A Comparison of Coping Factors in Western and Non-Western Cultures
Chi-en Hwang, Cedarville University; Robert Scherer, Wright State University; Yan Wu, Beijing Normal University; Chien-hou Hwang, National Taiwan Normal University, and James Li, Proctor and Gamble

ABSTRACT
This study presents convergent support for the use of three empirically constructed factors, across four samples, from the Ways of Coping Questionnaire. Planning, Positive Reappraisal, and Distancing factors were congruent for comparisons made between U.S. healthcare workers, Chinese healthcare workers, Chinese teachers, and Twaiwanese teachers. Additional evidence of congruency was provided on specific factors between specific group pairs. The results support the usage of common factors across languages, cultures, and occupational groups, but also highlight the importance of not administering an instrument in a different cultural setting without assessing its dimensionality.

Factor Structure of the Preventive Coping Resources Inventory and its Relationship to Existing Measures of Stress Coping
Christopher McCarthy, University of Texas at Austin; Richard Lambert, University of North Carolina at Charlotte; William Curlette, Georgia State University; Anne Seraphine, University of Florida, and Michelle Beard, University of Texas at Austin

ABSTRACT
The Preventive Resources Inventory (PCRI), as it was used in this study, is a self-report measure that asked respondents to indicate their level of agreement with statements about personal habits relating to the prevention of stress. Data were collected from 252 participants.
taking elective courses at a large, Southwestern University. Using the PCRI along with the Perceived Stress Scale, Social Connectedness Scale, Multidimensional Coping Inventory, Life Experiences Survey, The Hopkins Symptom Checklist, and the Coping Resources Inventory, data analyses were conducted using factor analysis, hierarchical linear regression, and a multi-trait multi-method matrix for convergent and divergent validity. Overall, our findings suggest that the PCRI may provide three meaningful, distinct, and interpretable factors useful for preventive coping: perceived control, self-confidence, and social comfort. Further research is needed to determine if three additional scales, self-acceptance, organization, and humor, also represent meaningful factors.

A Study of Texas School Board President Stress: The Tension between Delegate and Trustee
Gordon Gates, Texas A&M University--Commerce; Tari Kinsey, University of North Texas, and Gwen Boyter, Texas A&M University--Commerce

ABSTRACT
This study of school board presidents’ stress attempted to address the following four questions: (a) What are the stressors experienced school board presidents? (b) What underlying stress factors can be identified? (c) In what ways do these factors differ from those found for educational administrators? (d) What can be understood about the influence of political considerations—the tension between delegate verses trustee—on the factors that emerge from analyzing trustee stress? A state wide representative sample of 300 presidents of boards of trustees was mailed a modified version of the Administrative Stress Index (ASI) and data from the Public Education Information Management System (PEIMS) for these districts was collected.

Four stress factors emerged from the analysis of the data, which can be connected to knowledge of the trusteeship and to known factors identified in previous research on educational administrators. The four factors which emerged from this study are trustee task-based stress, trustee role-based stress, delegate role-based stress, and trustee boundary-spanning stress. Earlier research on educational administrators also found four primary stress factors, however these factors were task-based stress, role-based stress, boundary-spanning stress, and conflict-mediating stress. The knowledge of these sources of stress highlights the importance of training in specific areas to address and help presidents cope.

The Role of Burnout Among Special Educators: The Relationship Between Burnout and Role Tensions
Stacey Edmonson, Sam Houston State University, and David Thompson, The University of Texas--San Antonio

ABSTRACT
Five role constructs were found to be present in the literature on burnout among special educators: role ambiguity, role conflict, role expectations conflict, role overload, and self role concept. Meta-analyses were conducted for each of these role constructs and the various relationships they share with burnout constructs. Role overload and the frequency of emotional
exhaustion was represented by a large overall effect size of .516. This large positive relationship indicates that as role overload increases, the frequency of emotional exhaustion increases as well. The only relationship between role conflict and burnout specified quantitatively in the literature was role conflict’s relationship with emotional exhaustion. Role conflict and emotional exhaustion are represented by an average effect size of .380, which is a medium effect size. The only other medium-sized effect size generated in these meta-analyses was found between role expectations conflict and the intensity of personal accomplishment, which shared an average effect size of -.330. The negative value indicates an inverse relationship, in which the intensity of personal accomplishment decreases as role expectations conflict increases. Implications for practitioners, according to one approach by Gmelch and Gates, is recognizing that stress and the corresponding coping strategies can occur in four categories: task-based, role-based, conflict-mediating, or boundary-spanning. Another approach to reducing burnout, advocated by Hackman and Oldham, is the Job Characteristics Model which suggests that an individual consider ways of obtaining a greater level of five core characteristics of any job: skill variety, task identity, task significance, autonomy, and feedback.

**Factor Structure of Coping Resources Inventory Scales for Educational Enhancement and its Relationship to School Outcomes Among Diverse Middle Schoolers**
Anne Seraphine, University of Florida; Chis McCarthy, University of Texas at Austin; William Curlette, Georgia State University

**ABSTRACT**
In this study we estimated and tested the factor structure of the Coping Resources Inventory Scales for Educational Enhancement (CRISEE) when applied to three subpopulations of Middle Schoolers: Hispanic, African American, and Non-Hispanic Whites. The CRISEE is an instrument designed to measure coping resources in youth. We also examined the correlations between scales of the CRISEE and school-related performance, global self-esteem, and peer behavior variables. The findings indicate that the factor structures are similar across all three populations and as expected the CRISEE scales are strongly associated with many of the aforementioned outcome variables.

**Cooperative Learning Center**
Invited Address by Roger Johnson and David Johnson, University of Minnesota

**ABSTRACT**
The presentation emphasized the value of cooperation in contrast to competition. The basic elements of cooperative teams presented were the following: positive interdependence, individual accountability, face-to-face promotive interaction, interpersonal and small group skills, and group processing. The steps of managing conflict which were discussed were to: (a) create a cooperative context, (b) use academic controversies to facilitate achievement and development, and (c) to implement the peacemaker (conflict resolution and peer mediation) program to resolve conflicts of interest constructively.