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AMENITIES PROVIDED AS PREDICTORS OF JOB SATISFACTION
AMONG ENTRY-LEVEL, LIVE-ON/LIVE-IN HOUSING AND RESIDENCE LIFE
PROFESSIONALS

by

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B.S. Cabrini College, 2005
M.S. Ed. Old Dominion University, 2007

A dissertation submitted in partial fulfillment of the requirements
for the degree of Doctor of Education
in the Department of Educational and Human Sciences
in the College of Education
at the University of Central Florida
Orlando, Florida

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2012

Major Professor: Rosa Cintrón

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ABSTRACT

Job satisfaction of entry-level student affairs professionals has been an issue of interest to researchers and practitioners alike since at least the 1980s. A high turnover of housing and residence life live-on and live-in (LO/LI) professionals has led to a curiosity for the reason. Investigation into job satisfaction of these professionals is an ideal way to determine ways to help retain LO/LI professionals and enhance their overall job satisfaction. In this study, the personal demographics, institutional demographics, and amenities provided to entry-level housing and residence life professionals holding LO/LI positions, and what impact, if any, they had on job satisfaction were examined. Job satisfaction was measured by two separate means, both based on the theoretical framework, the Job Characteristics Model. A web-based survey was distributed to approximately 9,000 members of the Association of College and University Housing Officers-International, asking for all LO/LI professionals to complete the survey.

Personal demographics slightly affected job satisfaction, and institutional demographics were not related to job satisfaction. Amenities were the strongest predictors of job satisfaction among the three areas examined. Specific amenities such as meal plans, reserved parking, and flexible work hours had a more significant impact on job satisfaction than others.

This dissertation is dedicated to my beautiful niece, Raegan Victoria.

Your smiling face and unconditional love gave me the strength to finish this project.

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Thank you to my two sisters, Jamie and Whitney, who, even though we are 1,000 miles apart, have always been there when I've needed their support. They were always willing to listen and give advice and reassurance, especially when I felt like so many others who have completed a dissertation, alone. My brother-in-law, Bob, and soon to be brother-in-law, Mychal, have also served as sources of support, guidance, and thankfully amusement, all of which contributed to this work. Thank you, Bob, for always putting things into perspective for me, and to Mychal for sharing your knowledge of human resources. Finally, my niece and Goddaughter Raegan has been my ongoing source of inspiration. Even though we live so far apart, her pictures, a phone call, or a video chat always lifted my spirits and helped me remember why I was spending so much time and energy on this project. Raegan, remember to dream big and dream often, and you will achieve everything you desire.

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All of my friends, both near and far, have been a tremendous help throughout my time finishing this dissertation. They encouraged me, convinced me to leave home every once in a while to take a break from writing, and served as a support group on a daily basis. Thank you for believing in me and reminding me that life is more than just sitting home and writing.

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An extremely wise professor once taught me that time lost is time never found, a solid lesson for anyone, especially those completing a dissertation. Dr. Cintrón, you have been a listening ear (or email), a motivator, and above all, an inspiration. Thank you for believing in me from the beginning and continuing to pass your knowledge and wisdom to me and all of your students. You are not only an amazing professor, but you are a remarkable person, and I look forward to a continued friendship as well as research collaborations. I will never forget that “desire to learn counts more than any other qualification, and seriousness more than brilliance” (Cintrón, 1994).

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CHAPTER 1 INTRODUCTION

Background

Residential life has been a rich source of employment for new student affairs and higher education master's degree recipients. In a study of higher education master's degree graduates, Renn and Hodges (2007) found that 80% of those surveyed, some of which had no prior residence life experience, pursued jobs in residence life at various colleges and universities. In an earlier study, Burkard, Cole, Ott, and Stoflet (2005) determined that the position of residence hall director, a typical entry-level live-on or live-in (LO/LI) position in residence life, was rated the second most common job for new professionals in the field of higher education, second only to positions as admissions counselors. Richmond and Sherman (1991) indicated that although only 18% of participants in a study anticipated working in residence life, 33% actually obtained jobs in this area of student affairs. Furthermore, Cilente, Henning, Skinner Jackson, Kennedy, and Sloane (2006) estimated that new professionals, who commonly hold entry-level positions, comprised 15% to 20% of all student affairs professionals. Studies such as these have indicated that a majority of new professionals work in entry-level residence life positions, most of which have a LO/LI component, directly or soon following graduate school.

Belch and Mueller (2003) examined higher education graduate students pursuing their first full-time professional positions. Student contact was high on the list of reasons for pursuing jobs in residence life. In addition, those same graduate students were

looking for a challenge (Belch & Mueller). Although there are many reasons for professionals to pursue positions in housing or residence life, specifically LO/LI positions, several deterrents have been identified. Janosik (2007) cited the highest concern among entry-level professionals as the obligation to act or to respond to a situation whenever needed. In addition, Burkard et al. (2005) noted that the increase in counseling and human relation skills necessary when working with residential students was a factor of job dissatisfaction among residence life professionals. Harned and Murphy (1998) noted the difficulty in measuring the impact of one's work in student affairs and residence life, which could lead to a lack of feeling valued. These authors found this particularly relevant to the diverse nature of the millennial generation of college students.

Woodard and Komives (2003) explained that part of the culture of student affairs is the expectation that professionals receive low salaries and work extra hours. This, in turn, can lead to a low level of commitment to individual jobs and the profession. Boehman (2007) found that job commitment among student affairs professionals was influenced by job satisfaction, organizational support, and organizational politics. Rosser and Javinar (2003) measured job satisfaction by examining motivation, morale, and support. Scott and Davis (2007) further explained that job satisfaction can be caused by many factors including supervisor support, remuneration, and relationships. Additionally, predictors of job satisfaction in student affairs include amenities or benefits,

abilities to advance, and supervision, among others (Belch & Mueller, 2003; Boehman; Rosser & Javinar).

Belch and Mueller (2003) explained that many students have LO/LI graduate assistantships in residence life during their graduate education, and these experiences may lead to a desire to work in a different area of student affairs. Komives (1998) clarified that a LO/LI professional is typically a post-graduate professional who resides in campus owned or operated housing, and who works for housing and/or residence life. Furthermore, Belch and Mueller found that low job satisfaction, and the potential attrition of residence life professionals were due to the feeling of being burned out after holding LO/LI positions during graduate school. They also determined that the possibility of burnout, in addition to past experiences with burnout, causes some new professionals to avoid the consideration of first professional positions in residence life.

Another factor affecting high attrition and low job satisfaction of residence life professionals was determined to be quality of life (Belch & Mueller, 2003; Boehman, 2007; Renn & Hodges, 2007). Quality of life, according to Boehman (2007), includes job amenities such as domestic partner benefits and salary. He explained that the attrition of student affairs professionals may be affected by a lack of feeling valued by the institution. According to Boehman (2007), Lorden (1998), and Ward (1995), it is essential that supervisors recognize the need to increase the quality of life of LO/LI professionals, along with acknowledging the importance of persistence in the position, in an overall effort to increase job satisfaction.

Statement of the Problem

Living on college campuses as a residence life professional staff member is a very common “rite of passage” for many student affairs professionals (Belch & Mueller, 2003). Frederickson (1993) explained that residence life has become the primary unit that provides assistance to new professionals in gaining student affairs experiences. Richmond and Benton (1988) found that graduate students and new professionals were predominantly employed in entry-level residence life positions, such as resident directors.

Researchers have observed that even though many new professionals begin their careers in residence life, they are initially hesitant in accepting these positions due to the effects they can have on quality of life (Belch & Mueller, 2003; Bender, 1980; Lagagna, 2007). New professionals are often hesitant in assuming the responsibilities associated with the demanding work required of LO/LI professionals (Belch & Mueller, 2003). As a LO/LI professional, it is often difficult to leave work at work, because one lives at the place of their employment (Renn & Hodges, 2007). Because of the high number of new professionals holding LO/LI residence life positions, and the perceived high demands of the jobs, it was critical that the job satisfaction of these professionals be examined.

Although a plethora of information on entry- and mid-level professionals’ job satisfaction exists, there is a paucity of research in the area of LO/LI residence life professionals (Komives, 1998). Specifically, very little research exists in the area of amenities or benefits provided to LO/LI professionals. For example, Hermsen and Rosser (2008), and Weasmer and Woods (2004) studied job satisfaction among all higher

education professionals. Bender (1980), Burns (1982), and Hirt (2006) examined job satisfaction and turnover among student affairs professionals. The studies of Kimbrough (2007), Rosser (2004), and Rosser and Javinar (2003) were focused on mid-level student affairs professionals. Tull (2006) and Ward (1995) investigated entry-level professionals. Although these studies have contributed knowledge within the student affairs profession, they have not provided specific information related to job satisfaction of new LO/LI residence life professionals in relation to amenities provided. Jennings (2005) studied job satisfaction and attrition among hall directors. Although hall directors commonly hold LO/LI positions and Jennings' results can be utilized for comparison purposes, the research was focused solely on professionals with that job title. Potentially excluded were other residence life professionals with LO/LI positions who have different job titles.

Job satisfaction of LO/LI professionals is an area worthy of further investigation. Multiple studies have shown that these professionals have a significant impact on student satisfaction and retention (Arboleda, Shelley, Wang, & Whalen, 2003; Astin, 1999; Lau, 2003). Kuh, Cruce, Shoup, Kinzie, and Gonyea (2008) agreed that student engagement is crucial in student success and persistence. On a similar note, Evans (1988) explained that the high attrition rate (61%) of new professionals as found by Holmes, Verrier, & Chisolm (1983) was perceived as harmful to students, campuses, and the profession as a whole. The job satisfaction of LO/LI professionals is important not only to the students they serve but also to the field they chose as a career. Additional knowledge in areas such as LO/LI professionals' job responsibilities, their impact on student success and

other intrinsic motivators, in addition to remuneration and amenities provided, can be useful to new professionals and their supervisors in identifying incentives which may increase job satisfaction and thus indirectly impact student retention.

A wealth of research has been conducted in coordination with the Association of College and University Housing Officers-International (ACUHO-I). Much of this research has been concentrated on recruitment and retention of housing and residence life (HRL) professionals, and some has focused on entry-level professionals. Although St. Onge, Ellett, Nestor, and Scheuermann (2008) examined factors related to the recruitment and retention of entry-level professionals, they studied perceptions of chief housing officers, the highest-level professionals in an HRL office. Furthermore, Belch, Wilson, and Dunkel (2008) conducted a Delphi inquiry in determining the best practices related to the recruitment and retention of LO/LI staff. Belch et al.'s (2008) study was not limited, however, to interviewing new professionals. Rather, they surveyed professionals in a variety of positions within departments of HRL.

In only three of the existing studies examining entry-level HRL professionals with potential LO/LI responsibilities were subjects queried regarding their perceptions of their jobs. In one study, Christopher (2008) investigated resident directors (RD), and determined aspects of the RD job that led to job burnout and a lack of workload satisfaction. Ellett and Robinette (2008) studied the impact of supervision and mentorship among new professionals in HRL. In a third study, Ellett and Stipeck (2010) determined factors that led to burnout and attrition of new professionals in HRL. In

summary, numerous studies have been conducted on the recruitment and retention of new professionals in HRL. However, none of them have been focused solely on entry-level LO/LI HRL professionals. They have not been directed to the amenities provided in these positions nor the impact of these amenities on job satisfaction.

Beyond reports supported by ACUHO-I, only one refereed study was found in which the recruitment and hiring of LO/LI professionals was investigated (Belch & Mueller, 2003). Also, Jennings (2005), in a doctoral dissertation, studied job satisfaction and attrition among hall directors. Although the ACUHO-I sponsored studies and the work of Belch and Mueller and Jennings offer insight in several areas pertaining to new professionals in HRL, no studies exist which have specifically targeted the broad population of LO/LI professionals, and the impact that amenities have on their job satisfaction. Furlone (2008) and The Talking Stick Writers Community (2008) discussed ways to increase job satisfaction and decrease attrition of LO/LI professionals. These studies were not, however, empirically based. This study was conducted in an effort to bridge the gap in the literature and research on this important topic and to outline specific amenities provided to entry-level LO/LI residence life professionals that lead to job satisfaction.

Theoretical Framework: An Introduction

A theoretical framework was used to guide the researcher and served to focus the study. The Job Characteristics Model (JCM) initially developed by Hackman, Oldham, Janson, and Purdy (1974) served as the theoretical framework for this study. The JCM

was chosen for several reasons. First, the JCM is a widely studied model of job design and has been utilized to explain outcomes for a wide variety of jobs, both blue- and white-collar (Panzano, Seffrin, & Chaney-Jones, 2004). In addition, Fried and Ferris (1987) found strong support for the JCM through their review and meta-analysis. Additionally, the JCM, unlike many measures of job satisfaction, includes growth and development. Although growth and development have been found to be instrumental aspects in measuring modern job satisfaction and should be included in this study, it is not present in many measures of job satisfaction (van Saane, Sluiter, Verbeek, & Frings-Dresen, 2003). This theory, as introduced in this chapter and further explored in Chapter 2 of the study, aided in understanding both the broad topic of job satisfaction and its specific relevance for entry-level LO/LI residence life professionals.

Background

Hackman et al. (1974) developed the job characteristics model (JCM) which focuses on core job dimensions, critical psychological states, and personal and work outcomes. The development of the JCM began by working to explain a theory initially developed in 1965 by Turner and Lawrence. Turner and Lawrence's model was used to examine the differences between individual differences, and the job one holds.

Fundamentally, it was proposed that the following six requisite task attributes would have a positive impact on employee satisfaction and attendance: (a) variety, (b) autonomy, (c) responsibility, (d) knowledge and skill required, (e) required social interaction, and (f) optional social interaction (Turner & Lawrence, 1965). Turner and Lawrence did find the

positive relationship; however, the relationships were only found to be true for factory workers in small towns.

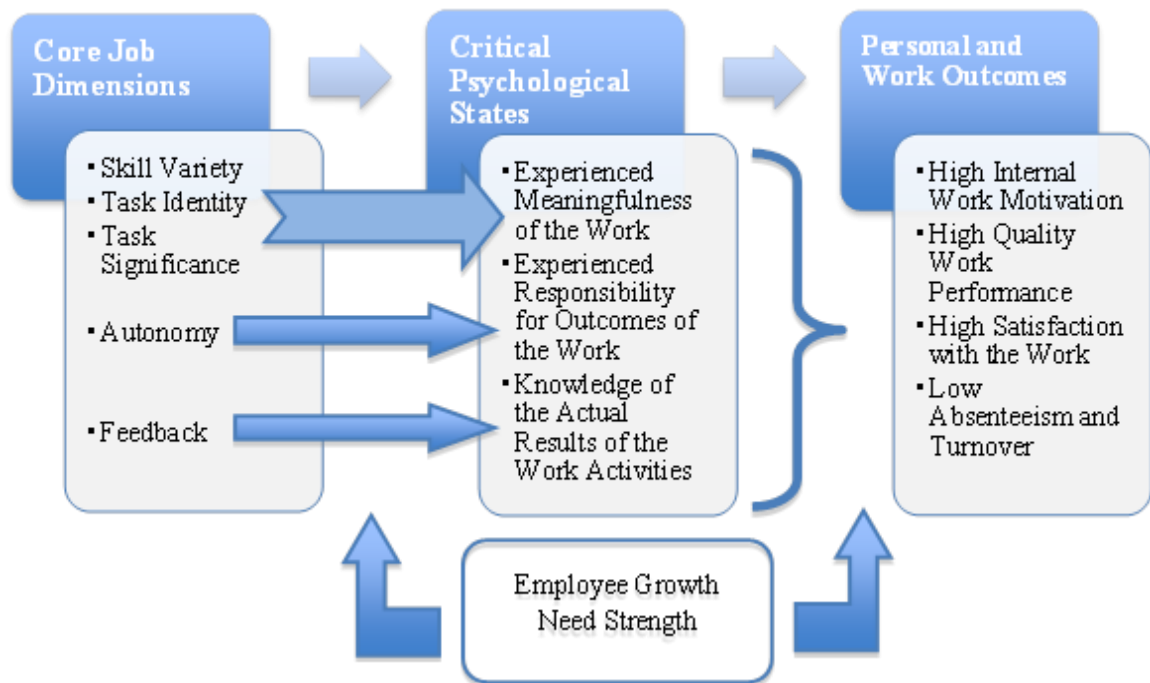
Turner and Lawrence's (1965) findings spurred research in the differences in cultural backgrounds of employees and their job satisfaction. Blood and Hulin (1967) and Hulin and Blood (1968) conducted research that confirmed the idea of cultural factors having an effect on employee job satisfaction. In 1971, Hackman and Lawler found proof that job characteristics can have a direct effect on employee behavior and attitudes while at work. They found that employees desiring or needing growth on the job tended to be more satisfied with the rewards and opportunities from complex jobs. They also identified the original four core job dimensions: (a) variety, (b) autonomy, (c) task identity, and (d) feedback (Hackman & Lawler).

Purpose and use of the JCM

Hackman and Oldham (1976) worked to refine and define the relationships between job characteristics and attitude on the job. In doing so, Hackman and Oldham developed the JCM which encompasses various characteristics that lead to job motivation and satisfaction (Hackman & Oldham, 1975). The intention of developing this theory was to help employers learn the areas that would affect a positive change and conduct a job redesign to carry out the plan. Though the current research study was focused primarily on job satisfaction, Hackman and Oldham's (1975) model contains the dimensions and characteristics that lead to job satisfaction and motivation.

According to Hackman and Oldham (1974), the presence of five core job

dimensions leads to the existence of three critical psychological states and results in personal and work outcomes such as job satisfaction and motivation. Furthermore, growth needs satisfiers (GNS) serve as moderators between (a) the core job dimensions and the psychological states and (b) the psychological states and the personal and work outcomes (Hackman & Oldham, 1976). Figure 1 depicts the JCM as introduced by Hackman et al. (1974).



Note. From *A new strategy for job enrichment* (Technical Report No. 3), by J. R. Hackman, G. R. Oldham, R. Janson, & K. Purdy (1974). Printed with permission (Appendix A).

Figure 1. The Job Characteristics Model.

Upon its creation, the intention of the JCM was to be relevant to a wide variety of jobs. The development of the Job Diagnostic Survey (JDS) was the initial goal in the research of Hackman et al. (1974). This subsequently led the researchers to create the JCM in tandem with the JDS. In their original research, Hackman and Oldham (1974) studied over 100 jobs in approximately 15 different organizations. Oldham, Hackman, and Stepina (1978) established national norms for the JDS in their examination of 6,930 employees in 876 jobs in 56 total organizations. The variety of the initial studies' participants demonstrated that the JCM and the JDS could be utilized in a variety of sectors and is appropriate for the proposed research.

Although the JCM is thorough in determining job design and satisfaction, it does not include characteristics that are unique to LO/LI positions. Because of this deficit, attributes particular to LO/LI positions as identified by St. Onge, Ellett, and Nestor (2008) were included for the purposes of this study. St. Onge, Ellett, and Nestor identified benefits or amenities available to entry-level LO/LI staff members, such as a furnished apartment, meal plan, and domestic partnership. These factors, in addition to further explanation of the JCM, are discussed in Chapter 2.

Purpose of the Study

The purpose of this study was to determine amenities that lead to job satisfaction among new professionals who hold LO/LI positions in residence life. Amenities provided to this population and the extent to which they impact job satisfaction were investigated. The amenities found to determine job satisfaction were compared and

analyzed in addition to (a) personal demographic information such as gender, age, salary, and ethnicity, and (b) institutional demographical information such as institutional size and location. This study was intended to contribute to the field of student affairs, specifically housing and residence life, in four major areas. First, it will help current employers and supervisors of LO/LI professionals understand the amenities that contribute to job satisfaction. Second, this research will provide knowledge in areas and methods to increase job satisfaction. This may help decrease turnover and attrition of new residence life professionals. Third, the findings of this study will enlighten graduate students and new professionals in their job searches as to the likelihood that they will be satisfied with a LO/LI position. Such information could impact entry-level professionals' decisions to pursue specific positions. Finally, this study will provide quantitative research that can be utilized by each of the above groups in career decision-making, evaluation of self and their job, hiring decisions, and through examining current practices.

Research Questions

The research questions below highlight the direction of this study.

1. To what extent is job satisfaction, as measured by the Short Form of the Job Diagnostic Survey, related to personal demographics of entry-level live-on/live-in housing and residence life (LO/LI HRL) professionals?

2. To what extent is job satisfaction, as measured by the Short Form of the Job Diagnostic Survey, related to institutional demographics of entry-level live-on/live-in housing and residence life (LO/LI HRL) professionals?
3. To what extent are the amenities provided to live-on/live-in housing and residence life (LO/LI HRL) professionals, related to job satisfaction?

Definitions of Key Terms

There are numerous terms that are utilized throughout this study, which are defined below for clarification purposes.

Amenities: Similar to benefits; features available, generally in apartments provided for LO/LI professionals that aid in level of comfort.

Attrition: The propensity to discontinue attendance, employment, or education.

Employee Retention: “The rate at which current employees of your organization are staying in their jobs” (“Employee Retention”, 2011, para. 1).

Higher Education: Education at a college or university, post high school diploma.

Job Satisfaction: “An overall measure of the degree to which the employee is satisfied and happy with the job.” (Hackman & Oldham, 1975, p. 162)

Live-On/Live-In Residence Life Professional: A post-graduate employee residing in campus owned housing who works for housing and/or residence life (Komives, 1998).

New Professional: An individual with zero to five years of experience working in student affairs (Cilente et al., 2006)

Quality of Life: The balance in ones work and non-work responsibilities (Boehman, 2007).

Residence Life (and Housing): Any and all operations of a housing facility on a college or university campus including programmatic development for the students who pay to reside within the facilities (Winston & Anchors, 1993).

Student Affairs: Departments at colleges and universities that focus on students' lives outside the classroom (Bender, 1980).

Student Affairs Professionals: Non-faculty college and university personnel who work with students in areas related to personal growth and development, and learning outside of the classroom.

Assumptions

It was assumed that those who completed the full survey have worked as a LO/LI professional within the past three months, or currently work as a LO/LI professional, and would answer the questions based solely on their experience in that particular position. As with any self-reported data, it was assumed that participants who did not meet these criteria would opt not to complete the survey or would be screened out after the first three questions. It was also assumed that the respondents to the study were truthful in all answers.

It was assumed that this study would not reach professionals who have left the field of student affairs. Additionally, the survey did not reach LO/LI professionals

outside of the membership, as the survey was sent only to current members of the Association of College and University Housing Officers-International (ACUHO-I).

Limitations

A significant limitation of this study is the sample that was utilized. It is difficult, if not impossible, to contact professionals who have left the area of housing and residence life or student affairs in general. Therefore, only current LO/LI professionals, along with other professionals who have held a LO/LI position within the previous three months, were examined.

It is important to note that ACUHO-I does not have the ability to categorize their membership based on years of experience or job responsibility. The only way to categorize the membership was by job title. Since different institutions have varying job titles for LO/LI professionals and varying years of experience of said professionals, the survey was sent to all members of ACUHO-I. In order to be as inclusive as possible of the LO/LI population, and even though many members of ACUHO-I did not serve in LO/LI positions, this population was chosen.

There were also limitations to the theoretical framework utilized. First, the JCM is based solely on aspects of jobs that can be altered to positively increase motivational incentives. Consequently, this model does not address the aspects of a job that are deemed unpleasant such as repetitive work (Hackman & Oldham, 1976). Furthermore, the JCM does not directly address situational or technical aspects of the job that frequently change and can determine how employees react to their work. Instead, the

JCM exclusively focuses on the relationship between individuals and their work (Hackman & Oldham, 1976). Even though the model does not directly address moderators such as situational or technical, it does examine the employees' perception of said moderators. Finally, the JCM was designed to be utilized for jobs that are mostly carried out independently (Hackman & Oldham, 1976). Although this model examines independent work, when group work is utilized in a job, it usually encompasses some level of independent work. Furthermore, the JCM does examine dealing with others and personal and work relationships within the JCM, both of which encompass working with others.

Summary

In this study, the amenities provided to entry-level LO/LI professionals and their contribution to job satisfaction among this population were examined. Additionally, personal and institutional demographics and their relationship to job satisfaction were assessed. Job satisfaction of entry-level LO/LI residence life professionals is critical to the student affairs profession as these professionals may become chief student affairs administrators one day and will have a strong hand in shaping the future of the field. In line with the theoretical framework for this study, amenities provided to this population fall under the personal and work outcomes portion of the JCM and will significantly contribute to the study of job satisfaction among this population.

Amenities provided to new professionals holding LO/LI residence life positions, and their impact on job satisfaction have not been examined directly. Instead, other

professionals, including upper-level residence life professionals, have been utilized in studies addressing determinants that lead to burnout, job dissatisfaction, and turnover of new professionals in residence life. Furthermore, Smith (2004) found that extrinsic rewards were more important to employees than intrinsic rewards. Since amenities are considered extrinsic rewards, and a high demand exists for LO/LI professionals, further detailed research was needed in the area of job satisfaction among this population (Belch & Mueller, 2003).

An exhaustive review of relevant literature is presented in Chapter 2. The literature review is used to justify the researcher's use of appropriate tools and method of investigation which are explained and detailed in Chapter 3. The data collected are analyzed and discussed in Chapter 4. Chapter 5 contains a summary and discussion of findings, conclusions, implications, and areas for future research.

CHAPTER 2 LITERATURE REVIEW

Introduction

This chapter contains a review of the relevant literature and research representing the major scholarship in the area of job satisfaction, specifically as it relates student affairs and residence life, and its relationship to entry-level live-on and live-in (LO/LI) professionals. Initially, the history of residence life personnel is explored followed by a comprehensive review of job satisfaction among student affairs and residence life professionals. Included in the job satisfaction arena are intrinsic motivators such as relationships with students and supervision, extrinsic motivators such as salary and advancement opportunities, and amenities provided to entry-level LO/LI professionals. To provide a complete understanding of the framework and its relation to LO/LI residence life professionals, the theoretical framework is also thoroughly detailed.

History of Residence Halls and Personnel

In order to fully understand the impact of amenities provided to LO/LI professionals on job satisfaction, it is beneficial to examine the history and roots of housing and residence life. Residence life and housing for college and university students have changed dramatically throughout the history of higher education (Willoughby, Carroll, Marshall, & Clark, 2009). From the middle ages to the first college in the United States to the present day, residence life has evolved from an afterthought to an integral facet of campus life. According to Blimling (1999), collegiate

housing began in the middle ages due to a huge number of roaming students seeking an education. The Universities of Bologna, Paris, and Oxford had students in numbers close to 10,000 attending the Universities with nowhere to live. However, the universities did not gain control of student housing until the mid-1400s (Blimling; Silver, 2004). The history of housing and residence halls for college students is pertinent in understanding the present culture of students and professionals and their living quarters. Additionally, little research has been documented in the area of past and present day professionals working in housing and residence life with the exception of a few pages in student services books, and a few journal articles (Willoughby et al., 2009). This historical research will help to bridge the gap of knowledge between the evolution of residence halls and the professionals that work within them.

Evolution of Student Housing

Students in Paris, Bologna, and Oxford during the 1200s, if fortunate, lived with townspeople; however, some lived in tents (Blimling, 1999; Silver, 2004). Due to the high number of university students, students sought a residence that would house a large number of them. They began to rent entire houses which came to be known as Hostels (Blimling, 1999; Silver, 2004; Willoughby et al., 2009). During the mid-1400s, university officials realized the need for students to live a disciplined life (Willoughby et al., 2009). Oxford University was the first official school to open endowed hostels as a charity to poor students (Blimling, 1999). Endowed hostels, also known as halls, hosted tutors or principals who oversaw the residential students in an effort to keep them focused

on their schoolwork and out of trouble (Blimling, 1999). As the students, faculty, and tutors resided together in residence halls, the faculty created meaningful relationships with students and gave them more opportunities to learn (Blimling, 1999; Brubacher & Rudy, 1999).

During the endowed hostel period of the 1400s to the 1800s, hostels flourished at the University of Paris, University of Oxford, and Cambridge University (Blimling, 1999). However, the French Revolution had a major impact on student housing as incoming students could not afford the campus owned and operated halls (Blimling, 1999). Collegiate student housing programs only prospered in America, Oxford, and Cambridge (Brubacher & Rudy, 1999).

Evolution of LO/LI Professionals

The creation of residence halls and residence life professionals was not an easy process. In England, the collegiate model included tutors who lived with the students and served as the disciplinarians (Blimling, 1999). When Harvard opened its doors in 1636, it was meant to emulate the Oxford and Cambridge models which included quads of residence halls, live-in faculty, and live-in tutors (Brubacher & Rudy, 1999). The purpose was to create a community of scholars. However, American colleges and universities had difficulty in mastering the art of this community. Instead of having tutors and faculty live with students, they combined the two positions, and used faculty as both teachers and disciplinarians (Brubacher & Rudy, 1999). Oxford and Cambridge continued the use of tutors and deans to act in the role of parents. Faculty served as

mentors and role models. America's use of faculty in dual roles led to some conflicts at the universities and ultimately resulted in a lack of faculty support (Blimling, 1999; Silver, 2004; Willoughby et al., 2009).

At Harvard University and the College of William and Mary, faculty held dual roles as proctors for the residence halls and for classes (Blimling, 1999; Silver, 2004). The dual role took its toll on the faculty, as they worked from dawn through nine or ten o'clock at night, teaching and disciplining students (Brubacher & Rudy, 1999). It was difficult for faculty to create mentor/mentee relationships and communities of scholars with students, as the students ultimately viewed them as the parental figure (Blimling, 1999; Brubacher & Rudy, 1999). Blimling (1999) explained that the poor relationship between faculty and students was one major reason why the English system of residential colleges never worked in America.

Yale was the first university to utilize a non-faculty member for the discipline of the students (Fenske, 1980). With the title of tutors, currently enrolled students worked to obtain a bachelor's degree among classmates and also served as tutors. Though obtaining their education, tutors received no salary with the exception of fines received from disciplinary actions taken towards disorderly students (Fenske, 1980). Tutors were utilized in an effort to reduce the workload on faculty members and to help create positive and meaningful relationships between students and faculty (Fenske, 1980). Once the tutor position was created in American higher education, the role of the faculty turned

to one of mentors, similar to the English model (Fenske, 1980). Tutors were able to play the parental role, and faculty could be viewed by students as mentors and friends.

In addition to Yale's being the first American university to introduce non-faculty members as employees on campus, they were also the first to petition for a nonacademic Board of Trustees (Fenske, 1980; Rhatigan, 2000). This precursor of what became a national model was designed to help the President fulfill his duties in the administrative control of the university. As the President and Board of Trustees became busier with more important and emerging issues, they began to hire laities with non-faculty status to take on the role of overseers in residence halls (Fenske, 1980; Jacoby & Jones, 2001; Rhatigan, 2000). These laities have been recognized as the first professionals to work on a college campus with non-faculty status (Fenske, 1980).

As issues continued to emerge on college campuses, the new laities began to take on more administrative roles to assist the President and Board of Trustees (Fenske, 1980). Later, the President and Board of Trustees abandoned all student related responsibilities. This resulted in improved credibility and increased utilization of laypeople. Ultimately, the abandonment of student related responsibilities by the President and Boards of Trustees led to the development of residence life professionals (Fenske, 1980; Rhatigan, 2000).

A shift from faculty serving as mentors to that of pure faculty became more dominant as American educators embraced the Prussian and German systems of higher education (Blimling, 1999). The Prussian and German systems focused on student

learning in the classroom and had no regard for student happenings outside of the classroom (Brubacher & Rudy, 1999). Universities were seen as places for the training of young minds as opposed to regulating students (Fenske, 1980; Jacoby & Jones, 2001; Kuh, 2000; Saddlemire, 1980; Silver, 2004). As German educators came to America and Americans returned from obtaining degrees in Germany, the Empiricism philosophy, which gave no regard to students outside the classroom, continued to dominate (Fenske, 1980; Jacoby & Jones, 2001). This encouraged the new tradition of non-faculty professionals working with and educating students in other areas of collegiate life, including residence halls (Ambler, 1980; Creamer, Winston, & Miller, 2001; Rhatigan, 2000).

Rise of the Profession

In 1907, Princeton was the first of the American college to attempt to reinstate the English system of community living in an effort to educate students outside of the classroom (Blimling, 1999). Princeton's president, Woodrow Wilson, attempted to place unwed faculty in residence halls in order for the university to regain control of the student body (Blimling, 1999). Even though Wilson's attempt did not prosper, it prompted more institutions of higher education to begin thinking about residential living on their campuses (Rhatigan, 2000; Saddlemire, 1980). Yale University received a grant from an alumnus who admired the Oxford and Cambridge residential models, and built their first residential college in 1933 ("Integrating Living," 2009). The emergence of increased residential living was on the horizon.

Although new non-faculty positions were created in the late 19th century, they prospered during the 20th century. After the Civil Rights Era, higher education was viewed as an opportunity for all students, not just for the wealthy and well educated (Brubacher & Rudy, 1999). Brubacher and Rudy (1999) found that the movement towards student personnel services, also known as non-faculty staff, was the result of the new American culture and included equal educational opportunities for everyone. With an increase in opportunity and enrollment, the number of professionals undertaking new responsibilities and residing in residence halls increased. The population on college campuses began to grow and change, and student services personnel became essential (Barr & Desler, 2000).

As the 19th century progressed, coeducation was on the rise, and so was a new official administrative position, which would oversee the female students residing on campus. Peril (2006) explained that universities believed female students needed to have their behavior properly restricted and have an older, womanly figure in their lives. In addition, women's problems were frequently different from those of men, creating a need for stricter supervision (Blimling, 1999; Rhatigan, 2000). The Dean of Women was a professional who resided in the residence halls with the female students and acted as a parental figure. The position of Dean of Men began as a counter to that of the Dean of Women. Young men, like young women, were perceived to need an adult figure to serve as a role model and educate their young minds (Peril; Rhatigan, 2000).

The primary difference between deans' positions was that women deans provided supervision related to housing and residential needs of young women (Rhatigan, 2000), and male deans met the need for male advisors to serve increased male enrollment (Brubacher & Rudy, 1999). Deans were civilians that resided in the residence halls or houses with the students. They served as friends, disciplinarians, and parental figures, allowing the faculty to focus on teaching and research (Ambler, 1980; Peril, 2006).

Rhatigan (2000) explained that boards of trustees and presidents created the new non-faculty, dean positions with no outlined job descriptions or set responsibilities. The reason for no set job responsibilities was due to the administration's lack of knowledge in the area of student affairs and uncertainty as to student needs (Brubacher & Rudy, 1999; Rhatigan). One of the first Deans of Men, Stanley Coulter, shared his experience at a national conference of Deans and Advisers of Men:

When the Board of Trustees elected me Dean of Men, I wrote them very respectfully and asked them to give me the duties of the Dean of Men. They wrote back that they did not know but when I found out to let them know (Coulter, 1933, p. 116).

Even though the top campus administrators did not know the duties of the newly appointed professionals, they believed that regardless of the responsibilities of the job, the positions were necessary (Rhatigan, 2000). Rhatigan (2000) further argued that it was important for students to learn and discover themselves; thus, it was imperative to bring the students back to the campus, both figuratively and literally. Brubacher and Rudy (1999) agreed that students were positively affected by living on campus and that participation in campus housing and extracurricular activities made students more likely

to do well academically and would increase persistence rates. Rhatigan added that the male and female dean positions eventually merged into one position, that of a dean of students. In the new roles, deans went from being parental, inspirational figures to administrative professionals. The English system began its revival at Princeton in 1907 and continued in many other institutions, reinstating the idea of educating the whole student.

Just as new professional positions were beginning to take shape, The Serviceman's Readjustment Act was passed in 1944. Also known as the GI Bill, it made obtaining a college degree a reality for a large number of veterans (Brubacher & Rudy, 1999). With more students attending colleges and universities, an increase in housing and personnel were necessary. This presented a problem for administrators, especially those in residential life, as they struggled to create housing units and staff them appropriately (Rhatigan, 2000; Woodard & Destinon, 2000). Title IV of the Housing Act of 1950 gave federal dollars to colleges and universities so they could build large-scale residential buildings and meet the housing needs of residential students post World War II (Willoughby et al., 2009). As more residential buildings were constructed, more personnel were needed to staff those buildings. This fostered the continuance of professional positions in residence life.

Throughout the 20th century, there was continued growth which included residence life professionals within the student services profession (Creamer et al., 2001). As presidents began to take on more administrative functions from boards of trustees,

they continued to relinquish control of areas such as records and registration, admissions, and residence life. This resulted in the addition of what has come to be known as student services personnel (Johnson & Cavins, 1996). Focus on education outside of the classroom led to deans of students hiring professionals who had specialized education in human relations and higher education. These professionals had the ability to understand the current student population and utilize the most effective methods to work with them in continuing their education outside of the classroom (Ambler, 1980; Blimling, 1999; Kuh, Siegel, & Thomas, 2001; Saddlemire, 1980; Taylor & Destinon, 2000; Woodard & Destinon, 2000). Frederickson (1993) and Schroeder, Mable, and Associates (1994) provided a clear explanation of the evolution of formal residence life staffing patterns beginning in the 1960s as going from housemothers to paraprofessionals and then to professional educators.

Job Satisfaction in Student Affairs

According to Renn and Jessup-Anger (2008), concern about new student affairs professionals derives substantially from their high rate of attrition from the field, as explained by Lorden (1998) and Tull (2006). Renn and Jessup-Anger elaborated on the impact of job satisfaction on attrition of new professionals. Moreover, they expressed the need to better educate students in graduate preparation programs to ensure adequate expectations upon beginning their first professional position. Burns (1982) found that for the time period from 1970 to 1979, 39% of new professionals who graduated with a degree in student personnel or student development left the field of Student Affairs

within their first three years. Between 1971 and 1981 graduates of a student personnel program left the field of student affairs at rates that increased each year, reaching an attrition rate of 61% by the sixth year (Holmes et al., 1983). Lorden and Tull asserted that on average, 50% to 60% of new professionals would leave the field of student affairs within their first five years of employment. As Bender (1980) explained, low job satisfaction leads to high attrition; thus, job satisfaction among this population was the focus of this current investigation.

Renn and Hodges (2007) indicated that 80% of participants in a study of higher education master's degree graduates between the years of 2005 and 2006 entered into residence life, and most of these took positions as LO/LI employees. As explained by Burkard et al. (2005), LO/LI residence life jobs have been the second most common student affairs positions accepted by entry-level professionals immediately after completion of graduate work. Though the reasons for the attractiveness of work as a LO/LI professional in residence life are unknown at this time, several possibilities are indicated. Free living accommodations, an abundance of job openings, and the desire to help residents are just a few of the potential reasons to work as a LO/LI professional. In contrast, the lack of the core job dimensions, critical psychological states, and personal and work outcomes as outlined by Hackman and Oldham (1976) can severely hinder the level of job satisfaction in these positions. The following sections of this review address the intrinsic and extrinsic motivators in addition to amenities associated with job satisfaction among entry-level LO/LI residence life professionals.

Intrinsic Motivators

According to Syptak, Marsland, and Ulmer (1999), few organizations make job satisfaction a top priority, as they are more concerned with the final output. However, production of the final output could be more efficient and effective if employees were highly satisfied with their jobs (Syptak et al.). Job satisfaction can be attributed to many factors such as supervisor support, remuneration, relationships, and development opportunities (Scott & Davis, 2007; Smith, 2004), and achievement, recognition, advancement, and responsibility are primary characteristics of high job satisfaction (Syptak et al.). Although this study was conducted to explore amenities provided to LO/LI professionals and their impact on job satisfaction, it is important to understand other contributors to job satisfaction. Intrinsic motivation, also known as internal work motivation, is one outcome of job satisfaction as explained by Hackman and Oldham (1974). This section of the review is used to explore intrinsic motivators that contribute to job satisfaction including work with students, supervision, work life balance, goals, and relationships.

Working with Students

Working with students is multi-faceted and calls for the interaction of residence life professionals, faculty, and students. Residence life professionals assume the role once occupied by tutors. They are both educators and disciplinarians. These professionals play a significant role in educating students and helping them educate themselves, whether through programs, activities, or through connecting them with their

faculty. Faculty positions remain relatively the same today as in prior decades, focused on academic knowledge and educational service in the classroom, although its purpose and scope have broadened somewhat in the United States (Jacoby & Jones, 2001; Willoughby et al., 2009). The role of students is ever changing, as students constantly learn new things and use their intellect to further educate themselves and others (Barr & Desler, 2000; Fenske, Rund, & Contento, 2000). Residence halls are the connection between the three constituents, and the halls continue to be the location where the most learning takes place for students (Brown, 1980; Creamer et al., 2001; Ender, Newton, & Caple, 1996; Hill, 2004).

Contemporary residence life programs have continued to utilize a holistic approach in the education of students, which includes out of class experiences (Brubacher & Rudy, 1999). Hill (2004) explained that residence halls are not simply for shelter but are places for the facilitation of ideas and nurturing student development. Residence halls have become communities of intentional learning, rather than simply living spaces (Wisely & Jorgensen, 2000).

Li, McCoy, Shelley, and Whalen (2005) indicated that there was a need to provide college students with out-of-class academic opportunities in residence halls that enable them to use their surroundings as abundant sources of academic support in order to promote academic achievement and increase retention among residence hall students. American higher education has increasingly focused on allowing students to define their own truths and be independent thinkers, and this has often been enabled through

residential learning (Rhatigan, 2000). Residence life, in particular, has been concentrated on educating students through programming and allowing students to think freely and explore new possibilities (Creamer et al., 2001; Ender et al., 1996).

One of the common job responsibilities of LO/LI residence life professionals has been that of supervising paraprofessional staff members, such as resident assistants (RA), (Blimling, 1999). Blimling (1999) explained that RAs facilitate ideas and learning between students. Additionally, student involvement and integration within their halls and on campus can increase retention (Buena Vista, Maldonado, & Rhoads, 2005). Living and learning experiences occurring in the residence halls creates a greater opportunity for students to receive academic support from their peers, and this can ultimately lead to higher retention (Li et al., 2005). Wisely and Jorgensen (2000) described the importance of the shift in terminology from “dorm” to “residence hall,” indicating that a residence hall is a place where learning is intentional and communities are created in contrast to the dormitory which provided sleeping accommodations.

The RA role is extremely important not only to the residential population but also to the LO/LI professional who supervises them. As the direct supervisor of RAs, LO/LI professionals need to ensure that their staff members are educated properly and are made aware of best practices. Gardner (1997) described the importance of receiving student input when creating programs. Since RAs are residents as well as employees, professional staff need to solicit the input of RAs prior to making big decisions and planning events. Additionally, Johnson and Cavins (1996) explained that community

atmosphere impacts student involvement. Through involving RAs in the training and education process, a greater bond and sense of community will be created (Gardner).

Astin (1999) explained that student persistence could be dependent upon professionals in student affairs. Further, Arboleda et al. (2003) found that student involvement and satisfaction had a direct correlation to relationships with student affairs professionals. Braxton (2000), in examining the reason for high attrition rates among students who were involved during their college years, determined that student affairs professionals and paraprofessionals had a significant impact on student success.

Oshagbemi (1997) found that professors' job satisfaction was increased by student enthusiasm, contact with students, and contribution to student development. Although Oshagbemi investigated professorial job satisfaction, it is likely that many of the same factors related to working with students would affect job satisfaction among new LO/LI professionals in residence life. The impact on student success is a major intrinsic predictor of job satisfaction, yet it is difficult, if not impossible, to measure (Harned & Murphey, 1998). Though many new LO/LI professionals may enter the field of student affairs and residence life in order to help students learn and grow, the difficulty of measuring or seeing the results can lead to a lack of job satisfaction and attrition.

Their impact on students is reason enough for supervisors and researchers to examine ways to help LO/LI professionals with their demanding jobs, while continuing to challenge them on a daily basis. The turnover rate of LO/LI professionals has a direct effect on RAs' and residents' feelings about and satisfaction with the university. More

research is necessary in the area of new LO/LI residence life professionals in order to determine a “best practices” model that can be emulated by the whole of higher education.

Supervision

Harned and Murphy (1998) described the relationship between new professionals and their supervisors as having the largest influence on job satisfaction. The Paraprofessional Healthcare Institute (2008) explained that creating a relationship with an employee was the first step in successful supervision. A new focus of attention has been placed on overseeing new professionals, as many superiors lack knowledge in appropriate and successful supervision (Herdlein, 2004). Herdlein (2004) further explained the need to educate managers in methods of supervision in order to enhance the administration and satisfaction of new professionals.

A normal phenomenon among new professionals has been the expectation that their supervisors will serve as their mentors. Rather, it is the supervisor’s responsibility to educate employees (Renn & Hodges, 2007) and to help them find mentors by introducing them to experienced professionals and encouraging them to get involved on campus (Harned & Murphy, 1998). Obtaining support of not only a supervisor, but also a mentor, aids in further understanding of the student affairs field and increases job satisfaction for new professionals.

Smith (2004) explained that supervisor support is one of the most important characteristics in job satisfaction. Because supervisor support is instrumental in job

satisfaction, supervisors of LO/LI professionals need to be educated on this fact along with possible misunderstandings and problems that may occur with their staff (Belch & Mueller, 2003). If supervisors are not supportive because they believe employees do not have the desire to learn and develop, high levels of dissatisfaction and attrition can be expected (Renn & Jessup-Anger, 2008). Supervisors need to keep an open mind and strive to understand the desires and needs of their employees.

According to Upcraft and Barr (1988), supervision is crucial in enhancing productivity and morale among employees. Aamodt (2007) detailed the motivation needs experienced by employees. Some employees are internally motivated, and thus have less need for supervisors to motivate them (Aamodt). This is often the case for LO/LI professionals who have arrived in their positions knowing that there will be long hours in a very demanding job. Supervisors cannot assume, however, that this is the case for all LO/LI professionals. As Oshagbemi (1997) explained, external motivation such as recognition of employees by their supervisors, along with feedback and support, is vital in maintaining job satisfaction.

Feedback from a supervisor is an important motivational tool for employees (Aamodt, 2007). Providing accurate feedback to employees is essential as it updates them on their progress and on supervisors' views of their progress (Ward, 1995). Due to the nature of student affairs units, few tangible rewards exist for professionals, and supervisors need to reinforce the work of the new professionals through continual feedback and reassurance (Harned & Murphy, 1998). Although employees assume

responsibility for their own progress through self-regulation, supervisors have the opportunity to reinforce their thoughts and perceptions. This can further motivate them by highlighting their unnoticed accomplishments (Aamodt, 2007). Oman, Moulds, and Usher (2009) found that professional satisfaction could result from recognition by oneself, constituents, peers, or the organization in general.

Kretovics (2002) explained that although a plethora of entry-level LO/LI residence life positions are available every year, each demands different characteristics in employees. Expectations need to be explained and discussed in detail, as the new professional may not be fulfilling the needs and, therefore, may not be meeting the requirements of the supervisor (Paraprofessional, 2008). Ward (1995) explained this dilemma in terms of role ambiguity, stating that role ambiguity has a tendency to lead to low job satisfaction, as new professionals are unsure of their purpose and constantly questioning themselves. Supervisors, therefore, need to present clear work roles, e.g., create a clear understanding of the purpose and requirements of the job, in an effort to increase satisfaction (Jones, 2003).

After reviewing staff management problems and staff satisfaction, it was determined that the poorest outcome of managing staff in student affairs was supervisors' lack of courage in confronting their employees (Upcraft & Barr, 1988). An employee can feel a lack of support by the supervisor if feedback, and even confrontation, is lacking (Oman et al., 2009). In order to foster job satisfaction among employees, supervisors

need to continually provide positive and constructive feedback and effectively communicate with their employees (Paraprofessional, 2008).

According to Tull (2006), synergistic supervision focuses on a holistic approach and leads to a higher degree of job satisfaction and less turnover. Although feedback is essential to the development of new professionals, an opportunity to give feedback and ask questions is necessary (Davis Barham & Winston, 2006). New professionals encounter new experiences frequently and need a supervisor who will be actively engaged in each moment (Davis Barham & Winston, 2006). Additionally, time for processing and active discussion is necessary in order to help the new professional continue a smooth transition (Davis Barham & Winston, 2006). Synergistic supervision helps continue a comfortable relationship between supervisor and the new employee and allows both to clearly articulate concerns or ideas (Tull). Davis Barham and Winston (2006) concluded that new professionals need to be aware of their needs and to communicate them to their supervisors, and that the supervisor needs to be aware of the potential needs of the new professional. Keeping an open mind can help both parties adjust to the new relationship and increase job satisfaction.

Ward (1995) explained the need for supervisors to create autonomous environments for their new professionals, indicating that a lack of autonomy and influence in decision-making leads to a deficiency of job satisfaction and an increase in stress. Furthermore, Paraprofessional (2008) detailed the need to elicit ideas and perspectives from employees. Belch, Wilson, and Dunkel (2009) explained that

providing an opportunity for new professionals to meet with upper level administrators creates higher job satisfaction even though new professionals may decline.

Empowerment also helps new professionals feel valued and reassures them that they are having an impact (Ward). Additionally, challenging new professionals helps them feel further engaged (Harned & Murphy, 1998). Paraprofessional explained that helping employees solve problems for themselves can be challenging but encourages autonomy and leads to a sense of empowerment.

Syptak et al. (1999) explained that the work completed by employees is extremely important to them. Employers can help employees appreciate this value through reinforcing its importance and conversing with them about the meaning behind the various tasks. Furthermore, a lack of enjoyable tasks has been found to lead to job dissatisfaction, and an increase of enjoyable tasks leads to job satisfaction (Aamodt, 2007). Hackman and Oldham (1976) explained that skill variety consists of varied tasks that challenge employees and cause them to push the limits within themselves in order to accomplish assigned tasks. Entry-level LO/LI professionals in housing and residence life are often given a great deal of autonomy and are empowered to create the experience they are seeking (Belch et al., 2009). This positive skill variety is important since LO/LI professionals must confront various challenges on a regular basis.

Further explanation of the purpose of tasks can also help employees view tasks in a different light (Paraprofessional, 2008). Jones (2003) explained that employees who attain the values they seek are more likely to have higher job satisfaction. Overall,

supervisors need to ensure they are properly advertising their open positions and hiring professionals who will be open, honest, willing to communicate, and hold similar values.

Supervisors can help the institution and upper-level administration understand and value the work of their employees, as a feeling of being valued is a predictor of job satisfaction (Oshagbemi, 1997). According to Paraprofessional (2008), feeling valued and respected serves as one of the highest predictors of intention to stay. Supervisors should ensure they exude a feeling of value of their employees while also educating the campus community of the job responsibilities and significance of the LO/LI professionals' job. Top management can also help employees in developing a sense of worth by relinquishing control of normal day-to-day operations. This empowers lower-level employees to make decisions (Luthans & Fox, 1989). Feeling valued and empowered can lead to an increase in LO/LI professionals' job satisfaction.

Ward (1995) addressed the value of feedback, both positive and constructive, along with clear expectations as positive predictors of job satisfaction. Jones (2003) also recommended honest communication among supervisors, personnel, and the institution. Jones cited recognition of achievement as providing intrinsic and extrinsic motivation for LO/LI professionals and having a positive impact on job satisfaction. Oshagbemi (1997) and Ward also indicated the importance of supervision received as a predictor of job satisfaction.

Balance

Renn and Hodges (2007) explained that the highly demanding lifestyle attributed to LO/LI jobs combined with living and working in the same place can be a source of high stress for entry-level professionals. Amey and Ressor (2002) studied many new professionals in an effort to determine which of their experiences led to job satisfaction. They found that the demands of a LO/LI position may take a heavy toll on new professionals, causing them to want to leave their jobs in an effort to find balance in their lives (Amey & Ressor). Renn and Jessup-Anger (2008) found that new professionals had difficulty in establishing a balance between work and personal lives, although the struggle was lessened as they gained experience. As noted by Richmond (1986) and Trimble, Allen, and Vidoni (1991), a balanced healthy lifestyle is necessary for work in student affairs as the jobs tend to be demanding in terms of time and energy.

Magolda and Carnaghi (2004) explained that new entry-level professionals commonly hold LO/LI residence life positions. Boehman (2007) described a lack of balance among these professionals between work and personal commitments as often leading to high attrition rates. A lack of balance in one's life creates stress and can leave professionals unhappy with their jobs. Unfulfilled personal and social goals can lead to a sense of meaninglessness (Scott & Davis, 2007). A chaotic work schedule, coupled with the demanding nature of the job requires that LO/LI professionals find balance in their work and personal lives.

Belch and Mueller (2003) explained LO/LI professionals' feelings of burnout have led to seeking jobs in other areas of higher education. Likewise, a better quality of life, including freedom and independence, was found to be desired among LO/LI professionals (Belch & Mueller). Though they provided no formal definition of quality of life, Belch and Mueller identified it as a predominant factor contributing to the lack of interest for LO/LI positions.

In an effort to help create balance, it is important for new professionals to get involved within and outside of the institution (Richmond, 1986). Creating opportunities for separation helps professionals distinguish between their personal and professional lives (Richmond, 1986). One way to create balance is to perform service or volunteer work. In a study of physicians, service was found to positively impact employees' attitudes about their jobs. They were rewarded for giving good care even when conditions were not ideal and in addition to their long work hours (Oman et al., 2009). In contrast, Oman et al. (2009) found that service work can negatively impact job satisfaction, as it may highlight administrators' failure to respond to the needs of employees, constituents, and difficult working conditions.

Goals

The job of LO/LI professionals is extremely challenging, and it is important that achievable goals are established in the position (Aamodt, 2007). Achievable goals set by the employee are important for professionals because as they are accomplished, employees will become naturally motivated by their personal success (Aamodt, 2007).

Furthermore, reaching achievable goals typically leads to praise from supervisors, which also leads to employee satisfaction.

A skill of particular importance is that of defining one's own personal goals and mission (Trimble et al., 1991). Though this can be difficult for new professionals, it is imperative that they are fully aware of themselves. If new professionals are able to identify their personal goals, they are more likely to work with their supervisors to ensure their missions overlap and identify any potential problems (Beeler, 1991). Jones (2003) noted the importance for employees' job satisfaction that they strive for clear and challenging goals and be encouraged to use their own judgment.

Relationships

Employees need to feel valued by several constituents, including their supervisors, coworkers, and the organization as a whole (Harned & Murphy, 1998). In feeling valued, employees believe they fit within the organization, and this is a predictor of high job satisfaction (Aamodt, 2007). Belch et al. (2009) explained that communicating a clear departmental mission to new employees can assist in hiring employees who have a better fit within the organization. Feeling like a true part of an organization includes factors such as interpersonal relationships, proper supervision, similar beliefs and values, and appropriate job responsibilities (Syptak et al., 1999).

Scott and Davis (2007) explained that social isolation is also a predictor of low job satisfaction. Social isolation can be described as the feeling of being segregated or rejected (Scott & Davis). Due to the nature of LO/LI positions, professionals can

experience these feelings with their student staffs, professional staffs, friends and family, or within the University as a whole.

Relationships with students and professional staff members were noted as both a top reason and as a deterrent for new professionals to pursue student affairs careers (Hunter, 1992). Renn and Hodges (2007) found seven common predictors of both positive and stressful relationships, which included supervisors, colleagues, family, and students. One potential source of job satisfaction, and a common concern of new residence life professionals, was in regards to how the students will respond to them (Renn & Hodges). Richmond (1986) explained the need for new professionals to create relationships with students early to help the transition and to be wary of senior administrators' opinions of such relationships. Ghezzi (2008) discovered that employees are happiest when they had a good relationship with the team with whom they were working and the overall organization.

Smith (2004) identified organizational commitment and other organizational characteristics as predictors of attrition. Employees' expectations of their job and a fit within the greater organization are important in achieving job satisfaction (Aamodt, 2007). Employees need to fit within and feel that they are an integral part of that organization in order to be fully satisfied (Smith). New professionals need to know how to navigate the challenges of office and institutional politics (Renn & Jessup-Anger, 2008; Richmond, 1986; Trimble et al., 1991).

Cultural estrangement can also be a cause of low job satisfaction, as it represents the rejection of employees' values and standards (Scott & Davis, 2007). This condition impacts minorities and causes them to experience discomfort in positions at times due to their cultural values and assumptions (Duggan, 2008). Employees who may need to uphold policies and procedures in their organizations that they may not fully believe or support can also experience cultural estrangement (Scott & Davis, 2007).

Renn and Jessup-Anger (2008) found that navigating and adjusting to the culture of the organization was difficult for new professionals when beginning a new job. Employees who feel like outsiders in the group, office, or institution are likely to be unhappy and more likely to leave. Due to the impact that high staff turnover has on other employees' satisfaction and retention, professionals who are not satisfied with their jobs can create more problems for the organization (PASS, 2003).

Aamodt (2007) stated, "Employees who are unhappy with their jobs miss work, are late to work, and quit their jobs at higher rates than employees who are satisfied with their jobs and are committed to the organization" (p. 365). This applies to LO/LI residence life professionals. Due to the demanding nature of their jobs, LO/LI residence life professionals can be unhappy. This, in turn, can lead to a lack of commitment and low job satisfaction. If LO/LI professionals do not arrive at work stations at the standard prescribed time, even with permission from their supervisors, they are subject to the criticism of their coworkers and staff. Such criticisms can lead to a lack of further job satisfaction (Aamodt). In addition to criticism by coworkers, these professionals also

have the weight of student retention on their shoulders, as their involvement and their staffs' involvement with the residents have a significant impact on student retention (Li et al., 2005).

As employees grow more comfortable with their new jobs, they tend to have the desire to form new and meaningful relationships including connecting with departments across campus (Renn & Hodges, 2007). Meaningful relationships and support across campus contributes to professionals' satisfaction (Belch et al., 2009). Jones (2003) recommended incorporating coworker interaction to promote satisfaction among employees. Harned and Murphy (1998) indicated that supervisors can assist new professionals in finding mentors and establishing relationships with departments beyond their own units. Paraprofessionals (2008) explained that the quality of relationships between employees and their constituents were reported as having drawn employees to their work, but it was the quality of relationships with coworkers and supervisors that kept them there.

Extrinsic Motivators

Another point of motivation for employees are extrinsic motivators. Extrinsic motivators are tangible rewards or pressures that cause an employee to do their work (Aamodt, 2007). According to Aamodt (2007), rewards need to be given at the right time, in the right manner, so as to fully motivate the employee. Aamodt further explained that rewards such as money, vacation time, and supervisor praise are more desired than private praise or internal motivators. Supervisors of LO/LI professionals need to be

aware of the work their employees do each day and night and ensure they are continually recognizing and motivating them; this will increase job satisfaction and job retention. Education, training, and knowledge needed, which includes preparation programs and professional development, in addition to advancement, opportunities, and salary, are examples of extrinsic motivators and are discussed in the following sections.

Education, Training, and Knowledge Needed

As with any profession, a solid knowledge base prior to beginning a new job will help both the employee and employer to be more successful. Winston and Creamer (1997) explained that the induction of new professionals into their first jobs is often very informal, the training is not comprehensive and may leave the inductee feeling less than satisfied. Turrentine and Conley (2001) found that proper training was needed for new professionals. They believed that new professionals, without needed training, were set up for failure. Upcraft and Barr (1988) concurred as they termed orientation and training for new employees to be critical. In a study by Renn and Hodges (2007), few participants indicated that they received adequate training upon beginning their new jobs, leaving them confused and somewhat lost.

For LO/LI professionals, there are particular constituents with whom new employees should be familiar. Meetings sufficient to ensure effective communication with units such as the counseling center, health services, and campus safety should be included in new job training. Saunders, Cooper, Winston, and Chernow (2000) explained that a solid orientation is also crucial in helping new professionals respect their

supervisors. Tull (2006) explained that synergistic relationships with supervisors contribute to a better orientation to the new office environment, and supervisors can be important in introducing new staff to meet other campus staff with whom they may be working (Smith, 2004).

Preparation Programs

St. Onge, Ellett, and Nestor (2008) surveyed chief housing officers at institutions registered with ACUHO-I. They found that only 31% of institutions studied require entry-level professionals to hold a master's degree, and 58% required only a bachelor's degree. Though Turrentine and Conley (2001) indicated it was unknown if degree attainment was a contributor to job satisfaction, they advised against employing new professionals without master's degrees. Paterson and Carpenter (1989) stressed the need for employers to offer positions only to qualified candidates, indicating that this would ease the transition for everyone concerned. However, this has proven to be challenging as the enrolled students in higher education master's degree programs have become less rather than more diverse in comparison with student populations on college campuses (Turrentine & Conley). This creates challenges in providing (a) appropriate role models for students, (b) diverse voices of the campus, and (c) a diverse array of programs and services (Turrentine & Conley).

Preparation programs for higher education and student affairs professionals can have a large impact on individual success. Richmond and Sherman (1991) found that

internship and practicum experiences were beneficial in providing new professionals with the skills and training necessary to be successful. Kuk, Cobb, and Forrest (2007) surveyed student affairs officers and graduate preparation faculty and determined that faculty, graduate students, and supervisors of entry-level professionals had different expectations of the competencies necessary for new professionals. In this study, faculty tended to focus on the broad knowledge base of higher education and student affairs. Furthermore, faculty were more likely to assume that students receive adequate skills by participating in an assistantship or internship. In contrast, students and supervisors expected to receive a more specialized education in the classroom (Kuk et al.).

A broad knowledge base and practical experience in the field have been determined to be important for new professionals. Renn and Hodges (2007) explained the need to educate new professionals on organizational politics and contexts in order to ease their transition into their new positions. Furthermore, a realistic picture of what it is like to be a new professional is crucial to their success (Renn & Hodges). Herdlein (2004) explained that it is quite impossible to learn everything during a master's degree program, and that new professionals need to understand that career development occurs during the lifetime of the profession.

In addressing the level of skills, Herdlein (2004) found that interpersonal skills were one of the most important areas of knowledge needed in order to be a successful student affairs professional. Herdlein also viewed skills and knowledge in various types of administration and supervision as necessary to preparedness. In a 1988 study, Hyman

studied recent graduates, preparation faculty, and student affairs officers to determine perceptions of competencies needed among new professionals. Hyman found 33 competencies necessary to begin entry-level work in student affairs; however, one genre of competencies, consultation, stood above the rest. Consultation consists of recognizing and using others' expertise, facilitating group problem solving and decision-making, facilitating staff development via training, and working effectively with diverse individuals (Hyman). Paraprofessional (2008) found that problem-solving skills were needed in order to avoid turnover among new workers. Problem solving skills include the ability to think critically, communicate effectively, and prioritize appropriately (Paraprofessional). For LO/LI professionals, utilizing problem solving skills is extremely common, whether it be a roommate conflict, a disagreement among paraprofessional staff, or a concerned parent.

Since student development and education are the main responsibilities for LO/LI residence life professionals, they must understand who they are working with in order to work with them effectively (Ender et al., 1996; Johnson & Cavins, 1996). Farrell and Hoover (2005) described the need for professionals and educators to accept students as they are in an effort to better serve them. Barr and Desler (2000), Ender et al. (1996), and Moore (2000) addressed the necessity for residence life professionals to remain updated as to (a) the field of higher education and (b) the current student population, as it is their job to educate residential students. Luthans and Fox (1989) cited important areas to consider when hiring new employees, such as desire to learn, potential for success, and

ability to work autonomously. As Upcraft and Barr (1988) explained, selecting the right people for the job is instrumental in managing student affairs staff effectively.

Although professionals in residence life have come from different backgrounds, those who have pursued further education, such as a master's degree, typically have earned degrees in higher education, student personnel, or human communication (Brown, Headsworth, & Saum, 2009; Taylor & Destinon, 2000). Because master's degree professionals generally have a background in areas that will help them in their professional pursuits, it may be easier for them to remember what skills are needed to assist the college students with whom they are working (Brown et al., 2009). However, there are numerous entry-level positions in residence life that do not require a master's degree, and this could leave those professionals lacking in their skill sets (Ender et al., 1996).

Professional Development

Professional development can be particularly helpful in meeting the challenges occasioned by the diverse levels of preparation found among residence life professionals. Though some individuals will have less well-developed skill sets, all need to continually educate themselves in order to understand happenings on campuses and how to best serve students (Barr & Desler, 2000; Canon, 1980). Professional development does not need to occur at state, regional, or national conferences but can and should occur within a department, unit, or institution (Canon, 1980). Although professionals are likely to be

aware of current student trends, they need to keep abreast of what is happening on theirs and other campuses in order to constantly be able to educate students (Moore, 2000; Taylor & Destinon, 2000).

PASS (2003) explained that very few employers have a well-organized plan for staff development of entry-level employees. If employers are not supporting their employees, or the employees are unaware of their expectations, lower levels of job satisfaction can be expected. Maslow's theory of self-actualization explains that an individual's need for growth and challenge is important only when all initial needs are met (Aamodt, 2007). Supervisors should be aware of the need for personal and professional development and adapt practices in order to accommodate these needs. Renn and Jessup-Anger (2008) found that opportunities for professional development led to lower attrition rates. Furthermore, available resources are one of the most imperative aspects of a job that leads to satisfaction (Harned & Murphy, 1998).

Due to the critical nature of new professionals in student affairs, it is vital that they are given development opportunities to keep them engaged in the field and happy with their jobs (Harned & Murphy, 1998). Although new professionals spend varied lengths of employment in LO/LI positions, most do not plan to continue in these positions for an extended period of time (Belch et al., 2009). Therefore, in order to provide for entry-level employees' departure, supervisors and departments should be intentional in preparing staff for their next positions. Belch et al. (2009) reported that supervisory support and understanding of future employment plans increased the

likelihood that LO/LI professionals would remain in the field of student affairs.

Supervisory support was also credited with giving new professionals a perception of greater opportunities for professional development (Tull, 2006).

Advancement and Opportunities

Opportunities for advancement have a high impact on job satisfaction. A report on enhancing job retention and advancement provides ample information on the evolving culture of the workforce (PASS, 2003). PASS (2003) explained that in reference to advancement, promotion, and development, supervisors and employees often times have different expectations and needs. PASS explained how employees and employers' differing expectations can affect or be affected by advancement opportunities or a lack thereof. It is important for employees to recognize what is expected of them. For example, entry-level employees are expected to develop and learn more about their positions and the organization using their own initiative (PASS). They may mistake an employer's laissez faire attitude regarding their advancement for a lack of caring. This perception could lead to less job satisfaction.

Once employees have all of the knowledge and skills necessary for their job, or even for all jobs in their office, they look for advancement. A lack of potential for advancement can lead to less job satisfaction and a higher intention to leave (Luthans & Fox, 1989). According to Oman et al. (2009), a work environment that facilitates learning contains a rich learning environment due to the variety of constituents and situations and presents promotion opportunities is extremely important to employees.

The promotion process was also seen as a hazard when there were “bottlenecks” from older employees not leaving, promotions given on seniority rather than merit, and long time periods between filling vacant positions (Oman et al.).

PASS (2003) discussed employee thoughts on advancement. Interest in promotion was often dependent on the potential impact on family and personal life. Though interested in advancement, employees may not be able to attend development sessions due to the front-line work demands of their jobs (PASS). Sylvester (2008) explained that the possibility of an actual promotion had a positive impact on work attitude. In a longitudinal study of higher education preparation program graduates and new professionals, only 39% were satisfied with their potential for advancement (Richmond & Sherman, 1991). Promotion can be a motivator for employees if adequate opportunity is in sight. Jones (2003) explained the importance of a clear promotion structure in promoting job satisfaction.

Belch and Strange (1995) found that the lack of career advancement opportunities led to high attrition rates. Although the high attrition rate among new professionals in residence life and housing is troubling, it does provide for some positive outcomes. The typical age range of directors of housing or residence life varies considerably, ranging from approximately 36 to 45, 10 years younger than the average age of most directors in student affairs (Walker, Reason, & Robinson, 2003). The age variance described implies that housing and residence life professionals are able to advance more quickly than other

student services professionals in areas such as career services and admissions (Walker et al., 2003).

Salary

In a study of Nigerian Police Officers, Sylvester (2008) found that increased wages and salaries had a significant positive impact on work attitude. According to Sylvester, if employees believe themselves to have been compensated appropriately, they will be happier, have better attitudes toward their work, and experience higher job satisfaction. In terms of new LO/LI professionals, salaries range from \$11,500 per year to \$43,000 per year according to a self-reported survey (Horowitz, 2008). It is vital to note that the mean salary among chief housing officers, according to Walker et al. (2003), varies greatly between public and private institutions with an average difference of \$20,000 in favor of public institutions. Salary differences can be attributed to a professional's experience, cost of living, and the location of the college or university in addition to the institution's age and funding source for the department.

Belch and Mueller (2003) found that salary for entry-level LO/LI professionals, in addition to their benefits, were the second and third most common reasons for not pursuing a position in residence life. In a second study by Belch and Mueller, senior housing officers predicted that low salary would be the highest predictor of attrition and primary reason for new professionals not pursuing residence life positions. According to Upcraft and Barr (1988), staff in student affairs are frequently demoralized, believing that their salaries are less than those of faculty and other staff members. The lack of equitable

salaries, or the perception of a lack of equitable salaries, can lead to frustration among LO/LI residence life professionals. Woodard and Komives (1990) discovered that salary has a high correlation with retention of new professionals. Boehman (2007) explained that new professionals believed that an advanced degree deserved a higher salary. According to Walker et al. (2003), salary had a negative correlation with degree attainment, i.e., advanced degrees did not indicate increased salaries for student affairs professionals. In fact, the negative correlation was greater for women, indicating that the attainment of an advanced degree did not lead to salary increases for females at the same rate as males (Walker et al.).

Factors such as location, educational background, and previous experience have been recognized as common predictors of salary among student affairs professionals. However, Walker et al. (2003) explained that factors such as age, ethnicity, and gender are also predictors of salary. In a study completed by Walker et al., with a 35% response rate among 419 student affairs administrators who were members of the National Association of Student Personnel Administrators (NASPA), age, ethnicity, and gender were found to be significant predictors of salary. Among all student affairs professionals, age and gender were significant predictors of salary. Luthans and Fox (1989) recommended compensating employees based on the skills and knowledge they possess. In order for employees to continue to feel valued, upper-level management needs to use a skill-based pay system and also reward employees with professional development opportunities (Luthans & Fox).

Amenities

Due to a decrease in desire for LO/LI positions, housing and residence life professionals have adopted targeted strategies to retain employees (Furlone, 2008). These include amenities associated with improving daily living conditions. Belch et al. (2009) found that institutions credited with applying best practices in the recruitment and retention of LO/LI entry-level professionals focused on quality of life issues for staff members. Improving LO/LI staff apartments with plans to upgrade those apartments was one best practice in retaining LO/LI professionals (Belch et al., 2009). In addition to improving living quarters, The Talking Stick Writer's Community (2008) recommended that housing and residence life administrators "consider changes to rules concerning everything from domestic partners and pets to meal plans and facilities" (p. 62).

Kankaanranta et al. (2007) emphasized the non-pecuniary aspects of the job as important predictors of job satisfaction. The Talking Stick Writers Community (2008) surveyed coworkers and cohorts to determine methods that housing and residence life professionals have used to create a healthy balance in their lives. One suggestion in particular entitled "No Place Like Home" helps demonstrate a need for LO/LI professionals to have a comfortable homelike atmosphere in their residence hall dwelling. Furlone (2008) explained, "We do believe that making them [Resident Directors] feel at home is HUGELY important. Perks such as allowing pets and offering a meal plan for live-on significant others as well have been a big plus for RD staff" (p. 89).

Housing

One unique benefit for LO/LI residence life employees is the use of a furnished or unfurnished apartment in addition to their salaries. This apartment is typically provided in a particular residence hall or elsewhere on campus. Belch and Kimble (2006) described the importance of balance for professionals, particularly new professionals, as they are adjusting to their first professional position (Davis Barham & Winston, 2006). As a new professional, presumably a recent graduate with a master's degree, it can be difficult to create and maintain that balance (Watson & Botts, 2010). Having a comfortable, private living space can assist in making necessary adjustments and establishing personal and professional life spaces.

Hill (2004) explained a revitalization that is taking place in residence halls around the country as buildings are being updated to accommodate current student desires. Although updates are occurring to increase student satisfaction, a need exists to increase updates in LO/LI apartments to accommodate their desires and increase their satisfaction. Belch et al. (2009) found that recognizing the LO/LI population, which consists of young professionals likely in their first jobs, is important in recruiting and retaining staff. These authors advocated that supervisors and upper-level administrators assess the amenities that are provided/allowed for LO/LI professionals, the amenities that are desired, and work toward policies that will bridge the gap (Belch et al., 2009).

Jones (2003) explained that improved facilities promotes job satisfaction among LO/LI professionals. Belch et al. (2009) reported that providing LO/LI professionals the

opportunity to choose furnishings and paint colors for their apartments was helpful in increasing job retention. Belch and Kimble (2006), however, advised that decision opportunities were not enough. Noting that cinderblock walls can be a constant reminder to professionals that they are in residence halls, they cited new lighting fixtures and new carpets as potentially mitigating the effects of the cinderblock walls (Belch & Kimble). They also advocated that a remodeling plan be in place and that continual progress be made toward its completion when adjustments cannot be made to personal apartments immediately (Belch et al., 2009). Wilson (2006) explained that simple amenities such as attractive furniture and wooden kitchen cabinets could contribute to increased job satisfaction.

Belch and Kimble (2006) and Wilson (2006) further explained that a departmental plan to address amenities provided to employees is a specific strategy to increase recruitment and retention. New professionals understand the financial constraints of their departments, and supervisors should remember that even the slightest adjustment can make a huge impact on job satisfaction (Belch & Kimble).

Respect for the staffs' living space, what they consider their home, is extremely important to LO/LI staff (Wilson, 2006). In a study on the recruitment and retention of LO/LI professionals, Belch et al. (2009) surveyed and interviewed chief housing officers and found that the courtesy of not publishing LO/LI professionals' apartment phone numbers as a manner of respecting the professionals' personal living space was a way to respect their living space. One supervisor noted the importance of their staff to be able to

go home at night and be happy with their apartments (Belch et al., 2009). The housing provided to LO/LI professionals has been determined to be an important amenity worthy of consideration in this research.

Other Amenities

The ability to have pets is one of several amenities that have been used in recruiting and retaining new LO/LI professionals. In a study completed by Belch and Mueller (2003), 69.9% of senior housing officers agreed that not allowing their LO/LI staff to have pets would likely be a deterrent to new professionals in pursuing LO/LI positions and careers in residence life. However, in a second study conducted by Belch and Mueller, graduate students rated the ability to have pets as a LO/LI professional low on their list of reasons for not pursuing such positions. This demonstrates a lack of understanding between senior administrators and their potential new employees, and a need to bridge the knowledge gap.

Belch and Kimble (2006) reviewed several additional amenities that have been helpful in recruiting and retaining LO/LI staff. Flexible work schedules, private apartment entrances, meal plans, parking, gym memberships, and laundry facilities in their apartments are a few of the amenities noted as being included in compensation packages at institutions who have been credited with best practices in recruitment and retention (Belch & Kimble). Wilson (2006) explained that perquisites and amenities available to professionals were not only predictors in the decision to accept LO/LI positions, but were also predictors of retention among employees.

Meal plans are a common amenity provided to LO/LI professionals and are viewed as one way for professionals to connect with students. Although not universal, according to Horowitz (2008), 64% of 515 self-reported institutions provide a full meal plan for LO/LI professionals while classes are in session, typically fall and spring semesters. No current research exists on the exact number or percentages of LO/LI professionals who receive meal plans for their domestic partners or family members, but it was noted as a predictor of recruitment and retention (Belch et al., 2008). With the exception of the work of Belch et al. (2008), Belch et al. (2009), and St. Onge, Ellett, and Nestor (2008), there was a lack of research identified in this review in regard to other amenities such as private entrances, parking, washer and dryer, gym memberships, and technology provided to LO/LI professionals.

Wilson (2006) outlined negotiable policies, such as the ability to have domestic partners live on campus, professional development funds and support, collateral assignment opportunities, and flexible work schedules. Wilson also explained that review and adjustment of current policies is an effective manner of increasing LO/LI professionals' quality of life. At the time of the present study, no research existed in reference to domestic partner policies and benefits. Research on professional development funds and support within student affairs has been conducted, but there has been no specific research targeted to entry-level LO/LI professionals. Collateral work assignments, such as work in other offices on campus, have been shown to increase job satisfaction among LO/LI professionals (Belch & Kimble, 2006; Wilson). Belch and

Kimble (2006) further detailed the importance of flexible work schedules, and their impact on professionals' quality of life and job satisfaction. Some of these amenities are related to supervisors, their flexibility, and receptivity to addressing the needs and desires of their LO/LI employees with a goal of recruiting and retaining employees who will experience job satisfaction in their roles.

Job Characteristics Model

A Brief History

Job satisfaction, and subsequently job redesign have been examined, and countless theories have been created and tested. The first major theory related to job satisfaction was developed by Herzberg and has been viewed as the most influential in work redesign (Hackman & Oldham, 1976). Herzberg, Mausner, and Snyderman (1959) explained the two-part theory of satisfaction and motivation as one that encompasses both intrinsic and extrinsic factors. Herzberg's theory was that intrinsic factors are known as the motivators that lead to job satisfaction. Extrinsic factors, known as the hygiene factors, lead to job dissatisfaction (Herzberg et al.). Herzberg's theory laid the groundwork for job redesign but has not been empirically supported by other researchers, nor has it been able to differentiate motivation between individual differences (Hackman & Oldham, 1976).

Hackman and Oldham (1976) researched activation theory prior to creating their socio-technical systems theory. Activation theory was originally developed and used to

determine what increased or decreased activation in organisms, but it was also used to examine the stimulation an individual has at a job and its contribution to job satisfaction and motivation (Hackman and Oldham, 1976). Although activation theory added to the knowledge regarding under-stimulating jobs and effective ways to increase arousal, it neglected jobs that were over-stimulating (Scott, 1966). Another disadvantage of the theory was that no means existed to measure levels of activation in work settings or to determine optimal levels for the vast variety of individuals. Finally, activation theory has not provided guidance for designing work to maintain motivation and satisfaction (Hackman & Oldham, 1976).

The final theory that contributed to the beginning ideas of the Job Characteristics Model (JCM) was socio-technical systems theory. Socio-technical systems theory encompassed an approach to redesign work based on the interactions between social and technical aspects of the workplace (Hackman & Oldham, 1976). This approach was successfully utilized in several work redesign projects, and is most widely known for its development of the notion of autonomous work groups. As explained by Hackman & Oldham (1976), although autonomous work groups were very successful, there was little research into how the technical and social aspects of one's work related to and affected work outcomes. No method existed that could be used in diagnosing job and work issues prior to a redesign to make the redesign as effective as possible.

Development of the Job Characteristics Model

Hackman et al. (1974) worked to develop the job characteristics model (JCM) as a way to understand job characteristics prior to conducting job redesign. One of the initial goals of the JCM was to create a diagnostic measure to be utilized when conducting job redesign. Hackman and Oldham (1974) utilized prior research in job redesign and motivation including work by Hackman et al. (1974) to create their model. Even though the original purpose of the JCM was for job redesign, it focuses on determining characteristics that lead to job satisfaction and motivation among employees. The JCM is comprised of three major sections that are described in detail in the following subsections. The first section is comprised of core job dimensions that include five major aspects of one's job. In the second section, core job dimensions lead to the critical psychological states that encompass three emotional aspects of a job (Hackman & Oldham, 1974). The final section consists of personal and work outcomes, which include motivations and specific satisfactions.

Core Job Dimensions

As explained by Hackman and Oldham (1976), the first three of the five core job dimensions are skill variety, task identity, and task significance. Skill variety is defined as “the degree to which a job requires a variety of different activities in carrying out the work. . .” (Hackman & Oldham, 1976, p. 257). Tasks that challenge or stretch the skills and abilities of the employee are examples of skill variety. Task identity can be defined as working on a job or project and seeing it through from start to finish, i.e., the

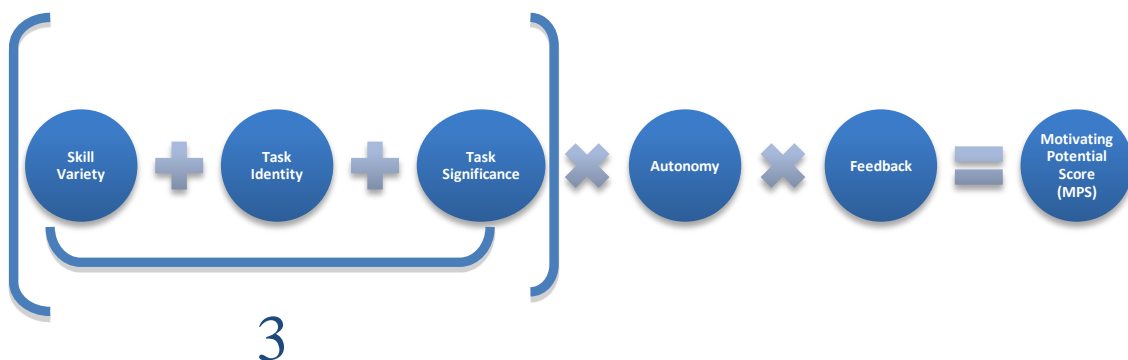
completion of a whole identifiable piece of work (Hackman & Oldham, 1976). Task significance can be described by the impact that one's job has on the lives or work of other people (Hackman & Oldham, 1976). According to the JCM, these three core dimensions have a direct impact on the first psychological state, the meaningfulness of work.

The fourth core job dimension is autonomy, the degree of freedom employees are given to carry out their work and make decisions (Hackman & Oldham, 1976). According to Hackman et al. (1974), autonomy has a direct impact on the critical psychological state of experience responsibility.

Feedback serves as the final core job dimension according to the original JCM and is defined as "the degree to which carrying out work activities. . . results in the individual obtaining direct and clear information about the effectiveness of their performance" (Hackman & Oldham, 1976, p. 258). Hackman et al. (1974) explained that feedback has an effect on the final psychological state, knowledge of results.

The five core job dimensions demonstrate the overall "motivating potential" (Hackman et al., 1974, p. 4) of a job. The motivating potential score (MPS) is a means to provide "a single summary index of the degree to which the objective characteristics of the job will prompt high internal work motivation" (Hackman et al., 1974, p. 9). According to Hackman et al. (1974), in order to determine the MPS, the first three core job dimensions (skill variety, task identity, and task significance) are averaged. The obtained number is multiplied by the amount of autonomy and the amount of feedback.

This equation is shown in Figure 2 and demonstrates the direct influence on the overall MPS of the first three core job dimensions. If any of the first three core job dimensions are low, or autonomy or feedback is low or approaching zero, the total MPS will be depleted. Higher amounts in any of the dimensions will have the opposite effect. Overall, this demonstrates that all five dimensions are crucial in having a job high in motivating potential which, when coupled with the psychological factors and growth needs, will lead to overall job motivation and satisfaction (Hackman & Oldham, 1976).



Note. From *A new strategy for job enrichment* (Technical Report No. 3), by J. R. Hackman, G. R. Oldham, R. Janson, & K. Purdy (1974). Printed with permission (Appendix A).

Figure 2. Motivating Potential Score (MPS).

Critical Psychological States

Hackman and Lawler's model demonstrates the importance of individual experiences and the positive effect those experiences have on employees' learning experiences (Hackman & Oldham, 1976). The three psychological states, as explained by Hackman and Oldham (1976), are representative of what an employee actually learns

as the result of a job task or within the job itself. Moreover, Hackman et al. (1974) hypothesized that employees who are successful and satisfied with their jobs tend to view their work as play. Learning and play are just two ways to look at the critical psychological states, as they can be interpreted in many ways for many different jobs and employee types.

As explained by Hackman et al. (1974) and Hackman and Oldham (1974; 1975; 1976), the three psychological states are (a) experienced meaningfulness, (b) experienced responsibility, and (c) knowledge of results. Experienced meaningfulness is the degree to which employees view their jobs as meaningful and important to the company or constituents. Experienced responsibility represents the amount of accountability and responsibility one feels for the results of work (Hackman & Oldham, 1976). Finally, knowledge of results is the employees' ability to believe and understand the affectivity of their work performance (Hackman et al., 1974; Hackman & Oldham, 1974). Hackman & Oldham (1976) found that the first three core job dimensions affected only the meaningfulness of work, autonomy affected only experienced responsibility, and feedback affected knowledge of results.

Fried and Ferris (1987) did not find support for these relationships. However, it has consistently been found that even though the direct relationships between specific dimensions and psychological states are not always valid, the five dimensions do directly influence the three psychological states.

The critical psychological states are crucial as they are directly affected by the core job dimensions and lead to personal and work outcomes (Hackman & Oldham, 1974). According to Hackman & Oldham (1976), the psychological states are the fundamental core of this model. To explain, the positive or negative effects of the psychological states reinforce employees' perceptions and can serve as an incentive or disincentive to continue to perform well (Hackman & Oldham, 1976). Furthermore, the existence of all three psychological states is crucial, as self-motivation is at its peak when all three states exist. Self-motivation is necessary in order for employees to continue to feel satisfied with their jobs (Hackman & Oldham, 1974).

Growth Needs Strength

Hackman and Lawler (1971) first explored growth needs as a way of further determining individual attributes' effects on job satisfaction. As explained by Hackman et al. (1974), employees who have a high need for growth, coupled with the existence of the core job dimensions, are very likely to have high personal and work outcomes. In contrast, however, according to Hackman et al. (1974), employees who do not desire or need growth, yet still have the presence of the core job dimensions, will be at risk for dissatisfaction.

Growth needs strength (GNS) is one aspect of the JCM that serves as a moderator to overall outcomes (Hackman & Oldham, 1976). GNS only has an effect on outcomes if it is introduced between the core job dimensions and the critical psychological states or between the critical psychological states and the personal and work outcomes. This

means that the core job dimensions need to be present in order to consider GNS as a factor of work outcomes (Hackman & Oldham, 1976).

Personal and Work Outcomes

Personal and work outcomes are the results of the entire JCM including the core job dimensions, critical psychological states, and the growth needs satisfaction. This model is based on the positive outcomes, originally determined to be (a) high internal motivation, (b) high general satisfaction, (c) high quality work performance, and (d) low absenteeism and turnover (Hackman et al., 1974). Internal motivation is described as the amount of self-motivation that employees possess in order to effectively perform their work (Hackman & Oldham, 1974). General satisfaction is the overall amount of satisfaction employees receive from their jobs. This includes some specific satisfactions in addition to growth needs satisfaction. High quality work performance is the quality of work completed by employees, and low absenteeism and turnover indicate positive outcomes in few days of missed work and a relatively few staff changes (Hackman et al., 1974).

Hackman and Oldham (1976) explained that overall positive work and personal outcomes are expected when a high MPS exists. Furthermore, the existence of the critical psychological states and growth needs satisfiers also influence the overall outcomes. The JCM had been presented as a continuous cycle of positive motivation (Hackman & Oldham, 1975). Hackman and Oldham (1975) modified the JCM in an effort to reflect job satisfaction and motivation more accurately. This modification

resulted in the Job Diagnostic Survey (JDS) which added core job dimensions and changed personal and work outcomes.

Job Diagnostic Survey (JDS)

Hackman and Oldham (1974) developed the Job Diagnostic Survey (JDS) due to the limited options of measuring job effects, specifically those in the JCM. The main goals of the JDS are to diagnose job characteristics and evaluate assessment activities for the purposes of job redesign. The JDS was based on the theory of Turner and Lawrence (1965) and Hackman and Lawler (1971) and was developed to specifically test the characteristics of the JCM originally developed by Hackman et al. (1974).

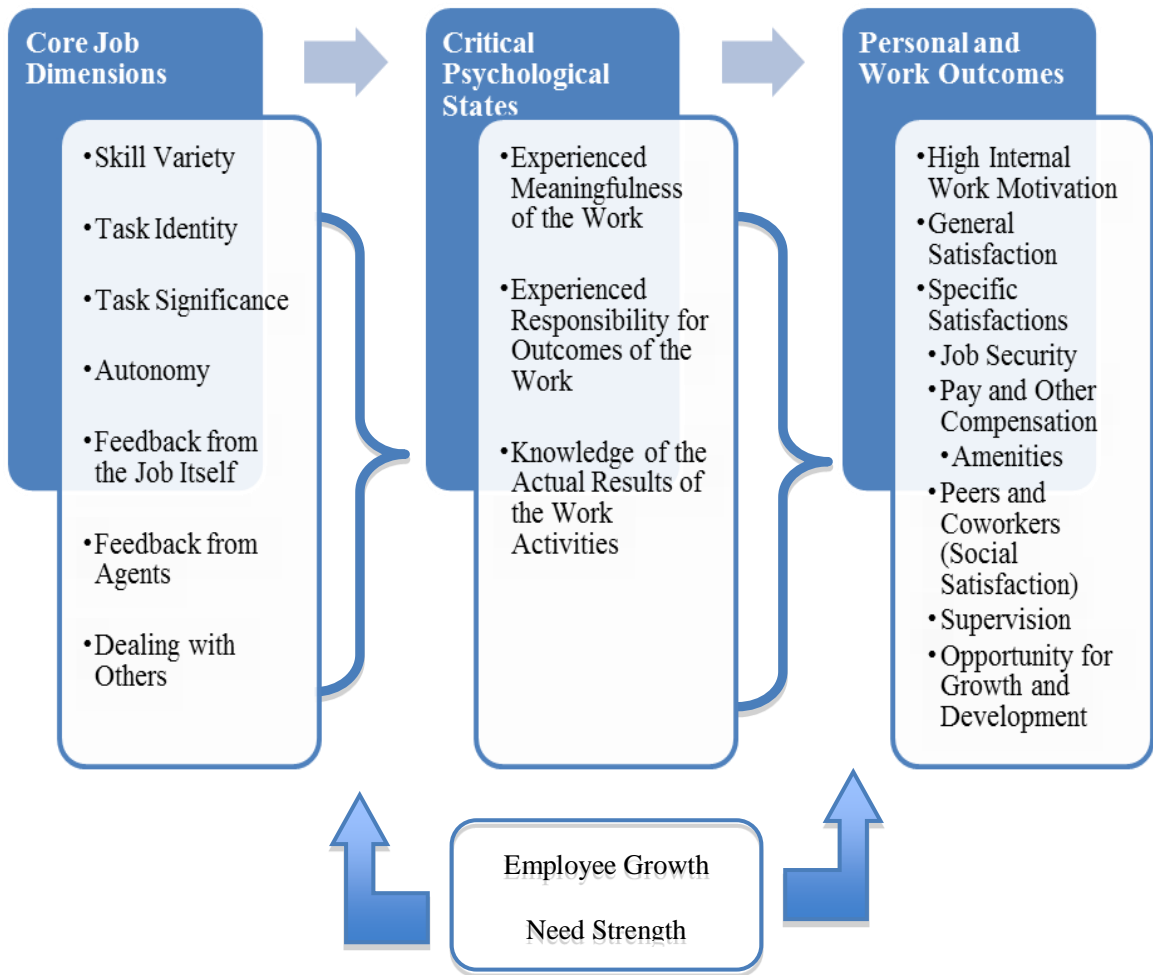
In the development of the JDS, two aspects were added to the core job dimensions. The dimension of feedback was divided into two parts, (a) feedback from the job itself, that feedback obtained while executing duties required by the job and (b) feedback from agents, feedback from supervisors and coworkers (Hackman & Oldham, 1975). Dealing with others was also added as a core job dimension to be measured using the JDS. Hackman and Oldham (1975) described dealing with others as the amount of time and energy required for an employee to work closely with other people in order to fulfill their duties.

As explained by Hackman and Oldham (1974), the JDS was designed to examine job characteristics and employees' reactions to those characteristics. The reactions to the job or outcomes, as explained in the JCM, are shown as general satisfaction, internal work motivation, and specific satisfactions with the JDS. Actual work outcomes, such as

turnover, absenteeism, and productivity, are not measured by the JDS and would be difficult to measure unless supervisors were utilized in addition to employees (Hackman & Oldham, 1975). The specific satisfactions studied are (a) job security; (b) pay and other compensation; (c) peers and co-workers, also known as social satisfaction; (d) supervision; and (e) opportunity for growth and development (Hackman & Oldham, 1975).

Amenities Provided for Live-On/Live-In Positions

The JCM is very encompassing; however, it lacks specific satisfactions as they pertain to LO/LI residence life professionals. Due to this limitation, amenities provided to LO/LI professionals were considered in this research and were added to the JCM under the pay and other compensation outcome. In order to determine appropriate amenities to include, research conducted by St. Onge, Ellett, and Nestor (2008) was utilized. St. Onge, Ellett, and Nestor's research, though not directly focused on LO/LI professionals, is the most relevant research that exists. These researchers queried chief housing officers about the benefits or amenities available to their entry-level LO/LI staff members in an effort to determine factors affecting recruitment, retention, and burnout of entry-level residence life professionals. Factors affecting the recruitment and retention of new professionals have the potential to be strong predictors of job satisfaction. A revised model of the JCM, used in this research, is shown in Figure 3.



Note. From *A New Strategy for Job Enrichment* (Technical Report No. 3), by J. R. Hackman, G. R. Oldham, R. Janson, & K. Purdy (1974). Adapted and printed with permission (Appendix A).

Figure 3. Adapted Job Characteristics Model

The benefits identified by St. Onge, Ellett, and Nestor (2008) included numerous benefits that are generally available to not only LO/LI professionals but to most full-time professionals. These common benefits (health benefits, retirement benefits, tuition support, and vacation time) were excluded. The category identified as “other amenities”

includes benefits directly related to entry-level LO/LI professionals. These other amenities, displayed in Table 1 served as preliminary predictors of job satisfaction in this study.

Table 1

Preliminary Predictors of Job Satisfaction

Preliminary Predictors	
Furnished apartment	Ability to have fish as pets
Full meal plan	Ability to have cats/dogs as pets
Partial meal plan	Free laundry/Laundry stipend
Meal plan for family	Parking space at no cost
Campus gym membership	Free computer/laptop
Professional development funds	Free cell phone/PDA
Domestic partnership	Flexible work schedule

Note. Adapted from St. Onge, Ellett, and Nestor’s (2008) study of amenities provided to LO/LI professionals.

Prior Studies Utilizing the Job Diagnostic Survey (JDS)

The JDS has been studied in a many job sectors and has resulted in hundreds of published studies. The JDS has also been tested by numerous researchers and has proven to be useful for the population of this study. Specifically, Fried and Ferris (1987) tested the JDS and found that several demographics such as staff level, age, and education of employees strongly supported the JCM. They found that younger professionals who are highly educated and serve in staff and managerial positions most accurately reflect the dimensions of the JCM (Fried & Ferris).

Several of the prior studies reviewed focused on different areas of education. Pasi (1995) studied job dimensions and satisfaction of governance structure among parochial high school principals. Pasi concluded that each of the five core job dimensions of the JCM significantly contributed to the level of job satisfaction of the sample population. The five core job dimensions were found to influence the variance of job satisfaction and explained 98% of the total variance (Pasi). Furthermore, feedback had the strongest correlation with job satisfaction. Pasi clarified that the JCM explained a significant portion of job satisfaction among parochial high school principals.

Guise (1988) studied the academic faculty of a community college in Ontario, Canada. Guise found that the overall motivating potential scores, means of critical psychological states, and means for personal and work outcomes for the sample in this study were higher than the JDS norms as found by Hackman and Oldham (1976). Specific satisfactions, such as satisfaction with pay, job security, and satisfaction with supervision, were outlined in Guise's findings as each having higher means than the JDS norms. Ultimately, a positive relationship was found to exist between the core job characteristics and the critical psychological states and between the critical psychological states and personal and work outcomes, with the one exception of absenteeism (Guise). Guise verified the relationships of the JCM and the applicability of the JCM and JDS for academic faculty of a community college.

Cleave (1988) studied administrators in physical education and athletics administration at several universities. Utilizing the JDS, Cleave found that the JCM is an

effective model to investigate jobs and employees' reactions to their jobs of the population studied. Additionally, Cleave determined that the majority of relationships explained in the JCM were found to be applicable to this population. Therefore, the JDS was an accurate tool for determining college and university administrators' reactions to their jobs (Cleave). Furthermore, demographic and organizational characteristics had little influence on administrators' perceptions and reactions to their jobs.

Rodriguez (1991), in her study of professional cataloguers working in state university libraries in Florida, used the JCM and JDS in conducting a comprehensive investigation of job motivation and job satisfaction. Rodriguez found that the population studied had average MPS scores with one outlier with an extremely low score. The only discernible pattern among demographic groups related to the size of the institution. Higher scores existed for those working at smaller institutions (Rodriguez). This subgroup also had significantly higher scores than the national norm for government institutions and professional jobs as determined by Oldham et al. (1978). Overall, Rodriguez explained that the JDS was an accurate measure of overall motivating potential and job satisfaction.

The JDS has been utilized for hundreds of published studies, including research among education personnel. Pasi (1995) studied parochial high school principals' levels of job satisfaction based on the JCM. Guise (1988) tested the validity of the JCM and the JDS among community college faculty. Cleave (1988) found the JDS to be an effective measure of jobs and job satisfaction among University physical education and athletic

administrators. Finally, Rodriguez (1991) provided applicability of the JDS with University library cataloguers. These studies represent a larger body of research confirming the validity of using the JDS in educational settings.

Summary

A review of the literature and related research has been presented in this chapter. The chapter was organized to present information on the history and growth of residence life and live-on/live-in entry-level professionals. Job satisfaction in student affairs was discussed. Integral to the discussion were explanations of intrinsic, extrinsic, and other motivators contributing to job satisfaction. Special attention was devoted to other amenities, which are the focus of this study. Finally, literature and research were reviewed in order to establish a foundation for the use of the Job Characteristics Model and the Job Diagnostic Survey in the study.

Chapter 3 contains a description of the methods and procedures that were used in this study. The population, sample, and instrumentation are described, and the data collection and analyses procedures are explained in detail. Chapter 4 presents the data analysis, and Chapter 5 includes a discussion of the results, implications, and recommendations.

CHAPTER 3 METHODOLOGY

Introduction

Entry-level live-on and live-in (LO/LI) residence life positions serve as a frequent first job for new professionals in student affairs (Richmond & Benton, 1988). Even though LO/LI housing and residence life (HRL) positions may not be a new professionals' first job choice, many take positions due to a lack of opportunities in other areas of student affairs such as multicultural affairs, student activities, and orientation (Belch & Mueller, 2003). Since a large number of new professionals enter student affairs through residence life, predominantly in LO/LI positions, it is imperative to investigate their job satisfaction. In this study, the personal and institutional demographics of LO/LI entry-level professionals were explored as they related to job satisfaction as measured by the Job Diagnostic Survey (JDS). Amenities provided to LO/LI professionals were also examined to determine the impact they have on job satisfaction using the JDS and a researcher-designed instrument.

This chapter contains a restatement of the research questions, a description of the research design, population and sample, and instrumentation. Also detailed are the pilot studies, collection of data, and the data analysis plan.

Research Design

Research on job satisfaction of student affairs professionals has been conducted for a range of attributes with varied populations within the student affairs area (Tull,

2006; Ward, 1995). However, research on job satisfaction among entry-level LO/LI professionals had not been conducted prior to this research. Thus, this quantitative research study was intended to fill a gap in the literature and research. The results of this study will help graduate students, entry-level professionals, and anyone planning a career in residence life or student affairs in understanding the unique aspects of LO/LI positions. Additionally, supervisors of LO/LI professionals will gain knowledge in areas that may enable them to contribute to increased job satisfaction among their staff.

The correlational research design used for this study enabled the researcher to describe the relationships between variables in order to predict job satisfaction and its relationship to personal and institutional demographics in addition to amenities provided (Fraenkel & Wallen, 2009). Fraenkel and Wallen (2009) explained that correlational research provides a venue to determine variables that contribute to the dependent variable, job satisfaction. In this research study, two surveys were combined and administered to participants to construct the data set. The goal-free evaluation model was utilized for this research due to its purpose of determining (a) what is occurring and (b) the needs of the population (Boulmetis & Dutwin, 2005).

Research Questions

The following research questions were used to guide the study.

1. To what extent is job satisfaction, as measured by the Short Form of the Job Diagnostic Survey related to personal demographics of entry-level live-on/live-in housing and residential life (LO/LI HRL) professionals?
2. To what extent is job satisfaction, as measured by the Short Form of the Job Diagnostic Survey, related to institutional demographics of entry-level live-on/live-in housing and residential life (LO/LI HRL) professionals?
3. To what extent are the amenities provided to live-on/live-in housing and residential life (LO/LI HRL) professionals related to job satisfaction?

Population and Sample

The population for the study consisted of all entry-level professionals working within their first five years in housing and/or residence life who hold LO/LI positions. Since it was not possible to obtain information for the entire population, the accessible population consisted of all members of the Association of College and University Housing Officers-International (ACUHO-I).

Many housing and residence life professionals are members of ACUHO-I, as it is the premier national association for housing and residence life personnel. ACUHO-I has a membership of approximately 10,000. These members represent 900 colleges and universities in 22 different countries, including the United States (ACUHO-I, 2011).

Among ACUHO-I membership are current graduate and undergraduate students, housing

and residence life professionals, faculty, and corporate members. ACUHO-I encourages membership at all levels (ACUHO-I, 2011). As entry-level LO/LI residence life professionals comprise one segment of the membership of ACUHO-I, the sample was drawn from this organization.

Due to the wide variety of position levels within the ACUHO-I membership, purposive sampling was utilized in this study. This nonrandom sampling produces generalizable results, as sufficient information regarding the sample characteristics exists (Fraenkel & Wallen, 2009). Additionally, this sample provides the best opportunity to examine a large number of LO/LI professionals, as ACUHO-I exists solely for housing and residence life professionals and affiliates and is the largest international organization for these professionals. Since ACUHO-I is an international organization, and this study was designed to solely examine professionals within the United States, international members were excluded from the sample.

The exact number of LO/LI professionals within the 10,000 person membership of ACUHO-I is unknown. The researcher estimated that just under 4,000 members serve in LO/LI positions solely based on job title. Included in this estimate are those with job titles equal or similar to: Assistant Director, Hall Coordinator, Hall Director, Residence Life Coordinator, and Apartment Manager. Since it cannot be determined how many members serve in LO/LI positions, and due to the wide range of job titles, all members currently working in the United States were part of the sample.

Sample Limitations

As with any sample utilized, limitations exist. In this study, one limitation was that not all LO/LI professionals are members of national organizations, such as ACUHO-I. Thus, this sample was not exhaustive of all LO/LI professionals. Furthermore, ACUHO-I was not able to collapse its membership list as outlined for the population needed. Instead, ACUHO-I indicated its ability to produce a membership list based on job titles. Since other studies have been conducted to examine this similar population using job titles as their indicator that participants were LO/LI professionals, the researcher wanted to broaden the sample. Therefore, the survey was distributed to all members, many of which were not LO/LI professionals.

Members of ACUHO-I can update their information at any time, as can the Chief Housing Officer of their department if they have an institutional membership. Upon renewal of membership each year, individual and institutional members have an ideal opportunity to review their membership information and update as necessary. This information includes current institution, job title, and email address. Members of ACUHO-I must personally (or through the Chief Housing Officer or other appointed staff member) update their information. Therefore, it is possible that membership data are not updated, and some members of the sample may no longer work in housing and/or residence life or have working email addresses.

Additionally, high work demands, the number of requests for survey assistance, and the time of year of survey dissemination may have had an adverse effect on response

rates. Although the survey was disseminated around the mid-point of the fall semester, and the typical busy periods that occur during the beginning of the semester may have dispersed, there is always the chance that professionals could be unusually busy. The 21 days that the survey was available may not have been adequate for some professionals.

Instrumentation

A previously created survey on job design and satisfaction was utilized in this study and was coupled with a survey created specifically for this research. The Job Diagnostic Survey (JDS) created in 1974 is able to produce the results of overall job satisfaction in addition to satisfaction regarding specific characteristics. The Short Form of the JDS (Appendix B), created later in 1974, was a means to quickly assess employees (Hackman & Oldham, 1974). According to Hackman and Oldham (1980), the JDS is a non-copyrighted instrument and can be utilized without permission from the authors. However, the researcher contacted one of the authors, Dr. Richard J. Hackman, and obtained permission to utilize and modify the JDS as needed (personal communication, April 19, 2011) (Appendix A). The complete scoring key for the Short Form of the JDS is presented in Appendix C.

The Survey of Live-on and Live-in Housing and Residence Life Professionals (Appendix D) was created by the researcher in 2011. This survey determines which aspects of the job, specifically amenities provided to LO/LI professionals, were predictors of job satisfaction. Both surveys are discussed in the following sections of this chapter.

Job Diagnostic Survey

The Job Diagnostic Survey (JDS) was developed by Hackman and Oldham (1974) as they researched job redesign. The JDS was designed to specifically measure the core job dimensions, critical psychological states, and personal and work outcomes. These concepts are also aspects of the Job Characteristics Model (JCM) which was also developed by Hackman and Oldham (1974). Hackman and Oldham (1975) explained the creation of the JDS including the conceptual basis on which it was formed. Hackman and Lawler (1971) and Turner and Lawrence (1965) conducted prudent research, which was extended by Hackman and Oldham (1974). The conceptual basis was similar to that of the JCM, which relies on core job dimensions. Initial indicators in the JCM include skill variety, task identity, task significance, autonomy, feedback from the job itself, feedback from agents, and dealing with others. These indicators must be present for positive personal and work outcomes (Hackman & Oldham, 1974). Three critical psychological states (experienced meaningfulness of the work, experienced responsibility for outcomes of the work, and knowledge of the actual results of the work activities), are influenced by the core job dimensions and also need to be present to have positive outcomes. Employee growth needs strength (GNS) serves as a modifier, as some people have a need for feelings of growth and accomplishment. These individuals will have higher core job dimensions and personal and work outcomes.

The personal and work outcomes are the result of the combination and strength of the core job dimensions, critical psychological states, and growth needs strength

(Hackman & Oldham, 1975). Aspects of the personal and work outcomes are general satisfaction, internal work motivation, and specific satisfactions. Specific satisfactions are comprised of job security, peers and coworkers, supervision, opportunity for growth and development, and pay and other compensation (Hackman & Oldham, 1975). The JDS has been revised several times over the years since its creation. Questions have been added, removed, and refined to provide clarity for participants and to provide higher scale reliabilities (Hackman & Oldham, 1974). According to Hackman & Oldham (1974), even though changes have been made, “the number and magnitude of the changes required were smaller, and the final version of the instrument is not substantially different from the one immediately preceding it” (p. 12). Furthermore, care taken during the development of the JDS ensured a clear distinction between questions that asked for descriptions of jobs and those that targeted participants’ perceptions about or reactions to their jobs (Hackman & Oldham, 1974).

The JDS is comprised of seven sections, each including 7 to 15 items pertaining to several aspects of the JCM. The Short Form of the JDS was developed as a shorter survey that can be used repeatedly to measure change over time (Hackman & Oldham, 1974). Due to survey length and time constraints, the Short Form of the JDS was utilized in this study. This survey contains five of the original seven sections, has a total of 53 questions, and takes approximately 10 minutes to complete. Two sections were removed from the JDS to create the Short Form of the JDS, sections five (ten questions) and seven (twelve questions). The original section six is now deemed section five in the Short Form

of the JDS. Additionally, eight questions were removed from section three. The Short Form of the JDS does not directly measure the three critical psychological states; however, their examination was not needed for this study. Furthermore, the critical psychological states were reflected in the personal and work outcomes; thus, utilizing the Short Form of the JDS was not detrimental to the results.

All sections of the Short Form of the JDS utilize Likert-type items with 7-point scales. Each of the five variables that comprise the core job dimensions were measured in more than one section and questions for each variable were asked in at least two different formats including one question per variable in negative form (Hackman & Oldham, 1974). Table 2 presents the section and question numbers for each of the JCM variables measured.

Reliability

Hackman and Oldham (1975) originally noted reliability scores ranging from .56 (social satisfaction) to .88 (growth need strength). After the JDS was administered to 658 employees with 62 different jobs in seven different organizations, internal reliabilities were determined. Computation of the median inter-item correlation for all questions pertaining to each variable determined internal reliabilities. The medians were then adjusted by calculations from the Spearman-Brown procedure.

Table 2

Job Diagnostic Survey (JDS) Items for Measures of Job Characteristics Model (JCM) Variables

Variables	Sections and Items	
Core Job Characteristics	Section 1	Section 2
Skill Variety	4	1, 5
Task Identity	3	11, 3
Task Significance	5	8, 14
Autonomy	2	13, 9
Feedback from the Job Itself	7	4, 12
Feedback from agents	6	10, 7
Dealing with Others	1	2, 6
Personal and Work Outcomes	Section 3	
General Job Satisfaction	2, 4, 6	
Internal Work Motivation	1, 3, 5, 7	
Specific Satisfaction	Section 4	
Growth Satisfaction	3, 6, 10, 13	
Satisfaction with Job Security	1, 11	
Satisfaction with Compensation	2, 9	
Satisfaction with Co-workers	4, 7, 12	
Satisfaction with Supervision	5, 8, 14	
Growth Needs Strength	Section 5	
“Would-Like” Format	2, 3, 6, 8, 10, 11	

Note. All scores per variable are averaged to obtain the overall variable score. From *Work Redesign* by J. R. Hackman and G. R. Oldham (1980). Reprinted with permission (Appendix A).

In 1978, Oldham, Hackman, and Stepina administered the JDS to 6,000 more employees, totaling 6,930 employees working in 876 different jobs at 56 organizations. This additional research allowed Oldham et al. (1978) to produce new internal reliability scores. The updated scores ranged from .58 (task significance) to .88 (growth needs strength). The updated internal consistency reliabilities of the JDS variables are displayed in Table 3. Fraenkel and Wallen (2009) explained that internal consistency scores should be .70 or higher to be deemed acceptable. Although not all of the variables had internal consistency reliabilities above .70, the JDS was deemed reliable for use in

hundreds of research studies, many of which were focused on research in higher education (Cleave, 1988; Fried & Ferris, 1987; Guise, 1988; Hackman & Oldham, 1975; Lawrence, 2001; Rodriguez, 1991). The JDS has been determined to be an appropriate instrument for use in the proposed study.

Survey of Live-on and Live-in Housing and Residence Life Professionals

In addition to the JDS, the researcher created a measure specifically for this study. The survey created for this study consists of aspects of LO/LI professional jobs and responsibilities in addition to amenities received by these professionals. Overall, the Survey of Live-on and Live-in Housing and Residence Life Professionals (Appendix D) determined what particular aspects of LO/LI positions were predictors of job satisfaction among LO/LI professionals. The Survey of Live-on and Live-in Housing and Residence Life Professionals was used to assess several aspects of LO/LI positions, including amenities provided for LO/LI professionals. Additionally, the survey inquired as to participants' personal and institutional demographics. Information pertaining to the position of LO/LI professionals, such as certain job responsibilities, were assessed along with participants' preferences regarding institutional demographics. This survey was created to measure LO/LI professional positions and amenities received.

Table 3

Internal Consistency Reliabilities of Job Design Survey (JDS) Variables

Variables	N ^a	Reliability ^b
Skill Variety	3	.68
Task Identity	3	.61
Task Significance	3	.58
Autonomy	3	.64
Feedback from the Job Itself	3	.68
Feedback from Agents	3	.75
Dealing with Others	3	.62
Experienced Meaningfulness	4	.71
Experienced Responsibility	6	.67
Knowledge of Work Results	4	.71
General Job Satisfaction	3	.77
Internal Work Motivation	4	.69
Satisfaction with Compensation	2	.86
Satisfaction with Job Security	2	.73
Satisfaction with Co-workers	3	.64
Satisfaction with Supervision	3	.87
Growth Satisfaction	4	.84
“Would-Like” GNS	6	.87
“Job Choice” GNS	12	.71
Total GNS	18	.88

Note. N = 6,930 with small variations due to missing data. From G. R. Oldham, J. R. Hackman, & L. P. Stegina (1978). *Norms for the Job Diagnostic Survey* (Technical Report No. 16). Reprinted with permission (Appendix A).

^a Number of items composing each scale.

^bReliabilities calculated by obtaining average inter-item correlation for all items which are scored on each scale and adjusting the median by Spearman-Brown procedures to obtain an estimate of the reliability of the scale score.

Instrument Development

The review of literature was instrumental in the development of questions for the Survey of Live-on and Live-in Housing and Residence Life Professionals. Specifically,

the work of Belch and Kimble (2006), Belch et al. (2009), Herdlein (2004), Horowitz (2008), and St. Onge, Ellett, and Nestor (2008) all contributed to the questions included in the survey. Additionally, five housing and residence life experts were asked for feedback on the measure. Four of the five agreed to assist. One of these experts recommended another professional who was employed in institutional research in higher education to assist; the post was accepted and this person served as the fifth reviewer. Reviewers were asked to consider content of questions, survey structure, and variables that were either missing or should be excluded. The five experts returned the surveys with their comments to the researcher. The feedback received was incorporated into the final version of the Survey of Live-on and Live-in Housing and Residence Life Professionals.

Survey questions and format were created using guidelines outlined by Dillman, Smyth, and Christian (2009). The 65-item survey was comprised of the following five sections: position demographics (17 questions), live-on/live-in aspects (30 questions), personal demographics (7 questions), institutional demographics (5 questions), and preferences (6 questions). The survey included several questions that were not utilized for the purposes of this study, but were anticipated to be used for future research.

The majority of questions on the self-created measure were close-ended multiple choice. The measure also included six open-ended questions (13, 19, 40, 41, 42, and 65) to provide clarity and additional insight into participants' answers to closed-ended questions. Within 32 of the closed-ended questions, participants had the opportunity to

provide additional data as an option if they selected *other*, *unsure*, or were asked to elaborate. Four of the closed-ended questions (43, 44, 45, and 46) have a 7-point Likert-type response scale ranging from strongly disagree to strongly agree. Additionally, for eight questions (24, 26, 32, 33, 37, 55, 60, and 61) participants were asked to select all answers that applied. Although Dillman et al. (2009) do not recommend check-all type questions, this format enabled the number of questions in this survey to be reduced by approximately 32.

Each question in the personal demographics section includes an option of “prefer not to respond.” This option permits respondents to avoid sharing what may be personal or sensitive information. Dillman et al. (2009) explained that requiring responses to certain or all questions leads to participant frustration and often results in non-response and measurement error. Within the compilation of both surveys, there were only three required responses. These questions were the first three of the survey and served as screening questions.

The screening questions were utilized to ensure participants fit the criteria for this study. The first question asked if participants currently held (or had held within the past three months) a LO/LI position. Next, participants were asked if their position was considered live-on or live-in. Finally, participants were asked how long they had worked in student affairs. If participants answered *No* to the first question and/or *More than 5 years* for the third question, they were directed to the end screen. All other participants

were guided through the remaining 62 questions of the Survey of Live-on and Live-in Housing and Residence Life Professionals and the Short Form of the JDS.

Pilot Study

For the Survey of Live-on and Live-in Housing and Residence Life Professionals, only multiple choice, largely nominal-scaled questions were utilized; therefore, it was not possible or necessary to compute a Chronbach's alpha. After successful defense of the dissertation proposal, the Survey of Live-on and Live-in Housing and Residence Life Professionals was administered to a convenience sample of five LO/LI professionals throughout the United States. Participants were provided with an electronic Microsoft Word document of the survey and asked to take notes and provide feedback regarding survey design, wording of questions, and formatting upon completion of the survey. Participants were also asked to time themselves and provide that information to the researcher along with all feedback. Some minor adjustments to the survey occurred after the first pilot study.

Following the first pilot study, the JDS and the Survey of Live-on and Live-in Housing and Residence Life Professionals were combined and administered via a secure web server to a second convenience sample of five LO/LI professionals (different from those in the initial pilot). These participants were asked to concentrate on completing the survey and were asked to note any technical or formatting issues and provide that to the researcher. Following completion, the researcher noted and worked to incorporate all feedback and submitted the study for approval by the University of Central Florida

Institutional Review Board. Based on the second pilot study, the time for completion ranged from 18 minutes to 25 minutes. In order to provide a time buffer, participants were notified that the survey should take no more than 30 minutes to complete.

Data Collection

Data collection occurred during the fall of 2011 after approval was obtained from the Institutional Review Board (IRB) of the University of Central Florida (Appendix E). A proposal for endorsement was submitted to and approved by the ACUHO-I Research Committee (see Appendix F). After receiving ACUHO-I approval, membership data, including email addresses of all members of ACUHO-I, were provided to the researcher.

The combined JDS and Survey of Live-on and Live-in Housing and Residence Life Professionals was hosted on a secure private web server, which ensures compatibility with other computers. Additionally, the private server cultivates greater security. Once both IRB and ACUHO-I endorsements were received, the study was launched. Dillman et al. (2009) explained that an ideal timeline for web-based surveys has not yet been concluded. Therefore, for this survey, participants had the ability to complete the survey within a three-week period. Three weeks allowed ample time for participants to complete the survey, considering that it was administered during mid-fall semester, typically a less busy time for LO/LI professionals than at the beginning or end of semesters. This time period accommodated impromptu work-related issues that arise for participants but still allowed enough time to complete the survey.

Survey Website

Once participants arrived at the survey website, they were greeted and given a brief synopsis of the survey. Also included on the survey welcome page was notification of all answers being kept anonymous, and that participation was completely voluntary (Appendix G). Once participants began the survey, they were brought to the first page, which asked the three screening questions. Once they clicked the “next” button, they were either routed to the closing screen which thanked participants for taking the survey or they were routed through the remainder of the survey. If participants did not fall into the target population, they were routed to the closing screen. If participants did fall into the target population by meeting the criteria, they continued through the survey which included nine pages of the Survey of Live-on and Live-in Housing and Residence Life Professionals, and five pages of the Short Form of the JDS prior to being directed to the closing screen. The closing screen of the survey thanked respondents once again for their participation and listed contact information for the researcher along with instructions on how to request a copy of the results (Appendix H).

Communication

ACUHO-I restricts communication with study participants to a total of three messages. Even though Dillman et al. (2009) recommends utilizing a five-contact method for traditional mail surveys, this survey was hosted online, and upheld the requirement by ACUHO-I, utilizing only three emails. ACUHO-I provided the researcher with the entire membership list of the organization. This contained 10,004

members' names, job titles, and email addresses. A total of 350 members did not have email addresses. Additionally, through a visual review of the membership, 557 members were removed due to working at international institutions. Therefore, the initial email request was sent to 9,097 members.

The researcher used the mail merge function in Microsoft Word to send the initial email, which included the letter of intent, the benefits of the results, and instructions for survey completion (Appendix I). After disseminating the initial request, the researcher received over 100 emails indicating the person no longer worked for the institution, and over 700 returned messages due to inactive email accounts. Furthermore, the researcher identified an additional 86 international members unintentionally left among participants that were contacted. Finally, over 400 participants emailed the researcher indicating they had taken the survey, or did not fit the target population. Therefore, nine days following the initial request, a follow-up email was sent to 7,562 members of ACUHO-I (Appendix J). Since it is not possible to track which participants have completed the survey, other than those emailing to self-disclose, follow up emails were sent to all members who did not fall into any of the criteria listed above.

After distribution of the first reminder email, the researcher identified 13 more members as international members and removed them from the final reminder list. Additionally, five members had left their place of employment, as emails were received indicating they no longer work for the institution. Finally, over 1,000 emails were received from members indicating they did not fit the criteria or had already taken the

survey. Therefore, the final reminder email was sent three days prior to the close of the survey to a total of 6,504 members of ACUHO-I (Appendix K).

Several members who did not fit the target population and replied via email to the researcher volunteered to send the message to professionals who did fit the criteria, or to provide the researcher with their email addresses. Since membership data are not always updated and inclusive of all staff members, the researcher gladly accepted the offers to send the message along to professionals who fit the target population. It is unknown how many people actually received the invitation to take the survey from someone other than the researcher. Therefore, for the purposes of the population and sample, the numbers discussed above regarding requests to participate, will serve as the final sampling methodology.

Response

An initial email invitation to participate in this study was sent to 9,097 members of ACUHO-I. Two follow-up emails were sent to 7,562 and 6,054 members respectively, and 2,420 participants completed the survey. After subtracting for returned messages due to inactive accounts (762) and messages stating the employee no longer worked at that place of business (137), the number of people who received the initial request was 8,198. Of the 2,420 participants, 1,227 did not fit the criteria and were screened out after the first three questions. Therefore, the total number of participants who completed the survey in its entirety was 1,193. This resulted in an overall response rate of 29.5%.

In accounting for the estimated 3,897 members holding LO/LI positions (as assessed via job title by the researcher and explained in Table 4), and utilizing the number of participants not screened out, the return rate totaled 30.6%. The two return rates were very close, separated by only 1.1%. However, due to the broad membership receiving the request and their willingness to forward the request on to professionals meeting the criteria, the true return rate is unknown.

Table 4

Estimate of Live-on and Live-in Professional Members of ACUHO-I

<i>n</i>	Professional Members of ACUHO-I
4,266	Total estimated entry-level LO/LI professionals (based on job titles such as: Assistant Director, Area/Residence Life Coordinator, Hall/Area/Complex Director)
113	Email addresses missing from the identified group
4,153	Total estimated entry-level LO/LI professionals to be surveyed
256	International members who fell into the identified group
3,897	Final estimate of domestic entry-level LO/LI professionals

Return rates for web-based surveys vary based on several circumstances, including the population, survey length, question type, and trust (Dillman et al., 2009). Van Horn, Green, and Martinussen (2009) conducted a meta-analysis of 308 studies and determined an average response rate of 50% for web-based surveys. Hoonakker and Carayon (2009) conducted a similar analysis and found an average response rate of

39.6%. Participants were told the survey would take no more than 30 minutes, and several may have opted not to take the survey in the best interest of their time. Also, many participants contacted the researcher due to the lack of functionality of the “next” button and were asked to use a different browser or Internet Explorer, Versions 7 and above. It is assumed that others did not contact the researcher or read those instructions in follow-up emails and, therefore, did not participate. Finally, the job of LO/LI professionals can be quite demanding and time consuming in itself and may have prevented some ideal participants from responding. Thus, given the large sample size and the knowledge that not everyone in the sample fit the criteria, the return rate of 29.5% was deemed acceptable.

Data Analysis

Once the survey closed and data collection was complete, data were provided to the researcher in an excel spreadsheet. Data were exported for analysis into the Statistical Package for Social Sciences (SPSS) version 19 by the researcher. Upon receiving final data, the researcher reviewed for missing variables and any export errors. Data for approximately 10 participants were off by one column, as was determined by a visual inspection. These data were found as they were missing a response for the final variable and had combined numeric and string variables for one of the questions.

Because data were collected online, there was little concern regarding data entry by the researcher. However, due to the large number of questions and potential answers on the Survey of Live-on and Live-in Housing and Residence Life Professionals, several

participants answered “other” and wrote in a response, which happened to be one of the original options. The researcher coded these cases by hand to ensure accurate data analysis.

Independent Variables

The independent variables for this study relate back to each research question. In the first research question, personal demographics including (a) gender, (b) ethnicity, (c) age, (d) salary, (e) education, and (f) degree program served as independent variables used to determine relationships with job satisfaction. Next, institutional demographics served as the independent variables for the second research question. Institutional demographics consisted of size, location, and type of institution. Finally, amenities provided served as the independent variables in predicting their relationship to job satisfaction in the third research question. These independent variables included the residence and amenities provided within, meal plans, domestic partners and roommates, pets, professional development, other amenities, and work hours. Personal and institutional demographics, in addition to amenities provided to LO/LI professionals served as the independent variables in this study in determining their relationship with job satisfaction.

Dependent Variable

The sole dependent variable in this study was job satisfaction. The relationship between the independent variables and job satisfaction were analyzed. For the purposes

of this research, two different measures of job satisfaction were used for each research question. First, the motivating potential score (MPS) was calculated and served as a measure of job satisfaction. Second, an overall average of all personal and work outcomes represented the dependent variable of job satisfaction. These two measures of job satisfaction assisted in determining the best overall measure of job satisfaction.

General Analysis

Descriptive statistics, specifically frequencies, were run for analysis of personal and institutional demographics in addition to amenities. Descriptive statistics provide researchers with a basic analysis such as mean, mode, and range for all scores for a specific variable (Fraenkel & Wallen, 2009).

Hierarchical linear regressions were used to determine the relationship between job satisfaction (dependent variable) and personal demographics, institutional demographics, and amenities provided (independent variables). Hierarchical regression is the practice of building a successively more complex linear regression model in which additional predictors (independent variables) are added to the model either individually or in groups (Lomax, 2007). When conducting hierarchical linear regressions, predictors (or a block of predictors) are entered one at a time in an effort to determine how each contributes to the variance. Once a predictor is incorporated into the regression, the researcher can then control for that predictor when testing for the efficacy of the next predictor.

Two hierarchical linear regressions were run for each research question resulting in a total of six hierarchical linear regressions. The first regression for each research question utilized the motivating potential score (MPS) of a job, as determined by the core job characteristics in the JDS. The MPS represents job satisfaction and serves as the dependent variable. The JDS yields scores for each core job characteristic ranging from 1-7 (low to high). Thus, all scores from each question pertaining to each job characteristic are averaged in order to produce scores from 1-7. This results in a total MPS for a job ranging from 1 to 343 (7 cubed). Scores for each job characteristic and a total MPS for each participant were calculated.

The second hierarchical linear regression for each of the three research questions encompassed personal and work outcomes serving as the dependent variable. The personal and work outcomes were scored according to the JDS scoring key (Appendix C). After each outcome score was calculated, the scores were averaged to determine an overall score for personal and work outcomes. The outcomes are the results of the core job characteristics and critical psychological states with growth needs strength serving as a modifier. Although this calculation had not been previously utilized, it was believed that the averaged personal and work outcomes would serve as an accurate measure of job satisfaction. The personal and work outcomes include internal work motivation, general satisfaction, and specific satisfactions. Specific satisfactions include job security, pay and other compensation, peers and coworkers, supervision, and growth satisfaction.

Methodological Limitations

Hierarchical linear regression analyses are utilized to determine how each independent variable contributes to the variance of the dependent variable, job satisfaction. Although the core job characteristics and personal and work outcomes were utilized in these analyses, the critical psychological states of the JCM were absent. They were excluded due to their inclusion with the personal and work outcomes and due to the utilization of the Short Form of the JDS instead of the original JDS. Even though the core job characteristics also contribute to the personal and work outcomes, the measure of the MPS has been studied and utilized extensively as a measure of job satisfaction (Hackman & Oldham, 1980).

After the data collection period, several additional limitations related to the survey were identified. Initially, the survey website would not allow participants with Internet Explorer, Versions 6 or lower to click the *next* button on the first page of the survey. Several participants emailed the researcher about this issue. The researcher responded, indicating that a newer version of Internet Explorer or another modern web browser such as Firefox or Google Chrome were necessary for the survey to work properly. Some of the participants may not have persisted and completed the survey. Furthermore, participants may not have taken the time to email the researcher, thus not taking the survey. Follow-up communication addressed this issue; however, it is unknown if participants read this part of the email and used it as a factor in deciding to take the survey.

Ethical Considerations

In accordance with the requirements of studying human subjects, this study was submitted to the Institutional Review Board of the University of Central Florida and was approved with exempt status (Appendix E). Through both the email invitation and the survey welcome screen, participants were notified of the anonymity and voluntary nature of their responses. Assuring anonymity of participants and their responses is important in ensuring a minimal risk for all participants.

Originality Score

All students presenting a dissertation to the University of Central Florida are required to first submit their documents to Turnitin.com. Turnitin is a program used to review work for originality. The graduate advisor has defined a maximum originality score of 10%. The initial submission of this work yielded a score of 53%. Once bibliographical material and quotes were excluded, the score was reduced to 45%. After a thorough review of the turnitin.com report, 40% was attributed to work previously submitted by this researcher, and one of the appendices accounted for 1%, the Short Form of the Job Diagnostic Survey. Thus, the final originality score was 4%. If small matches were excluded, the final originality score would be 0%.

Summary

The methods and procedures used to analyze amenities provided to entry-level LO/LI professionals, and the impact, if any, they have on job satisfaction were described

in this chapter. In addition to amenities provided, personal and institutional demographics were also analyzed in conjunction with job satisfaction of LO/LI professionals. A purposive sample of housing and residence life professionals was asked to partake in this study. The survey measure used was a combination of a well-established and shorter version of a frequently used instrument, the Job Diagnostics Survey, and a researcher-created measure, the Survey of Live-on and Live-in Housing and Residence Life Professionals. Collected data were analyzed. The report of the analysis, utilizing descriptive statistics and multiple hierarchical linear regressions is contained in Chapter 4.

CHAPTER 4 RESULTS

The purpose of this study was to determine amenities received by entry-level live-on and live-in (LO/LI) professionals and their impact, if any, on job satisfaction. Three research questions guided the study: (a) the relationship, if any, of personal demographics and job satisfaction; (b) the relationship, if any, of institutional demographics and job satisfaction; and (c) the relationship, if any, of amenities received and job satisfaction. Each research question was analyzed utilizing two hierarchical linear regressions. Hierarchical linear regressions analyze the relationship between the independent and dependent variables. Additionally, hierarchical linear regressions allow one to add in variables or blocks of independent variables in order to determine their specific impact in explaining the variability in the dependent variable. The initial results of the study, a detailed description of the two dependent variables, and the final analyses per research question are presented in this chapter.

Initial Results

A total of 2,420 people began taking the survey, and 1,193 useable surveys were received. The first three questions were used to screen out participants who did not fit within the entry-level LO/LI professional criteria ($n = 1,227$). Of participants who completed the survey in its entirety, 79.3% identified their position as live-in versus a live-on position ($n = 946$). The final screening question addressed years of experience in student affairs. Table 5 outlines the somewhat even distribution of years of experience

between one and five years, with 51% having been in the field for three to five years ($n = 608$).

Table 5

Initial Participant Demographics

Characteristic	<i>n</i>	%
Type of position		
Live-on	201	16.8
Live-in	946	79.3
Unsure/unknown	46	3.9
Years of experience in student affairs		
0 – 1 year	98	8.2
1 – 2 years	218	18.3
2 – 3 years	269	22.5
3 – 4 years	315	26.4
4 – 5 years	293	24.6

Dependent Variables

Job satisfaction serves as the sole dependent variable in this study. Two different measures of job satisfaction were utilized to assist in determining the best overall measure of job satisfaction. The core job characteristics created a total Motivating Potential Score (MPS), which served as one measure of job satisfaction. The second measure of job satisfaction was derived from the average scores of all personal and work outcomes.

Motivating Potential Score

The Short Form of the Job Diagnostic Survey measured the core job characteristics. Each job characteristic can have a minimum score of 1 and a maximum score of 7. In this study, the highest average score of the core job characteristics was task significance ($M = 5.77$). Skill variety ($M = 5.35$) and autonomy ($M = 5.27$) represented the second and third highest scores of job characteristics. These data are presented in Table 6. The two job characteristics with the lowest scores among participants were task identity ($M = 4.79$) and feedback ($M = 4.67$).

Table 6

Core Job Characteristics and Motivating Potential Score (MPS) Descriptives

Job Characteristics	<i>n</i>	<i>M</i>	<i>SD</i>
Skill Variety	1,165	5.35	1.041
Task Identity	1,152	4.79	1.06
Task Significance	1,154	5.77	0.96
Autonomy	1,151	5.27	1.06
Feedback from Job Itself	1,155	4.67	1.02
Feedback from Agents	1,161	4.61	1.36
Dealing with Others	1,161	6.21	0.80
MPS	1,095	136.44	57.36

Core job characteristics jointly measure a job's overall motivating potential. The MPS of a job is a good measure of job satisfaction according to Hackman and Oldham (1980). This study utilized the MPS as one of the dependent variables measuring job satisfaction. According to Hackman and Oldham (1974), a person's MPS can range from

1 to 343. To calculate the MPS, the first three job dimensions (skill variety, task identity, and task significance) were averaged. That computed number was then multiplied by autonomy and feedback, the final two core job dimensions. The average MPS of participants was 136.44 with a minimum MPS of 3.41 and a maximum of 343.

Personal and Work Outcomes

Personal and work outcomes served as the second dependent variable as a measure of job satisfaction for this study. The Short Form of the JDS measures the personal and work outcomes of participants which are reflective of one's job outcomes (Hackman & Oldham, 1975). Each outcome is measured on a scale of 1 to 7 and is determined by at least two questions on the survey. Table 7 outlines detailed descriptive statistics for all personal and work outcomes. General job satisfaction demonstrated an average score of 5.23 among participants. The average score of internal work motivation was 5.61. The specific satisfactions demonstrated a small range of average scores with pay and other compensation ($M = 4.41$) having the lowest score and satisfaction with peers and co-workers ($M = 5.76$) having the highest score. Satisfaction with supervision ($M = 5.04$), job security ($M = 5.23$), and opportunity for growth and development ($M = 5.34$) were the final factors of specific satisfactions. The measure used in this study as the dependent variable representing job satisfaction was an averaged score of all personal and work outcomes. For the current study, this score was 5.24.

Table 7

Personal and Work Outcomes Descriptives

Job Characteristic	<i>n</i>	<i>M</i>	<i>SD</i>
Outcomes: General Job Satisfaction	1,153	5.23	1.27
Outcomes: Internal Work Motivation	1,155	5.61	0.87
Outcomes: Growth Satisfaction	1,148	5.34	1.15
Outcomes: Satisfaction with Job Security	1,167	5.23	1.31
Outcomes: Satisfaction with Compensation	1,163	4.41	1.65
Outcomes: Satisfaction with Co-Workers	1,157	5.76	0.95
Outcomes: Satisfaction with Supervision	1,159	5.04	1.64
Personal and Work Outcomes Averaged	1,090	5.24	0.93

Independent Variables

Personal Demographics

Personal demographics served as the first independent variable and were assessed and analyzed in conjunction with job satisfaction as measured by the Short Form of the Job Diagnostic Survey (JDS). The personal demographic characteristics included in the first block of the first hierarchical regression are displayed in Table 8. Gender was the first personal demographic examined in this study, and it was found that females responded at a higher rate than males ($n = 689, 57.8\%$). Also, a review of these data demonstrated a large majority of participants identified themselves as white or Caucasian ($n = 874, 73.3\%$) and between the ages of 18 and 29 ($n = 1,051, 88.1\%$).

Table 8

Personal Demographics of Participants (Block 1)

Characteristic	<i>n</i>	%
Gender		
Male	435	36.5
Female	689	57.8
Transgender	1	0.1
Other	6	0.5
Prefer not to respond	4	0.3
Not reported	58	4.9
Ethnicity		
Native American or similar	3	0.3
Hawaiian or Other Pacific	2	0.2
Asian or Asian American	26	2.2
Black or African American	130	10.9
Hispanic or Latino	57	4.8
Caucasian, Non-Hispanic	874	73.3
Multi-racial	50	4.2
Prefer not to respond	24	2.0
Other	23	1.9
Not reported	4	0.3
Age		
18-24	296	24.8
25-29	755	63.3
30-34	106	8.9
35-39	17	1.4
40-44	4	0.3
45 or older	11	0.9
Not reported	4	0.3

Table 9 contains the personal demographics included in block two of the first hierarchical regression. These data show that over 50% of participants earned a yearly salary between \$25,001 and \$35,000 ($n = 731$, 61.2%). Educational attainment was also assessed, and 72.4% of participants were revealed to have earned a master's degree. Of those, 86.6% had earned their master's degrees in college student personnel, higher education, or a similar field.

Institutional Demographics

Participants came from a range of institutions, with mid-sized institutions as the most popular. Small and large-sized institutions were similar in popularity to one another. The locations of institutions that participants represented were fairly even with the fewest amount of participants working at rural institutions ($n = 333$, 27.9%) and the most working at urban institutions ($n = 446$, 37.4%). Of those participants who were employed at four-year institutions, 62.7% were at public institutions and 37.3% were at private institutions. Table 10 outlines all independent variables examined for the second research question.

Table 9

Personal Demographics of Participants (Block 2)

Characteristic	<i>n</i>	%
Salary		
\$15,000 or below	133	11.1
\$15,001 - \$20,000	31	2.6
\$20,001 - \$25,000	107	9.0
\$25,001 - \$30,000	337	28.2
\$30,001 - \$35,000	394	33.0
\$35,001 - \$40,000	93	7.8
\$40,001 - \$45,000	59	4.9
\$45,001 - \$50,000	13	1.1
\$50,001 or above	14	1.2
Prefer not to respond	11	0.9
Not reported	1	0.1
Education		
Associate	6	0.5
Bachelor	307	25.7
Master's	864	72.4
Doctorate	4	0.3
Prefer not to respond	3	0.2
Other	8	.67
Not reported	1	0.1
Degree in higher education		
No	434	36.4
Yes	748	62.7
Prefer not to respond	8	0.7
Not reported	3	0.3

Table 10

Institutional Demographics

Characteristic	<i>n</i>	%
Institution Type		
4-year private, non-profit	434	36.4
4-year public, non-profit	728	61.0
2-year private, non-profit	2	0.2
2-year public, non-profit	15	1.3
Proprietary, for-profit	1	0.1
Privatized housing company	4	0.3
Other	8	0.7
Not reported	1	0.1
Institution Size		
Small	365	30.6
Mid-sized	506	42.4
Large	321	26.9
Not reported	1	0.1
Institution Location		
Urban	446	37.4
Rural	333	27.9
Suburban	410	34.4
Not reported	4	0.3

Amenities

Amenities provided to entry-level LO/LI professionals constituted a large part of this study and had the most blocks of variables to be analyzed. Amenities were determined by the Survey of Live-on and Live-in Housing and Residence Life Professionals, a measure created by the researcher (Appendix D). The first block entered

into the model represented the residence provided to participants. Table 11 includes each of the variables entered as part of the first block. One or two bedrooms were provided to the extreme majority of participants ($n = 1109, 92.9\%$). Additionally, the data showed that a slight majority of participants were not provided a dishwasher ($n = 643, 53.9\%$) nor an exterior entrance ($n = 739, 61.9\%$). On the other hand, a majority of participants did receive reserved parking, whether it be free or for a fee ($n = 806, 67.6\%$). Finally, an even 50% of participants were provided with a washer and dryer in their residence ($n = 597$).

After accounting for the provided residence, amenities related to living with others were incorporated as the second block of variables as shown in Table 12. The majority of participants were allowed to have a domestic partner regardless of marital status ($n = 671, 56.2\%$). Domestic partners who were married and allowed to live together described 42.8% of participants. In regard to the ability to have a roommate, the majority of participants indicated they were not allowed to have a roommate ($n = 653, 54.7\%$).

As shown in Table 13, the third block added into the regression addressed meal plans. Respondents chose from five options including no meal plan, a partial meal plan, full meal plan, an allotment of funds, and other. For the purposes of this study, those who chose the option of other were omitted from the analysis. A total of 70.4% of respondents received a partial or full meal plan ($n = 840$). An additional 13.2% received an allotment of funds to be used for meals ($n = 158$).

Table 11

Amenities Provided: Residence

Characteristic	<i>n</i>	%
Number of Bedrooms		
0 (Studio)	15	1.3
1	432	36.2
2	677	56.7
3	54	4.5
4	10	0.8
5 or more	2	0.2
Not reported	3	0.3
Dishwasher		
No	643	53.9
Yes	550	46.1
Private Entrance		
No	739	61.9
Yes	454	38.1
Reserved Parking		
No	387	32.4
Yes, for a fee	344	28.8
Yes, free of charge	462	38.7
Laundry (in Residence)		
No	351	29.4
Yes	597	50.0
An allotment of funds for laundry	62	5.2
Access to laundry outside of residence, free of charge	182	15.3
Not reported	1	0.1

Table 12

Amenities Provided: Living with Others

Characteristic	<i>n</i>	%
Domestic Partner Allowed		
No	114	9.6
Yes, regardless of marital status	671	56.2
Yes, if married	511	42.8
Yes, if civil union	140	11.7
Roommate Allowed		
No	653	54.7
Yes, a friend	247	20.7
Yes, a family member	298	25.0
Yes, a domestic partner or spouse	497	41.7
Yes, other	146	12.2

Note. The total percentage for Domestic Partner Allowed and Roommate Allowed may equal more than 100%, as respondents had the option to choose all that applied.

Table 13

Amenities Provided: Meal Plan

Meal Plan Type	<i>n</i>	%
No	157	13.2
Yes, a partial meal plan	304	25.5
Yes, a full meal plan	536	44.9
Yes, in the form of an allotment	158	13.2
Other	31	2.6
Not reported	7	0.6

The fourth block of predictors for the hierarchical linear regression examining amenities' impact on job satisfaction includes pets allowed for LO/LI professionals, and is demonstrated in Table 14. Only a small number of participants indicated the lack of ability to have any pets, including fish ($n = 130$, 10.9%). The ability to have other pets varied with the most participants able to have fish ($n = 995$, 83.4%) and the smallest number of participants allowed to have birds ($n = 195$, 16.3%).

Table 14

Amenities Provided: Pets

Pet Type	<i>n</i>	%
None	130	10.9
Fish	995	83.4
Small pets in cages/aquariums	297	24.9
Birds	195	16.3
Cats	483	40.5
Dogs	370	31.0
Other	43	3.6

Note. The total percentage is more than 100%, as respondents had the option to choose all that applied.

Professional development funds were examined as an amenity provided (or not provided) to LO/LI professionals. Table 15 outlines all information received regarding professional development funds. Nearly a quarter of participants did not receive any allotment of professional development funds ($n = 290$, 24.3%). The remaining

participants received a somewhat even spread of funds with the exception of those who received less than \$250 ($n = 97$, 8.1%).

Other amenities, including an on-campus gym membership and work amenities provided to participants were also investigated and are reported in Table 16. The majority of participants receive an on-campus gym membership, either free of charge or for a fee ($n = 677$, 56.0%). Regarding work amenities, 36.5% of participants received partial reimbursement for their cell phones or a cell phone free of charge ($n = 436$). Finally, 22.4% of participants received a laptop.

Table 15

Amenities Provided: Professional Development

Amount Provided	<i>n</i>	%
No allotment	290	24.3
Less than \$250	97	8.1
\$250 - \$499	180	15.1
\$500 - \$749	149	12.5
\$750 - \$999	131	11.0
\$1,000 - \$1,249	195	16.3
\$1,250 or more	137	11.5
Not reported	14	1.2

Table 16

Amenities Provided: Other Amenities

Characteristic	<i>n</i>	%
On-Campus Gym Membership (discounted or free)		
No	517	43.3
Yes	677	56.0
Not reported	9	0.8
Work Amenities		
Cell phone, free of charge	283	23.7
Cell phone, partial reimbursement	153	12.8
Laptop	267	22.4

Work hours encompassed the final block of predictors added into the regression. Total hours required, hours spent working, flexible work hours, and compensatory (comp) time were included in this block as displayed in Table 17. The majority of participants were required to work 36 to 40 hours per week ($n = 470$, 39.4%). However, an almost equal number of participants worked between 20 and 35 hours per week ($n = 445$, 37.4%).

Work hours shifted when looking at the actual amount of hours spent working by participants. Even though the majority of participants were required to work 36 to 40 hours per week, only 8% of participants reported that they actually work that amount of hours ($n = 95$). The majority of participants indicated that they worked 46 hours or more per week ($n = 737$, 61.7%). In terms of flexible work hours, a large majority of

participants indicated they were given this amenity ($n = 956$, 80.1%). Comp time was only provided to 44.8% of participants ($n = 535$).

Analysis by Research Question

Participants who answered all questions associated with a given dependent variable were included in the hierarchical linear regression models. In other words, a participant who had a complete MPS, but incomplete scores for personal and work outcomes, was included in the first hierarchical linear regression utilizing MPS as the dependent variable but was not included in the second regression utilizing personal and work outcomes, and vice versa.

For each regression model, assumptions need to be checked in order to ensure data analysis is accurate. Multicollinearity needs to be examined when using multiple independent variables, as it is important that two or more variables do not over explain the same variance. A condition index was utilized for each regression run to determine the extent of multicollinearity with other variables. A desired condition index value is less than 15 if possible and definitely less than 30. Next, in order to determine normality, skewness and kurtosis need to be examined to ensure the data are considered normally distributed. Skewness implies the degree to which potential outliers are causing a distribution to be skewed, and kurtosis implies the amount of peakedness in the normal distribution. Skewness and kurtosis are expected to be within the range of -2 and 2.

Table 17

Amenities Provided: Work Hours

Characteristic	<i>n</i>	%
Hours required		
Fewer than 20	233	19.5
20-25	171	14.3
26-30	109	9.1
31-35	165	13.8
36-40	470	39.4
41 or more	29	2.4
Not reported	16	1.3
Hours spent working		
Fewer than 20	13	1.1
20-25	25	2.1
26-30	41	3.4
31-35	55	4.6
36-40	95	8.0
41-45	213	17.9
46-50	374	31.3
51 or more	363	30.4
Not reported	14	1.2
Flexible Work Hours		
No	234	19.6
Yes	956	80.1
Not reported	3	0.3
Comp Time		
No	657	55.1
Yes	535	44.8
Not reported	1	0.1

Outliers can greatly impact the way a line fits with the rest of the observations; thus, largely influential outliers should not be present. In examining for outliers, Cook's distance and centered leverage values determine if potential outliers hold a high leverage. A high leverage value would demonstrate a poor fit with the rest of the linear model. Centered leverage values should be below 0.2 and Cook's distance should be below 1. It is important to examine the next assumption, linearity, to determine if the data are appropriate for fitting with a straight-line model. Standardized residuals versus predicted values and standardized residuals versus the independent variable are plotted and the values should be within -2 and 2. These plotted values also help to determine independence in ensuring data does not appear to have been collected in a sequence. Finally, homogeneity of variance is examined to ensure sameness of the variance of the model.

Research Question 1

To what extent is job satisfaction, as measured by the Job Diagnostic Survey related to personal demographics of entry-level live-on/live-in housing and residence life (LO/LI HRL) professionals?

The first hierarchical linear regression utilized the MPS as the dependent variable. The second hierarchical linear regression utilized averaged personal and work outcome scores. The independent variables for each regression were added to the model in two blocks, each including three variables. Gender, included in the first block, had fewer than 1% of participants select an option other than male and female; these small categories were omitted from the model. In regard to ethnicity, although there were nine options for

respondents to choose from, only two (Black/African-American and White/Caucasian) represented at least 10% of the sample studied (see Table 8); therefore, all other responses outside these two categories were grouped as *other*. The final variable in the first block was the age of participants. Even though participants chose from six different age groups, all groups beginning at 30 to 34 held less than 10% of the total percentage. Therefore, the three age groups utilized were (a) 18-24, (b) 25-29, and (c) ≥ 30 .

The second block added into the hierarchical linear regressions for the first research question included participants' salary, highest degree earned, and degree program. In an effort to eliminate small groups, salary ranges from \$15,000 and below were combined with \$15,001 to \$20,000, resulting in a group earning \$20,000 or below. Additionally, groups on the high end of salary were also combined to eliminate small groups. Those who answered \$40,001-\$45,000, \$45,001 to \$50,000, and \$50,000 or above were combined into one group of \$40,001 and above. The remaining four categories for salary were (a) \$20,001-\$25,000, (b) \$25,001-\$30,000, (c) \$30,001-\$35,000, and (d) \$35,001-\$40,000. Regarding degrees earned, over 96% of respondents had earned a bachelor's or master's degree. Therefore, the highest degree earned was collapsed to two groups, those that had earned and had not earned a graduate degree. In terms of degree program, participants answered whether they have earned a degree in higher education, college student personnel, or a similar degree program. As was consistent with all variables included in the first two regressions, those who answered *prefer not to respond* were omitted from the analysis.

Motivating Potential Score (MPS)

The extent to which job satisfaction is related to personal demographics was addressed in the first research question, and two hierarchical linear regressions were run to answer it. For each regression, two blocks of variables were entered into the model. The first block included gender, ethnicity, and age of respondents. The second block included salary, highest degree earned, and degree program. As was discussed in Chapter 3, some answer groups were collapsed, and “prefer not to respond” answers were omitted from the analyses.

All assumptions described earlier in this chapter were tested for this model. For multicollinearity, the highest condition index of 15.48 was deemed acceptable for proceeding with the analysis. Skewness and kurtosis did indeed result within the desired range with results of .31 and -.15 respectively for unstandardized residuals. Standardized residuals resulted in a skewness of .31 and kurtosis of -.14; therefore, normality was assumed. Cook’s distances were all well below 1, and centered leverage values were well below 0.2. Therefore, outliers were not considered to be a concern.

In examining linearity, standardized residuals’ relationships to predicted values were within the acceptable range with few exceptions. Furthermore, standardized residuals’ relationships to the independent variables were also within the acceptable range, again with few exceptions. Therefore, linearity was assumed. Independence of the distribution was assumed, as there was no indication of spread increasing or decreasing among plotted values. When plotting the standardized residual values versus

the predicted value, no particular pattern arose, indicating a somewhat even spread throughout. Therefore, homogeneity of variance was assumed.

Gender, ethnicity, and age were run as the first block of predictors in the hierarchical linear regression. The regression model was significant at $F(5, 992) = 4.11$, $p = .001$. A small amount of variation in MPS was explained, as $R^2 = .02$. As outlined in Table 18, the most significant predictors identified were having an ethnicity of black/African American ($\beta = -.08$) and being within the age groups of 18-24 ($\beta = -.13$) and 25-29 ($\beta = -.11$).

The second block added into the regression contained salary, highest degree earned, and degree program. This block of variables yielded a significant addition as $\Delta F(7, 985) = 3.94$, $p < .001$. An additional 2.7% of the variability in MPS was explained when the second block was added, with $\Delta R^2 = .027$. The total variance in MPS explained by gender, ethnicity, age, salary, highest degree earned, and degree program was 4.7% ($R^2 = .047$).

As shown in Table 18, all significant predictors of variability of MPS added within the second block had negative coefficients, suggesting that their additions were related to a decrease in MPS as compared to the status quo. The final model, in total, showed the same predictor of ethnicity, in addition to all salary ranges lower than \$40,000 per year, as significant predictors of the variability of MPS.

Table 18

Summary of Hierarchical Regression Analysis for Personal Demographics Predicting Motivating Potential Score (N = 998)

Variable	Model 1			Model 2		
	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β
Constant	145.70	7.21		169.74	10.01	
Gender	5.10	3.70	.04	4.72	3.68	.04
Ethnicity						
White	3.69	5.32	.03	3.13	5.28	.02
Black	-15.47	7.39	-.08*	-15.61	7.35	-.08*
Age						
18-24	-17.49	6.42	-.13**	-6.38	6.99	-.05
25-29	-12.40	5.76	-.11*	-6.08	5.92	-.05
Salary						
≤ \$20,000				-37.78	9.46	-.23**
\$20,001-\$25,000				-44.05	9.30	-.22**
\$25,001-\$30,000				-29.82	7.70	-.24**
\$30,001-\$35,000				-32.64	7.62	-.27**
\$35,001-\$40,000				-31.88	9.31	-.15**
Highest Degree Earned				4.21	6.42	.03
Higher Education				-3.41	5.05	-.03
R^2		.02			.05	
<i>F for Δ in R^2</i>		4.11**			3.94**	

* $p < .05$. ** $p < .01$.

The regression equation for personal demographics predicting Motivating Potential Score (MPS) was:

$$\begin{aligned} \text{Motivating Potential Score} = & 169.74 + 4.72*(\text{Gender}) + 3.13*(\text{White/Caucasian}) \\ & -15.61*(\text{Black/African American}) - 6.38*(\text{Age 18-24}) - 6.08*(\text{Age 25-29}) - \\ & 37.78*(\text{Less than or equal to } \$20,000) - 44.05*(\$20,001-\$25,000) - \\ & 29.82*(\$25,001-\$30,000) - 32.64*(\$30,001-\$35,000) - 31.88*(\$35,001-\$40,000) \\ & + 4.21*(\text{Highest Degree Earned}) - 3.41*(\text{Degree in Higher Education}) \end{aligned}$$

For this equation, 0 represents female, 1 represents male. All other variables function on a yes or no basis with 0 representing no and 1 representing yes. Respondents can only be categorized as one value within each variable.

Personal and Work Outcomes

The second hierarchical linear regression utilized averaged personal and work outcomes as the dependent variable representing job satisfaction. The first block entered into this regression mirrored that of the regression for MPS, and included gender, ethnicity, and age of respondents. The second block included salary, highest degree earned, and degree program. Maintaining consistency, some answer groups were condensed, and “prefer not to respond” answers were omitted from the analyses.

Multicollinearity was examined through a condition index, the highest of which was an acceptable 15.31. Regarding normality, skewness was -.83 and kurtosis .75 for the unstandardized residuals, both of which were within the expected range. Nearly

identical results were presented for the standardized residuals with skewness equaling -.83 and kurtosis .76, again within the expected range. A detection of outliers was performed with Cook's distances and centered leverage values, which fell well below the desired maximums. Though a handful of visually identified outliers were discovered by examining a histogram, they were not extreme in nature, were retained, and were not a concern.

In determining linearity, the large majority of plotted values fell within the desired range with few exceptions. It was difficult to discern randomness due to the binary nature of some of the independent variables; however, because no startling pattern was apparent, the linearity assumption was met. No indication of spread increasing or decreasing was found; thus, independence of the distribution was assumed. Finally, the plotting of the standardized residuals versus the predicted values showed no particular pattern; thus, homogeneity of variance was assumed.

Gender, ethnicity, and age were run as the first block of predictors in the hierarchical linear regression. The regression model was significant at $F(5, 986) = 3.64$, $p = .003$. A small amount of variation in personal and work outcomes was explained as $R^2 = .018$. As outlined in Table 10, the most significant predictor identified was having an ethnicity of white/Caucasian ($\beta = .09$). The second block added into the regression contained salary, highest degree earned, and degree program. This significant block of variables yielded a slight addition to the amount of variability as $\Delta F(7, 979) = 3.79$, $p < .001$. An additional 2.6% of the variability in personal and work outcomes was explained

when the second block was added, with $\Delta R^2 = .026$. The total variance in personal and work outcomes as explained by gender, ethnicity, age, salary, highest degree earned, and degree program was 4.4% ($R^2 = .044$).

Several significant individual predictors of personal and work outcomes, as indicated by the final overall model, were found and are displayed in Table 19. Ethnicity was a significant predictor of variability for personal and work outcomes as it was for the MPS regression. Furthermore, the age group of 18-24 showed a slight positive contribution to variability ($\beta = .12$). Additionally, the three salary range groups were significant negative predictors and are also shown in Table 19.

The final regression equation for personal demographics predicting personal and work outcomes was:

$$\begin{aligned} \text{Personal and Work Outcomes} = & 5.44 - 0.04*(\text{Gender}) + 0.20*(\text{White/Caucasian}) \\ & - 0.12*(\text{Black/African American}) + 0.26*(\text{Age 18-24}) + 0.03*(\text{Age 25-29}) - \\ & 0.53*(\text{Less than or equal to } \$20,000) - 0.70*(\$20,001-\$25,000) - 0.32*(\$25,001- \\ & \$30,000) - 0.23*(\$30,001-\$35,000) - 0.22*(\$35,001-\$40,000) - 0.09*(\text{Highest} \\ & \text{Degree Earned}) - 0.02*(\text{Degree in Higher Education}) \end{aligned}$$

For this equation, 0 represents female, 1 represents male. All other variables function on a yes or no basis with 0 representing no and 1 representing yes. Respondents can only be categorized as one value within each variable.

Table 19

Summary of Hierarchical Regression Analysis for Personal Demographics Predicting Personal and Work Outcomes (N = 992)

Variable	Model 1			Model 2		
	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β
Constant	5.14	0.12		5.44	0.16	
Gender	-0.03	0.06	-.02	-0.04	0.06	-.02
Ethnicity						
White	1.88	0.09	.09*	0.20	0.09	.09*
Black	-0.12	0.12	-.04	-0.12	0.12	-.04
Age						
18-24	0.09	0.10	.04	0.26	0.11	.12*
25-29	-0.06	0.09	-.03	0.03	0.10	.01
Salary						
≤ \$20,000				-0.53	0.15	-.20**
\$20,001-\$25,000				-0.70	0.15	-.22**
\$25,001-\$30,000				-0.32	0.12	-.16**
\$30,001-\$35,000				-0.23	0.12	-.12
\$35,001-\$40,000				-0.22	0.15	-.06
Education Level				-0.09	0.10	-.04
Higher Ed Program				-0.02	0.08	-.01
R^2		.02			.04	
<i>F for Δ in R^2</i>		3.64**			3.80**	

* $p < .05$. ** $p < .01$.

Research Question 2

To what extent is job satisfaction, as measured by the JDS, related to institutional demographics of entry-level live-on/live-in housing and residential life (LO/LI HRL) professionals?

This research question was addressed using two separate hierarchical linear regressions, one for each of two different measures of job satisfaction. This approach allowed the researcher to better determine the effects of different types of institutional demographics on the overall strength and significance of the model. This section describes in further detail the variables utilized and results found.

The three independent variables for each regression were added individually in blocks. The first independent variable represented institutional size. Respondents could choose from small, mid-sized, or large. The second independent variable, institutional location, gave participants the options of rural, suburban, or urban. The final independent variable for this research question was institutional type. Options for the participants were four-year private, four-year public, two-year private, and two-year public as well as for-profit proprietary, privatized housing companies, or other. However, four-year private and four-year public institutions yielded nearly 98% of all of the results. Therefore, only respondents who belonged to these two groups were retained for analysis in the model.

Motivating Potential Score

The extent to which job satisfaction was related to institutional demographics was determined using two hierarchical linear regressions that were run to answer the second

research question. For each regression, three blocks of variables were entered into the model. The first block included institutional size, the second block included institution location, and the third block included institutional type. As was discussed in Chapter 3, some answer groups were collapsed, and “prefer not to respond” answers were omitted from the analyses.

In testing for assumptions of multicollinearity, the highest condition index was an acceptable 6.84. Regarding normality, skewness and kurtosis for the unstandardized and standardized residuals were all within the expected range. A detection of outliers was performed with Cook’s distances, and centered leverage values fell well below the potential maximums. Though histograms associated with residual values uncovered a handful of points visually identified as non-extreme outliers, they were retained and were not a concern.

In determining linearity, plotted values were generally within the desired range with few exceptions. It was difficult to discern randomness due to the binary nature of some of the independent variables; however, no startling pattern was apparent, and the linearity assumption was met. No major indication of spread increasing or decreasing was found; thus, independence of the distribution was assumed. Finally, an even spread throughout was found, with no particular pattern, and homogeneity of variance was assumed.

The first block of the hierarchical linear regression included was institutional size. The regression model showed to not be significant at $F(2, 1,061) = 1.51, p = .22$. There

was no variability in MPS that was explained by the model as $R^2 = .003$. The second block added into the regression included institutional location and did not yield a significant addition, $\Delta F(2, 1,059) = 0.33, p = .72$. No additional variability was explained as $R^2 = .001$. A final block was added into the regression model with institutional type. Similar to the first two blocks, no significant addition was yielded, $\Delta F(2, 1,058) = 0.27, p = .61$. Again, no additional variability was explained, $R^2 < .001$. As shown in Table 20, there were no significant predictors of variability of MPS based on institutional demographics. The final regression equation for institutional demographics predicting Motivating Potential Score was:

$$\begin{aligned} \text{Motivating Potential Score} = & 133.46 + 7.39*(\text{Small Institution}) - 0.68*(\text{Mid-Size} \\ & \text{Institution}) - 3.94*(\text{Rural Institution}) - 0.11*(\text{Suburban Institution}) + \\ & 2.38*(\text{Institutional Type}) \end{aligned}$$

For the equation above, 0 represents four-year private, 1 represents four-year public. All other variables function on a yes or no basis, with 0 representing no and 1 representing yes. Respondents can only be categorized as one value within each variable.

Table 20

Summary of Hierarchical Regression Analysis for Institutional Demographics Predicting Motivating Potential Score (N = 1,064)

Variable	Model 1			Model 2			Model 3		
	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β
Constant	133.84	3.35		135.28	3.91		133.46	5.27	
Size									
Small	5.42	4.60	.04	5.73	4.64	.05	7.39	5.65	.06
Medium	-1.67	4.32	-.01	-1.24	4.35	-.01	-0.68	4.49	-.01
Location									
Rural				-3.01	4.43	-.02	-3.94	4.78	-.03
Suburban				0.37	4.15	.01	-0.11	4.26	-.01
Type							2.38	4.62	.02
R^2		< .01			< .01			< .01	
<i>F for Δ in R^2</i>		1.51			0.33			0.27	

* $p < .05$. ** $p < .01$.

Personal and Work Outcomes

The second hierarchical linear regression for the second research question utilizes averaged personal and work outcomes as the dependent variable representing job satisfaction. All of the blocks in the regression mirrored those of the MPS analysis. The first block entered addressed institutional size, the second block included institutional location, and the third block included institutional type. Maintaining consistency, some answer groups were collapsed, and “prefer not to respond” answers were omitted from the analyses.

In testing for assumptions prior to running the regression model, multicollinearity was not an issue, as the highest condition index was 6.74. Skewness and kurtosis for the

unstandardized and standardized residuals were all within the expected range. A detection of outliers was performed, and Cook's distances and centered leverage values fell well below the desired maximums. Histograms associated with residual values uncovered a handful of points visually identified as outliers. Because they were not extreme in nature, they were retained, and outliers were not a concern.

In determining linearity, plotted values were generally within the desired range, with few exceptions. It was difficult to discern randomness due to the binary nature of some of the independent variables; however, there was no startling pattern, thus the linearity assumption was met. No major indication of spread increasing or decreasing was found; thus, independence of the distribution was assumed. Finally, an even spread was found throughout, with no particular pattern, and homogeneity of variance was assumed.

The first block of the hierarchical linear regression included institutional size. The regression model showed no significance at $F(2, 1,056) = 2.54, p = .08$. There was no variability in Personal and Work Outcomes that was explained by the model as $R^2 = .003$. The second block added into the regression included institutional location which also did not yield a significant addition, $\Delta F(2, 1,054) = 1.29, p = .28$. No additional variability was explained as $R^2 = .002$. A final block, institutional type, was added into the regression model. Similar to the first two blocks, no significant addition was yielded, $\Delta F(2, 1,053) = 0.53, p = .47$. Again, no additional variability was explained, $R^2 < .001$.

Table 21 outlines the lack of significant predictors of variability in Personal and Work Outcomes.

Table 21

Summary of Hierarchical Regression Analysis for Institutional Demographics Predicting Personal and Work Outcomes (N = 1,059)

Variable	Model 1			Model 2			Model 3		
	B	SE B	β	B	SE B	β	B	SE B	β
Constant	5.29	0.05		5.25	0.06		5.21	0.08	
Size									
Small	-0.15	0.08	-.07	-0.16	0.08	-.08*	-0.13	0.09	-.06
Medium	-0.01	0.07	-.01	-0.02	0.07	-.01	-0.01	0.07	-.01
Location									
Rural				0.12	0.07	.06	0.09	0.08	.05
Suburban				0.06	0.07	.03	0.04	0.07	.02
Type							0.05	0.07	.03
R^2		.01			.01			.01	
F for Δ in R^2		2.54			1.29			0.53	

* $p < .05$. ** $p < .01$.

The final regression equation for institutional demographics predicting personal and work outcomes was:

$$\text{Personal and Work Outcomes} = 5.21 - 0.13*(\text{Small Institution}) - 0.01*(\text{Mid-Size Institution}) + 0.09*(\text{Rural Institution}) + 0.04*(\text{Suburban Institution}) + 0.05*(\text{Institutional Type})$$

For the equation, 0 represents four-year private, 1 represents four-year public. All other variables function on a yes or no basis with 0 representing no and 1 representing yes.

Respondents can only be categorized as one value within each variable.

Research Question 3

To what extent are the amenities provided to live-on/live-in housing and residential life (LO/LI HRL) professionals, related to job satisfaction?

This research question was addressed with two separate hierarchical linear regressions, one for each of two different measures of job satisfaction. This approach allowed the researcher to better determine the effects of different amenities on the overall strength and significance of the model. This section describes in further detail the variables used and results found.

The independent variables were added into the model with a total of seven blocks for each regression. The first block included variables related to the residence provided. Variables in the first block included (a) number of bedrooms, (b) dishwasher, (c) private entrance, (d) parking, and (e) laundry. For the number of bedrooms, respondents could choose options from 0 to 5. The majority of respondents chose either 1 or 2 (92.9%).

Therefore, this question was collapsed to two categories, (a) ≤ 1 , and (b) ≥ 2 . Next, participants chose from the answers of yes or no for questions asking if a dishwasher was provided, if a private entrance was available, and if reserved parking was provided. Reserved parking was originally asked using two questions, i.e., if it was provided free of charge and if it was provided for a fee. For this study, the two questions were combined to address the question of who had reserved parking of any type. Finally, the options related to laundry provided in the residence included no, yes, an allotment of funds, or access to laundry facilities outside of the residence free of charge. Those provided with an allotment of funds and access to laundry facilities were combined and labeled as “other access.”

The second block added into each regression was related to living with others, which included domestic partners and roommates. Participants were asked if they could have a domestic partner live with them and had four response options: (a) no, (b) yes, regardless of marital status, (c) yes, if married, and (d) yes, if in civil union. For this study, the answers were collapsed into two categories: (a) no, and (b) yes, in some form. For the ability to have a roommate, participants could choose from four categories answering in the affirmative with a caveat as to who the roommate was, and one option of “no.” The answers beginning with “yes” were: (a) yes, a friend, (b) yes, a family member, (c) yes, a domestic partner or spouse, and (d) yes, other. For the purposes of this research, the final option of other was omitted.

The third, fourth, and fifth blocks were added into the regression next. Whether a meal plan was provided to respondents constituted the third block added into the regression. Five answer options were present for respondents: (a) no meal plan, (b) partial meal plan, (c) full meal plan, (d) an allotment of funds, and (e) other. The fifth option, other, was omitted from this analysis. The fourth block included pets allowed for LO/LI professionals. Those who answered “none” were omitted from this analysis, but variables of (a) fish, (b) small pets in cage or aquariums, (c) birds, (d) cats, and (e) dogs remained. Next, professional development funds provided constituted the fifth block of variables. Although seven potential answers were originally available to respondents regarding professional development funds provided, categories were collapsed into five for analysis to include (a) \leq \$499, (b) \$500-749, (c) \$750-\$999, (d) \$1,000-\$1,249, and (e) \geq \$1,250.

Other amenities provided represented the sixth block of variables. Included in this block were an on-campus gym membership and work amenities. For on-campus gym membership, participants could choose from being provided no membership, a free membership, or a discounted membership. For this analysis, all participants who were provided a membership, whether discounted or free, were combined. Work amenities included partial reimbursement for a cell phone, a free cell phone, a personal digital assistant (PDA), a tablet, and a laptop. Due to low response for the PDA and tablet options, they were omitted from this analysis. The two cell phone categories were simplified into no cell phone support provided or some support towards a cell phone

provided, whether partial or full. Thus, gym membership, cell phone, and laptop had yes or no options and were included in block six.

Work hours comprised the seventh and final block of variables added into the regression model. Work hours required represented the first variable included and were condensed to better represent the data. Fewer than 20 hours per week, 20 to 35 hours per week, and more than 35 hours per week comprised the three remaining categories. The second variable addressed the number of weekly hours participants indicated they actually spent working. Due to the low response rates to the lowest five options, those options were collapsed into one option of fewer than 40 hours per week. The remaining categories were 41-50 hours per week and 51 or more hours per week. Flexible work hours and comp time represented the two remaining variables. Both were based on yes or no answers.

Motivating Potential Score

The extent to which amenities provided to LO/LI professionals were related to job satisfaction was addressed through two hierarchical linear regressions and provided the answer to the third and final research question. For each regression, seven blocks of variables were entered into the model. The blocks were added in the following order: (a) residence provided, (b) living with others, (c) meal plan, (d) pets, (e) professional development, (f) other amenities, and (g) work hours.

As was completed for the first and second research questions, assumptions were tested. The highest condition index for multicollinearity in the final model was 25.08,

which was above the desired value of 15, but was still below 30. Considering the large number of variables in the model, it was deemed acceptable for proceeding with the analysis. Normality was tested via skewness and kurtosis for unstandardized and standardized residuals. Unstandardized residuals resulted in a skewness of .45 and kurtosis of .29, with standardized residuals at .45 and kurtosis at .30 for standardized residuals. All of these results fell within the expected range. Cook's distances and centered leverage values were examined. At .02 and .06, respectively, they fell well below the desired maximums. Histograms associated with residual values uncovered a handful of points visually identified as outliers. Because they were not extreme in nature, the points were retained, and outliers were not a concern.

Plotted values for standardized residuals versus predicted values and standardized residuals versus the independent variable were examined to test for linearity, and all fell within the expected range. Due to the binary nature of some of the independent variables, it was difficult to discern randomness, but no startling pattern was found. No major indication of spread increasing or decreasing was found when plotting standardized residuals versus the predicted value and the independent variables. Based on this information, the independence of the distribution was assumed. Finally, an even spread throughout, with no particular pattern, was found; thus, homogeneity of variance was assumed.

Residence provided to LO/LI professionals represented the first block of the hierarchical linear regression. The regression model showed significance at $F(7, 1,021) =$

4.23, $p < .001$. A small amount of variability in MPS was explained by the model as $R^2 = .028$. The most significant predictor in the first model identified was free reserved parking ($\beta = .15$).

The second block added into the regression contained variables associated with the ability to live with others, specifically domestic partners and roommates. This block of variables yielded a significant addition as $\Delta F(5, 1,007) = 3.17, p = .008$. An additional 1.5% of the variability in MPS was explained when the second block was added, with $\Delta R^2 = .015$. The second block identified an additional significant predictor of the ability to have a domestic partner or spouse as a roommate ($\beta = .08$). Meal plans represented the third block of variables, which yielded a significant addition at $\Delta F(3, 1,004) = 3.02, p = .03$. However, no additional variability was explained as $R^2 = .009$. The additional predictors of a partial ($\beta = .13$) and full meal plan ($\beta = .11$) were significant in the model.

The fourth, fifth, and sixth blocks of variables, pets, professional development, and other amenities did not yield significant additions as $\Delta F(5, 999) = 0.41, p = .85$, $\Delta F(5, 994) = 1.58, p = .16$, and $\Delta F(3, 991) = 0.87, p = .46$ respectively. None of these three blocks explained additional variability in MPS as $\Delta R^2 = .002$ for pets, $\Delta R^2 = .007$ for professional development, and $\Delta R^2 = .002$ for other amenities.

However, the seventh and final block, work hours, did yield a significant addition as $\Delta F(6, 985) = 6.05, p < .001$. Work hours explained an additional 3.3% of variability in MPS as $\Delta R^2 = .033$. The final model including all variables revealed significant individual predictors of free reserved parking ($\beta = .15$), the ability to have a domestic

partner or spouse as a roommate ($\beta = .11$), other access to laundry ($\beta = -.08$), partial ($\beta = .12$) and full meal plan ($\beta = .10$), flexible work hours ($\beta = .09$), and comp time ($\beta = .09$). These data are presented in Table 22.

The final regression equation of amenities predicting motivating potential score was:

$$\begin{aligned} \text{Motivating Potential Score} = & 103.622 + 4.22*(\text{number of bedrooms}) - \\ & 0.50*(\text{dishwasher}) - 0.34*(\text{private entrance}) + 3.27*(\text{parking with fee}) + \\ & 17.47*(\text{parking for free}) + 1.07*(\text{in-unit laundry}) - 11.55*(\text{other laundry access}) - \\ & 9.15*(\text{domestic partner allowed}) - 3.33*(\text{friend as roommate}) + 6.30*(\text{family as} \\ & \text{roommate}) + 12.36*(\text{partner as roommate}) + 3.80*(\text{other roommate allowed}) + \\ & 14.74*(\text{partial meal plan}) + 7.40*(\text{allotment of funds for meals}) + 11.78*(\text{full} \\ & \text{meal plan}) - 5.31*(\text{fish allowed}) + 4.76*(\text{other small pets in cages or aquariums} \\ & \text{allowed}) - 5.98*(\text{birds allowed}) - 1.30*(\text{cats allowed}) - 0.92*(\text{dogs allowed}) - \\ & 1.24*(\text{< \$499 professional development funds}) - 6.30*(\text{\$500-\$749 professional} \\ & \text{development funds}) - 8.58*(\text{\$750-\$999 professional development funds}) - \\ & 10.18*(\text{\$1,000-\$1,249 professional development funds}) + 6.95*(\text{> \$1,250} \\ & \text{professional development funds}) + 4.68*(\text{gym membership}) + 3.27*(\text{cell phone} \\ & \text{allowance}) - 1.52*(\text{laptop}) + 18.95*(\text{flexible work hours}) - 2.44*(\text{< 20 hours per} \\ & \text{week required}) - 3.11*(\text{20-35 hours per week required}) - 4.10*(\text{< 40 hours per} \\ & \text{week felt spent worked}) + 7.09*(\text{41-50 hours per week felt spent worked}) + \\ & 9.60*(\text{comp time}) \end{aligned}$$

In explanation of the equation regarding number of bedrooms, 0 represents one bedroom or fewer and 1 represents two or more. For the following variables, 0 represents no, and 1 represents yes: dishwasher, private entrance, domestic partner, gym membership, cell phone, laptop, flexible work hours, and comp time.

Parking, laundry, meal plan, and professional development are all binary with 0-1 dummy variables where respondents can only fall into one category. A value of 0 for both represents there is no existence of any types of these variables, i.e. for parking, 0 for both represents no reserved parking.

Roommates allowed and pets are represented by 0 as no and 1 as yes for each option within the variable. Respondents can have a 1 for multiple variable types as they could select all answers that applied. Thus the dummy variables are not linked.

Required work hours and hours reported working contains each range as a binary dummy variable where respondents could fall into only one category. A value of 0 for hours actually worked represents over 35 hours, while a value of 0 for hours actually worked represents over 50 hours.

Table 22

Summary of Hierarchical Regression Analysis for Amenities Predicting Motivating Potential Score (N = 1,020)

Variable	Model 1			Model 2			Model 3			Model 4		
	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β
Constant	125.19	4.40		125.46	7.65		115.68	8.59		118.89	9.28	
Bedrooms	6.49	3.83	.06	5.52	3.87	.05	5.67	3.86	.05	5.64	3.87	.05
Dishwasher	0.44	3.88	.01	0.75	3.86	.01	0.87	3.85	.01	1.11	3.87	.01
Private Entrance	-0.35	3.75	-.01	-0.66	3.73	-.01	0.19	3.74	.01	0.20	3.78	.01
Parking												
For Fee	3.30	4.50	.03	2.48	4.50	.02	1.94	4.49	.02	2.11	4.51	.02
For Free	16.92	4.21	.15**	17.24	4.22	.15**	17.54	4.21	.15**	17.81	4.23	.15**
Laundry												
In Unit	2.91	4.40	.03	2.66	4.38	.02	1.90	4.39	.02	1.97	4.41	.02
Other Access	-8.81	5.08	-.06	-9.27	5.07	-.07	-9.83	5.08	-.07	-9.62	5.09	-.07
Domestic Partner				-6.43	7.42	-.03	-8.12	7.42	-.04	-7.80	7.47	-.03

Variable	Model 1			Model 2			Model 3			Model 4		
	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β
Roommate, Friend				-0.06	0.10	-.03	-0.06	0.10	-.03	-0.04	0.01	-.02
Roommate, Family				0.08	0.11	.04	0.05	0.11	.02	0.04	0.11	.02
Roommate, Partner				0.26	0.07	.14**	0.28	0.07	.15**	0.29	0.07	.16**
Roommate, Other				-0.03	0.09	-.01	-0.03	0.09	-.01	-0.04	0.09	-.01
Meal Plan												
Partial Plan							0.21	0.09	.10*	0.24	0.09	.12*
Fund Allotment							-0.04	0.10	-.02	-0.01	0.11	-.01
Full							0.25	0.09	.14**	0.27	0.09	.15**
Fish Allowed										0.04	0.08	.02
Small Aquarium										0.02	0.09	.01
Birds Allowed										-0.07	0.10	-.03
Cats Allowed										-0.09	0.09	-.05
Dogs Allowed										-0.07	0.09	-.03

Variable	Model 1			Model 2			Model 3			Model 4		
	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β
Professional Development												
< \$499												
\$500 - \$749												
\$750 - \$999												
\$1,000 - \$1,249												
> \$1,250												
Gym Membership												
Cell Phone												
Laptop												
Flex Working Hours												
Required Working Hours												
< 20 per week												
20-35 per week												
Hours Felt Spent Working												
< 40 per week												
41-50 per week												

Variable	Model 1			Model 2			Model 3			Model 4		
	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β
Comp Time												
R^2		.02			.05			.06			.07	
<i>F for Δ in R^2</i>		3.09**			5.47**			5.73**			1.56	

* $p < .05$. ** $p < .01$.

Variable	Model 5			Model 6			Model 7		
	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β
Constant	119.53	9.42		116.17	9.65		103.62	10.36	
Bedrooms	6.08	3.90	.05	6.39	3.91	.06	4.22	3.93	.04
Dishwasher	-0.27	3.90	-.01	-0.83	3.94	-.01	-0.50	3.88	-.01
Private Entrance	0.09	3.78	.01	0.01	3.78	.01	-0.34	3.73	-.03
Parking									
For Fee	2.94	4.52	.02	3.60	4.55	.03	3.27	4.50	.03
For Free	18.09	4.24	.16**	17.91	4.26	.15**	17.47	4.20	.15**
Laundry									
In Unit	2.53	4.41	.02	2.31	4.43	.02	1.07	4.39	.01
Other Access	-9.10	5.09	-.07	-10.00	5.14	-.07	-11.55	5.08	-.08*
Domestic Partner	-7.06	7.51	-.03	-6.98	7.52	-.03	-9.15	7.42	-.04

Variable	Model 5			Model 6			Model 7		
	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β
Roommate, Friend	-1.62	6.36	-.01	-1.50	6.36	-.01	-3.33	6.29	-.03
Roommate, Family	6.95	6.56	.05	7.45	6.58	.06	6.30	6.51	.005
Roommate, Partner	11.20	4.39	.10*	11.28	4.40	.10*	12.36	4.35	.11**
Roommate, Other	6.72	5.30	.04	6.49	5.30	.04	3.80	5.25	.02
Meal Plan									
Partial Plan	17.27	5.95	.13**	17.01	5.97	.13**	14.74	5.92	.12*
Fund Allotment	8.40	6.80	.05	8.28	6.80	.05	7.40	6.73	.05
Full	13.23	5.48	.12*	12.95	5.48	.11*	11.78	5.44	.10*
Fish Allowed	-4.93	4.95	-.03	-4.67	4.96	-.03	-5.31	4.90	-.03
Small Aquarium	4.60	5.89	.04	4.51	5.93	.04	4.76	5.86	.04
Birds Allowed	-6.18	6.25	-.04	-5.99	6.27	-.04	-5.98	6.18	-.04
Cats Allowed	-2.57	5.57	-.02	-2.57	5.58	-.02	-1.30	5.50	-.01
Dogs Allowed	1.55	5.53	.01	0.43	5.59	.01	-0.92	5.51	-.01

Variable	Model 5			Model 6			Model 7		
	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β
Professional Development	-1.33	5.11	-.01	-1.49	5.12	-.01	-1.24	5.06	-.01
< \$499	-3.10	5.97	-.02	-3.26	5.98	-.02	-6.29	5.93	-.04
\$500 - \$749	-7.85	6.46	-.04	-7.88	6.48	-.04	-8.58	6.41	-.05
\$750 - \$999	-8.33	5.71	-.05	-8.38	5.74	-.06	-10.18	5.69	-.07
\$1,000 - \$1,249	8.56	6.26	.05	7.32	6.32	.04	6.95	6.28	.04
> \$1,250									
Gym Membership									
Cell Phone									
Laptop									
Flex Working Hours									
Required Working Hours							-2.44	5.08	-.02
< 20 per week							-3.11	4.12	-.03
20-35 per week									
Hours Felt Spent Working							-4.10	5.52	-.03
< 40 per week							7.09	4.06	.06
41-50 per week									

Variable	Model 5			Model 6			Model 7		
	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β
Comp Time							9.60	3.55	.09**
R^2		.06			.06			.10	
<i>F for Δ in R^2</i>		1.58			0.87			6.05**	

* $p < .05$. ** $p < .01$.

Personal and Work Outcomes

In testing for assumptions prior to running this final regression model, multicollinearity was assumed not to be a problem. Although the highest condition index was 24.66, which is higher than the desired maximum of 15, it was still less than 30. Due to the large number of variables included, the condition index was considered acceptable. Unstandardized and standardized residuals gave identical scores for skewness and kurtosis at -.70 and .36 respectively, well within the expected range. A detection of outliers was performed. Cook's distances and centered leverage values fell below the potential maximums, at .02 and .06 respectively. Similar to other outlier detections throughout the study, histograms associated with residual values uncovered a handful of points visually identified as outliers but were not extreme in nature. Thus, they were retained, and outliers were not a concern.

Linearity was reviewed next with plotted values of standardized residuals versus predicted values and standardized residuals versus the independent variable. These plotted values were within the range of plus or minus two, with few exceptions. Again, similar to previous assumptions tested, randomness was difficult to discern due to the binary nature of some of the independent variables, but there was no startling pattern apparent. In testing for independence, plotting standardized residuals versus the predicted values and the independent variables, there was no major indication of spread increasing or decreasing. Therefore, independence of the distribution was assumed. Homogeneity of variance was assumed as a somewhat even spread was found.

Furthermore, no particular pattern arose when plotting the standardized residuals versus predicted values.

The first block added into the final hierarchical linear regression was residence provided. This included the number of bedrooms, dishwasher provided, private entrance, reserved parking, and laundry provided. This model was significant at $F(7, 1,006) = 3.09, p = .003$. A total 2.1% of variability in personal and work outcomes was explained by residence provided ($R^2 = .021$). Number of bedrooms ($\beta = .09$), free reserved parking ($\beta = .08$), and reserved parking for a fee ($\beta = .12$) were all significant predictors. Next, living with others such as domestic partners and roommates was added as a second block of variables. This block yielded a significant addition at $\Delta F(5, 1,001) = 5.47, p < .001$. An additional 2.6% of variability in personal and work outcomes was also explained as $\Delta R^2 = .026$. The ability to have a domestic partner or spouse as a roommate ($\beta = .14$) was a specific significant predictor from this block. Meal plan status was the variable included in the third block, yielding a significant addition at $\Delta F(3, 998) = 5.73, p = .001$. Meal plans also explained a small amount of additional variability in personal and work outcomes as $\Delta R^2 = .016$. Partial ($\beta = .10$) and full meal plan ($\beta = .14$) were significant individual predictors.

Similar to the regression run for MPS for the same research question, pets, professional development, and other amenities did not yield significant additions or explain additional variability in personal and work outcomes. Pets did not yield a significant addition as $\Delta F(5, 993) = 1.56, p = .17$, with $\Delta R^2 = .007$. Professional

development was not found to yield a significant addition at $\Delta F(5, 988) = 0.92, p = .47$, with $\Delta R^2 = .004$ indicating no additional variability explained. Finally, other amenities, including a gym membership, cell phone, and laptop did not yield a significant addition at $\Delta F(3, 985) = 1.04, p = .37$. The lack of additional variability explained was represented as $\Delta R^2 = .003$.

The final block of variables, however, which included work hours, did yield a significant addition. Work hours included required hours, hours worked, flexible work hours, and comp time. This significant addition was yielded at $\Delta F(6, 979) = 9.45, p < .001$. Furthermore, this seventh block explained an additional 5.0% of variability in personal and work outcomes ($\Delta R^2 = .050$).

For the final overall model, there were numerous significant predictors of personal and work outcomes after the seventh block was added into the model. Number of bedrooms ($\beta = .07$), free reserved parking ($\beta = .12$), reserved parking for a fee ($\beta = .07$), the ability to have a domestic partner or spouse as a roommate ($\beta = .17$), partial ($\beta = .09$) and full meal plan ($\beta = .13$), flexible work hours ($\beta = .15$), comp time ($\beta = .07$), less than 40 hours felt spent working ($\beta = .12$), and 41-50 felt spent working ($\beta = .17$) were all significant positive contributors to variability. These data are displayed in Table 23. The final regression equation of amenities provided predicting personal and work outcomes was:

$$\begin{aligned}
\text{Personal/Work Outcomes} = & 4.22 + 0.12*(\# \text{ of bedrooms}) - 0.02*(\text{dishwasher}) - \\
& 0.04*(\text{private entrance}) + 0.14*(\text{parking with fee}) + 0.22*(\text{parking for free}) + \\
& 0.08*(\text{in-unit laundry}) - 0.02*(\text{other laundry access}) + 0.01*(\text{domestic partner} \\
& \text{allowed}) - 0.04*(\text{friend allowed}) + 0.003*(\text{family allowed}) + 0.31*(\text{partner} \\
& \text{allowed}) - 0.07*(\text{other roommate allowed}) + 0.19*(\text{partial meal plan}) - \\
& 0.03*(\text{meal allotment}) + 0.24*(\text{full meal plan}) + 0.02*(\text{fish allowed}) + \\
& 0.03*(\text{other small aquarium pet allowed}) - 0.08*(\text{birds allowed}) - 0.05*(\text{cats} \\
& \text{allowed}) - 0.10*(\text{dogs allowed}) + 0.12*(< \$499 \text{ professional development funds}) \\
& + 0.09*(\$500-\$749 \text{ professional development funds}) + 0.08*(\$750-\$999 \\
& \text{professional development funds}) + 0.02*(\$1,000-\$1,249 \text{ professional} \\
& \text{development funds}) + 0.14*(> \$1,250 \text{ professional development funds}) + \\
& 0.05*(\text{gym membership}) - 0.001*(\text{cell phone allowance}) - 0.08*(\text{laptop}) + \\
& 0.35*(\text{flexible work hours}) - 0.02*(< 20 \text{ hours per week required}) - 0.08*(20-35 \\
& \text{hours per week required}) + 0.26*(< 40 \text{ hours per week felt spent worked}) + \\
& 0.30*(41-50 \text{ hours per week felt spent worked}) + 0.12*(\text{comp time})
\end{aligned}$$

In explanation of the equation, for number of bedrooms, 0 represents one bedroom or fewer and 1 represents two or more. No is represented by 0, and 1 for yes for the following variables: dishwasher, private entrance, domestic partner, gym membership, cell phone, laptop, flexible work hours, and comp time.

Parking, laundry, meal plan, and professional development are all binary with 0-1 dummy variables where respondents can only fall into one category. A value of 0 for

both represents there is no existence of any types of these variables (i.e. for parking, 0 for both represents no reserved parking is provided).

Roommates allowed and pets are represented by 0 as no and 1 as yes for each option within the variable. Respondents can have a 1 for multiple variable types as they could select all answers that applied, thus the dummy variables are not linked.

Required work hours and hours reported working contain each range as a binary dummy variable where respondents could fall into only one category. A value of 0 for working hours represents over 35 hours, and a value of 0 for hours reported working represents over 50 hours.

Table 23

Summary of Hierarchical Regression Analysis for Amenities Predicting Personal and Work Outcomes (N = 1,014)

Variable	Model 1			Model 2			Model 3			Model 4		
	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β
Constant	5.01	0.07		4.85	0.12		4.72	0.13		4.69	0.14	
Bedrooms	0.16	0.06	.09*	0.12	0.06	.06	0.12	0.06	.06	0.13	0.06	.07*
Dishwasher	-0.04	0.06	-.02	-0.05	0.06	-.03	-0.04	0.06	-.02	-0.03	0.06	-.02
Private Entrance	-0.05	0.06	-.03	-0.06	0.06	-.03	-0.05	0.06	-.02	-0.04	0.06	-.02
Parking												
For Fee	0.16	0.07	.08*	0.14	0.07	.07*	0.14	0.07	.07	0.14	0.07	.07
For Free	0.22	0.07	.12**	0.22	0.07	.12**	0.23	0.07	.12**	0.24	0.07	.13**
Laundry												
In Unit	0.09	0.07	.05	0.09	0.07	.05	0.09	0.07	.05	0.09	0.07	.05
Other Access	0.02	0.08	.01	0.01	0.08	.01	0.01	0.08	.01	0.02	0.08	.01
Domestic Partner				0.07	0.12	.02	0.04	0.12	.01	0.06	0.12	.02

Variable	Model 1			Model 2			Model 3			Model 4		
	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β
Roommate, Friend				-0.06	0.10	-.03	-0.06	0.10	-.03	-0.04	0.01	-.02
Roommate, Family				0.08	0.11	.04	0.05	0.11	.02	0.04	0.11	.02
Roommate, Partner				0.26	0.07	.14**	0.28	0.07	.15**	0.29	0.07	.16**
Roommate, Other				-0.03	0.09	-.01	-0.03	0.09	-.01	-0.04	0.09	-.01
Meal Plan												
Partial Plan							0.21	0.09	.10*	0.24	0.09	.12*
Fund Allotment							-0.04	0.10	-.02	-0.01	0.11	-.01
Full							0.25	0.09	.14**	0.27	0.09	.15**
Fish Allowed										0.04	0.08	.02
Small Aquarium										0.02	0.09	.01
Birds Allowed										-0.07	0.10	-.03
Cats Allowed										-0.09	0.09	-.05
Dogs Allowed										-0.07	0.09	-.03

Variable	Model 1			Model 2			Model 3			Model 4		
	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β
Professional Development												
< \$499												
\$500 - \$749												
\$750 - \$999												
\$1,000 - \$1,249												
> \$1,250												
Gym Membership												
Cell Phone												
Laptop												
Flex Working Hours												
Required Working Hours												
< 20 per week												
20-35 per week												
Hours Felt Spent Working												
< 40 per week												
41-50 per week												

Variable	Model 1			Model 2			Model 3			Model 4		
	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β
Comp Time												
R^2		.02			.05			.06			.07	
<i>F for Δ in R^2</i>		3.09**			5.47**			5.73**			1.56	

* $p < .05$. ** $p < .01$.

Variable	Model 5			Model 6			Model 7		
	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β
Constant	4.64	0.15		4.62	0.15		4.21	0.16	
Bedrooms	0.13	0.06	.07*	0.14	0.06	.08*	0.12	0.06	.07*
Dishwasher	-0.03	0.06	-.02	-0.03	0.06	-.02	-0.02	0.06	-.01
Private Entrance	-0.05	0.06	.02	-0.04	0.06	-.02	-0.04	0.06	-.02
Parking									
For Fee	0.14	0.07	.07	0.15	0.07	.08*	0.14	0.07	.07*
For Free	0.23	0.07	.12**	0.23	0.07	.12**	0.22	0.07	.12**
Laundry									
In Unit	0.09	0.07	.05	0.08	0.07	.05	0.08	0.07	.04
Other Access	0.02	0.08	.01	0.00	0.08	.01	0.02	0.08	-.01
Domestic Partner	0.04	0.12	.01	0.05	0.12	.02	0.01	0.12	.01

Variable	Model 5			Model 6			Model 7		
	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β
Roommate, Friend	-0.03	0.10	-.01	-0.03	0.10	-.02	-0.04	0.10	-.02
Roommate, Family	0.04	0.11	.02	0.05	0.11	.02	0.00	0.01	.01
Roommate, Partner	0.28	0.07	.16**	0.28	0.07	.15**	0.31	0.07	.17**
Roommate, Other	-0.03	0.09	-.01	-0.03	0.09	-.01	-0.07	0.08	-.03
Meal Plan									
Partial Plan	0.24	0.09	.12**	0.23	0.09	.11*	0.19	0.09	.09*
Fund Allotment	-0.01	0.11	-.01	-0.02	0.11	-.01	-0.03	0.10	-.01
Full	0.27	0.09	.15**	0.27	0.09	.15**	0.24	0.09	.13**
Fish Allowed	0.03	0.08	.01	0.03	0.08	.01	0.02	0.08	.01
Small Aquarium	0.03	0.09	.01	0.02	0.09	.01	0.03	0.09	.02
Birds Allowed	-0.08	0.10	-.03	-0.07	0.10	-.03	-0.08	0.10	-.03
Cats Allowed	-0.08	0.09	-.04	-0.07	0.09	-.04	-0.05	0.09	-.03
Dogs Allowed	-0.07	0.09	-.04	-0.08	0.09	-.04	-0.10	0.09	-.05

Variable	Model 5			Model 6			Model 7		
	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β
Professional Development									
< \$499	0.15	0.08	.07	0.14	0.08	.07	0.12	0.08	.06
\$500 - \$749	0.12	0.10	.04	0.11	0.10	.04	0.09	0.09	.03
\$750 - \$999	0.06	0.10	.02	0.07	0.10	.02	0.08	0.10	.03
\$1,000 - \$1,249	0.01	0.09	.01	0.02	0.09	.01	0.02	0.09	.01
> \$1,250	0.11	0.10	.04	0.12	0.10	.04	0.14	0.10	.05
Gym Membership				0.07	0.06	.04	0.05	0.06	.03
Cell Phone				-0.05	0.06	-.03	0.00	0.06	.01
Laptop				-0.07	0.07	-.03	-0.08	0.07	-.04
Flex Working Hours							0.35	0.07	.15**
Required Working Hours									
< 20 per week							-0.02	0.08	-.01
20-35 per week							-0.08	0.07	-.04
Hours Felt Spent Working									
< 40 per week							0.26	0.09	.12**
41-50 per week							0.30	0.06	.17**

Variable	Model 5			Model 6			Model 7		
	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β
Comp Time							0.12	0.06	.07*
R^2		.08			.08			.13	
<i>F for Δ in R^2</i>		0.92			1.04			9.45**	

* $p < .05$. ** $p < .01$.

Summary

Six hierarchical linear regressions were performed to determine the impact, if any, of personal demographics, institutional demographics, and amenities on job satisfaction. Job satisfaction served as the dependent variable, and two separate measures of job satisfaction were utilized. Significant results were found in regressing personal demographics on both measures of job satisfaction. Furthermore, amenities regressed on both measures of job satisfaction also showed significant results. Institutional demographics, however, did not show any significance when regressed on either measure of job satisfaction. These results are discussed in further detail in Chapter 5. Additionally, conclusions are presented, and recommendations are offered for future research.

CHAPTER 5 DISCUSSIONS AND CONCLUSIONS

Introduction

In the current study, the extent to which participants' job satisfaction was predicted by personal and institutional demographics. Amenities provided were also investigated. This chapter contains a summary and discussion of the findings for each of the research questions, implications of the research, and recommendations for future research.

Purpose of the Study

The purpose of this study was to determine the relationship between personal demographics, institutional demographics, and amenities provided to job satisfaction of entry-level live-on and live-in (LO/LI) professionals. Though studies of job satisfaction have been focused on varied higher education administrators, none have specifically focused on the entry-level LO/LI professional population. In this study, those serving in LO/LI positions who were also within the first five years of their professional experience, were asked to complete a survey regarding their job satisfaction.

The Job Characteristics Model served as the theoretical framework for this study, and the Short Form of the Job Diagnostic Survey served as one of two quantitative survey instruments utilized to measure job satisfaction of participants. A researcher-created measure was also utilized to gauge the amenities provided to participants. The entire membership of the Association of College and University Housing Officers –

International (ACUHO-I) served as the population from which the sample for this study was drawn.

Summary of Findings

The summary of the findings has been organized around the three research questions which guided the study. The researcher ran six hierarchical linear regressions, two per research question, in an effort to better identify the effects of different types of independent variables on the overall strength and significance of each regression model. Even though job satisfaction was the sole dependent variable, two separate measures of job satisfaction were utilized for each research question, the motivating potential score (MPS) of a job, and the average of personal and work outcomes, both determined by the Short Form of the Job Diagnostic Survey. Independent variables were determined by the Survey of Live-on and Live-in Housing and Residence Life Professionals, a measure created by the researcher.

Research Question 1

To what extent is job satisfaction, as measured by the Job Diagnostic Survey related to personal demographics of entry-level live-on/live-in housing and residence life (LO/LI HRL) professionals?

This research question was measured using two hierarchical linear regressions. Personal demographics were entered into each regression in blocks in an effort to determine the effect each group of variables had on the model. Gender, ethnicity, and age made up the first block of variables that represented personal demographics.

For the first regression, this block was found to be a significant predictor of MPS. However, only 2% of the proportion of variance of MPS was predicted by the first block of variables. Salary, highest degree earned, and degree program comprised the second block of variables entered into the regression model. Also significant, this block explained an additional 2.7% of variation in MPS.

The final model showed that 6 of the 12 variables were significant, and thus reliably predicted MPS. These variables were (a) having an ethnicity of Black/African American and (b) all (five) salary levels \$40,000 and below. These variables' coefficients were negative, indicating that as each of these units increase, a decrease in overall MPS is predicted. Therefore, professionals of Black/African American ethnicity who make \$40,000 per year or less will likely have a lower MPS than other professionals.

The second regression utilizing personal demographics regressed on personal and work outcomes also had significant results. Both the first and second blocks of variables reliably predicted personal and work outcomes. The most significant predictors were an ethnicity of White/Caucasian, being between the ages of 18 and 24, and three salary ranges with the highest at \$30,000 per year. The salary predictor coefficients were all negative, but the ethnicity and age predictors were positive. Therefore, these findings suggested that professionals who are White/Caucasian and between the ages of 18 and 24 are likely to have higher personal and work outcomes (job satisfaction) than those with other ethnicity and age demographics. However, professionals who make \$30,000 or less per year are likely to have lower personal and work outcomes (job satisfaction).

Although gender had no significant relationship with job satisfaction, younger professionals (ages 18-24) were more satisfied with their jobs than professionals 25 years of age and older when satisfaction was measured by personal and work outcomes. Interestingly, traditionally aged college students who continue their education to obtain a master's degree immediately will begin their first professional job around the age of 24. This confirmed this study's finding that degree attainment does not significantly predict job satisfaction even though 72.4% of participants in this study had obtained a master's degree. Renn and Hodges (2007) explained that the majority of participants in their study did not receive adequate training upon beginning their new jobs and that this left them confused and lost at times. In examining the higher job satisfaction among younger professionals, one can conclude that younger professionals were receiving adequate training. Therefore, the findings in this study negated those implied by Renn and Hodges. Overall, age of participants was significantly related to job satisfaction as measured by personal and work outcomes. These results imply that the older LO/LI professionals become, and possibly the longer they work in student affairs, the more dissatisfied they may become with their jobs.

Personal demographics, specifically gender, ethnicity, age, salary, highest degree earned, and degree program together had a significant impact on predicting job satisfaction as measured by the Short Form of the JDS. Ethnicity, age, and salary were the most significant predictors. Gender, highest degree earned, and degree program were not significant contributors to job satisfaction. These findings were not consistent with

the findings of Cleave (1988) who established no relationship between personal demographics and job satisfaction or Rodriguez (1991) who found no differences between gender and age in relation to job satisfaction. However, the findings related to highest degree earned were consistent with Rodriguez's findings in that no individually significant relationship was found.

Prior research regarding ethnicity has not been conducted. Therefore, this study provides insight for the profession. Black/African American professionals had lower job satisfaction than did other ethnicities. In terms of salary level predicting low job satisfaction, these findings were consistent with prior research. Belch and Mueller (2003) found that salary served as two of the top three reasons not to pursue LO/LI positions while Upcraft and Barr (1998) explained that LO/LI professionals often feel undercompensated. This research, therefore, adds support to the rationale for LO/LI professionals being compensated fairly and appropriately in order to maintain high job satisfaction. Otherwise, LO/LI professionals need to be educated on the overall value of all amenities provided, so that they may judge their salary and benefits accordingly.

In this study, it was demonstrated that personal demographics had a significant contribution to the variability of job satisfaction. That contribution was, however, minimal, representing 4.7% of MPS and 4.4% of personal and work outcomes. These findings were consistent with prior research such as that conducted by Cleave (1988) and Rodriguez (1991) who found no relationship between personal demographics and job satisfaction.

Research Question 2

To what extent is job satisfaction, as measured by the Job Diagnostic Survey related to institutional demographics of entry-level live-on/live-in housing and residence life (LO/LI HRL) professionals?

Similar to Research Question 1, two hierarchical linear regressions were completed, regressing MPS and Personal and Work Outcomes on institutional demographics. The first regression model utilized MPS as the dependent variable representing job satisfaction. Three blocks were entered into the model, each with one variable. Institutional size, followed by institutional location, and finally, institutional type were all added into the model individually in order to determine the effect that each had on the overall model. None of the three models, including the final model, demonstrated significant predictors of variability of MPS. This means that institutional demographics were not predictors of MPS and were not predictors of job satisfaction.

The second hierarchical linear regression for this research question utilized Personal and Work Outcomes as the dependent variable representing job satisfaction. Comparable results were found as they were for the regression which utilized MPS. There was no evidence of significance found for any blocks of predictors in any of the three models. This further demonstrated that institutional demographics were not predictors of job satisfaction, as they were not predictors of Personal and Work Outcomes, or MPS. These findings were not consistent with the findings of Rodriguez (1991) who determined that library cataloguers at smaller institutions had higher job satisfaction than those at larger institutions. Other than Rodriguez's study, institutional

demographics have not been previously studied. This study contributes to the field of housing and residence life and student affairs by demonstrating that institutional demographics were not related to job satisfaction of LO/LI professionals.

Research Question 3

To what extent are the amenities provided to live-on/live-in housing and residential life (LO/LI HRL) professionals, related to job satisfaction?

This final research question was measured by the use of two hierarchical linear regressions. Amenities were entered into each regression in blocks in an effort to determine the effect each group of variables had on the model. As was discussed in Chapter 4, three blocks that were added into the model did not result in significant findings. However, significant findings were discovered in four blocks, one of which was the final model. Residence provided, the ability to live with others, meal plan provided, and work hours all significantly contributed to the model. Amenities provided explained a total of 9.6% of the variance in MPS.

The final model showed that 7 of the 34 variables were significant, and thus reliably predicted MPS. Specific variables that were significant contributors were free reserved parking, other access to laundry, the ability to have a domestic partner or spouse as a roommate, partial and full meal plans, flexible work hours, and compensatory (comp) time. Of these variables, only one had a negative coefficient (other access to laundry), meaning that all other variables contributed positively to the variance. This indicated that when these specific amenities (with the exception of other access to

laundry) were provided to professionals, their overall MPS would be expected to increase and, thus, increase job satisfaction.

Belch and Kimble (2006) and St. Onge, Ellett, and Nestor (2008) identified meal plans, laundry, free parking, and flexible work schedules as amenities provided at institutions with best practices in recruitment and retention. The findings identified in this study confirmed the findings in previous studies, indicating these five variables predicted job satisfaction or dissatisfaction. Furthermore, Wilson's (2006) findings that the ability to have a domestic partner live on campus and flexible work schedules were predictors of job satisfaction was also confirmed. Even though this study only identified the ability to have a domestic partner or spouse as a roommate as a significant predictor, rather than the variable of the ability to have a domestic partner live on campus, both variables were added into the regression model within the same block yielding a significant addition of variability in job satisfaction. It is important to note that participants may have been confused by the two separate questions regarding domestic partners and roommates and may have answered incorrectly or inconsistently. Variables that were not identified as predictors of job satisfaction in this study, but were identified as significant in prior studies, were professional development funds, a gym membership, and a private entrance (Belch et al., 2009; St. Onge, Ellett, & Nestor, 2008; Wilson, 2006).

The second hierarchical linear regression utilizing amenities provided regressed on personal and work outcomes demonstrated significant results. Similar to the other

regression utilizing amenities provided, four of the seven blocks of variables contributed significantly to the model. Residence provided, ability to live with others, meal plan, and work hours were the blocks of variables with significant contributions to the variance in personal and work outcomes.

Within these blocks, 10 of the 34 variables were statistically significant. Numbers of bedrooms, free reserved parking, reserved parking for a fee, the ability to have a domestic partner or spouse as a roommate, partial, and full meal plan all had positive coefficients that contributed to personal and work outcomes. Furthermore, flexible work hours, comp time, actual hours spent working less than 40 hours per week and 41 to 50 hours per week were also positive contributors to personal and work outcomes. None of the variables had negative coefficients meaning that their additions were related to an increase in personal and work outcomes (job satisfaction) as compared to the status quo. Amenities provided explained 12.7% of the variance in personal and work outcomes.

Other access to laundry was a significant predictor of job satisfaction when utilizing the MPS as the measure; however, it was not a significant predictor when personal and work outcomes served as the measure of job satisfaction. A lack of relationship between laundry and job satisfaction contradicted the findings of Belch and Kimble (2006) and St. Onge, Ellett, and Nestor (2008). Additionally, four more variables were found to be significant contributors to the variance in job satisfaction when measured by personal and work outcomes. Numbers of bedrooms, reserved parking for a fee, hours actually spent working 40 and less per week, and hours actually spent working

41-50 hours per week were the additional variables that positively contributed to job satisfaction.

Number of bedrooms is just one aspect of the residence provided to LO/LI professionals, which in this study were found to be a predictor of job satisfaction. This is in agreement with previous findings indicating that professionals want the ability to go home to a pleasing residence, free from the feeling of living within a residence hall (Belch & Kimble, 2006; Belch et al., 2008; St. Onge, Ellett, and Nestor, 2008; Wilson, 2006). Furthermore, hours participants believed they spent working (40 or fewer hours per week and 41 to 50 hours per week) were also positive contributors to job satisfaction when measured by personal and work outcomes. Because this study utilized the status quo of 51 or more hours, those who worked less than 51 hours were more satisfied. Hours required to work did not impact job satisfaction; however, hours participants believed they spent working demonstrated that LO/LI professionals feel that the less they feel they actually work, the more satisfied they were with their jobs.

Implications

Personal and Institutional Demographics

Personal and institutional demographics were first examined to determine what relationship, if any, they had with job satisfaction. Though personal demographics were found to be predictors of job satisfaction, institutional demographics were not. Statistically significant results were found for both measures of job satisfaction,

indicating that personal demographics contributed to the variance in job satisfaction. However, only 4% to 5% of the variance in job satisfaction among LO/LI professionals was explained by personal demographics. This indicated that though they did contribute, the level of contribution to job satisfaction is minimal. These findings negated those found by Cleave (1988) who determined that personal demographics had no impact on job satisfaction.

Specific personal demographic variables were found to significantly contribute to the variance in job satisfaction, indicating a higher impact on overall job satisfaction. Different ethnicities were found to be specific predictors of the variance in job satisfaction when the two different measures of job satisfaction were used. Salary levels were also found to be good predictors of the variance for both measures of job satisfaction. Utilizing MPS, all salary levels were found to negatively explain the variance. When using personal and work outcomes, only the three lowest salary ranges were found to negatively explain the variance. When using personal and work outcomes as the measure of job satisfaction, age served as an additional predictor of job satisfaction. Those in the youngest age group, 18 to 24, were found to explain a small, yet statistically significant, amount of the variance.

The findings related to personal demographics demonstrated that there was a slight relationship between personal demographics and job satisfaction. The most significant of these findings was that of salary, as administrators have the ability to change this demographic to increase job satisfaction. Because salary negatively

contributed to job satisfaction, thus increasing job dissatisfaction, administrators should review their pay levels and compare those with state, regional, and national averages. A useful tool for comparing salaries can be found on ACUHO-I's website, as they conduct an annual salary survey that is searchable by several different variables.

Consistent with Cleave's (1988) findings, institutional demographics did not explain any variance in job satisfaction. This would indicate that administrators should not be concerned with their institutional type when examining job satisfaction. One reason for institutional demographics' lack of contribution to job satisfaction may be that professionals do not typically apply to schools with characteristics which are not desirable to them. Thus, they are not likely to find themselves at an institution with undesirable characteristics (to them) that could lead to job dissatisfaction.

Amenities

Findings of St. Onge, Ellett, and Nestor (2008) served as preliminary predictors of job satisfaction in terms of amenities, and were analyzed in this study. One preliminary predictor, furnished residence, was not included in the regression analyses due to the lack of variability, as 90.2% of professionals receive furnished dwellings. Of the remaining predictors, some were found to explain a portion of the variance in job satisfaction. When the MPS was used as the measure of job satisfaction, 9.6% of the variance in job satisfaction was explained by amenities provided. When personal and work outcomes served as the measure of job satisfaction, 12.7% of the variance in job satisfaction was explained by amenities.

Meal plans provided were examined, and both partial and full meal plans were found to be more positively influential in determining overall job satisfaction than other variables. Supervisors of LO/LI professionals are advised to provide a partial or full meal plan to their employees in an effort to help increase their job satisfaction. The findings also indicated that providing an allotment of funds or other type of meals is not beneficial. Partial or full meal plans should be provided.

A campus gym membership and professional development funds were not found to contribute to the variance in job satisfaction. This means that providing a gym membership, which may be beneficial to some who receive it, is not an overall predictor of job satisfaction. Supervisors should allow their LO/LI professionals the option of receiving such a membership if they so desire; however, it does not need to be offered as a standard amenity.

Surprisingly, professional development funds did not contribute to the variance in job satisfaction. This finding contradicted the findings of several prior researchers, such as Luthans and Fox (1989), Renn and Jessup-Anger (2008), Tull (2006), and Wilson (2006), to name a few. The researcher cautions supervisors of LO/LI professionals from eliminating this amenity and urges that supervisors assess and possibly implement Wilson's recommendation of utilizing negotiable policies regarding amenities such as professional development.

Consistent with the studies of Belch and Mueller (2003), pets were not a predictor of job satisfaction. Belch and Mueller found contradicting reports from graduate students

and chief housing officers regarding pets. Findings in this study also support the lack of understanding between senior administrators and new professionals. Although St. Onge, Ellett, and Nestor (2008) identified the ability to have pets as a predictor of recruitment and retention of LO/LI professionals, this was not the case in the present study.

The ability to have a domestic partner reside with LO/LI professionals was not found to explain the variance in job satisfaction. However, the ability to have a domestic partner or spouse as a roommate was found to explain the variance. It would seem that domestic partnership is an important amenity which positively contributes to job satisfaction. These results are aligned with those of St. Onge, Ellett, and Nestor (2008) and Wilson (2006). Supervisors should review their domestic partner policies to ensure they are inclusive and remaining fair.

Laundry and parking were also identified as contributors to the variance in job satisfaction. Other access to laundry, that is not laundry facilities within the residence, but access to facilities and/or funds outside of the residence, negatively impacted job satisfaction, as measured by the MPS. However, when personal and work outcomes were used to measure job satisfaction, no significance was found regarding laundry. It is advised, based on the MPS results, that in-unit washers and dryers be provided to all LO/LI professionals. St. Onge, Ellett, and Nestor (2008) identified free parking as an amenity provided at institutions with best practices in recruitment and retention of LO/LI professionals. In this study, it was found that free reserved parking was a significant

contributor to the variance in job satisfaction. Therefore, free parking, reserved whenever possible, should be provided to all LO/LI professionals.

Receiving a laptop and a free cell phone or personal digital assistant (PDA) were identified as amenities provided at institutions with best practices in recruitment and retention of LO/LI professionals (St. Onge, Ellett, & Nestor, 2008). However, this study did not corroborate those results. In an effort to use the most succinct variables in the analyses, free cell phone and partial reimbursement for cell phone were combined into one variable encompassing any cell phone allowances. This new variable did not yield significant results, meaning it was not a predictor of job satisfaction. Furthermore, having a laptop provided was also not a contributor to job satisfaction. Supervisors should assess the job responsibilities of their LO/LI professionals and provide these amenities if they are justified.

The final predictor initially outlined by St. Onge, Ellett, and Nestor (2008) was a flexible work schedule. Wilson (2006) found that negotiating for a flexible work schedule was likely to increase job satisfaction. In this study, flexible work hours were found to explain a portion of the variance in job satisfaction. In fact, work hours overall explained the largest amount of variance for any block of predictors in both models. The work hours block of variables included flexible work hours, comp time, hours required to work per week, and hours professionals actually felt they spent working per week.

These findings demonstrate that work hours, whether they be flexible work hours or actual hours spent working, is a significant predictor of job satisfaction. Supervisors

need to be aware of the time demands placed on LO/LI professionals and adjust work hours appropriately. One finding that corroborates this recommendation is that 94.9% of participants indicated they worked nights and/or weekends. Since a large number of professionals work after hours and on weekends, supervisors should account for this time worked, and allow leniency with other work hours.

Student Affairs

While specific implications were explained above as they pertained to specific aspects of the results of this study, there are also general implications for the field of student affairs. The first area to address is that of policy. While the findings from this study could lead to potential new regulations for institutions housing LO/LI professionals, it is difficult, if not impossible to mandate the existence of specific amenities for these professionals. In looking towards the potential implications of these results, the researcher urges ACUHO-I to utilize the prior research conducted by the organization on best practices in recruitment and retention, in addition these findings, and promote them within the organization. Additionally, ACUHO-I can work towards defining their own set of standards for LO/LI positions and the amenities provided, and strongly recommending and encouraging institutions to utilize them.

Another area that can benefit from the results of this study is graduate preparation programs. As was discussed in Chapter 2, Kuk et al. (2007) found that different expectations exist between faculty, students, and student affairs professionals regarding necessary competencies for new professionals. Furthermore, Renn and Hodges (2007)

explained that a realistic picture of what to expect when entering the field as a new professional can help ease the transition process. While this study did not directly examine new professionals' perceptions of preparedness for their positions, the literature review, combined with the range in scores of job satisfaction demonstrate a need to better educate graduate students. As Kuk et al. recommended, a more specialized education within the classroom, addressing areas such as supervision, mentorship, and departmental politics could serve to be useful to graduate students and possibly ease their transition to and increase job satisfaction in their first professional job.

Future Research

While this research contributes to the gap in literature regarding entry-level LO/LI professionals' job satisfaction and amenities, there are still other areas for future research. One participant in this study recommended broadening the population to include professionals with more than five years of professional experience. A more in-depth analysis of all LO/LI professionals is an area for expansive research.

This research was focused on amenities received by LO/LI professionals, but the researcher was unable to examine in detail and compare and contrast those amenities. Because hierarchical linear regressions were utilized, the variance in job satisfaction explained by the amenities was found, but correlations between amenities were not performed. Comparisons of amenities provided among different institutions would yield a significant contribution to the field. This would allow for more fruitful comparisons regarding amenities received.

In an effort to delve into a more detailed analysis of amenities provided and job satisfaction of LO/LI professionals, the use of qualitative research would be beneficial. Given that qualitative research on recruitment and retention has been conducted with chief housing officers and others that work within housing and residence life, it would be easy to replicate those studies using LO/LI professionals as participants (Belch et al., 2009; Belch & Mueller, 2003; St. Onge, Ellett, & Nestor, 2008). Furthermore, asking participants to keep a journal for a period of time could be very informative. Participants could record their job responsibilities and their satisfaction with them, the amenities or lack thereof, and the frustrations/rewarding experiences associated with their work. This information would contribute to an elaborated picture of job satisfaction or dissatisfaction among LO/LI professionals.

The Job Characteristics Model served as the theoretical framework for this study. The five dimensions that comprise the Core Job Dimensions and contribute to the MPS are (a) skill variety, (b) task identity, (c) task significance, (d) autonomy, and (e) feedback (Hackman et al., 1974). Individually, the impact of each dimension on job satisfaction of LO/LI professionals would help determine which aspects of the job itself are the most important to these professionals. Similarly, the personal and work outcomes individually compared with or measured against job satisfaction could determine which aspects are most important to LO/LI professionals. These studies could shed light on the job itself and identify job responsibilities that contribute to job satisfaction.

A compilation of all amenities provided to professionals in conjunction with a list of standard amenities to be provided would be beneficial to the housing and residence life field. As was discussed earlier, developing a list of standard amenities to be provided can help LO/LI professionals not only in their job search, but also contribute to job satisfaction as they can rest assured that they are being compensated with amenities appropriately.

Finally, continual studies conducted on a regular basis and longitudinal research on job satisfaction and amenities provided to LO/LI professionals would be very beneficial. Periodic research would allow for a regularly updated list of standard amenities to be provided to LO/LI professionals. Longitudinal research can help determine the reasons professionals stay or leave a particular LO/LI position, providing a great wealth of knowledge to housing and residence life and student affairs professionals.

Summary

In this study, the relationship between job satisfaction and personal demographics, institutional demographics, and amenities provided to entry-level LO/LI professionals was researched. The entire membership of ACUHO-I was utilized as the population for this study. An online survey consisting of the Short Form of the Job Diagnostic Survey and the Survey of Live-on and Live-in Housing and Residence Life Professionals was administered. A total of 2,240 professionals completed the initial three screening questions, and 1,145 professionals who fit within the criteria completed the survey in its entirety. Six hierarchical linear regressions were run to determine the variance in job

satisfaction that was explained by personal demographics, institutional demographics, and amenities provided.

Findings indicated that institutional demographics do not affect job satisfaction; however, personal demographics and amenities both do affect job satisfaction. The only continually controllable variable within personal demographics was found to be salary and thus should be examined by supervisors of LO/LI professionals. It is important that professionals not only are compensated fairly but that they understand their compensation, factoring in all amenities and benefits received.

Prior studies revealed amenities provided at institutions that had been determined to utilize best practices in recruitment and retention of LO/LI professionals. The populations studied, however, did not consist of solely entry-level LO/LI professionals. To bridge the gap, this research asked LO/LI professionals directly what amenities they received, and compared their responses with their level of job satisfaction.

Amenities received by LO/LI professionals were found to have the largest impact on job satisfaction with personal demographics also contributing positively to the variance in job satisfaction. The amenities determined to be significant predictors of job satisfaction should be reviewed by LO/LI professionals, their supervisors, graduate students, and others interested in the field. This new knowledge will help LO/LI professionals learn what amenities are provided at other institutions and which contribute the most to job satisfaction. They can use this research to help justify to their supervisors the amenities that they are requesting. Supervisors of LO/LI professionals can become

enlightened as to what other institutions are providing and work to provide the most important amenities. Graduate students can gain knowledge and be better prepared prior to their job searches. Anyone interested in the field can gain an increased understanding of the unique lifestyle of LO/LI professionals and the variables that may affect their job satisfaction.

APPENDIX A
PERMISSION TO UTILIZE AND/OR EDIT THE JCM AND JDS

Getka, Kristen M

From: Richard Hackman [hackman@fas.harvard.edu]
Sent: Tuesday, April 19, 2011 10:21 AM
To: Getka, Kristen M
Subject: Re: Permission--JDS/JCM

On 4/15/2011 8:34 PM, Getka, Kristen M wrote:

- > I am writing to seek permission to reproduce several (3) figures.
- > Additionally, as I am aware, the JDS is not copyrighted; however, I'd
- > like to seek your permission to use either the entire measure, or the
- > JDS Short Form, and incorporate/modify/add to the JDS to include the
- > extrinsic predictors of job satisfaction (as found as preliminary
- > predictors of job satisfaction by St. Onge, Ellett, & Nestor, 2008).

Yes, you have permission. Best wishes for a successful project.
r.

--

Mailing address:

J. Richard Hackman
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Harvard University
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Assistant:

Christopher Dial
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(617) 384-9654

APPENDIX B
SHORT FORM OF THE JOB DIAGNOSTIC SURVEY

Job Diagnostic Survey

This questionnaire was developed as part of a Yale University study of jobs and how people react to them. The questionnaire helps to determine how jobs can be better designed, by obtaining information about how people react to different kinds of jobs.

On the following pages you will find several different kinds of questions about your job. Specific instructions are given at the start of each section. Please read them carefully. It should take no more than 10 minutes to complete this portion of the questionnaire.

Please move through it quickly.

The questions are designed to obtain your perceptions of your job and your reactions to it.

There are no trick questions. Your individual answers will be kept completely confidential. Please answer each item as honestly and frankly as possible.

Thank you for your participation.

Section 1 (Page 1)

This part of the survey asks you to describe your job, as *objectively* as you can.

Please do *not* use this part of the survey to express whether you like or dislike your job. Questions about that will come later. Instead, try to make your descriptions as accurate and as objective as you possibly can.

Select the number which is the most accurate description of your job on the scale provided under each question.

1. To what extent does your job require you to *work closely with other people* (either clients or people in related jobs in your own organization)?

1	2	3	4	5	6	7
Very little; dealing with other people is not at all necessary in doing the job			Moderately; some dealing with others is necessary			Very much; dealing with other people is an absolutely essential and crucial part of doing the job

2. How much *autonomy* is there in your job? That is, to what extent does your job permit you to decide *on your own* how to go about doing the work?

1	2	3	4	5	6	7
Very little; the job gives me almost no personal “say” about how and when the work is done			Moderate autonomy; many things are standardized and not under my control, but I can make some decisions about the work			Very much; the job gives me almost complete responsibility for deciding how and when work is done

3. To what extent does your job involve doing a “whole” and identifiable piece of work? That is, is the job a complete piece of work that has an obvious beginning and end? Or is it only a small part of the overall piece of work, which is finished by other people or by automatic machines?

1	2	3	4	5	6	7
My job is only a tiny part of the overall piece of work; the results of my activities cannot be seen in the final product or service			My job is a moderate-sized “chunk” of the overall piece of work; my own contribution can be seen in the final outcome			My job involves doing the whole piece of work, from start to finish; the results of my activities are easily seen in the final product or service

4. How much variety is there in your job? That is, to what extent does the job require you to do many different things at work, using a variety of your skills and talents?

1	2	3	4	5	6	7
Very little; the job requires me to do the same routine things over and over again			Moderate variety			Very much; the job requires me to do many different things, using a number of different skills and talents

5. In general how *significant* or *important* is your job? That is, are the results of your work likely to significantly affect the lives or well-being of other people?

1	2	3	4	5	6	7
Not very significant; the outcomes of my work are <i>not</i> likely to have important effects on other people			Moderately significant			Highly significant; the outcomes of my work can affect other people in very important ways

6. To what extent do *managers* or *co-workers* let you know how well you are doing on your job?

1	2	3	4	5	6	7
Very little; people almost never let me know how well I am doing			Moderately; sometimes people may give me “feedback”; other times they may not			Very much; managers or co-workers provide me with almost constant “feedback” about how well I am doing

7. To what extent does *doing the job itself* provide you with information about your work performance? That is, does the actual *work itself* provide the clues about how well you are doing - aside from any “feedback” co-workers or supervisors may provide?

1	2	3	4	5	6	7
Very little; the job itself is set up so I could work forever without finding out how well I am doing			Moderately; sometimes doing the job provides “feedback” to me; sometimes it does not			Very much; the job is set up so that I get almost constant “feedback” as I work about how well I am doing

Section 2 (page 2)

Listed below are a number of statements which could be used to describe a job.

You are to indicate whether each statement is an *accurate* or an *inaccurate* description of *your* job.

Once again, please try to be as objective as you can in deciding how accurately each statement describes your job; regardless of whether you like or dislike your job. Click the corresponding answer for the following question for each statement. (Questions are listed with the scale to the right of each question.)

How accurate is the statement in describing your job?

1	2	3	4	5	6	7
Very Inaccurate	Mostly Inaccurate	Slightly Inaccurate	Uncertain	Slightly Accurate	Mostly Accurate	Very Accurate

- _____ 1. The job requires me to use a number of complex or high-level skills.
- _____ 2. The job requires a lot of cooperative work with other people.
- _____ 3. The job is arranged so that I do *not* have the chance to do an entire piece of work from beginning to end.
- _____ 4. Just doing the work required by the job provides many chances for me to figure out how well I am doing.
- _____ 5. The job is quite simple and repetitive.
- _____ 6. The job can be done adequately by a person working alone - without talking or checking with other people.
- _____ 7. The supervisors and co-workers on this job almost *never* give me any “feedback” about how well I am doing in my work.
- _____ 8. This job is one where a lot of other people can be affected by how well the work gets done.
- _____ 9. The job denies me any chance to use my personal initiative or judgment in carrying out the work.
- _____ 10. Supervisors often let me know how well they think I am performing the job.
- _____ 11. The job provides me the chance to completely finish the pieces of work I begin.
- _____ 12. The job itself provides very few clues about whether or not I am performing well.
- _____ 13. The job gives me considerable opportunity for independence and freedom in how I do the work.
- _____ 14. The job itself is *not* very significant or important in the broader scheme of things.

Section 3 (page 3)

Now please indicate how *you personally feel about your job*.

Each statement below is something that a person might say about his or her job. You are to indicate your own personal *feelings* about your job by marking how much you agree with each of the statements.

Click the corresponding answer on the scale for the following question for each statement. (Questions are listed with the scale to the right of each question.)

How much do you agree with the statement?

1	2	3	4	5	6	7
Disagree strongly	Disagree	Disagree Slightly	Neutral	Agree Slightly	Agree	Agree strongly

_____ 1. My opinion of myself goes up when I do this job well.

_____ 2. Generally speaking, I am very satisfied with this job.

_____ 3. I feel a great sense of personal satisfaction when I do this job well.

_____ 4. I frequently think of quitting this job.

_____ 5. I feel bad and unhappy when I discover that I have performed poorly on this job.

_____ 6. I am generally satisfied with the kind of work I do in this job.

_____ 7. My own feelings generally are *not* affected much one way or the other by how well I do on this job.

Section 4 (page 4)

Now please indicate how *satisfied* you are with each aspect of your job listed below. Once again, click the corresponding answer on the scale for the following question for each statement. (Questions are listed with the scale to the right of each question.)

How satisfied are you with this aspect of your job?

1	2	3	4	5	6	7
Extremely dissatisfied	Dissatisfied	Slightly Dissatisfied	Neutral	Slightly Satisfied	Satisfied	Extremely Satisfied

- _____ 1. The amount of job security I have.
- _____ 2. The amount of pay and fringe benefits I receive.
- _____ 3. The amount of personal growth and development I get in doing my job.
- _____ 4. The people I talk to and work with on my job.
- _____ 5. The degree of respect and fair treatment I receive from my boss.
- _____ 6. The feeling of worthwhile accomplishment I get from doing my job.
- _____ 7. The chance to get to know other people while on the job.
- _____ 8. The amount of support and guidance I receive from my supervisor.
- _____ 9. The degree to which I am fairly paid for what I contribute to this organization.
- _____ 10. The amount of independent thought and action I can exercise in my job.
- _____ 11. How secure things look for me in the future in this organization.
- _____ 12. The chance to help other people while at work.
- _____ 13. The amount of challenge in my job.
- _____ 14. The overall quality of the supervision I receive in my work.

Section 5 (page 5)

Listed below are a number of characteristics which could be present on any job. People differ about how much they would like to have each one present in their own jobs. We are interested in learning *how much you personally would like* to have each one present in your job.

Using the scale provided, please indicate the *degree* to which you *would like* to have each characteristic present in your job. (Questions are listed with the scale to the right of each question.)

NOTE: The numbers on this scale are different from those used in previous scales

4	5	6	7	8	9	10
Would like having this only a moderate amount (or less)			Would like having this very much			Would like having this <i>extremely</i> much

- _____ 1. High respect and fair treatment from my supervisor.
- _____ 2. Stimulating and challenging work.
- _____ 3. Chances to exercise independent thought and action in my job.
- _____ 4. Great job security.
- _____ 5. Very friendly co-workers.
- _____ 6. Opportunities to learn new things from my work.
- _____ 7. High salary and good fringe benefits.
- _____ 8. Opportunities to be creative and imaginative in my work.
- _____ 9. Quick promotions.
- _____ 10. Opportunities for personal growth and development in my job.
- _____ 11. A sense of worthwhile accomplishment in my work.

APPENDIX C
JOB DIAGNOSTIC SURVEY SCORING KEY

May, 1974

SCORING KEY FOR THE SHORT FORM OF THE JOB DIAGNOSTIC SURVEY

The Short Form of the Job Diagnostic Survey (JDS) measures several characteristics of jobs, the reactions of the respondents to their jobs, and the growth need strength of the respondents. Some of the scales tapped by the JDS are not included in the Short Form; others are measured with fewer items. The scales measuring the objective job dimensions are, however, identical with those in the JDS.

Each variable measured by the JDS Short Form is listed below, along with (a) a one or two sentence description of the variable, and (b) a list of the questionnaire items which are averaged to yield a summary score for the variable.

For further information about the instrument and its uses, contact:

Prof. J. Richard Hackman	or	Prof. Greg R. Oldham
56 Hillhouse Avenue		Department of Business Administration
Yale University		University of Illinois
New Haven, Ct. 06520		Urbana, Ill. 61801

* * *

I. JOB DIMENSIONS: Objective characteristics of the job itself.

A. Skill Variety: The degree to which a job requires a variety of different activities in carrying out the work, which involve the use of a number of different skills and talents of the employee.

Average the following items:

- Section One #4
- Section Two #1
- #5 (reversed scoring--i.e., subtract the number entered by the respondent from 8)

B. Task Identity: The degree to which the job requires the completion of a "whole" and identifiable piece of work--i.e., doing a job from beginning to end with a visible outcome.

Average the following items:

- Section One #3
- Section Two #11
- #3 (reversed scoring)

C. Task Significance: The degree to which the job has a substantial impact on the lives or work of other people--whether in the immediate organization or in the external environment.

Average the following items:

- Section One #5
- Section Two #8
- #14 (reversed scoring)

D. Autonomy: The degree to which the job provides substantial freedom, independence, and discretion to the employee in scheduling his work and in determining the procedures to be used in carrying it out.

Average the following items:

Section One #2
 Section Two #13
 #9 (reversed scoring)

E. Feedback from the Job Itself: The degree to which carrying out the work activities required by the job results in the employee obtaining information about the effectiveness of his or her performance.

Average the following items:

Section One #7
 Section Two #4
 #12 (reversed scoring)

F. Feedback from Agents: The degree to which the employee receives information about his or her performance effectiveness from supervisors or from co-workers. (This construct is not a job characteristic per se, and is included only to provide information supplementary to construct (E) above.)

Average the following items:

Section One #6
 Section Two #10
 #7 (reversed scoring)

G. Dealing with Others: The degree to which the job requires the employee to work closely with other people (whether other organization members or organizational "clients").

Average the following items:

Section One #1
 Section Two #2
 #6 (reversed scoring)

II. AFFECTIVE RESPONSES TO THE JOB: The private, affective reactions or feelings an employee gets from working on his job.

A. General Satisfaction: An overall measure of the degree to which the employee is satisfied and happy in his or her work.

Average the following items from Section Three: #2
 #6
 #4 (reversed scoring)

B. Internal Work Motivation: The degree to which the employee is self-motivated to perform effectively on the job.

Average the following items from Section Three: #1
#3
#5
#7 (reversed scoring)

C. Specific Satisfactions: These short scales tap several specific aspects of the employee's job satisfaction.

- C1. "Pay" satisfaction. Average items #2 and #9 of Section Four.
- C2. "Security" satisfaction. Average items #1 and #11 of Section Four.
- C3. "Social" satisfaction. Average items #4, #7, and #12 of Section Four.
- C4. "Supervisory" satisfaction. Average items #5, #8, and #14 of Section Four.
- C5. "Growth" satisfaction. Average items #3, #6, #10, and #13 of Section Four.

III. INDIVIDUAL GROWTH NEED STRENGTH: This scale taps the degree to which an employee has strong vs. weak desire to obtain "growth" satisfactions from his or her work.

Average the ^{five} six items from Section ~~Six~~ listed below. Before averaging, subtract 3 from each item score; this will result in a summary scale ranging from one to seven. The items are: #2, #3, #6, #8, #10, #11

IV. MOTIVATING POTENTIAL SCORE: A score reflecting the potential of a job for eliciting positive internal work motivation on the part of employee (especially those with high desire for growth need satisfaction) is given below.

$$\text{Motivating Potential Score (MPS)} = \left[\frac{\text{Skill Variety} + \text{Task Identity} + \text{Task Significance}}{3} \right] \times \left[\text{Autonomy} \right] \times \left[\text{Feedback from the Job} \right]$$

APPENDIX D
SURVEY OF LIVE-ON AND LIVE-IN HOUSING AND RESIDENCE LIFE
PROFESSIONALS

Survey of Live-on and Live-in Housing and Residence Life Professionals

Page 1

(Directions) For the purposes of this study, please use the following definitions:

Live-on position/professional: you reside on campus, but not within a building that houses residents for which you are responsible.

Live-in position/professional: you reside in a residence hall or complex that houses residents, typically a building for which you are responsible.

1. I currently hold (or have held within the past 3 months) a live-on or live-in position (on a college or university campus, or similar)
 - a. Yes
 - b. No

[If “no”, redirect to the closing screen (after question 3) thanking them for their participation].
2. Is your residence considered live-on or live-in?
 - a. Live-on
 - b. Live-in
 - c. Unsure/Unknown (Please explain) (open box)
3. I have worked in student affairs for
 - a. Less than 1 year
 - b. More than 1 year but less than 2 years
 - c. More than 2 years but less than 3 years
 - d. More than 3 years but less than 4 years
 - e. More than 4 years but less than 5 years
 - f. More than 5 years

[If “More than 5 years”, redirect to the closing screen thanking them for their participation].

Page 2

Position Demographics: (Directions) This section will ask you questions regarding your current job position (or most recent live-on or live-in position you held prior to your current position). Please select the most appropriate answer for each question.

***Note:** If you are not currently holding a live-on or live-in position, but have held one within the past 3 months, please answer all questions based on your previous job.

4. My current position can be classified as
 - a. Graduate
 - b. Entry-Level
 - c. Mid-Level (e.g. supervising professional staff members)
 - d. Senior/Executive (e.g. the senior/highest ranking professional in a department or on a college campus)
 - e. Other ([open box](#))

5. My current position's primary functional area is
 - a. Housing (Operations, Administration)
 - b. Residence Life (Aspects pertaining to resident living and learning)
 - c. Other ([open box](#))

6. My current position can be classified as
 - a. Graduate Assistantship
 - b. Part-time (25 hours/week or less)
 - c. Full-time
 - d. Other ([open box](#))

7. My current job title is (or most closely resembles)
 - a. Area Coordinator
 - b. Area Director
 - c. Complex Coordinator
 - d. Complex Director
 - e. Graduate Assistant
 - f. Hall Director
 - g. Resident Director
 - h. Residence Coordinator
 - i. Residence Hall Director
 - j. Residence Hall Coordinator
 - k. Residence Life Coordinator
 - l. Other (please specify) ([open box](#))

8. How many structured office hours are required per week? (Per your employer, hours you are required to be in the office). Please deduct time allotted for lunch.
 - a. Fewer than 20
 - b. 20-25
 - c. 26-30
 - d. 31-35
 - e. 36-40
 - f. 41 or more

9. How many hours do you feel you spend working in your position per week?
- a. Fewer than 20
 - b. 20-25
 - c. 26-30
 - d. 31-35
 - e. 36-40
 - f. 41-45
 - g. 46-50
 - h. 51 or more

Page 3

10. Are you provided with any comp (compensatory) time (i.e. paid time off in lieu of overtime pay)
- a. No
 - b. Yes (Please elaborate) ([open box](#))
11. Does your employer allow you to have flexible work hours? (e.g. You can adjust your arrival and/or departure time based on night or weekend responsibilities)
- a. No
 - b. Yes (Please elaborate) ([open box](#))
12. Are you required to work nights and/or weekends?
- a. No
 - b. Yes (Please elaborate) ([open box](#))
13. How many paraprofessional (Non full-time professionals currently enrolled in school) staff members do you directly supervise? ([open box](#))
14. How many full-time Housing and/or Residence Life professional staff members do you directly supervise?
- a. 0
 - b. 1
 - c. 2
 - d. 3
 - e. 4 or more
15. How many residents do you oversee?
- a. Fewer than 250
 - b. 250-499
 - c. 500-749

- d. 750-999
- e. 1,000-1,249
- f. 1,250-1,499
- g. 1,500-1,749
- h. 1,750-1,999
- i. 2,000 or more
- j. Do not oversee residents

Page 4

16. I have held a live-on or live-in position (at current and previous institutions) for
- a. More than 0 years but less than 1 year
 - b. More than 1 year but less than 2 years
 - c. More than 2 years but less than 3 years
 - d. More than 3 years but less than 4 years
 - e. More than 4 years but less than 5 years
 - f. More than 5 years
17. I have served in my current position for
- a. More than 0 years but less than 1 year
 - b. More than 1 year but less than 2 years
 - c. More than 2 years but less than 3 years
 - d. More than 3 years but less than 4 years
 - e. More than 4 years but less than 5 years
 - f. More than 5 years
18. I anticipate holding a live-on or live-in position for the next
- a. More than 0 years but less than 1 year
 - b. More than 1 year but less than 2 years
 - c. More than 2 years but less than 3 years
 - d. More than 3 years but less than 4 years
 - e. More than 4 years but less than 5 years
 - f. More than 5 years
19. What were your reasons for pursuing a live-on or live-in position? (open box)

Page 5

Live-on/Live-in Job Specific Questions: (Directions) This section will ask you questions regarding your current job position (or most recent live-on or live-in position you held prior to your current position). Please select the most appropriate answer for each question.

20. Are you **required** to live on campus for your current position?
- No
 - Yes
 - Other (Please explain) (open box)
21. Is living on campus an **option**, but not a requirement for your current position?
- Yes
 - No
 - Other (Please explain) (open box)
22. What type of residence are you provided?
- Apartment
 - Townhouse
 - Single-Family House (detached)
 - Other (open box)
23. Are you required to pay rent for your on campus residence?
- No
 - Yes, but discounted
 - Yes, full cost (similar to rent costs in surrounding community)
24. Are you permitted to have a domestic partner live with you in your on-campus residence? Select all that apply.
- No (Please explain reasoning) (open box)
 - Yes, regardless of marital status
 - Yes, if married
 - Yes, if in civil union
25. Do you have a domestic partner living with you?
- No
 - Yes
 - On Occasion
 - Other (open box)
26. Are you permitted to have a roommate live with you in your on-campus residence? Select all that apply.
- No
 - Yes, a friend
 - Yes, a family member
 - Yes, a domestic partner or spouse
 - Yes, other (open box)

27. Do you have a roommate living with you?
- No
 - Yes
 - On occasion
 - Other (open box)
28. If applicable, is your domestic partner or roommate provided with any benefits (meal plan, internet access, etc.)?
- No
 - Yes (please indicate specific benefits) (open box)
 - Other (Please Explain) (open box)
29. How many children (under the age of 18) reside in your on-campus residence?
- 0
 - 1
 - 2
 - 3
 - 4
 - 5 or more

Page 6

30. Are you provided with a meal plan?
- No
 - Yes, a partial meal plan
 - Yes, a full meal plan
 - Yes, in the form of an allotment of funds
 - Other (open box)
31. Are you provided with a washer/dryer in your residence?
- No
 - Yes
 - I am provided an allotment of funds for laundry.
 - I have access to a washer/dryer outside of my residence, free of charge.
32. Which of the following amenities are provided free of charge in your on campus residence? Select all that apply.
- Electricity
 - Water
 - Cable
 - Internet (wired and/or wireless)
 - A landline telephone (including free long distance)

- f. A landline telephone (local calls only)
 - g. Basic furniture (e.g. bedroom set, living room set, kitchen table and chairs)
 - h. Full Kitchen (including a stove and oven)
 - i. Dishwasher
 - j. Private bathroom
 - k. Private entrance
 - l. Private patio or courtyard
 - m. Reserved parking (free of charge)
 - n. Reserved parking (for a fee)
 - o. Other (please elaborate) ([open box](#))
33. Which of the following work related amenities are you provided with? Select all that apply.
- a. Cell phone, free of charge
 - b. Cell phone, partial reimbursement
 - c. PDA
 - d. Tablet
 - e. Laptop
 - f. Other (please elaborate) ([open box](#))
34. Are you provided with a campus gym membership?
- a. No
 - b. Yes, free of charge
 - c. Yes, discounted
35. Are you provided with an off-campus gym membership?
- a. No
 - b. Yes, free of charge
 - c. Yes, discounted
36. Are you allotted professional development funds? If so, how much on average per year? (If you are allotted a set number of conferences to attend, please estimate the costs associated with them.)
- a. No allotment (please explain reasoning) ([open box](#))
 - b. Fewer than \$250
 - c. \$250-\$499
 - d. \$500-\$749
 - e. \$750-\$999
 - f. \$1,000-\$1,249
 - g. \$1,250 or more

37. What pets are you permitted to have in your residence? Select all that apply.
- a. None
 - b. Fish
 - c. Small pets in cages or aquariums
 - d. Birds
 - e. Cats
 - f. Dogs
 - g. Other (please explain) (open box)
38. How many bedrooms are in your provided residence?
- a. 0 (studio)
 - b. 1
 - c. 2
 - d. 3
 - e. 4
 - f. 5 or more
39. In general, are you able to make enhancements to your residence if requested?
- a. No (Please explain) (open box)
 - b. Yes

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(Directions) For the following 3 questions, please think about your current provided residence, and answer the questions in terms of your personal opinion.

40. Thinking about your provided residence, what would you change if you had the ability? (e.g. furniture, storage, location) (open box)
41. Thinking about your provided residence, and those provided to other professionals at your institution or other institutions, what do you perceive as the 3 MOST important amenities provided? (3 open boxes)
42. Thinking about your provided residence, and those provided to other professionals at your institution or other institutions, what do you perceive as the 3 LEAST important amenities provided? (3 open boxes)

(Directions) On a scale of 1-7, 1 being strongly disagree, and 7 being strongly agree, how would you rate the following? (Likert scales to the right or below each question)

43. Overall, I am satisfied with my provided residence.
44. I have adequate opportunities to have a social life.
45. I have adequate balance between my personal and work life.

46. I received adequate training and orientation when I began my current job.

Page 8

Personal Demographics: (Directions) This section will ask you questions about yourself. Please select the most appropriate answer for each question.

47. What is your gender?

- a. Male
- b. Female
- c. Transgender
- d. Other (open box)
- e. Prefer not to respond

48. How old are you as of today?

- a. 18-24
- b. 25-29
- c. 30-34
- d. 35-39
- e. 40-44
- f. 45 or more
- g. Prefer not to respond

49. Which answer best describes your race/ethnicity?

- a. Native American or similar
- b. Hawaiian or Other Pacific Islander
- c. Asian or Asian American
- d. Black or African American
- e. Hispanic or Latino
- f. Caucasian, Non-Hispanic
- g. Multi-racial
- h. Other (open box)
- i. Prefer not to respond

50. My current marital status is

- a. Single, never been married
- b. Married
- c. Divorced
- d. Separated
- e. Widowed
- f. A member of a domestic partnership (defined as living together)
- g. Prefer not to respond

51. In which category does your annual salary fit?
- a. 15,000 or below
 - b. 15,001 -20,000
 - c. 20,001-25,000
 - d. 25,001-30,000
 - e. 30,001-35,000
 - f. 35,001-40,000
 - g. 40,001-45,000
 - h. 45,001-50,000
 - i. 50,001 or above
 - j. Prefer not to respond
52. What is the highest degree you have earned?
- a. Associate
 - b. Bachelor's
 - c. Master's
 - d. Doctorate
 - e. Other (open box)
 - f. Prefer not to respond
53. Were any of your degrees in a College Student Personnel, Higher Education, or a similar program?
- a. Yes
 - b. No
 - c. Prefer not to respond

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Institutional Demographics: (Directions) This section will ask you questions regarding the institution you currently work for (or the institution which you held your most recent live-on or live-in position). Please select the most appropriate answer for each question.

54. At what type of institution do you currently work for?
- a. 4-year private (nonprofit)
 - b. 4-year public (nonprofit)
 - c. 2-year private (nonprofit)
 - d. 2-year public (nonprofit)
 - e. Proprietary (for profit)
 - f. Employed by agency or firm (e.g. privatized housing company)
 - g. Other (open box)

55. My current institution can be classified as (Select all that apply)
- Religiously affiliated institution
 - Historically black college or university
 - Hispanic-serving institution
 - Women's institution
 - None of the above
 - Other (open box)
56. The size of my current institution would be characterized by
- Small
 - Mid-Size
 - Large
57. The institution I live and work at is located in:
- An urban/metropolitan area (city)
 - A rural area (country)
 - A suburban area (community on the outskirts of a city)
58. The institution I live and work at is in the following region:
- Great Lakes (IL, IN, MI, OH)
 - Intermountain (MT, ID, WY, UT, CO, AZ, NM)
 - Mid-Atlantic (DE, DC, MD, NJ, PA, WV)
 - Northeast (CT, ME, MA, NH, NY, RI, VT)
 - Northwest (AK, HI, OR, WA)
 - Southeast (AL, FL, GA, KY, LA, MS, NC, SC, TN, VA)
 - Southwest (AR, OK, TX)
 - Upper Mid-West (IA, KS, MN, MO, NE, ND, SD, WI)
 - Western (CA)
 - Other (open box)

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Preferences: (Directions) This section will ask you questions regarding your preferences for your job position and the institution for which you could work. Please select one answer that most accurately reflects your preference for each question.

59. My ideal area of higher education to work is
- Academic Advising/Academic Support
 - Admissions/Enrollment Management
 - Assessment/Evaluation
 - Career Development/Placement Services

- e. Commuter Students/Adult Learners
 - f. Health/Wellness
 - g. GLBTQ Awareness/Services
 - h. Greek Affairs
 - i. Leadership Development
 - j. Multicultural Affairs/Services
 - k. Orientation/New Student Programs
 - l. Recreation/Athletics
 - m. Residence Life/Housing
 - n. Service Learning/Social Justice/Global Citizenship
 - o. Student Activities/Student Involvement/ Student Union
 - p. Student Conduct/ Judicial Affairs
 - q. Outside of higher education
 - r. No preference
 - s. Other ([open box](#))
60. I would prefer to work at the following type of institution (Select all that apply)
- a. 4-year private (nonprofit)
 - b. 4-year public (nonprofit)
 - c. 2-year private (nonprofit)
 - d. 2-year public (nonprofit)
 - e. Proprietary (for profit)
 - f. Employed by agency or firm (e.g. privatized housing company)
 - g. No preference
 - h. Other ([open box](#))
61. I would prefer to work at the following type of institution (Select all that apply)
- a. Religiously affiliated institution
 - b. Historically black college or university
 - c. Hispanic-serving institution
 - d. Women's institution
 - e. None of the above
 - f. No preference
 - g. Other ([open box](#))
62. I would prefer to work at an institution with a size characterized by
- d. Small
 - e. Mid-Size
 - f. Large
 - g. No preference

63. I would prefer to live and work in
- An urban/metropolitan area (city)
 - A rural area(country)
 - A suburban area (community on the outskirts of a city)
 - No preference
64. I would prefer to live and work in the following region(s).
- Great Lakes (IL, IN, MI, OH)
 - Intermountain (MT, ID, WY, UT, CO, AZ, NM)
 - Mid-Atlantic (DE, DC, MD, NJ, PA, WV)
 - Northeast (CT, ME, MA, NH, NY, RI, VT)
 - Northwest (AK, HI, OR, WA)
 - Southeast (AL, FL, GA, KY, LA, MS, NC, SC, TN, VA)
 - Southwest (AR, OK, TX)
 - Upper Mid-West (IA, KS, MN, MO, NE, ND, SD, WI)
 - Western (CA)
 - Other (Please specify) ([open box](#))
 - No preference
65. **Optional:** Please share any comments you may have regarding aspects related to your live-on or live-in position. This is your final opportunity to provide feedback within this questionnaire. ([open box](#))

APPENDIX E
INSTITUTIONAL REVIEW BOARD APPROVAL



University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Approval of Exempt Human Research

From: **UCF Institutional Review Board #1**
FWA00000351, IRB00001138

To: **Kristen M. Getka**

Date: **October 04, 2011**

Dear Researcher:

On 10/4/2011, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review: Exempt Determination
Project Title: AMENITIES PROVIDED AS PREDICTORS OF JOB SATISFACTION AMONG ENTRY-LEVEL LIVE-ON/LIVE-IN RESIDENCE LIFE PROFESSIONALS
Investigator: Kristen M. Getka
IRB Number: SBE-11-07906
Funding Agency:
Grant Title:
Research ID: N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 10/04/2011 11:45:15 AM EDT

IRB Coordinator

APPENDIX F
APPROVAL OF ACUHO-I ENDORSEMENT

Getka, Kristen M

From: Doyle, Jeff <[REDACTED]>
Sent: Friday, September 30, 2011 1:52 PM
To: Getka, Kristen M
Cc: Emily Glenn
Subject: RE: Final study population

Follow Up Flag: Follow up
Flag Status: Completed

Kristen,
Once we get your updated research proposal your study is officially endorsed and will go up on the ACUHO-I Research website. Congratulations.
Jeff

APPENDIX G
SURVEY WELCOME PAGE

Amenities Provided as Predictors of Job Satisfaction Among Entry-Level, Live-on/Live-in Residence Life Professionals

Principal Investigator: Kristen Getka
Faculty Supervisor: Dr. Rosa Cintrón

You are being invited to take part in a research study. Whether you take part is up to you. The focus of this research is entry-level live-on or live-in professionals. The overall purpose is to determine amenities provided to live-on or live-in professionals, and their effect, if any, on job satisfaction.

This survey will be asking you questions about your current job position (or the position you held within the past 3 months). Please read the instructions listed on several of the pages, as they will guide you through the survey.

The results of this study will be beneficial to all live-on and live-in professionals, their supervisors, and coworkers. It is my hope that this research will aid in the increased understanding of the live-on and live-in aspect of positions, and ultimately establish standard amenities to be provided to all live-on and live-in professionals.

All answers you provide will be kept completely anonymous and will only be discussed and presented in aggregate form. Your participation in this survey is completely voluntary; however, it would be very much appreciated if you choose to participate. The survey should take no more than 30 minutes to complete.

To begin the survey, simply click the “Begin” button below.

[Begin](#)

Study contact for questions about the study or to report a problem: If you have questions, concerns, or complaints about this study or survey, please feel free to contact:

Kristen Getka
UCF Doctoral Candidate
610-324-6328
KGetka@gmail.com

Dr. Rosa Cintrón
Faculty Advisor
407-823-1248
Rosa.CintronDelgado@ucf.edu

IRB contact about your rights in the study or to report a complaint: Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (UCF IRB). This research has been reviewed and approved by the IRB. For information about the rights of people who take part in research, please contact: Institutional Review Board, University of Central Florida, Office of Research & Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901.

APPENDIX H
SURVEY END SCREEN

Thank you once again for choosing to use your time to complete this survey and assist with my dissertation research. If you wish to receive the results of this study upon completion, please enter your email address below. If you have any questions, concerns, or comments, please feel free to email me at KGetka@gmail.com. Have a great day!

APPENDIX I
INITIAL LETTER TO PARTICIPANTS

Dear «First_Name»,

I hope you are having an enjoyable semester. I am writing to ask for your assistance with my dissertation research. As a member of ACUHO-I, you are an ideal participant for this study, as it is directly related to housing and residence life. The focus of this research is entry-level live-on or live-in professionals. The overall purpose is to determine amenities provided to live-on or live-in professionals, and their effect, if any, on job satisfaction. Therefore, I am asking that only live-on or live-in professionals participate in this study.

The results of this study will be beneficial to all live-on and live-in professionals, their supervisors, and coworkers. It is my hope that this research will aid in the increased understanding of the live-on and live-in aspect of positions, and ultimately establish standard amenities to be provided to all live-on and live-in professionals.

All answers you provide will be kept completely anonymous and will only be discussed and presented in aggregate form. Your participation in this survey is completely voluntary; however, it would be very much appreciated if you choose to participate. The survey should take no more than 30 minutes to complete.

I understand the demanding nature of housing and residence life positions, and know your time is very valuable. In looking at the future of positions such as yours, I ask that you strongly consider taking the time to complete this survey. The survey will close on October 28, 2011, so I do hope you will be able to participate.

The survey is located at <<Survey_Website>>. You can click directly on the link or copy and paste it into your web browser.

If you have any questions or comments about this study or survey, please feel free to contact me. My phone number is «Cell_Phone» and my email address is «Email_Address» and my faculty supervisor, Dr. Rosa Cintrón can be contacted at «Phone_Number» or «Email_Address». If you would like a summary of the results of this research, please indicate your interest by replying to this email upon completion of the survey.

Thank you very much for your assistance with this study.

Sincerely,
Kristen M. Getka
Doctoral Candidate
University of Central Florida

APPENDIX J
FIRST REMINDER EMAIL

«First_Name»,

I am writing as a follow up to my recent email requesting your assistance with my dissertation study, which is endorsed by the Association of College and University Residence Halls-International (ACUHO-I). The focus of this research is entry-level (less than 5 years of full-time experience) live-on or live-in professionals. The overall purpose is to determine amenities provided to live-on or live-in professionals, and their effect, if any, on job satisfaction. Therefore, I am asking that only live-on or live-in professionals participate in this study.

If you have already completed the survey, please accept my sincere gratitude. If not, I hope this email encourages you to take some time to take the survey and contribute to this important research. **I understand the demanding nature of housing and residence life positions, and know your time is very valuable.** However, the results of this study will be beneficial to all live-on and live-in professionals, their supervisors, and coworkers. It is my hope that this research will aid in the increased understanding of the live-on and live-in aspect of positions, and ultimately establish standard amenities to be provided to all live-on and live-in professionals.

The survey is located at <<Survey_Website>>. You can click directly on the link or copy and paste it into your web browser. *Please note that Internet Explorer 8 or another modern web browser (such as Firefox or Google Chrome) is necessary for the proper operation of the survey.* The survey will close on October 28, 2011, so I do hope you will be able to find some time to participate.

All answers you provide will be kept completely anonymous and will only be discussed and presented in aggregate form. Your participation in this survey is completely voluntary; however, it would be very much appreciated if you choose to participate. The survey should take no more than 30 minutes to complete.

If you have any questions or comments about this study or survey, please feel free to contact me. My phone number is «Cell_Phone» and my email address is «Email_Address» and my faculty supervisor, Dr. Rosa Cintrón can be contacted at «Phone_Number» or «Email_Address». If you would like a summary of the results of this research, please indicate your interest by replying to this email upon completion of the survey.

Thank you very much for your time and assistance with this study.

Sincerely,
Kristen M. Getka
Doctoral Candidate
University of Central Florida

APPENDIX K
FINAL REMINDER EMAIL

Dear «First_Name»,

I hope things are going well with you! This is a final reminder about my ACUHO – I (Association of College and University Housing Officers – International) endorsed study, which is also contributing to my dissertation. Because the Central Office does not have the ability to sort ACUHO-I members by entry-level vs. non entry-level, I am sending this email to all ACUHO-I members with the blessing of ACUHO-I. I apologize if this is not relevant to you - please forward it to your entry-level staff if you are willing. Thank you.

This study focuses on entry-level (less than 5 years of full-time experience) live-on or live-in professionals. The overall purpose is to determine amenities provided to live-on and live-in professionals, and their effect, if any, on job satisfaction. Therefore, I am asking that only live-on and live-in professionals participate in this study.

Many of you have already completed the survey, and I am truly grateful for your assistance. For those of you who have not yet taken the survey, I would like to urge you to take some time to for this very important research, which will be beneficial to all live-on and live-in professionals, their supervisors, and coworkers. It is my hope that this research will aid in the increased understanding of the live-on and live-in aspect of positions, and ultimately establish standard amenities to be provided to all live-on and live-in professionals.

I understand the demanding nature of housing and residence life positions, and know your time is very valuable. The survey should take no more than 30 minutes to complete. All answers you provide will be kept completely anonymous and will only be discussed and presented in aggregate form. Your participation in this survey is completely voluntary; however, it would be very much appreciated if you choose to participate. The survey will close this Friday, October 28th at 11:59pm EDT.

The survey is located at <<Survey_Website>>. You can click directly on the link or copy and paste it into your web browser. *Please note that Internet Explorer 8 or another modern web browser (such as Firefox or Google Chrome) is necessary for the proper operation of the survey.*

If you have any questions or comments about this study or survey, please feel free to contact me. My phone number is «Cell_Phone» and my email address is «Email_Address» and my faculty supervisor, Dr. Rosa Cintrón can be contacted at «Phone_Number» or «Email_Address». If you would like a summary of the results of this research, please indicate your interest by replying to this email upon completion of the survey.

Thank you very much for your time and consideration.

Sincerely,

Kristen M. Getka
Doctoral Candidate
University of Central Florida

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