three sections which contain statements about work situations and individual habits. You may be asked to complete one, two, or all three of the sections. Be sure to respond to all of the statements for each section you are asked to complete.

Begin by completing the information on the front page of your OSI Rating Sheet. Enter your name, age, sex, job title, and today's date. Now turn to page 1 for directions for completing your ratings.

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This form is printed in green ink on white paper. Any other version is unauthorized.

Directions

Read each statement carefully. For each statement, fill in the circle with the number which fits you best.

- Fill in ① if the statement is *rarely* or *never* true.
Fill in ② if the statement is *occasionally* true.
Fill in ③ if the statement is *often* true.
Fill in ④ if the statement is *usually* true.
Fill in ⑤ if the statement is true *most of the time*.

For example, if you believe that a statement is often true about you, you would fill in the ③ circle for that statement on your rating sheet.

Example

1. ① ② ● ④ ⑤

Fill in only one circle for each statement. Be sure to rate ALL of the statements for each section you are asked to complete. DO NOT ERASE! If you need to change an answer, make an "X" through the incorrect response and then fill in the correct circle.

Section One (ORQ)

Make your ratings in Section One of the Rating Sheet.

1. At work I am expected to do too many different tasks in too little time.
2. I feel that my job responsibilities are increasing.
3. I am expected to perform tasks on my job for which I have never been trained.
4. I have to take work home with me.
5. I have the resources I need to get my job done.
6. I feel competent in what I do.
7. I work under tight time deadlines.
8. I wish that I had more help to deal with the demands placed upon me at work.
9. My job requires me to work in several equally important areas at once.
10. I am expected to do more work than is reasonable.
11. I feel that my career is progressing about as I hoped it would.
12. I feel that my job fits my skills and interests.
13. I am bored with my job.
14. I feel I have enough responsibility on my job.
15. I feel my talents are being used on my job.
16. I feel my job has a good future.
17. I am able to satisfy my needs for success and recognition in my job.
18. I feel overqualified for my job.
19. I learn new skills in my work.
20. I have to perform tasks that are beneath my ability.
21. My supervisor provides me with useful feedback about my performance.
22. It is clear to me what I have to do to get ahead.
23. I am uncertain about what I am supposed to accomplish in my work.
24. When faced with several tasks I know which should be done first.
25. I know where to begin a new project when it is assigned to me.
26. My supervisor asks for one thing, but really wants another.
27. I understand what is acceptable personal behavior on my job (e.g., dress, interpersonal relations, etc.)
28. The priorities of my job are clear to me.
29. I have a clear understanding of how my boss wants me to spend my time.
30. I know the basis on which I am evaluated.
31. I feel conflict between what my employer expects me to do and what I think is right or proper.
32. I feel caught between factions at work.
33. I have more than one person telling me what to do.
34. I feel I have a stake in the success of my employer (or enterprise).
35. I feel good about the work I do.
36. My supervisors have conflicting ideas about what I should be doing.
37. I am proud of what I do for a living.
38. It is clear who really runs things where I work.
39. I have divided loyalties on my job.
40. The work I do has as much payoff for me as for my employer.



Section Two (PSQ)

41. I feel I deal with more people during the day than I prefer.
42. I spend time concerned with the problems others at work bring to me.
43. I am responsible for the welfare of subordinates.
44. People on the job look to me for leadership.
45. I have on the job responsibility for the activities of others.
46. I worry about whether the people who work for/with me will get things done properly.
47. People who work for/with me are really hard to deal with.
48. If I make a mistake in my work, the consequences for others can be pretty bad.
49. My job demands that I handle an angry public.
50. I like the people I work with.
51. On my job I am exposed to high levels of noise.
52. On my job I am exposed to high levels of wetness.
53. On my job I am exposed to high levels of dust.
54. On my job I am exposed to high temperatures.
55. On my job I am exposed to bright light.
56. On my job I am exposed to low temperatures.
57. I have an erratic work schedule.
58. On my job I am exposed to personal isolation.
59. On my job I am exposed to unpleasant odors.
60. On my job I am exposed to poisonous substances.

Section Two (PSQ)

Make your ratings in Section Two of the Rating Sheet.

1. I don't seem to be able to get much done at work.
2. I dread going to work, lately.
3. I am bored with my work.
4. I find myself getting behind in my work, lately.
5. I have accidents on the job of late.
6. The quality of my work is good.
7. Recently, I have been absent from work.
8. I find my work interesting and/or exciting.
9. I can concentrate on the things I need to at work.
10. I make errors or mistakes in my work.
11. Lately, I am easily irritated.
12. Lately, I have been depressed.
13. Lately, I have been feeling anxious.
14. I have been happy, lately.
15. So many thoughts run through my head at night that I have trouble falling asleep.
16. Lately, I respond badly in situations that normally wouldn't bother me.
17. I find myself complaining about little things.
18. Lately, I have been worrying.
19. I have a good sense of humor.
20. Things are going about as they should.
21. I wish I had more time to spend with close friends.
22. I quarrel with my spouse.
23. I quarrel with friends.
24. My spouse and I are happy together.
25. Lately, I do things by myself instead of with other people.
26. I quarrel with members of the family.
27. Lately, my relationships with people are good.
28. I find that I need time to myself to work out my problems.
29. I wish I had more time to spend by myself.
30. I have been withdrawing from people lately.
31. I have unplanned weight gains.
32. My eating habits are erratic.
33. I find myself drinking a lot lately.
34. Lately, I have been tired.
35. I have been feeling tense.
36. I have trouble falling and staying asleep.
37. I have aches and pains I can not explain.
38. I eat the wrong foods.
39. I feel apathetic.
40. I feel lethargic.

Section Three (PRQ)

Make your ratings in Section Three of the Rating Sheet.

1. When I need a vacation I take one.
2. I am able to do what I want to do in my free time.
3. On weekends I spend time doing the things I enjoy most.
4. Lately, my main recreational activity is watching television.
5. A lot of my free time is spent attending performances (e.g., sporting events, theater, movies, concerts, etc.).
6. I spend a lot of my free time in participant activities (e.g., sports, music, painting, woodworking, sewing, etc.).
7. I spend a lot of my time in community activities (e.g., scouts, religious, school, local, government, etc.).
8. I find engaging in recreational activities relaxing.
9. I spend enough time in recreational activities to satisfy my needs.
10. I spend a lot of my free time on hobbies (e.g., collections of various kinds, etc.).
11. I am careful about my diet (e.g., eating regularly, moderately, and with good nutrition in mind).
12. I get regular physical checkups.
13. I avoid excessive use of alcohol.
14. I exercise regularly (at least 20 minutes most days).
15. I practice "relaxation" techniques.
16. I get the sleep I need.
17. I avoid eating or drinking things I know are unhealthy (e.g., coffee, tea, cigarettes, etc.).
18. I engage in meditation.
19. I practice deep breathing exercises a few minutes several times each day.
20. I set aside time to do the things I really enjoy.
21. There is at least one person important to me who values me.
22. I have help with tasks around the house.
23. I have help with the important things that have to be done.
24. There is at least one sympathetic person with whom I can discuss my concerns.
25. There is at least one sympathetic person with whom I can discuss my work problems.
26. I feel I have at least one good friend I can count on.
27. I feel loved.
28. There is a person with whom I feel really close.
29. I have a circle of friends who value me.
30. I gain personal benefit from participation in formal social groups (e.g., religious, political, professional organizations, etc.).
31. I am able to put my job out of my mind when I go home.
32. I feel that there are other jobs I could do besides my current one.
33. I periodically re-examine or reorganize my work style and schedule.
34. I can establish priorities for the use of my time.
35. Once they are set, I am able to stick to my priorities.
36. I have techniques to help avoid being distracted.
37. I can identify important elements of problems I encounter.
38. When faced with a problem I use a systematic approach.
39. When faced with the need to make a decision I try to think through the consequences of choices I might make.
40. I try to keep aware of important ways I behave and things I do.

APPENDIX B

OSI Rating Sheet - Form HS

Name _____ Age _____ Sex _____

Job Title _____ Date _____

Section One (ORQ)

1 is rarely or never, 2 is occasionally, 3 is often, 4 is usually, 5 is most of the time

1	1	2	3	4	5
2	1	2	3	4	5
3	1	2	3	4	5
4	1	2	3	4	5
5	1	2	3	4	5
6	1	2	3	4	5
7	1	2	3	4	5
8	1	2	3	4	5
9	1	2	3	4	5
10	1	2	3	4	5
11	1	2	3	4	5
12	1	2	3	4	5
13	1	2	3	4	5
14	1	2	3	4	5
15	1	2	3	4	5
16	1	2	3	4	5
17	1	2	3	4	5
18	1	2	3	4	5
19	1	2	3	4	5
20	1	2	3	4	5
21	1	2	3	4	5
22	1	2	3	4	5
23	1	2	3	4	5
24	1	2	3	4	5
25	1	2	3	4	5
26	1	2	3	4	5
27	1	2	3	4	5
28	1	2	3	4	5
29	1	2	3	4	5
30	1	2	3	4	5
31	1	2	3	4	5
32	1	2	3	4	5
33	1	2	3	4	5
34	1	2	3	4	5
35	1	2	3	4	5
36	1	2	3	4	5
37	1	2	3	4	5
38	1	2	3	4	5
39	1	2	3	4	5
40	1	2	3	4	5
41	1	2	3	4	5
42	1	2	3	4	5
43	1	2	3	4	5
44	1	2	3	4	5
45	1	2	3	4	5
46	1	2	3	4	5
47	1	2	3	4	5
48	1	2	3	4	5
49	1	2	3	4	5
50	1	2	3	4	5
51	1	2	3	4	5
52	1	2	3	4	5
53	1	2	3	4	5
54	1	2	3	4	5
55	1	2	3	4	5
56	1	2	3	4	5
57	1	2	3	4	5
58	1	2	3	4	5
59	1	2	3	4	5
60	1	2	3	4	5

Section Two (PSQ)

1 is rarely or never, 2 is occasionally, 3 is often, 4 is usually, 5 is most of the time

1	1	2	3	4	5
2	1	2	3	4	5
3	1	2	3	4	5
4	1	2	3	4	5
5	1	2	3	4	5
6	1	2	3	4	5
7	1	2	3	4	5
8	1	2	3	4	5
9	1	2	3	4	5
10	1	2	3	4	5
11	1	2	3	4	5
12	1	2	3	4	5
13	1	2	3	4	5
14	1	2	3	4	5
15	1	2	3	4	5
16	1	2	3	4	5
17	1	2	3	4	5
18	1	2	3	4	5
19	1	2	3	4	5
20	1	2	3	4	5
21	1	2	3	4	5
22	1	2	3	4	5
23	1	2	3	4	5
24	1	2	3	4	5
25	1	2	3	4	5
26	1	2	3	4	5
27	1	2	3	4	5
28	1	2	3	4	5
29	1	2	3	4	5
30	1	2	3	4	5
31	1	2	3	4	5
32	1	2	3	4	5
33	1	2	3	4	5
34	1	2	3	4	5
35	1	2	3	4	5
36	1	2	3	4	5
37	1	2	3	4	5
38	1	2	3	4	5
39	1	2	3	4	5
40	1	2	3	4	5

Section Three (PRQ)

1 is rarely or never, 2 is occasionally, 3 is often, 4 is usually, 5 is most of the time

1	1	2	3	4	5
2	1	2	3	4	5
3	1	2	3	4	5
4	1	2	3	4	5
5	1	2	3	4	5
6	1	2	3	4	5
7	1	2	3	4	5
8	1	2	3	4	5
9	1	2	3	4	5
10	1	2	3	4	5
11	1	2	3	4	5
12	1	2	3	4	5
13	1	2	3	4	5
14	1	2	3	4	5
15	1	2	3	4	5
16	1	2	3	4	5
17	1	2	3	4	5
18	1	2	3	4	5
19	1	2	3	4	5
20	1	2	3	4	5
21	1	2	3	4	5
22	1	2	3	4	5
23	1	2	3	4	5
24	1	2	3	4	5
25	1	2	3	4	5
26	1	2	3	4	5
27	1	2	3	4	5
28	1	2	3	4	5
29	1	2	3	4	5
30	1	2	3	4	5
31	1	2	3	4	5
32	1	2	3	4	5
33	1	2	3	4	5
34	1	2	3	4	5
35	1	2	3	4	5
36	1	2	3	4	5
37	1	2	3	4	5
38	1	2	3	4	5
39	1	2	3	4	5
40	1	2	3	4	5

APPENDIX C OSI Profile Form for Females

Name _____ Age _____
Job Title _____ Date _____

T-Score	ORQ Scales						PSQ Scales				PRQ Scales			
	RO	RI	RA	RB	R	PE	VS	PSY	IS	PHS	RE	SC	SS	RC
80--	50	-	-	-	43	40	34	-	-	44	48	-	-	-
-	-	38	-	-	-	39	-	44	40	43	-	48	-	-
-	49	-	37	44	42	38	33	43	-	-	47	47	-	-
-	48	-	-	43	41	-	-	42	39	42	46	-	-	-
-	47	-	36	42	-	37	32	41	38	41	-	46	-	-
75--	46	50	35	-	40	36	-	-	-	40	45	45	-	-
-	-	49	-	41	39	-	31	40	37	39	44	-	-	-
-	45	48	34	40	-	35	-	39	36	-	-	44	-	-
-	44	47	-	39	38	34	30	38	-	38	43	43	-	50
-	43	46	33	38	37	33	-	-	35	37	42	-	-	-
70--	42	45	32	-	-	-	29	37	-	36	-	42	-	49
-	41	44	-	37	36	32	-	36	34	-	41	41	-	48
-	-	43	31	36	35	31	28	35	33	35	40	-	-	-
-	40	42	-	35	-	30	-	-	-	34	39	40	-	47
-	39	41	30	34	34	-	27	34	32	33	-	39	-	-
65--	38	40	29	-	-	29	-	33	-	32	38	38	-	46
-	37	39	-	33	33	28	26	32	31	-	37	-	-	45
-	-	38	28	32	32	27	-	31	-	31	-	37	-	-
-	36	37	27	31	-	-	25	-	30	30	36	36	50	44
-	35	36	-	30	31	26	-	30	29	29	35	-	49	-
60--	34	35	26	-	30	25	24	29	28	28	-	35	48	43
-	33	34	-	29	-	24	-	28	-	-	34	34	-	42
-	-	33	25	28	29	-	23	-	27	27	33	-	47	-
-	32	32	24	27	28	23	-	27	-	26	-	33	46	41
-	31	-	-	26	-	22	22	26	26	25	32	32	45	40
55--	30	31	23	-	27	21	-	25	25	-	31	-	-	-
-	29	30	-	25	26	-	21	-	-	24	-	31	44	39
-	28	29	22	24	-	20	-	24	24	23	30	30	43	-
-	-	28	21	23	25	19	20	23	23	22	29	-	42	38
-	27	27	-	22	24	-	-	22	-	21	-	29	-	37
50--	26	26	20	-	-	18	19	21	22	-	28	28	41	-
-	25	25	19	21	23	17	18	-	-	20	27	-	40	36
-	24	24	-	20	22	16	-	20	21	19	-	27	39	-
-	-	23	18	19	-	-	17	19	20	18	26	26	-	35
-	23	22	-	18	21	15	-	18	-	-	25	25	38	34
45--	22	21	17	-	-	14	16	-	19	17	24	-	37	-
-	21	20	16	17	-	13	-	17	18	16	-	24	36	33
-	20	19	-	16	19	-	15	16	-	15	23	23	-	-
-	-	18	15	15	18	12	-	15	17	14	22	-	35	32
-	19	17	-	14	-	11	14	-	-	-	-	22	34	31
40--	18	16	14	-	17	10	-	14	16	13	21	21	33	-
-	17	15	13	13	16	-	13	13	15	12	20	-	32	30
-	16	14	-	12	-	-	-	12	-	11	-	20	-	29
-	15	13	12	11	15	-	12	11	14	10	19	19	31	-
-	-	12	11	-	14	-	-	-	13	-	18	-	30	28
35--	14	11	-	10	-	-	11	10	-	-	-	18	29	-
-	13	10	10	-	13	-	-	-	12	-	17	17	-	27
-	12	-	-	-	12	-	10	-	-	-	16	-	28	26
-	11	-	-	-	-	-	-	-	11	-	-	16	27	-
-	-	-	-	-	11	-	-	-	10	-	15	15	26	25
30--	10	-	-	-	10	-	-	-	-	-	14	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	14	25	24
-	-	-	-	-	-	-	-	-	-	-	13	13	24	23
-	-	-	-	-	-	-	-	-	-	-	12	12	23	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	22
25--	-	-	-	-	-	-	-	-	-	-	-	11	22	-
-	-	-	-	-	-	-	-	-	-	-	-	10	21	21
-	-	-	-	-	-	-	-	-	-	-	-	20	20	-
-	-	-	-	-	-	-	-	-	-	-	-	-	19	19
20--	-	-	-	-	-	-	-	-	-	-	-	-	18	18

Raw Scores _____

OSI Profile Form for Males

Name _____ Age _____

Job Title _____ Date _____

T-Score	ORQ Scales						PSQ Scales				PRQ Scales				
	RO	RI	RA	RB	R	PE	VS	PSY	IS	PHS	RE	SC	SS	RC	
80-	50	43	39	-	47	-	-	41	-	36	-	-	-	-	-80
-	49	-	39	46	30	30	30	40	37	35	45	45	-	-	-
-	-	42	38	38	-	29	-	39	-	-	44	44	-	-	-
-	48	41	37	-	45	-	-	-	36	34	44	-	-	-	-
-	47	-	-	37	44	28	29	38	35	-	43	43	-	-	-
75-	-	40	36	36	-	-	-	37	-	33	-	-	-	-	-75
-	46	39	35	-	43	27	28	-	34	32	42	42	-	-	-
-	45	38	-	35	42	-	-	36	-	-	-	41	-	-	-
-	-	-	34	-	-	26	27	35	33	31	41	-	-	50	-
-	44	37	-	34	41	-	-	-	-	30	40	40	-	49	-
70-	43	36	33	33	40	25	-	34	32	-	-	-	-	-	-70
-	42	-	32	-	-	-	26	33	-	29	39	39	-	48	-
-	-	35	-	32	39	24	-	-	31	-	-	38	-	-	-
-	41	34	31	31	38	-	25	32	30	28	38	-	-	47	-
-	40	-	-	-	-	23	-	31	-	27	37	37	-	46	-
65-	-	33	30	30	37	-	24	30	29	-	-	36	-	-	-65
-	39	32	29	29	36	22	-	-	-	26	36	-	-	45	-
-	38	-	-	-	-	-	23	29	28	25	-	35	50	44	-
-	-	31	28	28	35	21	-	28	-	-	35	-	49	-	-
-	37	30	-	27	34	-	-	-	27	24	34	34	-	43	-
60-	36	29	27	-	-	20	22	27	-	-	-	33	48	-	-60
-	35	-	26	26	33	-	-	26	26	23	33	-	47	42	-
-	-	28	-	-	32	19	21	-	25	22	-	32	-	41	-
-	34	27	25	25	-	-	-	25	-	-	32	-	46	-	-
-	33	-	-	24	31	18	20	24	24	21	-	31	45	40	-
55-	-	26	24	-	30	-	-	-	-	-	31	30	44	-	-55
-	32	25	23	23	-	17	-	23	23	20	30	-	-	39	-
-	31	-	-	22	29	-	19	22	-	19	-	29	43	38	-
-	-	24	22	-	28	16	-	21	22	-	29	-	42	-	-
-	30	23	-	21	-	-	18	-	-	18	-	28	41	37	-
50-	29	-	21	20	27	15	-	20	21	17	28	27	-	-	-50
-	-	22	20	-	26	14	17	19	20	-	27	-	40	36	-
-	28	21	-	19	-	-	-	-	-	16	-	26	39	35	-
-	27	20	19	-	25	13	16	18	19	-	26	-	-	-	-
-	26	-	18	18	24	-	-	17	-	15	-	25	38	34	-
45-	-	19	-	17	-	12	-	-	18	14	25	24	37	-	-45
-	25	18	17	-	23	-	15	16	-	-	24	-	36	33	-
-	24	-	-	16	22	11	-	15	17	13	-	23	-	32	-
-	-	17	16	15	-	-	14	-	-	12	23	22	35	-	-
-	23	16	15	-	21	10	-	14	16	-	-	-	34	31	-
40-	22	-	-	-	20	-	13	13	15	11	22	21	-	30	-40
-	-	15	14	14	-	-	-	12	-	-	21	-	33	-	-
-	21	14	-	-	19	-	12	-	14	10	-	20	32	29	-
-	20	-	13	13	18	-	-	11	-	-	20	19	31	-	-
35-	19	13	12	-	-	-	-	10	13	-	-	-	-	28	-
-	-	12	-	12	17	-	11	-	-	-	19	18	30	27	-35
-	18	11	11	11	16	-	-	-	12	-	18	-	29	-	-
-	17	-	-	-	-	-	10	-	-	-	-	17	-	26	-
-	-	10	10	-	15	-	-	-	11	-	17	16	28	-	-
-	16	-	-	-	14	-	-	-	10	-	-	-	27	25	-
30-	15	-	-	-	-	-	-	-	-	-	16	15	26	24	-30
-	-	-	-	-	13	-	-	-	-	-	15	-	-	-	-
-	14	-	-	-	12	-	-	-	-	-	-	14	25	23	-
-	13	-	-	-	-	-	-	-	-	-	14	13	24	-	-
-	12	-	-	-	11	-	-	-	-	-	-	-	-	22	-
25-	-	-	-	-	10	-	-	-	-	-	13	12	23	21	-25
-	11	-	-	-	-	-	-	-	-	-	-	-	22	-	-
-	10	-	-	-	-	-	-	-	-	-	12	11	21	20	-
-	-	-	-	-	-	-	-	-	-	-	-	10	-	19	-
-	-	-	-	-	-	-	-	-	-	-	-	-	20	-	-
20-	-	-	-	-	-	-	-	-	-	-	-	-	19	18	-20

Raw Scores _____

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