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# AFTER-HOURS MOBILE TECHNOLOGY USE AND ITS EFFECT ON BURNOUT EXPERIENCED BY STUDENT AFFAIRS PROFESSIONALS

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By Anne Stark

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AFTER-HOURS MOBILE TECHNOLOGY USE AND ITS EFFECT ON BURNOUT EXPERIENCED BY STUDENT  
AFFAIRS PROFESSIONALS

For the degree of Doctor of Philosophy

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Head of the Departmental Graduate Program Date

AFTER-HOURS MOBILE TECHNOLOGY USE AND ITS EFFECT ON BURNOUT  
EXPERIENCED BY STUDENT AFFAIRS PROFESSIONALS

A Dissertation

Submitted to the Faculty

of

Purdue University

by

Anne R Stark

In Partial Fulfillment of the

Requirements for the Degree

of

Doctor of Philosophy

December 2015

Purdue University

West Lafayette, Indiana

For me.

For my husband.

For my son.

For my family.

For the “village” who helped me along this journey.

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## ABSTRACT

Stark, Anne R. PhD Purdue University, December 2015. After-Hours Mobile Technology Use and its Effect on Burnout Experienced by Student Affairs Professionals. Major Professor: Linda L. Naimi

This study examined the possible effect between the after-hours mobile technology use by student affairs professionals and work place burnout experienced by student affairs professionals. Similar to Owens (2014), data for this study were collected by employing the Maslach Burnout Inventory (Christina Maslach, Jackson, & Leiter, 1986). The collected data in this study were explored by the statistical method of multiple regression. While the number of responses was not high enough to determine statistically significant differences, the data did not show a strong correlation between after-hours mobile technology use and workplace burnout experienced by student affairs professionals.

The Areas of Worklife Survey (M. Leiter & Maslach, 1999) was used to examine possible moderating variables of the workplace environment. Analysis of this data suggests there is more of an association amid the workplace environments of student affairs professionals and burnout than after-hours mobile technology use. Future studies should examine this relationship in more depth to provide greater understanding and offer possible strategies of migration.

## CHAPTER 1. INTRODUCTION

This chapter will explore the scope, significance, statement of purpose, and the research questions to be addressed. Following those sections will be an overview of the assumptions, limitations, delimitations, and definitions related to this research project. The chapter summary will conclude this chapter.

### 1.1 Scope

This research focuses on the potential effect mobile technology has on the burnout experienced by student affairs professionals. Within the context of mobile technology, this project will examine email on a mobile phone, work-related phone calls on a mobile phone, and work-related text messaging on a mobile phone. The thought is that the “around the clock” connection to work-related emails, phone calls, and text messages via mobile devices, such as a mobile phone, could have an effect on the levels of burnout experienced by student affairs professionals.

The sample will include student affairs professionals who belong to the American College Personnel Association (ACPA) who are currently working in student affairs.

## 1.2 Significance

Staff turnover is expensive. A department not only loses an employee, but also then must spend salaried hours recruiting, phone interviewing, and on-campus interviewing a number of individuals before making a final selection. From selection, additional salaried hours are spent training the selected individual. Additionally, the staff changes required while a department sustains one or more vacancies can reduce productivity and quality of services. Given that vacancies in student affairs can range from three weeks to more than a year, there are great tangible and intangible costs associated with staff turnover.

If a reason for staff burnout leading to turnover is the use of mobile technology as defined in the scope section of this dissertation, perhaps prevention strategies can be identified and implemented in a timely manner that help reduce burnout and intent to leave.

Identifying a cause of burnout and recommending treatment strategies to reduce staff turnover will not only save an institution in recruitment dollars, but salaried dollars spent on the recruitment, selection, and training of new staff. Additionally, quality of service and productivity can remain at consistent levels for the institution.

## 1.3 Statement of Purpose

There is a significant amount of research on workplace burnout (Schubert-Irastorza & Fabry, 2014, Schaufeli et al., 2009, M. P. Leiter & Maslach, 2003, Maslach & Jackson, 1981 ); however, research focused on higher education is seems to be missing from the literature. Research is also growing in the area of mobile device use as these

become more common in the workplace. Research centered on student affairs professionals largely focuses on the entry-level professionals and senior level administrators (V. J. Rosser & Javinar, 2003, Tull, 2006, Mather, Bryan, & Faulkner, 2009, Cameron, 2004). Few studies examine the mid-level student affairs professional. A careful examination of the research literature did not reveal studies on burnout in student affairs among the levels of entry, mid, and senior student affairs administrators. Therefore, a gap exists when examining the all student affairs professionals. This study seeks to fill in that gap.

Methods of burnout research have focused on the factors that lead to burnout and the existence of burnout. Research is limited that examines relationships between various work place variables, such as mobile technology use and employee burnout (Leiter & Maslach, 1999; Maslach & Leiter, 2008). Therefore, the purpose of this research is to determine if a relationship exists between the pervasive use of mobile technology for work purposes and employee burnout experienced by student affairs professionals. Should a relationship be identified, various intervention strategies will be recommended. Additionally, if burnout exists at a higher rate in one level of student affairs professionals over another, tailored interventions and prevention strategies will be suggested.

#### 1.4 Research Questions

1. What is the effect of the pervasive use of mobile technology on the level of workplace burnout experienced by student affairs professionals? It is hypothesized that as total mobile contacts increase, burnout experienced by student affairs professionals will also increase.

2. Is there a difference in the burnout rate of entry-, mid-, and senior-level student affairs professionals? It is hypothesized that mid-level student affairs professionals will experience a higher rate of employee burnout than either entry- or senior-level student affairs professionals.
3. Does the quality of the workplace environment have an effect on the level of workplace burnout experienced by student affairs professionals? It is hypothesized that as the quality of the workplace environment decreases, employee burnout will increase.

#### 1.5 Assumptions

The following assumptions come into play for this research project:

1. There is a need to examine burnout in student affairs professionals in order to better assist professionals through times of burnout.
2. There is a need to add to the literature examining the student affairs professionals as this group is largely missing from the literature.
3. It is assumed that participants will answer the survey honestly.
4. A multiple regression analysis is an appropriate statistical analysis for this project.

#### 1.6 Limitations

There are a number of limitations to take into consideration with this study. The limitations are as follows:

1. Participants are limited to student affairs professionals who have chosen to be members of the American College Personnel Association (ACPA) and therefore may not be representative of all student affairs professionals.
2. The participants will self-report data via an online survey.

### 1.7 Delimitations

The delimitations for this study include the following:

1. The use of the MBI and survey.
2. The availability of student affairs professionals to complete the survey.

### 1.8 Definitions

Burnout - “syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with people in some capacity” (p 99) (Schaufeli, Leiter, & Maslach, 2009).

Entry-level student affairs professionals- may have a bachelor’s degree or a master’s degree and are typically hired having little (not more than 2 years) or no professional work experience in student affairs. Housing professionals at the entry-level live on campus often in a residence hall apartment (Horvath & Stack, 2013; Roberts, 2005; Tull, 2006).

Mid-level student affairs professionals - according to The American College Personnel Association (ACPA) contains a Mid-level Community of Practice that defines mid-level student affairs professionals as those with more than five years



of professional experiences who do not yet hold a senior level position (“Mid-Level Community of Practice,” 2014).

Senior-level student affairs professionals - the student affairs professionals that lead complex departments and/or the division of student affairs at an institution of higher education. The senior-level professional generally has 10 plus years of experience in student affairs and typically holds a terminal degree. Student contact with this level is very low where contact with university or other external stakeholders is high (Horvath & Stack, 2013; Roberts, 2005).

### 1.9 Chapter Summary

This chapter provided an over view of the dissertation project including the research questions to be addressed by the project as well as scope, purpose, and significance of the problem to be researched. Additionally this chapter stated any known limitations, delimitations, and assumptions related to the research project. Finally, this chapter provided definitions of key terms that will be used throughout this research.

## CHAPTER 2. LITERATURE REVIEW

The purpose of this dissertation is to examine the effect of mobile technology use specifically that of work-related email, phone call and text messages on a mobile device, on the work-place burnout experienced by three levels of student affairs professionals. The following is a review of critical research related to the purpose of the dissertation. The literature review is structured by topic area in the order of burnout, student affairs administrators, and mobile technology. Through the process of reviewing the literature it is evident that this study will fill a gap in the research of each of the main topic areas.

### 2.1 Burnout

The following review of literature on burnout will guide the reader through the long history of burnout research in the United States. While initial studies focused on social workers, over time, the research expanded to include many human services occupations and some occupations outside of human services. The changing climate within modern organizations has also led to research on the economic impact employee burnout can have on an organization. All the while, research is limited in examining the causes of burnout in higher education student affairs professionals.

### 2.1.1 History of Burnout

In a thorough review of the literature, “burnout” as a term was first defined as “a condition experienced by people in the helping professions that is characterized by overwork resulting in exhaustion and fatigue” (Schubert-Irastorza & Fabry, 2014). However, it was through the work of Maslach and her colleagues and their research on social workers that burnout became a term for the United States population. Maslach was interested in learning how social workers managed their ability to work through a detached concern for the people with whom they were working. What she discovered was the inability of social workers to detach which led to the emotional exhaustion and reduced feelings of professional competence (Schaufeli et al., 2009).

Maslach and Jackson (1981) offered the following definition of burnout “ a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do ‘people work’ of some kind” (p. 99). There are three defined dimensions of burnout. The first is emotional exhaustion. The second is depersonalization or cynicism. The third dimension of burnout is the lack of self-efficacy (Maslach & Jackson, 1981).

This work was the basis of the later developed burnout inventory called the Maslach Burnout Inventory (MBI) (Maslach et al., 1986). Additional scales have been developed and are often utilized in conjunction with the MBI. Such scales are the Areas of Worklife Scales (AWS) and the Educator’s Scale (ES) (Leiter & Maslach, 2003).

In the later part of the 1980’s, the definition of burnout began to move beyond those who worked solely in human services occupations to include managers, entrepreneurs and many other types of workers who engaged in creative work, mentoring

and consistent problem solving types of work (Schaufeli et al., 2009). The inclusion of workers outside of human services professions led to a redefinition of burnout. A broader definition from Maslach, Jackson, and Leiter (1996) identified burnout as “a state of exhaustion in which one is cynical about the value of one’s occupation and doubtful of one’s capacity to perform” (p. 20).

In an extensive review of burnout literature conducted by Schaufeli, Leiter and Maslach (2009) state that “burnout is a well-established academic subject on which thousands of publications have appeared and about which numerous congresses and symposia are held” (p. 204). They go on to state that over 6,000 publications of various types exist on the subject of burnout (Schaufeli et al., 2009).

### 2.1.2 Occupations in Burnout Research

Burnout research has been conducted in several different occupational areas. The research on teachers and burnout is extensive (Brouwers & Tomic, 2000; Byrne, 1991; Farber, 1991, 2000; Hakanen, Bakker, & Schaufeli, 2006; Kyriacou, 1987; Russell, Altmaier, & Van Velzen, 1987; Schwab, Jackson, & Schuler, 1986; Vandenberghe & Huberman, 1999). The burnout research on teachers largely examines the emotional exhaustion that comes with teaching (Brouwers & Tomic, 2000; Byrne, 1991; Russell et al., 1987; Schwab et al., 1986; Vandenberghe & Huberman, 1999) and the stress of the workload related to being a classroom teacher (Byrne, 1991; Farber, 1991; Kyriacou, 1987). The lack of social support and low pay were also studied as sources of burnout in teachers (Farber, 1991; Russell et al., 1987; Vandenberghe & Huberman, 1999).

In their work, Schwab, Jackson, and Schuler (1986) examined the causes of teacher burnout and found that most teachers experience emotional exhaustion as defined by the Maslach Burnout Inventory on a weekly basis. This burnout leads to many teachers disengaging from their work.

An international review of stress experienced by teachers and associated burnout as a result of that stress was published by Kyriacou in 1987. This work sought to understand how stress reduction strategies could be implemented into the school environment. Additional burnout research on teachers found that age, sex, and the level taught were positive predictors of burnout in addition to the number of stressful events experienced by teachers (Russell et al., 1987). Teachers' level of social support was found to reduce burnout experienced by teachers (Russell et al., 1987).

Such phenomena as school reform and restructuring over time and the impact of such actions have been researched and found to increase stress and burnout when the intention was to increase teacher empowerment and engagement in the restructuring process (Farber, 1991, 2000). Other studies looked at the relationship between perceived self-efficacy and burnout experienced by teachers (Brouwers & Tomic, 2000). Brouwers and Tomic (2000) state that "burnout is a phenomenon of dramatic importance in education" due to the demands of the job and the relationships teachers often form with their students (p. 239). Haken, Bakker, Schaufeli (2006) examined teachers' engagement in their work and found that job resources and job demands impacted teacher burnout and reduced teacher engagement in the workplace.

Another occupational area that has extensive burnout research is that of police officers (Burke, 1993, 1994; Goodman, 1990; Hawkins, 2001; Martinussen, Richardsen,

& Burke, 2007; Maslach & Jackson, 1979). Research focused on burnout experienced by police officers primarily focuses on the physical and emotional exhaustion of police work (Burke, 1993; Goodman, 1990; Hawkins, 2001; Maslach & Jackson, 1979) as well as the work-family interactions, support, and stress (Martinussen et al., 2007; Maslach & Jackson, 1979).

Burnout research on nurses and medical professionals is extensive (Aiken, Clarke, Sloane, Sochalski, & Silber, 2002; Bakker, Killmer, Siegrist, & Schaufeli, 2000; Demerouti, Bakker, Nachreiner, Schaufeli, 2000; Kash, Holland, Breitbart, Berenson, Dougherty, Ouellette-Kobasa, Lesko, 2000; Krasner et al., 2009; Leiter, Harvie, Frizzell, 1998; Ramirez, Graham, Richards, Cull, Gregory, Leaning, Timothy, 1995; Shanafelt, Bradley, Wipf, & Back, 2002; N. K. Thomas, 2004; Topf & Dillon, 1988; Vahey, Aiken, Sloane, Clarke, & Vargas, 2004). Burnout research related to nurses and other medical professionals turns away from the emotional exhaustion of teachers and police officers and focuses more on the work environment and workload. The lack of time and resources to perform the job of a nurse or medical professional well, leads to feelings of being overworked (Aiken et al., 2002; Demerouti, Bakker, Nachreiner, Schaufeli, 2000; Leiter, Harvie, Frizzell, 1998; Shanafelt et al., 2002; Vahey et al., 2004). There is also research on the lack of appropriate rewards and medical professional burnout (Demerouti, Bakker, Nachreiner, Schaufeli, 2000).

Human services make up yet another occupational area that has had burnout research conducted (Brotheridge, Grandey, 2002; Cherniss, 1980; Maslach, Jackson, 1981; Maslacha, 2003). Human services burnout research is almost exclusively focused

on the emotional exhaustion or the emotional work involved with working with people (Brotheridge, Grandey, 2002; Cherniss, 1980; Maslacha, 2003).

Burnout research even expands to students who are athletes (Cresswell, Eklund, 2005; Gould, Udry, E., Tuffey, & Loehr, 1996; Raedeke & Smith, 2001; Schaufeli, Martínez, Pinto, Salanova, Bakker, 2002; Schaufeli, Salanova, González-Romá, Bakker, 2002; Smith, 1986). Burnout research conducted about students and athletes are mainly focused on stress, motivation, and perfectionism (Cresswell, Eklund, 2005; Gould, Udry, Tuffey, & Loehr, 1996; Raedeke & Smith, 2001; Smith, 1986). Emotional exhaustion in this body of research is also present (Raedeke & Smith, 2001).

There is emerging research in the areas of customer service and informational technology as well as from an organizational perspective.

The vast majority of these studies were cornered with the emotional exhaustion of the various professions. Similar to the research on nurses and other medical professionals, this research study sought to explore the workload related to student affairs professional burnout. Distinguishing itself from the professional body of research on burnout in the medical profession, this research examined the effect of the around-the-clock nature of student affairs work. While emotional exhaustion may contribute to student affairs professionals, this study focused only on the around-the-clock-nature of the work in student affairs.

### 2.1.3 Economic Impact of Burnout

In a current review of job satisfaction literature by Schubert-Irastorza and Fabry (2014), researchers agreed that burnout has an economic impact on the employer. Specifically, the reduction of burnout in employees leads to “decreased absenteeism,

reducing medical expenses, cutting turnover, and minimizing the need for new employee training expenses” (p.38). Additionally, many studies on job satisfaction found that “satisfied workers are generally happier, enjoy better health, suffer few accidents and injuries, and are less likely to seek other employment” (p. 38).

Schaufeli, Leiter, and Maslach (2008) identified a shift in the organizations of today that have impacted how business and practitioners are viewing burnout in the workplace by stating that “Instead of traditional organizational structures and a strong emphasis on economic principles, the focus in modern organizations in the management of human capital” (p. 215). One aspect of managing human capital is being able to identify employee burnout and put interventions into place to reduce said burnout.

In conclusion, it is important to include a statement from Alarcon (2011) who calls for future research studies related to burnout “should explore the many other aspects of the workplace that contribute to the prevention of burnout” (p. 556). There is more to burnout research than the control and autonomy that have been so heavily researched to date (Alarcon, 2011). While much of the burnout literature remains focused on the helping professions, there is limited research available on the burnout of student affairs professionals. Not a single study was found that examined the effect of mobile technology on burnout or mobile technology use and student affairs professionals.

#### 2.1.4 Workplace Environment Causes of Burnout

There are six mismatches that exist between employees and their work environment that lead to burnout. The first is work overload, which is what employees do and how much they do it. Specifically work overload is the increase in intensity of the



work, the higher demand of time, and an increase in complexity of the work. This mismatch leads to exhaustion (Leiter & Maslach, 1999; Maslach & Leiter, 2008).

The second mismatch that exists between employees and their work environment is lack of control. Leiter and Maslach (2008) identify this mismatch as the “capacity to set priorities for day-to-day-work, select approaches to doing work, and make decisions about the use of resources is central in being a professional” (p. 42).

The third mismatch between employees and their work environment is insufficient reward. This mismatch is defined as both the material and intrinsic rewards an employee receives from doing their work. The loss or insufficient rewards leads to employee burnout (Leiter & Maslach, 1999; Maslach & Leiter, 2008).

Breakdown of community is the fourth mismatch that exists between employees and their work environment. When community breaks down there is more conflict among employees, personal relationships are strained, and teamwork diminishes. The breakdown of community in the work environment decreases the sense of belonging the employees feel which leads to burnout (Leiter & Maslach, 1999; Maslach & Leiter, 2008).

The fifth mismatch between employees and their work environment is an absence of fairness. Trust, openness, and respect are the key factors identified in a fair work environment and are essential to employee engagement in their work (Leiter & Maslach, 1999; Maslach & Leiter, 2008).

The final mismatch between employees and their work environment is conflicting values. Leiter and Maslach (2008) state “what people find especially aggravating is that often organizations emphasize a dedication to excellent service or production while they take actions that damage the quality of work” (p. 55).

## 2.2 Student Affairs Administrators

Student affairs administrators are those in the higher education setting who hold positions with the responsibility of meeting the needs of college students outside of the classroom. Student affairs roles include such areas of higher education as housing and residence life, campus activities, recreation sports, Greek life, student unions and their programming boards, career centers, and other such offices. These positions are considered as part of the helping profession (Guthrie, Woods, Cusker, & Gregory, 2005).

### 2.2.1 Levels of Student Affairs Professionals

Student Affairs, like many careers, is comprised of several levels of responsibilities with a variety of job responsibilities at each level. Student affairs typically encompasses such areas of higher education as housing and residence life, Greek life, recreational sports, dean of students office staff, Trio programs, orientation, student activities, and student union staff where applicable. In general, there are three distinct levels of professional staff in student affairs; entry-level professionals, mid-level professionals, and senior student affairs officers. Because institution types, locations, and missions vary, the job responsibilities within each level of student affairs are not consistent from one institution to another. There are general consistencies that do exist, however. Discussed in the following paragraphs are definitions of the three levels of student affairs professional and general job responsibilities of each level (Horvath & Stack, 2013; Roberts, 2005).

### 2.2.1.1 Entry Level Students Affairs Professionals

The entry-level professional is the front line professional in student affairs. These professionals are young in their career path in student affairs and experience a great amount of student contact in their role. The entry level professional may have a bachelor's degree or a master's degree and are typically hired having little (not more than 2 years) or no professional work experience in student affairs. Housing professionals at the entry-level live on campus often in a residence hall apartment (Horvath & Stack, 2013; Roberts, 2005; Tull, 2006).

Entry-level professional job responsibilities typically include the supervision of student staff, front line on-call responsibilities, advising smaller student groups, adjudicating conduct cases, committee work within the larger department, small budgeting responsibilities, supporting the academic mission of the institution through emphasis on learning outside the classroom, some assessment responsibilities, and collateral assignments with other student affairs office on campus (Horvath & Stack, 2013; Roberts, 2005; Tull, 2006).

The largest level of student affairs professionals is the entry-level. Often, the number of entry-level housing professionals is larger than the number of any other student affairs department entry-level staff. Entry-level professionals typically remain at the entry-level for three to five years before moving up to higher-level positions (Horvath & Stack, 2013; Roberts, 2005; Tull, 2006).

### 2.2.1.2 Mid-Level Student Affairs Professionals

The mid-level professional is a step up from the entry-level. Mid-level

professionals generally have five or more years of professional student affairs experience. Student affairs professionals at this level have less student contact than entry-level professionals and participate in some degree of the larger departmental decision making process. Some mid-level student affairs professionals will remain at this level until retirement. Others may seek to move up to a senior student affairs position after accumulating seven to ten years of professional experience (Fleischer, 2012; Horvath & Stack, 2013; Roberts, 2005; Rosser, 2004).

The mid-level is the most diverse level in terms of job responsibilities. In general this level will typically supervise entry-level professionals and a support staff member such as a full time clerical staff member. A master's degree is generally required for mid-level professionals. Additionally, this level serves as a second level on-call response person. Second level on-call encompasses calls of greater significance and decision making about how to handle or process any given situation (Fleischer, 2012; Horvath & Stack, 2013; Roberts, 2005; Rosser, 2004).

#### 2.2.1.3 Senior Level Student Affairs Professionals

Senior student affairs officers are the student affairs professionals that lead complex departments and/or the division of student affairs at an institution of higher education. The senior-level professional generally has 10 plus years of experience in student affairs and typically holds a terminal degree. Student contact with this level is very low where contact with university or other external stakeholders is high (Horvath & Stack, 2013; Roberts, 2005).

Senior student affairs officers, as with the other levels of student affairs, have a

wide range of job responsibilities depending on the institution type, location, and mission. In general, these professionals direct and develop policy at the department, divisional, and university levels. Management of personnel within the area of responsibility is a key aspect of senior-level student affairs officers. Many senior-level student affairs professionals direct large scale crisis management, enforce student code of conduct for the institution, assists with the development of emergency preparedness for the institution, oversees marketing efforts for the department or division, responsibility and oversight of development office, as well as identify needs, guide assessment strategies, and interpret assessment data for the great institution (Horvath & Stack, 2013; Roberts, 2005).

### 2.2.2 Research on Student Affairs Professionals

Student affairs work is not all that different to other high stress jobs. Comparing student affairs to other high stress jobs leads to the discovery that while the populations each job serves may be different, the conditions under which each job might perform high stress job responsibilities might be different; the overall common thread is the same. They are all considered helping professions with high stress.

The available research on student affairs administrators as a whole focuses in three main categories. The first category is that the intent to leave of student affairs professionals (Rosser & Javinar, 2003; Tull, 2006). The second category is that of student affairs staff turnover (Rosser & Javinar, 2003; Rosser, 2004). The third category is job satisfaction (Brewer & Clippard, 2002; Davidson, 2009; Glick, 1992; Schubert-Irastorza & Fabry, 2014).

The available literature on student affairs professionals focuses on job satisfaction (Brewer & Clippard, 2002; Davidson, 2009; Lombardi, 2013), intent to leave (Rosser & Javinar, 2003; Tull, 2006), professional development (Fleischer, 2012; Mather, Bryan, & Faulkner, 2009; Roberts, 2003; Sermersheim & Keim, 2005; Tull, 2006), and work life balance (Cameron, 2004). One article has been found to examine a correlational relationship of job satisfaction and burnout (Brewer & Clippard, 2002). No research was found that examines the role of mobile technology, specifically work related email, phone calls and text messages have on the burnout of student affairs professionals.

Burnout research began with social workers and has migrated to such professions as information technology, nurses, customer service professions, lawyers, police officers, and more (Schaufeli et al., 2009), there is a call for research to expand into other similar unstudied groups (Brewer & Clippard, 2002). Brewer and Clippard (2002) conducted burnout research on student support services personnel, specifically professionals working in TRIO programs at institutions of higher education. Their study focuses on one aspect of student affairs work. As a result, this dissertation sought to add to the literature on student affairs professionals specifically related to burn out and mobile technology use.

### 2.3 Mobile Technology

This dissertation will examine the effect of mobile technology on the burnout experienced by mid-level student affairs professionals. Specifically, this dissertation will be looking at mobile technology as work-related emails, texts, and phone calls received on a mobile device. As a result, it is important to examine the literature on mobile

technology as it relates to burnout that already exists. The following is a review of such literature.

Mobile technology research encompasses a wide breath of topics. Specific to this research it is important to narrow the review of literature to mobile technology and employee burnout or other closely related subject areas. In today's world where nearly 6 billion people have a cell phone, the lines between work and personal time are quickly eroding (Dén-Nagy, 2014).

In an essay that critically examines the literature related to cell phone usage and work life balance, Dén-Nagy (2014), clearly articulates the gaps needing attention in future research. One such gap is in understanding the role human choice of use of cell phones does or does not correlate with poor or good work life balance. Secondly, Dén-Nagy (2014), challenges future research methods to be designed in such a way as to accommodate the complexity of assessing the effect cell phone use has on work life balance.

Additional research on the use of email finds that the more people use email, the more likely they are to feel overwhelmed or potentially burned out (Barley, Meyerson, & Grodal, 2011). The study went on to state that the more emails people were able to attend to, the more likely it was for them feel as if they could effectively handle the amount of work that was coming to them via email. Additionally this research found that email its self was not a cause of the feeling of overwhelmed but rather, email provided a distraction to people and as a result, people had trouble identifying other sources of their work life that could be the cause of the overwhelmed feelings (Barley et al., 2011).

There is a variety of research that recognizes the fact that people who engage with mobile technologies such as cell phones and emails, reported feeling more overwhelmed and burned out as compared to those who do not engage with these technologies (Barley et al., 2011; Boswell & Olson-Buchanan, 2007; Major, Klein, & Ehrhart, 2002; Park, Fritz, & Jex, 2011; Wu & Parker, 2014).

A plethora of research in mobile technologies and work place burnout have communicated that email use causes stress due to the amount of additional work that must be handled by the worker. Within this research, it is also noted that email often creates distractions to workers because the content of the email causes the workers to either engage in a different task than what they were initially working on or to add to their to-do lists. This distraction can also happen when workers utilize email for tasks that were not designed to use email (such as scheduling, coordinating efforts, and information organization) (Barley et al., 2011; Bellottis, Ducheneaut, Howard, Smith, & Grinter, 2005; Dawley & Anthony, 2003; Manger, Wicklung, & Eikeland, 2003; Renaud, Ramsay, & Hair, 2006; G. F. Thomas et al., 2006).

#### 2.4 Chapter Summary

While research in mobile technology, specifically email and work related communication via mobile a mobile device such a cell phone exists, the perspective of student affairs administrators is missing. The perspective of student affairs is important to consider because so many roles within student affairs serve in an on-call capacity. While serving on-call, many work related phone calls, texts, and emails overflow into personal and family time. Student affairs professionals may be highly connected to their mobile



devices for work related tasks even when not on-call and thus experience employee burnout.

## CHAPTER 3. METHODOLOGY

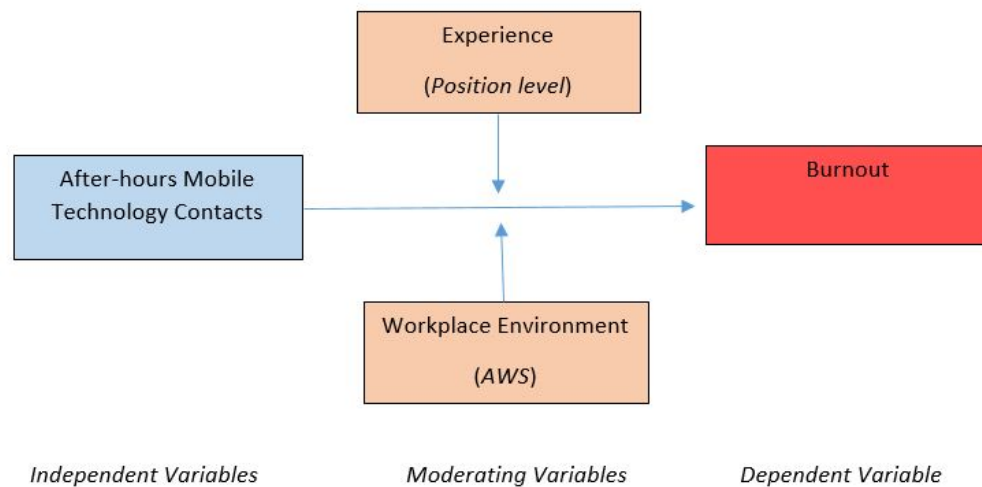
The methodology chapter will present the research questions, variables to be examined, hypothesis, sample to be examined, population, and data sources. Additionally, this chapter will present the method for data analysis and threats.

### 3.1 Research Questions

1. What is the effect of the pervasive use of mobile technology on the level of workplace burnout experienced by student affairs professionals? It is hypothesized that as total mobile contacts increase, burnout experienced by student affairs professionals will also increase.
2. Is there a difference in the burnout rate of entry-, mid-, and senior-level student affairs professionals? It is hypothesized that mid-level student affairs professionals will experience a higher rate of employee burnout than either entry- or senior-level student affairs professionals.
3. Does the quality of the workplace environment have an effect on the level of workplace burnout experienced by student affairs professionals? It is hypothesized that as the quality of the workplace environment decreases, employee burnout will increase.

### 3.2 Conceptual Model

The figure 3.2 is a graphical representation of the variables included in this study and how the variables are theorized to interact in terms of burnout experienced by the different levels of student affairs professionals.



*Figure 3.2* Variables and their Theorized Relationships

### 3.3 Variables

The dependent variable in this study is burnout as measured by the Maslach Burnout Inventory (MBI), which is the most widely used instrument to measure burnout (Byrne, 1991). The independent variable consists of after-hours mobile technology contacts which consist of mobile device work-related emails, texts, and phone calls.

There are two moderating variables that will be examined in this study. The first is the position level, which consists of the categories entry-level, mid-level, and senior-level.

The second is the workplace environment. The workplace environment will be measured using Maslach's Areas of Worklife survey (AWS).

### 3.4 Hypothesis

The hypothesis is that constant access to work-related emails, texts, and phone calls via a mobile device will have a positive relationship to burnout experienced by three levels of student affairs professionals.

The null hypothesis is that constant access to work-related emails, texts, and phone calls via a mobile device will not have an effect on burnout experienced by three levels of student affairs professionals.

### 3.5 Sample

The convenience sample for this study will include self-selected student affairs professionals who are members of the national organization of American College Personnel Association (ACPA) who currently work in student affairs.

Access to the population will be gained through the governing board of the national organization of ACPA. An email to the members of the organization (ACPA) will be sent via the governing board to solicit participants for the study. Additionally, timed posts to the groups' Facebook pages will be used to solicit additional participants missed in the email solicitation.

To obtain an optimum sample size in a multiple regression analysis, it is recommended to have at least 15 responses for each predictor in the study (Stevens, 1992). This dissertation has five predictors. The first is work-related phone calls on a mobile device. The second is work related emails on a mobile device. The third is work

related text messages on a mobile device. The fourth is position level and the fifth predictor is the workplace environment. Therefore, a sample size of 75 would be the minimum needed for a multiple regression analysis for this study according to Stevens's (1992) suggested calculations.

A second method for determining a minimum sample size is to use the following equation;  $n \geq 50 + 8k$  where  $k$  is the number of predictors being used in the study (Tabachnick & Fidell, 2001). This equation is used when examining multiple correlations. A second equation recommended is  $n \geq 104 + k$  where  $k$  is the number of predictors being used. The use of this second equation is aimed at examining the individual predictors (Tabachnick & Fidell, 2001). To choose which sample size to use, a researcher should calculate both equations and use the larger sample between the two (Tabachnick & Fidell, 2001).

This dissertation has five predictors. The first is work-related phone calls on a mobile device. The second is work related emails on a mobile device. The third is work related text messages on a mobile device. The fourth is position level and the fifth predictor is the workplace environment. Therefore,  $n \geq 50 + 8(5)$  or 90 is the suggested minimum sample needed for this study according to the first equation. The minimum recommended sample according to the second equation is  $n \geq 104 + 5$  or 109 responses. Because 109 is larger than 90, 109 becomes the minimum recommended sample size for this study according to Tabachnick and Fidell's (2001) suggested calculations.

Taking into account each method mentioned previously, this dissertation will aim for an initial minimum sample size of 109. After estimating for a 25% incomplete or no response, the target minimum sample size for this study will be 137 responses. Similar

studies with similar methodological approaches have reported response rates of 44.4% (Boehman, 2006) and 49.1% (Lombardi, 2013). This dissertation will take an average between the two of 46.75% as the target response rate. Therefore, to meet the target minimum sample of  $n=137$ , this study will need to survey at least 293 student affairs professionals to meet the needs of multiple regression analysis.

Research on student affairs professionals can be considered to be educational research. Situating this dissertation within the construct of educational research allows for the use of typically set effect sizes, statistical levels of significance, and needed power. Statistical significance for this study will be set at  $\alpha=0.05$  as a typical setting for this type of research. Power for this study will be set at 0.80 as a typical setting for this type of research. The pre-study effect size will be estimated as 0.50, which is a typical setting for educational research (Creswell, 2005).

According to Lipsey's table, a researcher can approximate the sample size needed for multiple groups (Lipsey, 1990). Because this dissertation will have the typical power and effect size used in educational research, 0.80 and 0.50 respectively, approximately 65 responses are needed for each of the three groups being examined in this study for a total of 195 responses. The total number of responses needed between the three groups being studied is greater than the earlier stated minimum needed sample for a multiple regression, this study will aim for a minimum sample size of  $n=194(1.25)$  or 243 responses. Because this dissertation had a targeted response rate of 46.75%, this study would have needed to survey at least 357 student affairs professionals.

### 3.6 Population

Results from this dissertation will be able to be referred to as student affairs professionals in the United States.

### 3.7 Data Sources

The survey that will be used for this dissertation is the Maslach Burnout Inventory (MBI) that is the most widely used instrument to measure burnout (Byrne, 1991). The MBI measures three aspects of burnout related to emotional exhaustion, depersonalization, and personal accomplishment. Additionally, the Areas of Worklife Survey (AWS) will be combined with the MBI as recommended by the MBI instrument information. The additional section of AWS questions will help determine different aspects of the workplace that could influence burnout experienced by workers. Combining the MBI and AWS surveys is recommended by the creators of the surveys.

There will be additional questions added that address the participants use of a mobile device for work related emails, texts, and phone calls. The combination of the Maslach Burnout Inventory and the Areas of Worklife Survey with the additional questions related to mobile device work-related content should provide a substantial amount of data to determine the relationship of mobile devices use for work related items on student affairs professionals' burnout experience.

### 3.8 Data Analysis

Collected data will be analyzed via a statistical multiple regression analysis. Multiple regression analysis is used to determine the relationships between independent

and dependent variables. An identified relationship between variables will assist in making predictions about the dependent variable. Because this dissertation seeks to identify a relationship between mobile device use and burnout experienced by the three levels of student affairs professionals, a multiple regression analysis is the best data analysis process for this study.

In their book on research methods, Uma Sekaran and Roger Bougie (2010) state that:

*“Multiple regression analysis provides a means of objectively assessing the degree and the character of the relationship between the independent variables and the dependent variable: the regression coefficients indicate the relative importance of the independent variables in the prediction of the dependent variable”* (p 350-351).

A multiple regression analysis is a quantitative research strategy designed to predict relationships between independent variable(s) and the dependent variable. Because the data for this study will be collected via the MBI survey instrument at one singular point in time, the research strategy is also described as cross-sectional (Creswell, 2009). Additionally, the intent of this dissertation is to examine a sample of student affairs professionals with the goal of generalizing results to the larger student affairs population.

### 3.9 Threats

There are four main concerns associated with the use of a multiple regression analysis. One of the issues with multiple regression analysis is multicollinearity.



Multicollinearity occurs when two or more of the independent variables of a multiple regression are highly correlated. According to Sekaran and Bougie (2010), the presence of multicollinearity, depending on the level, can cause the “estimation of the regression coefficients impossible” (p. 352) or unreliable. Sekaran and Bougie (2010) go on to state multicollinearity “is not a serious problem if the purpose of the study is to predict or forecast future values of the dependent variable” (p. 353) because multicollinearity does not impact the forecast (Sekaran & Bougie, 2010).

To reduce multicollinearity, Sekaran and Bougie (2010) recommend that a researcher can “reduce the set of independent variables to a set that are not collinear” (p. 353). However, doing so may lead to the serious problem of omitted variable bias. The use of a ridge regression analysis is a more sophisticated statistical method that can be employed to reduce multicollinearity. Additionally, the researcher could create a new variable that “is a composite of the highly correlated variables” (p. 353). In the case of multicollinearity with this project, the variables identified as showing multicollinearity will be combined to create a new variable. In the event that this solution to possible multicollinearity reduces the number of independent variables from three to one, a simple regression analysis will be conducted in lieu of the planned multiple regression analysis.

The second concern associated with multiple regression analysis is the selection of good predictor variables (Stevens, 1992). To combat this issue it is recommended that the researcher be very knowledgeable of the subject area being studied including the population and sample. It is also recommended that the ratio of responses to independent variables be at least 15 to one. It is also recommended to keep the number of independent variables low to improve the ratio. This ratio is expected to produce a reliable regression

(Stevens, 1992). The sample size for this project is projected to exceed the recommendation of 15 responses to independent variables. Therefore it is not expected that this issue will be a concern for this project.

A third concern in the use of multiple regression analysis is the model cross-validation. Since multiple regression analysis works to establish a predictive equation between the dependent and independent variables, it is important that the equation have good power (Stevens, 1992). There are two steps to mitigating this concern. The first is to have a good sample ratio and the second is to cross-validate the equation identified.

There are two recommended methods to achieve cross-validation in multiple regression analysis. The first is to select a second sample from the same population after having waited a period of time from selecting the first sample from the population (Tabachnick & Fidell, 2001). If this method is not feasible for the researcher a second method is divide the sample in half. Dividing the sample in two allows the research to analyze the first section to develop the predictive equation and then test that equation on the second part of the sample (Stevens, 1992).

The final concern in the use of multiple regression analysis is the effect of outliers. Multiple regressions, as stated by Stevens (1992), are sensitive to outliers. To mitigate this concern, outliers need to be identified via a thorough examination of initial box-plots, prior to the regression analysis (Stevens, 1992). This study will be looking to report the most common experience related to burnout in student affairs and such, will remove outliers from data set if needed. The removed outliers will be reported so as to maintain the integrity of the findings reported. An outlier will be defines as any data point outside of two standard deviations of the data set.

### 3.10 Chapter Summary

Multiple regression analysis is a good method for predicting as well as explaining causal relationships among variables (Stevens, 1992). Because this dissertation is seeking to do both, to be able to explain the impact of three types of mobile technology communication on burnout as well as to be able to potentially predict future incidents of burnout related to the identified types of mobile technology communication with the ultimate goal of prevention and/or intervention, the use of multiple regression analysis is a good fit for this study.

The recommended mitigations of the four main concerns of the use of multiple regression analysis will be employed for this dissertation to ensure the causal relationships and predictive equations are as accurate and as generalizable as possible.

## CHAPTER 4. PRESENTATION OF THE DATA

The focus of this study was to explore the potential impact of the pervasive use of mobile technology on workplace burnout experienced by student affairs professionals. The following chapter contains the description of the participants and the data from the perspective of the Maslach Burnout Inventory (MBI), the Areas of Worklife Survey (AWS), and mobile technology usage data reported by the participants. This chapter concludes with descriptive statistics and multiple regression outputs.

### 4.1 Description of the Data

The survey for this study was electronically sent to a random sample of 500 ACPA members in April 2015. There were 93 responses to the survey. These numbers represent an 18.6% response rate. There were 60 questions on the survey. The survey contained 10 questions related to the demographics of the participants. Sixteen questions on the survey addressed the three areas of burnout as found on the Maslach Burnout Inventory (MBI). The Areas of Worklife Survey (AWS) added 28 questions to the survey for this study. Six questions on the survey addressed mobile technology use by the participants.

## 4.2 Demographics

The gender breakdown of the participants was heavily female. Sixty of the participants identified themselves as female while 25 as not female and eight chose not to respond.

Participants were asked about their current institutional type. The institutional employment breakdown of the participants was equally divided between public and private four-year institutions at 43 participants each. Six participants were currently employed at two-year public institutions. Forty-nine participants work at institutions serving 10,000 or more students. Twenty-five participants work at institutions serving 3,000-9,999 students with 21 participants employed at institutions serving fewer than 3,000 students. One participant chose not to disclose institutional size.

Participants were asked if they served as part of an on-call rotation at their institution. Sixty-two participants responded that they did serve as part of an on-call rotation while thirty participants did not. The participants were able to identify their current role as one of 13 student affairs positions. Nineteen did not choose an area of student affairs in which they currently work. Twenty-nine of the participants currently work in Residence Life and Housing, 10 participants work in Student Activities, nine participants work in Academic Advising, six participants work in Career Services, five participants work in Leadership Development, four participants work in Service Learning, three participants work in Student Conduct, two participants work in each area of Greek Life and Counseling, and one participant works in Multicultural Affairs, one participant is in Financial Aid, and one participant is employed in the Student Union.

Participants were asked to identify their ages, years of service in student affairs and years of service at their current institution. The average age of the participants was 34.61 years old. The average number of years participants reported to have worked in student affairs was 8.5 where the average number of years reported to have worked at their current institution was 4.7.

The participants were asked to self-identify which of three levels they felt was most closely aligned with their current position. Seventeen participants self-identified as entry-level professionals. Sixty-six participants identified their current position to be in the mid-level whereas nine participants indicated they served as senior-level student affairs professionals. Participants were asked to select their family status as part of the survey. Forty-seven participants indicated they were married or partnered, thirty-six participants were single, ten indicated they were a partnered parent, three were single parents, and two chose not to designate their family status.

### 4.3 Maslach Burnout Inventory

The Maslach Burnout Inventory (MBI) was used to determine burnout experienced by student affairs professionals in this study. The MBI measures burnout on three subscales: Professional Efficacy (PE), Exhaustion (EX), and Cynicism (CY). Participants answered 16 questions using a 0-6 Likert scale rating.

#### 4.3.1 Professional Efficacy

The MBI has six questions that were combined for the Professional Efficacy value. These were questions 5, 7, 10, 11, 12, and 16. A total score of 30 or more constitutes a

high PE. A total score between 24 and 29 constitutes a moderate PE. A total score of 23 or lower constitutes a low PE. As shown in Table 4.3.1, 60 respondents had a high PE score of 30 or more. Twenty-nine respondents showed a moderate PE score between 24 and 29, and four respondents had a low PE score of 23 or less. A low PE value is indicative of burnout.

Table 4.1 *Professional Efficacy by Demographics*

	Low	%	Moderate	%	High	%
<b>Professional Level</b>						
Entry-level	1	5.88	7	41.18	9	52.94
Mid-level	2	1.51	20	30.30	44	66.67
Senior-level	1	11.11	2	22.22	6	66.67
<b>Gender</b>						
Male	1	4.35	8	34.78	14	60.87
Female	3	4.35	21	30.43	45	65.22
<b>Institution Type</b>						
4 year private	2	4.65	15	34.88	26	60.47
4 year public	1	2.33	13	30.23	29	67.44
2 year public	1	16.67	1	16.67	4	66.67
<b>Institution Size by Student Population</b>						
10,000 plus	3	6.25	13	27.08	32	66.67
3,000 – 9,999	1	4.17	8	33.33	15	62.5
Fewer than 3,000	0	0	8	40.00	12	60.00
<b>Family Status</b>						
Partnered	4	8.70	13	28.26	29	63.04
Single	0	0	13	39.39	20	60.60
Partnered parent	0	0	3	30.00	7	70.00
Single parent	0	0	0	0	2	100.00
<b>On-Call</b>						
Yes	3	4.84	18	29.03	41	66.13
No	1	3.33	11	36.67	18	60.00
<b>Position Type in Student Affairs</b>						
Residence Life and Housing	1	3.45	11	37.93	17	58.62
Not Residence Life/Housing	3	7.31	9	21.95	29	70.73
Did not disclose	0	0	9	40.90	13	59.09

Thus, as we see depicted in the table above, demographic factors did not appear to be related to burnout as would have been revealed by predominantly low PE scores.

### 4.3.2 Exhaustion

The MBI combined five questions for the Exhaustion (EX) score: questions 1, 2, 3, 4 and 6. A total score of 16 or more constituted high EX. A score between 11 and 15 showed moderate EX and a score of 10 or less was low EX.

Table 4.2 *Exhaustion by Demographics*

	Low	%	Moderate	%	High	%
<b>Professional Level</b>						
Entry-level	6	35.29	5	29.41	6	35.29
Mid-level	13	19.70	36	54.55	17	25.76
Senior-level	3	33.33	2	22.22	4	44.44
<b>Gender</b>						
Male	9	39.13	7	30.43	7	30.43
Female	36	52.17	13	18.84	20	28.99
<b>Institution Type</b>						
4 year private	21	48.84	8	18.60	14	32.56
4 year public	23	53.49	9	20.93	11	25.58
2 year public	1	16.67	3	50.00	2	33.33
<b>Institution Size by Student Population</b>						
10,000 plus	25	52.08	7	14.58	16	33.33
3,000 – 9,999	12	50.00	6	25.00	6	25.00
Fewer than 3,000	8	40.00	7	35.00	5	25.00
<b>Family Status</b>						
Partnered	21	45.65	8	17.39	17	36.96
Single	17	51.52	9	27.27	7	21.21
Partnered parent	5	50.00	2	20.00	3	30.00
Single parent	1	50.00	1	50.00	0	0.00
<b>On-Call</b>						
Yes	31	50.00	15	24.19	16	25.81
No	14	46.67	5	16.67	11	36.67
<b>Position Type within Student Affairs</b>						
Residence Life/Housing	14	48.28	6	20.69	9	31.03
Not Residence Life/Housing	18	43.90	9	21.95	14	34.15
Did not disclose	13	59.09	5	22.73	4	18.18

As shown in Table 4.2, 45 responses showed a high EX score of 16 or more. Twenty-seven responses showed a moderate EX score (between 11 and 15), and 20



responses indicated a low EX score of 10 or less. A high EX score would be indicative of burnout. The results suggest slightly more than half of the respondents reported experiencing moderate to high levels of Exhaustion, which would be consistent with increasing signs of burn-out.

#### 4.3.3 Cynicism

The MBI combined five questions for the Cynicism (CY) score. Those were questions 8, 9, 13, 14, and 15. A total score of 11 or more constitutes high CY. A total score of between 6 and 10 constitutes a moderate CY score. A total score of 5 and below constitutes low CY. A high score in CY is indicative of burnout. Sixty-two responses revealed a high CY score of 11 or more. Twenty-seven responses indicated a moderate CY score between 6 and 10, and four responses indicated a low CY score of 5 or less. This suggests that 89 of the 93 respondents showed indications of high levels of Cynicism which is indicative of burnout.

Table 4.3 *Cynicism by Demographics*

	Low	%	Moderate	%	High	%
<b>Professional Level</b>						
Entry-level	0	0.00	4	23.53	13	76.47
Mid-level	4	6.06	20	30.30	42	63.64
Senior-level	0	0.00	2	22.22	7	77.78
<b>Gender</b>						
Male	1	4.35	5	21.74	17	73.91
Female	3	4.35	21	30.43	45	65.22
<b>Institution Type</b>						
4 year private	2	4.65	8	18.60	33	76.74
4 year public	2	4.65	18	41.86	23	53.49
2 year public	0	0.00	0	0.00	6	100.00
<b>Institution Size by Student Population</b>						
10,000 plus	2	4.17	16	33.33	30	62.50
3,000 – 9,999	7	29.17	2	8.33	15	62.50
Fewer than 3,000	0	0.00	17	85.00	3	15.00
<b>Family Status</b>						
Partnered	2	4.35	12	26.09	32	69.57
Single	2	6.06	9	27.27	22	66.67
Partnered parent	0	0.00	4	40.00	6	60.00
Single parent	0	0.00	0	0.00	2	100.00
<b>On-Call</b>						
Yes	3	4.84	18	29.03	41	66.13
No	1	3.33	8	26.67	21	70.00
<b>Position Type within Student Affairs</b>						
Residence Life/Housing	1	3.45	10	34.48	18	62.07
Not Residence Life/Housing	1	2.44	11	26.83	29	70.73
Did not disclose	2	9.09	5	22.73	15	68.18

#### 4.4 Areas of Worklife Survey

The Areas of Worklife Survey (AWS) consisted of 28 statements where the respondents reported their degree of agreement with each statement on a five point Likert scale where 1= strongly disagree, 2=disagree, 3=neutral or difficult to decide, 4= agree, and 5=strongly agree.

The 28 questions were divided into six areas consisting of Workload, Control, Reward, Community, Fairness, and Values. Scores were scored as directed in the AWS manual where specific questions were reverse scored. Scores were then averaged within each of the six areas of work life included in the survey.

The AWS measures the degree of congruence or “fit” between an employee and the workplace in these six areas. A score of 3 or better is considered to indicate high congruence or a good match between the employee and the workplace environment. A score of less than 3 suggests a mismatch or “bad fit” between the employee and the workplace, as measured by these six areas. Mismatches or bad fits can lead to exhaustion, cynicism, and burnout.

#### 4.4.1 Workload

On the AWS, five questions were scored and averaged for the Workload score. Those were questions 1, 2, 3, 4, and 5 where questions 1, 2, and 3 were reverse-scored prior to calculating the average of the Workload category. The results are depicted in Table 4.4.1 below.

There were 10 scores that averaged 4 (agree) and above. Thirty-eight respondents reported an average score between 3 and 3.9 (neutral or hard to decide). Forty-five respondents scored an average of 2 (disagree) and below. Table 4.4.1 illustrates the results.

Table 4.4 *Workload by Demographics*

	Agree	%	Neutral	%	Disagree	%
<b>Professional Level</b>						
Entry-level	5	29.41	7	41.18	5	29.41
Mid-level	4	6.06	27	40.91	35	53.03
Senior-level	1	11.11	3	33.33	5	55.56
<b>Gender</b>						
Male	3	13.04	6	26.09	14	60.87
Female	7	10.14	31	44.93	31	44.93
<b>Institution Type</b>						
4 year private	5	11.63	15	34.88	23	53.49
4 year public	5	11.63	18	41.86	20	46.51
2 year public	1	16.67	3	50.00	2	33.33
<b>Institution Size</b>						
10,000 or more students	2	4.17	22	45.83	24	50.00
3,000 – 9,999 students	5	20.83	7	29.17	12	50.00
Fewer than 3,000	3	15.00	8	40.00	9	45.00
<b>Family Status</b>						
Partnered	2	4.35	19	41.30	25	54.35
Single	6	18.18	13	39.39	14	42.42
Partnered parent	1	10.00	3	30.00	6	60.00
Single parent	0	0.00	2	100.00	0	0.00
<b>On-Call</b>						
Yes	9	14.52	25	40.32	28	45.16
No	1	3.33	12	40.00	17	56.67
<b>Position Type within Student Affairs</b>						
Residence Life/Housing	1	3.45	14	48.28	14	48.28
Not Residence Life/Housing	7	17.07	11	26.83	23	56.10
Did not disclose	2	9.09	12	54.55	8	36.36

As the results show in the table show, the responses according to demographics were nearly equal in those who felt the workplace environment was a good match and those who did not.

## 4.4.2 Control

Four questions on the AWS were scored and averaged to arrive at the Control score. These were questions 6, 7, 8, and 9. The scores were not reverse-scored prior to calculating the average of the Control category.

There were 48 scores that averaged 4 (agree) and above. Thirty-seven participants reported an average score between 3 and 3.9 (neutral or hard to decide). Eight participants scored an average of 2 (disagree) and below.

Table 4.5 *Control by Demographics*

	Agree	%	Neutral	%	Disagree	%
<b>Professional Level</b>						
Entry-level	10	58.82	5	29.41	2	11.76
Mid-level	32	48.48	29	43.94	5	7.58
Senior-level	5	55.56	3	33.33	1	11.11
<b>Gender</b>						
Male	11	47.83	8	34.78	4	17.39
Female	36	52.17	29	42.03	4	5.80
<b>Institution Type</b>						
4 year private	22	51.16	16	37.21	5	11.63
4 year public	4	9.30	19	44.19	20	46.51
2 year public	1	16.67	4	66.67	1	16.67
<b>Institution Size</b>						
10,000 or more students	28	58.33	15	31.25	5	10.42
3,000 – 9,999 students	9	37.50	13	54.17	2	8.33
Fewer than 3,000	12	60.00	7	35.00	1	5.00
<b>Family Status</b>						
Partnered	5	10.87	4	8.70	1	2.17
Single	18	54.55	14	42.42	1	3.03
Partnered parent	5	50.00	4	40.00	1	10.00
Single parent	2	100.00	0	0.00	0	0.00
<b>On-Call</b>						
Yes	31	50.00	25	40.32	6	9.68
No	16	53.33	12	40.00	2	6.67
<b>Position Type within Student Affairs</b>						
Residence Life/Housing	16	55.17	12	41.38	1	3.45
Not Residence Life/Housing	18	43.90	17	41.46	6	14.63
Did not disclose	13	59.09	8	36.36	1	4.55

## 4.4.3 Reward

Four questions on the AWS were scored and averaged for the Reward score.

Those were questions 10, 11, 12, and 13 where questions 12 and 13 were reverse-scored prior to calculating the average of the Reward category.

Table 4.6 *Reward by Demographics*

	Agree	%	Neutral	%	Disagree	%
<b>Professional Level</b>						
Entry-level	3	17.65	11	64.71	3	17.65
Mid-level	5	7.58	40	60.61	21	31.82
Senior-level	0	0.00	6	66.67	3	33.33
<b>Gender</b>						
Male	3	13.04	15	65.22	5	21.74
Female	5	7.25	42	60.87	22	31.88
<b>Institution Type</b>						
4 year private	3	6.98	28	65.12	12	27.91
4 year public	5	11.63	25	58.14	13	30.23
2 year public	0	0.00	4	66.67	2	33.33
<b>Institution Size by student population</b>						
10,000 plus	3	6.25	31	64.58	14	29.17
3,000 – 9,999	8	33.33	16	66.67	5	20.83
Fewer than 3,000	1	5.00	11	55.00	8	40.00
<b>Family Status</b>						
Partnered	4	8.70	28	60.87	14	30.43
Single	4	12.12	20	60.61	9	27.27
Partnered parent	0	0.00	7	70.00	3	30.00
Single parent	0	0.00	2	100.00	0	0.00
<b>On-Call</b>						
Yes	6	9.68	43	69.35	13	20.97
No	2	6.67	14	46.67	14	46.67
<b>Position Type within Student Affairs</b>						
Residence Life/Housing	3	10.34	16	55.17	10	34.48
Not Residence Life/Housing	2	4.88	26	63.41	13	31.71
Did not disclose	3	13.64	15	68.18	4	18.18

Eight scores averaged 4 (agree) and above. Fifty-eight participants reported an average score between 3 and 3.9 (neutral or hard to decide). Twenty-seven participants scored an average of 2 (disagree) and below.

## 4.4.4 Community

Five questions on the AWS were scored and averaged for the Workload score.

These were questions 14, 15, 16, 17, and 18, where question 18 was reverse-scored prior to calculating the average of the Community category. There were 33 scores that averaged 4 (agree) and above. Forty-five participants reported an average score between 3 and 3.9 (neutral or hard to decide). Fifteen participants scored an average of 2 or below.

Table 4.7 *Community by Demographics*

	Agree	%	Neutral	%	Disagree	%
<b>Professional Level</b>						
Entry-level	9	52.94	5	29.41	3	17.65
Mid-level	21	31.82	37	56.06	10	15.15
Senior-level	3	33.33	4	44.44	2	22.22
<b>Gender</b>						
Male	2	8.70	16	69.57	5	21.74
Female	26	37.68	33	47.83	10	14.49
<b>Institution Type</b>						
4 year private	14	32.56	22	51.16	7	16.28
4 year public	17	39.53	20	46.51	6	13.95
2 year public	2	33.33	2	33.33	2	33.33
<b>Institution Size</b>						
10,000 or more students	19	39.58	22	45.83	7	14.58
3,000 – 9,999 students	10	41.67	11	45.83	3	12.50
Fewer than 3,000	4	20.00	11	55.00	5	25.00
<b>Family Status</b>						
Partnered	19	41.30	18	39.13	9	19.57
Single	12	36.36	17	51.52	4	12.12
Partnered parent	2	20.00	7	70.00	1	10.00
Single parent	1	50.00	1	50.00	0	0.00
<b>On-Call</b>						
Yes	23	37.10	30	48.39	9	14.52
No	10	33.33	14	46.67	6	20.00
<b>Position Type within Student Affairs</b>						
Residence Life and Housing	11	37.93	15	51.72	3	10.34
Not Residence Life and Housing	13	31.71	19	46.34	9	21.95
Did not disclose	9	40.91	10	45.45	3	13.64

#### 4.4.5 Fairness

The AWS has six questions that were scored and averaged for the Fairness score. These involved questions 19, 20, 21, 22, 23, and 24, where questions 23 and 24 were reverse-scored prior to calculating the average of the Fairness category.

There was 1 score that averaged 4 (agree) and above. Forty participants reported an average score between 3 and 3.9 (neutral or hard to decide). Fifty-two participants scored an average of 2 (disagree) and below.

Table 4.8 *Fairness by Demographics*

	Agree	%	Neutral	%	Disagree	%
<b>Professional Level</b>						
Entry-level	1	5.88	9	52.94	7	41.18
Mid-level	0	0.00	26	39.39	40	60.61
Senior-level	0	0.00	3	33.33	6	66.67
<b>Gender</b>						
Male	0	0.00	9	39.13	14	60.87
Female	1	1.45	29	42.03	39	56.52
<b>Institution Type</b>						
4 year private	0	0.00	15	34.88	28	65.12
4 year public	1	2.33	23	53.49	19	44.19
2 year public	0	0.00	0	0.00	6	100.00
<b>Institution Size</b>						
10,000 or more students	1	2.08	21	43.75	26	54.17
3,000 – 9,999 students	0	0.00	10	41.67	14	58.33
Fewer than 3,000	0	0.00	7	35.00	13	65.00
<b>Family Status</b>						
Partnered	0	0.00	18	39.13	28	60.87
Single	1	3.03	15	45.45	17	51.52
Partnered parent	0	0.00	4	40.00	6	60.00
Single parent	0	0.00	1	50.00	1	50.00
<b>On-Call</b>						
Yes	0	0.00	28	45.16	34	54.84
No	1	3.33	10	33.33	19	63.33
<b>Position Type within Student Affairs</b>						
Residence Life and Housing	1	3.45	9	31.03	19	65.52
Not Residence Life and Housing	0	0.00	18	43.90	23	56.10
Did not disclose	0	0.00	11	50.00	11	50.00



## 4.4.6 Values

The AWS has four questions that were scored and averaged for the Values score. These included questions 25, 26, 27, and 28. None of the scores were reverse-scored prior to calculating the average of the Values category. There were 38 scores that averaged 4 (agree) and above. Forty-six participants reported an average score between 3 and 3.9 (neutral or hard to decide). Nine participants scored an average of 2 or below.

Table 4.9 *Values by Demographics*

	Agree	%	Neutral	%	Disagree	%
<b>Professional Level</b>						
Entry-level	10	58.82	5	29.41	2	11.76
Mid-level	26	39.39	33	50.00	7	10.61
Senior-level	0	0.00	6	66.67	3	33.33
<b>Gender</b>						
Male	10	43.48	12	52.17	1	4.35
Female	29	42.03	32	46.38	8	11.59
<b>Institution Type</b>						
4 year private	17	39.53	22	51.16	4	9.30
4 year public	22	51.16	17	39.53	4	9.30
2 year public	0	0.00	5	83.33	1	16.67
<b>Institution Size</b>						
10,000 or more students	23	47.92	22	45.83	3	6.25
3,000 – 9,999 students	8	33.33	14	58.33	2	8.33
Fewer than 3,000	8	40.00	8	40.00	4	20.00
<b>Family Status</b>						
Partnered	19	41.30	23	50.00	4	8.70
Single	16	48.48	13	39.39	4	12.12
Partnered parent	4	40.00	6	60.00	0	0.00
Single parent	0	0.00	2	100.00	0	0.00
<b>On-Call</b>						
Yes	28	45.16	28	45.16	6	9.68
No	11	36.67	16	53.33	3	10.00
<b>Position Type within Student Affairs</b>						
Residence Life and Housing	12	41.38	16	55.17	1	3.45
Not Residence Life and Housing	17	41.46	17	41.46	7	17.07
Did not disclose	10	45.45	11	50.00	1	4.55

#### 4.5 Mobile Tech Use

The final section of the survey for this study included six questions related to after-hours mobile technology use. Participants were asked to report an average number of text messages, emails, and phone calls they responded to after hours each day. Additionally, participants were asked if they were expected to respond after work hours and if they found responding to after-hours text messages, emails and phone calls to be intrusive to their personal life. Finally, participants were asked to report the average number of hours per day they spend responding to after-hours work related text messages, emails, and phone calls. Any response that reported a range was calculated as an average of that range.

The participants reported responding to an average of 2.5 work-related texts messages after hours each day. Participants reported responding to an average of less than one (0.8) work-related phone calls after hours each day. The participants reported responding to an average of 7.8 work-related emails per day.

Sixty participants reported spending less than an hour each day responding to work-related texts, emails, and phone calls after hours. Twenty-two participants reported spending between one and two hours per day responding to work-related texts, emails, and phone calls after hours. Six participants reported spending between three and four hours per day responding to work-related texts, emails and phone calls after hours. Three participants reported spending more than 5 hours per day responding to work-related text, emails, and phone calls.

Thirty-seven participants reported they were expected to respond to after-hours work-related texts, emails, and phone calls where 53 reported they were not expected to

respond. Forty-four participants felt that responding to after-hours work-related texts, emails, and phone calls interfered with their personal life while 41 participants did not feel their response to after-hours work-related texts, emails, and phone calls interfered with their personal life.

#### 4.6 Descriptive Statistics

The statistical software SPSS was used to examine the data collected for this study. The figure below displays the descriptive statistics for the total MBI score for each participant as well as the reported total mobile tech contacts each participant reported for this study.

The total MBI score combines each participant's score for each of the three sub-areas of the MBI survey: Professional Efficacy, Control, and Cynicism. The total mobile contacts score combines all reported after hour mobile contacts the participants received between email, text messages, and phone calls. In the case where a participant did not answer a question on the MBI section of the survey or the mobile tech usage section of the survey, an average score of the subsection was used.

The minimum MBI Total score was 68 whereas the maximum was 144. The standard deviation of the MBI Total score was 16.1896. The minimum for Total Mobile Contacts was zero where the maximum was 50. The standard deviation for the Total Mobile Contacts was 12.1977.

#### 4.7 Multiple Regression

The table below shows the ANOVA analysis between MBI Total score and Total Mobile Tech Contacts. The significance level is 0.750 meaning  $p=.750$ . Because  $p$  is above 0.5, there is not a statistically significant difference between the mean MBI Total score and the Total Mobile Tech Contacts and the model is not a good fit for the data.

Table 4.10 *ANOVA Analysis of MBI Total and Total Mobile Tech Contacts*

Regression df	Residual df	F	Sig
1	90	.102	.750

The regression model between burnout and mobile tech use is shown below. The predictor produced  $R^2 = .001$ ,  $F(1, 90) = .102$ ,  $p > .05$ . As shown in the table below, mobile tech use does not have a significant impact on burnout among student affairs professionals. The following table shows relevant data from the Coefficients output.

Table 4.11 *Coefficients Output*

Model Variable	B	t	Sig
(Constant)	120.936	52.264	.000
Total Tech Contact	.045	.320	.750

The table below shows the ANOVA analysis between MBI Total score and AWS Values. The significance level is .000 meaning  $p=.000$ . Because  $p$  is below 0.005, there is a statistically significant difference between the mean MBI Total score and the AWS Values and the model is a good fit for the data.

Table 4.12 ANOVA of MBI Total Scores and AWS Values

Regression df	Residual df	F	Sig
6	85	5.616	.000

The multiple regression analysis between burnout and the workplace environment is shown below. The predictor produced  $R^2 = 0.23$ ,  $F(6, 91) = 5.62$ ,  $p < 0.05$ . The data indicates a relationship between burnout and the workplace environment. The model is a good fit for the data. The equation is:  $\text{Burnout} = 77.68 + (.73 * \text{Workload}) + (10.23 * \text{Control}) - (1.95 * \text{Reward}) - (2.16 * \text{Community}) - (4.38 * \text{Fairness}) + (7.61 * \text{Values})$ .

Table 4.13 Coefficients Output for MBI Total and AWS Scores

Model Variable	B	t	Sig
(Constant)	77.682	6.646	.000
AWS Workload	.732	.357	.722
AWS Control	10.233	3.898	.000
AWS Reward	-1.949	-.503	.616
AWS Community	-2.155	-.886	.378
AWS Fairness	-4.370	-1.475	.144
AWS Values	7.613	2.404	.018

The indicators of the workplace environment that demonstrate significant impact on burnout (with a  $p < 0.05$  or better) are *Control* ( $p = 0.000$ ) and *Values* ( $p = 0.018$ ).

Even though the sample size was not large enough for analysis to show significant results, a multiple regression including all variables was performed. Given the limitation of the sample size, a model with a good fit for the data was discovered,  $F(8, 83) = 4.121$ ,  $p < .0005$ . The table below shows relevant data from the ANOVA output.

Table 4.14 ANOVA for All Variables

Regression df	Residual df	F	Sig
8	83	4.121	.000

The equation is  $MBI\ Total = 77.71 + (.88 * AWS\ Workload\ Average) + (10.21 * AWS\ Control\ Average) - (1.930 * AWS\ Reward\ Average) - (2.12 * AWS\ Community\ Average) - (4.46 * AWS\ Fairness\ Average) + (7.632 * AWS\ Values\ Average) + (.03 * Total\ Mobile\ Tech\ Contacts) - (.36 * Position\ Level)$ . The following table shows relevant data from the Coefficients output.

Table 4.15 *Coefficients Output for All Variables*

Model Variable	B	t	Sig
(Constant)	77.706	5.200	.000
AWS Workload	.881	.373	.710
AWS Control	10.213	3.898	.000
AWS Reward	-1.930	-.492	.624
AWS Community	-2.115	-.854	.395
AWS Fairness	-4.460	-1.433	.156
AWS Values	7.632	2.374	.020
Total Tech Contact	.025	.174	.862
Position Level	-.365	-.120	.905

There were two variables added statistically significantly to the prediction,  $p < .05$ . Those two variables were AWS Control Average and AWS Values Average.

A series of chi-square tests were performed to determine if a relationship existed between student affairs position level and burnout, mobile tech use, and the various areas of work life categories. A chi square test revealed no relationship between student affairs level and burnout,  $X^2(36, N=92) = 38.44, p = .36$ . A second chi square test showed no relationship between student affairs position level and mobile tech use,  $X^2(82, N=92) = 94.03, p = .17$ . A third chi square test revealed no relationship between student affairs position level and any of the six AWS areas; Workload,  $X^2(42, N=92) = 52.14, p = .14$ , Control,  $X^2(26, N=92) = 21.10, p = .74$ , Reward,  $X^2(20, N=92) = 16.23, p = .70$ , Community,  $X^2(32, N=92) = 30.94, p = .52$ , Fairness,  $X^2(38, N=92) = 49.88, p = .09$ , and

Values,  $X^2(28, N=92)=25.45, p=.60$ . The following table shows the relevant data from the various chi square outputs.

Table 4.16 *Pearson Chi-square of Variables by Professional Level*

Model Variable	Pearson Chi-square Value	df	Sig
MBI Total	38.438	36	.360
AWS Workload	52.141	42	.136
AWS Control	21.080	26	.738
AWS Reward	16.287	20	.699
AWS Community	30.943	32	.520
AWS Fairness	49.876	38	.094
AWS Values	25.476	28	.602
Total Tech Contact	94.028	82	.171

#### 4.8 Summary

This chapter presented the description of the participants and the data from the perspective of the Maslach Burnout Inventory (MBI), the Areas of Worklife Survey (AWS), and questions related to mobile technology usage as reported by the participants. This chapter concluded with descriptive statistics and multiple regression outputs for the data set included in this study.

## CHAPTER 5. CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

This chapter is focused on the conclusions from the study as they relate to the literature. A discussion of the findings follows the conclusions. This chapter will conclude with recommendations related to this study as well as recommendations for future research in the area of burnout of student affairs professionals.

### 5.1 Conclusions

The research questions for this study were:

1. What is the effect of the pervasive use of mobile technology on the level of workplace burnout experienced by student affairs professionals?
2. Is there a difference in the burnout rate of entry-, mid-, and senior-level student affairs professionals?
3. Does the quality of the workplace environment have an effect on the level of workplace burnout experienced by student affairs professionals?

The findings of this study must be interpreted with caution, in light of the low response rate to the surveys.

In response to research question number one, there did not appear to be a significant correlation between the pervasive use of mobile technology and workplace burnout experienced by student affairs professionals.



In response to research question number two, not enough data were collected to accurately compare the degree to which burnout is experienced by the three levels of student affairs professionals. As described in Chapter 3, this research depended on receiving at least 65 responses for each level of student affairs professionals. The actual data collected included 17 responses for entry-level professionals, 66 responses for mid-levels professionals, and nine responses for senior level professionals.

However, in response to research question number three, the workplace environment was found to have a significant impact on burnout experienced by student affairs professionals. With a p value  $< 0.05$ , AWS Control (0.000) and AWS Values (0.018) were found to be statistically significant when measuring impact burnout in student affairs professionals.

The findings from the MBI survey suggested that most student affairs professionals experienced moderate to high levels of exhaustion accompanied by increasing levels of cynicism or feelings of depersonalization at work. This may relate the lack of control or feelings of not being valued, as evidenced in the AWS findings. In terms of personal accomplishment or professional efficacy, the findings showed an even split between student affairs professionals who felt a sense of personal accomplishment and those who did not.

## 5.2 Discussion

The sample size for this study was not large enough to show significant results. The study needed a sample size of 190 for an adequate multiple regression. However, there were only 92 responses in this study. Additionally, the anticipated response rate of

46.75%, an average of two similar studies who reported response rates of 44.4% (Boehman, 2006) and 49.1% (Lombardi, 2013), was not achieved. However, when examining the data collected, it may be posited that the moderating factor of the work place environment influences burnout in student affairs professionals more so than the after-hours use of mobile technology.

Unlike the burnout research that has been conducted with teachers that largely examines emotional exhaustion (Brouwers & Tomic, 2000; Byrne, 1991; Russell et al., 1987; Schwab et al., 1986; Vandenberghe & Huberman, 1999), the stress of the workload experienced by classroom teachers (Byrne, 1991; Farber, 1991; Kyriacou, 1987), and the lack of social support and low pay (Farber, 1991; Russell et al., 1987; Vandenberghe & Huberman, 1999), the workplace environmental factors of values and control over one's workload seem to be the larger correlations of workplace burnout experienced by student affairs professionals.

Given the limitations of this study, the results are suggestive, rather than conclusive. Based on an analysis of the data obtained, it does not appear that after-hours mobile technology use plays a significant role in contributing to burnout experienced by student affairs professionals. Likewise, the MBI results suggested moderate to high levels of exhaustion and cynicism among the student affairs professionals who participated in this study, but also reflected an even division when it came to job satisfaction as measured by professional efficacy. It would be advantageous in the future to replicate this study with a larger sample size. It may also be helpful to survey student affairs professionals through their places of employment as opposed to attempting to gather data at a national conference or via a national association.

This research did find that control over one's workload and the values operant in the workplace environment are significantly related to burnout. In other studies, it has been found that control over workload and values mismatch contribute to feelings of exhaustion and depersonalization (or cynicism) which inevitably result in higher levels of burnout. Technology use did not appear to be a determinative or moderating factor in burnout. Therefore a new theorized model is presented below.



*Figure 5.1* Stark Student Affairs Professionals Burnout Hypothesized Model

Future research in this area could explore these two factors (control of workload and workplace values) in order to gain a better understanding of how these two workplace environmental factors impact burnout experienced by student affairs professionals. A study by Leiter and Shaughnessy (2006), suggested that burnout is a multidimensional phenomenon and that control (or lack of control) over one's workload may be indirectly related to burnout. This relationship is depicted in their model, presented in Figure 5.2 below.

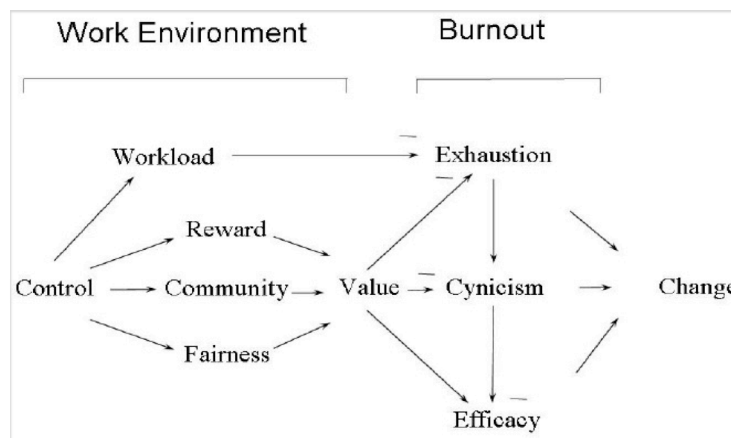


Figure 5.2 Leiter & Shaughnessy (2006) Hypothesized Model

They concluded that lack of control and mismatch between an employee and workplace values can undermine the capacity of an employee to develop, thrive, and feel valued within the workplace. Fairness and recognition seemed, according to their study, to ameliorate or lessen the feelings of burnout – but did not eliminate them. Future research may wish to examine how the work environmental factors affect attitudes (as opposed to behaviors) and how this may interfere with development of positive working relationships and lead to psychological withdrawal or behavioral issues.

### 5.3 Recommendations for Future Research

This research, though limited in scope and findings, nevertheless, suggests a number of recommendations, presented in two categories. The first category of recommendations provides suggestions to improve this study should it be replicated. A more robust data collection method should be used to increase sample size. It is recommended that researchers utilize social media to recruit participants in future studies. The timing of the

survey should be carefully selected. While the thought of releasing a survey off the cusp of a national conference was thought to be good timing, the response rate suggests otherwise. Perhaps a more timely release of a survey is over the summer months or the middle of the fall semester. These two time frames are often lulls in workload for many student affairs professionals. If a survey is launched during a national conference in the spring semester, it is recommended to collect surveys in person at the conference if the conference allows. The final recommendation in this category is to utilize a different data collection method for recording mobile technology usage. Consider creating a mechanism whereby participants record daily mobile contacts over a defined period of time in order to increase accuracy of this data set.

The second category of recommendations provides suggestions of future research as a result of this study. Future research may wish to focus on exploring burnout in student affairs between genders as well as differing family status. Exploration in this area could guide best practices when it comes to employee support by gender and family status. While there has been some research completed on work-family interactions and burnout (Leiter, Gascón, & Martínez-Jarreta, 2010; Martinussen et al., 2007), that research has been primarily focused on police officers. There is room to expand burnout research in this area as it might pertain to student affairs professionals.

Another area of future research is the exploration of burnout experienced within the variety of position types within student affairs. The varying expectations and workload experienced by different facets of student affairs could provide insight in to best practices of employee support specific to each area of the field. This type of research could expand upon the existing research on nurses and other medical professionals

(Aiken et al., 2002; Demerouti, Bakker, Nachreiner, Schaufeli, 2000; Park et al., 2011). The final recommendation for future research as a result of this study is to explore the workplace components of burnout within various institution types and sizes. As a result of this study, future researchers should consider looking specifically at the ‘control’ and ‘values’ sections of the Areas of Work Life survey as it pertains to student affairs professionals’ work environments.

Research has been done that focuses on the work environment (Aiken et al., 2002; Demerouti, Bakker, Nachreiner, Schaufeli, 2000; Vandenberghe & Huberman, 1999). However, the research focuses on the workload of teachers, nurses, and other medical professionals and does not examine ‘control’ or ‘values’ as defined by the Areas of Worklife survey. Such research would shed light on the best practices of employee support specific to institutional settings.

#### 5.4 Summary

This chapter presented the conclusions from the study in relation to the existing literature on burnout. A discussion of the findings of this research study illuminated the lack of responses for any significant findings as it relates to the pervasive use of mobile technology and workplace burnout experienced by student affairs professionals.

This chapter concluded with recommendations related to this study as well as recommendations for future research in the area so we may gain a better understanding of factors related to burnout of student affairs professionals and thus develop appropriate strategies to mitigate burnout and improve employee performance, attitudes and workplace relationships, and enhance overall job satisfaction.

## LIST OF REFERENCES

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## APPENDICES

## Appendix A IRB Paperwork

### RESEARCH EXEMPTION REQUEST – CATEGORY 2 or 3 Purdue University – Institutional Review Board

#### INSTRUCTIONS

Failure to follow these instructions may result in the submission being returned to the principal investigator.

1. Use this form to request an exemption under Title 45 CFR §46.101(b)(2) or (3).
2. Use lay language and spell out acronyms. Do not cut and paste from or refer to grant or abstract.
3. Study activities may not be implemented until the investigator receives final written IRB notification the exemption has been granted.
4. In order to qualify for either of these exemptions, the study must fall into one of the following categories. Additionally you may wish to consult the [decision chart](#) for these categories.
5. Research involving **PRISONERS\*** or other incarcerated individuals (or their existing data and/or specimens) do not qualify for exemption.

**Category 2** involves **ONLY** the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:

- information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and
- any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

**Category 3** involves the use of **ONLY** the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior that is not exempt under category 2 if:

- the human subjects are elected or appointed public officials or candidates for public office; or
- federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

\* **PRISONER** – means any individual involuntarily confined or detained in a penal institution. The term is intended to encompass individuals sentenced to such an institution under a criminal or civil statute, individuals detained in other facilities by virtue of statutes or commitment procedures which provide alternatives to criminal prosecution or incarceration in a penal institution, and individuals detained pending arraignment, trial, or sentencing [45 CFR 46.303(c)].

#### INVESTIGATOR INFORMATION

**HAVE QUESTIONS about this section?**  
[Principal Investigator Eligibility policy](#)  
[Your Role and Education Requirements guidance](#)

**1. Principal Investigator contact information:**

Name and Title	Department	Campus Address	Phone	Email	CITI Training Complete? Y/N
Linda Naimi	Technology (TLI)	Young Hall	496-6939	lnaimi@purdue.edu	Y

**2. Co-Investigators and/or Key Personnel contact information:**

Name and Title	Department/ Institution	Phone	Email	Directly Interacting with Subjects? Y/N	CITI Training Complete? Y/N
Anne Stark, PhD Candidate	Technology (TLI)	Owen Hall	407-873-8998	arstark@purdue.edu	Y

**3. Consultant(s) contact information:**

Name and Title	University/ Institution	Phone	Email	Directly Interacting with Subjects or Accessing Identifiable Information? Y/N

**CONFLICT OF INTEREST****4. Do the investigators or personnel have a significant financial interest in this study?**

X NO - If no, skip to question 6.

 YES - If yes, proceed to question 5.**5. Has a Significant Financial Interest Disclosure Form been filed?** NO - If no, refer to Financial Conflict of Interest: Policy and Procedures. YES - If yes, proceed to question 6 below.**6. Do the investigators or personnel have any other known conflict of interest in this study?**

X NO

 YES - If yes, please explain the conflict: \_\_\_\_\_**STUDY INFORMATION****7. Study Title:** An examination of mobile technology and workplace burnout among student affairs professionals**8. Funding Source:** Select all that apply: Sponsor-External Funds (Includes PRF, Kinley Trust and McCoy awards)

Identify the Sponsor and grant/award number: \_\_\_\_\_

 Departmental Funding: \_\_\_\_\_ Other Self-Funded: 1,000**9. Anticipated Duration of Study:** Please indicate when this project will end December 2015**10. Identify the expected age range(s) of participants to be included or targeted for this research and for which there is a reasonable expectation of enrollment into this research study.**

Check all that apply:

 under 18 years of age 18-64 65 and older**11. Identify where the research data collection will occur.**

Check all that apply:

 Purdue University, please identify campus: \_\_\_\_\_

- Elementary/Secondary School(s), please identify school(s): \_\_\_\_\_  
 Community Center, please identify: \_\_\_\_\_  
 Other University/College, please identify: \_\_\_\_\_  
 International Population(s) studied in their home country or within the US. Please identify the population(s) and the location of the data collection below. **ALSO** Section L, International Research, of the non-exempt research application must be completed and submitted with this exemption request in addition to the required supplemental materials: \_\_\_\_\_  
 Internet  
 Subject's Home  
 Other location(s), please identify: \_\_\_\_\_

**12. Will the study collect data from focus group(s)?**

- NO  
 YES

**13. Will elected or appointed public officials, or candidates for public office, participate in the research?**

- NO  
 YES – Identify which public office(s) participants either hold or are candidates for: \_\_\_\_\_

**14. Will prisoners and/or individuals involved in court-ordered programs or community corrections (or their data and/or specimens) be participants in the research?**

- NO  
 YES - If yes, the research does not qualify for exemption. Please complete and submit a Non-Exempt Research Application for review by the convened board (aka full review).

**15. Will the research involve surveys or interview procedures with participants under age 18?**

- NO  
 YES - If yes, the research does not qualify for exemption. Please complete and submit a Non-Exempt Research Application for review.

**16. Will the research involve observations of participant behavior and the investigators will interact with those participants?**

- NO  
 YES - If yes and the participants will be **under age 18**, the research does not qualify for exemption. Please complete and submit a Non-Exempt Research Application for review.

**STUDY PROCEDURES**

**17. Briefly state your research question using non-technical *lay language* that can be readily understood by someone outside the discipline.**

Does the frequency of after-hours work-related text messages, phone calls, and email effect employee burnout of those working in student affairs positions at institutions of higher education? Does position level matter in this context? Does gender matter in this context?

**18. Will survey procedures be used?** Survey procedures CANNOT be used with children under 18 years of age.

- YES - Identify all surveys to be used **AND** submit them with this exemption request. Maslach Burnout Inventory, Areas of Worklife Survey, and my own questions related to the frequency of after-hours work-related text messages, phone calls, and emails.  
 NO

**19. Will interview procedures be used?** Interview procedures CANNOT be used with children under 18 years of age.

- YES – Describe the interviews **AND** submit all interview questions/scripts with this exemption request.  
 NO



**20. Will educational tests be conducted?**

- YES - Check the test categories to be used below and identify each test in the text box below. If the study tests do not fit into the categories below, the study does **NOT** qualify for this exemption.
- NO - Skip to question 21.
- Cognitive – Identify test(s) below and submit with exemption request.
  - Diagnostic – Identify test(s) below and submit with exemption request.
  - Aptitude – Identify test(s) below and submit with exemption request.
  - Achievement – Identify test(s) below and submit with exemption request.

Identify the tests to be used: \_\_\_\_\_

**21. Will observations of public behavior be made?** Observational research involving sensitive aspects of a participants' behavior, or in settings where subjects have a reasonable expectation of privacy, does **NOT** qualify for exemption.

- YES – Describe the observations **AND** identify the venue(s) where data will be collected. \_\_\_\_\_
- NO

**22. Will audio, visual or image (e.g., photograph) recordings be made?**

- YES - Indicate below the type of recordings to be used. Check all that apply.
- NO - Skip to question 23.

- Audio recordings
- Video recordings
- Image recordings/photographs

**Use of audio, visual or image (e.g., photographs) recordings are only permissible under these Exemptions if:**

- a. they are used for memory purposes ONLY to assist investigators in ensuring the accuracy of their collected data; AND**
- b. they will be destroyed once transcribed.**

Explain in the text box below why the above-checked recording procedure(s) is necessary and how it meets both criteria a and b above. \_\_\_\_\_

**23. Will any other procedures be used to collect data in the study?** Please note, in most cases procedures that do not fall under those identified in questions 18-22 above do not qualify for exemption under these categories 2 and 3.

- YES - Identify all other procedures to be used in the study. \_\_\_\_\_
- NO

**PRIVACY & CONFIDENTIALITY****24. Does this research involve the collection of any data that falls under any federal statute(s) requiring, without exception, that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter?**

- YES - Identify the regulation(s): \_\_\_\_\_
- NO

**25. Describe the provisions to protect the privacy interests of the participants.** Consider the circumstances and nature of information to be obtained, taking into account factors (e.g., age, gender, ethnicity, education level, etc.) that may influence participants' expectations of privacy.

Identifiable participant information will not be collected. General demographic data will be collected however, that data will not be able to be tied back to a specific individual. A link to the survey will be shared in an email. Participants will click on the link to take the survey. I will not be able to find out who supplied what answers to the surveys.

**26. Indicate below how the investigator will receive/record the research data.**

- No identifiable data received – **Skip to question 30.**  
 Coded data received; investigators have NO access to code key – **Skip to question 30.**  
 Coded data will be received; investigators have access to code key  
 Identifiable data received/recorded by investigators

**27. Describe what provisions, if any, will be taken to maintain confidentiality of identifiable data (e.g., surveys, audio, video, etc.).** Please state where the data will be stored, how long it will be kept and who will access it.

Data will be stored in a Qualtrics survey database for one year. No identifiable data will be collected. Only the researchers on this form will have access to the data.

**28. Will identifiable data and/or coded (linked) data be made available to anyone other than the research team?**

- NO  
 YES - If yes, please identify to whom data will be made available and the reason for the disclosure. \_\_\_\_\_

**29. Indicate below what will happen to the identifiable data at the end of the study.**

- Identifiers permanently removed from the data and destroyed  
 Recordings transcribed without identifiers and destroyed  
 Identifiable or coded (that can be linked) data are retained

#### RECRUITMENT

**30. Identify below all recruitment procedures and materials used in the study.** Submit a copy of all materials or text summaries for phone calls and media advertisements.

- Face-to-face contact  
 Flyer(s)  
 Letter (s)  
 Phone  
 Email(s)  
 Media Advertisement(s) – Indicate below the media outlet used  
 newspaper  
 radio  
 television  
 social media site(s) – identify media site(s) below: \_\_\_\_\_

**31. Briefly describe how potential participants will be contacted and identify who will contact them.**  
An email containing the purpose of the study and as well as a request for participation will be sent to the members of a large national organization of student affairs professionals; American College Personnel Association (ACPA). By sending the email from the organization, there is legitimacy added to the request for participation.

**32. Is participant contact information publicly available?**

- NO  
 YES - skip to question 35.

**33. Will you obtain participant contact information from records?**

- NO  
 YES – Indicate record type below.
- Education records
  - Employment records
  - Medical Records
  - Other – Explain: \_\_\_\_\_

**34. Explain how you will have permissible access to the records identified above. As a member of the organization, American College Personnel Association (ACPA) I am able to request that the organization email the membership requesting participation. I will not have access to the membership list.**

#### COMPENSATION

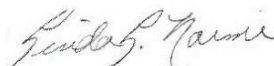
**35. Will you give the participants gifts, payments, compensation, reimbursement, or services in return for their participation in the research study? See guidance Compensation for Research Participation.**

- NO - Skip to Principal Investigator's Assurance section.  
 YES - Describe the compensation type (e.g. monetary, extra credit, etc.) and amount: \_\_\_\_\_

**Extra credit** – When extra credit is used as compensation for research participation, it cannot exceed 3% of the participant's grade. The investigator is obligated to make the class instructor aware of this limit and the requirement that students be offered an alternative non-research activity, comparable in time and effort, to earn a comparable amount of extra credit.

#### PRINCIPAL INVESTIGATOR'S ASSURANCE

As principal investigator of this study, I assure that the information supplied in this form and attachments are complete and correct. I have read the Researcher Responsibilities and will conduct this research in accordance with these requirements.



Principal Investigators Signature: \_\_\_\_\_ Date: 1-19-15

Submit this signed form and attachments to the Human Research Protection Program office either via hardcopy or electronically. **Forms received without signatures will be returned.** A signed form and attachments can be submitted electronically as an email attachment to [irb@purdue.edu](mailto:irb@purdue.edu). If a signed form is submitted electronically, a paper copy need not be submitted.

Campus Address:  
 Human Research Protection Program  
 YONG 10<sup>th</sup> Floor, Rm. 1032  
 765-494-5942  
[irb@purdue.edu](mailto:irb@purdue.edu)  
 Office Hours: M-F 8-11 am 1-5 pm

U.S Mail Address:  
 Human Research Protection Program  
 Purdue University  
 YONG, Rm. 1032  
 155 Grant Street  
 West Lafayette, IN 47906-2114

**QUESTIONS?** Call our office at 765-494-5942 or attend walk-in hours.

WALK-IN HOURS – Come speak to a Protocol Analyst  
 Monday 9:30 am - 11:30 am  
 Tuesday 2:00 pm - 4:00 pm  
 Thursday 9:30 am - 11:30 am



**Purpose of the Research Study:** The purpose of this research study is to examine the effect of mobile technology use on work attitudes in student affairs. This research is being conducted by Anne Stark, Assistant Director of Residential Life and PhD candidate at Purdue University. Anne is supervised by Dr. Linda Naimi, Associate Professor in Technology, Leadership, and Innovation in the College of Technology at Purdue University.

**Process:** You will complete a survey, which may take 8-12 minutes to complete. The survey includes questions about the frequency of your mobile technology use and your work attitudes over the last year. Demographic information (e.g., age, gender, professional experience, etc) will also be collected so that the general traits of the participant group can be accurately described.

**Benefits of this Research Study:** There are no direct benefits to the participant. You may be contributing to knowledge about the effect of mobile technology use and work attitudes in student affairs which may inform future practice of the field.

**Risks or discomforts:** No risks or discomforts are anticipated from taking part in this research study. If you feel uncomfortable with a question, you can skip that question or withdraw from the research study altogether. Breach of confidentiality is a risk and the safeguards used to minimize this risk can be found in the confidentiality section.

**Confidentiality:** Participants will remain anonymous. Responses will be shared in terms of trends in the data collected. Data collected will be stored in the survey tool. Data will be kept for one year. Data collected will only be accessible by the primary investigators of this project. The project's research records may be reviewed by departments at Purdue University responsible for regulatory and research oversight

**Decision to quit at any time:** Your participation is voluntary; you are free to withdraw your participation from this research study at any time. If you do not want to continue, you can simply leave the survey website. You may choose to skip any questions that you do not wish to answer.

**How the findings will be used:** The results of the research study may be used for scholarly purposes as well as to inform best practices as it relates to mobile technology use and work attitudes in student affairs. The results from the research study may be presented in educational settings and at professional conferences. Results could be published in a professional journal in the field of student affairs.

**Contact information:** If you have concerns or questions about this research study, please contact Anne Stark at [arstark@purdue.edu](mailto:arstark@purdue.edu) or Dr. Naimi at [lnaimi@purdue.edu](mailto:lnaimi@purdue.edu).

Institutional Review Board address is Ernest C. Young Hall, 10<sup>th</sup> Floor- Room 1032, 155 S. Grant Street, West Lafayette, IN 47907-2114

By beginning the survey, you acknowledge that you have read this information and agree to participate in this research study.

**Demographics**

1. Gender (open ended)
2. Institution size (drop down as defined by Carnegie)
3. Institution type (drop down of Carnegie classifications)
4. Area of student affairs (drop down)
5. Current position level in Student Affairs (entry-, mid-, senior-)
6. Do you serve as part of an on-call rotation (yes/no)
7. Number of years working in Student Affairs (open ended)
8. Number of years at current institution (open ended)
9. Age (open ended)
10. Family status (drop down including options with kids)

**Technology Usage**

1. In an average day, how many work related text messages do you receive outside of your standard workday? (open ended)
2. In an average day, how many work related phone calls do you receive outside of your standard workday? (open ended)
3. In an average day, how many work related emails do you respond to outside of your standard workday? (open ended)
4. Is there an expectation in your workplace that you respond to after hours text messages, phone calls, and emails when not serving in an on-call capacity? (yes/no)
5. Do you find your responding to work related electronic communication such as text messages, phone calls, emails afterhours to be intrusive to your personal/family time? (yes/no)
6. On average, how many hours per day do you spend reading/responding to work related text messages, phone calls, and emails outside of your standard workday? (open ended)

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## MBI-General Survey

Wilmar B. Schaufeli, Michael P. Leiter, Christina Maslach & Susan E. Jackson

*The purpose of this survey is to discover how staff members view their job, and their reactions to their work.*

**Instructions:** On the following page are 16 statements of job-related feelings. Please read each statement carefully and decide if you ever feel this way about *your* job. If you have *never* had this feeling, write the number "0" (zero) in the space before the statement. If you have had this feeling, indicate *how often* you feel it by writing the number (from 1 to 6) that best describes how frequently you feel that way. An example is shown below.

**Example:**

How often:	0	1	2	3	4	5	6
	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

How Often 0-6	Statement:
1.	I feel depressed at work

If you never feel depressed at work, you would write the number "0" (zero) under the heading "How Often." If you rarely feel depressed at work (a few times a year or less), you would write the number "1." If your feelings of depression are fairly frequent (a few times a week but not daily), you would write the number "5."

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## MBI-General Survey

How often:	0	1	2	3	4	5	6
	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

How Often 0-6	Statements:
1. _____	I feel emotionally drained from my work.
2. _____	I feel used up at the end of the workday.
3. _____	I feel tired when I get up in the morning and have to face another day on the job.
4. _____	Working all day is really a strain for me.
5. _____	I can effectively solve the problems that arise in my work.
6. _____	I feel burned out from my work.
7. _____	I feel I am making an effective contribution to what this organization does.
8. _____	I've become less interested in my work since I started this job.
9. _____	I have become less enthusiastic about my work.
10. _____	In my opinion, I am good at my job.
11. _____	I feel exhilarated when I accomplish something at work.
12. _____	I have accomplished many worthwhile things in this job.
13. _____	I just want to do my job and not be bothered.
14. _____	I have become more cynical about whether my work contributes anything.
15. _____	I doubt the significance of my work.
16. _____	At my work, I feel confident that I am effective at getting things done.

(Administrative use only)

EX: \_\_\_\_\_ cat: \_\_\_\_\_ CY: \_\_\_\_\_ cat: \_\_\_\_\_ PE: \_\_\_\_\_ cat: \_\_\_\_\_

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**Appendix: Sample Areas of Worklife Survey**

**Areas of Worklife Survey**

**by Michael P. Leiter & Christina Maslach**

**Published by Mind Garden, Inc.  
www.mindgarden.com**

*Note to Masters and Doctoral Students:  
You may insert the following SAMPLE copy of the instrument  
in your IRB proposal if necessary.  
You may NOT insert a complete copy of the instrument  
in your Thesis or Dissertation!!!  
See Mind Garden Sample Item letter for details.*

**It is your legal responsibility to compensate the copyright holder of this work for any reproduction in any medium. If you need to reproduce the Areas of Worklife Survey, please contact Mind Garden www.mindgarden.com. Mind Garden is a registered trademark of Mind Garden, Inc.**

Areas of Worklife Survey. Copyright © 2006, 2011 by Michael P Leiter & Christina Maslach.

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### Six Areas of Worklife

Please use the following rating scale to indicate the extent to which you agree with the following statements. Please mark on the answer sheet the number corresponding to your answer.

1	2	3	4	5	
Strongly Disagree	Disagree	Hard to Decide	Agree	Strongly Agree	
<b>Workload</b>					
1. I do not have time to do the work that must be done.	1	2	3	4	5
2. I work intensely for prolonged periods of time.	1	2	3	4	5
3. I have so much work to do on the job that it takes me away from my personal interests.	1	2	3	4	5
4. I have enough time to do what's important in my job.	1	2	3	4	5
5. I leave my work behind when I go home at the end of the workday.	1	2	3	4	5
<b>Control</b>					
6. I have control over how I do my work.	1	2	3	4	5
7. I can influence management to obtain the equipment and space I need for my work.	1	2	3	4	5
8. I have professional autonomy /independence in my work.	1	2	3	4	5
9. I have influence in the decisions affecting my work.	1	2	3	4	5
<b>Reward</b>					
10. I receive recognition from others for my work.	1	2	3	4	5
11. My work is appreciated.	1	2	3	4	5
12. My efforts usually go unnoticed.	1	2	3	4	5
13. I do not get recognized for all the things I contribute.	1	2	3	4	5

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	Strongly Disagree	Disagree	Hard to Decide	Agree	Strongly Agree
<b>Community</b>					
14. People trust one another to fulfill their roles.	1	2	3	4	5
15. I am a member of a supportive work group.	1	2	3	4	5
16. Members of my work group cooperate with one another.	1	2	3	4	5
17. Members of my work group communicate openly.	1	2	3	4	5
18. I don't feel close to my colleagues.	1	2	3	4	5
<b>Fairness</b>					
19. Resources are allocated fairly here.	1	2	3	4	5
20. Opportunities are decided solely on merit.	1	2	3	4	5
21. There are effective appeal procedures available when I question the fairness of a decision.	1	2	3	4	5
22. Management treats all employees fairly.	1	2	3	4	5
23. Favoritism determines how decisions are made at work.	1	2	3	4	5
24. It's not what you know but who you know that determines a career here.	1	2	3	4	5
<b>Values</b>					
25. My values and the Organization's values are alike.	1	2	3	4	5
26. The Organization's goals influence my day to day work activities.	1	2	3	4	5
27. My personal career goals are consistent with the Organization's stated goals.	1	2	3	4	5
28. The Organization is committed to quality.	1	2	3	4	5

## Appendix B IRB Approval



HUMAN RESEARCH PROTECTION PROGRAM  
INSTITUTIONAL REVIEW BOARDS

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**To:** LINDA NAIMI  
YONG 435

**From:** JEANNIE DICLEMENTI, Chair  
Social Science IRB

**Date:** 02/25/2015

**Committee Action:** **Exemption Granted**

**IRB Action Date:** 02/24/2015

**IRB Protocol #:** 1502015788

**Study Title:** An examination of mobile technology and workplace burnout among student affairs professionals

The Institutional Review Board (IRB) has reviewed the above-referenced study application and has determined that it meets the criteria for exemption under 45 CFR 46.101(b)(2) .

If you wish to make changes to this study, please refer to our guidance "**Minor Changes Not Requiring Review**" located on our website at <http://www.irb.purdue.edu/policies.php>. For changes requiring IRB review, please submit an **Amendment to Approved Study** form or **Personnel Amendment to Study** form, whichever is applicable, located on the forms page of our website [www.irb.purdue.edu/forms.php](http://www.irb.purdue.edu/forms.php). Please contact our office if you have any questions.

Below is a list of best practices that we request you use when conducting your research. The list contains both general items as well as those specific to the different exemption categories.

General

- To recruit from Purdue University classrooms, the instructor and all others associated with conduct of the course (e.g., teaching assistants) must not be present during announcement of the research opportunity or any recruitment activity. This may be accomplished by announcing, in advance, that class will either start later than usual or end earlier than usual so this activity may occur. It should be emphasized that attendance at the announcement and recruitment are voluntary and the student's attendance and enrollment decision will not be shared with those administering the course.
- If students earn extra credit towards their course grade through participation in a research project conducted by someone other than the course instructor(s), such as in the example above, the students participation should only be shared with the course instructor(s) at the end of the semester. Additionally, instructors who allow extra credit to be earned through participation in research must also provide an opportunity for students to earn comparable extra credit through a non-research activity requiring an amount of time and effort comparable to the research option.
- When conducting human subjects research at a non-Purdue college/university, investigators are urged to contact that institution's IRB to determine requirements for conducting research at that institution.
- When human subjects research will be conducted in schools or places of business, investigators must obtain written permission from an appropriate authority within the organization. If the written permission was not



submitted with the study application at the time of IRB review (e.g., the school would not issue the letter without proof of IRB approval, etc.), the investigator must submit the written permission to the IRB prior to engaging in the research activities (e.g., recruitment, study procedures, etc.). This is an institutional requirement.

#### Category 1

- When human subjects research will be conducted in schools or places of business, investigators must obtain written permission from an appropriate authority within the organization. If the written permission was not submitted with the study application at the time of IRB review (e.g., the school would not issue the letter without proof of IRB approval, etc.), the investigator must submit the written permission to the IRB prior to engaging in the research activities (e.g., recruitment, study procedures, etc.). This is an institutional requirement.

#### Categories 2 and 3

- Surveys and questionnaires should indicate
  - only participants 18 years of age and over are eligible to participate in the research; and
  - that participation is voluntary; and
  - that any questions may be skipped; and
  - include the investigator's name and contact information.
- Investigators should explain to participants the amount of time required to participate. Additionally, they should explain to participants how confidentiality will be maintained or if it will not be maintained.
- When conducting focus group research, investigators cannot guarantee that all participants in the focus group will maintain the confidentiality of other group participants. The investigator should make participants aware of this potential for breach of confidentiality.
- When human subjects research will be conducted in schools or places of business, investigators must obtain written permission from an appropriate authority within the organization. If the written permission was not submitted with the study application at the time of IRB review (e.g., the school would not issue the letter without proof of IRB approval, etc.), the investigator must submit the written permission to the IRB prior to engaging in the research activities (e.g., recruitment, study procedures, etc.). This is an institutional requirement.

#### Category 6

- Surveys and data collection instruments should note that participation is voluntary.
- Surveys and data collection instruments should note that participants may skip any questions.
- When taste testing foods which are highly allergenic (e.g., peanuts, milk, etc.) investigators should disclose the possibility of a reaction to potential subjects.





4/30/2015

Gmail - National Study Invitation to Participate: Student Affairs Professional's Mobile Technology

1032, 155 S. Grant Street, West Lafayette, IN 47907-2114

By beginning the survey, you acknowledge that you have read this information and agree to participate in this research study.

Thank you for your time and consideration,

Anne Stark  
PhD Candidate  
Technology, Leadership, and Innovation  
College of Technology  
Purdue University

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4/30/2015

Gmail - REMINDER: Study - SA Professional's Mobile Technology

**Process:** You will complete a survey, which may take 8-12 minutes to complete. The survey includes questions about the frequency of your mobile technology use and your work attitudes over the last year. Demographic information (e.g., age, gender, professional experience, etc) will also be collected so that the general traits of the participant group can be accurately described.

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4/30/2015

Gmail - REMINDER: Study - SA Professional's Mobile Technology

Institutional Review Board address is Ernest C. Young Hall, 10<sup>th</sup> Floor- Room 1032, 155 S. Grant Street, West Lafayette, IN 47907-2114

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Thank you for your time and consideration,

Anne Stark  
PhD Candidate  
Technology, Leadership, and Innovation  
College of Technology  
Purdue University

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**Anne R Stark** <[anne.r.stark@gmail.com](mailto:anne.r.stark@gmail.com)>  
To: ACPA <[alex@acpa.nche.edu](mailto:alex@acpa.nche.edu)>

Mon, Apr 20, 2015 at 10:54 AM

Good morning-

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VITA



## VITA

**ANNE R. STARK****Doctor of Philosophy, Mobile Technology Use and Burnout in Student Affairs Professionals**

Expected December 2015, Concentration: Higher Education Leadership  
 Purdue University, The Polytechnic Institute  
 Department of Technology Leadership and Innovation

**Master of Education, Student Personnel in Higher Education**

Awarded May 2007 *Special focus: Leadership*  
 University of Florida, Gainesville, FL

**Bachelor of Arts, Elementary Education**

Awarded May 2004  
 Purdue University, West Lafayette, IN

## PROFESSIONAL EXPERIENCE

**University of Central Florida, Orlando, Florida**

*March 2015- present*

Large four-year, public, metropolitan research institution with high research activity.  
 Total student population: 61,000 Undergraduate population: 52,532 On campus population: 12,000

- **Director of Residence Life**

*March 2015- Present*

- Provided visionary leadership to the residence life program in university owned, leased, managed, and affiliated housing with a total capacity of nearly 12,000 students to increase the academic persistence and success of first generation, low-income, underrepresented minority, and out-of-state-domestic students who attend the university.
- Directly supervised an Associate Director who was responsible for the supervision of five Assistant Directors, 16 Coordinators, 2 Administrative Assistants, and 307 paraprofessional staff.
- Developed and directed new residence life security position and program

- designed to engage students in their safety while living on campus.
- Partnered with Accessibility Services to implement first cohort of Inclusive Education students. These students would not otherwise be admitted to a university or community college and must have an IQ below normal. They live independently in one of the on-campus housing facilities.
- Created and implemented a residential curriculum that demonstrates student learning as a result of living in university owned, leased, managed, and affiliated housing.
- Collaborated with Greek life to ensure a positive living environment for the Greek chapter members who live in university owned housing.
- Provided leadership and vision for the stabilization and growth of 13 living learning communities.
- Served as essential personnel for on and off campus emergencies including apartment building fires, hurricane impact, extensive power outages, etc.

### **Purdue University, West Lafayette, Indiana**

*October 2008- March 2015*

Large four-year, public, land-grant research institution with high research activity that is primarily residential.

Total student population: 41,052 Undergraduate population: 29,048 On campus population: 11,779

- **Assistant Director of Residential Life**

*July 2012- March 2015*

- Provided visionary leadership to two unique residential neighborhoods throughout tenure: 3,330 predominantly first year students and athletes, and 1,200 first year and upper-class students with a 300 bed facility under construction.
- Directly supervised and trained four mid-level professionals who were responsible for two full time live-in professionals, and 96 paraprofessional staff.
- Developed and administered a \$1.4M budget.
- Served in emergency on-call rotation that responded to medical, facility, security and psychological emergencies for an on campus population of 12,000 students.
- Assessed and reported neighborhood goals, yearly. Examples include increasing student leadership opportunities at the neighborhood level and reducing conduct numbers through the creation of strong and involved communities.
- Collaborated with clerical and facilities leadership to ensure a strong partnership to serve students.
- Assisted in the identification of mock showroom locations for all on-campus tours.
- Created a predictive analytics model to be used by assignments group to

- target marketing efforts.
- Student Leadership and Advocacy committee responsibilities including assessing current student leadership practices and creating a vision for the future of student leadership in residential life. The assessment includes benchmarking peer institutions, best-practices trips to targeted institutions that are doing student leadership well, and home campus focus groups with students and staff about the impact of our student leadership structure. Based on assessment results, a new structure created and implemented.
- Instructor of record for GS 490S: Residential Leadership Seminar.
- Served on a task force to integrate Collegiate-Link, an out of classroom experience database, into residential life functions.
- Surveyed four Ohio universities on-site about residential life functions and reported recommendations for improvement to high-ranking campus officials representing a variety of campus offices and divisions.
- Created and implemented a three-year assessment plan for campus wide initiatives of THRIVE and UNITE. The purpose of the programs were to increase student wellbeing and increase proficiency with concepts of social justice and inclusion.
- **Residential Life Manager**  
*October 2008- June 2012*
  - Lead daily residential life functions of three unique residential facilities throughout tenure: 1168 bed all male facility that included athletes, 850 bed first year honors student facility, and 581 bed all female facility.
  - Directly supervised and trained two full time live-in professionals and 18-34 paraprofessional staff
  - Collaborated with the Honors College staff to design and create an implementation plan for a common residential experience for seven honors living learning communities that would lay the foundation for the inaugural Honors College at Purdue University and housing's first residential college
  - Responsible for a total area budget of approximately \$230,000.
  - Advised student-lead hall organizations with each facility, budgets ranging from \$25,000-\$45,000.
  - Developed and maintained positive relationships with the Senior Faculty Fellow and 20 Faculty Fellows.
  - Adjudicated policy infractions with an educationally based approach.
  - Served in emergency on-call rotation that responded to medical, facility, security and psychological emergencies for an area population of 6,000 students.
  - Assisted with the creation of a new staff resident selection process that improved the quality and fairness of the over-all process.
  - Created the on-campus interview process for six newly created live-on professional staff member positions. This process allowed for multiple candidates to be brought to campus on the same day while not increasing the length of the day for the multiple interview teams. Additionally, I served as a member of the OPE and ACPA recruitment teams for these positions.

### **University of Alabama, Tuscaloosa, Alabama**

*May 2007- September 2008*

Large four-year, public, research institution with high research activity that is primarily residential.

Total student population: 28,699. Undergraduate population: 29,443 On campus population of 8,050

- **Community Director**

- Oversaw the daily residential life functions of four facilities housing a total of 500 first year students.
- Directly supervised and trained two Assistant Hall Directors 18 Resident Advisors, a Student Office Manager, and 18 Desk Assistants.
- Assisted in the implementation of an Autism support program in one of five living learning communities in area of responsibility.
- Executed summer operations of camps and conferences in area of responsibility, including the check and check out process, key audits, and room condition assessments.
- Instructor on record for the College of Arts and Sciences Living Learning Compass Courses.
- Assisted with the recruitment and selection process of fellow Community Directors and an Assistant Director.

### **University of Florida, Gainesville, Florida**

*June 2005- May 2007*

Large four-year, public, land-grant research institution with high research activity that is primarily residential.

Total student population: 50,691 Undergraduate population: 32,776 On campus population: 7,500

- **Graduate Hall Director**

- Collaborated with various campus partners and faculty to expand the Engineering Living Learning Community while also branding the hall as the Engineering Living Learning Community with signage.
- Instructor on record for Job Search Strategies, Career Resource Center.
- Assisted in the creation and selection of a new position focused on living learning communities.

### **Poinciana Elementary School, Kissimmee, Florida**

*August 2004- May 2005*

Public Kindergarten-5<sup>th</sup> grade elementary school in central Florida. Students receiving free lunch: 63%. Students receiving reduced fee lunch: 21% Total student population: 954

- **Fourth Grade Teacher**

- Motivated and encouraged underprivileged student learning.
- Honored as First Year Teacher of the Year

## UNIVERSITY SERVICE

### **Purdue University**

- Served on campus committee to examine living –learning communities on campus in an effort to full the housing Big Moves initiative of President’s Daniels leadership agenda.
- Served on campus wide Boiler Gold Rush-International committees that collaborated with various campus constituents to provide the inaugural early arrival orientation experience for 600 international students.
- Designed and implemented inaugural recruitment and interview process for seven full time-live professionals. The Residence Education Coordinator, a full time, master’s level position, was adopted by Purdue in the fall of 2001. I designed the multi-candidate interview process and assisted with its implementation. Groups of 3-5 candidates were brought to campus at the same time and simultaneous interviews were conducted.
- Assessed, redesigned and implemented an assessment based programming model for residential life.
- Created department wide learning outcomes based on the national CAS Standards for residential life.

### **University of Alabama**

- Collaborated with campus partners to plan and implement a campus wide week of welcome for new students.
- Strategized as part of a campus wide committee to implement Safe Zone training, a LGBTQ support training.

### **University of Florida**

- Assisted in the creation of the Engineering Living Learning Community at East Hall including regularly meeting with the Dean of the college, branding of the hall through the development of a logo and student run newsletter and designation of future advisor office space.

### **Santa Fe Community College**

- Designed and implemented student programming boards across four satellite campus

## PROFESSIONAL DEVELOPMENT

- Program Reviewer, ACPA 2015 National Conference  
September 2014
- Standing Committee for Women, ACPA  
March 2014-Present
- Mid-Level Community of Practice, ACPA  
March 2014-Present
- Women in Housing Network of ACUHO-I, Education Chair  
November 2013-Present
- ACUI Women’s Leadership Institute, Amelia Island, Florida  
December 2013

## AWARDS AND HONORS

- Southeastern Association of Housing Officers Report Article of the Year, 2009

- Southeastern Association of Housing Officers Report Article of the Year, 2008
- First Year Teacher of the Year at Poinciana Elementary School, Poinciana, Florida, 2005

#### CERTIFICATIONS

- Purdue University Applied Management Principles Program Graduate  
June 2014
- ACPA Student Affairs Assessment Institute Graduate  
June 2013
- Question, Persuade, Refer (QPR) Gatekeeper Trainer (suicide prevention)  
July 2010
- Advisor Recreation and Training Institute (ART), Novice  
September 2007

#### SELECTED PRESENTATIONS

- Stark, A. (2015, June). The next 30 years: Examining the role of mid-level professionals in the future of on-campus housing. Presentation at the Association of College and University Housing Officers-International Annual Conference and Exposition, Orlando, Florida.
- Stark, A. (2015, June). Ignite Session: Housing makes a difference. Presentation at the Association of College and University Housing Officers-International Annual Conference and Exposition, Orlando, Florida.
- Purvis, R., & Stark, A. (March 2015). No such thing as a confident woman: Navigating the space between. Presentation at the American College Personnel Association, Tampa, Florida.
- Purvis, R., & Stark, A. (March 2015). Hey Mid-Level Pros! How Are We Going to Impact the Next 30 Years of Higher Education? Presentation at the American College Personnel Association (ACPA) national convention, Tampa, Florida.
- Stark, A. (2015, March). The Power of a #: Support, Resources, Community... and a PhD. Poster session at the American College Personnel Association (ACPA) national convention, Tampa, Florida.
- Stark, A. (2015, January). Mentoring, supervising, and sponsoring in higher education. A keynote address for Temple University staff, Pittsburg, Pennsylvania.
- Stark, A. (2014, October). The Power of a #: Support, Resources, Community... and a PhD at the Assessment Institute of Indianapolis, Indianapolis, Indiana.
- Stark, A. (2013, November). *Assessing Community Development*. Presentation at the Great Lakes Association of College and University Housing Officers annual regional conference, Indianapolis, Indiana.
- Reynolds, C.W. , & Stark, A. (2012, June). *Community Assessment Based Programming Model*. Presentation at the Association of College and University Housing Officers – International annual national conference, Milwaukee, MN.
- Stark, A., & Wallace, A. (2011, March). Advising Reconsidered. Presentation at the American College Personnel Association annual national conference, Baltimore, MD.

- Hallmann, H., & Stark, A., Wallace, A. (2008, October). *Creating Living Learning Communities for Students with Autistic Spectrum Disorders*. Presentation at the Association of College and University Housing Officers – International Living Learning conference, Dallas, TX.
- Hallmann, H., & Stark, A. (2008, February). *The Autistic Spectrum: What you need to know and how to provide support*. Presentation at the Southeastern Association of Housing Officers annual regional conference, Savannah, GA.
- Hallmann, H., & Stark, A. (2007, October). *Supervising New Professionals*. Presentation at the Southeastern Association of Housing Officers annual regional conference, St. Louis, MO.

## PUBLICATIONS



## PUBLICATIONS

- Stark, A. (2015). The Power of a #: Support, Resources, Community... and a PhD, *International Journal for the Scholarship of Teaching and Learning*. In Editor Review.
- Stark, A. (2008). Hispanic/Latino Student Institutional Fit: The Impact of Residence Hall Environments, *SEAHO Fall Report 2008*.
- Stark, A., Wrabel, S. and Gresley J. (2007). Assessing a Thirty-Seven Year Tradition: The Tolbert Community Mudfest, *SEAHO Winter Report 2007*.