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**THE RELATIONSHIP BETWEEN COSMOPOLITAN - LOCAL ORIENTATION
AND JOB SATISFACTION AMONG ADMISSIONS PERSONNEL AT CHRISTIAN
COLLEGES IN THE UNITED STATES AND CANADA**

**A Dissertation
Presented to
the Faculty of the
Department of Educational Leadership and Policy Analysis
East Tennessee State University**

**In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education in Educational Leadership and Policy Analysis**

**by
Jon P. Harr
August 1999**

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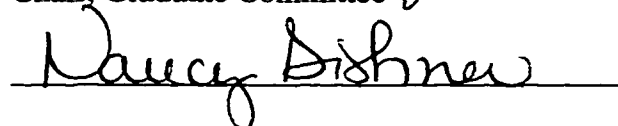
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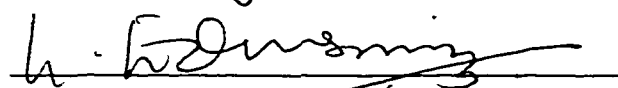
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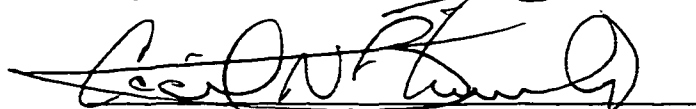
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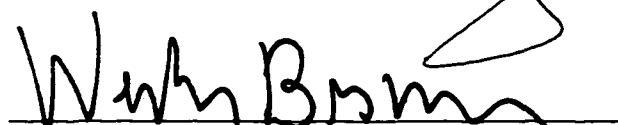
The committee read and examined his dissertation, supervised his defense of it in an oral examination, and decided to recommend that his study be submitted to the Graduate Council, in partial fulfillment of the requirements for the degree of Doctor of Education in Educational Leadership and Policy Analysis.


Chair, Graduate Committee








Dean, School of Graduate Studies

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ABSTRACT

THE RELATIONSHIP BETWEEN COSMOPOLITAN - LOCAL ORIENTATION AND JOB SATISFACTION AMONG ADMISSIONS PERSONNEL AT CHRISTIAN COLLEGES IN THE UNITED STATES AND CANADA

by

Jon P. Harr

In recent years, the challenges facing college admissions professionals have increased, and turnover in the field has become an area of concern. A review of the literature indicated that surprisingly little research had been done in the area of job satisfaction for college admissions professionals and, in particular, Christian college admissions professionals. No direct application of professional (cosmopolitan-local) orientation to the admissions profession could be found in the literature. As a result, the primary purpose of this study was to examine both the level of job satisfaction and the cosmopolitan-local orientation of Christian college admissions professionals, and to determine if any relationship existed between the level of job satisfaction and the cosmopolitan-local orientation of Christian college admissions professionals.

All members of the National Association of Christian College Admissions Personnel (NACCAP), the major professional organization for Christian college admissions professionals, were surveyed to gather data for the study. The survey consisted of the 72-item Job Descriptive Index (JDI), the 18-item Job in General scale (JIG), a 19-item cosmopolitan-local instrument, and six demographic items. Of the 723 surveys mailed out, 490 were completed and returned for a 68% return rate. Two research questions and 36 hypotheses were created. Descriptive statistics, multiple regression, and Pearson's correlation were used in analyzing data. All hypothesis testing was conducted at the .05 level of significance. Twenty-five null hypotheses were rejected, and 11 null hypotheses were not rejected.

The mean age of survey respondents was 30.2 years, and the mean years of admissions experience for the group was 4.7. At the admissions counselor (entry) level, the mean age was 26.1 years and the mean years of experience was 2.3. Median job satisfaction scores for admissions professionals fell into the "satisfied" range in all areas but two: "satisfaction with pay," with a median score in the "neutral or ambivalent" range, and "satisfaction with opportunities for promotion," with a median score in the "dissatisfied" range. On the cosmopolitan-local items, the group scored particularly high on the

"concern with organizational goals" and "organizational immobility" variables. Significant relationships were found to exist between each of the six job satisfaction variables and the set of cosmopolitan-local variables. Additionally, significant relationships were found to exist in 19 of the 30 possible pairings of the job satisfaction and cosmopolitan-local variables.

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CONTENTS

	Page
APPROVAL	ii
ABSTRACT.....	iii
ACKNOWLEDGEMENTS	v
LIST OF TABLES	x
LIST OF FIGURES	xii
 Chapter	
1. INTRODUCTION	1
Statement of the Problem.....	4
Purpose of the Study	5
Research Questions.....	5
Significance of the Problem/Study	6
Assumptions.....	6
Limitations	7
Definition of Terms.....	7
Overview.....	9
2. REVIEW OF LITERATURE	10
Introduction.....	10
Admissions.....	10
Personnel Turnover in Admissions.....	13
Cosmopolitan-Local Construct	17

Chapter	Page
Cosmopolitan-Local Construct and Admissions	23
Job Satisfaction	26
Summary	30
3. METHODS AND PROCEDURES.....	31
Introduction.....	31
Research Design.....	31
Population	31
Instrumentation	32
Method	33
Hypotheses	33
Data Analysis	38
Summary	39
4. ANALYSIS OF DATA.....	40
Introduction.....	40
Demographic Profile.....	40
Cosmopolitan-Local Orientation	44
Job Satisfaction	49
Relationship of Cosmopolitan-Local Orientation and Job Satisfaction	57
Research Question 1	57
Hypothesis 1	57
Hypothesis 2	58

Chapter	Page
Hypothesis 3	60
Hypothesis 4	61
Hypothesis 5	62
Hypothesis 6	64
Research Question 2	65
Hypotheses 7 - 30	68
Summary	71
5. SUMMARY, FINDINGS, AND RECOMMENDATIONS	72
Introduction.....	72
Summary	72
Discussion of Findings.....	73
Demographic Information	73
Job Satisfaction.....	74
Cosmopolitan-Local Orientation	75
Relationship of Job Satisfaction Variables and Cosmopolitan-Local Orientation	77
Recommendations for Further Research.....	79
Recommendations to Improve Practice	80
REFERENCES	83
APPENDICES	90
APPENDIX A, List of NACCAP Colleges	91
APPENDIX B, Survey Instrument	95

Chapter	Page
APPENDIX C, Authorization from Rossi	100
APPENDIX D, Authorization from Grimes	102
APPENDIX E, Authorization from Tuma	104
APPENDIX F, Acquisition of JDI/JIG	106
APPENDIX G, Preliminary E-mail to Survey Recipients	108
APPENDIX H, Cover Letter to Survey Participants	110
VITA	112

LIST OF TABLES

Table	Page
1. DEMOGRAPHIC PROFILE OF ADMISSIONS PROFESSIONALS.....	41
2. YEARS EMPLOYED AND YEARS OF EXPERIENCE BY EMPLOYEE LEVEL	43
3. GENDER AND AGE OF ADMISSIONS PROFESSIONALS BY EMPLOYEE LEVEL	44
4. COSMOPOLITAN-LOCAL ORIENTATION BY EMPLOYEE LEVEL	48
5. JOB SATISFACTION OF ADMISSIONS PROFESSIONALS BY EMPLOYEE CLASSIFICATION	50
6. MULTIPLE REGRESSION ANALYSIS OF WORK.....	58
7. COEFFICIENTS (DEPENDENT VARIABLE WORK)	58
8. MULTIPLE REGRESSION ANALYSIS OF PAY	59
9. COEFFICIENTS (DEPENDENT VARIABLE PAY)	59
10. MULTIPLE REGRESSION ANALYSIS OF PROMO	60
11. COEFFICIENTS (DEPENDENT VARIABLE PROMO)	61
12. MULTIPLE REGRESSION ANALYSIS OF COWORK	62
13. COEFFICIENTS (DEPENDENT VARIABLE COWORK).....	62
14. MULTIPLE REGRESSION ANALYSIS OF SUPER.....	63
15. COEFFICIENTS (DEPENDENT VARIABLE COWORK).....	63
16. MULTIPLE REGRESSION ANALYSIS OF JIG	64
17. COEFFICIENTS (DEPENDENT VARIABLE JIG).....	65

Table	Page
18. PEARSON CORRELATIONS FOR JOB SATISFACTION VARIABLES AND COSMOPOLITAN-LOCAL VARIABLES	67

LIST OF FIGURES

Figure		Page
1.	PROFILE OF JDI AND JIG SCORES FOR THE ENTIRE GROUP OF ADMISSIONS PROFESSIONALS	51
2.	PROFILE OF JDI AND JIG SCORES FOR ADMISSIONS DIRECTORS	52
3.	PROFILE OF JDI AND JIG SCORES FOR ASSISTANT DIRECTORS OF ADMISSIONS.....	53
4.	PROFILE OF JDI AND JIG SCORES FOR ADMISSIONS COUNSELORS	54
5.	SUMMARY GRAPH: COMPARISON OF JOB SATISFACTION SCORES OF ADMISSIONS PROFESSIONALS TO THE NON PROFIT ORGANIZATION NORM GROUP.....	56

CHAPTER 1

INTRODUCTION

The 1980s and 1990s have been challenging times for admissions professionals in higher education. The task of recruiting students has been made more difficult (and more important) by several factors, including demographic and financial factors. While these factors have impacted recruiting at all colleges, the impact has been especially felt at four-year Christian liberal arts colleges.

The recruitment efforts of admissions personnel play a critical role in the success (or, in some cases, the survival) of the typical private, four-year college. Willmer (1993) reported that, in a 1991 survey, tuition revenue generally accounted for the largest portion of the income resources of small private colleges. The importance of the admissions effort is further heightened at small Christian liberal arts colleges, which tend to be heavily tuition dependent and also have a smaller, more specific market niche.

Due to the decreasing number of traditional-aged students in the applicant pool, competition for these students has become intense (Wiese, 1990). As a result of the critical importance of tuition, and the decreasing number of students, small Christian colleges have (as have other higher education institutions) invested “substantial time, money, and personnel in recruitment programs” in an attempt to increase enrollment (Derry, 1996, p. 2). In order to maximize effectiveness, colleges must ensure that the best use is made of all resources (including time, money, and human resources) utilized in the

admissions effort (McDonough & Robertson, 1995).

As pressures to market institutions more aggressively and to recruit more students have increased for admissions personnel, the public has begun to regard admissions professionals as “salespeople or hucksters” (Mahoney, p. 3, 1996). In fact, admissions professionals can experience conflict between the dual roles of meeting the needs of their employing institutions and meeting the needs of the prospective students with whom they work.

As a result of the factors above, admissions professionals today work in an extremely challenging environment. As these pressures have mounted, salaries have not kept pace. One recent study indicated that the median salary for admissions counselors was the lowest for any group in higher education (Mahoney, 1996).

In light of these facts, it may not be surprising that turnover is a concern in the field of higher education admissions. Obviously, turnover is a costly and inefficient use of human resources for admissions offices. There is certainly a large cost to the college for conducting searches, hiring, and training admissions personnel. Additionally, the "cost" of lost contacts developed by the departing admissions professionals should be considered as well. Admissions is, particularly at a small college, a job of personal relationships. Relationships with guidance counselors, teachers, principals, previously recruited students and their families, college trustees, alumni, college faculty and administration can only be developed over time.

Research has indicated that a “consistent, moderate, negative correlation” exists between turnover and job satisfaction (Glick, 1992, p. 626). To address the problem of turnover, it has been suggested that colleges should seek to “offer professional development, better supervision, . . . increased supervision”, among other things, to “minimize staff turnover” in admissions offices (Grifone-Field, Piersol, and Naticchia, 1992). While an extensive body of literature exists on the subject of job satisfaction (dating back to the early 1900s), and turnover is a problem, relatively little can be found in the literature about the subject of job satisfaction among admissions professionals.

An examination of the relationship between job satisfaction and cosmopolitan-local orientation among college admissions personnel could yield useful information. The cosmopolitan-local construct, first proposed by Merton in 1957, examines individual accommodations to the conflict which can occur between organizational and professional commitments (Hoy & Miskel, 1991), and can lead to a clearer understanding of career orientations. Those with a more cosmopolitan orientation tend to have less loyalty to the organization that employs them, be more committed to specialized role skills, and place importance on an outside reference group (such as a professional organization). Those with a more local orientation tend to have more loyalty to the organization that employs them, be less committed to specialized role skills, and place importance on an inner reference group (Hoy & Miskel, p. 147). The five dimensions of cosmopolitan-local orientation (professional commitment, commitment to organizational goals, organizational immobility, concern with advancement, and external orientation) offer a

method to look at the characteristics possessed by admissions professionals. (Tuma and Grimes, 1981; Rossi, 1990). Locke (1976) stated that professional role conflict "should be minimized to avoid [job] dissatisfaction" (p. 1343). In a recent study examining the cosmopolitan-local construct, Wright and Larwood (1997) suggested that "research should now examine the relationships among cosmopolitan-local orientation and such organizational outcomes as job satisfaction and employees' well-being, turnover, and performance." There may be both self-evaluative and predictive possibilities in examining the relationship of cosmopolitan-local orientation and the level of job satisfaction of admissions professionals.

Statement of the Problem

An effective admissions program is critical to the survival of small colleges, and, in particular, to small Christian liberal arts colleges. Turnover in admissions personnel has proven to be a common occurrence, and is detrimental to the effectiveness of the admissions office. Additional research needs to be conducted in which job satisfaction in the admissions profession is examined, and, if possible, predicted. Regarding the related field of student affairs, Evans (1988) observed that "job dissatisfaction . . . has been attributed to the lack of opportunity for personal and professional growth" (p. 23).

Locke (1976) stated that professional role conflict "should be minimized to avoid [job] dissatisfaction" (p. 1343). By exploring the relationship of cosmopolitan-local orientation (as measured by the five dimensions of the cosmopolitan and local construct) and job satisfaction for college admissions personnel, it may be possible to identify

certain dimensions which need to be addressed by both current admissions personnel (through self assessment) and by those responsible for hiring admissions personnel.

Purpose of the Study

The purpose of this study is to explore the cosmopolitan-local orientation and level of job satisfaction for admissions personnel at four-year Christian liberal arts colleges, and to examine the nature of the relationship between cosmopolitan-local orientation and the level of job satisfaction of admissions personnel at four year Christian liberal arts colleges.

Research Questions

Data will be gathered concerning the cosmopolitan-local orientation and level of job satisfaction of admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada. The following research questions will be investigated:

1. What is the relationship between each job satisfaction variable and the cosmopolitan-local set of variables for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada?
2. What is the relationship between each job satisfaction variable and each cosmopolitan-local variable for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada?

Significance of the Problem/Study

A search of the literature (which included online searches of ERIC, Infotrac, Dissertation Abstracts, and the Coalition of Christian Colleges & Universities Research Clearinghouse, as well as a review of recent journals in the field of college admissions) revealed relatively little pertaining specifically to issues of job satisfaction for admissions professionals at Christian liberal arts colleges (or in other higher education institutions). No evidence could be found in the literature of the application of the cosmopolitan and local construct specifically to the field of college admissions.

Results of this research could provide valuable information to admissions professionals (or prospective admissions professionals) when evaluating their career choices/goals. In addition, information provided by this study could be useful to admissions personnel in considering hiring decisions regarding new personnel. In either case, the information provided by this study would add to the understanding of the relationship between job satisfaction and cosmopolitan-local orientation in Christian college admissions personnel.

Assumptions

1. Cosmopolitan-local orientation is accurately measured by the survey instrument developed by Tuma and Grimes (1981) and modified by Rossi (1990).
2. The level of job satisfaction is accurately measured by the Job Descriptive Index (JDI) and Job In General (JIG) scale.

Limitations

1. The population for this study will be all of the admissions professionals who are currently members of the National Association of Christian College Admissions Personnel (NACCAP), and who are employed by schools holding institutional membership in NACCAP. The NACCAP institutions share a unique set of characteristics, which will not allow the findings of this study to be generalized to other populations or other types of institutions.
2. The study is limited by the extent to which participants reported their true feelings on the survey instrument.
3. Cosmopolitan-local orientation provides only one way of examining the professional orientation of admissions personnel (Rossi, 1990).

Definition of Terms

Admissions Personnel: For the purposes of this study, admissions personnel will be defined as all admissions professionals (deans, associate/assistant deans, directors, associate/assistant directors, admissions counselors, admissions representatives, admissions officers, etc.) who are responsible for the recruitment of students for the institution.

National Association of Christian College Admissions Personnel (NACCAP): NACCAP is an association of admissions officers from more than 120 Christian liberal arts and bible colleges from throughout the United States and Canada. The organization seeks to

“provide professional development, support, and encouragement for the Christian college admissions officers across the continent” (NACCAP Member Services & Directory, 1997).

Job Descriptive Index (JDI): An instrument designed (along with the Job In General scale) to measure job satisfaction. The instrument measures five facets of job satisfaction: present job, present pay, promotion opportunities, supervision, and coworkers (Chinapha, 1995). The Job in General (JIG) scale was designed to provide “an overall evaluation of how individuals feel about their jobs” (Balzer et al., 1997, p. 55).

Job Satisfaction: Although there are several definitions of “job satisfaction”, for the purpose of this study, job satisfaction can be defined as “the feelings a worker has about his or her job or job experiences in relation to previous experiences, current expectations, or available alternatives” (Balzer et al., 1997, p. 10).

Cosmopolitan - local construct: A construct which “addresses the issue of a professional’s identification with either the profession or with the employing institution” (Rossi, 1990, p. 5). According to Tuma and Grimes (1981), the construct consists of five dimensions: professional commitment, commitment to organizational goals, organizational immobility, concern with advancement, external orientation.

Cosmopolitans are those “low on loyalty to the employing organization, high on commitment to specialized role skills, and likely to use an outer reference group” (Hoy & Miskel, 1991, p. 147). Locals, on the other hand, are “those high on loyalty to the

employing institution, low on commitment to specialized role skills, and likely to use an external reference group” (Hoy & Miskel, 1991, p. 147).

Overview of the Study

The study is organized in the following manner: Chapter 1 contains an introduction, statement of the problem, purpose of the study, research questions, significance of the study, assumptions, limitations, definitions of terms, and an overview of the study. Chapter 2 contains a review of the relevant literature and research. Chapter 3 contains a description of the methods and procedures used in the study. Chapter 4 presents the findings of the research and analysis of the data. Chapter 5 contains the summary, a discussion of the findings, recommendations for further research, and recommendations to improve practice.

CHAPTER 2

REVIEW OF LITERATURE

Introduction

This chapter contains an overview of the literature in the areas of college admissions, cosmopolitan-local orientation, and job satisfaction. The specific topics discussed include demographics relating to college enrollment, possible causes of and the nature of employee turnover among admissions professionals, the origins and development of the cosmopolitan-local construct, the application of the cosmopolitan-local orientation in general, and in particular, in the field of admissions, and studies relating job satisfaction and turnover.

Admissions

The 1980s and 1990s have been challenging times for admissions professionals in higher education. The task of recruiting students has been made more difficult (and more important) by several factors, including demographic and financial factors. While these factors have impacted recruiting at all colleges, the impact has been especially felt at four-year Christian liberal arts colleges.

After years of steady enrollment growth, colleges have experienced declining numbers of traditional-aged college students in the 1980s and 1990s. While there has been an increase in the number of adult learners entering higher education, they have not

filled the gap left by fewer traditional-aged students (Wiese, 1990). Additionally, small Christian liberal arts colleges have not always reacted quickly to the change from traditional to adult student markets. The result of the shrinking pool of college-bound high school students is that the “competition among institutions striving to attract applications from those students who best “fit” into the college’s academic program is likely to be intense” (Wiese, p. 95). As a result of the competitive environment, colleges have “invest[ed] substantial time, money, and personnel in recruitment programs” (Derry, p. 2).

While projections for the future are brighter with regard to the number of high school graduates, it must be noted that much of the growth will be by Blacks and Hispanics, who have traditionally had “the lowest rates of educational attainment, meaning future populations may be less likely to attend college” (Derry, p. 19; McDonough & Robertson, 1995). Additionally, these groups may be less likely to attend private Christian liberal arts colleges.

Financial considerations amplify the importance of the enrollment trends described above, especially for small colleges. Martin (1984) described the situation quite clearly:

Some liberal arts colleges can afford to go on serenely as though nothing has changed. . . . Most liberal arts colleges, however, do not have this luxury. They are vulnerable to pressure for change because of variations in constituency preferences and perils of a small endowment. They are, as we say, consumer driven institutions (p. 2).

The recruitment efforts of admissions personnel do play a vital role in the success (or, in some cases, the survival) of the typical private, four year college. Willmer (1993) reported that, according to a 1991 survey, tuition revenue generally accounts for the largest portion of the income resources of small private colleges. It is not uncommon for the tuition revenue to represent 75% of the budget at some private colleges.

The importance of the admissions effort is further heightened at small Christian liberal arts colleges. Typically these colleges, which also tend to be heavily tuition-dependent, also occupy a smaller, more specific market niche. In a 1997 study, Whitley found that the average tuition of Coalition of Christian Colleges and Universities (CCCCU) institutions had risen 7.1% from 1995-96 to 1996-97, compared to an average 5% increase at all four year private institutions ("Christian Colleges Are Still a Good Buy," 1997). Whitley also noted that this was a continuation of an eight-year trend.

One result of this "buyer's market" that has developed in higher education admissions is the increased importance of admissions professionals (Lowery, 1982, p. 28). Instead of being viewed merely as a group of "order-takers," the admissions office is, in the words of former Yale president Whitney Griswold, the "umbilical cord" of the institution (Lowery, p. 28). One evidence of the increased importance of the office is seen in the increasing number of institutions that are assigning responsibility for the admissions effort at the vice-president level (NACCAP Member Services & Directory, 1997).

Personnel Turnover in Admissions

Although an unusually high turnover rate in the college admissions field is an accepted fact, there has been relatively little research done to examine the reasons for the turnover (Grifone-Field, Piersol, Naticchia, 1992). Grifone-Field et al. noted that the turnover rate had been especially high during the first few years in the profession.

Treadwell (1994) pointed out that there are tremendous pressures on admissions offices (and admissions personnel) today. He noted that there was pressure to fill the freshman class, to increase the quality of the students being recruited, to increase the overall enrollment of the school (i.e., retention issues), to decrease the amount of institutional financial aid awarded (i.e., decrease the tuition discount rate), and increase the diversity of the incoming class (p. A72).

Grifone-Field et al. (1992) observed that the “expectations and pressures” felt by admissions personnel in 1992 were quite different than the “expectations and pressures” felt in the past (p. 10). With a surplus of potential students applying to colleges each year, the admissions personnel of the past had dealt with issues of ‘selection’—who will be accepted? In the more recent admissions environment, the focus is on active, intensive recruitment of potential students. The obvious outcome of this shift for admissions personnel has been an increase in time commitment expected, extensive travel (including weeks out of the office and on the road recruiting each year), and more evening and weekend work (particularly for telemarketing) (Grifone-Field et al.). Additionally, as efforts to attract new groups of students (e.g., adult learners and minorities) intensify, the

role of the admissions counselor will continue to expand to "include teacher, researcher, student advocate, evaluator, and consultant" in order to serve these new students (Edwards & Person, 1997, p. 21).

While responsibilities and pressures have mounted for admissions personnel, salaries have not risen accordingly. A 1994 higher education salary study conducted by the College and University Personnel Association indicated that the \$23,540 median salary of admissions counselors was the lowest of any group in higher education (Mahoney, 1996).

Admissions counselors must also face potential "professional-bureaucratic conflict" while performing their jobs. This occurs when the professional expectations "to act in the best interest of...clients" comes into conflict with the bureaucratic expectations to "act in the best interests of the organization" (Hoy & Miskel, 1991, p. 144). As described above, admissions counselors play a key role in the continued survival of their employing institutions. At the same time, the admissions counselor has an obligation to prospective students to help them make the best decisions about which college to attend, to find the college with the best "institutional fit" (Edwards & Person, 1997, p. 20). The possibility of a conflict of interest between loyalty to institution and duty to students seems likely.

Along with the internal conflict that may occur as a result of these competing forces, the perception of admissions professionals by others has been affected as well. The result is what Mahoney (1996) described as a "crisis of respectability" for the

admissions profession (p. 3). Chait (1992) stated that college recruitment resembled “the marketing tactics of department stores” (p. B1). Parents, students, high school guidance counselors, and even others working in higher education have become cynical as admissions personnel resort to aggressive marketing tactics to compete for scarce students. The result: admissions personnel are viewed by the public as “salespeople or hucksters” (Mahoney, p. 3).

While the demographic makeup of the prospective student pool and the related financial considerations provide an overall explanation for the increased pressure on admissions personnel, there are other closely related causes for the pressure. Treadwell (1994) pointed out that, in the competitive arena in which colleges must operate, college boards of trustees have exerted greater influence and more hands-on involvement than ever before. College presidents, also faced with dealing with the economic realities of running colleges in the 1990s, have tended to try to be increasingly responsive to the wishes of the boards of trustees. The result of these changes is that the admissions office, which in the business-world mindset of many trustees would be equivalent to the sales force, feels extreme pressure from the board of trustees and the president if numbers are less than ‘satisfactory’ (Treadwell).

The only major study that has been done in the field of admissions examining the reasons why people leave or stay in the field of admissions was that of Grifone-Field et al. (1992). The study, funded by a grant from the Fund for the Advancement of College Admission Counseling, revealed that salary represented a major source of job satisfaction

and reason for turnover for admissions personnel. Somewhat surprising, however, was the discovery that significant dissatisfaction was also caused by an unmet desire for increased responsibility in certain job duties. Finally, those who left the admissions profession indicated that job dissatisfaction also stemmed from the absence of opportunity “to advance professionally, educationally, financially, and personally” (Grifone-Field et al., p. 13).

In examining the relationship of admissions personnel to their work, Grifone-Field et al. (1992) referred to Blau and Boal’s (1989) model for predicting absenteeism and turnover. This model focuses on an individual’s identification with a job, and her or his commitment to the goals of the organization to predict turnover and absenteeism. Blau and Boal suggest that those who identify with both the job and the organization are least likely to leave. At the same time, those who identify with the job but have low levels of commitment to the institution are likely to leave (Blau & Boal, as cited in Grifone-Field et al.).

In light of Blau and Boal’s model, Grifone-Field et al. (1992) suggested that generally, admissions personnel seem to have a commitment to the profession. They suggest, then, that turnover might be decreased by offering admissions personnel “professional development...and increased responsibility” (p. 13).

Regardless of the reasons for turnover of admissions personnel, there is little doubt that turnover is a costly and inefficient use of human resources. There is certainly a large cost to the college for conducting searches, hiring, and training admissions

personnel. Glick (1992) noted, regarding managerial positions, that turnover "is very costly, ranging from five to twenty-five times an employee's monthly salary" (p. 627). Particularly in admissions, the tremendous cost of lost contacts developed by the departing admissions professionals would have to be taken into account as well.

Cosmopolitan-Local Construct

The cosmopolitan-local construct was originally proposed by Merton (1957) and applied to higher education by Gouldner (1957). While the concept of a cosmopolitan-local orientation was developed in 1957 by Merton, Dye (1963) points out that the origins of the concept can actually be traced back far earlier. Dobriner (1958, as cited in Dye, p. 240) "traces the development of this concept from Tonnies' classic distinction between rural *Gemeinschaft* solidarity relationships and urban *Gesellschaft* associational-contractual relationships." Dobriner also contends that Simmel's concept of an urban rationality, in which the value of efficiency replaces "personal feelings" in social relations, is also "an early expression of the local-cosmopolitan distinction" (Dye, p. 240).

In his work with influential community members, Merton (1957) identified two groups of people: cosmopolitans, whose orientation was toward the world outside of the local community, and the locals, whose orientation was toward the local community. Merton found that the cosmopolitans were less involved in community affairs, and were younger, better educated, and more likely to be professionals than were locals.

Gouldner conducted a groundbreaking study of the cosmopolitan-local construct (1957, 1958). Gouldner applied the construct not to community as Merton had done, but to a formal organization (Goldberg, 1976). In his 1957 study, examining faculty members in higher education, Gouldner used Merton's bipolar approach, which required that a person be either a local or a cosmopolitan. Gouldner used three variables (reference- group orientations, "loyalty to organization," and "commitment to specialized or professional skills") to operationalize the construct (Goldberg). Gouldner described the cosmopolitans as "those lower on loyalty to the employing organization, higher on commitment to their specialized role skill, and more likely to use an outer reference group orientation" (Gouldner, 1957, p. 290). Locals, on the other hand, were defined as those with opposite characteristics (London, 1977, p. 182).

In subsequent analysis of his data, Gouldner (1958) used a scale on which a person's cosmopolitan - local orientation would be measured, and further divided the local and cosmopolitans into six subgroups (four local subgroups and two cosmopolitan subgroups). Among the locals, Gouldner found what he termed the dedicated, the true bureaucrats, homeguards, and the elders. The true believers are closely identified with, and committed to, the ideology and values of their organization, and are seen as loyal and reliable members of the organization. The true bureaucrats are "dissident locals" concerned with the security of the organization and desire more authoritarian regulations to ensure the survival of the organization (p. 447). The homeguards are often administrators and have a special personal tie to the institution (they attended the school,

for example). Finally, the elders are the oldest people in the group and have been at the institution longer than anyone else. The elders often evaluate the present in terms of the past.

Gouldner divided the cosmopolitans into outsiders and empire builders. The outsiders showed little integration (or desire for integration) into either the formal or informal organization. The outsiders showed commitment to specialized skills and not the organization. The empire builders showed some integration into the formal organization (but not the informal), particularly at the department level.

Perhaps one of the most significant changes in the way of thinking about Gouldner's concepts of cosmopolitans and locals was the development of the idea of a "dual orientation". The first reference to the possibility of a dual orientation was made by Glaser (1963) in his study of scientists. Glaser's study, which found that highly motivated scientists could have both cosmopolitan and local orientations, questioned the either/or nature of the construct previously held. Goldberg, Baker, and Rubenstein (1965) supported Glaser's findings. In a 1976 study of students graduated from the Faculty of Industrial and Management Engineering at the Technion-Israel Institute of Technology, A. I. Goldberg suggested that professionals, in order to meet professional demands and expectations, needed to be both technically competent and "client-directed." The result, according to Goldberg, was another orientation called the "cosmo-local" which, as the name indicated, was a combination of the cosmopolitan and local reference groups. In the same study, Goldberg also suggested that some contradictions between

reference group orientation and professional behavior could be explained by "situational factors," including career stage (with peak productivity in the middle years of the career), occupational role (managerial or technical), and the type of work environment (bureaucratic, professional, or autonomous professional). Hoy and Miskel (1991, p. 83) noted that a dual orientation as discussed above was especially desirable in service organizations.

A great deal of work with the cosmopolitan-local orientation has been done in the area of education, perhaps because this was the field addressed by Gouldner in his original study (1957). Berger and Grimes (1973) attempted to validate Gouldner's 1957 cosmopolitan-local construct, as well as validate Goldberg's 1965 cosmopolitan-local factor structure. Berger and Grimes used faculty members at U.S. business colleges for their study. The authors' findings supported Gouldner's initial conceptualization of the cosmopolitan-local construct. They were not, however, able to replicate Goldberg's 1965 study, only clarify it. They noted that many questions remain unanswered about the complex relationship between the professional and organizational orientations.

In 1974, Flango and Brumbaugh, in responding to "problems in rigorously defining" Gouldner's cosmopolitan-local construct, also attempted to validate Gouldner's definition (p. 198). This "quasi-replication" used a sample of 813 college faculty members from the Pennsylvania college and university system. In the study, Flango and Brumbaugh were able to replicate five of Gouldner's six sub-types of cosmopolitans and locals "in some fashion." They were unable to reproduce the empire builder

cosmopolitan sub-type. They explained the possibility that differences in the dimensions found may well have resulted from the different types of analysis used.

Cornwall and Grimes (1987) examined the relationships between professional role orientations (based on Gouldner's cosmopolitan-local construct) and behaviors in a university. They used journal publications, association memberships, national meetings attended, and association offices held to measure professional behavior. Professional role orientation was operationalized using professional commitment, commitment to organizational goals, organizational mobility, concern for advancement, and reference group orientation. Cornwall and Grimes concluded that the organization and the profession influenced role orientations and behaviors, and that previous attitudes and behaviors shaped future attitudes and behaviors. The authors noted, however, that due to the complexity of the relationships, generalizations should not be drawn from the study.

Schneider, Hanges, Goldstein, and Braverman (1994) examined student and department chair ratings of faculty effectiveness for social science faculty at a mid-Atlantic state university. The researchers found that there was a strong correlation between student and department chair evaluations of faculty in the "internal" areas of service and collegueship (which corresponded, the researchers suggested, to Gouldner's local orientation), while a weaker relationship existed between student and chair ratings of "external" activities such as publishing and grantwriting (or cosmopolitan orientations).

Much of the early work examining the cosmopolitan-local orientation in the sphere of religion was done by W.C. Roof (1972, 1976). Roof applied the cosmopolitan-local construct to the sociology of religion and “operationalized it to study religious commitment” (Wiese, 1990, p. 99). Roof (1976) found that a local community reference was positively related to his five “measures of religiosity” (church attendance, memberships in religious organizations, congregational friendships, doctrinal orthodoxy, and devotionism), while size of community was inversely related to each of the five measures. Roof determined that localism is dependent on three variables: level of education, community size, and length of residence in the community. Roof suggested that future research be focused on replications of these findings using other religious groups.

Lehman (1987) also applied the cosmopolitan-local construct to the examination of church communities. Lehman described the locals as being extremely attached to their “immediate social locales,” and noted that they tended to be intolerant of outside groups, to resist change, and to define the world in simple terms. Cosmopolitans, according to Lehman, identified with society as a whole. They tended to be well informed and to relate well with other groups (p. 275).

Other areas in which the cosmopolitan-local orientation has been applied include: nursing (Bennis, Berkowitz, Affinito, & Malone, 1958); social welfare agencies (Blau & Scott, 1962); accounting (Schroeder & Imdieke, 1977); the military (Moskos,

1977; Stahl, Manley, & McNichols, 1978); and politics (Dye, 1963). In addition, the concept also has been applied in studies of prejudice (Liu, 1961).

There have been several criticisms of the cosmopolitan-local construct and the application of the construct. A frequently noted criticism was addressed by Grimes and Berger (1970), who decried the lack of homogeneity among research samples. They noted that several studies, including those of Gouldner, Goldberg, House & Wigdor, and Ritti, all contained samples representing wide and varied ranges of manifest roles. They suggested that comparisons should be made of cosmopolitan characteristics among similar subjects (that is, organizational members with similar job descriptions and opportunities for training) as opposed to dissimilar subjects. As Grimes and Berger stated, instead of asking “Do engineers exhibit more local characteristics than scientists,” the more useful question would be “Do some engineers or scientists exhibit more cosmopolitan characteristics than other engineers or scientists?” (p. 413).

Cosmopolitan-Local Construct and Admissions

Although there have been numerous studies involving the cosmopolitan and local construct since its inception in the late 1950s, little has been done in the way of application of the construct in the field of admissions. This is especially surprising in light of the increased attention and importance that admissions (and the wider concept of enrollment management) has taken on in recent years.

One exception is Wiese’s (1990) work on the cosmopolitan-local construct, which is rooted in both the world of higher education admissions and the world of religion. The

purpose of the study is to examine cultural forces that may “predispose students to attend a particular type of institution” of higher education (p. 97). That type of organization is a denominationally supported Christian university. Wiese suggests that the cosmopolitan-local orientation of lay leaders and pastors of congregations is related to the enrollment support provided to the university by the congregation. Wiese found significant correlations between cultural localism and ecclesiological localism, and level of participation. Wiese also observed that extreme orientations, whether local or cosmopolitan, in lay leaders or pastors resulted in non-support of the university (as measured by the number of students at the university from the congregation). He concludes that “the use of the local-cosmopolitan dichotomy appears to be useful as a tool of analysis for the study of college choice” (Wiese, p. 105).

Wiese, citing Lehman’s earlier work as an influence, identifies three dimensions into which localism can be operationalized. The first dimension, cultural localism, “deals with the values and meanings that are associated with a local community’s sphere of symbols, events, and issues” (Wiese, 1990, p. 100). Social localism has to do with the effect of the social sphere on an individual’s orientation. The third dimension identified by Wiese, ecclesiological localism, deals with the individual’s participation in, and understanding of, church.

While Wiese’s research does play a key role in the application of the cosmopolitan and local construct to admissions, the focus of the study is on the orientations of individuals influential in the college choice of prospective students. In

order to find an application of the construct to personnel, one must leave the field of admissions and examine the closely related field of student affairs.

Rossi (1990) examined the relationship between the five scales of the cosmopolitan-local construct and the type of institution worked at for chief student affairs officers. Rossi used a 19-item instrument developed by Tuma and Grimes (1981) to examine the cosmopolitan-local orientation. The instrument contained five factors: Professional Commitment, Commitment to Organizational Goals, Organizational Immobility, Concern with Advancement, and External Orientation (Tuma & Grimes, p. 197). Rossi found that there was no significant relationship between any of the five subscales and the type of institution at which the subjects worked. There were, however, relationships discovered between scores on the subscales and several demographic items included in the study.

Rossi (1990) also reviewed the cosmopolitan and local literature from 1957 to 1990, and identified several characteristics of cosmopolitans and locals. In Merton's work, Rossi found that cosmopolitans tended to be younger and more mobile than locals. While little attention has been paid by researchers to the relationships between gender and cosmopolitan orientation, Tuma and Grimes (1981) found that females tended to score higher on the professional commitment factor. Rossi also found that, according to Dye (1963) and Almy (1975), cosmopolitans also tended to have achieved higher levels of education.

Job Satisfaction

Job satisfaction has been the focus of a tremendous amount of attention throughout the twentieth century. Locke (1976) noted that by 1972, there had already been at least 3,350 articles and dissertations written on the subject of job satisfaction (p. 1,297). Job satisfaction has drawn the interest of both practitioners and researchers from many fields, including management, human resources, psychology, economics, and government (Balzer et al., p. 10), as well as education (Hoy & Miskel, 1991).

Interest in the topic of job satisfaction has remained so strong over the years as a result of three major concerns: humanitarian concerns (focusing on the well-being of the worker); economic concerns (focusing on the possible relationships between job satisfaction and turnover, stress, absenteeism, productivity, and workplace climate); and theoretical concerns (focusing on job satisfaction as either the cause of various behaviors, a result of various behaviors, or as a by-product of various behaviors) (Balzer et al., 1997, pp. 10-11). While the level of interest has remained high, the subjects in job satisfaction studies have changed over the years. Originally, blue-collar workers were typically the subjects of job satisfaction studies, followed by white-collar workers, and, in the 1960s, managers (Glick, 1992). Glick noted that "the study of job satisfaction among faculty and administrators at institutions of higher education...is an even more recent development" (p. 626).

The predecessor to formal job satisfaction studies can be found in the work of Frederick Taylor and the scientific management movement of the early 1900s. Scientific

management placed attention on the role of the attitudes of workers (Locke, 1976, p. 1,298). The formal, systematic study of job satisfaction began in the early 1930s with the well-known Hawthorne studies (Hoy & Miskel, 1991). The first "intensive study" of job satisfaction, conducted by Hoppock in 1935, examined job satisfaction among teachers (Chinapha, p. 27).

In examining the development of job satisfaction theory, Locke (1976) identified two major types of theories: process theories and content theories. Process theories of job satisfaction "attempt to specify the types or classes of variables...considered causally relevant, as well as how these variables combine to determine overall job satisfaction" (Locke, p. 1302).

Content theories "attempt to specify the particular needs that must be satisfied or the values that must be attained" for a person to experience job satisfaction (Locke, 1976, p. 1307). Two well-known theories have dominated in this area: Maslow's need hierarchy theory and Herzberg's motivator-hygiene theory (Locke, p. 1,307). Maslow's need hierarchy theory contends that people pursue universal needs that are "arranged in a hierarchy in which lower-level needs must be largely satisfied before higher-level needs can be felt and pursued" (Hoy & Miskel, 1991, p. 173). Herzberg's motivation-hygiene (or two-factor) theory holds that a set of factors (motivators) produce satisfaction, while a separate set of need factors (hygienes) produce dissatisfaction if they are lacking (Chinapha, 1995).

Many definitions of job satisfaction can be found in the literature. Most definitions agree that "job satisfaction is an affective response to work" (Chinapha, 1995, p. 30). For the current study, job satisfaction will be defined as "the feelings a worker has about his or her job or job experiences in relation to previous experiences, current expectations, or available alternatives" (Balzer et al., 1997, p. 10).

Glick (1992) noted that, despite "alarming data concerning turnover in higher education, there is little information about job satisfaction among college and university administrators" (p. 626). This is particularly true in the area of college admissions.

Two studies have been conducted in the area of higher education that suggest that the relationship between job satisfaction and cosmopolitan-local orientation might be worth further examination. The first study was conducted by Solomon and Tierney (1977). Administrators (including directors of admissions) at private liberal arts colleges were surveyed. Solomon and Tierney found that, as they had hypothesized, the "greater the congruence between college administrators' perception of their employing institution's reward system and the behavior they value in their subordinates, the less will be the intrarole conflict experienced" (Glick, 1992 p. 627). The researchers also found that those administrators with high levels of role congruence had greater levels of job satisfaction (Glick).

The second study was conducted by Boone (1987). In surveying the members of the American Association of University Administrators, Boone found significant relationships between job satisfaction and several job characteristics, including feedback,

autonomy, participation, and role conflict. Among demographic predictors, Boone found age to be the most significant.

While nothing could be found in the literature concerning the relationship of job satisfaction and the cosmopolitan-local orientation, London, Cheney, and Tavis (1977) did conduct a study that investigated the relationship between cosmopolitan-local orientation and job performance. The study involved employees at three large architectural firms. London et al. found that there was a correlation between cosmopolitan-local orientation and job performance (as measured in supervisor and coworker ratings, degree to which prescribed work hours are followed, and desire to impress others). They found that those employees who tended to be more cosmopolitan were rated as high performers by supervisors, but not coworkers. The opposite was true for locals. Additionally, cosmopolitans were more likely than locals to work to impress others, and were more lax than locals in following prescribed work hours.

Additionally, London et al. (1977) noted that both cosmopolitans and locals were found in each of the three firms in the sample. The researchers suggested that organizations could identify the orientation of each employee, and offer benefits tailored to that employee's orientation. The researchers also suggested that additional studies of cosmopolitan-local orientations should be conducted in various professions to reveal common elements across professions.

Summary

Research shows that there is a “consistent, moderate, negative correlation between turnover and job satisfaction” (Glick, 1992), so it would follow that job satisfaction (as measured by the Job Descriptive Index, or JDI, and the Job In General scale, or JIG) would be an appropriate measure to use learn more about job turnover in the admissions profession. The cosmopolitan-local construct has been used extensively to better understand professional and career orientation. An examination of the cosmopolitan-local orientation of admissions professionals, and the relationships between that orientation and the level of job satisfaction experienced could yield useful information for career planning, professional development, and for hiring decisions in the admissions field.

CHAPTER 3

METHODS AND PROCEDURES

Introduction

The purpose of this chapter is to describe the methods and procedures used to collect and analyze data about cosmopolitan-local orientation and job satisfaction among admissions personnel at small Christian liberal arts colleges. This chapter includes a description of the research design, population studied, instrumentation, method of data collection, and analysis of data.

Research Design

A quantitative research design utilizing correlational analysis is used in this study. The specific research design and statistical analyses used are based on the design and analyses used in Chinapha's 1995 study of job satisfaction and personality characteristics in teachers.

Population

All admissions professionals (including deans/directors of admissions, assistant/associate deans and directors, and admissions counselors) at the 131 member schools of the National Association of Christian College Admissions Personnel (NACCAP) were surveyed for this study. The NACCAP member schools are Christian liberal arts colleges from the United States and Canada. The list of member schools is

provided as Appendix A. The Executive Director of NACCAP provided a membership list that included each member's name, employing institution, work address, phone number, and e-mail address.

Instrumentation

A mailed questionnaire was used to gather data (see Appendix B). The instrument consisted of three sections. The first section of the instrument, consisting of 19 items, was designed to measure cosmopolitan and local dimensions of subjects. The instrument is based on a cosmopolitan-local scale developed by Tuma and Grimes (1981) and modified by Rossi (1990). Rossi's modifications of Tuma and Grimes instrument were made in order to give the items increased clarity and to reflect the administrative, rather than faculty, positions of the subjects. Rossi's changes were reviewed by content area experts in higher education and in educational measurement and evaluation (Rossi). Permission was requested and received from Richard Rossi to use the instrument for this study (see Appendix C). Permission was also sought and received from Nancy Tuma and Andrew Grimes, since Rossi's survey was a modified version of the original Tuma and Grimes instrument (see Appendixes D and E).

The second section of the instrument contained demographic items. The demographic items include age, gender, enrollment of employing institution, number of years employed at current institution, number of years of experience in admissions, and job title.

The third section contained the Job Descriptive Index (JDI) and the Job In General Scale (JIG) developed by Smith, Kendall, and Hulin in 1969. The JDI/JIG is a 100-item checklist which takes approximately ten minutes to complete. The instrument is available for purchase from Bowling Green State University, Bowling Green, Ohio (see Appendix F).

Method

The original research in this study was approved by the East Tennessee State University Institutional Review Board. Several days before the surveys were mailed, an e-mail message was sent to all NACCAP members informing them of the mailing and encouraging their participation (see Appendix G). A packet containing the survey, a cover letter (see Appendix H), and a self-addressed, stamped return envelope was sent to every NACCAP member. Surveys were coded, allowing non-responders to be contacted after two weeks. Each non-responder was sent a second e-mail message requesting that the survey be returned and completed. All correspondence contained assurances of confidentiality regarding individual responses. Completed surveys were scored and the responses were entered into an SPSS 8.0 data file. SPSS 8.0 software was used for data analysis.

Hypotheses

Based on the statement of the problem, research questions, and review of the literature, the following hypotheses were formulated. The hypotheses address the

relationship between the cosmopolitan-local orientation and the level of job satisfaction of admissions personnel at four-year Christian liberal arts colleges. The research questions and specific hypotheses addressed in this research are:

Research Question 1: What is the relationship between each job satisfaction variable and the cosmopolitan-local set of variables for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada?

Ho1: There is no relationship between "Satisfaction with Work on Present Job" (WORK) and the cosmopolitan-local set of variables for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho2: There is no relationship between "Satisfaction with Present Pay" (PAY) and the cosmopolitan-local set of variables for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho3: There is no relationship between "Satisfaction with Opportunities for Promotion" (PROMO) and the cosmopolitan-local set of variables for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho4: There is no relationship between "Satisfaction with People on Your Present Job" (COWORK) and the cosmopolitan-local set of variables for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho5: There is no relationship between "Satisfaction with Supervision" (SUPER) and the cosmopolitan-local set of variables for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho6: There is no relationship between "Satisfaction with Job in General" (JIG) and the cosmopolitan-local set of variables for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Research Question 2: What is the relationship between each job satisfaction variable and each cosmopolitan-local variable for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada?

Ho7: There is no relationship between "Professional Commitment" (PC) and "Satisfaction with Work on Present Job" (WORK) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho8: There is no relationship between "Professional Commitment" (PC) and "Satisfaction with Present Pay" (PAY) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho9: There is no relationship between "Professional Commitment" (PC) and "Satisfaction with Opportunities for Promotion" (PROMO) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho10: There is no relationship between "Professional Commitment" (PC) and "Satisfaction with People on Your Present Job" (COWORK) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho11: There is no relationship between "Professional Commitment" (PC) and "Satisfaction with Supervision" (SUPER) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho12: There is no relationship between "Professional Commitment" (PC) and "Satisfaction with Job in General" (JIG) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho13: There is no relationship between "Organizational Immobility" (OI) and "Satisfaction with Work on Present Job" (WORK) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho14: There is no relationship between "Organizational Immobility" (OI) and "Satisfaction with Present Pay" (PAY) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho15: There is no relationship between "Organizational Immobility" (OI) and "Satisfaction with Opportunities for Promotion" (PROMO) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho16: There is no relationship between "Organizational Immobility" (OI) and "People on Your Present Job" (COWORK) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho17: There is no relationship between "Organizational Immobility" (OI) and "Satisfaction with Supervision" (SUPER) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho18: There is no relationship between "Organizational Immobility" (OI) and "Satisfaction with Job in General" (JIG) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho19: There is no relationship between "Commitment to Organizational Goals" (COG) and "Satisfaction with Work on Present Job" (WORK) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho20: There is no relationship between "Commitment to Organizational Goals" (COG) and "Satisfaction with Present Pay" (PAY) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho21: There is no relationship between "Commitment to Organizational Goals" (COG) and "Satisfaction with Opportunities for Promotion" (PROMO) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho22: There is no relationship between "Commitment to Organizational Goals" (COG) and "People on Your Present Job" (COWORK) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho23: There is no relationship between "Commitment to Organizational Goals" (COG) and "Satisfaction with Supervision" (SUPER) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho24: There is no relationship between "Commitment to Organizational Goals" (COG) and "Satisfaction with Job in General" (JIG) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho25: There is no relationship between "Concern with Advancement" (CA) and "Satisfaction with Work on Present Job" (WORK) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho26: There is no relationship between "Concern with Advancement" (CA) and "Satisfaction with Present Pay" (PAY) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho27: There is no relationship between "Concern with Advancement" (CA) and "Satisfaction with Opportunities for Promotion" (PROMO) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho28: There is no relationship between "Concern with Advancement" (CA) and "People on Your Present Job" (COWORK) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho29: There is no relationship between "Concern with Advancement" (CA) and "Satisfaction with Supervision" (SUPER) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho30: There is no relationship between "Concern with Advancement" (CA) and "Satisfaction with Job in General" (JIG) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho31: There is no relationship between "External Orientation" (EO) and "Satisfaction with Work on Present Job" (WORK) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho32: There is no relationship between "External Orientation" (EO) and "Satisfaction with Present Pay" (PAY) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho33: There is no relationship between "External Orientation" (EO) and "Satisfaction with Opportunities for Promotion" (PROMO) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho34: There is no relationship between "External Orientation" (EO) and "People on Your Present Job" (COWORK) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho35: There is no relationship between "External Orientation" (EO) and "Satisfaction with Supervision" (SUPER) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho36: There is no relationship between "External Orientation" (EO) and "Satisfaction with Job in General" (JIG) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Data Analysis

The methods of data analysis to be used in this study were adapted from Chinapha's 1995 study examining job satisfaction and personality traits in a selected group of teachers. The statistical methods used in this study include the t-test, multiple regression, and correlation. SPSS 8.0 software will be used to conduct all data analysis.

The following procedures were used to analyze the data:

1. Hypotheses 1 – 6 were tested using multiple regression. "Multiple regression develops the relationship among one dependent variable [job satisfaction] and more than one independent variable [the cosmopolitan-local set of variables]" (Howell, 1995, p. 18). For Hypotheses 1 - 6, the following statistics were examined: R^2 and F test of significance relative to R^2 , and β (standardized coefficient), and t-test of significance relevant to β (Chinapha, 1995).

2. For Hypotheses 7 - 36, r values were calculated for every combination of cosmopolitan-local and job satisfaction variable, and t and p were evaluated relative to the significance of r.

Summary

Chapter 3 presented the methods and procedures used to collect and analyze data about cosmopolitan-local orientation and job satisfaction among admissions personnel at small Christian liberal arts colleges. The chapter included descriptions of the research design, population studied, instrumentation, method of data collection, and analysis of data. An overview of the data gathered in this study and the results of the analysis of the data relating to cosmopolitan-local orientation and job satisfaction among admissions personnel at Christian liberal arts colleges are presented in Chapter 4. A discussion of the findings and conclusions, recommendations for future research, and recommendations to improve practice drawn from the analysis of data are presented in Chapter 5.

CHAPTER 4

ANALYSIS OF DATA

Introduction

The purpose of this chapter is to present an overview of the data gathered in this study and the results of the analysis of the data relating to cosmopolitan-local orientation and job satisfaction among admissions personnel at Christian liberal arts colleges. This chapter includes an overview of demographic information, cosmopolitan-local data, job satisfaction data, and data pertaining to the relationship between cosmopolitan-local orientation and job satisfaction.

Demographic Profile

To collect data for this study, 723 surveys were mailed to admissions professionals holding membership in the National Association of Christian College Admissions Personnel (NACCAP). Of the 723 surveys mailed out, 490 completed surveys were returned. The 116-item survey was designed to assess cosmopolitan local orientation and job satisfaction. Six demographic items were also included in the survey. These items were the respondent's gender, age, years employed at current institution, years of experience in admissions, job title, and enrollment of employing institution. The data in Table 1 provide a profile of the Christian college admissions professionals who responded to the survey.

TABLE 1
DEMOGRAPHIC PROFILE of ADMISSIONS PROFESSIONALS

Item	Frequencies	Percentages
Gender:		
Male	267	54.5
Female	223	45.5
Missing Values	0	0.0
Age:		
19 and under	3	.6
20 – 24	174	35.5
25 – 29	132	26.9
30 – 34	64	13.1
35 – 39	38	7.8
40 – 44	28	5.7
45 – 49	24	4.9
50 – 54	12	2.4
55 – 59	10	2.0
60 – 64	3	.6
65 and over	1	.2
Missing Values	1	.2
Years Employed at current institution		
0 – 1	142	29.0
2 – 5	222	45.3
6 – 10	79	16.1
11 – 15	19	3.9
More than 15	26	5.3
Missing Values	2	.4

Table 1 (continued)

Item	Frequencies	Percentages
Years of Experience in admissions		
0 – 1	126	25.7
2 – 5	226	46.1
6 – 10	82	16.7
11 – 15	25	5.1
More than 15	27	5.5
Missing Values	4	.8
Enrollment of Employing Institution		
499 or fewer	57	11.6
500 – 999	133	27.1
1000 – 1499	122	24.9
1500 or more	174	35.5
Missing values	4	.8

The mean age of survey respondents was 30.2 years. Sixty three percent of the survey respondents were 29 years of age or younger, and 36.1% were under the age of 24. Approximately 72% of those responding to the survey had five or fewer years of admissions experience, and 25.7% had admissions experience of one year or less. The mean for years of admissions experience was 4.7 years. Approximately 74% of the respondents had been employed at their institution for five years or less, and nearly 30% had been employed one year or less.

Survey respondents were asked to indicate their job titles. A wide range of job titles were listed, and those titles were collapsed into three general classifications:

Director (defined as the chief admissions officer, and including titles such as director of

admissions, dean of admissions, and vice president of admissions/enrollment management); Assistant Director of Admissions (which included titles such as assistant/associate director and assistant/associate dean of admissions/enrollment management), and; Admissions Counselor (which included recruiter and admissions representative). Table 2 provides data pertaining to years of employment at the institution and years of experience in admissions fore each of the three employee classifications. Table 3 provides gender and age data for each of the 3 employee classifications.

TABLE 2

YEARS EMPLOYED AND YEARS OF EXPERIENCE BY EMPLOYEE LEVEL

Item	Frequencies	Mean	Median	Minimum	Maximum
Years Employed at Current Institution:					
Director	106	9.21	8.00	0.50	40.00
Assistant Director	89	6.17	5.00	0.50	23.00
Counselor	292	2.21	1.50	0.00	28.00
Total Group	487	4.45	2.50	0.00	40.00
Years of Experience in Admissions:					
Director	106	9.86	9.00	1.00	33.00
Assistant Director	89	6.29	5.00	1.00	22.00
Counselor	290	2.31	1.50	0.00	26.00
Total Group	485	4.69	3.00	0.00	33.00

TABLE 3

GENDER and AGE of ADMISSIONS PROFESSIONALS by EMPLOYEE LEVEL

Item	Frequencies	Mean Age	Median Age
Director/Dean/VP:			
Female	28	38.46	34.50
Male	77	40.00	38.00
Total Director	105	39.59	38.00
Assistant/Associate Director:			
Female	37	32.73	30.00
Male	52	32.33	30.00
Total Asst. Director	89	32.49	30.00
Counselor/Representative:			
Female	158	25.15	24.00
Male	136	27.27	25.00
Total Counselor	294	26.13	24.00
Total:			
Female	223	28.08	25.00
Male	265	31.96	28.00
Total Group	488	30.19	27.00

Cosmopolitan-Local Orientation

Using a 7-point Likert scale, survey items 1-19 measured the 5 variables that comprise cosmopolitan-local orientation. Due to the limited use of the cosmopolitan-local items, no normative data were available for comparison purposes. Also, since all of the variables do not contain the same number of items, comparisons were not made between variables.

The response rate was excellent for the 19 cosmopolitan-local survey items. Nine of the items had a 100% response rate, six of the items had a 99.8% (489 of 490) response rate, two items had a 99.6% (488 of 490) response rate, and two items had a 99.4% (487 of 490) response rate.

As discussed in Chapter 2, individuals with a purely cosmopolitan or a purely local orientation probably do not exist. Those individuals with a more cosmopolitan orientation would score higher on the Professional Commitment, Concern with Advancement, and External Orientation variables, and lower on the Commitment to Organizational Goals and Organizational Immobility variables. Those individuals with a more local orientation would score higher on the Commitment to Organizational Goals and Organizational Immobility variables, and lower on the Professional Commitment, Concern with Advancement, and External Orientation variables.

Professional Commitment: Professional Commitment (PC) focuses on the value the respondents placed on originality and the creation of new knowledge in their fields of expertise. A higher score indicates a higher degree of professional commitment. The professional commitment (PC) variable was the sum of responses to items 1, 2, 4, and 12 on the survey. The minimum possible score on PC (assuming the respondent answered all questions) was 4; the maximum possible score was 28. The mean PC score for all respondents was 17.11, slightly above the midpoint of 16. PC scores are listed by employee level in Table 4.

Organizational Immobility: Organizational Immobility (OI) dealt with factors that would cause respondents to remain at or leave their employing institution. A higher score indicated greater immobility (or the more likely a person is to stay at the institution). The organizational immobility (OI) variable was the sum of the responses for questions 13, 14, 15, and 16. The minimum possible score on OI (assuming the respondent answered all questions) was 4; the maximum possible score was 28. The mean OI score for all respondents was 19.55, greater than the midpoint of 16. OI scores are listed by employee level in Table 4.

Concern with Organizational Goals: Concern with Organizational Goals (COG) dealt with improving the reputation of the institution and achieving the goals of the admissions office and of the institution. The Concern with Organizational Goals (COG) variable was the sum of the responses for questions 3, 5, 6, and 7. A higher score indicated a greater concern with organizational goals. The minimum possible score on COG (assuming the respondent answered all questions) was 4; the maximum was 28. The mean COG score for all respondents was 23.80, well above the midpoint of 16. COG scores are listed by employee level in Table 4.

Concern with Advancement: Concern with Advancement (CA) dealt with concern for success in on-the-job tasks and opportunities for promotion. A higher score on the CA variable indicated a greater concern with advancement. The Concern with Advancement (CA) variable was the sum of the responses for questions 8, 9, 10, and 11. The minimum possible score on CA (assuming the respondent answered all questions)

was 4; the maximum possible score was 28. The mean CA score for all respondents was 19.67, which was greater than the midpoint of 16. CA scores are listed by employee level in Table 4.

External Orientation: External Orientation (EO) indicated the degree to which respondents shared professional interests with others at their institution, and whether they received intellectual stimulation from those from within or from outside their institution. A higher score indicated greater external orientation. The EO variable was the sum of survey items 17, 18, and 19. Based on the 7-point Likert scale used, the minimum possible score was 3, and the maximum score was 21. The mean EO score for all respondents was 9.65, which was below the midpoint of 12. EO scores for each employee level are listed in Table 4.

TABLE 4
COSMOPOLITAN-LOCAL ORIENTATION BY EMPLOYEE LEVEL

Item	Frequencies	Mean	Median	Minimum	Maximum
Professional Commitment (PC):					
Director	105	16.52	17.00	6.00	26.00
Assistant Director	88	17.59	18.00	9.00	28.00
Counselor	291	17.18	18.00	5.00	26.00
Total Group	484	17.11	17.00	5.00	28.00
Organizational Immobility (OI):					
Director	105	20.63	21.00	5.00	28.00
Assistant Director	88	19.33	19.00	7.00	28.00
Counselor	292	19.23	20.00	6.00	28.00
Total Group	485	19.55	20.00	5.00	28.00
Concern with Organizational Goals (COG):					
Director	106	24.28	25.00	17.00	28.00
Assistant Director	88	23.74	24.00	17.00	28.00
Counselor	294	23.66	24.00	6.00	28.00
Total Group	488	23.81	24.00	6.00	28.00
Concern with Advancement (CA):					
Director	105	19.37	19.00	13.00	26.00
Assistant Director	89	19.71	20.00	11.00	26.00
Counselor	291	19.77	20.00	8.00	28.00
Total Group	485	19.67	20.00	8.00	28.00
External Orientation (EO):					
Director	106	10.99	11.00	4.00	21.00
Assistant Director	89	9.46	9.00	4.00	21.00
Counselor	294	9.22	9.00	3.00	21.00
Total Group	489	9.65	9.00	3.00	21.00

Job Satisfaction

The Job Descriptive Index (JDI) was designed to measure five important job satisfaction variables which were "identified as important across numerous organizations" (Balzer et al., 1997, p. 14). Those five variables are work itself (WORK), pay (PAY), promotion (PROMO), supervision (SUPER), and people you work with (COWORK). The sixth variable, job in general (JIG), "reflects individuals' general feelings toward their jobs, encompassing all aspects of job satisfaction" (Balzer et al., p. 14).

There were a total of 90 job satisfaction items (18 items each for WORK, COWORK, SUPER, and JIG, and nine items each for PAY and PROMO). The range of scores on each of the six variables was 0 to 54, with a higher score indicating a higher degree of job satisfaction. The response rate for the 90 job satisfaction items was very good, ranging from 97.1% (476 out of a possible 490 responses) to 99.8% (489 out of a possible 490 responses).

Based on the instructions provided in the JDI User's Manual, median scores, rather than mean scores, were used for comparison purposes since "the distribution of employee's JDI scores may make the mean scale score a biased index of employee satisfaction" (Balzer et al., 1997, p. 29). Table 5 provides the mean, median, minimum, and maximum job satisfaction scores for each admissions employee classification. Figure 1 presents the median JDI and JIG scale scores for all admissions professionals who responded to the survey. Figures 2, 3, and 4 provide the median JDI and JIG scale scores for directors, assistant directors, and counselors.

TABLE 5
JOB SATISFACTION OF ADMISSIONS PROFESSIONALS BY
EMPLOYEE CLASSIFICATION

Item	Frequencies	Mean	Median	Minimum	Maximum
Director:					
WORK	106	47.35	48.00	21.00	54.00
PAY	106	33.11	36.00	0.00	54.00
PROMO	106	23.25	20.00	0.00	54.00
COWORK	104	46.71	49.00	9.00	54.00
SUPER	104	45.12	48.00	9.00	54.00
JIG	104	46.48	48.00	18.00	54.00
Assistant Director:					
WORK	89	43.35	45.00	13.00	54.00
PAY	89	28.18	28.00	0.00	54.00
PROMO	89	21.78	20.00	0.00	54.00
COWORK	88	45.41	48.00	18.00	54.00
SUPER	88	42.10	45.00	12.00	54.00
JIG	88	45.10	46.00	18.00	54.00
Admissions Counselor:					
WORK	294	40.52	43.00	0.00	54.00
PAY	293	27.08	26.00	0.00	54.00
PROMO	294	20.06	18.00	0.00	54.00
COWORK	286	46.06	48.00	12.00	54.00
SUPER	285	43.76	48.00	9.00	54.00
JIG	285	44.34	45.00	0.00	54.00
Total:					
WORK	489	42.52	45.00	0.00	54.00
PAY	488	28.59	30.00	0.00	54.00
PROMO	489	21.06	18.00	0.00	54.00
COWORK	478	46.08	48.00	9.00	54.00
SUPER	477	43.75	47.00	9.00	54.00
JIG	477	44.95	46.00	0.00	54.00

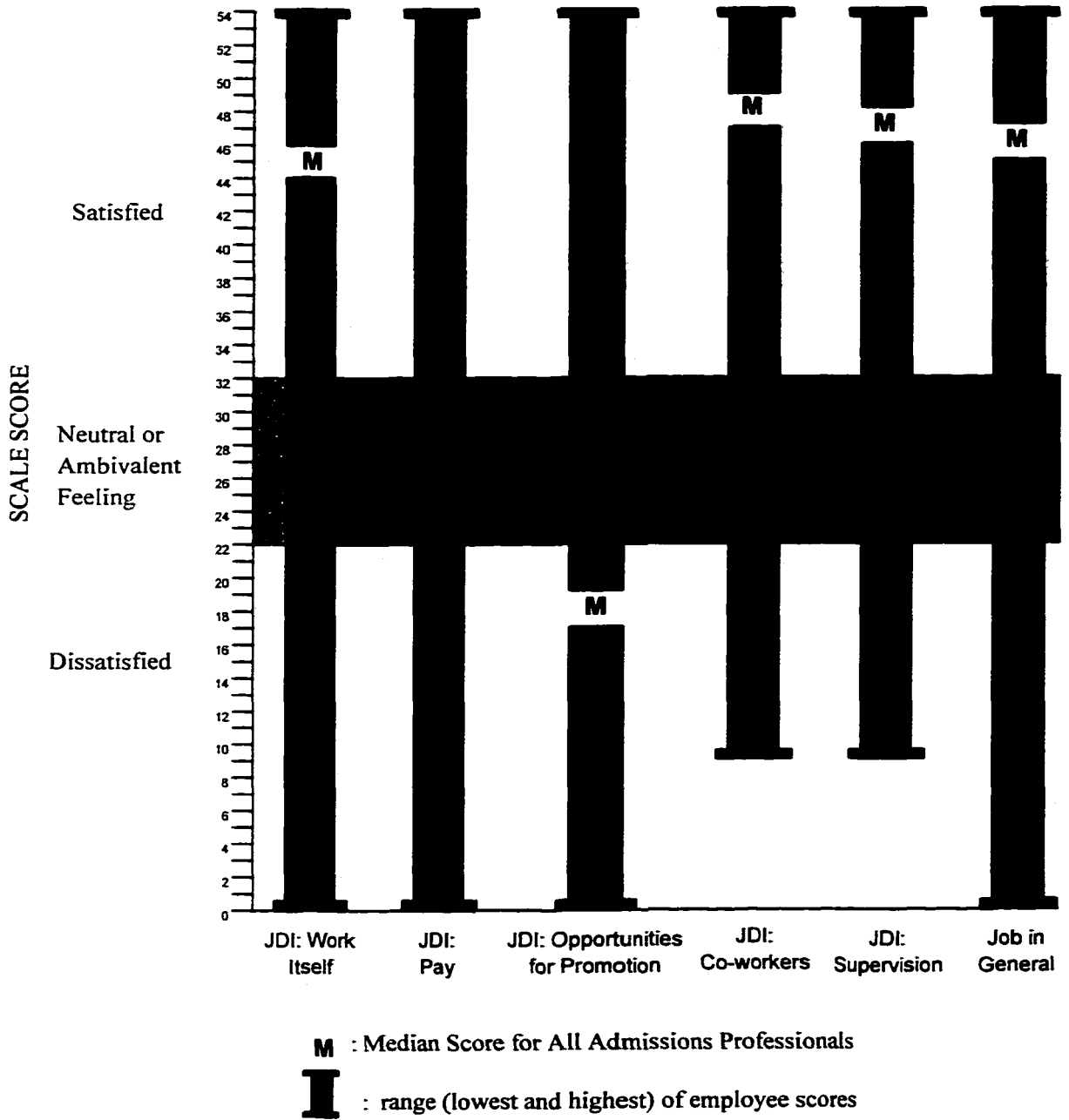


Figure 1. Profile of JDI and JIG scores for the Entire Group of Admission Professionals Surveyed

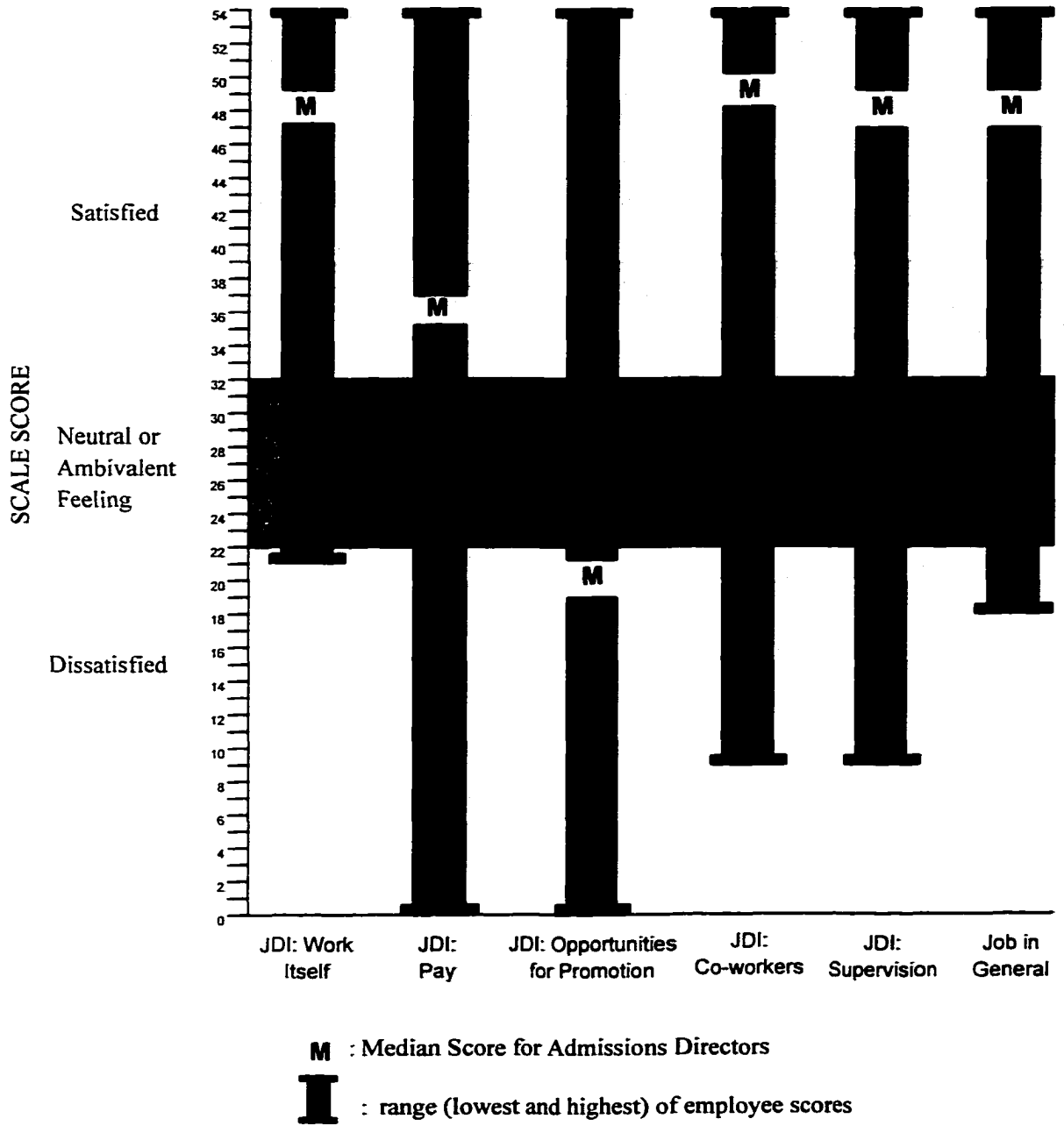


Figure 2. Profile of JDI and JIG scores for the Admissions Directors Surveyed

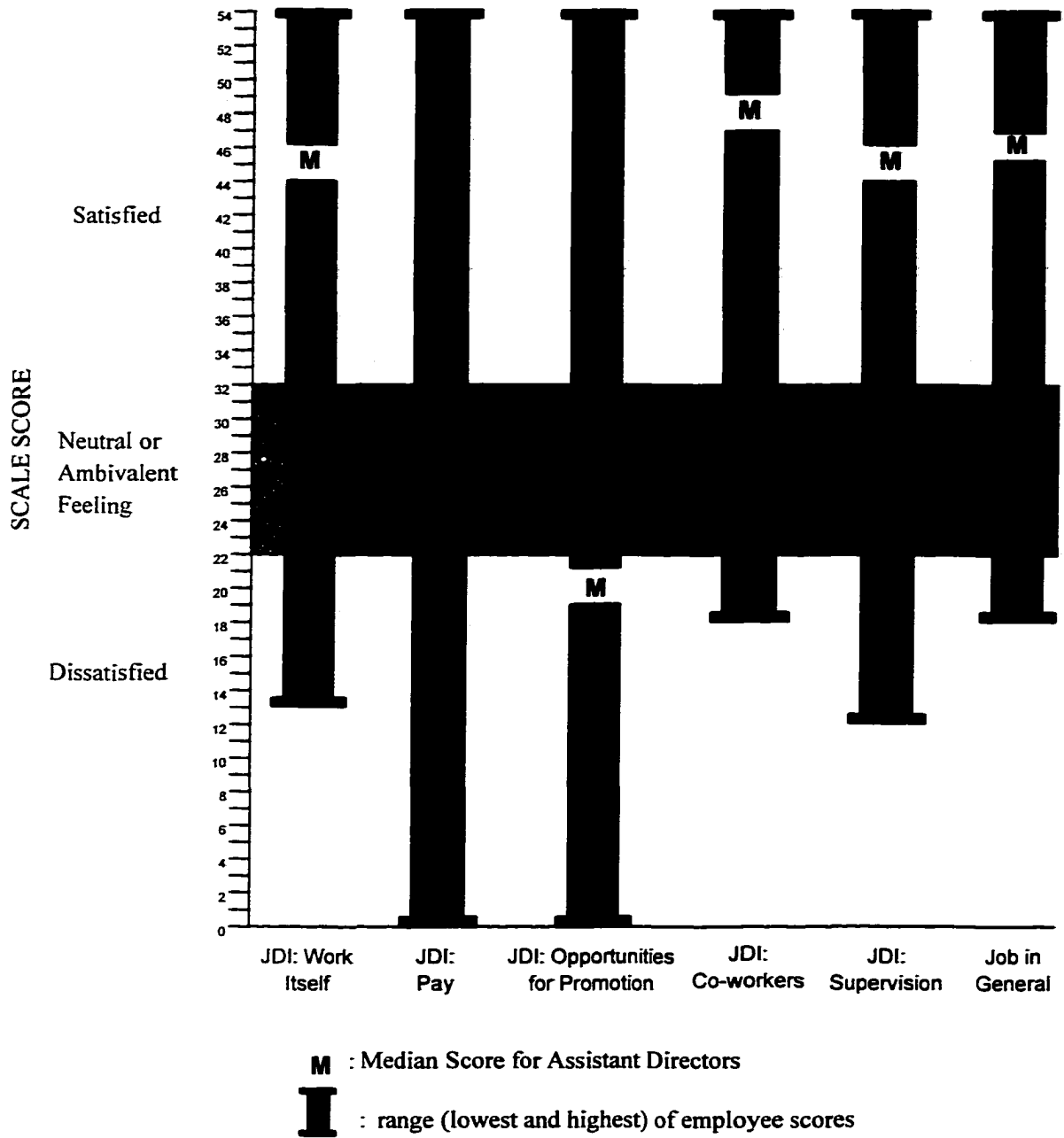


Figure 3. Profile of JDI and JIG scores for the Assistant Directors of Admissions Surveyed

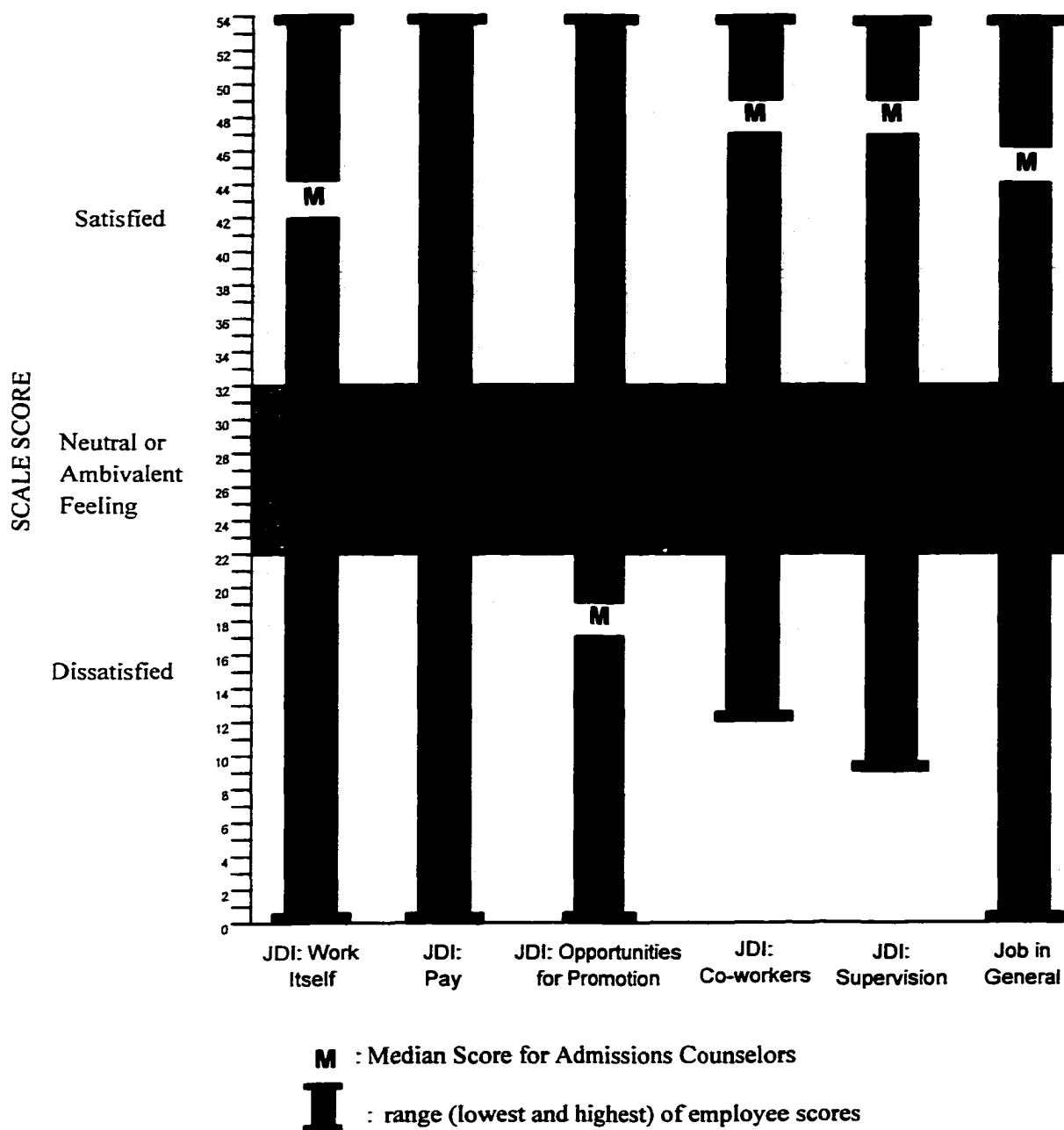


Figure 4. Profile of JDI and JIG scores for the Admissions Counselors Surveyed

The user's manual for the JDI (Balzer et al., 1997) also provides data from a national norm group for comparative purposes. The JDI norm group most appropriate for comparison with the Christian college admissions professionals in this study would be the non-profit norm group. Figure 5 presents a comparison of the median scores for admissions professionals surveyed in this study with the non-profit norm group. The median scores for the admissions professionals exceeded the median scores for the non-profit norm group in every job satisfaction category. As with the norm group, the lowest median satisfaction scores for admissions professionals came on the satisfaction with pay and opportunities for promotion variables.

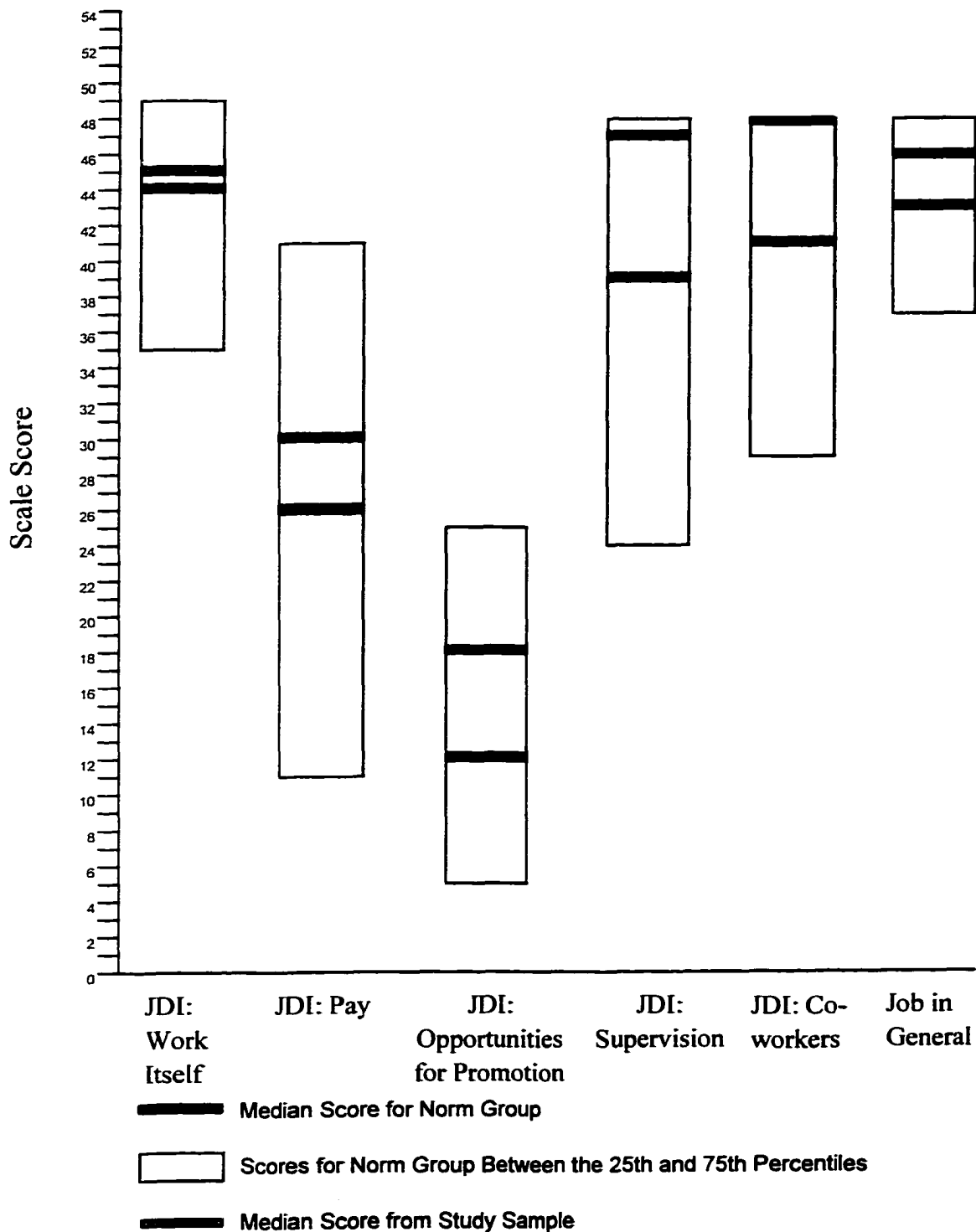


Figure 4. Summary Graph: Comparison to Non Profit Organization Norm Group

Relationship of Cosmopolitan-Local Orientation and Job Satisfaction

Research Question 1: What is the relationship between each job satisfaction variable and the cosmopolitan-local set of variables for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada?

For Hypotheses 1 through 6, six multiple regression analyses were performed (one for each hypothesis) to determine the relationship between each job satisfaction variable and the set of cosmopolitan-local variables. The statistics evaluated were adjusted R^2 , F test of significance relative to adjusted R^2 , β , and a two-tailed test of significance relative to β .

Hypothesis 1: There is no relationship between "Satisfaction with Work on Present Job" (WORK) and the cosmopolitan-local set of variables for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Table 6 provides results from the multiple regression performed to examine the relationship between the WORK variable and the set of cosmopolitan-local variables. The results of the multiple regression (adjusted $R^2 = .222$, $F=28.214$, $p=.0005$) indicate that a significant relationship ($p < .05$) does exist between WORK and the set of cosmopolitan-local variables. Null Hypothesis 1 would be rejected.

The β values pertaining to the relationship between WORK and another cosmopolitan-local variable while controlling for the effects of the other four cosmopolitan-local variables were significant and positive for the following variables: PC, OI, and COG. The β value was significant and negative for EO (Table 7).

TABLE 6
MULTIPLE REGRESSION ANALYSIS of WORK^b

Model	R	R ²	Adjusted R ²	F	Sig.
1	.480 ^a	.230	.222	28.214	.0005

a. Predictors: (Constant), EO, CA, OI, PC, COG

b. Dependent Variable: WORK

TABLE 7
COEFFICIENTS (DEPENDENT VARIABLE WORK)

Model		B	Standard Error	β	t	Sig.
1	(Constant)	12.630	4.322		2.922	.004
	PC	.406	.116	.160	3.508	.0005
	OI	.765	.087	.373	8.794	.0005
	COG	.327	.156	.096	2.099	.036
	CA	.191	.144	.059	1.327	.185
	EO	-.368	.130	-.120	-2.838	.005

Hypothesis 2: There is no relationship between "Satisfaction with Present Pay" (PAY) and the cosmopolitan-local set of variables for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Table 8 provides results from the multiple regression performed to examine the relationship between the PAY variable and the set of cosmopolitan-local variables. The results of the multiple regression (adjusted R² = .096, F=11.141, p=.0005) indicate that a

significant relationship ($p < .05$) does exist between PAY and the set of cosmopolitan-local variables. Null Hypothesis 2 would be rejected.

The β value pertaining to the relationship between PAY and another cosmopolitan-local variable while controlling for the effects of the other four cosmopolitan-local variables was significant and positive for the OI variable (Table 9).

TABLE 8
MULTIPLE REGRESSION ANALYSIS of PAY^b

Model	R	R ²	Adjusted R ²	F	Sig.
1	.326 ^a	.106	.096	11.141	.0005

- a. Predictors: (Constant), EO, CA, OI, PC, COG
b. Dependent Variable: PAY

TABLE 9
COEFFICIENTS (DEPENDENT VARIABLE PAY)

Model		B	Standard Error	β	t	Sig.
1	(Constant)	12.258	6.771		1.810	.071
	PC	.123	.181	.033	.679	.498
	OI	.909	.136	.305	6.662	.0005
	COG	.128	.245	.026	.523	.601
	CA	-.243	.226	-.052	-1.074	.283
	EO	-.183	.203	-.041	-.899	.369

Hypothesis 3: There is no relationship between "Satisfaction with Opportunities for Promotion" (PROMO) and the cosmopolitan-local set of variables for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Table 10 provides results from the multiple regression performed to examine the relationship between the PROMO variable and the set of cosmopolitan-local variables. The results of the multiple regression (adjusted $R^2 = .057$, $F=6.751$, $p=.0005$) indicate that a significant relationship ($p < .05$) does exist between PROMO and the set of cosmopolitan-local variables. Null Hypothesis 3 would be rejected.

The β values pertaining to the relationship between PROMO and another cosmopolitan-local variable while controlling for the effects of the other four cosmopolitan-local variables were significant and positive for the following variables: OI and CA (Table 11).

TABLE 10

MULTIPLE REGRESSION ANALYSIS of PROMO^b

Model	R	R ²	Adjusted R ²	F	Sig.
1	.259 ^a	.067	.057	6.751	.0005

a. Predictors: (Constant), EO, CA, OI, PC, COG

b. Dependent Variable: PROMO

TABLE 11

COEFFICIENTS (DEPENDENT VARIABLE PROMO)

Model		B	Standard Error	β	t	Sig.
1	(Constant)	4.129	6.756		.611	.541
	PC	.147	.181	.041	.815	.415
	OI	.632	.136	.217	4.645	.0005
	COG	-.239	.244	-.049	-.980	.328
	CA	.535	.224	.117	2.386	.017
	EO	-.284	.203	-.065	-1.402	.162

Hypothesis 4: There is no relationship between "Satisfaction with People on Your Present Job" (COWORK) and the cosmopolitan-local set of variables for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Table 12 provides results from the multiple regression performed to examine the relationship between the COWORK variable and the set of cosmopolitan-local variables. The results of the multiple regression (adjusted $R^2 = .158$, $F=18.409$, $p=.0005$) indicate that a significant relationship ($p < .05$) does exist between COWORK and the set of cosmopolitan-local variables. Null Hypothesis 4 would be rejected.

The β values pertaining to the relationship between COWORK and another cosmopolitan-local variable while controlling for the effects of the other four cosmopolitan-local variables were significant and positive for the following variables: OI and CA. The β value was significant and negative for EO (Table 13).

TABLE 12

MULTIPLE REGRESSION ANALYSIS of COWORK^b

Model	R	R ²	Adjusted R ²	F	Sig.
1	.408 ^a	.167	.158	18.409	.0005

a. Predictors: (Constant), EO, CA, OI, PC, COG

b. Dependent Variable: COWORK

TABLE 13

COEFFICIENTS (DEPENDENT VARIABLE COWORK)

Model		B	Standard Error	β	t	Sig.
1	(Constant)	45.320	3.482		13.016	.0005
	PC	.046	.092	.024	.501	.616
	OI	.287	.069	.184	4.129	.0005
	COG	-.151	.125	-.058	-1.208	.228
	CA	.260	.115	.106	2.259	.024
	EO	-.740	.104	-.316	-7.101	.0005

Hypothesis 5: There is no relationship between "Satisfaction with Supervision" (SUPER) and the cosmopolitan-local set of variables for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Table 14 provides results from the multiple regression performed to examine the relationship between the WORK variable and the set of cosmopolitan-local variables. The results of the multiple regression (adjusted R² = .106, F=11.999, p=.0005) indicate

that a significant relationship ($p < .05$) does exist between WORK and the set of cosmopolitan-local variables. Null Hypothesis 5 would be rejected.

The β value pertaining to the relationship between WORK and another cosmopolitan-local variable while controlling for the effects of the other four cosmopolitan-local variables were significant and positive for the following variable: OI. The β value was significant and negative for EO (Table 15).

TABLE 14
MULTIPLE REGRESSION ANALYSIS of SUPER^b

Model	R	R ²	Adjusted R ²	F	Sig.
1	.340 ^a	.116	.106	11.999	.0005

c. Predictors: (Constant), EO, CA, OI, PC, COG

d. Dependent Variable: SUPER

TABLE 15
COEFFICIENTS (DEPENDENT VARIABLE SUPER)

Model		B	Standard Error	β	t	Sig.
1	(Constant)	38.021	4.759		7.989	.0005
	PC	-.219	.126	-.086	-1.745	.082
	OI	.420	.095	.203	4.422	.0005
	COG	.057	.170	.017	.334	.738
	CA	.292	.157	.090	1.863	.063
	EO	-.598	.142	-.192	-4.202	.0005

Hypothesis 6: There is no relationship between "Satisfaction with Job in General" (JIG) and the cosmopolitan-local set of variables for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Table 16 provides results from the multiple regression performed to examine the relationship between the JIG variable and the set of cosmopolitan-local variables. The results of the multiple regression (adjusted $R^2 = .259$, $F=33.482$, $p=.0005$) indicate that a significant relationship ($p < .05$) does exist between JIG and the set of cosmopolitan-local variables. Null Hypothesis 6 would be rejected.

The β values pertaining to the relationship between JIG and another cosmopolitan-local variable while controlling for the effects of the other four cosmopolitan-local variables were significant and positive for the following variables: PC and OI. The β value was significant and negative for EO (Table 17).

TABLE 16

MULTIPLE REGRESSION ANALYSIS of JIG^b

Model	R	R ²	Adjusted R ²	F	Sig.
1	.517 ^a	.267	.259	33.482	.0005

e. Predictors: (Constant), EO, CA, OI, PC, COG

f. Dependent Variable: JIG

TABLE 17
COEFFICIENTS (DEPENDENT VARIABLE JIG)

Model		B	Standard Error	β	t	Sig.
1	(Constant)	22.053	3.444		6.403	.0005
	PC	.296	.091	.147	3.268	.001
	OI	.684	.069	.417	9.966	.0005
	COG	.186	.123	.068	1.510	.132
	CA	.184	.114	.071	1.620	.106
	EO	-.375	.103	-.152	-3.645	.0005

Research Question Two

Research Question 2 addressed the relationship between each job satisfaction variable and each cosmopolitan-local variable for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada. Thirty hypotheses were formulated, one for each combination of cosmopolitan-local variable and job satisfaction variable.

The results of the correlational analysis (Table 18) indicated that 19 significant relationships existed between the cosmopolitan-local and job satisfaction variables. The r values concerning the following relationships were significant (two-tailed tests) and positive:

1. WORK and PC, $r=.156$, $p=.001$
2. JIG and PC, $r=.138$, $p=.003$
3. WORK and PC, $r=.156$, $p=.001$

4. JIG and PC, $r=.138$, $p=.003$
5. WORK and OI, $r=.395$, $p=.000$
6. PAY and OI, $r=.327$, $p=.000$
7. PROMO and OI, $r=.215$, $p=.000$
8. COWORK and OI, $r=.254$, $p=.000$
9. SUPER and OI, $r=.255$, $p=.000$
10. JIG and OI, $r=.441$, $p=.000$
11. WORK and COG, $r=.233$, $p=.000$
12. JIG and COG, $r=.206$, $p=.000$
13. WORK and CA, $r=.116$, $p=.010$
14. PROMO and CA, $r=.099$, $p=.029$
15. JIG and CA, $r=.117$, $p=.011$

The r values concerning the following relationships were significant (two-tailed tests) and negative:

1. WORK and EO, $r=-.218$, $p=.000$
2. PAY and EO, $r=-.140$, $p=.002$
3. PROMO and EO, $r=-.124$, $p=.006$
4. COWORK and EO, $r=-.373$, $p=.000$
5. SUPER and EO, $r=-.270$, $p=.000$
6. JIG and EO, $r=-.244$, $p=.000$

TABLE 18
PEARSON CORRELATIONS FOR JOB SATISFACTION VARIABLES AND
COSMOPOLITAN-LOCAL VARIABLES

		PC	OI	COG	CA	EO
WORK	R	.156**	.395**	.233**	.116*	-.218**
	p	.001	.000	.000	.010	.000
	N	485	486	489	486	490
PAY	R	.003	.327**	.069	-.065	-.140**
	p	.950	.000	.127	.151	.002
	N	484	485	488	485	489
PROMO	R	.039	.215**	.041	.099*	-.124**
	p	.397	.000	.371	.029	.006
	N	485	486	489	486	490
COWORK	R	-.021	.254**	.035	.075	-.373**
	p	.651	.000	.447	.105	.000
	N	474	475	478	475	479
SUPER	R	-.087	.255**	.053	.060	-.270**
	p	.060	.000	.250	.195	.000
	N	473	474	477	474	478
JIG	R	.138**	.441**	.206**	.117*	-.244**
	p	.003	.000	.000	.011	.000
	N	473	474	477	474	478

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

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

Based on the data described above, the following null hypotheses were rejected:

Ho7: There is no relationship between "Professional Commitment" (PC) and "Satisfaction with Work on Present Job" (WORK) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho12: There is no relationship between "Professional Commitment" (PC) and "Satisfaction with Job in General" (JIG) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho13: There is no relationship between "Organizational Immobility" (OI) and "Satisfaction with Work on Present Job" (WORK) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho14: There is no relationship between "Organizational Immobility" (OI) and "Satisfaction with Present Pay" (PAY) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho15: There is no relationship between "Organizational Immobility" (OI) and "Satisfaction with Opportunities for Promotion" (PROMO) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho16: There is no relationship between "Organizational Immobility" (OI) and "People on Your Present Job" (COWORK) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho17: There is no relationship between "Organizational Immobility" (OI) and "Satisfaction with Supervision" (SUPER) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho18: There is no relationship between "Organizational Immobility" (OI) and "Satisfaction with Job in General" (JIG) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho19: There is no relationship between "Commitment to Organizational Goals" (COG) and "Satisfaction with Work on Present Job" (WORK) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho24: There is no relationship between "Commitment to Organizational Goals" (COG) and "Satisfaction with Job in General" (JIG) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho25: There is no relationship between "Concern with Advancement" (CA) and "Satisfaction with Work on Present Job" (WORK) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho27: There is no relationship between "Concern with Advancement" (CA) and "Satisfaction with Opportunities for Promotion" (PROMO) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho30: There is no relationship between "Concern with Advancement" (CA) and "Satisfaction with Job in General" (JIG) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho31: There is no relationship between "External Orientation" (EO) and "Satisfaction with Work on Present Job" (WORK) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho32: There is no relationship between "External Orientation" (EO) and "Satisfaction with Present Pay" (PAY) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho33: There is no relationship between "External Orientation" (EO) and "Satisfaction with Opportunities for Promotion" (PROMO) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho34: There is no relationship between "External Orientation" (EO) and "People on Your Present Job" (COWORK) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho35: There is no relationship between "External Orientation" (EO) and "Satisfaction with Supervision" (SUPER) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho36: There is no relationship between "External Orientation" (EO) and "Satisfaction with Job in General" (JIG) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Based on the data described above, the following null hypotheses were not rejected:

Ho8: There is no relationship between "Professional Commitment" (PC) and "Satisfaction with Present Pay" (PAY) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho9: There is no relationship between "Professional Commitment" (PC) and "Satisfaction with Opportunities for Promotion" (PROMO) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho10: There is no relationship between "Professional Commitment" (PC) and "Satisfaction with People on Your Present Job" (COWORK) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho11: There is no relationship between "Professional Commitment" (PC) and "Satisfaction with Supervision" (SUPER) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho20: There is no relationship between "Commitment to Organizational Goals" (COG) and "Satisfaction with Present Pay" (PAY) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho21: There is no relationship between "Commitment to Organizational Goals" (COG) and "Satisfaction with Opportunities for Promotion" (PROMO) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho22: There is no relationship between "Commitment to Organizational Goals" (COG) and "People on Your Present Job" (COWORK) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho23: There is no relationship between "Commitment to Organizational Goals" (COG) and "Satisfaction with Supervision" (SUPER) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho26: There is no relationship between "Concern with Advancement" (CA) and "Satisfaction with Present Pay" (PAY) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho28: There is no relationship between "Concern with Advancement" (CA) and "People on Your Present Job" (COWORK) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Ho29: There is no relationship between "Concern with Advancement" (CA) and "Satisfaction with Supervision" (SUPER) for admissions personnel at four-year Christian liberal arts colleges in the U.S. and Canada.

Summary

Chapter 4 presented an overview of the data gathered in this study and the results of the analysis of the data relating to cosmopolitan-local orientation and job satisfaction among admissions personnel at Christian liberal arts colleges. A discussion of the findings, recommendations for future research, and recommendations to improve practice drawn from the analysis of data are presented in Chapter 5.

CHAPTER 5

SUMMARY, FINDINGS, AND RECOMMENDATIONS

Introduction

The purpose of this chapter is to present a brief summary of the study, to identify significant findings, to make recommendations for future research, and to make recommendations to improve practice.

Summary

In recent years, the challenges facing college admissions professionals have increased, and turnover in the field has become an area of concern. A review of the literature indicated that surprisingly little research has been done in the area of job satisfaction for college admissions professionals and, in particular, Christian college admissions professionals. No direct application of professional (cosmopolitan-local) orientation to the admissions profession could be found in the literature. As a result, the primary purpose of this study was to examine both the level of job satisfaction and the cosmopolitan-local orientation of Christian college admissions professionals, and to determine if any relationship exists between the two variables.

As a part of this study, all members of the National Association of Christian College Admissions Personnel (NACCAP), the major professional organization for Christian college admissions professionals, were surveyed. The survey consisted of the

Job Description Index (JDI), the Job in General scale (JIG), a cosmopolitan-local instrument, and several demographic questions. Of the 723 surveys mailed out, 490 were mailed back, for a 68% return rate.

The Statistical Package for the Social Science (SPSS) 8.0 for Windows was used in analyzing data gathered in this study. Multiple regression and Pearson's correlation were used in analyzing the data. All hypothesis testing was conducted at the .05 level of significance.

Discussion of Findings

As a result of the research findings, the following conclusions were drawn.

Demographic Information: Confirming what was found in the admissions literature, the demographic data gathered in this study indicated that the admissions professionals at Christian colleges are relatively young and have a limited number of years of admissions experience.

As was expected, this was particularly true for the admissions counselor position, which has traditionally been considered an entry-level position. The mean age for admissions counselors was 26.1 years, the mean number of years employed at the current institution was 2.2, and the mean number of years of experience in the admissions profession was 2.3. At the assistant director level, the mean age was 32.5, the mean number of years employed at the institution was 6.2, and the mean number of years in the admissions profession was 6.3. As expected, at the director level the employees were older (the mean age was 40) and more experienced (a mean of 9.2 years employed at the

institution and 9.9 years of experience in admissions). Overall, approximately 64% of those responding to the survey had five or fewer years of admissions experience, and 25.7% had admissions experience of one year or less. The overall mean for years of admissions experience was 4.7 years. Approximately 67% of the respondents had been employed at their respective institutions for five years or less, and nearly 30% had been employed one year or less.

With regard to gender, the majority of the admissions professionals at the admissions counselor level (53.7%) were female. At the assistant director level, the percentage of females dropped to 41.6%, and at the director level, the percentage of females dropped to 26.7%.

Job Satisfaction: The group of admissions personnel as a whole appeared to be very satisfied with most aspects of their jobs. In particular, the group had high median satisfaction scores for the work itself (WORK), co-workers (COWORK), supervision (SUPER), and the job in general (JIG).

Opportunity for Promotion (PROMO) was the only job satisfaction variable that produced a median score that fell in the “dissatisfied” range. The median PROMO score for the entire sample group fell into the dissatisfied range, as did the median scores for each of the 3 employee levels. The lowest median score was for the admissions counselors, with directors and assistant directors scoring only slightly higher. These findings were consistent with Grifone-Fields’ (1992) conclusions that job dissatisfaction

for admissions professionals arose, in part, from the absence of opportunity to advance professionally.

The median score for the Pay variable (which, based on the review of literature in the field, was expected to have been one of the variables which would result in a higher degree of dissatisfaction) fell into the “neutral or ambivalent” range. When examining the scores for the Pay variable grouped by employee level, the directors’ median score fell in the “satisfied” range, while the assistant directors’ and admissions counselors’ median scores fell into the “neutral or ambivalent” range, with the counselors’ score being the lower of the two.

The relatively high satisfaction levels for admissions professionals were particularly impressive when compared to the scores of a comparable norm group. When the median job satisfaction scores of the group of admissions professionals were compared to the median scores for the JDI non-profit norm group, the scores for the admissions professionals exceeded the norm group scores for all six job satisfaction variables.

Cosmopolitan-local orientation: The responses to the cosmopolitan-local survey items indicated that respondents were a diverse group with regard to professional orientation, possessing both cosmopolitan and local characteristics. This was consistent with the cosmopolitan-local literature, which indicated that a pure cosmopolitan orientation or a pure local orientation exists only in theory. The results for three of the five cosmopolitan-local variables indicated a more local orientation. The highest mean

score for the overall group of admissions professionals (and the employee level subgroups) came on the Concern with Organizational Goals (COG) variable. A higher score on the COG variable is considered to be indicative of a local orientation. The mean group and subgroup scores were also above the midpoint of the range of possible scores for Organizational Immobility (OI). A higher score indicates a higher degree of organizational immobility (i.e., the respondent is less likely to move to another institution) and is indicative of a more local orientation. The mean group and subgroup scores for External Orientation (EO) were below the midpoint of the range (lower scores indicative of a local orientation).

The results for the other two cosmopolitan-local variables (PC and CA) were reflective of a more cosmopolitan orientation. The mean scores for both the total group and the employee level subgroups were above the midpoint of the range of scores for Concern with Advancement and, to a lesser degree, professional commitment. A higher score on CA indicates a higher degree of concern with advancement in the admissions profession. A higher score on PC is indicative of a greater degree of commitment to the admissions profession.

So, with regard to local orientation, the group appears to be concerned with achieving the goals of the institution which employs them. They possess a more internal than external orientation, and are organizationally immobile. On the cosmopolitan side, the group is concerned with career advancement in the admissions profession and is committed to the admissions profession.

No previous studies examining the cosmopolitan-local orientation of admissions professionals could be found in the literature. It is interesting to note, however, that the higher scores on organizational immobility (or, in other words, loyalty to the institution), concern with career advancement, and professional commitment found in this study were consistent with Grifone-Fields' 1992 findings regarding job satisfaction and turnover among admissions professionals. While the diversity of the responses make generalizations for the entire group somewhat difficult, the cosmopolitan-local results could be very useful to admissions professionals on an individual level as examine their own professional orientation.

Relationship of job satisfaction variables and cosmopolitan-local orientation:

No other studies could be found in the literature that examined the relationship between job satisfaction and cosmopolitan-local orientation in any profession. The findings in the current study indicated that there was a statistically significant relationship between the set of cosmopolitan-local variables and each of the six job satisfaction variables. When each of the cosmopolitan-local variables was paired with each of the job satisfaction variables, several statistically significant positive and negative relationships were identified.

There were six significant negative relationships among pairings of the cosmopolitan-local variables and job satisfaction variables. The six negative relationships involved the external orientation (EO) cosmopolitan-local variable in relationship to each of the job satisfaction variables. The EO variable indicated the degree

to which respondents shared professional interests with others at their institution, and whether they received intellectual stimulation from those within or from those outside their institution. In this study, the greater the level of satisfaction for each of the six job satisfaction variables, the lower the external orientation (or the greater the internal orientation).

There were 13 significant positive relationships among the 30 pairings of the cosmopolitan-local variables and job satisfaction variables. The cosmopolitan-local variable that had the greatest number of significant relationships with job satisfaction variables was the organizational immobility (OI) variable. The OI variable focused on factors that would cause respondents to remain at or leave their respective employing institutions, with a higher score indicating greater immobility. As expected, the positive relationship indicates that a higher score on any of the job satisfaction variables would also mean a higher score on organizational immobility.

With regard to the job satisfaction variables, the greatest number of significant relationships was identified between both the satisfaction with the work itself (WORK) and the job in general (JIG) variables and each of the five of the cosmopolitan-local variables. For the WORK variable, positive relationships were identified with professional commitment (PC), organizational immobility (OI), concern with organizational goals (COG), and concern with advancement (CA), and a negative relationship was identified with external orientation (EO). For the job in general (JIG) variable, which measures overall satisfaction with the job, significant relationships were

identified with five of the cosmopolitan-local variables. Positive relationships were identified with professional commitment (PC), organizational immobility (OI), concern with organizational goals (COG), and concern with advancement (CA), and a negative relationship was found with external orientation (EO).

The strongest relationships observed between the pairings of the job satisfaction variables and the cosmopolitan-local orientation variables were observed between organizational immobility and job in general ($r=.441$), organizational immobility and work ($r=.395$), and external orientation and coworkers ($r=-.373$).

Recommendations for Further Research

1. Job satisfaction is a complex concept, and many factors can impact an individual's level of job satisfaction. The current study only seeks to determine whether a statistically significant relationship exists between job satisfaction and cosmopolitan-local orientation; the study does not seek to prove causation. Future studies should examine the relationship between other variables and job satisfaction, and examine the role that those variables (including cosmopolitan-local orientation and, possibly, gender and race, among other variables) play in determining an individual's job satisfaction.

2. The current study was limited to Christian college admissions professionals. Since the nature of the mission of these colleges could have an impact on the job satisfaction and cosmopolitan-local variables, future studies should broaden the scope of the study to include admissions professionals from other types of colleges.

3. Future studies seeking to examine the relationship between job satisfaction and cosmopolitan-local orientation for admissions professionals, as well as studies examining other aspects of job satisfaction among admissions professionals, should include individuals who have left the admissions profession. Of particular interest would be whether there were significant differences in levels of job satisfaction and cosmopolitan-local orientation between those currently employed in admissions and those formerly employed in the field.

4. The addition of several questions in future studies would be useful. Most important might be a question asking the respondents if they plan to leave the admissions profession and, if so, how long they plan to work in the field before leaving. If planning to leave the field, respondents should be given the opportunity (perhaps an open-ended question) to explain their reasons for leaving.

5. The low scores (indicating dissatisfaction) on the job satisfaction variable "Opportunities for Promotion," when taken into consideration with the higher mean score for the "Concern with Advancement" cosmopolitan-local variable, justify further study and a closer examination of those topics.

Recommendations to Improve Practice

1. The demographic profile of Christian college admissions counselors (entry-level professionals) in this study indicated a relatively young, inexperienced group of professionals. The mean age for admissions counselors was 26.1 years, the mean number of years employed at the current institution was 2.2, and the mean number of years of

experience in the admissions profession was 2.3. Appropriate training is critical for new employees. Grifone-Field et. al. reported in a 1992 study that many college and university admissions counselors received very limited training upon entering the profession. Christian College admissions directors should ensure that an adequate training/orientation program is in place, and that all new personnel participate.

2. The results of the survey administered as part of the current study indicated that the area of greatest job dissatisfaction for admissions counselors was "opportunity for promotion." Survey respondents also indicated a high degree of "concern with career advancement." Based on these results, and on the relevant literature, colleges should place increased emphasis on career advancement issues in admissions, and they should ensure that admissions professionals are provided with opportunities for professional development in the field of admissions.

The following are examples of professional development activities for admissions personnel which should be encouraged and financially supported by the institution: graduate classes in higher education or a related field; pertinent seminars; membership and active participation in professional organizations (such as NACAP and NACAC); and submission of articles to professional journals. Admissions directors should require admissions personnel at all levels to develop annual professional development plans, and those plans should be reviewed annually during the employee evaluation process.

3. As admissions counselors develop their professional skills through initial training and continuing professional development, supervisors should ensure that

counselors have the opportunity to implement these skills by giving them increasing levels of responsibility.

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APPENDICES

APPENDIX A

List of NACCAP Colleges

NACCAP MEMBER INSTITUTIONS

NORTHEASTERN REGION

1.	Atlantic Union College	South Lancaster, MA	978-368-2235
2.	Baptist Bible College	Clarks Summit, PA	717-586-2400
3.	Eastern College	St. Davids, PA	610-341-5967
4.	Eastern Nazarene College	Quincy, MA	617-745-3711
5.	Geneva College	Beaver Falls, PA	412-847-6500
6.	Gordon College	Wenham, MA	978-927-2300
7.	Houghton College	Houghton, NY	716-567-9353
8.	Lancaster Bible College	Lancaster, PA	717-560-8271
9.	Messiah College	Grantham, PA	717-691-6000
10.	Nyack College	Nyack, NY	914-358-1710
11.	Philadelphia College of Bible	Langhorne, PA	215-752-5800
12.	Practical Bible College	Bible School Park, NY	607-729-1581
13.	Roberts Wesleyan College	Rochester, NY	716-594-6400
14.	Washington Bible College	Lanham, MD	301-552-1400

SOUTHEASTERN REGION

1.	Asbury College	Wilmore, KY	606-858-3511
2.	Belhaven College	Jackson, MS	601-968-5940
3.	Bryan College	Dayton, TN	615-775-7204
4.	Columbia Bible College	Columbia, SC	803-754-4100
5.	Covenant College	Lookout Mtn., GA	706-820-2398
6.	Crichton College	Memphis, TN	901-367-3888
7.	Emmanuel College	Franklin Springs, GA	706-245-2756
8.	Gardner-Webb University	Boiling Springs, NC	800-253-6472
9.	John Wesley College	High Point, NC	919-889-2262
10.	King College	Bristol, TN	423-652-4861
11.	Milligan College	Johnson City, TN	615-461-8730
12.	Montreat College	Montreat, NC	704-669-8011
13.	Palm Beach Atlantic College	West Palm Beach, FL	407-835-4309
14.	Piedmont Baptist College	Winston-Salem, NC	919-725-8344
15.	Roanoke Bible College	Elizabeth City, NC	919-334-2022
16.	Tennessee Temple University	Chattanooga, TN	423-493-4371
17.	Toccoa Falls College	Toccoa Falls, GA	706-886-6831
18.	Trevecca Nazarene University	Nashville, TN	615-248-1320
19.	Southern Wesleyan University	Central, SC	864-639-2469
20.	Union University	Jackson, TN	901-661-5000
21.	Warner Southern College	Lake Wales, FL	941-638-1426

MIDWESTERN REGION

1.	Barclay College	Haviland, KS	316-862-5252
2.	Bartlesville Wesleyan College	Bartlesville, OK	800-468-6292
3.	Central College	McPherson, KS	316-241-0723
4.	Colorado Christian Univ.	Lakewood, CO	303-238-5386
5.	Concordia University - Austin	Austin, TX	512-452-7661
6.	(The) Criswell College	Dallas, TX	214-821-5433
7.	Dordt College	Sioux Center, IA	712-722-6080
8.	East Texas Baptist University	Marshall, TX	903-935-7963

9.	Evangel College	Springfield, MO	417-865-2815
10.	Grace University	Omaha, NE	402-449-2800
11.	Hesston College	Hesston, KS	316-327-8222
12.	John Brown University	Siloam Springs, AR	501-524-3131
13.	LeTourneau University	Longview, TX	903-233-3400
14.	MidAmerica Nazarene Univ.	Olathe, KS	913-782-3750
15.	Northwestern College	Orange City, IA	712-737-4821
16.	Oklahoma Christian University	Oklahoma City, OK	405-425-5050
17.	Oral Roberts University	Tulsa, OK	918-495-6518
18.	Ozark Christian College	Joplin, MO	417-624-2518
19.	Southern Nazarene University	Bethany, OK	405-491-6320
20.	Sterling College	Sterling, KS	316-278-4275
21.	Trinity Bible College	Ellendale, ND	701-349-3621
22.	Union College	Lincoln, NE	402-486-2504
23.	University of Sioux Falls	Sioux Falls, SD	605-331-6600

NORTHWESTERN REGION

1.	Cascade College	Portland, OR	503-257-1202
2.	Concordia University	Portland, OR	503-280-8501
3.	Dominion College	Seattle, WA	206-878-1010
4.	Eugene Bible College	Eugene, OR	503-485-1780
5.	George Fox University	Newberg, OR	503-538-8383
6.	Lutheran Bible Inst. of Seattle	Issaquah, WA	206-392-0400
7.	Multnomah Bible College	Portland, OR	503-251-6485
8.	Northwest Christian College	Eugene, OR	503-684-7201
9.	Northwest College	Kirkland, WA	425-889-5231
10.	Seattle Pacific University	Seattle, WA	206-281-2021
11.	Western Baptist College	Salem, OR	503-375-7005
12.	Whitworth College	Spokane, WA	509-777-3212

SOUTHWESTERN REGION

1.	American Indian College	Phoenix, AZ	800-933-3828
2.	Azusa Pacific University	Azusa, CA	626-812-3016
3.	Bethany College	Scotts Valley, CA	408-438-3800
4.	Biola University	LaMirada, CA	562-903-4752
5.	California Baptist College	Riverside, CA	909-343-4212
6.	Christian Heritage College	El Cajon, CA	619-588-7747
7.	Concordia University	Irvine, CA	714-854-8002
8.	Fresno Pacific University	Fresno, CA	209-453-2039
9.	Grand Canyon University	Phoenix, AZ	602-589-2855
10.	La Sierra University	Riverside, CA	909-785-2000
11.	(The) Master's College	Santa Clarita, CA	805-259-3540
12.	Pacific Chr. Col. of Hope Intl Univ.	Fullerton, CA	714-879-3901
13.	Pacific Union College	Angwin, CA	707-965-6336
14.	Patten College	Oakland, CA	510-533-8300
15.	Point Loma Nazarene College	San Diego, CA	619-849-2273
16.	San Jose Christian College	San Jose, CA	408-293-9058
17.	Simpson College	Redding, CA	916-224-5606
18.	Southern California College	Costa Mesa, CA	714-556-3610
19.	Westmont College	Santa Barbara, CA	805-565-6003

NORTH CENTRAL REGION

1.	Anderson University	Anderson, IN	765-641-4080
2.	Bethel College	Mishawaka, IN	219-257-3339
3.	Bethel College	St. Paul, MN	612-635-1490
4.	Baptist Bible College of Indy.	Indianapolis, IN	317-352-8736
5.	Calvin College	Grand Rapids, MI	616-957-6106
6.	Cedarville College	Cedarville, OH	937-766-7700
7.	Cincinnati Bible Coll. & Sem.	Cincinnati, OH	513-244-8141
8.	Circleville Bible College	Circleville, OH	614-477-7701
9.	Cornerstone College	Grand Rapids, MI	616-222-1426
10.	Crown College	St. Bonifacius, MN	612-446-4142
11.	Grace College	Winona Lake, IN	219-372-5131
12.	Greenville College	Greenville, IL	618-664-2800
13.	Huntington College	Huntington, IN	219-359-4000
14.	Indiana Wesleyan University	Marion, IN	765-677-2138
15.	Judson College	Elgin, IL	708-695-2500
16.	Malone College	Canton, OH	330-471-8145
17.	Moody Bible Institute	Chicago, IL	312-329-4400
18.	Mt. Vernon Nazarene College	Mt. Vernon, OH	740-397-1244
19.	North Central Bible College	Minneapolis, MN	612-343-4480
20.	North Park University	Chicago, IL	773-244-5500
21.	Northwestern College	Orange City, IA	712-737-7130
22.	Oak Hills Bible College	Bemidji, MN	218-751-8670
23.	Olivet Nazarene University	Kankakee, IL	815-939-5203
24.	Reformed Bible College	Grand Rapids, MI	616-222-3000
25.	Spring Arbor College	Spring Arbor, MI	517-750-1200
26.	Taylor University	Upland, IN	765-998-5134
27.	Taylor University, Fort Wayne	Fort Wayne, IN	219-456-2111
28.	Trinity Christian College	Palos Heights, IL	708-239-4708
29.	Trinity International University	Deerfield, IL	847-317-7000
30.	Wheaton College	Wheaton, IL	630-752-5005
31.	William Tyndale College	Farmington Hills, MI	800-483-0707

CANADIAN REGION

1.	Atlantic Baptist University	Moncton, New Brunswick	506-858-8970
2.	Columbia Bible College	Abbotsford, British Columbia	604-853-3567
3.	Eastern Pentecostal Bible Coll.	Peterborough, Ontario	705-748-9111
4.	(The) King's University College	Edmonton, Alberta	403-465-8330
5.	North American Baptist Coll.	Edmonton, Alberta	403-437-1960
6.	Ontario Bible College	North York, Ontario	416-226-6380
7.	Prairie Bible College	Three Hills, Alberta	403-443-5537
8.	Providence College	Otterburne, Manitoba	204-433-7488
9.	Redeemer College	Lancaster, Ontario	905-648-2131
10.	Rocky Mountain College	Calgary, Alberta	403-284-5100
11.	Trinity Western University	Langley, British Columbia	604-513-2019

APPENDIX B

Survey Instrument

Admissions Questionnaire

Directions: This questionnaire should take approximately 10 to 12 minutes to complete. Survey responses will be kept strictly confidential. The data will only be reported in summary form, and your name (or your institution's name) *will not be used*.

When you evaluate your work and its related activities, how much importance do you usually attach to the following? Circle the number that most corresponds to your evaluation of the importance of each item.							
IMPORTANCE							
	1	2	3	4	5	6	7
1. Doing original work.	1	2	3	4	5	6	7
2. Developing a new breakthrough in knowledge.	1	2	3	4	5	6	7
3. The challenge of solving an important problem.	1	2	3	4	5	6	7
4. Contributing to knowledge in my field.	1	2	3	4	5	6	7
5. Contributing to the Institution's status in the eyes of the local and state communities.	1	2	3	4	5	6	7
6. Improving the reputation of the institution in the eyes of colleagues outside the institution.	1	2	3	4	5	6	7
7. Helping to achieve the goals of my institution.	1	2	3	4	5	6	7
8. Having the tacit or explicit approval of my institutional peers.	1	2	3	4	5	6	7
9. Likelihood that a task will bear results.	1	2	3	4	5	6	7
10. Length of time it will take to complete.	1	2	3	4	5	6	7
11. Increasing my chances for promotion.	1	2	3	4	5	6	7
12. Having an opportunity to write an article for an academic or professional journal.	1	2	3	4	5	6	7

Please continue on next page . . .

Please indicate the degree to which you agree or disagree with each of the following statements. Circle the number that most corresponds to your degree of agreement or disagreement.

	Disagree					Agree	
13. I would leave this institution if a job at a higher salary were offered to me at a substantially more prestigious institution.	1	2	3	4	5	6	7
14. I would not leave this school if a job were offered to me at a substantially more prestigious institution	1	2	3	4	5	6	7
15. Barring unforeseen changes, I have no plans to leave this institution.	1	2	3	4	5	6	7
16. I would leave this institution if a job at a lower salary were offered to me at a substantially more prestigious institution.	1	2	3	4	5	6	7
17. It is unfortunate, but true, that there really are very few people in my department with whom I can share professional interests.	1	2	3	4	5	6	7
18. I get most of my intellectual stimulation from my departmental colleagues.	1	2	3	4	5	6	7
19. I get most of my intellectual stimulation from professional associates at other institutions.	1	2	3	4	5	6	7

Questions 1-19 used with permission, Turner & Grimes (1981) and Rossi (1990).

20. Gender: Female Male
21. Age: _____
22. Enrollment of employing institution: 499 or fewer students 1000 - 1499 students
 500 - 999 students 1500 or more students
23. Years employed at current institution: _____ 24. Years of experience in admissions: _____
25. Job Title: _____
26. What process(es) are used to evaluate the performance of admissions counselors at your institution? Please mark all that apply:
 number of an admissions counselor's recruited students who apply
 number of an admissions counselor's recruited students who are admitted
 number of an admissions counselor's recruited students who are enrolled
 field observation of an admissions counselor by the supervisor
 Other (please specify): _____

Please continue on next page . . .

Think of the work you do at present. How well does each of the following words or phrases describe your work? In the blank beside each word or phrase below, write

 Y for "Yes" if it describes your work
 N for "No" if it does NOT describe it
 ? if you cannot decide

.....

WORK ON PRESENT JOB

- Fascinating
- Routine
- Satisfying
- Boring
- Good
- Gives sense of accomplishment
- Respected
- Uncomfortable
- Pleasant
- Useful
- Challenging
- Simple
- Repetitive
- Creative
- Dull
- Uninteresting
- Can see results
- Uses my abilities

Think of the pay you get now. How well does each of the following words or phrases describe your present pay? In the blank beside each word or phrase below, write

 Y for "Yes" if it describes your pay
 N for "No" if it does NOT describe it
 ? if you cannot decide

.....

PRESENT PAY

- Income adequate for normal expenses
- Fair
- Barely live on income
- Bad
- Income provides luxuries
- Insecure
- Less than I deserve
- Well paid
- Underpaid

Think of the work you do at present. How well does each of the following words or phrases describe your work? In the blank beside each word or phrase below, write

 Y for "Yes" if it describes your work
 N for "No" if it does NOT describe it
 ? if you cannot decide

.....

OPPORTUNITIES FOR PROMOTION

- Good opportunities for promotion
- Opportunities somewhat limited
- Promotion on ability
- Dead-end job
- Good chance for promotion
- Unfair promotion policy
- Infrequent promotions
- Regular promotions
- Fairly good chance for promotion

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Please continue on next page . . .

Think of the majority of the people you work with now or the people you meet in connection with your work. How well does each of the following words or phrases describe these people? In the blank beside each word or phrase below, write

 Y for "Yes" if it describes the people you work with
 N for "No" if it does NOT describe them
 ? if you cannot decide

.....
CO-WORKERS (PEOPLE)

- Stimulating
- Boring
- Slow
- Helpful
- Stupid
- Responsible
- Fast
- Intelligent
- Easy to make enemies
- Talk too much
- Smart
- Lazy
- Unpleasant
- Gossipy
- Active
- Narrow interests
- Loyal
- Stubborn

Think of the kind of supervision that you get on your job. How well does each of the following word or phrases describe this? In the blank beside each word or phrase below, write

 Y for "Yes" if it describes the supervision you get on your job
 N for "No" if it does NOT describe it
 ? if you cannot decide

.....
SUPERVISION

- Asks my advice
- Hard to please
- Impolite
- Praises good work
- Tactful
- Influential
- Up-to-date
- Doesn't supervise enough
- Has favorites
- Tells me where I stand
- Annoying
- Stubborn
- Knows job well
- Bad
- Intelligent
- Poor planner
- Around when needed
- Lazy

Think of your job in general. All in all, what is it like most of the time? In the blank beside each word or phrase below, write

 Y for "Yes" if it describes your job
 N for "No" if it does NOT describe it
 ? if you cannot decide

.....
JOB IN GENERAL

- Pleasant
- Bad
- Ideal
- Waste of time
- Good
- Undesirable
- Worthwhile
- Worse than most
- Acceptable
- Superior
- Better than most
- Disagreeable
- Makes me content
- Inadequate
- Excellent
- Rotten
- Enjoyable
- Poor

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APPENDIX C

Authorization from Rossi



Department of Residence Life

May 6, 1999

Mr. Jon Harr
Director of Institutional Effectiveness
Northeast State Technical Community College
Blountsville, TN 37614

Dear Jon:

I'm pleased to hear that the version of the Cosmopolitan-Local instrument that I adapted and validated as part of my dissertation research in 1988 has proved to be of benefit to you. Please feel free to use it in your own work.

If I can be of further help to you, please don't hesitate to call me. I wish you well as you near completion of your dissertation.

Sincerely,

Richard E. Rossi, Ph.D.
Associate Vice President for Student Services / Residence Life

2500 California Plaza Omaha, Nebraska 68178 (402) 280-2717 FAX: (402) 280-1275

APPENDIX D

Authorization from Grimes

Return-path: <GRIMES@UKCC.UKY.EDU>
Date: Fri, 07 Nov 1997 16:05:00 -0500 (EST)

From: GRIMES@UKCC.uky.edu
Subject: Re: Cosmopolitan and Local Instrument
To: Jon Harr <JPHARR@NSTCC.CC.TN.US>

Nov. 7, 1997

RE: Permission to use Cosmopolitan-Local model items.

Mr Harr, you have my permission to use the items.

Andy Grimes
Management Area
University of Kentucky.

APPENDIX E

Authorization from Tuma

Return-path: <tuma@leland.Stanford.EDU>

Date: Fri, 07 Nov 1997 07:33:07 -0800

From: Nancy Tuma <tuma@leland.Stanford.EDU>

Subject: Re: Request for Help

To: Jon Harr <JPHARR@NSTCC.CC.TN.US>

Dear Mr. Harr,

You have reached the right person. You have my permission to use the instrument. The only "charge" is that I would appreciate it if you would send me a copy of your final survey instrument and any future papers that are relevant to the Tuma-Grimes article. I would also appreciate it if you would send me Andy Grimes email address, if you have it, because I have lost contact with him.

Best wishes,

Nancy Tuma

Nancy Brandon Tuma, Chair email: tuma@leland.Stanford.EDU
Department of Sociology Phone: (650) 723-1205 (off.)
Stanford University (650) 723-3956 (msg.)
Stanford, CA 94305-2047 (650) 725-6471 (fax)

APPENDIX F

Acquisition of JDI/JIG

Return-path: <oconnom@BGNet.bgsu.edu>

Date: Tue, 11 Nov 1997 15:48:50 -0500 (EST)

From: "Matthew S. O'Connor" <oconnom@BGNet.bgsu.edu>

Subject: JDI information

X-Sender: oconnom@bqnet1.bgsu.edu

To: jpharr@NSTCC.CC.TN.US

Jon Harr:

My name is Matt O'Connor and I am the JDI assistant this year. Here is some information about the JDI if you have any questions or need more information please call me at the JDI office.

We have updated the JDI scale and its norms this past year. We sell the JDI in packages of 100 test booklets (or usages, if you prefer to typeset it yourself or to add questions) for \$50 plus \$5 shipping and handling.

We have also updated the User's Manual (which includes the new norms).

This is available at the cost of \$35 plus \$5 shipping. We also recommend

that you purchase the hand scoring key at \$5. We accept Visa, Master

Card, and Discover, as well as company checks. To order, just call

(419)372-8247 and leave a message. The message should include what you

are interested in purchasing, your credit card type, number, expiration

date, and your mailing address. If you have any questions, please call us

at the above number. Thank you for your interest in the JDI.

Sincerely,

Matthew S. O'Connor

JDI Research Group

Matthew S. O'Connor

Department of Psychology

Bowling Green State University

Bowling Green, OH 43403

email: oconnom@bqnet.bgsu.edu

(419) 372-2301 (419) 372-6013 (fax)

APPENDIX G

Preliminary E-mail to Survey Recipients

From: Jon Harr
To: NACCAP E-mail list
Subject: Requesting Your Assistance
Date: January 2, 1999

Hello! My name is Jon Harr, and I am a doctoral student at East Tennessee State University (and a former admissions counselor and NACCAP member). I am currently working on my dissertation, which examines job satisfaction and professional orientation among Christian college admissions professionals.

As a part of my research, I am conducting a survey of NACCAP members. You will be receiving a cover letter, survey, and reply envelope in the mail in the next few days. The survey should take about 10-12 minutes to complete, and your responses will be kept completely confidential.

I would greatly appreciate your participation in this research project. I believe that the results of this research will provide valuable information for Christian college admissions professionals. If you have any questions after you have received the survey packet, please feel free to contact me by e-mail or phone.

Thank you,

Jon Harr
Doctoral Candidate
East Tennessee State University

APPENDIX H

Cover Letter to Survey Participants

JON P. HARR

January 3, 1999

«Fname» «lname»
 «title»
 «school»
 «address1»
 «address2»
 «city», «state» «zip»

Dear «Fname»:

The purpose of this letter is to request your assistance in a research project on professional orientation and job satisfaction for Christian college admissions professionals.

I am a former member of NACCAP, and I am currently working on the Doctor of Education degree in Educational Leadership and Policy Analysis at East Tennessee State University. I am currently in the data collection phase of my dissertation. My topic concerns professional orientation and job satisfaction in admissions professionals at Christian colleges. As a member of NACCAP, you have been chosen to participate in the study, and your responses will provide meaningful and useful data.

Please take a few minutes to complete the enclosed survey (it should take about 12 minutes to complete) and return it in the enclosed envelope by MONTH DAY, 1998. Survey responses will be kept strictly confidential. The data will only be reported in summary form, and your name (or your institution's name) *will not be used*.

I know that this is a busy time of year, and I greatly appreciate your participation in this study. If you have any questions regarding the survey, please feel free to contact me by telephone (home: 423-764-7696, or office: 423-323-3191, ext. 3545) or e-mail (JONHARR@TRICON.NET).

Sincerely,

Jon P. Harr
 Doctoral Candidate
 East Tennessee State University

3276 STEELES CREEK DRIVE • BRISTOL, TENNESSEE • 37620
PHONE: 423/764-7696 • FAX: 423/323-0209 • E-MAIL: JONHARR@TRICON.NET

VITA

JON P. HARR

Personal Data: Date of Birth: September 6, 1965
 Place of Birth: Bristol, Tennessee
 Marital Status: Married

Education: Public Schools, Bristol, Tennessee
 King College, Bristol, Tennessee;
 History/Political Science, B.A., 1987
 East Tennessee State University, Johnson City, Tennessee;
 Secondary Education, M.A.T., 1989
 Appalachian State University, Boone, North Carolina;
 Higher Education Administration, Ed.S., 1994
 East Tennessee State University, Johnson City, Tennessee;
 Educational Leadership and Policy Analysis, Ed.D., 1999

Professional Admissions Counselor, King College; Bristol, Tennessee, 1991 - 1994
Experience: Assistance Director of Admissions, King College; Bristol, Tennessee,
 1994-1995
 Director of Educational Services, Northeast State Technical
 Community College, Blountville, Tennessee, 1995 - 1997
 Director of Institutional Effectiveness, Northeast State Technical
 Community College, Blountville, Tennessee, 1997 - present