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## Factors Influencing Job Satisfaction of Student Employees in a Collegiate Recreational Sports Settings

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THE FLORIDA STATE UNIVERSITY

COLLEGE OF EDUCATION

FACTORS INFLUENCING JOB SATISFACTION OF STUDENT EMPLOYEES  
IN A COLLEGIATE RECREATIONAL SPORTS SETTING

By

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“MOST FOLKS ARE ABOUT AS HAPPY  
AS THEY MAKE UP THEIR MINDS TO BE.”

ABRAHAM LINCOLN

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## ABSTRACT

Job satisfaction is among the most researched concepts in the study of organizational behavior, particularly because of managers' interests in the favorable consequences associated with high job satisfaction. However, job satisfaction research has largely overlooked part-time employees. This insufficiency is particularly problematic in the sport industry, which often relies heavily on part-time employees to fill specialized roles. Specifically, the university recreational sports department is primarily staffed by part-time student employees who are entrusted to fulfill a variety of responsibilities within the department's programs. The unique characteristics of student employees lead to unique challenges for administrators seeking to maximize program quality through personnel training, retention, and improvement. For managers with limited time and resources to improve staff performance, a better understanding of the factors that enhance job satisfaction is essential.

This research study was developed to assess the determinants of job satisfaction among part-time student employees of a university recreational sports department. The Collegiate Recreational Sports Student Employee-Job Satisfaction Questionnaire (CRSSE-JSQ), derived from two preexisting instruments, was provided to student employees of a recreational sports department at a large, public research university located in the southeastern United States ( $n = 135$ ). Following an internal reliability assessment, I performed data analyses to identify: the influence of external factors such as personal characteristics on job satisfaction; variations of job satisfaction among program areas; and overall predictors of job satisfaction. Examination of this data revealed several significant associations, including those between: gender and *satisfaction with pay rate*; supervisory job responsibilities and *good feelings about the organization*; supervisory responsibilities and *satisfaction with pay rate*; and program area and *satisfaction with pay rate* ( $p < .05$ ). A regression analysis found six significant determinants of job satisfaction: program area ( $\beta = .12, p < .05$ ), *work itself* ( $\beta = .12, p < .05$ ), *good feelings about organization* ( $\beta = .39, p < .05$ ), *effective supervisor* ( $\beta = .40, p < .001$ ), *good relationships with coworkers* ( $\beta = .21, p < .05$ ), and *presence of core values* ( $\beta = -.32, p < .05$ ).

The results of this study have significant implications for the recreational sports field. A comprehensive understanding of the factors contributing to job satisfaction provides recreational sports administrators with the necessary tools to enhance satisfaction in the student workplace. Finally, I conclude the study by offering suggestions for further research designed to overcome the particular limitations of this study as well as to address new questions raised by its results.

# CHAPTER 1

## INTRODUCTION

Job satisfaction is among the most explored concepts in employee and organizational research (Bardett & McKinney, 2004). Furthermore, researchers have taken special interest in job satisfaction because of its humanitarian, hypothetical, and fiscal significance to an organization (Balzer et al., 1997). Research on job satisfaction, defined by Locke (1976) as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences” (p. 1300), has had mixed foci. A prominent point of interest has been with upper-level administrators and full-time, lower-level employees (see Chapter 2). Understanding the factors that influence job satisfaction has enormous implications, as high job satisfaction and work performance have been linked in previous research (Borjas, 1979; Freeman, 1978; Katzell, Thompson, & Guzzo, 1992; Lawler & Porter, 1967; Locke, 1969).

There is, however, a lack of job satisfaction research focused on part-time employees, a group many organizations rely upon for the management of its daily operations. In particular, many recreational programs and athletic organizations depend on part-time employees to fill the specialized roles of camp counselors, lifeguards, athletic coaches, building supervisors, fitness instructors, etc. The university recreational sports department is one sector that is chiefly staffed by part-time student employees who are supervised by full-time, professional administrators. Students serve in a variety of capacities in the department’s programs, including intramural sports, aquatics, sports clubs, fitness, outdoor adventure, student wellness, and adaptive recreation.

The unique characteristics of student employees present administrators with challenges in the training, retention, and improvement of their program’s staff. Full-time administrators employed in university recreational sports are largely career-oriented, and many have academic backgrounds in sport or recreation management and multiple years of experience in the industry. Students, on the other hand, are attracted to working in campus recreation for other reasons. For example, a recent survey of Intramural Sports employees at Florida State University identified a number of reasons that students began working in the program, including ego gratification, prestige,

personal recognition, and the desire to spend more time with existing friends (Florida State University Campus Recreation, 2008). Additionally, the student status of the part-time employees means typically shorter periods of employment and high turnover, due, in part, to graduation from school. This element creates cyclical hiring periods (quarterly or by semester) and leads to frequent trainings for new staff members, limited chances for staff cohesion activities, and reduced opportunity for individual development. As a result of the decreased opportunity for the overall improvement of a program's staff, administrators should consider to what extent staff members are satisfied with their jobs and ascertain, if necessary, how to increase the level of job satisfaction. This research includes an effort to identify key factors that contribute to job satisfaction and apply those factors to assess the job satisfaction of part-time employees within a university recreational sports department.

The evolution of the university recreational center (URC) has led to expanded effects of campus recreation programming on the university community. For student recruiters, the URC is one of the featured stops of on-campus tours, as it can influence prospective students' decisions to attend a school (Lindsey & Sessoms, 2006; Woosnam, Dixon, & Brookover, 2006). For current students, participating in campus recreation programming enhances academic and social experiences (Artinger et al., 2006). Thus, administrators must ensure their programs are of the highest quality. One way to produce quality programming and facilities is through the presentation of an attentive, qualified, and helpful staff.

Some of the earliest and most prominent research on job satisfaction comes from Frederick Herzberg, who identified two classifications of satisfaction factors—hygiene and motivators—in *The Motivation to Work* (Herzberg, Mausner, & Snyderman, 1959). Further, he argues that rather than satisfaction and dissatisfaction representing opposite ends of the "job satisfaction" scale, they are each independent and, thus, unassociated with one another. Herzberg's duality theory of job satisfaction states that an individual cannot be either satisfied or dissatisfied. Rather, the individual possesses *both* high/low satisfaction *and* high/low dissatisfaction. Moreover, only some factors (motivators) influence satisfaction, while others (hygiene) influence dissatisfaction:

Ask workers what makes them unhappy at work, and you'll hear about an annoying boss, a low salary, an uncomfortable workspace, or stupid rules. Managed badly, environmental factors make people miserable, and they can certainly be demotivating. But even if managed brilliantly, they don't motivate

anybody to work much harder or smarter. People are motivated, instead, by interesting work, challenge, and increasing responsibility. These intrinsic factors answer people's deep-seated need for growth and achievement. (Herzberg, 2003, p. 87)

Herzberg's illustration that challenging work is more motivating than a high salary is important to upper-level administrators. As a result, his work has been replicated in various settings to confirm or refute his findings (Smerek & Peterson, 2007).

Sachau (2007) chronicles the long-standing debates surrounding the duality theory of job satisfaction:

Herzberg challenged basic assumptions about what satisfies and motivates employees by claiming that pay contributes little to job satisfaction, all employees need to grow psychologically, and inter-personal relations are most likely to lead to dissatisfaction than satisfaction. (p. 377)

Opponents of the theory claim Herzberg's research methodology is biased and lacks specificity. Critics argue the insufficient explanation of the theory leads to multiple interpretations of a single theory, and with such vague explanations, these new ideas could neither be confirmed nor refuted. While Herzberg's theory has received much criticism (Sachau, 2007), other scholars have found his work a valuable foundation for their own (Vargo, Nagao, He, & Morgan, 2007). Additional studies based on Herzberg's initial research have led to expanded theories surrounding motivators and hygiene factors. Soliman (1970) defines motivators as high-order needs required for psychological growth; conversely, hygiene factors are described as low-order needs required to avoid unpleasant environments. In Zhang and Dran (2000), motivators and hygiene factors are similarly classified. Additionally, they introduce the category of *criticals*, which describes multifaceted factors such as *information content* that can represent a hygiene or a motivator, depending on the circumstances. In their study of the clothing industry, Swan and Combos (1976) describe the two factors as expressive and instrumental. Expressive factors (motivators) are linked to psychological responses to products, such as styling, comfort, and color. Instrumental (hygiene) factors are linked to the physical properties of the products, such as durability and fit. Kano, Seraku, Takahashi, and Tsuji (1984) relate the motivation-hygiene theory to mechanical engineering, focusing on elements pertinent to dissatisfaction. Despite its controversies, Herzberg et al. have provided a basic foundation by specifying factors that may influence satisfaction. In a recent test of Herzberg et al.'s motivation-hygiene theory,

Smerek and Peterson (2007) apply Herzberg's conclusions within a different occupational context. Much of Herzberg's contributions to job satisfaction theory provide a starting framework for Smerek and Peterson's research, whose methods are replicated in this study.

### **Research Implications**

One of the most significant arguments of Herzberg et al. is that the identified influencers of job satisfaction can be influenced or manipulated, unlike external factors such as age and gender. Based on this reasoning, supervisory administrators can alter the existing work environment, implement new initiatives, and analyze the existing professional relationships that promote positive job satisfaction. Identifying the factors that significantly influence job satisfaction is of particular value to campus recreation professionals. These administrators have limited time, resources, and opportunities to positively impact their student employees due, in part, to a seemingly constant flux in personnel. As evidenced in the literature discussed in Chapter 2, administrators are becoming increasingly overwhelmed as their responsibilities grow, resulting in fewer chances for self and program assessment.

This study provides university recreational sports administrators with information that is critical and fundamental to the improvement of job satisfaction among the individuals who make up their student staff. In turn, the quality of the students' work experience as well as the program as a whole can progressively develop.

### **Purpose of Study**

In the simplest terms, the purpose of this study is to determine what factors make campus recreation student employees happy. "Happiness" is assessed with reference to the varying levels of *job satisfaction*. Accepting Herzberg et al.'s duality theory of job satisfaction, modified instruments designed by Smerek and Peterson (2007) and Cammann, Fichman, Jenkins, and Klesh (1979) are utilized. Upon assessment, certain factors that positively or negatively affect overall job satisfaction become evident. This information provides a better understanding of the influencers of job satisfaction among part-time student employees.

The study is directed by three research questions:

1. What personal and job characteristics are different in job satisfaction and satisfaction of perceived work environment factors among part-time student employees?

2. What differences exist in overall staff job satisfaction and satisfaction with individual perceived work environment factors between program areas?
3. What are the predictors of overall job satisfaction

Responding to the first question provides a sense of global job satisfaction that is used as a point of reference for the two remaining questions. Second, individual program levels are determined. By isolating job satisfaction to specific program areas, differences between programs are assessed to determine what motivator and hygiene factors enhance satisfaction. Additionally, in the cases of specific influencers affecting one program but not another, the contextual differences between programs are explored to determine how variations in program administration such as varying responsibilities, supervisor interactions, and expectations may influence a student employee's general satisfaction with his or her job.

### Limitations

There are several key limitations to this project that should be considered when assessing the results of the research. First, the key instrument used in this survey, Smerek and Peterson's (2007) Perceived Work Environment Factors scale, is designed to survey full-time, non-academic employees at a university; these individuals, while not directly impacting the university's academic mission, play a critical role in its daily operations. Similarly, part-time student employees are an essential component of the successful operation and management of recreational programming. However, there are many key differences that nonetheless distinguish the two groups. By using the Perceived Work Environment Factors scale, several of these major differences are ignored. These factors, such as the flexibility of working around class schedules and the close proximity of the recreation center to an employee's residence, may impact an individual's job satisfaction but are not considered in this project.

A second limitation is the abbreviated timetable of the study. Theoretically, job satisfaction levels can fluctuate greatly depending on the period of the semester in which the questionnaire is administered. For example, in the beginning of the semester, facility supervisors of the URC are typically tasked with adjusting to newly implemented procedures, experience greater volumes of patrons, and must adapt to working with first-time employees. These factors may positively or negatively affect an individual's satisfaction. Similarly, results from a survey administered at the conclusion of the semester may present different data, as external factors like stress



surrounding academic coursework or excitement caused by impending graduation may impact satisfaction.

Finally, the lack of existing literature studying job satisfaction of student employees, particularly in recreation, presents many uncertainties when designing an appropriate instrument and developing a critical hypothesis. Student employees in recreational sports work in a variety of areas and have varying levels of responsibility. Additionally, each program, while part of a unified department, works independently of others, and its employees experience different leadership techniques, work environments, and even pay rates. While a lack of research into these factors creates some uncertainty when developing a hypothesis, the data collected in this project provides insight that presents additional context for further research.

### Key Terms

The popularity of job satisfaction as a research topic has resulted in a myriad of characteristics identified as useful in describing job satisfaction. Some researchers have written under the assumption that job satisfaction is a self-defined term and instead characterize it by the influencing factors (Antecol & Cobb-Clark, 2009; Lee, Gerhart, Weller, & Trevor, 2008; Vitell & Singhapakdi, 2007). These researchers largely consider job satisfaction to be a general concept used as a benchmark to describe how more dynamic factors (like pay rate or job complexity) influence an employee.

In this project, Locke's (1976) definition of "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (p. 1300) is adopted. As described below, this definition allows for a clear assessment of *satisfaction*. However, because Herzberg's duality theory describes satisfaction and dissatisfaction as unique descriptors, *dissatisfaction* is not directly tested. Rather, dissatisfaction is indirectly graded through survey responses to statements alluding to hygiene factors.

High levels of satisfaction are correlated with positive feelings (or low dissatisfaction), while low levels indicate negative attitudes (or high dissatisfaction) toward one's job. Thus, the usage of a positively associated definition allows for a more nuanced interpretation of the data, indicating both positive and negative attitudes.

As discussed above, satisfaction can further be defined by describing its influencing factors. A basic definition of the motivators and hygiene factors tested is provided based on this study's instrument and the individual items used to describe each factor. The assessment used in this study is a modified replication of a similar

study by Smerek and Peterson (2007), who tested Herzberg et al.'s motivation-hygiene theory. Herzberg et al.'s (1959) original development of the motivation-hygiene theory is the result of the firsthand interviews of over 200 engineers and accountants. When asked to describe "a time when [they] felt exceptionally good or a time when [they] felt exceptionally bad about [their] job," (p. 35), subjects recounted a number of different items. Herzberg et al. group the responses into two distinct categories: motivators (which contributed to their "exceptionally good" feelings) and hygiene factors (which contributed to their "exceptionally bad" feelings). Smerek and Peterson further develop these two groups.

According to Smerek and Peterson, motivators are specific to "internal states of mind" (p. 230) and describe an individual's perception of the importance of the job and his or her self-actualization. Smerek and Peterson identify seven primary motivators. First, *recognition* describes both an individual's perception of gratitude as well as the actual acknowledgement of appreciation from patrons and supervisors for one's work. Recognition is made up of several different factors, including recognition from patrons and the employee's contributions being valued outside of the workplace. Second, *work itself* is based on the employee's fulfillment of his or her job. Employees should have a sense of accomplishment and enjoyment in the work they perform. Third, *opportunities for advancement* include having a clear understanding of what opportunities exist within the corporation, company, or department as well as having a complete set of expectations of what is required for internal advancement. Fourth, *professional growth opportunities* include the sense that adequate training is available for employees seeking to continue professional development. Fifth, individuals should have a sense of *responsibility* with their jobs; having a say in decisions and feeling in control of how work is done are both integral parts of responsibility. Sixth, having a sense of belonging and pride to the organization contributes to one's *good feelings about organization*. Finally, *clarity of mission* describes how the employees' work contributes to the overall mission of the organization as well as to the individual department.

Alternately, the six hygiene factors are based on "disruptions in the external work context" (p. 230). In order for employees to have a sense of *effective senior management*, administrators should communicate the goals and strategies of the program effectively. Furthermore, they should demonstrate leadership practices that are consistent with the stated values of the organization. An *effective supervisor*

represents direct leadership and should communicate well, manage people and make decisions effectively, create a trustworthy environment, be approachable and easy to talk to, and treat employees ethically and with respect. The third hygiene factor is *good relationships with coworkers* and includes elements of trustworthiness, respect, teamwork, collaboration, and sincerity. Fourth, *satisfaction with salary* describes the presence of a fair and competitive salary compared to similar jobs at other organizations. Similarly, *satisfaction with benefits* is achieved when benefits packages meets the employee's needs. In addition, these benefits should be sufficiently explained to the employee. Finally, *presence of core values* exists when all units within an organization share a set of core values; further, when employees ignore those core values, consequences must exist.

Each of the individual factors described above contributes to the definitions of motivator and hygiene factor. Descriptions of motivators and hygiene factors, taken together, contribute to a more complete analysis of job satisfaction.

The review below introduces existing research on job satisfaction, the expansion of the role of university recreational sports departments and centers, and prior studies of job satisfaction in campus recreation. Next, Herzberg's motivation-hygiene theory, a critical component of this study, is introduced and summarized. Additionally, the methodology for this project is explained. Subsequently, the original instruments replicated in this study, as well as the rationale for the modifications, are discussed. Finally, the plan for disseminating the instrument is described.

## CHAPTER 2

### REVIEW OF LITERATURE

#### Introduction

Part of the allure and interest of researchers in the study of job satisfaction is the result of its humanitarian, hypothetical, and fiscal significance to an organization (Balzer et al., 1997). A clear understanding of the factors contributing to job satisfaction is essential to upper-level administrators who have legitimate reasons to be concerned for the physical and mental health of their employees. Job satisfaction has significant implications for a business. As discussed below, high job satisfaction has been linked to increased performance and organizational commitment, while low job satisfaction has been correlated to higher turnover and absenteeism (Smucker & Kent, 2004).

In addition to Locke's (1976) definition, other definitions of job satisfaction include "an attitude people have about their jobs" (Chelladurai, 1999, p. 230), and "the feelings a worker has about his or her job or job experiences in relation to previous experiences, current expectations, or available alternatives" (Balzer et al., 1997, p. 10). While some descriptions of job satisfaction are based on positive or negative feelings (such as Locke's), others use value-neutral terminology (like Chelladurai and Balzer et al.). As explained above, Locke's definition, which links satisfaction to positive feelings, is most appropriate for this study based on the job satisfaction instrument that is used.

Considering the humanitarian, hypothetical, and fiscal implications of high or low job satisfaction in an organization, administrators must identify the factors that influence satisfaction. Moreover, the theoretically significant impact of job satisfaction on work performance further validates the necessity to understand what specifically influences job satisfaction. This project focuses on job satisfaction within the campus recreation industry, which has grown significantly in the past twenty years. To university recreation administrators, recognizing what factors contribute to the satisfaction of part-time student employees is critical to the long-term success of a program. As this literature review shows, previous studies of job satisfaction in campus recreation workplaces have tested specific satisfaction hypotheses but have failed to comprehensively identify and analyze the many possible influencers of job satisfaction.

## **The Influence of Job Satisfaction on Work Performance**

The effect of job satisfaction on work performance has been strongly debated within the academic community. Herzberg et al. (1959) argue a commitment to understanding and improving job satisfaction would have different consequences to different groups:

To industry, the payoff for a study of job attitudes would be in increased productivity, decreased turnover, decreased absenteeism, and smoother working relations. To the community, it might mean a decreased bill for psychological casualties and an increase in the over-all productive capacity of our industrial plant and in the proper utilization of human resources. To the individual, an understanding of the forces that lead to improved morale would bring greater happiness and greater self-realization. (p. ix)

As Herzberg notes, cultivating a high level of job satisfaction is not only healthy for the individual employee, but also for the organization as a whole. Traditionally, research has supported the theory that if an individual is satisfied, he or she will be more motivated to produce higher performance output in the workplace (Borjas, 1979; Freeman, 1978; Katzell, Thompson, & Guzzo, 1992; Lawler & Porter, 1967; Locke, 1969). Furthermore, highly satisfied employees often offer more of themselves and their talents to improve the efficiency of the organization (Avery, Abraham, Bouchard, & Segal, 1989, as cited in Wallace & Weese, 1995) and are more likely than not to be respectful and courteous to customers (Smucker & Kent, 2004). Ansari, Baumgartel, and Sullivan (1982) conclude that satisfied employees have greater organizational commitment and performance goals, perform better, and accept more responsibilities while dissatisfied employees, among other negative qualities, are more likely to leave their job. The value of a satisfied worker to the employer is evident; thus, administrators, supervisors, and managers have a vested interest in developing and implementing methods to increase satisfaction.

Further research has been presented that identifies job satisfaction correlates. Bowling and Hammond's (2008) development of a nomological network of job satisfaction tests the construct validity of each of their hypothesized antecedents, which were used to design the Michigan Organizational Assessment Questionnaire Job Satisfaction Scale (MOAQ-JSS; discussed further in Chapter 3). A meta-analysis was conducted to investigate the association between the subscale and the job satisfaction network. A summary of the network is provided in Table 2.1.

**Table 2.1. Nomological network of hypothesized antecedents and consequences of job satisfaction (Bowling & Hammond, 2008)**

Item	Research Author(s)
<b>Antecedents</b>	
Job Complexity	Hackman & Oldham, 1976, 1980
<i>Skill Variety</i>	
<i>Task Identity</i>	
<i>Task Significance</i>	
<i>Autonomy</i>	
<i>Feedback</i>	
<b>Stressors</b>	
<i>Role Conflict</i>	Fisher & Gitelson, 1983
<i>Role Ambiguity</i>	Jackson & Schuler, 1985
<i>Role Overload</i>	Spector & Jex, 1998
<i>Organizational Constraints</i>	Spector & Jex, 1998
<i>Interpersonal Conflict</i>	Bowling & Beehr, 2006; Lapierre, Spector, & Leck, 2005
<i>Work-Family Conflict</i>	Kossek & Ozeki, 1998
Social and Organizational Support	Rhoades & Eisenberger, 2002; Viswesvaran, Sanchez, & Fisher, 1999
Person-Environment Fit	Krotof-Brown, Zimmerman, & Johnson, 2005; Verquer, Beehr, & Wagner, 2003
<b>Correlates</b>	
<b>Job Attitudes</b>	
<i>Organizational Commitment</i>	Mathieu & Zajac, 1990; Meyer, Stanley, Herscovitch, & Topolnytsky, 2002
<i>Job Involvement</i>	Brown, 1996
<i>Career Satisfaction</i>	Bowling, Beehr, & Lepisto, 2006
<i>Organizational Justice</i>	Cohen-Charash & Spector, 2001; Colquitt, Conlon, Wesson, Porter, & Ng, 2001
<b>Strains</b>	
<i>Job Tension</i>	Sanchez & Viswesvaran, 2002; Spector & Jex, 1991; Tepper, 2000
<i>Anxiety</i>	
<i>Depression</i>	
<i>Emotional Exhaustion</i>	
<i>Frustration</i>	
<i>Physical Strains</i>	
Life Satisfaction	Tait, Padgett, & Baldwin, 1989

Based on the assertions supporting the positive correlation between satisfaction and performance, organizations have sought to increase work performance by increasing job satisfaction. As a result, some researchers (such as Smerek and Peterson, 2007) have focused on factors that influence job satisfaction, as does this project.

### **Job Satisfaction Research in a Recreational Environment**

Several studies have focused on job satisfaction within the recreation industry. In their study of the link between leadership, organizational culture, and job satisfaction among YMCA employees, Wallace and Weese (1995) find that high transformational

leadership, defined as “the process of influencing major changes in the attitudes and assumptions of organizational members and building commitment for the organization’s mission, objectives, and strategies” (Yukl, 1989a, p. 271), does not impact employee satisfaction, despite prior research which points to such a relationship. They cite an abundance of literature arguing that ineffective leadership is the largest contributor to the weakening status of North American corporations on an international stage (Bennis, 1989; Bennis & Nanus, 1985; Kuhnert & Lewis, 1987; Lord & Maher, 1991; Sashkin, 1988; Tichy & Devanna, 1986; Yukl, 1989a, 1989b). In contrast to earlier work, Wallace and Weese find that the employee’s satisfaction is likely influenced by the cohesion of personal traits with his or her role in the organization. That is, the nature of the YMCA—an altruistic, community-focused organization—supports similar traits within the individual (Butterfield, 1990). Wallace and Weese explored whether an organization’s leadership influences the job satisfaction of its staff. The authors recognize the wealth of research dedicated to leadership and job satisfaction, but believe there is insufficient data exploring how organizational change impacts employee contentment. A link is found between transformational leadership and organizational leadership, but the authors are unable to show a relationship between transformational leadership and job satisfaction. They also recommend further research in the sport management field, as “...experimental research designs in sport management settings and incorporating the area of strategic change could aid theorists in understanding the complex process of leaders impacting the beliefs, values, and satisfaction levels of staff members” (p. 190).

Further research links satisfaction with organizational commitment, “a workplace attitude that describes the psychological attachment between an individual employee and his or her employing organization” (Bardett & McKinney, 2004, p. 64). The argument is supported by Hom and Griffeth (1995), who find a negative relationship between turnover and organizational commitment as well as between job satisfaction and intention to turnover. As argued by Bardett and McKinney (2004), the organization’s desire to control job satisfaction and turnover rates has some influence on the implementation of human resource development (HRD). In a public park and recreation agency setting, Bardett and McKinney studied HRD and its relationship to training and satisfaction, as “training and development constitutes the largest realm of HRD activity in most organizations” (p. 66). Their findings support previous studies

that illustrate a positive link between organizational commitment and job satisfaction. Among Bardett and McKinney's conclusions is that public recreation employees are seeking challenges, opportunities for advancement, and the implementation of programs to diminish burnout. Summers (1986) contends that career-oriented recreation employees are highly motivated to advance within their chosen field, and that opportunities within their organizations to further their career increase job satisfaction. Thus, administrators should provide opportunities for the career development of their employees.

Like the aforementioned studies, this examination focuses on the recreation industry. However, the research specifically examines college and university recreation programs. This note is important because the increasingly prominent role of the university recreation center (URC) on college campuses, as well as the expanded impacts of campus recreation programming on university students, have created a need for focused programming and administrative development, as illustrated by Zhang, DeMichele, and Connaughton (2004):

What was once referred to as the 'intramural' program has expanded extensively in the late 1990's to encompass an array of recreational pursuits. Formal and informal recreational opportunities, such as intramural sports, fitness programs, sport clubs, outdoor recreation, aquatics programs, and aerobic dance classes, have created a comprehensive campus recreation program. (p. 185)

The growth of university recreational programs across the country has led to an increase in the development of administrative positions, the implementation of new programming opportunities, and the construction of numerous new URCs. The development of master plans and reallocation of financial resources towards campus recreation programs further exemplifies the growth of collegiate recreation in the last twenty years (Zhang, DeMichele, & Connaughton, 2004).

Zhang et al. investigated job satisfaction among campus recreation program administrators to identify which factors contribute to overall job satisfaction as well as to what extent characteristics of the academic institution as a whole influence job satisfaction. Citing the university's need to develop "mid-level administrators" (p. 185) with recreation-specific knowledge while adhering to a stringent budget, Zhang et al. discuss the growing stress placed on these recreation professionals: "Although the responsibilities for mid-level campus recreation programs vary among institutions, the job span is usually immense. ... Today's successful mid-level campus recreation



professional must be a responsible leader, an educator, and an administrator” (p. 186). Furthermore, mid-level administrators often have more daily tasks than do their senior level managers. There is a growing concern that many mid-level administrators are leaving campus recreation because of their constantly increasing work responsibilities, overextended workloads, and insufficient salaries (Zhang et al., 2004). Thus, a clear understanding of the stressors that negatively impact job satisfaction assists upper-level administrators with implementing programs and policies dedicated to avoiding those recognized anxieties.

Zhang et al. develop two categories of factors, which contribute to job satisfaction. The first set of factors influence *satisfaction with organizational work environment* and includes internal communication, organizational structure, political climate, professional development opportunities, evaluation procedures, promotion and advancement, regard for personal concerns, contentment with the institution, and contentment with the job. The second set of factors influence *satisfaction with individual work environment* and includes participation in decision-making, autonomy, power and control, relationships with colleagues, salary and benefits, and professional effectiveness. Zhang et al. conclude that in order to increase retention rates among mid-level campus recreation administrators, *satisfaction with individual work environment* factors should be reviewed. Additionally, they find that these factors might also be influenced by characteristics of the institution itself, such as its status as publicly or privately funded, or by the size of its classes. As university recreation departments continue to expand, the responsibilities of its administration grow. This expansion is not limited to full-time, career-oriented professionals; part-time student employees are finding new opportunities for supervisory and administrative development (Pack, Jordan, Turner, & Haines, 2007). As a result, some researchers are evaluating perceived job satisfaction among student employees.

Other studies have sought to identify how specific factors promote job satisfaction among student recreation employees. Jordan, Turner, and DuBord (2007) examined the influence of organizational justice on the job satisfaction of university recreation department student employees. Organizational justice is defined as “how employees develop perceptions of fairness regarding workplace issues and how these perceptions interact with other attitudes and behaviors” (Greenberg, 1990, as cited in Jordan et al., 2007). Jordan et al. found that one method to increase job satisfaction

among student employees is to increase the presence of interaction between the student staff and the professional staff.

Pack, Jordan, Turner, and Haines (2007) explored the relationship between perceived organizational support (POS), employee satisfaction, and retention. Unlike previous studies, however, their focus was on the part-time students who hold the majority of positions in campus recreation departments (Bower, Hums, & Keedy, 2005; Keizer, 1997; as cited in Pack et al., 2007). Unlike professional administrators, who are typically in the university recreation field because of its relevance to their career objectives, student employees are more likely to be working for the convenience of the job on campus and compensatory reasons. An increasing dependence on student employees has resulted in closer examination of the specific factors that influence students' decisions to work in campus recreation.

POS, the "employees' formation of global beliefs pertaining to how much the organization cares about their well-being and values their contributions" (Pack et al., 2007, p. 96), is a corollary of social exchange theory (Blau, 1964) and the norm of reciprocity (Gouldner, 1960). To summarize, if an organization treats an employee favorably, that employee will treat the organization similarly in the form of good performance. Pack et al. (2007) find a positive correlation between POS and job satisfaction, and recommend additional research to assess what specific POS factors have the strongest influence on student job satisfaction.

Similarly, this study devotes its attention to job satisfaction in campus recreation positions. This research is important because, as noted above, campus recreation is becoming an ever more vital part of universities' overall student services. As will be described in the following section, research indicates that campus recreation has the potential to bring great benefits to individual students and to the university as a whole.

### **The Value of the Recreation Center and Programming to the University Community**

There is growing research in the use of URCs as both a recruiter of prospective students (Lindsey & Sessoms, 2006; Woosnam, Dixon, & Brookover, 2006) and a vital component to the improvement of university community's overall well being (Artinger et al., 2006). Lindsey and Sessoms (2006) argue that prospective students identify readily available campus recreation facilities and programs as an important factor in deciding which school to attend. Previous research from Banta, Bradley, and Bryant (1991, as cited in Lindsey & Sessoms, 2006) demonstrates that facilities and

programming “serve as recruiting enhancements, increase overall satisfaction with the collegiate experience..., make positive contributions to an institution’s retention efforts..., [and facilitate] greater satisfaction of college choice and an increased likelihood of persistence (retention)” (p. 30). Other research validates the importance of recreation to prospective students. Banta, Bradley, and Bryant (1991) found that 30% of students deem URCs and programs to be “an important to very important factor in their decision to attend their particular institution” (p. 31).

Additional research by Woosnam, Dixon, and Brookover (2006) provides confirmation of the utility URCs have as recruitment tools. Increasingly, new recreation facilities are a signature stop on campus tours and recruitment events (Lamont, 1991; Letawsky, Schneider, Pedersen, & Palmer, 2003, as cited in Woosnam et al., 2006). In fact, some research indicates the URC is the second most important factor—after academics—in a student’s decision to attend a school (Managhan, 1984, as cited in Woosnam et al., 2006). Similarly, Woosnam et al. (2006) surveyed incoming freshman at Clemson University and found that eighty percent of respondents reported they were “informed about and impressed with the university’s recreation facilities prior to attending” (p. 71).

Campus recreation administrators have long argued that a student’s participation in recreational programming contributes to his or her academic success. Furthermore, this contention is used to justify increased spending for new facilities, updated technology, and enhanced programs. As cited in Artinger et al. (2006), these claims are being validated. Benefits of campus recreation participation include acceptance into social networks (Bryant, Bradley, & Milbourne, 1994; Christie & Dinham, 1991), student development (Geller, 1980; Nesbitt, 1993, 1998; Todaro, 1993), increased grade point average (Belch, Gebel, & Mass, 2001), enhanced self-esteem (Collins, Valerius, King, & Graham, 2001; Haines, 2001; Kanters & Forrester, 1997a, 1997b), and stress reduction (Kanters, 2000; Ragheb & McKinney, 1983).

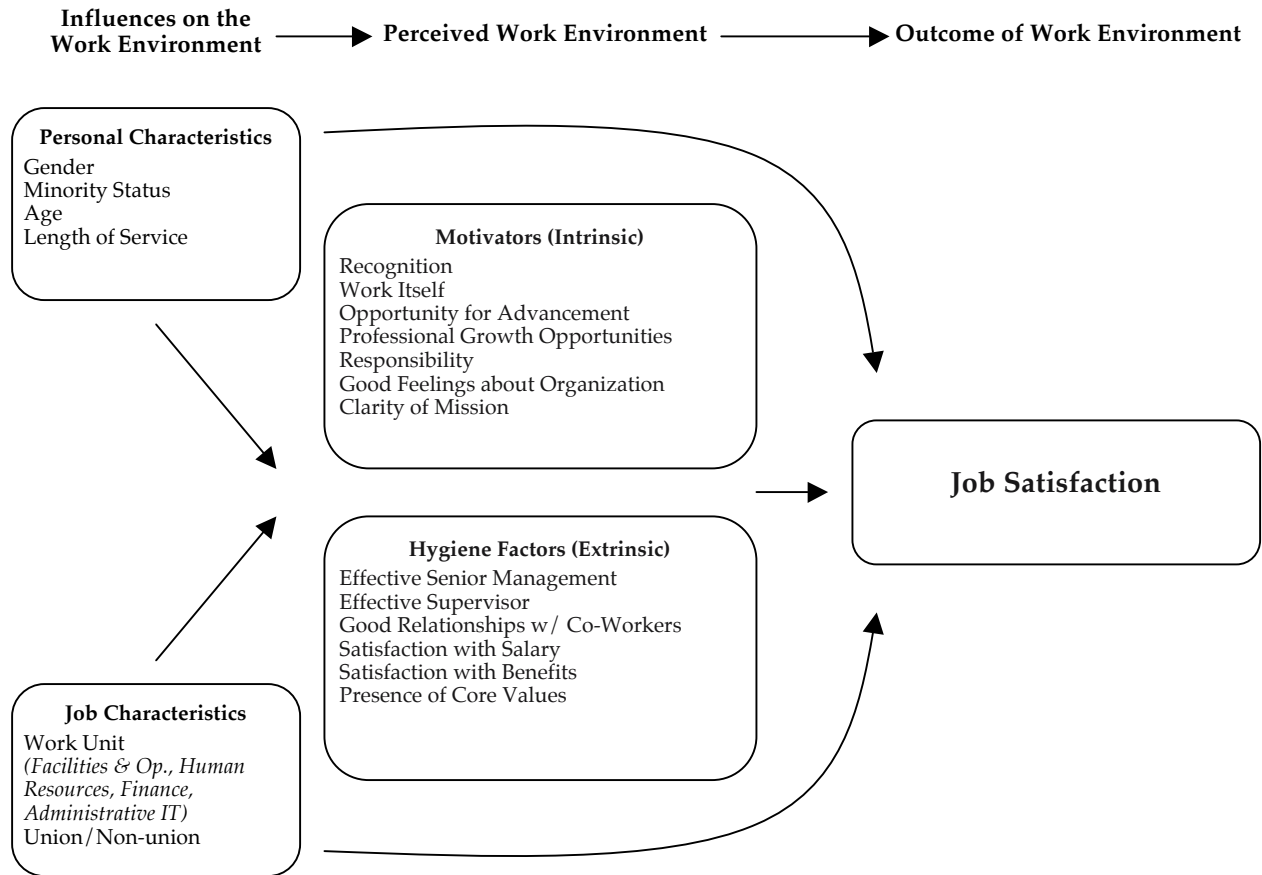
The validation that campus recreation programming and physical facilities highly impact a prospective student’s decision to attend a particular university as well as the positive benefits of participating in recreation-related activities illustrate the need for administrators to design and cultivate a first-class recreational program. The development of a quality staff is paramount to the successful management of quality programming. As mentioned above, however, staff recruitment is not dedicated solely

to full-time, professional administrators; the majority of positions available at the URC and campus recreation programming are for part-time students (Turner, Jordan, & DuBord, 2005). Therefore, this project will focus on these employees.

This project tests the hypothesized factors outlined in Chapter 3 to determine which factors have differences in job satisfaction among part-time employees in a campus recreation setting. Building on the premise that high job satisfaction can positively influence job performance (Bagozzi, 1980; Bateman & Organ, 1983), this study argues that a greater understanding of these factors help campus recreation administrators better respond to their employees' needs, creating a more efficient and productive campus recreation program. As this section has demonstrated, a better campus recreation program has significant positive effects on the university community as a whole.

### **The Benchmark Study of Job Satisfaction Within a Higher Education Setting**

In 2007, Smerek and Peterson published "Examining Herzberg's Theory: Improving Job Satisfaction among Non-Academic Employees at a University." Their study of 2,700 business operations employees at a large, public university seeks to answer three critical questions: (1) to what extent do personal and job characteristics affect job satisfaction?; (2) what factors influence job satisfaction most?; and (3) are Herzberg's duality theory of motivators and hygiene factors applicable in a higher learning environment? (p. 229-230). Smerek and Peterson's conceptual model illustrates the relationships between job satisfaction and job characteristics.



**Figure 2.1. Model for assessing job satisfaction** (Smerek & Peterson, 2007, p. 233)

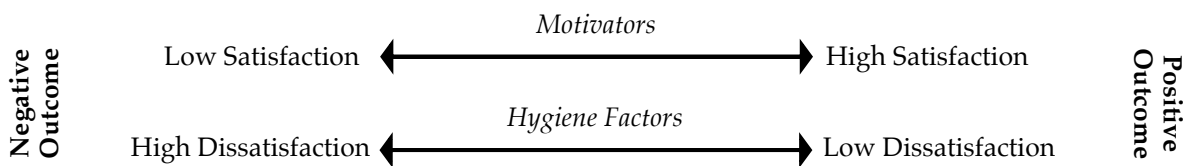
In their model, Smerek and Peterson seek to evaluate the influences of personal characteristics, job characteristics, and the work environment (in the employee’s perception) on job satisfaction. Their theory is based on a well-known study that grouped satisfaction correlates into two separate groupings.

Application of Herzberg et al.’s Motivation-Hygiene Theory

Smerek and Peterson’s work is based on Herzberg, Mausner, and Snyderman’s *The Motivation to Work* (1959), in which the authors categorized a series of factors that influence job attitudes based on interviews of over 200 engineers and accountants. Herzberg et al. identify two classifications of satisfaction factors. Hygiene factors—including *supervision, interpersonal relations, physical working conditions, salary, company policies and administrative practices, benefits, and job security*—are identified when individuals are unhappy with circumstances “not associated with the job itself but with conditions that *surround* the doing of the job” (p.113). On the other hand, motivators—

including *achievement, recognition, work itself, responsibility, advancement, and growth*—are factors which provide an individual’s sense of self-actualization: “Man tends to actualize himself in every area of his life, and his job is one of the most important areas. ... It is only from the performance of a task that the individual can get the rewards that will reinforce his aspirations” (p. 114).

Herzberg et al. distinguish hygiene factors and motivators into two unique continuums. Typically, satisfaction and dissatisfaction are represented on opposite ends of a single scale (Smerek & Peterson, 2007). Herzberg et al. argue that hygiene and motivator factors are two independent, unrelated concepts, and that hygiene factors represent dissatisfaction while motivators represent satisfaction. Herzberg contends, “The opposite of job satisfaction is not job dissatisfaction but, rather, *no* job satisfaction; and similarly, the opposite of dissatisfaction is not job satisfaction, but *no* job dissatisfaction” (1987, p. 4).



**Figure 2.1. Duality theory of job satisfaction** (Herzberg et al., 1959)

For example, if an individual’s perception of benefits (a hygiene factor) is low, his or her job dissatisfaction is high. However, if the perception of benefits improves, job dissatisfaction decreases. In this instance, job satisfaction is unaffected by any changes to hygiene factors. Herzberg et al.’s duality theory of motivators and hygiene factors has been met with mixed reviews (see Behling, Labovitz, & Kosmo, 1968), but is generally accepted for its simplicity, rationality, and focus on employee development (Mitchell, Dowling, Kabanoff, & Larson, 1988).

Using Herzberg et al.’s premises as a theoretical framework, Smerek and Peterson developed a 109-question survey using a ten-point Likert scale that ranged from *strongly disagree* to *strongly agree*. The survey was directed to 2,754 business operations employees who represent the finance, facilities and operations, human

resources, and administrative information technology departments at a large public, research university.

Using a principle component analysis (PCA), Smerek and Peterson categorized seventy-five of the questions into thirteen primary elements that align with Herzberg et al.'s factors. Motivators include *recognition, work itself, opportunities for advancement, professional growth opportunities, responsibility, good feelings about organization, and clarity of mission*. Hygiene factors include *effective senior management, effective supervisor, good relationships with co-workers, satisfaction with salary, satisfaction with benefits, and presence of core values*. Furthermore, demographic information was included to identify differences in age, gender, minority status, and length of service. Additionally, three questions were asked to identify the individual's level of overall job satisfaction: (1) "Imagine your ideal job. How well does your current position compare to that ideal job?" (2) "Overall, how satisfied are you with your job?" and (3) "Consider all the expectations you had when you started your current job. To what extent does your current job fall short or exceed those expectations?" (p. 236). Finally, the PCA identified several of Herzberg et al.'s classifications that are not included in Smerek and Peterson's instrument, including *achievement, personal life, status, security, relationships with subordinates, and work conditions*.

## Results

Smerek and Peterson's study of the three primary research questions led to the conclusions that both personal characteristics (including age, gender, and minority-status) and job characteristics (unionization and sector) influence perceptions of job satisfaction. Next, to identify what factors predict job satisfaction most, they performed a regression analysis. Of Herzberg et al.'s motivators, *work itself* had a significant correlation with  $\beta = .35$ . Three additional motivators were strongly correlated to job satisfaction: *opportunity for advancement* ( $\beta = .15$ ), *responsibility* ( $\beta = .14$ ), and *clarity of mission* ( $\beta = -.13$ ). Three hygiene factors were determined to be strong predictors of job satisfaction: *effective senior management* ( $\beta = .10$ ), *effective supervisor* ( $\beta = .16$ ), and *satisfaction with salary* ( $\beta = .12$ ). Finally, Smerek and Peterson argue that their findings do not fully support Herzberg's theory that clear job satisfaction predictors become apparent from their analysis.

Smerek and Peterson cite previous research that developing high job satisfaction among employees is important to administrators because of its ethical and organizational significance. Based on their own research, they argue administrators should dedicate resources to three key predictors: *work itself, effective supervisors, and effective senior management*. Smerek and Peterson recommend supervisor training that focuses on the improvement of effective communicating, managing, and decision-making. Additionally, like Herzberg, their research suggests that many of the influences of job satisfaction can be manipulated (as opposed to external factors such as age, gender, and length of service).

#### Application to Additional Research

Unlike Herzberg et al.'s qualitative study, Smerek and Peterson were able to develop a reliable quantitative instrument to identify predictors of job satisfaction, thus making a replication study in a different environment more feasible. The study of a distinctive classification of employees in a completely unique setting not only provides a follow-up to Smerek and Peterson's findings, but also serves administrators in other applicable organizations. As the remainder of this document will show, the unique and diverse qualities of students employed part-time in university recreation departments may be put to better use with careful study of the factors influencing these employees' job satisfaction. Increasing these employees' satisfaction and, by extension, their productivity is essential to the health and efficiency of campus recreation programming as a whole. As demonstrated above, diverse and effective campus recreation opportunities contribute to a healthier and happier university community.



## CHAPTER 3

### METHODOLOGY

In this study of factors influencing employee satisfaction, several analyses are completed to assess which of Smerek and Peterson's (2007) original factors contributes to the variance in job satisfaction. As recognized in the literature review, two unique sets of factors—motivators and hygiene—are shown to impact job satisfaction in previous research models. Smerek and Peterson's Perceived Work Environment Factors scale provides a quantitative analytical approach to Herzberg et al.'s motivation-hygiene theory. Using Smerek and Peterson's model, specific factors found to influence job satisfaction are identified. After gaining an understanding of the factors that may influence job satisfaction in the literature review, three research questions to consider during field research are proposed.

Smerek and Peterson's examination of the factors that contribute to a full-time employee's job satisfaction provides a foundation for hypothesizing which specific factors should be studied as indicators of satisfaction. However, a desire to examine part-time student employees (a group for which there is a marked lack of job satisfaction research) leads to the first question:

*RQ1: What personal and job characteristics have differences in job satisfaction and satisfaction of perceived work environment factors among part-time student employees?*

The campus recreation profession's heavy reliance upon student employees necessitates the comprehension of the qualities that positively and negatively influence student job satisfaction. Additionally, with this knowledge, campus recreation administrators can better implement programming and methods that enhance their student staff's satisfaction. After reviewing the data, general recommendations for employers are made to improve job satisfaction among employees. Furthermore, with the evaluation of specific program areas, administrators can produce specialized assessments.

As discussed by Zhang et al. (2004), the evolution of the recreational sports department in the past twenty years has been dramatic. Once considered primarily a source of intramural programming, recreational sports departments at large universities

have become complex organizations with dynamic professional staffs overseeing specialized program areas, including intramural sports, aquatics, sports clubs, fitness, outdoor adventure, student wellness, and adaptive recreation. Close scrutiny of differences in job satisfaction levels between program areas provides professionals with an understanding of their specific staffs' attitudes and morale.

*RQ2: What differences exist in overall job satisfaction and satisfaction with perceived work environment factors between program areas?*

While all programs represent university recreational sports as a whole, each is unique in the types of jobs that are offered. As a result, a factor that influences job satisfaction highly in one program area may have less effect in another. For example, a lifeguard in the aquatics program may be impacted more by pay rate than grounds crew employees, as lifeguards must maintain costly safety certifications and can be enticed by higher pay rates at competing privately owned pools. In contrast, pay rates for entry-level maintenance and grounds crew jobs are typically consistent regardless of department.

Further research may identify program areas that produce higher stress, anxiety, and decreased job satisfaction. While knowledge of differences both within the department as well as between different employee types is useful, the identification of specific predictors of job satisfaction carries perhaps the most noteworthy implications to the general recreational sports field.

A comparison is made between employees from different program areas to determine whether significant differences exist. When such differences exist, examining them allows program heads to collaborate, compare their best practices, and produce initiatives to enhance satisfaction. Additionally, it may be possible to determine which program areas consistently produce the highest (and lowest) levels of job satisfaction. To accurately account for the differences in job satisfaction among program areas, a third research question evaluates how specific factors influence job satisfaction differently in various program areas.

*RQ3: What are the predictors of overall job satisfaction?*

The global objective of this descriptive research is to explain the relationship between Herzberg's hypothesized factors and job satisfaction. Through the scrutiny of the factors that significantly impact job satisfaction, administrators are afforded increased understandings of what makes employees happy. Data is collected in the

form of a questionnaire developed to identify both job satisfaction and its correlates. Additionally, comparisons between job satisfaction, its influencers, and program areas are made.

### **Participants**

The survey was made available to a sample of students employed in the recreation department of a large, public research university located in the southeastern United States. After consultation with directors of the university's recreational sports department, access to contact and survey the student employees was granted. Students were representative of a multitude of program areas within the department, including intramural sports, sport clubs, aquatics, fitness, wellness, and outdoor adventure recreation. At the time of the survey's administering, participants were required to (1) be eighteen years of age or older, (2) be enrolled in at least one class, (3) be employed by the recreational sports department, and (4) have worked for the department at least one academic period in the past.

Participants were instructed how to access the online survey via email and received access to the survey for two weeks. The decision to use an online survey for data collection was based on the ease of access for participants, the low cost of administering, the low environmental impact, and the fact the target sample did not require random selection. The survey was modified taking into account Dillman's (2007) web survey construction principles, which acknowledge the benefits of online questionnaires and provides suggestions for designs that reduce the occurrence of measurement and nonresponsive error.

### **Instruments**

Two different instruments were utilized in this project. The Michigan Organizational Assessment Questionnaire Job Satisfaction Subscale (MOAQ-JSS) was used to determine employee job satisfaction levels, and Smerek and Peterson's (2007) Perceived Work Environment Factors (PWEFs) scale allowed for the identification of the factors that influenced job satisfaction. Additionally, demographic information was collected, including age, gender, race, year in school, total academic periods employed, program area employed, responsibility level (supervisor versus non-supervisor), and academic major. Further, at the conclusion of the survey, participants were given the opportunity to provide an open-ended statement if they had additional comments, as recommended by Johnson and Christensen (2007).

The MOAQ-JSS is a simple, three-item instrument developed by Cammann et al. (1979). Participants respond to three statements: (1) “All in all I am satisfied with my job,” (2) “In general, I don’t like my job” (this item is reverse-scored), and (3) “In general, I like working here.” The MOAQ-JSS has many advantages over other job satisfaction surveys, including its concision and consideration of the emotional value of the term “job satisfaction.” First, the survey is much shorter—and, thus, less time-consuming—to complete; whereas other popular job satisfaction scales have over seventy items (Smith, Kendall, & Hulin, 1969; Weiss, Dawis, England, & Lofquist, 1967), the MOAQ-JSS has three. Second, Bowling and Hammond (2007) cite multiple sources that include some form of emotion in their definition of job satisfaction (Brief, 1998; Brief & Roberson, 1989; Organ & Near, 1985) and note the verbiage of the three items on the MOAQ-JSS includes the emotional aspect. This fact provides evidence of face validity for the measure of job satisfaction. Finally, while other surveys address specific job satisfaction contributors (i.e., satisfaction with coworkers or pay), the MOAQ-JSS measures the individual’s overall sense of satisfaction. Without constraining the term with a particular influencer, the individual’s overall sense of satisfaction—also known as global job satisfaction—can be measured.

Bowling and Hammond tested the scale’s reliability by calculating the mean internal consistency reliabilities, the range of internal consistency reliabilities across samples, and the test-retest reliability. Mean scores were provided using correlation coefficients during their meta-analysis. The results of the reliability analyses are presented in Table 3.1. Sufficient evidence existed which confirmed evidence of reliability regarding the job satisfaction subscale.

**Table 3.1. Internal consistency and test-retest reliability for the Michigan Organizational Assessment Job Satisfaction Subscale** (Bowling & Hammond, 2007, p. 69)

Internal-consistency reliability					Test-retest reliability				
<i>k</i>	<i>N</i>	Un-weighted <i>M</i>	Sample-weighted <i>M</i>	Range	<i>k</i>	<i>N</i>	Un-weighted <i>M</i>	Sample-weighted <i>M</i>	Range
79	30,623	.85	.84	.67, .94	4	746	.49	.50	.40, .64

*Note.* *K*, number of samples; *N*, total sample size.

To determine the construct validity of the MOAQ-JSS, Bowling and Hammond develop a nomological network to identify relationships of job satisfaction with external factors such as job attitudes, organizational justice, and psychological and physical

strains. Meta-analytic reliability estimates from Wanous, Reichers, and Hudy (1997) and Viswesvaran, Ones, and Schmidt (1996) are used to correct for unreliability in single-item turnover intention measures and inter-rater reliability in job performance ratings, respectively. The analysis of the instrument provides evidence of construct validity and reliability. Furthermore, Bowling and Hammond's meta-analyses indicate the quality of the instrument: "Given such evidence that the MOAQ-JSS is a reliable and valid measure of global job satisfaction, it may in many situations offer advantages over other popular measures of job satisfaction" (p. 72). Because the MOAQ-JSS is brief, includes the affective quality of job satisfaction in its verbiage, and is not limited to specific predictors of satisfaction, the decision was made to use the instrument instead of Smerek and Peterson's measure of job satisfaction.

Smerek and Peterson (2007) developed a conceptual model for assessing job satisfaction based on previous research, and divided the model into three primary categories: influences on the work environment (personal and characteristics), personal work environment (intrinsic and extrinsic factors), and job satisfaction (see Figure 2.1 for illustration of model). To test the conceptual model, a 109-item questionnaire was developed by "an internal team which was led by an organization development specialist in business operations along with a customer satisfaction consulting firm" (p. 235).

This study utilized a modified version of the content assessing variables associated with the work environment and variables associated with the personal work environment. Participants responded to the MOAQ-JSS and PWEF sections using a seven-point Likert scale, both of which range from *strongly disagree* to *strongly agree*. As described below, in the current study revisions were made to the instrument to allow for the terminology to be applicable to a recreational sports employee population.

### **Scale Modifications**

Several modifications were made to Smerek and Peterson's questionnaire. First, their three-item *job satisfaction* assessment was deleted and replaced by the MOAQ-JSS. In their development of the *job satisfaction* assessment, Smerek and Peterson conclude job satisfaction is based on "(1) whether a job meets expectations, (2) is close to an ideal job, and (3) how satisfied a person is with their job" (p. 234). However, because a large percentage of the participants in this study would be students working part-time jobs, it was hypothesized their reasons for seeking employment would be largely economical

(rather than career-oriented). Based on this assumption, “close to an ideal job” was not applicable to the part-time respondents. The MOAQ-JSS offered concise, yet broad statements that are better applied to a part-time population.

Additionally, in the interests of parsimony, Smerek and Peterson’s assessment was shortened by using the top four items (when applicable) from each of Smerek and Peterson’s groups, with one exception: the item asking “Overall, how would you rate your supervisor?” was omitted because the statement cannot be answered using a scale ranging with the anchors *strongly disagree* and *strongly agree*. The top four items from each group were based on Smerek and Peterson’s PCA, and each item has a loading above .40. Moreover, to avoid the necessity of standardizing results between the MOAQ-JSS and PWEF sections, the PWEF section’s original ten-point Likert scale was reduced to seven items. Furthermore, vocabulary was modified to reflect the student’s part-time status. To illustrate, under *satisfaction with salary*, “salary” was changed to “pay rate” in the wording of items to reflect the pay structure of student employees. In addition, *satisfaction with benefits* was omitted due to the lack of benefits received by student employees. Finally, inconsistencies in the terminology were corrected to avoid confusion between “the department,” which represents the university’s campus recreation area as a whole, and “the program,” which represents the specialized program areas within the department (i.e., intramural sports, aquatics, etc.). Additionally, definitions were provided to clarify the distinction between the two groups. Table 3.2 below lists the modified items as compared to the original items.

**Table 3.2. Factors and items of perceived work environment, original vs. revised**

Smerek & Peterson (2007)	Revised
<b>Motivators</b>	
<i>Recognition</i>	<i>Recognition</i>
My customers recognize my good work.	Patrons recognize my good work.
My contributions are valued by members of the University community outside of business & operations.	My contributions are valued by members of the University community outside of work.
In the last 7 days I have received recognition or praise for doing good work.	In the last 7 days I have received recognition for doing good work.
I get appropriate recognition when I have done something extraordinary.	I get appropriate recognition when I have done something extraordinary.
Expressions of thanks and appreciation are common in my unit/department.	(Omitted)

Table 3.2 – continued

Smerek & Peterson (2007)	Revised
<i>Work Itself</i>	<i>Work Itself</i>
I enjoy the type of work I do. My job is interesting. My job gives me a sense of accomplishment. I make a difference in my unit/ department.	I enjoy the type of work I do. My job is interesting. My job gives me a sense of accomplishment. I make a difference in my program.
<i>Opportunities for Advancement</i>	<i>Opportunities for Advancement</i>
Opportunities for advancement or promotion exist within the University. I know what is required for me to advance within the University. Internal candidates receive fair consideration for open positions. Information about job vacancies within the University is readily available.	Opportunities for advancement exist within the department. I know what is required for me to advance within the program. Internal candidates receive fair consideration for open positions. Information about job vacancies within the program is readily available.
<i>Professional Growth Opportunities</i>	<i>Professional Growth Opportunities</i>
My unit/ department offers the training or education that I need to grow in my job. I have received the necessary training to do my job well. I have had opportunities at work to learn and grow in the past year. There is someone at work who encourages my development.	The training that I need to grow in my job is available. I have received the necessary training to do my job well. I have had opportunities at work to learn in the past year. There is someone at work who encourages my development.
<i>Responsibility</i>	<i>Responsibility</i>
I have control over how I do my work. My opinion counts at work. I have a say in decisions that affect my work. The physical environment allows me to do my job. I have the necessary resources, tools or equipment to do my job.	I have control over how I do my work. My opinion counts at work. I have a say in the decisions that affect my work. The physical environment allows me to do my job. (Omitted)
<i>Good Feelings about Organization</i>	<i>Good Feelings about Organization</i>
I feel a strong sense of belonging to the University. I enjoy discussing the University with people who do not work here. I have a strong commitment to the University. I am proud to work for the University. I care about the future of the University.	I feel a strong sense of belonging to the department. I enjoy discussing the department with people who do not work here. I have a strong commitment to the department. I am proud to work for the department. (Omitted)
<i>Clarity of Mission</i>	<i>Clarity of Mission</i>
I understand how my work supports the mission of business operations. I understand how my work supports the University's mission of research, teaching and service. I understand how my work supports the mission of my unit/ department. I know what is expected of me at work. Work is organized so that each person can see the relationship between his/her job and the goals of the organization. The goals of my unit/ department are clear to me.	I understand how my work supports the mission of the department. I understand how my work supports the University's mission of research, teaching, and service. I understand how my work supports the mission of my program. I know what is expected of me at work. (Omitted)  (Omitted)





**Table 3.2 – continued**

Smerek & Peterson (2007)	Revised
<i>Presence of Core Values</i>	<i>Presence of Core Values</i>
Ignoring my business & operations core values at work will get you in trouble.	Ignoring my program’s core values at work will get you in trouble.
There is a clear set of values that governs the way we do business.	There is a clear set of values that governs the way we operate.
All units/ departments of business & operations share common values.	All programs in the department share common values.

To verify that the modifications to the instrument do not alter the original intent of the constructs, the scale authors were contacted to provide face validity on the changes. The authors verified that the adjustments to verbiage should not affect the instrument’s original content and validity. Furthermore, the scale developers supported the decision to decrease the number of survey questions (R. Smerek, personal communication, April 8, 2009).

### **Data Collection and Analysis**

Eligible participants were contacted via email with an explanation of the study as well as a link to the online instrument. They were advised on the anonymous and volunteer nature of the study. After two weeks, the survey was closed, and data was downloaded and stored electronically using PASW Statistics 18. An initial usability assessment verified the completeness of the responses and checked for questionable frequency responses. Mean group scores were calculated for job satisfaction and each PWEF. The reliability of the instrument was assessed using Cronbach’s alpha scores and item-to-total correlations, confirming the acceptable standard was met or exceeded. An analysis of variance procedure (ANOVA) was utilized to determine the extent, if any, to which demographic factors were correlated with job satisfaction.

Next, several analyses were executed to address the research questions. First, a global mean assessment identified the overall mean score of the participants. Next, an ANOVA computed whether differences existed in job satisfaction levels (dependent variable) by program area (independent variable). If differences between any of the demographic characteristics were detected, a post hoc analysis was performed to identify the specific relationship between satisfaction and its correlate(s). Finally, a backward stepwise regression analysis was performed to determine which motivators

accounted for overall job satisfaction. Kleinbaum, Kupper, Muller, and Nizam (1997) find the backward stepwise regression to be an appropriate—and preferred—method when performing exploratory analysis; that is, when there is a lack of a priori theories. Additionally, Berk (1978) contends backward elimination has shown better performance than other regression methods. In backward stepwise regression, independent variables (in this case, personal and job characteristics, perceived work environment factors) are tested against the dependent variable (overall job satisfaction) repeatedly, with the weakest factor being eliminated after each round of testing. After each round, data is recalculated, producing higher  $p$  values. In the following chapter, the results of this study are presented.

## CHAPTER 4

### RESULTS

The purpose of this study was to examine factors believed to influence job satisfaction among collegiate recreational sports student employees. As described in the proceeding chapter, previous research has assessed specific variables that have been found to affect satisfaction. Two modified instruments—the Perceived Work Environment Factors (PWEFs) and the Michigan Organizational Assessment Questionnaire Job Satisfaction Subscale (MOAQ-JSS)—provided the primary content for the survey used in this study. Additionally, demographic information was collected. Objectives of this research were to identify whether there existed variations in job satisfaction among employees, observe whether there were variations from program area to program area, and describe the specific factors that attributed to those variations. The results of the data collection are presented below.

#### **Sample Characteristics**

The Collegiate Recreational Sports Student Employee Job Satisfaction Questionnaire (CRSSE-JSQ) was administered to student employees of the recreational sports departments of a large, public research university located in the southeastern United States. To receive an invitation to participate, employees had to meet the following qualifications: a minimum age of eighteen years, currently enrolled in at least one credit hour, and previously employed by the department for at least one academic period. After the fall academic period had commenced for two weeks, eligible participants were contacted via email with a brief description of the study and the link for the online questionnaire. Participants were allotted two weeks to participate in the study, after which time access to the instrument was closed.

#### Response Rate

Of the 272 eligible employees, 146 responded to the online survey for a return rate of 53.7%. Of the returned questionnaires, eleven were rejected because the forms had missing data, resulting in a final usable response rate of 49.6% ( $n = 135$ ). Response rates varied by program area, as illustrated in Table 4.1. An email reminder was distributed at the midway point of data collection in an effort to encourage non-respondents to participate. However, little additional data was obtained. No effort was

made to ascertain the reason for non-responding, nor was an effort made to evaluate if differences existed between the respondents and non-respondents.

**Table 4.1. Response rates by program area<sup>a</sup>**

Program Area	# of Employees	% of Department	# of Responses	Response Rate
Aquatics	36	13.2%	24	66.7%
Facilities	55	20.2%	19	34.5%
Fitness & Wellness	75	27.6%	34	45.3%
Intramural Sports & Sport Clubs	69	25.4%	36	52.2%
Outdoor Adventure	37	13.6%	22	59.5%
Incomplete (removed)			(11)	
Total Working Sample	272		135	49.6%

<sup>a</sup> Data based on employees who met CRSSE-JSQ eligibility conditions.

### Demographic Characteristics

Information about nine demographic characteristics was collected in the instrument, the results of which are summarized in Table 4.2.

**Table 4.2. Demographic characteristics<sup>a</sup>**

	Frequency	%
Gender		
Female	70	51.9
Male	65	48.1
Age (y)		
(M=20.84; SD=1.54)		
18	5	3.7
19	14	10.4
20	45	34.1
21	34	25.2
22	21	15.6
23	5	3.7
24	4	3.0
≥25	6	4.4
Ethnicity		
American Indians or Alaska Native	1	.7
Asian	4	3.0
Black or African American	9	6.7
Native Hawaiian or Other Pacific Islander	1	.7
White	104	77.0
Other	16	11.9

Table 4.2 – continued

Classification	Frequency	%
Freshman	2	1.5
Sophomore	16	11.9
Junior	46	34.1
Senior	58	43.0
Graduate	13	9.6
Academic Periods Employed Previously <sup>b</sup> (M=2.67; SD=1.55)		
1	46	34.1
2	27	20.0
3	15	11.1
4	20	14.8
≥5	27	20.0
Program Area Employed		
Aquatics	24	17.8
Facilities	19	14.1
Fitness & Wellness	34	25.2
Intramural Sports & Sport Clubs	36	26.7
Outdoor Adventure	22	16.3
Do your job responsibilities include supervising other employees?		
Yes	54	40.0
No	81	60.0

<sup>a</sup> "Position title" and "academic major" were also collected but not included in this table. Position title assisted with classifying respondents' program area of employment. See Appendix D for responses to academic major.

<sup>b</sup> "Academic periods employed" does not include the current period and is vaguely phrased to encompass differing institutional policies (i.e., quarter, semester, term).

The respondents were nearly equally distributed by gender, with females making up 51.1% of the sample. The average age of participants was 20.84 years, and 77% of participants self-identified their ethnicity as White. The sample was primarily comprised of students currently in their senior year of study (43%). The average number of academic periods previously worked in the department was 2.67, and the majority of students were not employed in positions that required the supervision of other student employees (60%). The largest represented program area was Intramural Sports and Sport Clubs ( $n = 36$ ; 26.7%), followed by Fitness and Wellness ( $n = 34$ ; 25.2%), Aquatics ( $n = 24$ ; 17.8%), Outdoor Adventure ( $n = 22$ ; 16.3%), and Facilities ( $n = 19$ ; 14.1%), respectively. Of all academic majors, Exercise Science was most frequently reported ( $n = 23$ ; 17.2%). No other major accounted for more than 6% of the total sample. A complete listing of the forty-eight unique majors reported is available in Appendix D.

## Reliability Assessment

A key assumption in this study is the accuracy of previous validity assessments performed during the initial development of the instruments replicated here. Additionally, modifications to this instrument were observed and approved through evaluation by the scale’s original authors. This expert review provides evidence of the scale’s face validity.

To test the homogeneity of the survey items, the internal reliability of the job satisfaction instrument was analyzed using Cronbach’s alpha and item-to-total correlation tests. The purpose of using coefficient alpha is to estimate the interrelatedness of specific items (Johnson & Christensen, 2007). In nonclinical experimenting, a coefficient alpha of .70 or higher is considered acceptable (Nunally & Berstein, 1994). Similarly, item-to-total correlations were calculated to identify problematic scale items that contributed to lower alpha coefficients. According to Zaichkowsky (1985), any item with an item-to-total correlation under .50 should be removed in order to maximize the reliability of the instrument. The results from the initial reliability examination are illustrated in Table 4.3.

**Table 4.3. Internal consistency of group and scale items**

	Item-to-total correlation	$\alpha$
<i>Job Satisfaction</i>		
All in all I am satisfied with my job.	.72	.79
In general, I don’t like my job.	.52	
In general, I like working here.	.71	
<i>Recognition</i>		
Patrons recognize my good work.	.43	.66
My contributions are valued by members of the University community outside of work.	.50	
In the last 7 days I have received recognition for doing good work.	.39	
I get appropriate recognition when I have done something extraordinary.	.52	
<i>Work Itself</i>		
I enjoy the type of work I do.	.59	.82
My job is interesting.	.71	
My job gives me a sense of accomplishment.	.75	
I make a difference in my program.	.55	
<i>Opportunities for Advancement</i>		
Opportunities for advancement exist within the department.	.67	.84
I know what is required for me to advance within the program.	.73	
Internal candidates receive fair consideration for open positions.	.71	
Information about job vacancies within the program is readily available.	.57	

Table 4.3 – continued

	Item-to-total correlation	$\alpha$
<i>Professional Growth Opportunities</i>		.83
The training that I need to grow in my job is available.	.74	
I have received the necessary training to do my job well.	.62	
I have had opportunities at work to learn in the past year.	.70	
There is someone at work who encourages my development.	.57	
<i>Responsibility</i>		.79
I have control over how I do my work.	.60	
My opinion counts at work.	.73	
I have a say in the decisions that affect my work.	.65	
The physical environment allows me to do my job.	.46	
<i>Good Feelings about Organization</i>		.87
I feel a strong sense of belonging to the department.	.72	
I enjoy discussing the department with people who do not work here.	.58	
I have a strong commitment to the department.	.80	
I am proud to work for the department.	.83	
<i>Clarity of Mission</i>		.90
I understand how my work supports the mission of the department.	.80	
I understand how my work supports the University's mission of research, teaching, and service.	.76	
I understand how my work supports the mission of my program.	.86	
I know what is expected of me at work.	.69	
<i>Effective Senior Management</i>		.92
The directors keep employees informed.	.82	
The directors effectively communicate the goals and strategies of our program.	.85	
The directors demonstrate leadership practices that are consistent with the stated values of our program.	.84	
<i>Effective Supervisor</i>		.96
My supervisor communicates well.	.90	
My supervisor manages people effectively.	.93	
My supervisor is an effective decision-maker.	.92	
My supervisor creates an environment that fosters trust.	.89	
<i>Good Relationships with Coworkers</i>		.91
I trust my coworkers.	.95	
I am consistently treated with respect by my coworkers.	.74	
I can count on my coworkers to help out when needed.	.85	
My coworkers and I work as part of a team.	.76	
<i>Satisfaction with Pay Rate</i>		.87
My pay rate is competitive when compared to similar jobs.	.75	
I am fairly paid for the work I do.	.78	
Pay increases are appropriate.	.63	
I understand how my base pay rate is determined.	.71	
<i>Presence of Core Values</i>		.82
Ignoring my program's core values at work will get you in trouble.	.64	
There is a clear set of values that governs the way we operate.	.71	
All programs in the department share common values.	.66	

The job satisfaction items and twelve (of thirteen) factor groups returned alpha scores of .70 or greater. Because of the low alpha score ( $\alpha = .66$ ) the decision was made to eliminate *recognition* from further analyses. Further, the only items with an item-to-total coefficient under .50 were scale items grouped under *recognition*. Upon further calculation, it was determined that the removal of any of these items from the group would not lift the Cronbach's alpha for *recognition* above the acceptable standard, further validating the decision to delete the entire group from analysis. The subsequent analyses included the remaining 12 job satisfaction factors.

### Factors Influencing Job Satisfaction

#### Personal Characteristics

Following the reliability assessment, the impact of personal characteristics on job satisfaction and perceived work environment factors (PWEFs) was tested using analysis of variance (ANOVA) procedures. The  $p$  values were evaluated, and any  $p$  value below .05 was deemed significant (Johnson & Christensen, 2007).

Tests of gender with job satisfaction revealed female employees reported higher values of *satisfaction with pay rate* compared to males. No other significant relationship was detected. For complete analysis, refer to Table 4.4.

**Table 4.4. ANOVA of gender with job satisfaction and PWEFs**

	Female ( $n = 70$ )		Male ( $n = 65$ )		$F$	$p$	Sig.
	$M$	$SD$	$M$	$SD$			
<b>Job Satisfaction</b>	6.1	1.2	6.1	.9	.00	.99	n.s.
<b>Motivators</b>							
Work Itself	5.9	1.0	5.8	.9	.50	.50	n.s.
Opportunities for Advancement	5.6	1.1	5.4	1.1	1.30	.26	n.s.
Professional Growth Opportunities	6.1	1.0	6.0	.9	.21	.65	n.s.
Responsibility	5.7	1.0	5.6	1.0	.26	.61	n.s.
Good Feelings about Organization	6.0	1.0	5.7	1.1	1.86	.18	n.s.
Clarity of Mission	5.9	1.0	5.8	.9	.22	.64	n.s.
<b>Hygiene Factors</b>							
Effective Senior Management	5.9	1.2	5.8	1.0	.30	.59	n.s.
Effective Supervisor	5.7	1.5	5.8	1.1	.04	.85	n.s.
Good Relationships with Coworkers	6.0	.9	6.0	.9	.00	.96	n.s.
Satisfaction with Pay Rate	4.9	1.5	4.1	1.7	7.43	.00	**
Presence of Core Values	5.9	1.0	5.8	.9	.41	.52	n.s.

1 = Strongly Disagree; 7 = Strongly Agree; n.s. = not significant; \*\*  $p < .01$  (two tailed).



Results from the ANOVA testing comparisons between job satisfaction and minority status, age, previous academic periods employed, and class rank, respectively, failed to identify any significant relationships. This series of analyses are reported in Tables 4.5-4.7 and Table 4.9.

**Table 4.5. ANOVA of minority status with job satisfaction and PWEFs**

	Minority ( <i>n</i> = 31)		Non-Minority ( <i>n</i> = 104)		<i>F</i>	<i>p</i>	Sig.
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
<b>Job Satisfaction</b>	6.0	1.2	6.2	1.0	.66	.42	n.s.
<b>Motivators</b>							
Work Itself	5.8	.9	5.8	1.0	.01	.94	n.s.
Opportunities for Advancement	5.4	1.1	5.6	1.1	.61	.44	n.s.
Professional Growth Opportunities	5.9	1.0	6.1	1.0	.66	.42	n.s.
Responsibility	5.5	1.0	5.7	1.0	.58	.45	n.s.
Good Feelings about Organization	5.8	1.1	5.7	1.1	.46	.50	n.s.
Clarity of Mission	5.9	.9	5.9	1.0	.00	.98	n.s.
<b>Hygiene Factors</b>							
Effective Senior Management	5.6	1.2	5.9	1.2	1.85	.18	n.s.
Effective Supervisor	5.4	1.5	5.4	1.5	2.56	.11	n.s.
Good Relationships with Coworkers	5.8	.9	5.8	.9	2.82	.09	n.s.
Satisfaction with Pay Rate	4.4	1.7	4.4	1.7	.40	.53	n.s.
Presence of Core Values	5.8	1.0	5.8	1.0	.06	.81	n.s.

1 = Strongly Disagree; 7 = Strongly Agree; n.s. = not significant.

Table 4.6. ANOVA of age with job satisfaction and PWEFs

Factors	Program Areas												F	p	Sig.
	18-19 (n = 19)		20 (n = 45)		21 (n = 35)		22 (n = 21)		≥23 (n = 15)						
	M	SD	M	SD	M	SD	M	SD	M	SD					
<b>Job Satisfaction</b>	6.4	1.3	6.1	1.0	5.9	1.2	6.3	.6	6.2	.92	1.03	.40	n.s.		
<b>Motivators</b>															
Work Itself	6.1	1.0	5.6	1.1	5.6	.9	6.0	.7	6.2	.6	1.75	.14	n.s.		
Opportunities for Advancement	5.9	1.2	5.5	1.2	5.6	1.0	5.5	1.1	5.2	1.0	1.03	.40	n.s.		
Professional Growth Opportunities	6.2	1.2	5.9	1.0	6.0	1.0	6.2	.6	6.0	.8	.71	.59	n.s.		
Responsibility	5.9	1.1	5.6	1.2	5.5	1.0	5.7	.7	5.6	.8	.69	.60	n.s.		
Good Feelings about Organization	6.0	1.3	5.7	1.2	5.9	1.0	6.0	.9	5.9	.7	.42	.80	n.s.		
Clarity of Mission	6.1	1.2	5.7	1.2	5.8	.8	6.1	.8	6.0	.8	.64	.63	n.s.		
<b>Hygiene Factors</b>															
Effective Senior Management	6.3	1.1	5.7	1.3	6.0	.9	5.8	1.1	5.7	1.2	1.00	.41	n.s.		
Effective Supervisor	6.2	1.1	5.6	1.4	5.7	1.3	5.9	1.3	5.6	1.6	.81	.52	n.s.		
Good Relationships with Coworkers	6.3	1.1	6.0	1.0	5.9	.7	6.0	.7	6.0	.8	.68	.61	n.s.		
Satisfaction with Pay Rate	5.4	1.3	4.6	1.7	4.2	1.7	4.3	1.8	4.4	1.2	1.80	.13	n.s.		
Presence of Core Values	6.0	1.2	5.8	1.0	5.8	1.0	6.1	.8	5.7	1.0	.62	.65	n.s.		

1 = Strongly Disagree; 7 = Strongly Agree; n.s. = not significant.

Table 4.7. ANOVA of class rank with job satisfaction and PWEFs

Factors	Program Areas												F	p	Sig.
	Freshman (n = 2)		Sophomore (n = 16)		Junior (n = 46)		Senior (n = 58)		Graduate (n = 13)						
	M	SD	M	SD	M	SD	M	SD	M	SD					
<b>Job Satisfaction</b>	6.7	.5	6.3	1.3	6.1	1.1	6.1	.9	6.1	.9	.36	.84	n.s.		
<b>Motivators</b>															
Work Itself	5.5	1.1	6.0	1.0	5.7	1.2	5.8	.8	6.1	.6	.53	.72	n.s.		
Opportunities for Advancement	5.5	.7	5.9	1.3	5.5	1.2	5.6	1.0	5.0	1.0	1.22	.30	n.s.		
Professional Growth Opportunities	6.0	0	6.1	1.2	6.0	1.0	6.0	.8	5.9	.83	.13	.97	n.s.		
Responsibility	5.4	.9	5.8	1.2	5.5	.9	5.5	.9	5.8	.6	.32	.87	n.s.		
Good Feelings about Organization	5.9	0	5.9	1.3	5.8	1.3	5.9	.9	5.9	1.1	.21	.93	n.s.		
Clarity of Mission	6.0	0	5.9	1.3	5.8	1.2	5.9	.7	5.7	.8	.26	.26	n.s.		
<b>Hygiene Factors</b>															
Effective Senior Management	5.8	.2	6.2	1.3	5.8	1.3	5.9	1.0	5.5	1.2	.63	.64	n.s.		
Effective Supervisor	6.0	0	6.0	1.3	5.8	1.4	5.8	1.3	5.3	1.6	.55	.70	n.s.		
Good Relationships with Coworkers	6.1	.2	6.2	1.2	6.1	1.0	5.9	.7	5.9	.7	.46	.76	n.s.		
Satisfaction with Pay Rate	4.8	.3	5.3	1.4	4.6	1.8	4.3	1.7	4.4	1.1	1.07	.37	n.s.		
Presence of Core Values	6.0	0	5.9	1.3	5.9	1.0	5.9	.9	5.5	.86	.66	.66	n.s.		

1 = Strongly Disagree; 7 = Strongly Agree; n.s. = not significant.

## Job Characteristics

The next analysis included correlations of job characteristics—supervisory responsibilities and previous academic periods employed—with job satisfaction and PWEFs were examined. An ANOVA test was utilized to study whether the responsibilities of an individual’s job (in the form of supervision of peers versus non-supervision of peers) impacted job satisfaction and PWEFs. Significant correlations were observed with two PWEFs. The results provide evidence that employees who did not have supervising responsibilities reported stronger agreement with the ideas that they had *good feelings about organization* and *satisfaction with pay rate*. Table 4.8 presents these results of the analysis pertaining to job characteristics.

**Table 4.8. ANOVA of supervisor status with job satisfaction and PWEFs**

	Supervisor ( <i>n</i> = 81)		Non-Supervisor ( <i>n</i> = 54)		<i>F</i>	<i>p</i>	Sig.
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
<b>Job Satisfaction</b>	6.2	.8	6.0	1.2	.85	.40	n.s.
<b>Motivators</b>							
Work Itself	6.0	.8	5.7	1.0	2.38	.13	n.s.
Opportunities for Advancement	5.7	1.0	5.4	1.1	2.32	.13	n.s.
Professional Growth Opportunities	6.1	.8	6.0	1.0	.59	.45	n.s.
Responsibility	5.8	.9	5.5	1.1	1.38	.24	n.s.
Good Feelings about Organization	6.1	.9	5.7	1.2	4.60	.03	*
Clarity of Mission	6.0	.9	5.8	1.1	1.01	.32	n.s.
<b>Hygiene Factors</b>							
Effective Senior Management	5.9	1.1	5.8	1.2	.06	.80	n.s.
Effective Supervisor	5.8	1.2	5.7	1.4	.07	.79	n.s.
Good Relationships with Coworkers	5.8	.8	6.1	.9	.85	.36	n.s.
Satisfaction with Pay Rate	4.9	1.5	4.3	1.7	5.18	.02	*
Presence of Core Values	6.0	.9	5.8	1.0	.36	.36	n.s.

1 = Strongly Disagree; 7 = Strongly Agree; n.s. = not significant; \* *p* < .05 (two tailed).

No significant relationship was found between length of service and job satisfaction or between length of service and PWEFs. The results of the analysis of length of employment are reported in Table 4.9.

Table 4.9. ANOVA of previous academic period(s) employed with job satisfaction and PWEFs

Factors	Previous Academic Period(s) Employed												F	p	Sig.
	One (n = 46)		Two (n = 27)		Three (n = 15)		Four (n = 20)		≥Five (n = 27)						
	M	SD	M	SD	M	SD	M	SD	M	SD					
<b>Job Satisfaction</b>	6.1	1.4	6.3	.7	6.3	.7	6.3	.8	5.7	1.0	1.55	.19	n.s.		
<b>Motivators</b>															
Work Itself	5.8	1.1	5.6	1.2	5.9	.9	6.1	.7	5.7	.9	.80	.53	n.s.		
Opportunities for Advancement	5.4	1.2	5.6	.9	5.8	1.0	5.8	1.0	5.3	1.3	.86	.49	n.s.		
Professional Growth Opportunities	5.9	1.2	6.1	.7	6.0	.7	6.3	.8	6.0	.9	.48	.75	n.s.		
Responsibility	5.5	1.3	5.7	.7	5.7	.9	5.7	.9	5.6	.9	.28	.89	n.s.		
Good Feelings about Organization	5.8	1.2	5.8	1.0	5.7	1.1	6.2	.7	5.9	1.1	.70	.60	n.s.		
Clarity of Mission	5.8	1.2	5.8	.9	5.9	.9	6.1	.8	6.0	.9	.46	.77	n.s.		
<b>Hygiene Factors</b>															
Effective Senior Management	5.9	1.2	6.1	.8	5.8	1.0	5.9	1.3	5.5	1.2	.93	.45	n.s.		
Effective Supervisor	5.7	1.6	6.2	.7	5.7	1.1	6.0	1.4	5.2	1.3	1.94	.11	n.s.		
Good Relationships with Coworkers	6.2	1.0	6.1	.7	5.9	.9	5.9	1.0	5.7	.7	1.15	.34	n.s.		
Satisfaction with Pay Rate	4.5	1.7	4.8	1.5	4.2	1.5	4.3	1.7	4.7	1.7	.47	.76	n.s.		
Presence of Core Values	5.9	1.1	5.9	.8	5.6	1.2	6.1	.7	5.9	.8	.57	.69	n.s.		

1 = Strongly Disagree; 7 = Strongly Agree; n.s. = not significant.

### Program Area

A one-way ANOVA procedure was performed to determine the extent to which program areas influenced job satisfaction and PWEFs. The test revealed differences between program area and *satisfaction with pay rate* was likely caused by factors other than chance. The results of the variance analysis are reported in Table 4.12.

A post hoc analysis provided evidence that Intramural Sports and Sport Clubs and Aquatics reported significantly higher reported *satisfaction with pay rate* as compared to Fitness and Wellness and Aquatics (see Table 4.10).

**Table 4.10. Post hoc analysis (Scheffé) of program area and satisfaction with pay rate**

Program Area Employed	n	Subset for $\alpha = .05$	
		1	2
Fitness & Wellness	34	3.59	
Aquatics	23	4.02	
Outdoor Adventure	22	4.30	4.30
Intramural Sports & Sport Clubs	36		5.42
Facilities	19		5.50

*Note.* Due to unequal group sizes, used harmonic mean sample size = 25.16.

### Predictors of Job Satisfaction

A backward stepwise regression was performed to identify the personal characteristics, job characteristics, and PWEFs that had strong associations with job satisfaction. Six factors were determined to be significant predictors of overall job satisfaction. Of the predictors, one was a job characteristic, two were motivators, and three were hygiene factors, respectively. Five determinants were positively associated. The most powerful and significant job satisfaction predictor was *effective supervisor* ( $\beta = .40$ ). *Good feelings about organization* ( $\beta = .39$ ), *good relationships with coworkers* ( $\beta = .21$ ), *program area* ( $\beta = .16$ ), and *work itself* ( $\beta = .12$ ) were also significant positive predictors. *Presence of core values* ( $\beta = -.32$ ) was found to have a negative and significant relationship with job satisfaction. Based on the  $R^2$  value, the six items predicted 63% of the variability of job satisfaction. The results of the regression analysis are presented in Table 4.11.

**Table 4.11. Predictors of job satisfaction**

	B	SE B	Beta	$p^a$
<b>Constant</b>	-.37	1.82		
<b>Personal Characteristics</b>				
Age	.71	.10	.08	n.s.
Gender	.35	.13	.02	n.s.
Minority Status	-.13	.15	-.05	n.s.
Year in School	-.12	.07	-.10	n.s.
<b>Job Characteristics</b>				
Semesters Employed Previously	-.02	.05	-.02	n.s.
Program Area	.12	.05	.16	*
<b>Motivators</b>				
Work Itself	.14	.12	.12	*
Opportunities for Advancement	.05	.10	.05	n.s.
Professional Growth Opportunities	.18	.18	.15	n.s.
Responsibility	-.13	.12	-.01	n.s.
Good Feelings about Organization	.39	.12	.39	*
Clarity of Mission	.03	.15	.03	n.s.
<b>Hygiene Factors</b>				
Effective Senior Management	-.14	.14	-.15	n.s.
Effective Supervisor	.32	.10	.40	**
Good Relationships with Coworkers	.25	.10	.21	*
Satisfaction with Pay Rate	.05	.05	.07	n.s.
Presence of Core Values	-.35	.13	-.32	*

$R^{2b} = .63$

<sup>a,b</sup>  $p$  and  $R^2$  reflect final values in backward stepwise regression procedure.  
 Note.  $n = 135$ ; n.s. = not significant; \*  $p < .05$ ; \*\*  $p < .001$ .

Table 4.12. ANOVA of program area with job satisfaction and PWEFs

Factors	Program Areas												F	p	Sig.
	Aquatics (n = 24)		Facilities (n = 19)		Fitness & Wellness (n = 34)		IM Sports & Sport Clubs (n = 36)		Outdoor Adventure (n = 22)						
	M	SD	M	SD	M	SD	M	SD	M	SD					
<b>Job Satisfaction</b>	5.9	1.3	6.3	1.0	5.9	1.2	6.3	0.7	6.4	1.0	1.53	.20	n.s.		
<b>Motivators</b>															
Work Itself	5.7	1.0	5.5	1.2	6.0	0.9	6.0	0.8	5.7	1.0	1.06	.40	n.s.		
Opportunities for Advancement	5.7	1.2	5.6	1.2	5.2	1.2	5.7	0.9	5.5	1.1	1.06	.38	n.s.		
Professional Growth Opportunities	6.1	1.2	6.0	0.9	6.0	0.9	6.1	0.7	5.9	1.0	.15	.87	n.s.		
Responsibility	5.7	1.1	5.6	1.0	5.4	1.1	5.8	0.8	5.7	1.1	.64	.63	n.s.		
Good Feelings about Organization	6.0	1.1	6.0	0.9	5.7	1.0	6.1	0.9	5.9	1.1	2.04	.09	n.s.		
Clarity of Mission	6.0	1.1	5.8	1.1	5.8	1.0	6.0	0.8	5.7	1.2	.52	.72	n.s.		
<b>Hygiene Factors</b>															
Effective Senior Management	6.1	1.2	5.8	1.5	5.7	1.1	6.0	0.8	5.8	1.4	.70	.60	n.s.		
Effective Supervisor	5.8	1.2	5.7	1.6	5.6	1.5	6.0	1.0	5.7	1.5	.40	.81	n.s.		
Good Relationships with Coworkers	6.0	1.1	6.2	0.6	5.9	0.9	5.9	0.8	6.0	1.0	.37	.83	n.s.		
Satisfaction with Pay Rate	4.0	1.6	5.5	1.2	3.6	1.8	5.4	1.1	4.3	1.5	9.91	.00	**		
Presence of Core Values	5.9	1.1	6.1	0.8	5.6	1.0	6.1	0.8	5.6	1.3	1.16	.33	n.s.		

1 = Strongly Disagree; 7 = Strongly Agree; n.s. = not significant; \*\* p < .01 (two-tailed).



## Précis

In review, the CRSSE-JSQ sought to identify the influencers of job satisfaction based on personal characteristics, job characteristics, and perceived work environment factors. An initial reliability assessment led to the deletion of one perceived work environment factor, *recognition* ( $\alpha = .66$ ). Next, an ANOVA of personal characteristics with job satisfaction and PWEFs identified one significant relationship: gender and *satisfaction with pay rate* ( $p < .001$ ). No significant link was made between job satisfaction and PWEFs, age, minority status, or class rank, respectively (see Tables 4.5-.7). Employees who were responsible for the supervision of other employees reported significantly higher scores in *good feelings about organization* and *satisfaction with pay rate* ( $p < .05$ ). Next, an ANOVA detected a significant differentiation between program areas and *satisfaction with pay rate* (see Table 4.12). Post hoc analysis revealed the Fitness and Wellness program and the Aquatics program has lower contentment for pay than did the Intramural Sports and Sport Clubs program and Facilities program (see Table 4.10). Finally, a backward stepwise regression analysis was computed to identify clear predictors of overall job satisfaction. Investigation revealed six significant predictors (see Table 4.11). *Effective supervisor* was significantly linked to job satisfaction ( $\beta = .40$ ,  $p < .001$ ). *Good feelings about organization* ( $\beta = .39$ ,  $p < .05$ ), *good relationships with coworkers* ( $\beta = .21$ ,  $p < .05$ ), *program area* ( $\beta = .16$ ,  $p < .05$ ), and *work itself* ( $\beta = .12$ ,  $p < .05$ ) each were positively associated with job satisfaction. Conversely, *presence of core values* was found to have a negative relationship with job satisfaction ( $\beta = -.32$ ,  $p < .05$ ). In sum, the above predictors explained 63% of the job satisfaction variability. In the closing chapter, detailed analysis of the results, along with a discussion of the implications and a call for additional research, are presented.

## CHAPTER 5

### DISCUSSION & CONCLUSION

The intention of this study was to evaluate previously defined contributors to employee job satisfaction in the unique group and setting of student employees in collegiate recreational sports. While job satisfaction research has been expansive, only a limited amount of literature currently exists in the field of campus recreation. Replicating two previous projects—one that tested global job satisfaction and a second that identified job satisfaction predictors—I observed the personal characteristics, job characteristics, and perceived work environment factors which contributed to job satisfaction among part-time student employees. In this chapter, I will report and discuss the findings of the research. First, literature on the topic is reintroduced and summarized. Next, I will provide a general discussion of the findings. Third, implications to the sample department are theorized. Fourth, I will discuss contributions to the collegiate recreational sports field in general. Fifth, I will summarize this study's limitations, as well as provide suggestions for future research of the topic. Finally, an overall conclusion of the study is presented.

#### **Introduction**

Bardett and McKinney (2004) assert that job satisfaction is among the most researched foci in employee and organizational behavior literature. Previous research has argued for the ethical, financial, and practical implications of job satisfaction (Balzer et al., 1997). Furthermore, positive job satisfaction has previously been linked with increased motivation to increase performance output (Borjas, 1979; Freeman, 1978; Katzell et al., 1992; Lawler & Porter, 1967; Locke, 1969), the offering of more support for organizational improvement (Avery et al., 1989), the tendering of more courteous customer support (Smucker & Kent, 2004), and possession of greater organizational commitment (Ansari et al., 1982).

The work of Frederick Herzberg is among the most recognized in the job satisfaction literature. Herzberg's development of the dual theory of satisfaction presents a unique approach to understanding what makes people happy about their jobs and, perhaps more importantly, the consequences of that happiness. Other studies

have attempted to confirm or refute his theory, which continues to spark passionate discussion in organizational behavior academics today (Smerek & Peterson, 2007).

While much research has been presented on job satisfaction in mainstream work sectors, fewer studies have been performed on the emerging field of collegiate recreational sports. As discussed in Chapter 2, campus recreation activity has sharply inclined in the past twenty years (Zhang et al, 2004). Through both programming and facility expansion, the continued growth of the recreational sports department at higher education institutions has created increased responsibilities for recreation administrators (Zhang et al., 2004). The heavy reliance on student employees in this sector has created a very specific need to research the factors and methods that contribute to the overall quality of the department.

The scale utilized in this study is based on Smerek and Peterson's (2007) research of job satisfaction predictors. The scale incorporates other characteristics—including demographic and workplace traits—to assess the impact of uncontrollable factors. This current study provides a starting point for further research in the examination of job satisfaction within collegiate recreational sports.

### **General Discussion of Findings**

A complete analysis of the data is provided in Chapter 4. This section will highlight the most significant findings from the study.

#### Unreliability of Recognition Construct

During the reliability assessment of the results, the Cronbach's alpha score for *recognition* was below the minimally acceptable level. In response to the low score, I made the decision to remove the factor from further analysis. The removal of *recognition* is contrary to previous research. Smerek and Peterson (2007), for example, measured *recognition* and reported evidence of the factor's reliability. Further, they reported significant link between *recognition* and job satisfaction. Other research also supports the correlation of *recognition* and job satisfaction (Sharma & Jyoti, 2009).

One possible explanation for the low Cronbach's alpha score for *recognition* in this study is the lack of specificity in the overall broad terminology used in the wording of the items. For example, the item with the lowest item-to-total correlation (.39) was, "In the last 7 days I have received recognition for doing good work." Without adequately defining recognition as a verbal commendation from a supervisor, an extended lunch break, or a special mention in a weekly staff meeting, survey

participants may not have been able to recall such instances. Still, the generality of the items allows for participants to report their *perception* of each item, and providing specific examples may influence the results if the instrument is changed in future use.

In a similar study of recognition and job satisfaction utilizing an instrument other than the Perceived Work Environment Factors index, the act of recognition was perceived through acknowledgement of good work and positive reinforcement rather than financial reward (Sharma & Jyoti, 2009). Nevertheless, studies with similar items have yielded reliable results. Lee and Chang (2008) defined recognition externally by observations of supervisors, the general public, and colleagues. Further specification of the factors that define recognition may increase the reliability of the construct.

#### Gender and Satisfaction with Pay Rate

Data analysis of personal characteristics and PWEFs indicated a link between gender and *satisfaction with pay rate*. Overall, female employees expressed higher satisfaction (4.9) with pay than male employees (4.1). Research relating gender and salary satisfaction has had inconsistent results. In some studies, males report greater satisfaction with pay than females (see Tang & Talpade, 1999). Others find no link; for example, a study of job satisfaction correlates among logistics managers finds no significant difference based on gender when participants are asked if their annual income was meeting their expectations (Johnson, McClure, & Schneider, 1999).

The finding in this study is supported by other research that does find a link between gender and satisfaction with earnings. Dresher (1981) finds that women have a higher satisfaction with earning than males, even when salary is controlled for. Crosby (1982) describes the “paradox of the contented female worker” (p. 12) as an occurrence when female satisfaction with wages is higher than males despite receiving lower pay. In the current study, however, pay rates were equivalent between genders. Furthermore, Terpstra and Honoree (2003) identify four forms of pay equity and find that males are more concerned with individual/employee, internal, and procedural equity. *Individual equity* is based on the performance and contributions of an employee. Hence, in a situation where two employees have the same job, the employee who performs best should be paid more. *Internal equity* refers to the pay balance between jobs within the same organization. In a recreational sports context, a relevant example might be with an employee in aquatics being paid similarly to an employee in fitness. *Procedural equity* corresponds with the overall perception of fairness that occurs when

administrators are determining an appropriate pay rate. In the CRSSE-JSS, procedural equity may be evaluated by the item, "I understand how my base rate is determined." The fourth, *external equity*, is the perceived parity in pay when compared to similar jobs at other organizations; Terpstra and Honoree identify no significant disparity between males and females with regard to this type of equity. Following Terpstra and Honoree, the difference in satisfaction with pay rate by gender, as reported in the present study, may be explained by the male employees' greater concern with inequity in the three categories, while female employees are less concerned. The instrument for this study asked about satisfaction with pay generally, and so greater specificity would be needed to determine with which of the four forms of equity males and females are more affected by. In recognition of research like Terpstra and Honoree's, which shows that women sometimes express greater satisfaction with pay, Hodson (2005) hypothesizes that these gender differences may be explained by the fact that males are more socialized to express displeasure with salary than women. Major and Konar (1984) argue women have greater pay satisfaction than men because women have lower pay expectations in their careers.

As demonstrated above, the fact that female employees are generally more satisfied with pay rate than their male counterparts within a job satisfaction context may be based on a number of reasons. Despite the differences, analysis has indicated the nonexistence of a link between *satisfaction with pay rate* and job satisfaction. This fact does not negate the significant differences between gender and pay rate satisfaction, but rather, this research suggests the pay rate itself is not necessarily an integral factor in job satisfaction. Instead, administrators must make certain efforts to improve *satisfaction with pay rate* other than simply increasing wages. Employees may need to receive better communication on how pay rates are determined. Additionally, recreational sports professionals should determine whether pay rates are commensurate throughout the department and, if necessary, adjust accordingly. Furthermore, an analysis considering performance-based pay may need to be performed.

#### Supervisor Status, Good Feelings about Organization, and Satisfaction with Pay Rate

When asked about specific job characteristics, participants who characterized their responsibilities as including the supervision of other employees had significantly higher *good feelings about organization* and *satisfaction with pay rate* than those who did not (6.1 versus 5.7, 4.9 versus 4.3, respectively). Participants reporting high *good feelings*

*about organization* expressed pride, a sense of belonging, and organizational commitment with the recreational sports department. An expected explanation for this result is based on the linear relationship between the number of previous semesters employed and supervisor status. In theory, individuals who have more years of service will have a stronger connection to the organization. However, some research has suggested that organizational commitment does not continue to increase as tenure at a job increases (Beck & Wilson, 2000). In this study, Beck and Wilson's findings are confirmed in Table 4.9, which determined no significant link with time employed and job satisfaction (and any PWEFs).

Instead, I offer alternate hypotheses. Compared to non-supervisors, supervisors have more responsibilities in their day-to-day work. Individuals with more responsibility within an organization—whether it was sought by the employee or directed by administrators—are likely to be more invested and connected to the organization. Alternatively, supervisors may have more satisfaction because they have more autonomy and control in their daily work. To confirm or refute these hypotheses, additional research is required, as these factors were not present in the study instrument.

A simple explanation for higher *satisfaction of pay rate* based on supervisor status is that supervisors have a higher pay rate than non-supervisors. However, this claim does not correspond with the earlier argument based on Terpstra and Honoree (2003), who argue that fairness and uniformity are more valued than the pay rate itself. Thus, this hypothesis is unlikely. From the perspective of the supervisor receiving a higher pay rate, he or she will likely sense individual equity when a higher pay rate reflects increased responsibility. Similarly, the presence of a rational, explicit scale for pay increases (for example, a \$.50 raise for supervisors) exemplifies procedural equity, assuming this scale is known and understood by the staff. Based on these rationales, the link between increase in pay rate satisfaction and supervisor status is determined to be significant.

#### Program Area and *Satisfaction with Pay Rate*

A relationship between program area and *satisfaction with pay rate* was found, and post hoc analysis concluded a significant differentiation between two sets of groups. Both the Fitness and Wellness program (3.6) and Aquatics program (4.0) reported low satisfactions with pay rate, while those employed in Facilities (5.5) and the

Intramural Sports and Sport Clubs program (5.4) were more satisfied with pay rate. Additional information was gathered to determine the level of internal equity within the department (and is presented in Table 5.1). Of the five programs, the programs with the lowest satisfaction with pay had some of the highest pay rates. While almost every position, regardless of program, began at minimum wage (\$7.25 at the time of the study), three of the four positions that paid \$9.00 or higher hourly were in Fitness and Wellness or Aquatics. However, one noteworthy difference between the lower and higher satisfaction groups was the requirement of external safety and professional certifications in the lower satisfied groups. A possible explanation for the disparity in satisfaction groups may be that those in positions requiring professional certifications (for example, lifeguards or group exercise instructors) have lower pay rate satisfaction than positions that do not require certifications. This rationale is based on two factors. First, professional external certifications are often costly to obtain and maintain, both in fees and time commitment. Individuals may feel internal inequity when comparing their pay with employees in other program areas who are not required to maintain the same qualifications. Second, those with professional certifications are likely aware of organizations within the geographical location which pay more for the same types of jobs (for example, fitness clubs or private country clubs). Their understanding of this external inequity could contribute to lower satisfaction with pay rate.

**Table 5.1. Satisfaction with pay rate and actual pay rates of recreational sports department sample by program area**

Program Area	M	Position	Hourly Pay Rate <sup>a</sup>	Certification(s) Required <sup>b</sup>
Facilities	5.5	Front Desk Assistant	MW	No
		Basketball Court Supervisor	MW	No
Fitness & Wellness	3.6	Fitness Consultant	MW-\$8.00	Yes
		Fitness Desk Monitor	MW	No
		Group Exercise Instructor	\$12.00	Yes
		Fitness Tester	MW	No
		Nutrition Educator	MW	No
		Maintenance Assistant	MW	No
Intramural Sports & Sport Clubs	5.4	Sign-in Attendant	MW	No
		Facility Maintenance	\$8.25	No
		Sports Official	\$7.50-8.00	No
		Supervisor	\$8.50-8.75	No
Aquatics	4.0	Lifeguard	MW-\$8.50	Yes
		Swim Lesson Instructor	MW-\$8.00	Yes
		Water Aerobics Instructor	\$8.00-9.00	Yes
		Supervisor	\$8.00-9.00	Yes

Table 5.1 – continued

Program Area	M	Position	Hourly Pay Rate <sup>a</sup>	Certification(s) Required <sup>b</sup>
Outdoor Adventure	4.3	Head Trip Leader	\$8.00	Yes
		Assistant Trip Leader	MW	No
		Rental Assistant	MW	No
		Lifeguard	\$7.50-8.00	Yes
		Facility Attendant	MW	No
		Ropes Course Facilitator	\$8.00-10.00	No
		Climbing Wall Instructor	MW-\$7.50	No

<sup>a</sup> MW = Minimum wage (\$7.25).

<sup>b</sup> Yes = Certification(s) required in addition to standard American Red Cross first aid, CPR, and AED certifications.

### Predictors of Job Satisfaction

In the above analyses, I considered associations between personal characteristics, job characteristics, job satisfaction, and perceived work environment factors. A final examination identified six overall predictors of job satisfaction: (1) *program area*, (2) *work itself*, (3) *good feelings about organization*, (4) *effective supervisor*, (5) *good relationships with coworkers*, and (6) *presence of core values*.

#### 1. Program Area

Program area was found to be a significant predictor of job satisfaction ( $\beta = .16$ ,  $p < .05$ ), a result consistent with Smerek and Peterson's (2007) research. While recognizing this result is important, developing an explanation is difficult. First, the overall broadness of *program area* leads to difficulties in defining *why* individuals in some program areas have higher job satisfaction than others. In fact, the purpose of studying the PWEFs is to answer that question. Additionally, the program area in which an individual works is an uncontrollable factor; that is, the onus of one's program area lies in the individual's unique aspirations and subsequent application to the program. Thus, practitioners in particular program areas should be aware that their employees may be more satisfied or dissatisfied simply based on the work area. However, perhaps more important is the comprehension of the perceived work environment factors which influence satisfaction, the results of which are presented below.

#### 2. Work Itself

An employee's perception of his or her actual job is a significant predictor of job satisfaction. To illustrate, if an employee finds the job to be enjoyable and interesting, to



provide her with a sense of accomplishment, and to make her feel as though her contributions are making a difference in the organization, her job satisfaction is likely to be higher.

Smerek and Peterson (2007) found *work itself* to be the most significant predictor of job satisfaction, and noted that it is among the most prevalent predictors in other job satisfaction research. Other literature has attempted to further define the qualities that make up *work itself*. Kass, Vodanovich, and Callender (2001) link high boredom levels with low ratings of the *work itself* and *job in general* constructs. Lips-Wiersma and Morris' (2009) study of work meaningfulness reveals four basic tenets of meaningful work. They claim "expressing full potential" can be realized through creating, achieving, and influencing. Burke (2008) introduces an abundance of literature that characterizes the negative associations of overwork and burnout. Ruthankoon and Ogunlana (2003) apply *work itself* to the construction industry, depicting positive *work itself* as the assignment of a highly-trained engineer to oversee a critical operation, thus making him feel challenged, whereas a negative *work itself* event would be assigning that same individual to observe the completion of simple tasks.

The disparity in task responsibility is prevalent in collegiate recreational sports. At any particular time, two individuals in the same program working at the same event may experience varying levels of satisfaction with their jobs. For example, a typical night of intramural flag football requires individuals in the same program to work jobs with varying responsibilities. Taking boredom as an example, the game official has minimal boredom and is likely engaged in her job the most, as she is immersed in the constant stimulation of the game action. Second, the supervisor oversees the game and tends to injuries and administrative tasks. Should a critical issue arise, she is thoroughly involved in critical thinking and decision-making. However, on a night when games are running smoothly, she is less engaged. Third, the sign-in attendant is responsible for the most tedious tasks, including swiping identification cards to confirm player eligibility and processing paperwork; based on these tasks, it is postulated that he has the least level of satisfaction of *work itself*. However, on any given day, roles may be reversed. In the event of a game forfeiture, the official is no longer engaged in activity, and the supervisor and sign-in attendant work together to address logistics for later games. Furthermore, there are times when all intensity levels are maximized simultaneously. Certain events such as "fraternity night" (which involves sign-in

attendants checking in teams with larger rosters, supervisors managing an increased amount of spectators on the sidelines, and officials managing more competitive and heated games) require all three individuals to be thoroughly engaged in the activities.

*Work itself* appears to be one of the most significant predictors of job satisfaction, both in this study as well as in a consortium of others. Simply put, the individual who does not enjoy the type of work he or she is doing is unlikely to have high job satisfaction. Still, it is expected that for some employees who do not necessarily take pleasure in their work, their job satisfaction may still be high. Thus, other factors play a role in one's global job satisfaction, as addressed below.

### 3. *Good Feelings about Organization*

Individuals with high ratings of *good feelings about organization* were more likely to have higher job satisfaction than those who did not. In general, employees working for an organization in which they take pride are likely to be more satisfied with their jobs. For example, it is reasonable to expect an employee who takes tickets at the arena of a championship-caliber professional basketball team to have higher *good feelings about organization* than an individual who performs the same task for a team at the bottom of the standings. Similarly, those employed at a large, renowned academic institution may feel attached to any organization within the university. For example, those employed at schools with prominent athletic programs may have an even stronger attachment, as their family and friends are likely to (inaccurately) associate athletics and recreation, increasing the prestige of the job. The four scale items in the group suggest the presence of commitment and pride in individuals responding favorably to the survey. More discussion on this factor is presented later in this chapter.

### 4. *Effective Supervisor*

Employees whose direct supervisors communicate well, manage effectively, successfully make decisions, and facilitate a trustworthy environment are generally more satisfied with their jobs than those whose supervisors lack those qualities. Extensive research has been completed on the role of supervisors and their impact on employees.

Avolio, Bass, and Jung (1999) claim the direct supervisor contributes most significantly to the job satisfaction of an employee. Additional research has linked various leadership types to job satisfaction. For example, Mancheno-Smoak, Endres, Polak, and Athanasaw (2009) study the link between transformational leadership on

satisfaction. Chen, Hwang, and Liu (2009) assert that different leadership styles have varying effects on the trust of employees. Consideration leadership, which focuses on the fulfillment of emotional and psychological needs, does not directly impact trust. On the contrary, idealized leadership, a style in which followers are shown a favorable vision of the future, can directly impact trust because those following the leader believe they can reach the attractive result through the idealized leader.

In order to identify the effectiveness of leadership in this study, further research must be done to categorize the differing leadership methods and styles within the department. However, because differences between program area and *effective supervisor* were not significant, additional study is problematic. Instead, further review of leadership literature will provide practitioners with a better understanding of effective and ineffective styles.

##### 5. *Good Relationships with Coworkers*

The results from this study indicate that employees with strong rapport with their peers are more likely to have higher job satisfaction than those lacking positive relationships with their coworkers. Trust, mutual respect, dependability, and collaboration are four vital components of such positive relationships.

Alavi and Askaripur (2003) show a triangular relationship between job satisfaction, self-esteem, and satisfaction with coworkers. This link implies that individuals with high job satisfaction have greater self-esteem, which leads to more significant relationships with coworkers. Thus, this interrelatedness demonstrates that raising one factor will raise the others. Hemmasi and Csanda (2009) discuss the emerging reliance on knowledge management, a practice that fosters collaboration through the creation of “Communities of Practice” (p. 262). Collaboration is further discussed by Mohnen, Pokorny, and Sliwka (2008), who observe the effectiveness of peer-based teams in the workplace.

In the collegiate recreational sports field, establishing relationships with coworkers appears to be an ordinary occurrence, as employees share similar ages, interests, and social networks. In addition to daily work activities, it is reasonable to predict many employees are in the same academic classes and social circles. To those excluded from these internal social groups, self-esteem and job satisfaction are likely to be lower. Here, it is important to note that social networking is not a fundamental component of *good relationships with coworkers*. Thus, administrators should concentrate

on fostering an environment of trust, mutual respect, dependability, and collaboration, rather than advocating social grouping, which might be as detrimental to some as it is positive to others.

#### 6. *Presence of Core Values*<sup>1</sup>

The sole negative predictor of job satisfaction was *presence of core values*, which questioned the existence of core values, the adoption of the values throughout the department, and the consequences associated with disregarding the values. The significantly negative link between core values and job satisfaction is peculiar, and several hypotheses may explain the finding. First, the specific core values were not explicitly stated in the instrument; as a result, respondents may have recalled their own program areas' goals and mission statements, even though the intention of these questions was to assess attitudes toward department wide core values. Second, core values may not exist (or are not formalized) in the department. Third, it is plausible that if core values do exist, they are largely symbolic, and discounting these values is inconsequential.

Regardless of the reason for the negative relationship, research has shown the positive outcomes associated with developing core values. Cochran, David, and Gibson (2008) discuss the importance of creating a mission statement in the strategic management process, and asserting "effective organizational 'missions' help satisfy people's needs to produce something worthwhile, to gain recognition, help others, to beat opponents or earn respect" (Zaleznik, 1970, as cited in Cochran et al., p. 34). Ziegler (1991) is a proponent of the authoring of a vision as a means of change and an expression of acknowledgement of moving an organization towards a new course. Bart (2007) considers the mission statement as "both a source and a reflection of an organization's shared values, commitment and culture" (p. 682).

The negative relationship between the presence of core values and job satisfaction observed in this study has significant ramifications. At the completion of this study, the sample department's core values are either unclear or altogether absent. Reassessment of the department's organizational identity is necessary to reverse the negative relationship.

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<sup>1</sup> When developing organizational identities, it is important to distinguish between a mission, vision, and values. However, for the purposes of this section, "core values" are intended to encompass all three terms.

## Practical Implications

The findings of this project produce several significant implications for the sample institution. First, differences in *satisfaction with pay rate* (with both gender and supervisor responsibility) should be addressed. Additional research must explore the specifics of these differences, despite the lack of a significant relationship between pay contentment and job satisfaction being found. As discussed above, the pay rate itself is not necessarily what is at issue with pay rate satisfaction. Instead, Terpstra and Honoree (2003) argue for the education of employees. If employees perceive internal, external, individual, and procedural equity, satisfaction with pay rate should increase. Of course, if the aforementioned qualities of equity do not exist within the department, reevaluation of how pay rates are determined should be done to ascertain the possibility of establishing more parity.

Much research has been completed on the improvement of organizational commitment among employees. In this study, it has been posited that a lack of responsibility leads to lower *good feelings about organization*. This hypothesis is particularly challenging to administrators who cannot simply add responsibilities such as peer supervision to unqualified or inexperienced employees. Thus, other methods should be explored. Fortunately, there is a significant amount of literature that has studied the antecedents of organizational commitment. Steers (1977) finds six significant factors associated with commitment: need for achievement, group attitudes toward the organization, education, organizational dependability, personal importance to the organization, and task identity. Similarly, Mathieu and Zajac (1990) find a number of organizational commitment predictors, including perceived personal competence, task autonomy, challenge, group cohesiveness, leader initiating structure, role ambiguity (negative association), and role conflict (negative association).

Program leaders in the sample department should particularly note the predictors of job satisfaction found in this study. These predictors typify the happiness (or unhappiness) of the department's part-time student employees. A closer examination of each predictor, followed by critical analysis of the literature surrounding each, will instill practitioners with the necessary foundation to inspire change where deemed necessary. Collaboration among colleagues, both internally and among other institutions, can identify the best practices for establishing progressive strategies.

Perhaps the most significant implication of this research is the call to recognize the significance of high job satisfaction among part-time student employees. Administrators are often tasked with the responsibility of facilitating quality programming with limited resources (including time and funding). The overall improvement of morale (through satisfaction) is paramount to the success of the program. Furthermore, gaining a better understanding of (1) the positive outcomes of increasing job satisfaction, and (2) the areas of emphasis necessary to enhance job satisfaction, can assist administrators. With the knowledge of how his or her staff feels about their jobs, an administrator can address the low points by coordinating new initiatives seeking to enhance those areas.

### **Contributions to the Field**

The focus of this study has been to determine how job satisfaction differs by a number of uncontrollable and controllable factors. However, even the most significant discoveries are irrelevant if the premise on which this research is based cannot be justified. Demonstrating the humanitarian, hypothetical, and fiscal significance of positive job satisfaction provides a basis for this study. Despite conflicting research in the field questioning the extent to which job satisfaction affects work performance, there is little debate that positive job satisfaction results in other constructive outcomes. This assertion is consistent with Smerek and Peterson, who argue that understanding what makes people happy with their jobs is vital to the efficient and effective management of an organization:

Administrators concerned with the effectiveness and vitality of their institution would be concerned with this phenomenon, and given the resource constraints at every college and university, wisely using money to impact job satisfaction will aid in their overall functioning. (p. 247)

The adoption of this premise is essential for collegiate recreational sports and student affairs departments throughout the country. If job satisfaction is important to administrators (as it should be, based on the positive outcomes for the individual and the department), they should identify areas for improvement as well as existing programs that are ineffective and improvident. While the simple expansion of knowledge about the importance of job satisfaction generally contributes to the recreational sports field, the results of this particular study also have critical value.

To my knowledge, this study represents the first attempt to critically evaluate job satisfaction within a recreational sports setting based on preexisting empirical evidence. The results of this investigation provide recreation administrators and practitioners with a strong foundation for further research. Additional studies of the job satisfaction predictors in different geographical locations, school settings, and personal characteristics will serve as external validation of the current study. Further confirmation or refutation gives administrators viable content that can be expanded to include departments outside the scope of the sample institutions. Clearly, expanded research in the field is needed. However, the content of this study serves as a starting point for additional directed research.

### **Limitations and Directions to Further Research**

Research in this generally untested environment afforded the researcher complete freedom to design research methodology and to establish hypotheses without precedent. Conversely, the lack of previous research to guide experimentation led to uncertainty and limitations in the research schemes. Smerek and Peterson's initial design of the Perceived Work Environment Factors scale was designed for full-time, nonacademic employees working in higher education institutions. Thus, the repetition of the scale was not without issue. Verbiage had to be modified to reflect differences between the two groups (for example, *salary* became *pay rate*; *satisfaction with benefits* was omitted). This modification influenced the scale's reliability, leading to ad hoc changes of the instrument. Overall, however, the modified scale was reliable.

Factors not part of Smerek and Peterson's original instrument were not added. However, such factors should be included in a new scale utilized for the sole purpose of evaluating part-time employees. Researchers should consider alternate predictors of job satisfaction, including *flexibility of hours* (Burke & Fiksenbaum, 2009), *physical environment* (Newsham et al., 2009), *proximity to intended career path* (Kayalar & Özmutaf, 2009), and *perks or other benefits* (Capps, 2007). A complete redesign of the CRSSE-JSQ is necessary to optimize validity and reliability.

A second limitation of the study was the limited sample size acquired. This limitation is consistent with the desire for additional study in other recreational sports departments. Continued replication of the study will further external validity, increasing the generalization of the data. Additionally, replication studies will assist in clarifying the predictors of job satisfaction. As demonstrated above, other research

studies in different fields and contexts have led to different results. More complete analysis in the recreational sports field will further determine the role previously understood predictors play in job satisfaction.

A third limitation is the fact over one-third of the respondents had been employed for only one semester. Those with limited experience working for the department may have different perceptions of satisfaction than those who have worked for multiple terms. While some areas (such as *good feelings about organization*) may be lower, other constructs may be higher. For example, a new employee may have a higher *satisfaction with pay rate* than an employee who has worked without a raise for three semesters. In further studies, a requirement of respondents to have more working experience may be necessary.

Fourth, it has been theorized that factors such as the time in the semester at which the survey was released can have an effect on the results. Fluctuation in patron interaction, workload, and employee development can all influence job satisfaction. Additionally, external, non job-related factors such as academic stressors may negatively influence job satisfaction. Thus, if these phenomena are to be considered, test-retest reliability should be assessed. However, the primary concern of this study was to determine the controllable, internal factors influencing job satisfaction. Therefore, external conditions were not considered.

### **Conclusion**

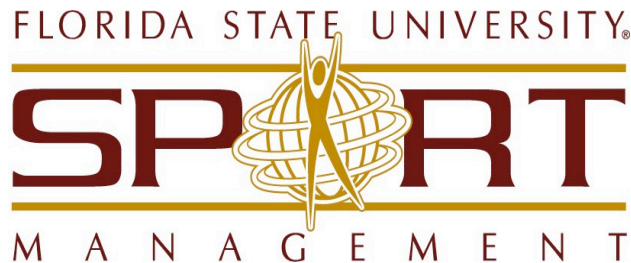
The appeal of job satisfaction research is clear. To the employee, happiness with one's job leads to happiness elsewhere. To the employer, happier employees create a healthier, more efficient, and more effective work environment. Consequently, job satisfaction provides both persons with peace of mind. As a result, individuals with a vested interest in the organization must strive to recognize, comprehend, and design techniques to enhance job satisfaction.

Through this study an attempt was made to identify factors that influenced job satisfaction among part-time student employees in a collegiate recreational sports setting. These individuals are tasked with important responsibilities and are entrusted with the day-to-day operations of recreational programming and facilities. The expansion of the recreational sports department in the past two decades has strained administrators, whose increasing workloads have decreased their availability to focus on employee cultivation.



This study provides a foundation for research of a topic with otherwise nonexistent data. The emergence of interactions between personal characteristics, job characteristics, and perceived work environment factors as well as job satisfaction predictors is particularly imperative to recreational sports administrators and practitioners. This initial endeavor to recognize and appreciate the predictors of job satisfaction is a fundamental effort in the field of recreational sports research. Continuation of this study will lead to more expansive and utilizable data, better recommendations for developing happy employees, more efficient recreational sports departments, and satisfied customers.

**APPENDIX A**  
**LETTER OF CONSENT**



Dear Sir/Madam,

I am a graduate student in the Department of Sport and Recreation Management at Florida State University. I am conducting a study to better understand the factors that contribute to job satisfaction among students employed part-time in the university recreational sports department.

I am requesting your participation, which will require your completion of an online questionnaire. It will take approximately fifteen minutes to complete. I am interested in the experiences you have had as an employee in the Florida State University Department of Campus Recreation. All participants must be at least 18 years old, be currently enrolled in classes, and have worked a minimum of one (1) semester in the recreational sports department.

Your participation in this study is voluntary. If you choose not to participate or to withdraw from the study at any time, your employment status will not be affected. The questionnaire is anonymous. The results of the study may be published but your name will not be known. Your information will be protected to the extent allowed by law.

If you have any questions regarding this research study, please contact Timothy Kellison (primary investigator) via email ([tkellison@fsu.edu](mailto:tkellison@fsu.edu)) or phone (850-766-7165). Alternatively, you may contact Dr. Jeffrey James (faculty advisor) via email ([jdjames@fsu.edu](mailto:jdjames@fsu.edu)) or phone (850-644-9214). If you have any questions about your rights as a participant in this research, or if you feel you have been placed at risk, please contact the Chair of the Human Subjects Committee, Institutional Review Board, through the Vice President for the Office of Research at (850) 644-8673 (Mailing address: Florida State University Human Subjects Committee, Tallahassee, FL 32306-2742).

Return of the questionnaire will be considered your consent to participate. Thank you for your assistance.

Sincerely,

A handwritten signature in black ink that reads "Timothy B. Kellison". The signature is written in a cursive style.

Timothy B. Kellison

## APPENDIX B

### COLLEGIATE RECREATIONAL SPORTS STUDENT EMPLOYEE JOB SATISFACTION QUESTIONNAIRE<sup>a</sup>

**Table B.1. Demographic information collected**

Personal and job characteristics
Age: 18, 19, 20, 21, 22, 23, 24, 25+
Gender: Male, Female
Race: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, Other
Year in School: Freshman, Sophomore, Junior, Senior, Graduate
Total Semesters/Quarters Employed in Recreational Sports Department: 1, 2, 3, 4, 5+
Program Area Employed: (Fill-in Blank)
Position Title: (Fill-in Blank)
Do your job responsibilities include the supervision of other employees? Yes, No
Academic Major: (Fill-in Blank)

**Table B.2. Job satisfaction subscale**

	(SD)						(SA)
All in all I am satisfied with my job.	1	2	3	4	5	6	7
In general, I don't like my job.	1	2	3	4	5	6	7
In general, I like working here.	1	2	3	4	5	6	7

**Table B.3. Assessment of perceived work environment factors<sup>b</sup>**

*Please think about each statement, then select an appropriate response.*

Definitions:

- "Department" refers to your university's recreational sports department, including all program areas.
- "Program" refers to your specific area of employment (i.e., Intramural Sports, Fitness, Aquatics, etc.).
- "Directors" refers to the highest positions within your program area, typically a full-time, professional employee (i.e., Director and/or Assistant Director of Fitness).
- "Supervisor" refers to your direct supervisor, who might be a student supervisor, graduate assistant, or program director.

Motivators/Hygiene Factors	(SD)						(SA)
Patrons recognize my good work.	1	2	3	4	5	6	7
My contributions are valued by members of the University community outside of work.	1	2	3	4	5	6	7
In the last 7 days I have received recognition for doing good work.	1	2	3	4	5	6	7
I get appropriate recognition when I have done something extraordinary.	1	2	3	4	5	6	7
I enjoy the type of work I do.	1	2	3	4	5	6	7
My job is interesting.	1	2	3	4	5	6	7
My job gives me a sense of accomplishment.	1	2	3	4	5	6	7
I make a difference in my program.	1	2	3	4	5	6	7

<sup>a</sup> Questionnaire was administered through online medium.

<sup>b</sup> Items were randomized and divided among three web pages. "SD" and "SA" were defined as "Strongly Disagree" and "Strongly Agree," respectively.

**Table B.3 – continued**

	(SD)						(SA)
Opportunities for advancement exist within the department.	1	2	3	4	5	6	7
I know what is required for me to advance within the program.	1	2	3	4	5	6	7
Internal candidates receive fair consideration for open positions.	1	2	3	4	5	6	7
Information about job vacancies within the program is readily available.	1	2	3	4	5	6	7
The training that I need to grow in my job is available.	1	2	3	4	5	6	7
I have received the necessary training to do my job well.	1	2	3	4	5	6	7
I have had opportunities at work to learn in the past year.	1	2	3	4	5	6	7
There is someone at work who encourages my development.	1	2	3	4	5	6	7
I have control over how I do my work.	1	2	3	4	5	6	7
My opinion counts at work.	1	2	3	4	5	6	7
I have a say in the decisions that affect my work.	1	2	3	4	5	6	7
The physical environment allows me to do my job.	1	2	3	4	5	6	7
I feel a strong sense of belonging to the department.	1	2	3	4	5	6	7
I enjoy discussing the department with people who do not work here.	1	2	3	4	5	6	7
I have a strong commitment to the department.	1	2	3	4	5	6	7
I am proud to work for the department.	1	2	3	4	5	6	7
I understand how my work supports the mission of the department.	1	2	3	4	5	6	7
I understand how my work supports the University’s mission of research, teaching, and service.	1	2	3	4	5	6	7
I understand how my work supports the mission of my program.	1	2	3	4	5	6	7
I know what is expected of me at work.	1	2	3	4	5	6	7
The directors keep employees informed.	1	2	3	4	5	6	7
The directors effectively communicate the goals and strategies of our program.	1	2	3	4	5	6	7
The directors demonstrate leadership practices that are consistent with the stated values of our program.	1	2	3	4	5	6	7
My supervisor communicates well.	1	2	3	4	5	6	7
My supervisor manages people effectively.	1	2	3	4	5	6	7
My supervisor is an effective decision-maker.	1	2	3	4	5	6	7
My supervisor creates an environment that fosters trust.	1	2	3	4	5	6	7
I trust my coworkers.	1	2	3	4	5	6	7
I am consistently treated with respect by my coworkers.	1	2	3	4	5	6	7
I can count on my coworkers to help out when needed.	1	2	3	4	5	6	7
My coworkers and I work as part of a team.	1	2	3	4	5	6	7
My pay rate is competitive when compared to similar jobs.	1	2	3	4	5	6	7
I am fairly paid for the work I do.	1	2	3	4	5	6	7
Pay increases are appropriate.	1	2	3	4	5	6	7
I understand how my base pay rate is determined.	1	2	3	4	5	6	7
Ignoring my program’s core values at work will get you in trouble.	1	2	3	4	5	6	7
There is a clear set of values that governs the way we operate.	1	2	3	4	5	6	7
All programs in the department share common values.	1	2	3	4	5	6	7

**Optional space for additional comments<sup>c</sup>**

*If you have any additional comments regarding your job satisfaction, please provide them here.*

<sup>c</sup> Items were randomized and divided among three web pages. “SD” and “SA” were defined as “Strongly Disagree” and “Strongly Agree,” respectively.

# APPENDIX C

## HUMAN SUBJECTS COMMITTEE APPROVAL MEMORANDUM

Office of the Vice President For Research  
Human Subjects Committee  
Tallahassee, Florida 32306-2742  
(850) 644-8673 · FAX (850) 644-4392

### APPROVAL MEMORANDUM

Date: 7/14/2009

To: Timothy Kellison [tkellison@fsu.edu]

Address: 2920 Woodrich Drive  
Dept.: SPORT MANAGEMENT

From: Thomas L. Jacobson, Chair

Re: Use of Human Subjects in Research  
Factors Influencing Job Satisfaction of Part-time Employees in a Collegiate Recreational Sports Setting

The application that you submitted to this office in regard to the use of human subjects in the proposal referenced above have been reviewed by the Secretary, the Chair, and two members of the Human Subjects Committee. Your project is determined to be Exempt per 45 CFR § 46.101(b)2 and has been approved by an expedited review process.

The Human Subjects Committee has not evaluated your proposal for scientific merit, except to weigh the risk to the human participants and the aspects of the proposal related to potential risk and benefit. This approval does not replace any departmental or other approvals, which may be required.

If you submitted a proposed consent form with your application, the approved stamped consent form is attached to this approval notice. Only the stamped version of the consent form may be used in recruiting research subjects.

If the project has not been completed by 7/12/2010 you must request a renewal of approval for continuation of the project. As a courtesy, a renewal notice will be sent to you prior to your expiration date; however, it is your responsibility as the Principal Investigator to timely request renewal of your approval from the Committee.

You are advised that any change in protocol for this project must be reviewed and approved by the Committee prior to implementation of the proposed change in the protocol. A protocol change/amendment form is required to be submitted for approval by the Committee. In addition, federal regulations require that the Principal Investigator promptly report, in writing any unanticipated problems or adverse events involving risks to research subjects or others.

By copy of this memorandum, the Chair of your department and/or your major professor is reminded that he/she is responsible for being informed concerning research projects involving human subjects in the department, and should review protocols as often as needed to insure that the project is being conducted in compliance with our institution and with DHHS regulations.

This institution has an Assurance on file with the Office for Human Research Protection. The Assurance Number is IRB00000446.

Cc: Jeffrey James, Advisor [jdjames@fsu.edu]  
HSC No. 2009.2851

## APPENDIX D

### SURVEY RESPONDENTS' ACADEMIC MAJORS FREQUENCY REPORT

**Table D.1. Academic majors reported**

	<i>N</i>	<i>%</i>		<i>N</i>	<i>%</i>
Exercise Science	23	17.2%	Mechanical Engineering	2	1.5%
Sport Management	8	6.0%	Nutrition	2	1.5%
Biology	6	4.5%	Public Relations	2	1.5%
Elementary Education	6	4.5%	Accounting	1	0.7%
Business Management	5	3.7%	Advertising	1	0.7%
Criminology	4	3.0%	Athletic training	1	0.7%
Dietetics	4	3.0%	Biochemistry	1	0.7%
International Affairs	4	3.0%	Biomedical Engineering	1	0.7%
Marketing	4	3.0%	Classical Civilizations	1	0.7%
Nursing	4	3.0%	Communications	1	0.7%
Political Science	4	3.0%	Economics	1	0.7%
Sociology	4	3.0%	Fine Arts	1	0.7%
English	3	2.2%	Geological Sciences	1	0.7%
Family and Child Sciences	3	2.2%	Higher Education	1	0.7%
Finance	3	2.2%	Information Technology	1	0.7%
Merchandising	3	2.2%	Latin	1	0.7%
Meteorology	3	2.2%	Mathematics	1	0.7%
Psychology	3	2.2%	Music	1	0.7%
Recreation Management	3	2.2%	Physical Education	1	0.7%
Chemistry	2	1.5%	Physics	1	0.7%
Creative Writing	2	1.5%	Real Estate	1	0.7%
Geography	2	1.5%	Religion	1	0.7%
Hospitality Management	2	1.5%	Spanish	1	0.7%
International Business	2	1.5%	Special Education	1	0.7%

**APPENDIX E**  
**CRSSE-JSQ FREQUENCY REPORT**

**Table E.1. CRSSE-JSQ frequency report**

	1		2		3		4		5		6		7		M
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	
<i>Job Satisfaction</i>															
All in all I am satisfied with my job.	0	0.0%	5	3.3%	5	3.3%	6	4.0%	24	15.9%	52	34.4%	54	35.7%	5.33
In general, I don't like my job. (Reverse scored)	85	64.4%	40	26.5%	6	4.0%	2	1.3%	5	3.3%	1	0.7%	7	4.6%	5.09
In general, I like working here.	2	2.8%	0	0.0%	1	0.7%	8	5.3%	18	11.9%	48	31.8%	69	45.8%	4.72
<i>Recognition</i>															
Patrons recognize my good work.	0	0.0%	4	2.9%	3	2.2%	29	20.9%	30	21.6%	53	38.1%	20	14.4%	5.55
My contributions are valued by members of the University community outside of work.	2	7.4%	3	2.2%	9	6.5%	34	24.5%	32	23.0%	37	26.6%	22	15.8%	6.12
In the last 7 days I have received recognition for doing good work.	12	24.5%	9	6.5%	10	7.2%	26	18.7%	28	20.1%	26	18.7%	28	20.1%	5.91
I get appropriate recognition when I have done something extraordinary.	1	2.6%	5	3.6%	6	4.3%	13	9.4%	26	18.7%	55	39.6%	33	23.7%	5.68
<i>Work Itself</i>															
I enjoy the type of work I do.	0	0.0%	3	2.2%	0	0.0%	6	4.3%	16	11.5%	57	41.0%	57	41.0%	6.12
My job is interesting.	1	2.0%	1	0.7%	5	3.6%	9	6.5%	20	14.4%	54	38.8%	49	35.3%	5.91
My job gives me a sense of accomplishment.	0	0.0%	4	2.9%	6	4.3%	13	9.4%	24	17.3%	52	37.4%	40	28.8%	5.68
I make a difference in my program.	2	5.6%	1	0.7%	4	2.9%	24	17.3%	28	20.1%	47	33.8%	33	23.7%	5.50
<i>Opportunities for Advancement</i>															
Opportunities for advancement exist within the department.	2	4.2%	1	0.7%	6	4.3%	13	9.4%	28	20.1%	44	31.7%	45	32.4%	5.71
I know what is required for me to advance within the program.	2	4.2%	5	3.6%	3	2.2%	16	11.5%	25	18.0%	47	33.8%	41	29.5%	5.60
Internal candidates receive fair consideration for open positions.	1	2.4%	4	2.9%	4	2.9%	16	11.5%	24	17.3%	53	38.1%	37	26.6%	5.63
Information about job vacancies within the program is readily available.	1	2.8%	6	4.3%	10	7.2%	30	21.6%	29	20.9%	34	24.5%	29	20.9%	5.14



Table E.1 – continued

	1		2		3		4		5		6		7		M
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	
<i>Professional Growth Opportunities</i>															
The training that I need to grow in my job is available.	1	2.0%	2	1.4%	1	0.7%	7	5.0%	24	17.3%	58	41.7%	46	33.1%	5.94
I have received the necessary training to do my job well.	1	1.4%	2	1.4%	1	0.7%	4	2.9%	11	7.9%	52	37.4%	68	48.9%	6.24
I have had opportunities at work to learn in the past year.	1	1.5%	4	2.9%	4	2.9%	5	3.6%	15	10.8%	49	35.3%	61	43.9%	6.02
There is someone at work who encourages my development.	0	0.0%	3	2.2%	3	2.2%	9	6.5%	30	21.6%	48	34.5%	46	33.1%	5.83
<i>Responsibility</i>															
I have control over how I do my work.	0	0.0%	3	2.2%	5	3.6%	14	10.1%	22	15.8%	53	38.1%	42	30.2%	5.75
My opinion counts at work.	4	9.3%	3	2.2%	8	5.8%	10	7.3%	39	28.5%	37	27.0%	36	26.3%	5.42
I have a say in the decisions that affect my work.	4	12.1%	5	3.6%	11	8.0%	12	8.8%	46	33.6%	35	25.5%	24	17.5%	5.13
The physical environment allows me to do my job.	0	0.0%	3	2.2%	0	0.0%	4	3.0%	11	8.1%	61	45.2%	56	41.5%	6.19
<i>Good Feelings about Organization</i>															
I feel a strong sense of belonging to the department.	1	2.0%	4	2.9%	5	3.6%	8	5.8%	33	24.1%	42	30.7%	44	32.1%	5.70
I enjoy discussing the department with people who do not work here.	1	2.0%	4	2.9%	8	5.8%	12	8.8%	28	20.4%	39	28.5%	45	32.8%	5.62
I have a strong commitment to the department.	2	3.0%	4	2.9%	2	1.5%	10	7.4%	18	13.2%	40	29.4%	60	44.1%	5.93
I am proud to work for the department.	0	0.0%	3	2.2%	1	0.7%	6	4.4%	21	15.3%	40	29.2%	66	48.2%	6.13
<i>Clarity of Mission</i>															
I understand how my work supports the mission of the department.	0	0.0%	3	2.2%	2	1.5%	12	8.8%	22	16.1%	53	38.7%	45	32.8%	5.86
I understand how my work supports the University's mission of research, teaching, and service.	2	5.7%	2	1.5%	2	1.5%	18	13.1%	35	25.5%	47	34.3%	31	22.6%	5.53
I understand how my work supports the mission of my program.	0	0.0%	3	2.2%	3	2.2%	10	7.3%	25	18.2%	49	35.8%	47	34.3%	5.86
I know what is expected of me at work.	0	0.0%	1	0.7%	3	2.2%	5	3.6%	11	8.0%	54	39.4%	63	46.0%	6.21

Table E.1 – continued

	1		2		3		4		5		6		7		M
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	
<i>Effective Senior Management</i>															
The directors keep employees informed.	0	0.0%	3	2.2%	3	2.2%	8	5.8%	34	24.8%	40	29.2%	49	35.8%	5.84
The directors effectively communicate the goals and strategies of our program.	1	1.9%	4	2.9%	1	0.7%	11	8.1%	22	16.2%	50	36.8%	47	34.6%	5.85
The directors demonstrate leadership practices that are consistent with the stated values of our program.	3	5.4%	2	1.5%	3	2.2%	8	5.8%	20	14.6%	50	36.5%	51	37.2%	5.88
<i>Effective Supervisor</i>															
My supervisor communicates well.	5	9.3%	2	1.5%	4	2.9%	7	5.1%	23	16.8%	49	35.8%	47	34.3%	5.74
My supervisor manages people effectively.	5	9.8%	3	2.2%	3	2.2%	9	6.7%	24	17.9%	47	35.1%	43	32.1%	5.66
My supervisor is an effective decision-maker.	4	7.1%	2	1.5%	4	3.0%	7	5.2%	19	14.2%	48	35.8%	50	37.3%	5.83
My supervisor creates an environment that fosters trust.	2	4.0%	4	3.0%	2	1.5%	12	9.0%	25	18.7%	45	33.6%	44	32.8%	5.72
<i>Good Relationships with Coworkers</i>															
I trust my coworkers.	0	0.0%	2	1.5%	0	0.0%	8	6.0%	29	21.6%	53	39.6%	42	31.3%	5.92
I am consistently treated with respect by my coworkers.	0	0.0%	2	1.5%	2	1.5%	9	6.7%	19	14.2%	66	49.3%	36	26.9%	5.89
I can count on my coworkers to help out when needed.	0	0.0%	2	1.5%	0	0.0%	5	3.7%	28	20.9%	47	35.1%	52	38.8%	6.04
My coworkers and I work as part of a team.	0	0.0%	1	0.7%	2	1.5%	5	3.7%	17	12.7%	48	35.8%	61	45.5%	6.18
<i>Satisfaction with Pay Rate</i>															
My pay rate is competitive when compared to similar jobs.	23	39.7%	17	12.7%	14	10.4%	21	15.7%	12	9.0%	29	21.6%	18	13.4%	4.05
I am fairly paid for the work I do.	16	32.0%	14	10.4%	10	7.5%	16	11.9%	23	17.2%	35	26.1%	20	14.9%	4.50
Pay increases are appropriate.	13	25.5%	5	3.7%	7	5.2%	20	14.9%	20	14.9%	36	26.9%	33	24.6%	5.01
I understand how my base pay rate is determined.	10	23.8%	12	9.0%	11	8.2%	24	17.9%	28	20.9%	29	21.6%	20	14.9%	4.60

Table E.1 – continued

	1	2	3	4	5	6	7	M
	n	n	n	n	n	n	n	
	%	%	%	%	%	%	%	
<i>Presence of Core Values</i>								
Ignoring my program's core values at work will get you in trouble.	0	2	2	8	19	47	56	6.05
	0.0%	1.5%	1.5%	6.0%	14.2%	35.1%	41.8%	
There is a clear set of values that governs the way we operate.	0	3	2	9	25	49	46	5.89
	0.0%	2.2%	1.5%	6.7%	18.7%	36.6%	34.3%	
All programs in the department share common values.	0	4	1	13	33	47	36	5.69
	0.0%	3.0%	0.7%	9.7%	24.6%	35.1%	26.9%	

Note. 1 = Strongly Disagree; 7 = Strongly Agree

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## **BIOGRAPHICAL SKETCH**

Timothy B. Kellison is a native of Lisbon, Ohio. From his very first job picking up range balls at the local golf club to racing as a human hot dog mascot between innings for a minor league baseball team, he has never worked outside the sport industry. He received a B. S. in Education from The Ohio State University in Columbus, Ohio, graduating with Honors and Research Distinction in Sport & Leisure Studies. While in Columbus, he was heavily involved with the Department of Athletics and the Department of Recreational Sports. In addition, after interning for a summer with the Columbus Clippers triple-A baseball team, he was named Assistant Director of Merchandising.

In 2007, Kellison began coursework for his Master's degree in Sport Administration at Florida State University, where he also served as a Graduate Assistant with FSU Intramural Sports. Upon completion, he will enter FSU's doctoral program in Sport Management, where he will continue the development of his interests, which include organizational behavior, leadership, and management.