DISSERTATION

JOB SATISFACTION IN FRATERNITY AND SORORITY ADVISING

Submitted by

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ABSTRACT

JOB SATISFACTION IN FRATERNITY AND SORORITY ADVISING

The purpose of this mixed methods explanatory sequential design was to more fully understand the experience of those who work as full-time fraternity and sorority advisors on a college campus. Spector's (1985) Job Satisfaction Survey was used in Phase 1 of this study to determine the overall job satisfaction score of fraternity and sorority advisors as well as job satisfaction scores in each of the nine facets: pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication.

Phase 1 determined fraternity and sorority advisors had an ambivalent job satisfaction score overall. They scored satisfied in: supervision, fringe benefits, coworkers, and nature of work. Participants were dissatisfied with: pay and promotion. Participants scored ambivalent in: contingent rewards, operating procedures, and communication. The author also analyzed differences in overall job satisfaction scores as well as job satisfaction scores in the nine individual facets as they related to gender, age, and years in the field. No significant differences were found in overall job satisfaction and gender, age, or years in the field. There was a statistically significant difference regarding gender in the facet of pay and nature of work. Men scored higher in pay and women scored higher in nature of work. Additionally, in age, the cohort of 22-26 year olds scored significantly higher than the cohort of 36-39 years olds in satisfaction with coworkers.

Phase 2 involved interviews with 10 current campus-based fraternity and sorority advisors to determine what the experiences of fraternity and sorority advisors are and how the

experiences affect those in the roles. Four themes emerged from this inquiry: Exploring

Institutional Fit, Fraternity and Sorority Advising Career as an Identity, Experiencing the Highs

and Lows, and Dissatisfaction with Pay and Promotion.

ACKNOWLEDGEMENTS

The dissertation journey was a long one for me. As a result, I am grateful for the support many showed me along the way. I am first grateful I participated in a sorority as an undergraduate student. That membership fostered much of my student development trajectory and turned into an over 20 year career. Sigma Sigma Sigma Sorority was and is such an opportunity for me.

My friends and family believed in me and always knew I would complete this program and degree. My mom is always my biggest fan and cheerleader. My puppies, Cooper and then also Homer, attended classes with me and spent many days nearby as I typed. My husband was used to me sitting at the dining room table with no plans but writing or editing. My supervisors and colleagues at Cornell University were supportive of my doctoral pursuit. AFA was a source of funding, data, and the encouragement to conduct more research for the betterment of our field. AFA members were supportive by participating in my survey and signing up in great numbers to be interviewed.

This journey was also at times quite isolating and gave me moments of self-doubt. During those times, a few key Colorado State University resources, such as the Writing Center and Stats Lab, were very helpful.

I almost broke Facebook when I successfully defended my dissertation and was grateful for the support so many friends and colleagues showed me. While too many to name, I always appreciated when others would ask about my dissertation, offer to help, listen, and allow me the time it took to complete my final product.

My advisor, Linda Kuk, often said, "I'm here." Her support and steadfastness as my advisor were appreciated. My committee of strong female scholars all contributed to my journey, and I was especially pleased a friend from the FSA world, Lea, served on my committee.

My cohort in the program provided new friendships and a shared experience as we went back to school.

My FSA colleague Dra. Viancca Williams studied a similar topic and contributed to the research prior to my completion. Due to my timeline, I was not able to cite her and include her contributions in my dissertation, but I have great respect for her work and felt she deserved mention.

My immediate family shows unconditional love, and every success is made special because of their support. Much love and thanks to Mom, Stan, Dad, Melissa, Cal, Jackson, Walker, Claire, my in-laws John and Emily, as well as my husband, Matt, who also graduated this year with an MBA.

DEDICATION

This is for students who join fraternities and sororities. May their sorority and fraternity experience positively contribute to their lives. For the fraternity and sorority advisors, I see you. I know the days are long, challenges exist, and the work is meaningful. I hope this study positively contributes to the future of the profession. I'm from a small town in Pennsylvania, and I set out to earn a Ph.D. while working full-time. I dedicate this to others with a dream to complete a goal.

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Definition of Terms

AFA - Founded in 1976 to support professionals employed on a college campus to work as student affairs practitioners specifically devoted to fraternity and sorority advising. Has grown to include inter/national organization staff members. Association of Fraternity/Sorority Advisors. (n.d.). *Association History*. www.afa1976.org

Chapter: The name applied to the local organization of a national fraternity or sorority. Louisiana State University (n.d.). *Greek Glossary*.

https://www.lsu.edu/greeks/resources/other/greek_glossary.php

Fraternity and sorority advisors: According to the Council for the Advancement of Standards in Higher Education (2015), "Advising undergraduate fraternity and sorority organizations is a multifaceted function within student affairs. Professionals support individual student development and advance organizational and community goals that hopefully align with the educational mission of host institutions" (p. 254). A fraternity and sorority advisor is sometimes also called an FSA.

Functional area: A specific service or program area in student affairs. For example, housing is generally one functional area in student affairs. Another functional area is fraternity and sorority advising. NASPA has identified 39 functional areas via a Vice President for Student Affairs census. The related functional area for this study is called "Greek Affairs" by NASPA. National Association of Student Personnel Administrators. (n.d.). Functional Area Profiles.

NASPA Vice President for Student Affairs Census

Inter/national staff: "The national Fraternity exists to advise and counsel the collective membership of Sigma Phi Epsilon." Sigma Phi Epsilon. (n.d.). National Fraternity. National

[Fraternity (sigep.org)](sigep.org) It is called inter/national because some fraternities and sororities have chapters in places outside the United States, such as Canada.

Job satisfaction: The definition of job satisfaction in this study is attributed to Spector (1997): "How people feel about their jobs and different aspects of their jobs" (p. 2).

Student affairs professional: According to the American Council on Education's Student Personnel Point of View (1937), "These officers were appointed first to relieve administrators and faculties of problems of discipline; but their responsibilities grew with considerable rapidity to include a large number of other duties: educational counseling, vocational counseling, the administration of loans and scholarship funds, part-time employment, graduate placement, student health, extracurricular activities, social programs, and a number of others. The officers undertaking responsibility for these educational functions are known by many names, but during the past two decades they have come, as a group, to be called personnel officers" (p. 2).

Chapter I: Introduction

Background and Context of the Problem

Fraternities and sororities have existed on college campuses since 1776 with the inception of Phi Beta Kappa at the College of William and Mary in Williamsburg, VA (Syrett, 2009). Barber et al. (2015) described fraternities and sororities as distinctive and intergenerational organizations. They further described fraternities and sororities as organizations that provided, "meaningful, well-rounded, and learning oriented experiences" (Barber et al., 2015, p. 241). Barber et al. additionally stated fraternities and sororities were fraught with challenges which still existed today. The authors compared actions of fraternities and sororities to both the best and the worst actions on college campuses. In light of this, they postulated fraternities and sororities were the most complex organizations on college campuses. Barber et al. stated those who worked with fraternities and sororities on a college campus needed the ability to manage these complexities.

The role of a fraternity and sorority advisor on a college campus is a student affairs professional who specifically works with fraternities and sororities and their members to promote leadership development, health and well-being, academic achievement, community service, philanthropy, and personal and organizational development. Additionally, fraternities and sororities are values-based organizations. These values are a part of their founding purposes. The professionals working with fraternities and sororities are charged with holding members and organizations accountable to their values framework. Fraternity and sorority advisors have counterparts who work at headquarters of inter/national fraternities and sororities who support each chapter of their fraternity or sorority on different college campuses.

The current state of fraternity and sorority communities on college campuses has caused many upper-level student affairs administrators and college presidents to wonder if these organizations should remain on campuses. Recent student deaths at Pennsylvania State University (Penn State), Louisiana State University, Texas State University, and Florida State University related to fraternity hazing have caused a national outrage (Biemiller, 2018). Widespread protests surrounding the presence of fraternities at Swarthmore College resulted in the closure of their existing fraternities (Snyder, 2019). Campuses are more regularly responding to serious incidents including student deaths with actions such as fraternity and sorority community wide pauses and suspensions. About the Feb. 2017 death of Beta Theta Pi fraternity new member Tim Piazza at Penn State, the University President, Eric Barron, said in the *Chronicle of Higher Education*, "This is a chapter that we believed, on paper, was positioned to actually succeed. Their fraternity house is the nicest house I can imagine. Despite all that, the worst thing that could happen did happen" (Brown, 2017, para. 8). Barron further explained, "We will not defer to that self-governance to the extent that we have in the past" (Brown, 2017, para. 9).

Such tragedies are unfortunately not new to fraternity and sorority life. According to the Hazing Scholarship Site (n.d.), the first reported hazing death related to a fraternity or sorority at a college or university occurred at Cornell University in 1873. Universities and interfraternal leaders have responded over the years with initiatives such as the *Call for Values Congruence* (Franklin Square, 2003). Some campuses have dismissed fraternities and sororities and banned their presence from campus. For example, Bowdoin, Amherst, and Middlebury have all banned fraternities and sororities (Rubin, 2018). Since 2017, as a result of these hazing deaths at universities such as Penn State, Louisiana State, Texas State, and Florida State, universities have

issued new directives (Biemiller, 2018). One such directive is changing the spirit of self-governance in fraternities and sororities. Self-governance has existed as a hallmark in many fraternity and sorority communities since their inception. Other campuses have taken radical steps to no longer allow single gender organizations, such as at Harvard College (Brown, 2019). These restrictive university actions are certainly impacting the way fraternity and sorority advisors approach their work.

Student members of fraternities and sororities need resources such as education and advisement. This front line of advisement is provided by fraternity and sorority advisors. It is critical professionals in these roles feel a sense of satisfaction in their work, because their work is increasingly difficult and bears challenges. Engaging professionals who devote their time and talent to enhancing the culture of their current fraternity and sorority community is thought to be a best practice in the fraternity and sorority industry. Changing a culture is not a quick or easy process, and those tasked with shepherding this process should have the most tools available to them. Barber et al. (2015) stated:

> The role of student affairs practitioners is to understand how the fraternal experience affects student learning and development at various levels and to dismantle practices and behaviors at the individual, institutional, and system levels that inhibit student engagement and learning. For fraternities and sororities to remain relevant, meaningful, contributory, and trusted, those who work on college campuses must not only understand the issues but know how to manage and address the complexities found within these unique organizations and among members. (p. 242)

The professional association to which most campus-based fraternity and sorority advisors belong is called the Association of Fraternity/Sorority Advisors (AFA). The Association of

Fraternity/Sorority Advisors was founded in 1976 as a way for fraternity and sorority advisors on college campuses to better communicate with inter/national organization professionals (Bureau, 2006). Two years after its founding in 1976, the Association of Fraternity/Sorority Advisors had 185 members (Bureau). Koepsell and Stillman (2016) published a paper about the Association of Fraternity/Sorority Advisors' members. This was one of the first documents which gathered demographic data specifically related to professionals in fraternity and sorority advisor roles at colleges and at inter/national organizations. The purpose of their research was to provide greater information about members of the Association of Fraternity/Sorority Advisors. In November 2015, according to Koepsell and Stillman, the Association of Fraternity/Sorority Advisors had 1,343 members. The "professional" designation meant the member worked on a campus or at inter/national organization. The AFA membership category of professional members equaled 626 campus-based staff members and 227 inter/national organization staff members. By analyzing the demographic data submitted when individuals registered for AFA membership, Koepsell and Stillman's paper showed the profession had many young members. Among those working on campus, Koepsell and Stillman found an average age of 32, while the most commonly appearing age was 27. Their study found similar results among those working at inter/national organizations with 31 as the average age and 27 as the most frequently appearing age. On average, advisors in the field remained in their positions for 3.33 years. These data suggested members of the Association of Fraternity/Sorority Advisors and thus campus-based and inter/national organization fraternity and sorority professionals were facing challenges in both longevity in roles and attrition in the field as the researchers anticipated a longer average term of years in the field. Koepsell & Stillman hypothesized a reason for attrition may be low levels of job satisfaction. Little literature exists that specifically studied the profession of

fraternity and sorority advising at either a college or university (Cook, 2006; Monteaux DeFreitas, 2018; Steiner, 2017). Studies have been conducted about job satisfaction in the field of student affairs in general (Baldwin, 2009; Bender, 1980; Kirkland, 1989; Lombardi, 2013; Pokornowski, 2018; Weaver, 2005; Whittaker, 2003), but not specifically for the role of the fraternity and sorority advisor.

Marshall et al. (2016) studied those who left the field of student affairs. Marshall et al. stated student affairs professionals were pivotal in terms of their impact on the growth and development of college students. However, Lorden (1998) suggested 50–60% of student affairs administrators leave the field within the first five years of employment. Koepsell and Stillman (2016) reported many Association of Fraternity/Sorority Advisors members were in their current position for less than five years. Marshall et al. explained that to a college or university, employee turnover is an expensive financial loss. Recruiting, hiring, and training would incur costs. Human resources also incur costs in terms of other employees who may need to cover the work in an interim time period or spend their time training new staff. Rosser and Javinar (2003) explained that staff turnover and attrition leads to reductions in service, institutional knowledge, experience, and efficiency. I posited such turnover and attrition provides additional difficulty with a high-risk group of students, like fraternity and sorority members. Staffing irregularities undermine a college or university's ability to support these complex student organizations. Determining reasons for attrition could provide suggestions for improvement.

There is a dearth of research related specifically to the professionals in the functional area of fraternity and sorority advising, however, Cook (2006) did include Greek Life Directors, synonymous with fraternity and sorority advisors, in her research. Likewise, both Nestor (1988) and Hutmaker (2000) had participants who worked in fraternity and sorority advising. Each of

these three researchers included fraternity and sorority advisors as participants, but their research was not solely about fraternity and sorority advisors. More recently, fraternity and sorority advising has been an area of research interest (Koepsell & Stillman, 2016; Monteaux DeFreitas, 2018; Steiner, 2017).

I aspire that data gathered from this study will inform supervisors and the professional associations that provide professional development and support for full-time campus-based fraternity and sorority advisors. I believe gaining a better understanding of these professionals' experiences can positively contribute to the future development of the fraternity and sorority advising profession. The year 2021 is an important time for fraternities and sororities on college campuses. Understanding more about the professionals who work with these students is critical to creating more successful fraternity and sorority communities.

The role of working with fraternity and sorority students is complicated. Their communities experience serious challenges. These challenges are concerns for both our fraternities and sororities and their many relevant stakeholders. Relevant stakeholders are students, parents, alumni, upper-level administrators, faculty, staff, fraternity and sorority volunteers, and inter/national organizations. There is a high need for professionals working with fraternities and sororities to have the training and resources to do this work successfully. Through this research I hope to identify gaps in job satisfaction which, once identified, can help improve the experience of campus-based professionals advising fraternities and sororities. If the work experience of campus-based fraternity and sorority advisors can be improved, ideally the campus fraternity and sorority community will also improve. Fraternities and sororities do also have chapter advisors who may be alumni of their organizations. These chapter advisors serve in a voluntary capacity. This study is specific to full-time paid campus-based professionals who

advise fraternities and sororities. While I recognize the great importance of volunteer chapter advisors, my paper does not include volunteer chapter advisors as participants.

Purpose Statement

The purpose of this study is to more fully understand the experience of those who work as full-time fraternity and sorority advisors on a college campus. By collecting data regarding job satisfaction of these fraternity and sorority advisors overall, and exploring more specifically Spector's (1985) nine individual facets of job satisfaction, I am able to reveal areas of positivity and also negativity regarding the employment experience of the participants.

Research Questions

The research questions were:

1. What is the job satisfaction of full-time, campus-based fraternity and sorority advisors?

    1.1 What is the overall job satisfaction of full-time campus-based fraternity and sorority advisors?

    1.2 What is the job satisfaction of full-time campus-based fraternity and sorority advisors on each facet of job satisfaction: (a) pay, (b) promotion, (c) supervision, (d) fringe benefits, (e) contingent rewards, (f) operating procedures, (g) coworkers, (h) nature of work, and (i) communication?

    1.3 How does the overall job satisfaction of full-time campus-based fraternity and sorority advisors vary by gender?

    1.4 How do the individual facet scores of overall job satisfaction for full-time campus-based fraternity and sorority advisors vary by gender: (a) pay, (b) promotion (c) supervision, (d) fringe benefits, (e) contingent rewards, (f) operating procedures, (g) coworkers, (h) nature of work and (i) communication?

1.5 How does the overall job satisfaction of full-time campus-based fraternity and sorority advisors vary by age?

1.6 How do the individual facet scores of overall job satisfaction for full-time campus-based fraternity and sorority advisors vary by age: (a) pay, (b) promotion (c) supervision, (d) fringe benefits, (e) contingent rewards, (f) operating procedures, (g) coworkers, (h) nature of work and (i) communication?

1.7 How does the overall job satisfaction of full-time campus-based fraternity and sorority advisors vary by years in the field?

1.8 How do the individual facet scores of overall job satisfaction for full-time campus-based fraternity and sorority advisors vary by years in the field: (a) pay, (b) promotion (c) supervision, (d) fringe benefits, (e) contingent rewards, (f) operating procedures, (g) coworkers, (h) nature of work and (i) communication?

2. How do full-time campus-based fraternity and sorority advisors experience their roles?

   2.1 What are your experiences as a fraternity and sorority advisor?

   2.2 How did your experiences as a fraternity and sorority advisor affect you?

Delimitations

This study included current full-time campus-based professionals who worked with undergraduate fraternity and sorority members. Participants voluntarily elected to participate in the survey. Participants were also from academic institutions across the United States and Canada as the only countries with professional staff for fraternities and sororities are the United States and Canada.

Potential Limitations

This study included campus-based professionals who were employed in the spring 2020 semester. Participation in the survey was voluntary. It was only sent to campus-based fraternity and sorority advisors who were AFA members and who had checked a box to be contacted for research when they registered for AFA membership. A potential limitation was that professionals who formerly served in the fraternity and sorority advising field did not participate. Since those who had left the field of fraternity and sorority advising were not included as participants, their reasons for attrition are not represented in this study. I administered this survey during the summer. The summer is usually a quieter time for fraternity and sorority advisors, however, as I will describe below, the spring and summer 2020 semesters were not usual. The same survey, administered at another time of year or during another year, may have returned different results. Likewise, the continual headlines and public scrutiny associated with fraternity and sorority life may have influenced these results. The same survey, administered, in another decade may have produced different results.

Significance of the Study

Fraternity and sorority professionals are active and contributing student affairs members at colleges and universities. This study will contribute to the body of literature on the field of fraternity and sorority advising. The findings will further describe the perceived benefits and challenges of professionals who work closely with fraternity and sorority members. Additionally, it will explore what aspects of these roles may be related to job satisfaction. The findings of the experiences of fraternity and sorority advisors will enable upper-level administrators, supervisors, and professional associations such as the Association of Fraternity/Sorority

Advisors to better understand gaps in job satisfaction. Once identified, the field can give these gaps further attention.

Researcher's Perspective

Fraternity and sorority advising has been my full-time occupation for almost 18 years. I have been a member of a sorority since my sophomore year in college, and I remain an active volunteer on my sorority's Executive Council. I am also an active member and past president of the Association of Fraternity/Sorority Advisors. In addition to being a Director of Sorority & Fraternity Life, I also supervise staff members who serve as fraternity and sorority advisors. As a professional in this functional area, I have noticed attrition and job turnover in fraternity and sorority advising. I have also experienced my own longevity in the field. I am interested in better understanding job satisfaction of employees in the functional area of fraternity and sorority advising at colleges and universities. I aim for my research to help make sure these advisors receive adequate resources and are subject to reasonable expectations. My research will help understand why people do the work, and determine a more complete means to support professionals through times of challenge.

My overarching belief is that an employee with a more positive experience will stay in the role longer. As a professional is retained in the role longer they may contribute more thoroughly to the development of students in the fraternity and sorority community and as a result the overall campus community.

Current Issues

I must acknowledge three current phenomena related to the timing of my paper. My data collection, both the survey and interviews, was conducted during the Coronavirus global pandemic in 2020. This Coronavirus is also called COVID-19. All participants acknowledged the

impact this virus had on their work whether it be working from home, furloughs, staff attrition and hiring freezes, less contact with students, repurposing of their traditional work-related duties, and a general sense of fear and uncertainty. Second, this research was conducted after the murder of George Floyd in May 2020, which sparked a national resurgence of the Black Lives Matter movement and increased conversations and actions regarding social justice and privilege. Third, since I began this research project an Abolish Greek Life movement became widespread on several college campuses in summer and fall 2020. All three of these issue were salient in the interviews with the participants in terms of their professional roles and their experiences and may have impacted the results.

Chapter II: Literature Review

Job Satisfaction

Job satisfaction has been studied often. An early paper on this topic from Herzberg et al. (1959) established both motivation and hygiene factors of job satisfaction. Bender (1980) studied job satisfaction in student affairs and found 66% of participants satisfied. Since 1980, many additional authors researched job satisfaction in student affairs (Baldwin, 2009; Hutmaker, 2000; Lombardi, 2013; Nestor, 1988; Pokornowski, 2018; Sales, 2015; Whittaker, 1983). This chapter will first explore the subject through the lens of job satisfaction content theories. Next the chapter will discuss job satisfaction in various types of jobs. Finally, the chapter also offers a focus on job satisfaction in higher education, student affairs, and specific functional areas in student affairs. Particular attention will be given to the functional area of fraternity and sorority advising.

Content Theories of Job Satisfaction

There are several theories related to job satisfaction. This chapter focuses on job satisfaction content theories. Thompson et al. (1997) analyzed findings related to job satisfaction, published in the first 26 volumes of *Educational Administration Quarterly.* Thompson et al. stated the job satisfaction theories they reviewed could be placed into three separate categories: content theories, process or discrepancy theories, or situational models. Content theory is the primary job satisfaction theory explored in this chapter. Content theories relate closely to student affairs literature. My focus on content theories aligns this chapter with student affairs literature. Locke (1976) first explained, "Content theories attempt to explain job satisfaction in terms of needs that must be satisfied or value that must be attained" (p. 30). Later Thompson et al. reiterated Locke's definition. According to Thompson et al., content theories of job satisfaction

related to popular theories by such researchers as: Maslow (1943) and Herzberg et al. (1959). The next, section explores how each researcher disseminated seminal theory that contributes to content theory of job satisfaction.

Maslow's Hierarchy of Needs

In 1943, Maslow disseminated a well-known theory which described a hierarchy of human needs. Maslow's hierarchy consisted of five levels. He suggested there was an order to these needs. Specifically, that before the higher levels could be satisfied the lowest level required satisfaction first. The first, or lowest level, was physiological needs such as water, food, and shelter. Second was safety, and the third level was a sense of belonging. The fourth level was esteem which included attributes like recognition. While the top, or final level was self-actualization. Maslow (2011) further said, "A musician must make music, an artist must paint, a poet must write, if he is to be ultimately happy. What a man can be, he must be. This need we may call self-actualization" (p. 5).

Herzberg's Two-Factor Theory

Herzberg et al.'s (1959) theory of job satisfaction was called the motivator-hygiene theory. In describing their job satisfaction research Herzberg et al. said, "And so our technique emerged. We decided to ask people to tell us stories about times they felt exceptionally good or bad about their jobs. We decided that from these stories we could discover the kinds of situations leading to negative or positive attitudes toward the job and the effects of these attitudes" (p. 17).

Herzberg et al. (1959) developed the motivator-hygiene theory as a result of their research. Herzberg et al. explained observing when people felt happy about their jobs it seemed to be due to their own performance and professional growth, called a motivator. However, when they seemed unhappy it seemed to be due to conditions surrounding the worker. Herzberg et al.

called these conditions hygiene factors. Hygiene factors were things such as: physical working conditions, salary, policies and procedures, benefits, and job security. Similar to Maslow (1943), Herzberg et al. stated a motivating factor for a happy worker would be an opportunity for self-actualization.

In addition to the two content theories above, it is also important to note Thomson et al. (1997) suggested multiple predictor constructs regarding job satisfaction. These predictors each occurred ten or more times in their review: (a) gender, (b) age, (c) organizational size, (d) length of tenure in current position, (e) role ambiguity, absenteeism, (f) travel time to work, (g) pay, (h) satisfaction with pay, (i) role conflict, (j) school level (elementary, middle, or high school), (k) absence reporting method, and (l) rule observation. Thompson et al. stated half of these constructs were demographic while the other half were organizational. Many of the constructs identified by Thompson et al. were also constructs which were present in the literature regarding job satisfaction in higher education and student affairs.

I will now describe the instrument used in my research, Spector's Job Satisfaction Survey (JSS), which he developed in 1985. However, in order to introduce the Job Satisfaction Survey, I will first share information about the Job Diagnostic Survey, which pre-dates the Job Satisfaction Survey.

Hackman and Oldham's Job Diagnostic Survey

Hackman and Oldham (1974) developed the Job Diagnostic Survey (JDS). They were interested in the effect jobs had on employee motivation. They envisioned two types of use for their instrument. The first determined if existing jobs could be improved to increase employee productivity and satisfaction. The second evaluated how job changes affected an employee. This instrument originally assessed 658 employees on 62 different jobs in seven organizations.

Hackman and Oldham (1974) explained the JDS measured five Core Dimensions. The Core Dimensions were: skill variety, task identity, task significance, autonomy, and feedback from the job itself. The assessment additionally explored an employee's general satisfaction, internal work motivation, and specific satisfactions. The specific satisfactions were in the following areas: job security, pay and other compensation, peers and coworkers, supervision, and opportunities for growth and development.

Job Satisfaction Survey (JSS)

Spector's Job Satisfaction Survey (JSS), which was created by Dr. Paul Spector in 1985, was used in this study (see Appendix A). I will refer to this instrument as JSS (1985) moving forward. Spector created the JSS (1985) particularly for human service, public, and nonprofit organizations to measure factors related to job satisfaction. Spector identified nine different facets related to job satisfaction. The facets included: pay, promotion, benefits, contingent rewards, supervision, coworkers, nature of work, communication, and operating procedures. Spector discussed the need to have a tool which measured job satisfaction for human services as a main motivation for the creation of the JSS (1985). He did not think prior tools adequately captured the experience of the human services category of jobs. To determine the nine components of job satisfaction, Spector first reviewed the existing literature on job satisfaction dimensions. He also endeavored for the JSS (1985) to cover major aspects of job satisfaction with distinct subscales. Spector (1985) did not feel existing assessments like the Job Descriptive Index provided adequate coverage. For example, Smith et al.'s (1969) Job Descriptive Index included only five areas. The five areas from Smith et al.'s (1969) Job Description Index are also all represented in the JSS (1985), however, Spector's survey included an additional four facets. Smith et al.'s (1969) Job Descriptive Index measured pay, supervision, promotion, people on

present job, and work on present job as well as a job in general overall score. Spector's JSS (1985) covered these five facets but additionally added fringe benefits, contingent rewards, operating procedures, and communication. Finally, Spector was concerned with the length of the assessment tool, and he decided to keep the JSS (1985) below 40 items.

Spector's JSS (1985) consisted of 36 statements. These statements indicated job satisfaction via a 6-point Likert scale. A participant scored each statement a number ranging from 1 to 6. The lowest rating indicated *disagree very much*, and the highest rating indicated *agree very much*. Item examples included, "I feel I am being paid a fair amount for the work I do," and, "Raises are too few and far between." The amount of time it took a participant to complete Spector's JSS (1985) was approximately 20 minutes. Spector allows use of this survey for educational purposes, such as dissertations, for no cost as long as the use included a copyright notice and as long as the researcher shares the results with him (Industrial & Organizational Psychology, n.d.).

On the JSS (1985), the mean score for overall job satisfaction can range from a high of 216 to a low of 36 (Spector, 1997). The JSS (1985) norm scores reported the overall job satisfaction mean was 133.6 (Industrial & Organizational Psychology, n.d.). Figure 1.1 illustrates a JSS (1985) scoring interpretation guide. I made this visual based on Spector's (1997) guidance for how to interpret the scores of the JSS (1985).
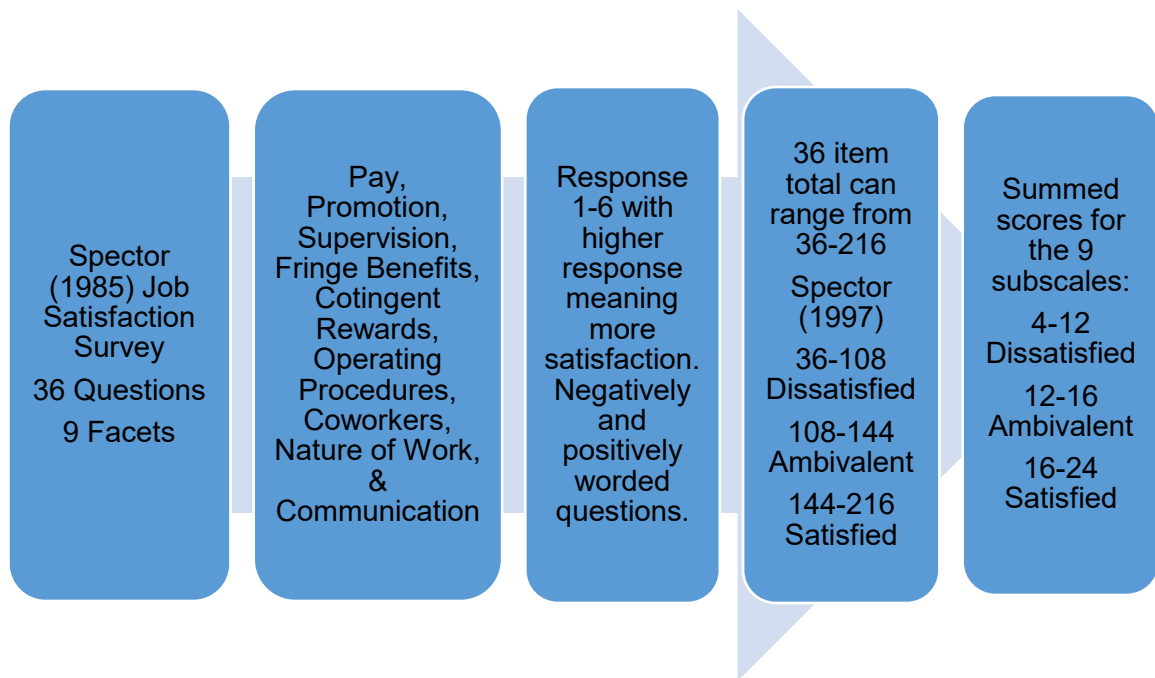
Figure 1.1

Job Satisfaction Survey (1985) Scoring Interpretation Guide

Scoring the Job Satisfaction Survey

Industrial and Organizational Psychology (n.d.) provided detailed scoring instructions for the JSS (1985). According to Spector (Industrial & Organizational Psychology, n.d.), some of the JSS (1985) statements were written positively and some were written negatively. A participant scored each statement a number ranging from 1 to 6. The lowest rating indicated *disagree very much*, and the highest rating indicated *agree very much*. Since a high mark of 6 represented satisfaction, for negatively worded statements a high mark of 6 was reversed before scoring. This reverse scoring technique allowed meaningful score calculations. For example, a high score of 6 on a negatively worded statement reverse scored as a "1."

The nine facets of pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication were each represented by

four questions on the JSS (1985). The possible score for each facet ranged from 4–24.

Meanwhile, the overall job satisfaction score ranged from 36–216 as each of the 36 statements

had a possible selection ranging from 1–6. Spector (Industrial & Organizational Psychology,

n.d.) suggested two different ways to know if the overall score represented job satisfaction or job

dissatisfaction. One way was to compare the overall job satisfaction mean with the means for

similar industries. Spector has received data from others who have used the JSS (1985) in

multiple industries and made those norm scores available on his website (Industrial &

Organizational Psychology, n.d.). Spector reported a mean for higher education on his website

(Industrial & Organizational Psychology, n.d.). The higher education mean was the most closely

related field for this study.

Job Satisfaction in Other Industries

This section will review literature related to job satisfaction in manufacturing, health

care, and across other fields as conducted by the Society for Human Resource Management

(SHRM). Information about job satisfaction in these industries provides context for research

regarding job satisfaction in higher education and student affairs.

Job Satisfaction in Manufacturing

Hoppock (1935) performed early research regarding job satisfaction. He conducted a

study that looked at age and its relationship to job satisfaction. His team obtained self-

evaluations of job satisfaction from 309 employed adults in the manufacturing town of New

Hope, Pennsylvania. The sample represented 88% of the workers in New Hope. Hoppock

conducted this study in July and August of 1933. Of 309 workers who completed the evaluation,

286 indicated their age. Hoppock described job satisfaction slightly increased with age.

Hoppock (1935) postulated three reasons why job satisfaction increased with age: (a) attrition of those who were unsatisfied; (b) the worker accepted what was seen as the reality of life, which could lead to indifference; and (c) increased satisfaction as a result of more experience and, thus, proficiency. Therefore, a key finding from Hoppock was that job satisfaction rose with age which could be attributed to factors such as proficiency of the worker, retention, and acceptance of the work.

Job Satisfaction in Health Care

While age was one factor that relates to job satisfaction, an employee's supervisor is another factor which tends to predict job satisfaction. Decker et al. (2009) studied health care and used data from the 2004 National Nursing Assistant Survey. Decker et al. measured predictors of intrinsic job satisfaction, overall satisfaction, and intention to leave the job. Participants were nursing assistants who worked more than 30 hours a week in a nursing home, and there was a total population of 2,146 nursing assistants according to data from the 2004 National Nursing Assistant Survey. Decker et al. found that nursing assistants who held a favorable view of their supervisor achieved higher levels of job satisfaction. According to this study's results, the job characteristic most related to intrinsic satisfaction was relationship with supervisor.

Boeve (2007) used Herzberg's two-factor motivation theory and Smith et al.'s (1969) Job Descriptive Index to study a different role in both health care and higher education, physician assistant faculty members. All physician assistant faculty members involved with the Physician Assistant Education Association received a web-based survey. Of the 1,142 physician assistant faculty listed, 518 responded (45% response rate). Findings indicated physician assistant faculty members were more satisfied than dissatisfied with their jobs. The physician assistant faculty were satisfied with four of five categories in the Job Description Index. They were least satisfied

with academic salaries. The four categories that reported satisfaction were work itself, advancement opportunities, supervisor support, and coworker relations. Years of experience was a significant predictor for overall job satisfaction. Overall job satisfaction was high in Boeve's study (M = 4.15) on a scale of (*5 =Very Satisfied, 4 = Satisfied, 3 = Neutral, 2 = Dissatisfied, 1 = Very Dissatisfied*). Job satisfaction increasing with years of experience may be related to higher pay. Job satisfaction increasing with years of experience may also be attributed to those who are satisfied with their jobs staying in their jobs. Both of these factors were also discussed in Hoppock's (1935) study.

Society for Human Resource Management (SHRM)

While Hoppock (1935), Boeve (2002), and Decker et al. (2009) focused on a specific job type, in 2016, the Society for Human Resource Management (SHRM) published a report titled *Employee Job Satisfaction and Engagement: Revitalizing a Changing Workforce*. SHRM's survey sample consisted of 600 U.S. employees randomly selected by an outside survey research organization's web-enabled employee panel. All respondents worked either full-time or part-time. The demographic profile of the sample matched the demographic profile of U.S. workers according to U.S. Census data.

The SHRM participants were surveyed annually for 10 years. The SHRM report stated that, since 2013, job satisfaction had been trending upward; 2015 showed the highest overall rate of job satisfaction (88%). However, 45% of employees reported they would be likely or very likely to look for other jobs in the next year. The SHRM reported this result was likely because employees viewed the job market as stable enough to support job moves. The report from SHRM's study identified five top contributors to job satisfaction: (a) respectful treatment of all

employees at all levels (67%); (b) compensation/pay overall (63%); (c) benefits, overall (60%); (d) job security (58%); and (e) trust between employees and senior management (55%).

The SHRM's *Employee Job Satisfaction and Engagement: Revitalizing a Changing Workforce* also measured employee engagement based on the following variables: (a) relationships with coworkers (b) opportunities to use skills and abilities (c) job meaningfulness (d) confidence in meeting work goals (e) determination to accomplish work goals (f) clear understanding of the organization's mission/vision (g) an employee's self-rated ability to take action when they saw a problem or opportunity (h) an employee's self-rating of his or her colleagues ability to quickly adapt to challenge or crisis situation (i) and an employee's self-rated perseverance despite job challenges. Employees rated their engagement from 1 to 5, with 1 being the *least engaged and 5 being the most engaged*. The mean score for engagement among participants was a 3.8, with employees in lower-level jobs reporting less engagement than employees in higher-level jobs. Key findings in the SHRM research indicated that although employees valued culture, compensation was becoming increasingly important. Across generations, workers shared similar priorities, but their strategies differed. The SHRM survey found no statistically significant difference in job satisfaction between generations.

The findings of SHRM's *Employee Job Satisfaction and Engagement: Revitalizing a Changing Workforce* included a broader employee base than student affairs; however, job satisfaction data from other fields provides helpful information that has application in the field of student affairs. For example, the tenants of respectful treatment of all employees at all levels, compensation, benefits, job security, and trust between employees and senior management were likely considerations of employees in student affairs.

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Job Satisfaction in Higher Education

The previous section reviewed job satisfaction research and literature across multiple

fields and professions. The section ahead will explore job satisfaction in the context of higher

education. Job satisfaction research and literature in higher education studies those who work on

a college or university campus in the United States. This section compares the literature for the

field of higher education with the broader literature that studied workers in other fields. The

comparisons will account for similarities and differences between and among the two segments

of literature. For example, many factors of job satisfaction remained consistent across industries.

These factors were things like pay, benefits, and relationships with others such as coworkers and

supervisors. As I delve further into the field of higher education, these next two studies were

chosen specifically because Barrett et al. used the JSS (1985), and Muhktar (2012) explored the

relationship of age to job satisfaction. Both are related to this study as I used the JSS (1985), and

I also explored the relationship of age to job satisfaction.

Athletic Training

Barrett et al. (2002) researched college athletic trainer job satisfaction. Barrett et al. used

the JSS (1985) to study job satisfaction among National Athletic Trainers Association Board of

Certification certified athletic trainers who worked in NCAA Division 1-A sports medicine

departments in the 12 Southeastern Conference institutions. To collect data for this study, the

researchers mailed prospective participants a cover letter, demographic questionnaire, survey

instrument, and a return-addressed stamped envelope. Of the 124 total eligible participants, 94

participated (76.6% response rate).

The mean score of the JSS (1985) for the athletic trainers in Barrett et al.'s (2002) study

was 151.3. Therefore, National Athletic Trainers Association Board of Certification certified

athletic trainers reported a higher mean job satisfaction score than the overall job satisfaction mean score for the JSS (1985). The JSS (1985) sample mean for the population of medical personnel was 123.2 (Industrial & Organizational Psychology, n.d.), which is lower than the job satisfaction mean score of National Athletic Trainers Association Board of Certification certified athletic trainers. Barrett et al.'s study did not indicate there was a relationship between job satisfaction and years of experience. The researchers observed highest job satisfaction scores among those aged from 42–49 and 50–57. The authors considered that the higher job satisfaction among the older age groups may be a function of how age also relates to more experience and how more experience then relates both to a rise into upper-level positions that also offer increases in pay and job responsibilities. After age 57, job satisfaction decreased. The authors postulated the reduction after age 57 may be attributable to a lack of promotions, lack of pay raises, boredom with the job, personal or family health, or the success of the collegiate team. Barrett et al.'s study confirmed Hoppock's (1935) findings that there seems to be a relationship between age and job satisfaction. Barrett et al. also found that participants who earned $50,000 or more reported job satisfaction scores almost 15% higher than those who earned less than $50,000. This gap in job satisfaction between employees earning different pay rates was another indication that pay can influence job satisfaction.

Faculty

Barrett et al. (2002) studied athletic trainers who worked on a college campus. The review below focuses on faculty members. Faculty members work in the classroom while athletic trainers support co-curricular, or outside the classroom learning and experiences. Mukhtar (2012) researched work–life balance and job satisfaction among faculty at Iowa State University. This research at Iowa State University used preexisting data gathered from the 2009–

2010 *Iowa State University Collaborative on Academic Careers in Higher Education Tenure-Track Job Satisfaction Survey Report*. A total of 143 tenure-track faculty members at Iowa State participated in this survey. Similar to past literature, this study found that age related to job satisfaction. According to Muhktar, age was a positive predictor for job satisfaction among faculty. As age increased, so did job satisfaction.

Violanti (2007) studied a blend of in-class personnel and out-of-class personnel by comparing faculty members and those who worked in student affairs. Violanti (2007) specifically compared job satisfaction and stress between faculty and student affairs professionals. She surveyed student affairs professionals who worked in academic functional areas. She considered the following student affairs areas: first-year enrichment staff, academic support center staff, and wellness and athletic staff. The student affairs employees reported higher levels of responsibility for their jobs, which contributed to higher occupational stress than the faculty members experienced. Although not statistically significant, student affairs staff reported higher mean scores than faculty in five areas of Osipow and Spokane's (1998) Occupational Stress Inventory-Revised's Occupational Roles Questionnaire including (a) role sufficiency, (b) role ambiguity, (c) role boundary, (d) role responsibility, and (e) physical environment.

Violanti (2007) stated that a statistically significant difference existed between faculty and student affairs professionals regarding personal strain. Student affairs professionals reported feeling more personal strain. Student affairs members also reported higher physical strain than their faculty partners. The severity of level of stress and job pressure was statistically significant and higher for the student affairs professionals, whereas the frequency of stress did not show a difference between the two groups. The results also indicated that the student affairs cohort

reported more stress in personal, financial, health, and total life stress than the faculty participants. Violanti found no significant difference between the two groups (faculty and student affairs) regarding job satisfaction. While not statistically significant, the means of the student affairs group were higher for general, intrinsic, and extrinsic job satisfaction.

Job Satisfaction in Student Affairs

Student affairs is a field which involves co-curricular learning on a college campus. Many professionals on a campus do the work of student affairs in a division called in whole or in part (formally or informally) "student affairs."

As early as 1980, more than forty years ago, Bender (1980) began the study of job satisfaction among those working in the field of student affairs. Having commenced this work in the late 1970s, she is among the first to research job satisfaction among this population. She stated, "Chief student affairs officers must examine the productivity of individual staff members to determine the efficacy of their organization's efforts" (p. 2). Bender sent a questionnaire to 200 National Association of Student Affairs Professionals (NASPA) Region II members. She used a stratified random sample to include those who worked in different functional areas throughout student affairs. Bender's original questionnaire allowed participants to self-evaluate. Her study achieved a high response rate of 72%. Her results showed that 66% of the sample were satisfied with their jobs while 16% were undecided and 18% were dissatisfied. Over 50% of participants reported job satisfaction, which is viewed as favorable. Since there was not much past research on job satisfaction in higher education, this rate of 66% provided a benchmark.

In Bender's (1980) work, there was no statistically significant difference in job satisfaction related to gender, however since men chose "strongly agree" at a rate of 26% while women chose "strongly agree" at a rate of 12% a pragmatic difference is noted. In Bender's

study, only 36% of participants felt they would do student affairs work for the rest of their lives. Another 39% reported they did not know if they would remain in student affairs work, and 25% of participants reported they would not remain in student affairs. Although there was no statistically significant difference in job satisfaction between age groups, Bender reported participants in the 23–36 age group appeared more dissatisfied than those age 37 and older. Bender reported of those participants age 23–36, 41% were undecided about a future in student affairs. Additionally, 31% of her participants aged 23–36 said they did not intend to stay in the field of student affairs. These findings are in contrast to those 36 years of age or older who reported only 12% did not intend to stay in the field. Bender suggested younger participants were dissatisfied because they had difficulty identifying opportunities for advancement. They also desired more involvement in the decision-making process than they currently experienced.

Along with a 66% job satisfaction rate in Bender's (1980) research, it was also interesting to note that a high level of participants, 94%, reported they enjoyed working with students on their campus and 91% said their job gave them a personal sense of accomplishment. Additionally, 96% stated their work was important. Furthermore, all but 10% of the participants said they enjoyed working with their coworkers and 75% said they were satisfied with their supervisor's competence. However, only 56% said they respected their chief student affairs officer, which is the person in the highest-ranking position in student affairs. A few additional points Bender illuminated were that 47% of respondents did not agree with the way the institution determined pay increases. About a quarter of respondents, 26%, said staff development programs did not occur while, more than half, 53%, said staff development programs were not helping them grow in their field. Of the men who participated, 55% had been in the field for 2–10 years while 80% of the women had been in the field 2–10 years. Bender

continued to report 20% of the women worked in the field 11 years or more while 45% of the men worked in the field 11 years or more. Similarly, 48% of the men said they were satisfied with advancement opportunities in comparison to 23% of the women. In regard to student affairs decision-making, 70% of the men said they were satisfied with their involvement in comparison to 53% of the women. These gender differences were not statistically significant but they do highlight some of the pragmatic differences between men's and women's response to this survey. Bender explained, "In comparing the levels of satisfaction between sub-populations, there was a 14% difference between men and women who strongly agreed that they were satisfied with their current job. This difference may be due to the fact that a larger proportion of the men in the sample were chief student affairs officers and they, as a group, indicated a higher degree of satisfaction with their jobs than did new professionals" (1980, pp. 6–7).

Bender's (1980) seminal work described a high level of affinity for the work itself and 66% of participants reporting job satisfaction overall. Bender also found specific areas of job satisfaction that were identified as leading to dissatisfaction: professional advancement, professional development, involvement in decision-making, pay increase processes, and belief in the divisional leader. Bender observed that those younger than 36 and those who identified as women had lower satisfaction levels in many of these areas than those over 37 and male.

Similar to Bender (1980), Whittaker (1983) also conducted quantitative research regarding job satisfaction in student affairs. Whittaker centered on three main functional areas. As opposed to the broader approach employed by Bender (1980) who incorporated more functional areas in her work. Specifically, Whittaker (1983) studied job satisfaction in the areas of counseling, residential life, and student activities at 10 colleges and universities in the Midwest. Whittaker's study population contrasted with the NASPA's Region 2 population,

which was primarily states in the Northeast and Mid-Atlantic. Whittaker communicated with chief student affairs officers and obtained a list of the staff who worked in counseling, residence life, and student activities. Whittaker created a six-page questionnaire first consisting of demographic questions and also questions related to job satisfaction or dissatisfaction. Whittaker's questionnaire referenced the theory of job satisfaction as explained and articulated by Herzberg et al. (1959). Whittaker's questionnaire was based upon a questionnaire used by Wittenauer (1980) in her dissertation regarding faculty satisfaction or dissatisfaction. Wittenauer's questionnaire was adapted by Whittaker for student personnel, or student affairs professionals, and the 10 categories used were those referred to by Herzberg as either job satisfiers or job dissatisfiers. Whittaker mailed a total of 258 questionnaires, of which 208 were returned (a response rate of 80.62%). Student activities had the highest percentage of participation with 97.73%, while counseling had 83.05% and residential life had 74%. Analysis of the survey responses indicated that 9 out of 10 factors were sources of job satisfaction: (a) achievement, (b) recognition, (c) the work itself, (d) responsibility, (e) institutional policy and administration, (f) supervision, (g) pay, (h) interpersonal relations, and (i) working conditions. An analysis of the responses indicated advancement was the only factor which was a source of job dissatisfaction. Among the three functional areas, an analysis of the responses indicated residence life staff members' higher degree of satisfaction with achievement, institutional policy and administration, and pay than those employees in student activities or counseling centers.

Whittaker (1983) also showed years in the type of position, years in the present position, and age were the demographics most closely related to job satisfaction or dissatisfaction. Those working 16–20 years and those aged 41–50 demonstrated the most job satisfaction.

Nestor (1988) was also interested in student affairs job satisfaction. In contrast to both Bender (1980) and Whittaker (1983), Nestor used qualitative methods and interviewed 14 student affairs officers in his study of job satisfaction in student affairs. His sample included personnel from more functional areas than Whittaker's sample included. Those represented in Nestor's study worked in residence life, judicial affairs, Greek affairs, student activities, and central student affairs offices. While Nestor was not focused on a particular region, he wanted to represent a diversity of hierarchical levels and multiple institution types. His findings indicated respondents wanted different things from their supervisor—for example, some wanted more delegation, some more challenge, and some support. Overall supervision was an important consideration related to job satisfaction among his participants. In Nestor's research, almost all his participants felt dissatisfied with pay, with the exception of senior student affairs officers. Respondents also acknowledged they did not enter the work expecting high pay. Those interviewed by Nestor felt that, in comparison to colleagues around them, they were not appropriately rewarded for their time and effort. A statement in Nestor's research read, "It seems around here that those of us working directly with students are undervalued when compared with those working with money or paper" (p. 48).

All of Nestor's (1988) participants said resources were important for job satisfaction. Job satisfaction varied among campuses, and sometimes an employee visited another campus and became more or less satisfied with their own resources as a result. According to Nestor, a mismatched level of resources results in job dissatisfaction. If the resource needs of the employee were met, they were satisfied and if not, they were dissatisfied. Participants in Nestor's study cited opportunities for promotion, advancement, and professional development as reasons which impacted job satisfaction. In Nestor's exploration of professional growth opportunities,

the14 participants interviewed most frequently mentioned staff development as an opportunity they expected for professional growth. However, most participants were not satisfied with staff development programs at their institution. One of Nestor's participants said, "We always talk as if [staff development] is important, but it never happens" (p. 55). Additional reasons provided for the dissatisfaction in staff development were that no staff development program existed at their institution and also infrequent staff development opportunities such as only once or twice a year. Participants expected their institutions to provide a more robust menu of professional development opportunities than they felt were available.

Nestor (1988) also found individuals whose ideology matched the institution experienced higher levels of job satisfaction. Conversely, when an individual's ideology did not match or outright conflicted with their institution's ideology, the individual reported job dissatisfaction. When there was conflict between the individual's own ideology and that of the institution, there was also dissatisfaction. Nestor also investigated the role of climate and prestige. He found negative attributes related to climate. These attributes were: stress, departmentalization, and sexism. Positive attributes related to climate were: humor and coordination. Turnover and complexity had both negative and positive impacts on job satisfaction. Last, Nestor said three different categories of prestige existed. They were: professional, institutional, and societal. They related to job satisfaction depending on one's need for prestige. For example, if an employee had a high need for prestige, the more prestige they gathered from these three prestige categories, the more satisfied they were.

This chapter includes reference to multiple researchers who studied professionals operating in multiple functional areas throughout student affairs. Hutmaker (2000) approached the topic of job satisfaction among student affairs practitioners differently. He focused on

comparing job satisfaction among student affairs generalists and specialists. He defined generalists as professionals with three or more categories of responsibility. Hutmaker further defined a specialist as a professional who had two or less categories of responsibility. Based on his review of job satisfaction, he hypothesized that student affairs generalists would report high levels of job satisfaction than specialists. Hutmaker used Hackman and Oldham's (1974) Job Diagnostic Survey as his instrument. Hutmaker also devised a demographic questionnaire. Hutmaker mailed his study's instrument to 500 student affairs professionals and received a 54% return rate. His study included professionals from three professional higher education organization membership lists including the Association of Fraternity/Sorority Advisors (AFA), Association of College Personnel Administrators (ACPA), and Association of College and University Housing Officers-International (ACUHO-I). Contrary to the researcher's hypothesis, student affairs specialists were more satisfied with their jobs than student affairs generalists. This unexpected finding raised additional questions. Hutmaker indicated that understanding why specialists reported higher levels of job satisfaction was an area for further exploration.

Like Bender (1980), Baldwin (2009) investigated the relationships between demographic characteristics among student affairs practitioners and their job satisfaction. She studied job satisfaction of male and female administrators in higher education in four-year public institutions in Alabama. From a pool of 14 schools, Baldwin selected four schools with a total of 54 participants. She found no statistical significance between men and women in overall job satisfaction, work climate, or job structure. For the purposes of her study, Baldwin used the Balzer et al. (2000) definition of work climate. The definition was supervision and coworker relationships. Baldwin also used a Balzer et al. definition of job structure, which was work on present job, job duties, pay, and opportunity for promotion. Baldwin's study participants were

satisfied with their present job duties, pay, promotion opportunities, and supervision, but they were not satisfied with their coworkers or their job in general.

Sales (2015) researched a broad cross section of student affairs functional areas at institutions in the southeast. She also collected data related to the employee's generation as a demographic characteristic among her participants. Sales administered the JSS (1985) and a demographic questionnaire to 364 student affairs professionals at 12 Southeastern universities. The participants worked in various areas of student affairs, including admissions, academic advising, residence life, judicial affairs, counseling and testing, career services, graduate studies, financial aid, TRIO programs, and student affairs. Among the 364 invitations to participate in this study, 97 responded for a response rate of 26%. Sales aimed to focus this research on the experiences of Generation Y staff members. As such, 53 respondents identified as Generation Y. The terms "Generation Y" and "the millennial generation" are synonymous. Sales noted 10 respondents identified as Baby Boomers and 24 respondents identified as Generation X. From the data Sales collected, she concluded that two workplace elements seemed to affect job satisfaction among Generation Y professionals. She found that promotion and contingent rewards seemed to be statistically related to how Generation Y professionals reported experiencing job satisfaction. Sales' findings showed the following eight factors were significant to employee retention: pay, promotion, fringe benefits, supervision, contingent rewards, operating procedures, nature of work, and communication. The only factor from the JSS (1985) not named as statistically significant to retention was coworkers. In this study only one demographic demonstrated a statistically significant relationship to Generation Y's job satisfaction. The statistically significant demographic relationship was that as length of time in current position increased job satisfaction also increased. This finding confirms research (Boeve,

2007; Katz, 1997; Rosser & Javinar, 2003; Whittaker, 1983) explored in this chapter which also indicates the amount of time in a position can positively increase job satisfaction.

Finally, Pokornowski (2018) also contributed to the study of job satisfaction among student affairs professionals. Pokornowski studied job satisfaction in general and the relationship between demographics and job satisfaction. Pokornowski also studied perceived competence levels of student affairs administrators and their job satisfaction. He also used the JSS (1985) and an adjusted edition of the National Survey of Student Affairs Professionals (Sriram, 2014). Participants were 173 full-time student affairs employees at 27 nonprofit colleges and universities in the Midwest. The employees' functional areas included housing, union services, student support services, counseling, and other unnamed subcategories. The survey had a 41.9% response rate. Pokornowski observed an overall mean job satisfaction score among his study's participants of 4.1. The score of 4.1 is interpreted as satisfied (Industrial & Organizational Psychology, n.d.). The results of this study indicated that in five of nine facets of Spector's Job Satisfaction Survey (1985) participants scored higher than the overall average. These five higher scoring facets included: supervision, fringe benefits, coworkers, nature of work, and communication. Pokornowski found that while five facets of job satisfaction received higher than average scores there were four areas in which the participants' average scores were lower than the overall average scores. These were: pay, promotion, contingent rewards, and operating procedures. This finding illustrated an imbalance in the mind of employees. For example, while participants will sometimes rate job satisfaction poorly in certain facets they may otherwise rate overall job satisfaction as satisfied according to standardized measures such as the JSS (1985).

In this section I reviewed seven pieces of literature regarding job satisfaction among student affairs professionals. The literature examined professional experiences across multiple

functional areas throughout multiple regions. The majority of these studies employed quantitative methods. Multiple studies also utilized the JSS (1985). The findings of these seven studies (Baldwin, 2009; Bender, 1980; Hutmaker, 2000; Nestor, 1988; Pokornowski, 2018; Sales, 2015; Whittaker, 1983) suggested factors such as age, length of time in a position, pay, relationships with supervisors, specialization, professional development, resources, advancement opportunities, and the work itself all contributed to job satisfaction, either positively or negatively.

Job Satisfaction by Professional Level

The previous section of this chapter focused primarily on job satisfaction research among student affairs employees in broad roles across a campus. Another category of research is scholarship that focuses on job satisfaction at stages of an employee's career. This category of research first segments career stages into entry-, mid-, and senior-levels and then studies how professionals experience job satisfaction differently as they progress through their careers. This section focuses on specific stage of career framework research.

Entry-Level Professionals

Entry-level professionals in student affairs are often considered those who have worked in the field for five years or less and usually do not have supervision responsibilities (Tull, 2004). Tull said job satisfaction was a reason cited for attrition among entry-level professionals. Therefore, Tull also supported the notion that age may correlate with higher job satisfaction primarily because those who were unsatisfied left the field earlier in their careers. Consequently, those who would report lower job satisfaction throughout these observational studies left the field before they could participate in the studies. This attrition introduces a form of selection bias across the studies. This bias, however, may not be the only reason these studies have observed a

positive relationship between age and job satisfaction. This positive correlation may also be a result of a number of factors other than attrition. For example, age also correlates with career advancement which may also result in higher job satisfaction. With both age and career advancement comes higher pay. Higher pay is thus, an intervening factor that may explain the positive correlation these studies observe between age and job satisfaction. Tull stated job dissatisfaction in student affairs related to the following primary reasons: (a) role ambiguity (b) role conflict (c) role orientation (d) role stress (e) job burnout (f) work overload and (g) perceived opportunities for goal attainment, professional development, and career advancement.

More than a decade after Tull (2004), Buchanan and Schupp (2015) performed a qualitative study about attrition among entry-level student affairs professionals. They used a multiple case study analysis approach and found participants through snowball sampling. Buchanan and Schupp coordinated with the Association of College Personnel Administrators (ACPA) and the National Academic Advising Association as resources in the recruiting process. Buchanan and Schupp asked members of both associations to send a study invitation to colleagues who had left the field of student affairs. Five former student affairs professionals (two male and three female) responded and agreed to participate in this qualitative study. All participants had a master's degree in a subject related to student affairs and became employed upon graduation. All but one participant worked in the field of student affairs for at least one academic year but less than six academic years. During their interviews, Buchanan & Schupp asked participants, "What factors impact the attrition or persistence of student affairs practitioners?" (p. 110). From the data, Buchanan and Schupp concluded three key themes influenced decisions about leaving the field. The first key theme was lack of professional development and career advancement. The second factor was inadequate supervisory and

mentoring relationships. Third, uneasiness navigating the higher education political arena contributed as a factor in favor of leaving the field. In addition to highlighting the importance of professional development, these findings support other research (Baldwin, 2009; Bender, 1980; Boeve, 2007; Decker et al., 2009; Nestor, 1988; Pokornowski, 2018) shared in this chapter about the importance of supervisory relationships. These findings also confirm other studies (Bender, 1980; Nestor, 1988; Pokornowski, 2018; Sales, 2015; Tull, 2004; Whittaker, 1983) that reported career advancement as an important factor associated with job satisfaction. Buchanan and Schupp also identified the political arena of higher education as a challenge regarding job satisfaction

Mid-Level Professionals

Mid-level professionals have worked in the field for 5–15 years. They traditionally serve in roles with more hierarchical advancement than an entry-level professional and may have supervision responsibilities. Mid-level professionals have not yet ascended to a role that includes a senior-level professional title such as a dean. This section will explore the unique experiences with job satisfaction among mid-level student affairs professionals.

Rosser and Javinar (2003) studied mid-level leaders in student affairs. Their study invited 4,000 mid-level leaders randomly selected from a directory of higher education professionals and achieved a 54% response rate. They discovered that two variables significantly related to a mid-level student affairs leaders' intent to leave. The first factor was the number of years the professional worked at their institution and the second factor was pay. Rosser and Javinar confirmed results from other studies that pay (Barrett, 2002; Bender, 1980; Boeve, 2007; Marshall et al., 2016; Nestor, 1988; Pokornowski, 2018) may be related to a professional's decision to leave a role in student affairs. Rosser and Javinar found those who worked at an

institution longer had lower morale but were less likely to leave. Those participants with higher salaries also reported a lower level of morale, but they, too, were less likely to leave the institution. Rosser and Javinar's findings regarding pay further supported the notion that age alone is not a predictor of job satisfaction. These findings indicated it may also be the pay and benefits that correlate with more time in a position and provide additional evidence that multiple factors may combine to influence job satisfaction.

Next, Cameron (2011) focused specifically on the issue of work-life balance among mid-level administrators in student affairs. She employed qualitative methods. Cameron invited mid-level members of ACPA to participate in the study. Cameron defined mid-level as working in student affairs for 6–15 years after earning a master's degree in the field. Cameron's participants also met the criteria: worked full-time at the time of the study and had exhibited some signs of work-life conflict according to an initial questionnaire. The ACPA provided a list of 1,208 members as potential participants. Purposeful sampling further narrowed the pool. Of the initial 1,208 members, Cameron invited 100 randomly selected members to participate via email. A prescreening survey determined whether work-life balance was currently a struggle for each participant. Cameron employed a purposeful sampling technique by collecting data from participants that reported experiencing struggles with work life balance. This purposeful sampling technique helped the researcher improve the study's ability to produce meaningful findings by collecting data from participants who could offer data specifically responsive to the study's research question. The final sample included 30 people. The sample included participants that represented both public and private institutions from across the country. Participants in Cameron's final sample served in multiple areas of student affairs including residence life ($n =$ 11), student activities and leadership ($n = 4$), multicultural affairs ($n = 6$), academic advising ($n =$

3), judicial affairs ($n = 2$), career planning ($n = 1$), and multiple ($n = 2$) and other ($n = 1$). There were men and women from multiple races. Some of the sample's participants reported parenting children. Participants were sometimes married, some were divorced, while others reported living in domestic partnerships. Cameron conducted telephone interviews with each participant after they each completed a projection exercise. A projection exercise is a qualitative technique. The first exercise had the participant use a page that had the word "You" in the center. The participant then drew every role they fulfilled, such as teacher, parent, spouse, etc. around the "You." The second projection exercise was a pie chart the participant drew to show how their time was spent. Cameron included the projection in her study's protocol in order to gain more insight into the participants' feelings and experiences.

Cameron's (2011) findings, as they related to job satisfaction, were enlightening. Participants described that achieving balance between their multiple roles was challenging. They felt the inability of supervisors to help negotiate multiple roles was a barrier. Participants described thoughts and feelings associated with leaving their current role, or the profession. These thoughts and feelings were common among the research participants. One participant identified as Cassandra said, "This work schedule and this work life issue is something I really have been grappling with in my own mind and heart . . . I honestly don't know if I'll stay in this profession" (Cameron, 2011, p. 64). Participants in Cameron's study also reported a concern regarding how their current position limited lifestyle choices. For example, a participant identified as Gloria stated, "—We both know when we have kids … our life cannot look like it does. And that to me seems really scary. And I haven't figured out how that's going to be integrated. It seems impossible right now" (Cameron, 2011, p. 64). A feeling that jobs in other

functional areas or in other industries might offer better work-life balance provoked thoughts of leaving the profession among Cameron's participants.

Lombardi (2013) also researched mid-level student affairs professionals regarding their job satisfaction as well as the relationship personal characteristics had to organizational fit. His participants included a random sample of mid-level student affairs professionals who belonged to the NASPA. He collected 845 surveys responses. He achieved a response rate of 36.9%. Lombardi defined mid-level as having supervision responsibilities and at least five years' experience in the field, but not holding a senior role such as dean or vice president. He used the JSS (1985) and found participants were satisfied overall ($M = 4.06$). He also found among his participants higher levels of job satisfaction in four facets: supervision, fringe benefits, coworkers, and the nature of work. Lombardi reported that his participants were ambivalent for the other five facets of job satisfaction: contingent rewards, communication, operating procedures, pay, and promotion. Similarly, while he found women to be less satisfied with rewards, such as pay and promotion, they were more satisfied with the environment. Lombardi approached his work with a focus on the impact institutional fit had on mid-level student affairs professionals' ratings of job satisfaction. In addition to the JSS (1985), he also used Saks and Ashforth's (1997) measures of Person-Job fit and Person-Organization fit. He also asked about both personal and institutional demographic characteristics. He found organizational and job fit seemed to relate to job satisfaction. From his data he observed organizational fit was harder to achieve than job fit.

Senior-Level Professionals

Katz (1997) surveyed senior student affairs professionals. He mailed 55 surveys, and received 44 responses for a response rate of 80%. Katz limited his sample to those with the title

of director or higher and to those who had worked in student affairs for 15 years or more. He further restricted his participants to those who worked full-time at colleges and universities in Mississippi and Georgia. Furthermore, the institutions were either Research 1, Research II, or Baccalaureate 1 as per the Carnegie Classification system. Katz reported that 59% of his study's participants were male and more than four out of five participants were Caucasian. The average age of all participants was 50.55 years. The average years of service among the study's participants was 23.7 years.

Katz (1997) reported senior student affairs veterans recorded a high level of job satisfaction. The veteran student services practitioners also felt high levels of satisfaction regarding the quality of their coworkers. Senior student affairs professionals were less satisfied with their pay. While other literature said longer tenured and higher-ranking student affairs professionals usually reported higher levels of job satisfaction due to other mutually causal benefits like pay, this cohort of senior student affairs professionals did not. Katz's participants rated pay lower than other elements of job satisfaction, such as coworkers and job experience overall. The dissatisfaction with pay is important to observe as it contradicts the notion that reaching the highest salary levels of a senior student affairs administrator would equal job satisfaction with pay. The senior student affairs administrators also reported lower levels of satisfaction with the quality of the supervision they received. The student affairs veterans who participated in Katz's study reported that they felt the most important intrinsic factor for job satisfaction of entry-level professionals was potential for advancement and the most important extrinsic factor was pay.

In 2000, Taylor studied job satisfaction of senior student affairs administrators and also learned that these administrators achieved a high level of job satisfaction. She surveyed 46 chief

student affairs officers at four-year Historically Black Colleges and Universities (HBCUs) in the U.S. and Virgin Islands and garnered a 49% response rate. Taylor (2000) used Smith et al.'s (1969) Job Descriptive Index to measure job satisfaction. Once again, these senior administrators provided responses that upon Taylor's analysis, indicated they experienced satisfaction with their jobs. It appeared the work environment, work itself, and the people contributed to higher job satisfaction. Senior student affairs administrators' reported their income as lucrative. Additionally, Taylor found that the number of years working correlated with age. Taylor indicated opportunities for advancement may have been limited because participants were already in the highest role in their student affairs organization. Taylor additionally found empirical evidence from her study that job satisfaction for these participants was not attributed to role conflict, role ambiguity, or length of tenure in the role of chief student affairs officer. Therefore, two different studies regarding senior level student administrators at different types of institutions both reported high levels of job satisfaction among this population.

Job Satisfaction by Student Affairs Functional Area

Functional areas are specific roles in the field of student affairs. Many professionals focus on one particular functional area in their work. Examples of functional areas are campus recreation, student conduct, residence life, student activities, fraternity and sorority life, student disability services, and diversity and inclusion. This chapter has already discussed many studies that have produced findings regarding study participants who worked in a variety of different student affairs areas (Baldwin, 2009; Bender, 1980; Hutmaker, 2000; Nestor, 1988; Pokornowski, 2018; Sales, 2015; Whittaker, 1983). Previous sections in this chapter have also examined studies that included student affairs professionals at different levels in their careers (Buchanan & Schupp, 2015; Cameron, 2011; Katz, 1997; Lombardi, 2013; Rosser & Javinar,

2003; Taylor, 2000; Tull, 2004). In the section below this chapter presents an exploration of researchers who studied job satisfaction in one specific functional area of student affairs. These studies focused on campus recreation, conduct, housing, student unions, and student activities. The focus on a functional area is similar to the focus of this study, which focuses on job satisfaction among student affairs personnel serving in the functional area of fraternity and sorority advising.

Campus Recreation

DeMichele (1998) researched the extent to which organizational and job satisfaction factors enhanced or detracted from job satisfaction and organizational climate among mid-level campus recreation program coordinators. DeMichele distributed surveys to 545 mid-level campus recreation coordinators listed in the 1997 directory of the National Intramural Recreational Sports Association (NIRSA), of which 285 responded. More than 65% of the participants were (a) 12-month employees at a four-year public institution, (b) responsible for multiple components in campus recreation, and (c) working at an institution with 10,000 or more students. DeMichele's survey instrument employed a 5-point Likert scale to measure perception of job satisfaction and to measure institutional satisfaction. DeMichele's respondents provided data that indicated that they were, as a group, moderately satisfied with their institutions and their jobs. The data showed that organizational climate, evaluation, regard for personal concerns, professional development opportunities, and political climate related to job satisfaction. Environmental factors such as relationship with colleagues, autonomy, power, and control also seemed to influence job satisfaction. Demographic information, such as region of the country, years of experience, institutional governance, and institutional size, did not seem related to job satisfaction among this study's participants. These data also confirm previous findings (Bender,

1980; Buchanan and Schupp, 2015; Nestor, 1988, Tull, 2004) that professional development opportunities and/or the political climate in the field of higher education affected job satisfaction. Data from DeMichele's respondents evidenced that relationships with colleagues is a factor that may support job satisfaction. From DeMichele's data, demographic information, such as years of experience, did not seem to have a relationship with job satisfaction. This finding regarding demographics differentiates DeMichele's results from the results of other researchers (Barrett, 2002; Hoppock, 1935; Katz, 1997; Muhktar, 2012; Nagel-Bennett, 2016; Taylor, 2000) who found years of experience did positively relate to job satisfaction.

Another researcher, Kaltenbaugh (2008), also studied mid-level campus recreation professionals. Kaltenbaugh used the JSS (1985). As justification for his study, he claimed that campus recreation was a prominent focus for the recruitment and retention of students. He sought to measure job satisfaction of mid-level employees in campus recreation and test if demographics such as gender, age, institutional size, and years of experience related to job satisfaction. Kaltenbaugh collaborated with the National Intramural Recreational Sports Association (NIRSA) to recruit its members for his study. During sample selection, Kaltenbaugh excluded from his analysis anyone without the title of director, associate director, assistant director, facility manager, and director of intramurals. Then, systemic sampling was used so every fourth person on the list was selected to participate for a total of 192 study invitations. Ultimately, 104 campus recreation professionals participated, for a response rate of 54%. Kaltenbaugh's findings suggested that campus recreation personnel were the most satisfied with supervision and nature of work of all nine job satisfaction facets. Kaltenbaugh found job satisfaction did not vary by gender, age, institutional size, or years of experience.

Conduct

Similar to Kaltenbaugh's (2008) work in the functional area of campus recreation, Nagel-Bennett (2010) explored the effect of demographics on job satisfaction in the functional area of conduct. Nagel-Bennett distributed an online survey to 358 members of the Association for Student Conduct Administration (ASCA). Nagel-Bennett specifically studied chief student conduct administrators. Of the 358 participants, 38% completed the survey. She found 86.4% of chief student conduct administrators were somewhat satisfied with their jobs. She also found advancement opportunities and age and gender predicted intentions for staying in the field. For example, males of a higher age persisted the most. There were statistically significant differences by gender, as male participants were more satisfied with their jobs than female participants. Nagel-Bennett additionally found balance of work and personal life, combined with age and gender, can also predict if a chief student conduct administrator will stay or leave the role.

Bernstein Chernoff (2016) was interested in how the impact of the work, particularly secondary trauma, could relate to a conduct professional's job satisfaction. She selected members of the Association for Student Conduct Administration (ASCA) to take a web-based survey which included Stamm's (2010) Professional Quality of Life Scale and a demographic survey. Stamm's (2010) Professional Quality of Life Scale included both close-ended questions and demographic information. A total of 381 members participated in the survey. Her findings showed that participants displayed average levels of compassion satisfaction, burnout, and secondary traumatic stress. A positive correlation existed between burnout and secondary traumatic stress. A statistically significant finding between burnout and job responsibilities that included student organizational conduct and Title IX investigation and adjudication existed. Title IX adjudication involves cases of sexual assault, harassment, and stalking. It is interesting to note

the specific type of the work negatively influenced personnel in the form of burnout and also secondary traumatic stress. Secondary traumatic stress is stress experienced by professionals who work with or serve those that experienced trauma or stress first-hand. According to Berstein Chernoff, secondary traumatic-stress occurs when a professional works with or serves victims of violence, crime, oppression, and other traumatic events. By working with these victims, secondary traumatic stress sufferers vicariously experience the stress and trauma of those with whom they work and serve.

Housing

One of the most prevalent functional areas in student affairs is housing. Some also refer to housing as residence life. Jones (2002) chose quantitative methods to study job satisfaction among professionals serving in college housing. He used his own (2002) College Housing Satisfaction Survey. Jones's survey was a modification of Locke et al.'s (1983) Theory V questionnaire. The survey was adapted with Locke's written permission. There were 1,560 housing professionals who completed the College Housing Satisfaction Survey as participants in this study. Jones used a list of college housing personnel from the Association of College and University Housing Officers-International (ACUHO-I). The response count of 1,560 people constituted 39% of the total of the ACUHO-I members. The participants reported slight satisfaction with their jobs. Of the eight job aspects listed on the instrument, participants were most satisfied with their coworkers and least satisfied with their institution. In Jones' study, the most satisfied employees were male, White, older chief housing officers who lived off campus, worked at large public institutions, and lived in the Southwest. The participants who reported the most satisfaction were also more educated, more experienced, and received higher pay than other participants in the survey. The least satisfied employees were female, African American,

younger residential education professionals who lived in campus housing, worked at small private institutions, lived in the Northeast, and were less educated, less experienced, and earned the lowest pay among participants in the study. This combination of factors supported much of the attrition literature regarding younger, lower paid, entry-level student affairs professionals being unsatisfied (Marshall et al., 2016; Rosser & Javinar, 2003; Tull, 2004). Jones' research also demonstrated student affairs professionals from marginalized identities reported less satisfaction.

Weaver (2005) also performed a qualitative study in the field of residence life. She studied job satisfaction of live-in resident directors at selected Pennsylvania (PA) State System of Higher Education institutions. The sample comprised 15 full-time, live-in professionals from seven of the system's universities. Weaver utilized descriptive qualitative inquiry. The researcher interviewed each participant in their own live-in environment. The seven schools selected were chosen for geographic convenience. Weaver identified 38 full-time, live-in residence hall directors from a PA State System directory. Weaver contacted all 38 as prospective study participants. Of those she contacted, 15 volunteered to participate. The chancellor of the state system permitted the research. The researcher contacted the Chief Student Affairs Officers at each of the seven schools and asked them to encourage staff participation. Three Chief Student Affairs Officers assisted. Weaver then mailed a letter to potential participants that explained the study and gave the potential participant a $1 bill. Weaver conducted standardized open-ended interviews with the 15 participants. Through 11 open-ended questions, she identified both opportunities and challenges in the live-in roles. She described a delicate balance between personal and professional life. She further shared that the living accommodations influenced job satisfaction. For example, participants specifically expressed desires for adequate room,

amenities, and furniture. Two factors that led to low job satisfaction were a lack of privacy and a feeling of working around the clock. All participants reported high satisfaction with their jobs when it came to the work itself and interaction with students. Overall, the study participants reported experiencing a high level of job satisfaction.

Blakney (2015) focused on a specific functional area at a distinct type of institution. She studied job satisfaction of entry-level residence life professionals at HBCUs. Blakney surveyed 88 entry level residence life professionals at either 2– or 4–year public or private HBCUs. Blakney administered the JSS (1985) and found no statistically significant differences in job satisfaction between genders. She also found participants were ambivalent regarding their jobs overall ($M = 3.61$). Most notably, participants were satisfied with both supervision and the nature of the work but showed dissatisfaction regarding promotions. Blakney's study, is among a number of studies which find that opportunity for promotion, or lack thereof, is often a reason for dissatisfaction (Bender, 1980; Nestor, 1988; Pokornowski, 2018; Sales, 2015; Whittaker, 1983), particularly among entry-level professionals (Buchanan & Schupp, 2015; Tull, 2004).

Student Unions and Campus Activities

Kirkland (1989) studied job satisfaction among college union and student activities administrators. In his research, Kirkland modified Locke's (1983) job satisfaction instrument so that it would more accurately apply to the work of student affairs professionals. Kirkland drew his sample from the membership of the Association of College Unions-International (ACUI). Of the 586 members at the time, 344 were drawn from the ACUI directory. Kirkland mailed the modified Locke (1983) instrument to the 344 members. Kirkland also sent each of the 344 members a postcard reminder. Kirkland received total of 187 usable questionnaires. Related to job satisfaction, the instrument asked participants to rank an overall job satisfaction score and

also a score for individual aspects of job satisfaction. Kirkland said that the data he collected indicated that study participants were most satisfied with coworkers. After coworkers, Kirkland's participants were most satisfied with the work itself. From there satisfaction with the following factors decreased in order from fringe benefits, supervisor, work conditions, pay, higher-level administrators, and then advancement. Most of the respondents stated they were satisfied overall with their work. This was indicated by a mean score of 4.0 on a scale of 1 to 5, with 5 being *extremely satisfied*. 1 (*Extremely Dissatisfied, Dissatisfied, Neither Satisfied Nor Dissatisfied, Satisfied, Extremely Satisfied*).

Job Satisfaction and Attrition in Student Affairs

When discussing job satisfaction in student affairs, it was important to also recognize that a byproduct of low job satisfaction is attrition. Personnel attrition is often cited as a problem area in student affairs (Marshall et al. 2016; Rosser & Javinar, 2003; Tull, 2004). Nobbe & Manning (1997) indicated the student affairs role lent itself to work overload and the possibility of reduced job satisfaction. Additional studies explored the issue of attrition as well.

In her 1988 study, Evans (1998) stated, more and more, those employed in student affairs were required to complete a two-year graduate program prior to employment. While an entry-level job was a common starting point, student affairs professionals seemed to have difficulty advancing beyond entry-level positions. Evans continued to say due to these inhibitions on a professional's ability to advance in the field, attrition was a regular occurrence. Evans further explained when professionals leave the field, there are institutional costs. For example, the time and energy that faculty devoted to an employee's professional development leaves with the employee. When that time and energy leaves with the employee that is a cost which the institution cannot easily recover. Attrition also costs the institution the opportunity to benefit

from other investments it makes in personnel when they leave the institution such as assistantships, practicums, certifications, etc. By studying attrition and understanding how to reduce attrition, we can avoid or reduce the costs associated with attrition.

Evans (1988) cited several factors that influenced a professional's decision to leave student affairs. For example, lack of opportunity for advancement is a factor. However, Evans said that middle-management and director-level jobs were available even when those who left the field perceived there was a lack of opportunity for advancement. Respondents identified residence life as the student affairs functional area with the most entry-level positions and also the most limited advancement. According to Evans the lack of opportunity for personal and professional growth also contributed to lower job dissatisfaction in student affairs. Evans warned that much of the research she reviewed was limited to a particular region or a particular graduate program, and she suggested that others conduct wider research on the topic.

One often mentioned reason for attrition in student affairs is work-life balance (Cameron, 2011; Nobbe & Manning, 1998; Weaver, 2005). Miles (2013) studied the relationship among work and life balance, job satisfaction, job embeddedness, and intention to leave. Miles compiled four different surveys including Crossley et al.'s (2007) Job Embeddedness, Rosser & Javinar's (2003) Turnover Intention Scale, Spector's (1985) Job Satisfaction Survey, and Fisher et al.'s (2009) Work-Nonwork Interference and Enhancement Scale into one questionnaire named the Student Affairs Turnover Intention Questionnaire. He sent this questionnaire to 7,500 professionals who belonged to either NASPA or ACPA. Miles focused on professionals in the functional areas of housing and residence life, student activities and unions, multicultural services, disability services, student health services, recreational sports, counseling services, international student services, student conduct, and career services. Miles received usable data

from 1,573 participants, a 21% return rate. Miles shared four major findings. First, he reported student affairs professionals with profession-related graduate degrees were more likely to leave their jobs. Second, he also found that student affairs professionals were less likely to leave if their work had positive impacts on their personal lives. Third, Miles reported that job satisfaction did not affect the relationship between work and life balance and intention to leave a job. Fourth, he found that job embeddedness affected the relationship between the work and life balance called, "personal life enhancement of work," and intention to leave.

In 2016, Marshall et al. studied the reasons why professionals in student affairs left the field. They surveyed people who had left the field in the past 10 years and were members of either NASPA or ACPA. Marshall et al. found that 75% of the participants left the field before age 35. Marshall et al. further postulated pay, in addition to the work-life balance challenges experienced by student affairs professionals, motivated the intention to leave student affairs.

> After 15 years, I needed something different. . . . Student affairs sucks the life out of a person. I put myself out there and gave and gave and gave. Student affairs took and took and took. . . . When I went into training in a corporation, my pay doubled and the hours I had to work decreased. I still work very hard, but I don't work every day and evenings. I don't have meetings starting at 10 p.m. There's very little quality of life and few role models in student affairs. I was exhausted. (Marshall et al., 2016, p. 153)

This quotation pertains to attrition and job satisfaction by referencing exhaustion and a lack of work-life balance. When student affairs professionals sometimes experience the prospect of corporate working conductions such as those described here, they feel they receive more adequate compensation for less hours. Additionally, only 28% of Marshall et al.'s respondents who left the field felt their former student affairs employer provided adequate pay. Another

statement from participants said they worked just as hard outside student affairs but felt they were compensated appropriately for the work (Marshall et al., 2016).

Job Satisfaction in Fraternity and Sorority Advising

The functional area of fraternity and sorority advising is the focus of this study. As such**,** this section first explores the importance of student organization advisors. This section also explores past research regarding student affairs director roles, particularly those of a Greek Life Director. Next, this section discusses Association of Fraternity/Sorority Advisors membership characteristics, and finally explains recent contributions to the field by fraternity and sorority advisors.

Student Organization Advisors

Hoppis and Maglio (2005) found advisor involvement and undergraduate, collegiate student organizational success were correlated. Of the 200 chartered clubs and organizations at Truman State University, 57 responded to mailed questionnaires about the organization's effectiveness and their advisor's involvement. Hoppis and Maglio sent follow-up emails to increase participation. Hoppis and Maglio found that fraternities and sororities have advisors who were more involved in comparison to advisors of other types of student groups. Each fraternity or sorority benefits from an extensive support network. For example, at least one advisor who is often an alumnus or a college staff member will provide support. Additionally, a campus fraternity and sorority advisor will provide support for chapters. Another important source of support for chapters are the staff who work at inter/national organizations.

Voices of Greek Life Directors

Cook (2006) studied job satisfaction and dissatisfaction in student affairs professionals in residence life, student activities, and Greek life (also known as fraternity and sorority advising)

at four-year land-grant universities. Cook used Bailey's 1997 adaptation of Blank's 1993 Survey as the instrument. Cook mailed the surveys to the 94 potential participants. Replies were anonymous but numbered. Four week later, she mailed follow-up surveys to those who still had not completed the survey. Out of 94 mailed surveys, participants returned 66 for a return rate of 70%. Cook applied a mixed methods approach to evaluate job satisfaction and dissatisfaction variables as described by Herzberg.

Cook (2006) is one of the few past researchers who looked specifically at those working within the field of Greek Life. Cook's work shows that directors of Greek Life scored the lowest in job satisfaction in the area of achievement as compared to other functional areas. This finding was attributed to the fact that they felt little control over external indicators of achievement. However, Cook also collected positive statements about achievement. For example, one participant remarked, "I enjoy seeing the positive changes in students over the years and knowing I helped with it." Another cited the "ability to collaborate and produce change" as a positive attribute of achievement. According to Cook, Greek life directors had negative feelings regarding how others viewed their professional status.

One participant stated:

> The second factor [contributing to job dissatisfaction] is the low status of [Greek life director] position. This includes issues of pay and facility/office space; but is more focused on the layers between [the Greek life director] and the Vice President. Given the high-profile of negative issues that Greeks tend to create, [the Greek life director] should be higher on the organizational structure. (Cook, 2006, p. 106)

Greek life Directors and residence life Directors had very similar job satisfaction scores when related to the work itself. Both described external sources of dissatisfaction, particularly parental involvement. One respondent who was a Greek life Director said, "Helicopter parents—

no matter how positive and helpful our staff can be, it is still not enough" (Cook, 2006, p. 107).

Greek life Directors also said the nature of work was a contributor to dissatisfaction in 9 of 11

open ended responses. Responses again commented on external influences affecting the work.

One response said, "Our office seems to stay under a lot of unnecessary scrutiny, and we are

forced to accommodate non-stakeholders (sic) when we should be serving students" (Cook,

2006, p. 108). Another respondent said, "Unwillingness of alumni and advisors to support

current policies and procedures [and their] unwillingness to help change the system" (Cook,

2006, p. 108). Finally, the written comment, "Political pressure from constituents including

alumni, parents, trustees adds significant stress to my job" (Cook, 2006, p. 108). In comparison

to student activities professionals, who had the highest job satisfaction ratings, Cook postulated

the difference in job satisfaction between student activities professionals and Greek life directors

may be attributed to the lack of external stakeholder pressure student activities faces when

compared to Greek life and residence life.

In September 2019, the *Chronicle of Higher Education* published an article by Wesley

Jenkins titled "'Constant Firefighting': Greek-Life Staffs are Underpaid and Overworked. Here's

What Some Colleges are Doing About It." His article documented the current experience of the

new vice chancellor for student affairs at the University of Wisconsin. The new vice chancellor,

Lori Reesor, commissioned an external review of Greek life at Wisconsin early in her tenure.

The report generated 49 recommendations in six areas. The top recommendation read, "More

fraternity and sorority life staff, or distributed contacts in other departments. The type of

increased engagement, accountability and connection cannot happen in the current structure"

(Jenkins, 2019, para. 3). The report continued by saying, "Over 4,000 student and alumni are

communicating up to Fraternity and Sorority Life (FSL), and the entire campus administration is

communicating down-there is not enough bandwidth to cover all the needs," (Jenkins, 2019, para. 4) and further, "This reality forces FSL staff into a constant firefighting mode and only the items with the most immediate priority are addressed promptly" (Jenkins, 2019, para. 4). Gentry McCreary, chief executive officer of Dyad Strategies, said, "Greek Life officers at universities are frequently the youngest and lowest-paid and experience the highest rates of turnover" (Jenkins, 2019, para. 6). Jenkins (2019) continued by sharing The College and University Professional Association Surveyed 61 heads of divisions in 2014 and learned the chief campus Greek-life professionals had a median pay of $56,045 which was the lowest of all student affairs roles. The next closest was the campus bookstore administrator at $63,000. These challenges are very real for today's fraternity and sorority advisors, and this study will explore the experience of those challenges in greater depth.

Association of Fraternity and Sorority Advisors Membership Data

Koepsell and Stillman (2016) published a report for the Association of Fraternity/Sorority Advisors called "What We Know About Our Members and Why It Matters." This report was one of the first efforts to collect data about fraternity and sorority advisors who belong to the Association of Fraternity/Sorority Advisors, which was founded in 1976. Koepsell and Stillman collected data in the fall 2015. At that time, the Association of Fraternity/Sorority Advisors had 1,343 members. Of those 1,343 members, 626 were campus-based advisors and 227 were inter/national organization staff members. The campus advisors and inter/national organization staff members are both in the professional category of membership for AFA. Other categories of membership include graduate students, affiliate members who are not employed by a college/university or inter/national fraternity or sorority but are actively concerned with the advisement of men's or women's fraternities and sororities, emeritus members who have retired

from either campus or inter/national organization positions, and vendor members. Among the campus-based members, 624 reported gender, 59% identified as female and 41% identified as male. Even though there were more women in the field, men were more highly represented in senior student affairs positions among the Association of Fraternity/Sorority Advisors members.

Koepsell and Stillman (2016) found that of the 600 campus-based professionals who identified their race, 73% identified as White, 14% as Black, and 8% as Latinx. The average age of campus-based professionals was 32, while the most common age was 27. For inter/national organizations, the average was 31, with 27 again being the most common. The data also indicated that 57% of Association of Fraternity/Sorority Advisors members had been in the field between 0–5 years. The average tenure among these members was 3.33 years.

Koepsell and Stillman (2016) noted that although these data were limited to Association of Fraternity/Sorority Advisors members, it illustrated challenges with retaining professionals in the field of fraternity and sorority advising. Koepsell and Stillman said one reason for difficulty in retention may be that the majority of positions are entry-level or mid-level. For example, 38% of Association of Fraternity/Sorority Advisors members identified as entry-level and 54% as mid-level, with less than 8% identified as senior-level. They further found the most frequent response for entry-level pay was $30,000–$40,000, while the most frequent response for mid-level pay was $40,000–$50,000. Senior level pay's most frequent response was $70,000. Koepsell and Stillman posited several factors may contribute to what some call the "revolving door" in fraternity and sorority advising. Among the factors posited by Koepsell and Stillman were job satisfaction, job stress, staff-to-student ratio, congruency of expectations and experience, preparedness from graduate school, mentorship, perception of support from upper-level administrators, and ability to transition into family life. They also stated 87% of campus-

based professionals had earned a master's degree. The percentage of those with a master's rose to 94% if they included doctorates in the calculation, which infers those with a doctoral degree also have a master's degree. Among inter/national organization staff, 48% possessed a master's degree and an additional 4% had a doctorate degree.

Recent Fraternity and Sorority Advisors Contributions

While there remains a dearth of research regarding the fraternity and sorority advisor role, recently scholar practitioners who are also members of Association of Fraternity/Sorority Advisors have published dissertations related to the fraternity and sorority advisor role. Steiner (2017) studied campus-based fraternity and sorority advisors who had been in the field longer than five years to learn how wellness practices and burnout experiences affected the advisors' longevity. Her qualitative study included 26 participants, many of whom were members of Association of Fraternity/Sorority Advisors. They all had at least one experience with burnout in their tenure. Each participant completed a semi-structured interview and 19 completed an optional second interview. After coding the themes of this grounded theory method, Steiner (2017) developed a sustainability model for campus-based fraternity and sorority advisors. The sustainability model aimed to create resiliency against burnout events and build a reflective wellness approach.

Monteaux De Freitas (2018) wrote a scholarly personal narrative as a dissertation, titled "Becoming by Believing: One Fraternity and Sorority Life Professional's Journey in Finding Her Voice." Monteaux De Freitas was a mid-level, seasoned fraternity and sorority life professional still in the field of student affairs and the functional areas of fraternity and sorority life at the time of her publication. She reflected on colleagues, mentors, and professional experiences that affected her over her journey. She sought to find meaning in her professional career path and

also pointed to resiliency and passion as two key contributors to her professional longevity. She gave advice to those currently in the field. She posited that many who read her work would relate to and share in her experiences. Monteaux De Freitas pointed to the absence of literature regarding the fraternity and sorority advisor profession and contributed her dissertation as a way to help others in similar roles.

This study is a mixed methods approach to learn what current Association of Fraternity/Sorority Advisors members report as their levels of job satisfaction. This study explored both overall job satisfaction and job satisfaction in the other nine facets that contribute to job satisfaction as determined by the JSS (1985). This study's approach is similar to both Steiner (2017) and Monteaux De Freitas (2018) because it is another example of a female scholar practitioner who is still in the field of fraternity and sorority life and is a member of Association of Fraternity/Sorority Advisors conducting research in the profession. It differs because it is a mixed methods approach specific to job satisfaction, using an established instrument such as Spector's (1985) Job Satisfaction Survey.

Chapter III: Method

Chapter 3 describes the mixed methods used to conduct this study. The research included two phases. Phase 1 of this research was quantitative. As this chapter describes the first phase, the discussion includes information related to the study's variables, research questions, sample, survey distribution procedures, and instrumentation. This chapter's discussion of the first phase also includes mention of methods and techniques that promoted reliability and validity of the study's findings. Phase 2 of this research was qualitative. As this chapter describes the second phase it includes an overview of the research questions, participant selection, interview process, and the data analysis procedures.

Purpose of the Study

The purpose of this study was to more fully understand the experience of those who were currently employed as full-time fraternity and sorority advisors on a college or university campus. I both collected data regarding overall job satisfaction of fraternity and sorority advisors, and data regarding the nine individual facets of job satisfaction as identified by Spector (1985). A deeper exploration of both overall job satisfaction and the nine individual job satisfaction facets allowed me to more fully identify how the individual facets contributed to job satisfaction or dissatisfaction. Identifying survey responses both by facets as well as overall provided an opportunity for me to formulate recommendations regarding the experience of those who hold this critical role on a college campus. I additionally identified whether job satisfaction overall and in the nine facets varied by demographic variables such as gender, age, and years in the field.

Mixed Methods: Explanatory Sequential Design

This study collected data using a set of mixed methods known as explanatory sequential design. Creswell and Guetterman (2018) described this approach as the researcher collecting quantitative and qualitative data in two phases. According to Creswell and Guetterman, Phase 1 data informed data collection and analysis during Phase 2. This study intended to first collect quantitative data in the form of the Spector's (1985) Job Satisfaction Survey (JSS). To determine job satisfaction among fraternity and sorority professionals, Phase 1 of this explanatory sequential mixed method study included a quantitative survey research design. For Phase 1, I followed a post positivist perspective. According to Creswell (2014), the post positivist worldview seeks to identify causes and outcomes similar to those found in experiments. Creswell continued to say post positivism involves the careful observation and measurement of objective reality. Therefore, numeric measures, such as scores on the JSS (1985), are important to the post positivist framework.

In the second phase of this study, I selected participants from the initial survey for an interview. The interviews collected additional data about study participants' job satisfaction. My goal was to leverage this qualitative data to gather additional context. This context added to results of the initial JSS (1985). This multi-phased approach allowed me to make meaning from the data. My worldview in Phase 2 was constructivist. According to Creswell (2014), this worldview allows the researcher to focus not on objective facts but on the unique reality and phenomena each person subjectively experienced. Creswell also described in constructivism, experience and not fact frame the meaning of knowledge.

Phase 1, Generally

Research Questions

The research questions in phase one were:

1. What is the job satisfaction of full-time, campus-based fraternity and sorority advisors?

   1.1 What is the overall job satisfaction of full-time campus-based fraternity and sorority advisors?

   1.2 What is the job satisfaction of full-time campus-based fraternity and sorority advisors on each facet of job satisfaction: (a) pay, (b) promotion, (c) supervision, (d) fringe benefits, (e) contingent rewards, (f) operating procedures, (g) coworkers, (h) nature of work, and (i) communication?

   1.3 How does the overall job satisfaction of full-time campus-based fraternity and sorority advisors vary by gender?

   1.4 How do the individual facet scores of overall job satisfaction for full-time campus-based fraternity and sorority advisors vary by gender: (a) pay, (b) promotion (c) supervision, (d) fringe benefits, (e) contingent rewards, (f) operating procedures, (g) coworkers, (h) nature of work and (i) communication?

   1.5 How does the overall job satisfaction of full-time campus-based fraternity and sorority advisors vary by age?

   1.6 How do the individual facet scores of overall job satisfaction for full-time campus-based fraternity and sorority advisors vary by age: (a) pay, (b) promotion (c) supervision, (d) fringe benefits, (e) contingent rewards, (f) operating procedures, (g) coworkers, (h) nature of work and (i) communication?

1.7 How does the overall job satisfaction of full-time campus-based fraternity and sorority

advisors vary by years in the field?

1.8 How do the individual facet scores of overall job satisfaction for full-time campus-based

fraternity and sorority advisors vary by years in the field: (a) pay, (b) promotion (c)

supervision, (d) fringe benefits, (e) contingent rewards, (f) operating procedures, (g)

coworkers, (h) nature of work and (i) communication?

Participants

Current members of the Association of Fraternity/Sorority Advisors (AFA) who worked

full-time as a fraternity and sorority advisor on a college campus were the population for this

survey. In 2020, there were 1,400 members in the Association of Fraternity/Sorority Advisors.

Of those 1,400 members approximately 600 self-identified as working on a college campus. This

study noted the role of professionals who worked for inter/national organizations was critical to

the success of fraternities and sororities, however, for the purpose of my research participants

were limited to those who worked on a college campus. Additionally, this study only included

those who worked full-time as a fraternity and sorority professional as participants. Full-time

meant not only that they were employed 40 hours a week but also that fraternity and sorority

advising was 100% of their job description. In this study the terms fraternity and sorority were

used but on different campuses employees can have responsibilities specifically for fraternities,

specifically for sororities, or both. Association of Fraternity/Sorority Advisors membership

covered the contiguous United States and Canada as some Canadian universities also recognized

fraternities and sororities. Upon request, the Association of Fraternity/Sorority Advisors

provided me a list of campus professionals who were current AFA campus-based professional

members and who had indicated they were willing to be contacted for research participation.

This list included 542 people. Figure 3.1 details the survey distribution and data collection process.
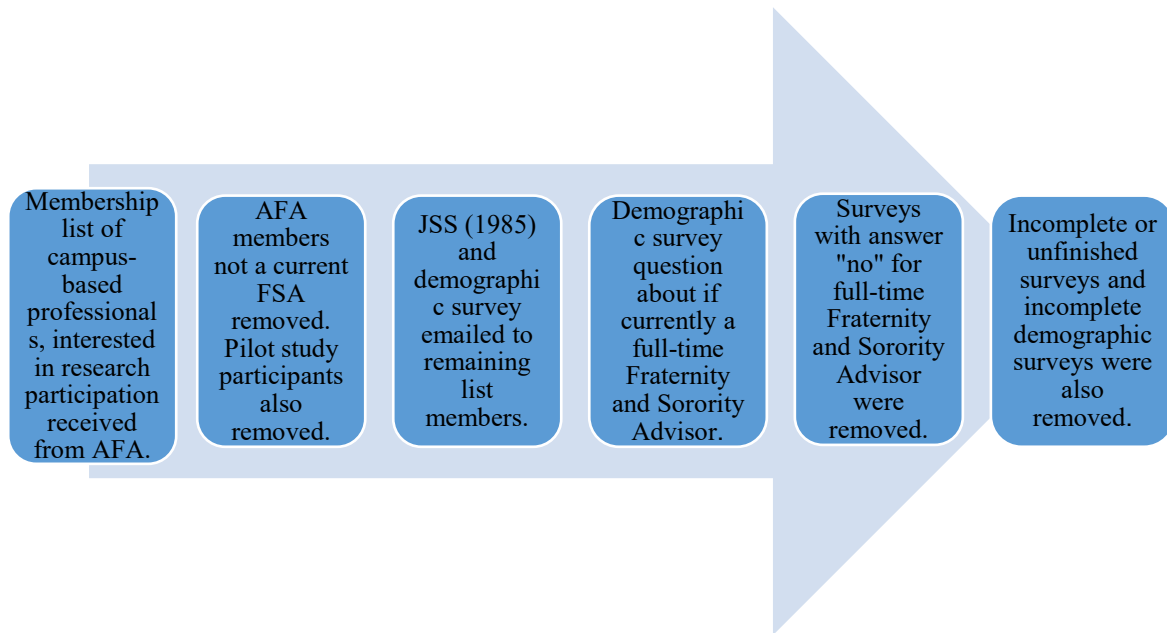
Figure 3.1

Steps of Quantitative Data Collection Process

As described above, once the Association of Fraternity/Sorority Advisors membership list was received, I removed any member who participated in my pilot study or was known to not be a fraternity or sorority advisor. I also removed anyone who was known to have left their job recently. For example, some names on the list currently served as senior student affairs officers rather than fraternity and sorority advisors. These list preparation reviews removed 26 people from the list. I then electronically sent (emailed) both the JSS (1985) (see Appendix A) and the demographic survey (see Appendix B) as one combined survey via Qualtrics to the 516 people who remained on the list. I sent the first email on June 29, 2020 with a deadline of July 31, 2020.

The demographic survey asked participants if they were currently a full-time fraternity and sorority advisor.

Instrumentation

The JSS (1985) was the survey instrument used in phase one of this study. Details about both the development and scoring of the JSS (1985) were shared in Chapter 2.

In addition to the JSS (1985), I also created a demographic survey (see Appendix B). The demographic survey accomplished two purposes. One purpose was to gather additional demographic information about participants. Related, the demographic instrument also confirmed full-time employment as a fraternity and sorority advisor. The other purpose was to gather specific information, such as years in the field, age, gender, and additional factors like campus attributes which might relate to job satisfaction.

Using the JSS (1985), I was able to calculate a specific score related to each of the nine facets for each of the survey respondents. The nine facets of job satisfaction are: pay, promotion, benefits, contingent rewards, supervision, coworkers, nature of work, communication, and operating procedures. A particular score for a specific facet from a given respondent measures that respondent's level of satisfaction with that facet of their job. For example, if a respondent's score on the pay facet was 24 (the highest possible individual facet score), this high score indicated that the respondent was fully satisfied with pay. However, if a respondent's score on the pay facet was 4 (the lowest possible individual facet score), I interpreted this low score to mean that the individual respondent was minimally satisfied with that specific facet of their job. Thus, this instrument, and the process of calculating overall job satisfaction scores along with facet-specific job satisfaction scores, allowed me to measure job satisfaction. I use these

measurements as dependent variables as I worked to analyze whether the scores differed by any given independent variable such as gender, age, or years in the field.

Additionally, because this study used a mixed method sequential design, I also interviewed a portion of the survey participants. The interviews gathered additional information about participant job satisfaction experience as a full-time campus-based fraternity and sorority advisors. In order to identify willing interviewees, they were asked if they were willing to participate in a follow up interview upon completion of the survey. They signed up on a Google doc after they submitted the Qualtrics form, if interested in an interview. Interview participants were given a pseudonym to protect their identity. Both the JSS (1985) and the demographic survey responses were saved on a password protected Qualtrics report at Cornell University that was only accessible by me.

Variables

Dependent variables in the study were the overall measure of job satisfaction and the measure of each of the nine facets of job satisfaction presented in the JSS (1985). These nine facets included: pay, promotion, benefits, contingent rewards, supervision, coworkers, nature of work, communication, and operating procedures. The independent variables were gender, age, and years in the field.

Reliability

The JSS was originally created for the field of human services (Spector, 1985). Since its inception it has been used in areas other than human services such as public and private sector groups (Spector, 1997). Spector (1985) computed internal consistency reliability, Cronbach's alpha, for each subscale and the total scale. In establishing this baseline internal consistency reliability statistic, he utilized a sample consisting of data from 2,870 participants. The total scale

had an overall alpha of .91, and all but two of the facets were over .70. Additionally, Spector (1985) established a test-retest reliability baseline. He calculated scores from the same 43 people eight months apart, and he found correlation coefficients at both tests were high. Another factor that adds to the confidence in this instrument's reliability is that it is a measure many others have utilized in formal research on the topic of job satisfaction. For example, it was the instrument many of the scholars discussed above in Chapter 2 used in collecting their data. In Lombardi's (2013) research regarding job satisfaction of mid-level managers in student affairs, he found Cronbach's alpha above .70 for all facets except operating procedures, which was .606.

Using SPSS, I calculated Cronbach alphas for each subscale in the JSS (1985) to determine internal consistency among scale items. According to Cronbach (1951), alphas determine the reliability of instruments. Most research suggests an alpha of .70 or higher is acceptable to show reliability in research. Each subscale in this study, with the exception of operating procedures, was above .70. Operating procedures was notable lower with an alpha of .44. This is noted as a limitation in this study. In Table 3.1, I shared Spector's Cronbach's alphas and also the Cronbach's alpha for each subscale of this study.

Table 3.1

Job Satisfaction Survey Scoring Guide and Internal Consistency Reliability

Facet	Item Numbers	Spector Cronbach alpha	My Cronbach alpha
Pay	1, 10, 19, 28	0.75	0.76
Promotion	2, 11, 20, 33	0.73	0.77
Supervision	3, 12, 21, 30	0.82	0.88
Fringe Benefits	4, 13, 22, 29	0.73	0.72
Contingent Rewards	5, 14, 23, 32	0.76	0.79
Operating Procedures	6, 15, 24, 31	0.62	0.44
Coworkers	7, 16, 25, 34	0.6	0.74
Nature of Work	8, 17, 27, 35	0.78	0.84
Communication	9, 18, 26, 36	0.71	0.79
Total Satisfaction	1–36	0.91	0.9

Note. Negatively worded items are 2, 4, 6, 8, 10, 12, 14, 16, 18, 19, 21, 23, 24, 26, 29, 31, 32, 34, and

36. Source: Industrial and Organization Psychology (n.d.)

Validity

One way to determine validity for job satisfaction scales was to compare them to other

job satisfaction scales taken by the same participants. Five of the JSS (1985) facets correlated

with Smith et al.'s (1969) Job Descriptive Index (JDI). The subscales that correlated were pay,

promotion, supervision, coworkers, and nature of work (Spector, 1985). Correlations varied from

.61 for coworkers to .80 for supervision. The JSS (1985) instrument also correlated with other

scales and variables in job satisfaction assessments including the Job Diagnostic Survey

(Hackman and Oldham, 1974). According to Industrial and Organizational Psychology (n.d.),

"Although the Job Satisfaction Survey was originally developed for use in human service organizations, it is applicable to all organizations" (para. 1). The Industrial and Organizational Psychology (n.d.) website continued to read, "The norms provided on Spector's website include a wide range of organization types in both private and public sector" (para. 1).

Pilot Study

I asked 10 colleagues and personal associates to complete the JSS (1985) and the added demographic questionnaire after permission was garnered by the Colorado State University's Institutional Review Board. I collected feedback from each of these 10 pilot study participants. The pilot study participants included current and former fraternity and sorority advisors. I excluded pilot student participants from later data collection. Working from the feedback provided by pilot study participants, I adapted the process but not in any ways that significantly changed the process. Despite resulting in only modest adjustments, this pilot study adds a measure of rigor to the study that improves upon its ability to confidently state valid, reliable, and generalizable conclusions.

Data Collection Procedures

The JSS (1985) was administered to fraternity and sorority professionals who were current members of the Association of Fraternity/Sorority Advisors, and who indicated that they were interested in participating in research. Participants were further limited to those who worked full-time on a campus as a fraternity and sorority advisor. Before administering the survey, the Institutional Review Board for research with human subjects at Colorado State University reviewed the study protocols and granted approval.

Via Qualtrics survey software an electronic version of the survey, including copyright information, was emailed to 516 members of Association of Fraternity/Sorority Advisors who

were professional members and worked on a college campus in the spring 2020 semester. These members had also indicated interest in participating in research. Their names were provided via a list from AFA. Each survey included an explanatory email, a link to the JSS (1985) (see Appendix A), informed consent, and the demographic questions (see Appendix B). After participants submitted their survey response, Qualtrics then provided a link to a Google document where participants could register for the incentive raffle. This Google document also collected information from respondents who were interested in a follow-up interview. If a respondent was willing to participate in a follow-up interview, they indicated yes and left their name and email address. The first invitation email was sent on June 29, 2020 with a survey deadline of July 31, 2020. Participants were given four weeks to respond. Reminder emails were sent twice during the four-week time period to those who had not yet completed the survey. The surveys were anonymous, but the author could see who signed up for a follow up interview or the raffle. Those names were removed from follow up emails.

A current membership list was received from Association of Fraternity/Sorority Advisors on April 16, 2020. AFA gave the author a list of only campus-based professional members. AFA also only included those who had indicated interest in research participation. Any member who participated in the pilot study was removed. Members who were known by me to have changed jobs which would no longer meet the criteria were removed. Additionally, anyone who was known not to be a fraternity or sorority advisor, for example anyone currently serving as an Assistant Vice President of Student Affairs, was also removed. Following these removals, there were a total of 516 participants from an initial list of 542.

I offered an incentive to participants. At the end of the Qualtrics survey, there was a link to a Google document. Every person who completed both the JSS (1985) and the demographic

survey was eligible to provide their email address and name via this Google document. Since the email address went to a separate Google document, responses from the JSS (1985) and the demographic survey were not matched with participant names. This means if a participant submitted their name to enter the drawing for a $20.00 gift card or to be interviewed, their name stood alone and was not linked to their specific JSS (1985) or demographic survey submission. A total of 10 participants who completed the Google doc were randomly selected to receive a $20.00 Target gift card. Of the 10 randomly selected winners, one person did not reply and therefore only nine participants received a Target gift card. The gift cards were purchased with funding from an AFA Research Grant. All incentive information provided was private.

Additionally, I asked participants if they were willing to participate in a follow up interview regarding the topic of job satisfaction in their current role as a fraternity and sorority advisor. If a participant was interested in being considered for a follow up interview, he or she left both their name and email address in a Google document after they submitted the Qualtrics form containing the JSS (1985) and demographic survey. Using a separate Google document allowed the participants' survey submission to be separate from their expressed interest in the incentive raffle and/or the follow up interview. The same Google doc was used to express interest in raffle participation and/or a follow up interview. The Google document was only accessed by me and was password protected. I assigned each interview participant a pseudonym which served as a means to protect their identity. The pseudonym was stored only in handwritten form and therefore available only to me. Storing the pseudonym separately from the survey results offered an additional level of protection for the participants' identity.

Data Analysis

The survey closed on August 1, 2020. A total of 287 people participated in the survey out of the original 516 who were emailed the survey. This is a 56% response rate. The author received a few bounced back emails that were not in working order out of the initial 516. Additionally, some participants replied and stated they did not meet the criteria, for example, they worked on a campus but not as a fraternity and sorority advisor. They may have supervised the fraternity and sorority advisor. I was able to use all 287 responses. A few of the JSS (1985) submissions did not have each question answered, but Dr. Spector (Industrial & Organizational Psychology, n.d.) gave advice for how to score a blank response. He suggested two options for this, and I chose to substitute a middle response for each of the missing items, which was a 3 or a 4. I rotated between a 3 and a 4. There were 11 total blank fields among the 36 questions that each of the 287 participants completed. There were also a few demographic fields left blank, and the author reported that in the demographic table as "did not answer." This is a noted changed from my proposed protocol as I initially said I would eliminate any incomplete JSS's (1985) or demographic surveys.

One challenge I encountered was the realization that many participants were full-time, professional, campus-based fraternity and sorority advisors, but fraternity and sorority advising was not 100% of their role. Of the 287 participants, 103 participants were not 100% fraternity and sorority advisors, and 173 were 100% fraternity and sorority advisors. One participant did not answer this question. I ran a t-test using SPSS version 27 and found no statistically significant difference between the mean overall job satisfaction scores or the nine facet scores of the 100% fraternity and sorority advisors and those who were fraternity and sorority advisors but

had other job responsibilities as well. As a result, I decided to use all 287 responses in the data analysis. This is another difference from my proposed protocol.

The data collected from the JSS (1985) was scored using the scoring guide on Spector's website (Industrial & Organizational Psychology, n.d.). The first step was for me to score each response using the 1 to 6 scale. This was done in an Excel spreadsheet. As Spector instructed, there are questions that are reverse scored (2,4,6,8,10,12,14,16,18,19,21,23,24,26,29,31,32,34, and 36). A mean score was calculated for each of the nine separate facets of job satisfaction as well as the overall level of job satisfaction. These scores were compared to the overall U.S. employee norm scores for higher education (Industrial & Organizational Psychology, n.d.). A simple mean was calculated for overall job satisfaction and job satisfaction in each of the nine facets using Microsoft Excel Data Analysis in Windows 10. Standard deviation was also determined for the overall and nine facets using Excel.

Data analysis procedures for the research questions were:

a) What is the overall job satisfaction of full-time campus-based fraternity and sorority advisors?

This question was analyzed using a simple mean and standard deviation for overall job satisfaction (dependent variable) of the sample population of fraternity and sorority advisors. Microsoft Excel Data Analysis in Windows 10 was used to determine both the mean and the standard deviation.

b) What is the job satisfaction of full-time campus-based fraternity and sorority advisors on each facet of job satisfaction: (a) pay, (b) promotion, (c) supervision, (d) fringe

benefits, (e) contingent rewards, (f) operating procedures, (g) coworkers, (h) nature of work, and (i) communication?

This question was analyzed using a simple mean and standard deviation for each of the nine facets of job satisfaction (dependent variable) of the sample population of fraternity and sorority advisors. Microsoft Excel Data Analysis in Windows 10 was used to determine both the mean and standard deviation.

c) How does the overall job satisfaction of full-time campus-based fraternity and sorority advisors vary by gender?

This question was analyzed by calculating the mean overall job satisfaction score for men and for women in the sample population. I understood gender existed beyond the binary of male and female and allowed a participant to check "other" or also "not comfortable answering." After reporting the mean scores, a t-test was applied to the data which compared the two groups. The t-test determined if significant differences existed between the two variables. The overall job satisfaction score was the dependent variable, and gender was the independent variable. SPSS version 27 was the statistical tool used to run the t-test. If participants did not select gender, they were eliminated from this analysis. If a participant selected neither male nor female, a third category was used and run via Analysis of Variance (ANOVA). Two participants did not answer this question, therefore a t-test was run with 285 participants.

d) How do the individual facet scores of job satisfaction for full-time campus-based fraternity and sorority advisors vary by gender: (a) pay, (b) promotion (c) supervision, (d) fringe benefits, (e) contingent rewards, (f) operating procedures, (g) coworkers, (h) nature of work and (i) communication?

This question was analyzed by calculating the mean job satisfaction score for each of the nine facets for men and for women in the sample population. Again, I allowed a participant to not answer the gender question or to answer "neither male nor female." If a participant was not comfortable answering, their result was not used ($n = 2$). After reporting the mean scores for each of the nine facets, a t-test was applied to the data to compare the two groups for each of the nine facets. The t-test compared the two groups and determined if significant differences existed between the two variables. The job satisfaction score in each facet was the dependent variable, and gender was the independent variable. SPSS Version 27 was the statistical tool which was used to both determine the means and run the t-tests.

e) How does the overall job satisfaction of full-time campus-based fraternity and sorority advisors vary by age?

During data collection, age was collected as a categorical. The categorical response options were broken into the following groups: of 22–26, 26–30, 31–35, 35–39, and 40+. Then a simple mean job satisfaction score was determined for each group. Once this was completed, the groups were compared by conducting a one-way analysis of variance on the data, also called ANOVA. SPSS Version 27 was the statistical tool used to analyze the data.

f) How do the individual facet scores of overall job satisfaction for full-time campus-based fraternity and sorority advisors vary by age: (a) pay, (b) promotion (c) supervision, (d) fringe benefits, (e) contingent rewards, (f) operating procedures, (g) coworkers, (h) nature of work and (i) communication?

A simple mean job satisfaction score was determined for each of the nine facets among each of this study's age groups. Once this was done, the groups were compared by conducting a

one-way analysis of variance (ANOVA) on each of the nine categories of the data. SPSS Version 27 was be the statistical tool used to analyze the data.

g) How does the overall job satisfaction of full-time campus-based fraternity and sorority advisors vary by years in the field?

During data collection, years in the field was collected as a categorical. The demographic survey broke the experience into the following groups: 0–4, 5–9, 10–14, 15–19, and 20+. Then a simple mean job satisfaction score was determined for each group. Once this was completed, the groups were compared by conducting a one-way analysis of variance on the data (ANOVA). SPSS version 27 was the statistical tool used to analyze the data.

h) How do the individual facets scores of overall job satisfaction for full-time campus-based fraternity and sorority advisors vary by years in the field: (a) pay, (b) promotion (c) supervision, (d) fringe benefits, (e) contingent rewards, (f) operating procedures, (g) coworkers, (h) nature of work and (i) communication?

A simple mean job satisfaction score was determined for each of the nine facets. Once this was done, the groups were compared by conducting a one-way analysis of variance (ANOVA) on each of the nine categories of the data. SPSS version 27 was the statistical tool used to analyze the data.

Phase 2, Generally

In Phase 2, I conducted interviews to help understand why a participant was satisfied or not satisfied with their job as a fraternity and sorority advisor. While the JSS (1985) results provided one piece of information, the follow up interviews helped me further explore and elaborate on the data collected through the JSS (1985) alone. The research question in Phase 2

was: How do full-time campus-based fraternity and sorority advisors experience their roles? The sub questions are: What are your experiences as a fraternity and sorority advisor? How does your experience as a fraternity and sorority advisor affect you? The guiding questions in Appendix C were used in the interviews to help answer this research question.

For the qualitative portion of this research design, I used interpretative phenomenological analysis. According to Smith et al. (2009), interpretative phenomenological analysis was, "a qualitative research approach committed to the examination of how people make sense of their major life experiences" (Smith et al., 2009, p. 1). Smith et al. further stated, "IPA researchers are especially interested in what happens when the everyday flow of lived experience takes on a particular significance for people" (p. 1). For the purposes of this study, the phenomena in question was job satisfaction for current full-time campus-based fraternity and sorority advisors.

Population and Sampling Procedures

Smith et al. (2009) suggested that when a researcher used interpretive phenomenological analysis, samples were selected purposively. The participants were chosen because they illustrated a particular perspective regarding the phenomena being studied, which in this case was job satisfaction for full-time campus-based fraternity and sorority advisors. While Smith et al. indicated sample size was dependent, they stated between three to six participants was a reasonable size for interpretive phenomenological analysis. I interviewed 10 participants who returned the JSS (1985) and also indicated they would participate in a follow up interview. I was pleased with the number of participants from the JSS (1985) who volunteered for a follow up interview. Initially, part of the link available at the end of the JSS (1985) allowed participants to share their name and express interest in the raffle for a Target gift card and/or sign up for a follow up interview. A total of 142 participants expressed interest in an interview. One hundred

seventy participants participated in the raffle. On August 8, 2020, I emailed the 142 participants who signed up for an interview and shared there were more participants than needed. I stated the intended dates of the interviews and asked for those who were still interested to sign up once again at another link. Since this was now during the start of the academic year, I said it was understood if people's schedules were too busy to continue as a potential interview participant. This second link also collected their demographic data. Since the original surveys in Phase 1 were anonymous, I did not have their individual demographic information linked to each person individually. This second email yielded 74 of the original 142 participants available for an interview.

I spent great time and care selecting which 10 participants to interview. I sought a blend of gender, race, years in the field, regions of the country, type of institution, educational experience, level of current position, and also a balance of 100% fraternity and sorority advisors as well as included a few participants who had additional job responsibilities beyond being the fraternity and sorority advisor. I felt the final 10 participants were a good representation of these factors. Each of the 10 participants chosen said yes when I sent a follow up email to schedule an interview. I had a blend of professionals I knew, knew of, and did not know in the participant pool. The interviews were conducted later than my originally proposed timeline. The reality of a global pandemic during move-in on a college campus delayed my ability to follow up, but the emails to schedule the interviews were sent on September 18, 2020. I felt saturation was achieved after completing the 10 interviews, and as a result I did not select additional participants. After all 10 interviews were completed, I emailed the other participants who had expressed interest in an interview letting them know interviews were completed. I told them they would not be selected and thanked them for their willingness to participate in this study.

Interviews

I conducted 10 one-on-one semi-structured interviews between September 28, 2020 and October 12, 2020. The interviews were conducted via Zoom and also video and audio recorded via Zoom then transcribed using Rev. The interview questions were followed and are listed in Appendix C. After conducting the first two interviews, I additionally put the questions on PowerPoint slides to allow the participant to both see and hear the questions. The interviews were scheduled one-on-one via email. They were scheduled at times mutually agreeable between me and the participant. All times were during the workday and work hours, and all interviews were scheduled for one hour. Interviews varied in length from 20 to 45 minutes. Two interviews were rescheduled but still completed during the time frame of September 28 – October 12, 2020. I sent each participant the electronic informed consent and also the Zoom link when the interview date and time were scheduled. I confirmed the informed consent was returned prior to the interview. All recordings were saved on a secure site. Each interview participant received a $25 gift card to Amazon electronically within one day after the interview was completed to thank them for their time. The transcription service (Rev) and the gift cards were paid for with an AFA Research Grant I applied for and received.

I used a journal as a reflection tool after interviews. This allowed me to note any body language or other observations which were not available via the transcription. Additionally, since I am also a fraternity and sorority advisor, the journal was a way for me to process and reflect on any personal feelings the interviews evoked.

Informed Consent

Prior to participating in an interview, a participant received written informed consent via email as approved by Colorado State University's Institutional Review Board. Participants

signed and submitted the informed consent electronically prior to the interview. The informed consent explained the nature of the interview and any potential harm which could result, for example, reliving a negative experience. A participant was allowed to stop the interview and/or withdraw from the study at any time, but none of the 10 participants did this.

Electronic Interviews

Due to participants being located across the country at various college campuses, interviews were conducted remotely via Zoom, a web teleconferencing service. This allowed for a remote face-to-face audio and visual experience which was also recorded. The author conducted the interviews in a quiet and private space and asked the participant to select the same type of environment for the hour of the interview. Due to the global pandemic (COVID-19), many participants were working from home and conducted their interviews from home.

Protecting Participant's Anonymity

Protecting the privacy and anonymity of participants was of utmost importance. All steps to protect the anonymity of participants were reviewed during the informed consent. Identifying information, such as first names, name of campus, and other relevant details which made a participant more obvious were changed or removed. Personally identifying information was also disguised if it was thought to reveal the participant. This was done by me assigning pseudonyms and changing the identity of other personally identifiable factors. Due to the small numbers of members in Association of Fraternity/Sorority Advisors and the few degrees of separation between Association of Fraternity/Sorority Advisors members, this was an important step. Additionally, I presented demographic data cumulatively rather than for each specific participant to offer one more level of anonymity.

Data Analysis

The research question asked in Phase 2 was: How do full-time campus-based fraternity and sorority advisors experience their roles? The sub questions were: What are your experiences as a fraternity and sorority advisor? How does your experience as a fraternity and sorority advisor affect you? Data from the Zoom interviews was professionally transcribed via Rev usually in a day or two after the interview. Smith et al. (2009) identified interpretive phenomenological analysis data analysis existed in six steps. As prescribed by Smith et al., the six steps I conducted were: 1) read and reread the transcript 2) initial noting 3) developed emergent themes 4) searched for connections across emergent themes 5) moved to the next case or transcript and finally, 6) looked for patterns across cases.

Trustworthiness

To check for trustworthiness, I emailed each participant the themes which emerged from their interview and themes that emerged from the 10 interviews overall. This process allowed both me and the participant to verify that their meaning and essence was reflected accurately.

Chapter IV: Results

Chapter 4 will first present the results of the quantitative data collected in Phase 1. Second, Chapter 4 will present the results from Phase 2. The purpose of this study was to more fully understand the experience of those who are currently employed as full-time fraternity and sorority advisors on a college campus. It should be noted that all participants worked a full-time role on a college campus and that work included fraternity and sorority advising ($n = 287$). However, some participants, a subset, had other work responsibilities beyond fraternity and sorority advising in their job description ($n = 103$). Of the 287 participants, 31% were satisfied overall, 56% ambivalent, and 13% dissatisfied.

Phase 1 Results

Profile of Respondents

In Table 4.1 is a demographic profile of the 287 participants who completed the Qualtrics form which included both Spector's (1985) Job Satisfaction Survey (JSS) and the demographic survey. The demographic profile of this study's participants shown below is consistent with the demographic profile of Koepsell and Stillman's (2016) research that also used Association of Fraternity/Sorority Advisors membership data. Koepsell and Stillman found AFA campus professional members ($n = 624$) were composed of 59% women and 41% men, and of the 600 campus AFA members who reported race, the makeup was 73% White, 14% Black, and 8% Latinx. Similarly, of the 622 respondents who reported age, Koepsell and Stillman found the average age was 32 years old. They also found 27 years old was the most common age of campus professional AFA members, and 30 years old was the median. The AFA members in 2015, whom Koepsell and Stillman wrote about, were similar to the demographic makeup of the participants in this study. The participants in this study were spring 2020 AFA members who

were full-time campus-based professionals. In this study, women were 62% of the sample, and White participants were 72% of the sample. Additionally, 31.7% of participants were in the age range of 27–30 years old, with the second highest age group (24.3%) being 31–35 years old.

Table 4.1

Respondents' Personal and Demographic Characteristics

Demographic Characteristic	Number	%
Gender		
Female	178	62
Male	107	37
Do Not Wish To Answer	2	*
Race/Ethnicity		
White/Caucasian	207	72
Black/African American	37	13
Hispanic/Latinx	13	4.5
Bi-Racial	11	3.8
Did Not Answer	10	3.5
Multiracial	4	*
Asian/Pacific Islander	2	*
Afro-Latinx	2	*
Mexican	1	*
Age		
22–26 years old	36	12.5
27–30 years old	91	31.7
31–35 years old	70	24.3
36–39 years old	45	15.7
40+	44	14.3
Did Not Answer	1	*

Note. Any percentage less than 1% is represented by *.

Profile of Job Characteristics

The job characteristics summarized in Table 4.2 were compared to Koepsell and Stillman's (2016) publication regarding campus AFA members. Koepsell and Stillman reported the average longevity in the current position for campus AFA members was 3.33 years. My study had the most participants in the 0–4 years in the profession category. Koepsell and

Stillman also collected data related to seniority. They found that participants most frequently reported serving in mid-career roles. Koepsell & Stillman's finding regarding seniority was consistent with the participants in my study in which 46.7% of participants classified themselves as mid-level professionals. Additionally, Koepsell and Stillman found the salary range of $40,000-$49,999 to be the most commonly reported salary range among their participants. Likewise, in my study the $40,000-$49,999 salary range was also the most frequently reported salary range. However, Koepsell and Stillman found the salary range of $30,000-$39,999 to be the second most commonly reported while my study differed and found that $50,001-$60,000 was the second most frequently reported pay range. This difference could be due to 72.5% of the participants in my study being mid-level or senior-level professionals, which usually equates to a higher salary than entry-level professionals. The other job characteristics used in my study were not reported by Koepsell and Stillman.

Table 4.2

Respondents' Job Characteristics

	Job Characteristic	Number	%
Years as an FSA			
	0–4	119	41.5
	5–9	91	31.7
	10–14	41	14.3
	15–19	22	7.7
	20+	14	4.9
Professional Level			
	Entry-level	78	27.1
	Mid-Level	134	46.7
	Senior-Level	74	25.8
	Did Not Answer	1	*
Pay			
	$30,000–40,000	34	11.8
	$40,001–50,000	84	29.2
	$50,001–60,000	75	26.1
	$60,001–70,000	45	15.7
	70,001+	47	16.4
	Did Not Answer	2	*
F/S Community Size			
	0–1,500	120	41.8
	1,501–3,000	74	25.8
	3,000–4,500	36	12.5
	4,501–6,000	32	11.1
	6,000+	25	8.7
Staff Size			
	1	63	22
	2	76	26.5
	3	42	14.6
	4	29	10.1
	5	77	26.8
Institution Type			
	Baccalaureate	28	9.8
	Master's	43	15
	Doctoral	216	75.2

Quantitative Research Questions

The quantitative research questions in Phase 1 of this study were:

1. What is the job satisfaction of full-time campus-based fraternity and sorority advisors?

   1.1 What is the overall job satisfaction of full-time campus-based fraternity and sorority advisors?

   1.2 What is the job satisfaction of full-time campus-based fraternity and sorority advisors on each facet of job satisfaction: (a) pay, (b) promotion, (c) supervision, (d) fringe benefits, (e) contingent rewards, (f) operating procedures, (g) coworkers, (h) nature of work, and (i) communication?

   1.3 How does the overall job satisfaction of full-time campus-based fraternity and sorority advisors vary by gender?

   1.4 How do the individual facet scores of overall job satisfaction for full-time campus-based fraternity and sorority advisors vary by gender: (a) pay, (b) promotion (c) supervision, (d) fringe benefits, (e) contingent rewards, (f) operating procedures, (g) coworkers, (h) nature of work and (i) communication?

   1.5 How does the overall job satisfaction of full-time campus-based fraternity and sorority advisors vary by age?

   1.6 How do the individual facet scores of overall job satisfaction for full-time campus-based fraternity and sorority advisors vary by age: (a) pay, (b) promotion (c) supervision, (d) fringe benefits, (e) contingent rewards, (f) operating procedures, (g) coworkers, (h) nature of work and (i) communication?

   1.7 How does the overall job satisfaction of full-time campus-based fraternity and sorority advisors vary by years in the field?

   1.8 How do the individual facet scores of overall job satisfaction for full-time

campus-based fraternity and sorority advisors vary by years in the field: (a) pay, (b)

promotion (c) supervision, (d) fringe benefits, (e) contingent rewards, (f) operating

procedures, (g) coworkers, (h) nature of work and (i) communication?

Research Questions 1.1 and 1.2

Descriptive statistics were calculated via Microsoft Excel's Windows 10 Data Analysis

tool. A mean was calculated for overall job satisfaction using the JSS (1985) and for each of the

nine facets. Table 4.3 displays the overall job satisfaction mean score for this study's participants

as well as mean scores in each facet. It also compares the results of my participants' overall job

satisfaction score and the nine facet score results from my study with Spector's normative scores

for higher education (Industrial & Organizational Psychology, n.d.).

Table 4.3

Descriptive Statistics for Overall Job Satisfaction and Individual Facets

Facet	*M*	*SD*	*Interpretation*	*M*	*SD*	*Interpretation*
Pay*	10.45	3.71	Dissatisfied	11.9	1.8	Dissatisfied
Promotion*	9.83	4.82	Dissatisfied	11.5	1.6	Dissatisfied
Supervision	19.06	3.65	Satisfied	18.9	1.6	Satisfied
Fringe Benefits*	16.82	4.26	Satisfied	15.3	1.4	Satisfied
Contingent Rewards*	13.56	3.24	Ambivalent	14.1	1.4	Ambivalent
Operating procedures*	12.11	3.86	Ambivalent	13.6	1.1	Ambivalent
Coworkers*	17.58	3.87	Satisfied	18.1	1.5	Satisfied
Nature of Work*	17.94	4.31	Satisfied	19.7	1.3	Satisfied
Communication*	13.9	4.31	Ambivalent	14.6	2.1	Ambivalent
Overall Satisfaction*	131.22	22.53	Ambivalent	137.2	8.1	Ambivalent

Notes. Scores in this study are presented in the first two columns (from left). Spector's

normative scores for higher education are columns three and four. * $p < .05$.

The higher education normative score (Organizational & Educational Psychology, n.d.) for overall job satisfaction ($M = 137.2$) is higher than the overall job satisfaction score among this study's fraternity and sorority advisors ($M = 131.22$). Using Spector's scoring rubric and protocol, however, both of these numbers fall in the ambivalent range. Fraternity and sorority advisors also scored lower than the normative facet scores in the facets of pay, promotion, contingent rewards, operating procedures, coworkers, nature of work and communication. Fraternity and sorority advisors scored higher than the higher education facet normative scores in supervision and fringe benefits.

An independent samples t-test was run to compare the means for the overall job satisfaction score from my sample in comparison to Spector's norm scores for higher education (Industrial & Organizational Psychology, n.d.). An independent samples t-test was also run to compare the means for each of the nine facets of job satisfaction in this sample and Spector's higher education norm sample (Industrial & Organizational Psychology, n.d.). The differences on the overall job satisfaction scores were different at statistically significant levels. The differences on each facet scores were also different at statistically significant levels except for the supervision facet. It is notable that this sample of fraternity and sorority advisors seems to differ from the higher education normative scores. My sample's overall job satisfaction score and on eight of the nine job satisfaction facets differ in statistically significant ways from the higher education normative scores.

As Figure 4.1 demonstrates, of 287 survey participants, 89 participants (31%) had an overall job satisfaction score in the satisfied range, 160 participants (56%) in the ambivalent range, and 39 participants (13%) in the dissatisfied range.
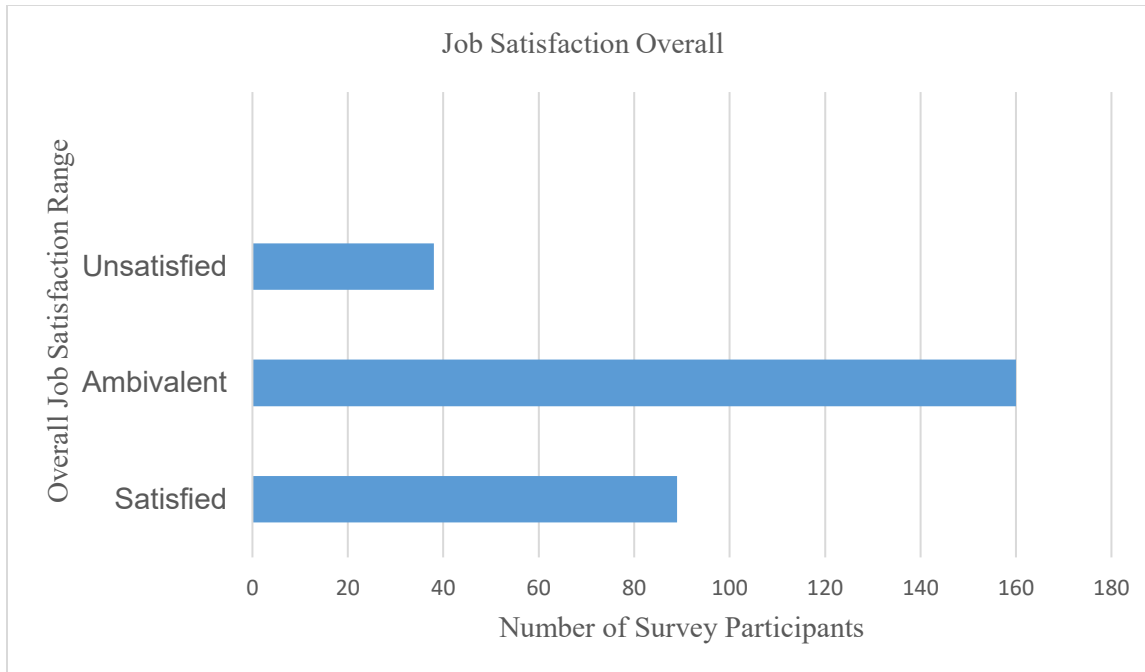
Figure 4.1

Job Satisfaction Overall; Total Job Satisfaction

Research Question 1.3

Do overall job satisfaction scores of full-time campus fraternity and sorority advisors vary by gender? To determine this answer, first the mean overall job satisfaction scores for both men and women were determined using the Data Analysis feature in Microsoft Excel Windows 10 version. Of the 287 participants, 37.3% were male and 59.2% were female while two participants did not answer the gender question. Table 4.4 shows the overall job satisfaction score mean by gender

Table 4.4

Mean Scores of Overall Job Satisfaction by Gender

Gender	*M*	*n*	*SD*	*p*	Cohen's d	*95% CI lower*	*95% CI upper*
Male	131.79	107	24.04	0.806	0.03	-4.706	6.048
Female	131.12	178	21.24				

An independent sample t-test was run using SPSS Version 27. Table 4.4 shows the difference between males and females were not statistically significant on the overall job satisfaction score $p > .05$ level, $t(283) = .246$, $d = .03$, 95% CI [-4.706, 6.048]. Inspection of the two group means indicates that the overall job satisfaction score for female fraternity and sorority advisors ($M = 131.12$) is not significantly lower than the score ($M = 131.79$) for males. The difference between means is .67. The effect size d is approximately .030 of a standard deviation. According to Cohen (1988), this is a very small effect size.
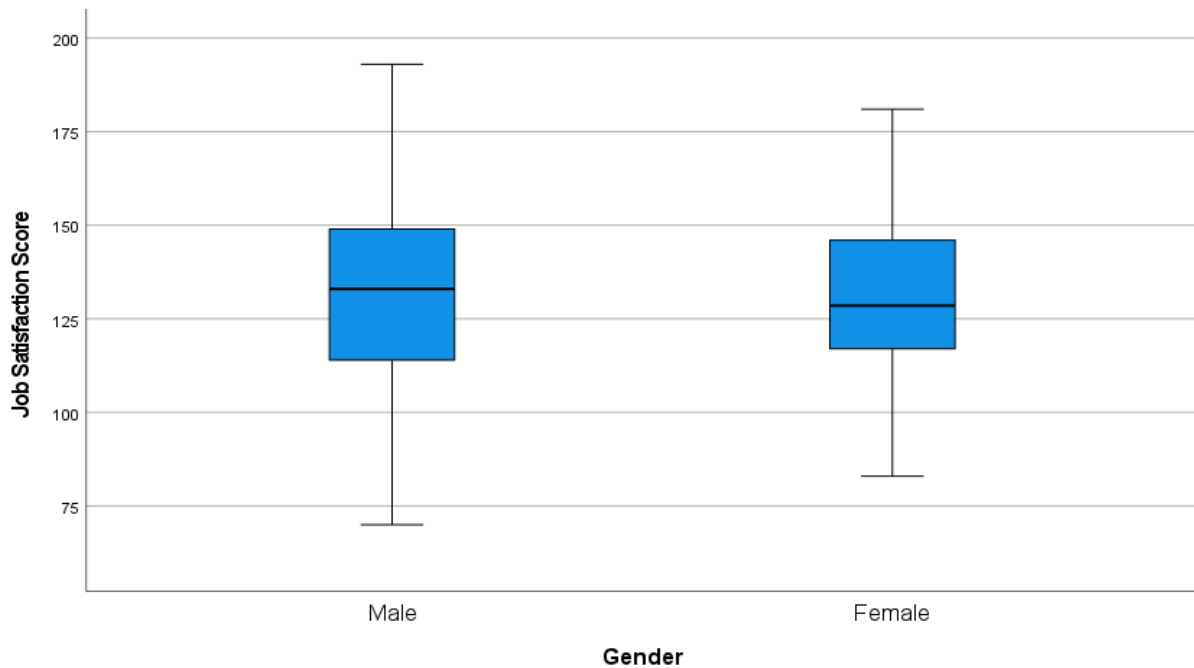
Figure 4.1

Job Satisfaction Overall; Total Job Satisfaction

Figure 4.2, a box and whisker plot, illustrates mean job satisfaction scores disaggregated by gender. This visual shows both the measures of central tendency and the measures of dispersion for men and women are nearly equal. The results of the t-test discussed above, the nearly zero effect size, combined with Figure 4.2 all support the same conclusion that there is no difference between men and women on overall job satisfaction.

Research Question 1.4

An independent sample t-test was run using SPSS Version 27. Seven of nine facets did not show significant differences in job satisfaction means for that specific facet when compared

by gender. However, two facets did show significant differences. Those two facets were: pay and nature of work. Females had higher job satisfaction than men in the facet Nature of Work. This difference was statistically significant as $p = .042$, $p < .05$ level, $t(283) = -2.040$, $d=.250$, 95% CI [-1.878, -.034]. Inspection of the two group means indicates that the average job satisfaction score for Nature of Work for female fraternity and sorority advisors ($M = 18.32$) is significantly higher than the score ($M = 17.36$) for males. The difference between the means is .96 on a 24 point scale. The d, effect size is .250 of a standard deviation. According to Cohen (1988), this is considered a small effect size.

Females had lower job satisfaction than men in the facet pay. This difference was statistically significant $p = .042$, $p < .05$ level, $t(283) = 2.040$, $d = .249$, 95% CI [.037, 2.079]. Inspection of the two group means indicates that the average job satisfaction score for Pay for female fraternity and sorority advisors ($M = 10.04$) is significantly lower than the score ($M = 11.10$) for males. The difference between the means is 1.06 on a 24 point test. The effect size d is approximately .249 of a standard deviation. According to Cohen (1988), this is a small effect size.

Research Question 1.5

The process for selecting age on the demographic survey was to indicate which group described a participant's current age. The five different age groups were: 22-26, 27-30, 31-35, 36-39, and 40+. One participant did not respond to the question regarding age for a total of 286 responses. Table 4.5 shows the mean overall job satisfaction score for each age group as determined by SPSS version 27.

Table 4.5

Comparison of Overall Job Satisfaction by Age Group

Age Group	M	n	SD
22–26	133.11	36	23.16
27–30	130.45	91	22.65
31–35	131.06	70	23.86
36–39	129.84	45	21.02
40+	132.43	44	21.97
Total	131.14	286	22.52

My goal was to determine if job satisfaction overall varied significantly by age category. The one-way ANOVA is well recognized as a test that can help determine whether there is a significant difference between groups on a dependent variable. Upon executing the ANOVA, I arrived at the following result revealed ($F[4, 281] = .162$, $p = .958$). This result is evidence that supports there is no difference between job satisfaction overall by age group. Table 4.5 shows the fraternity and sorority advisors aged 22–26 had a mean overall job satisfaction score of 133.11 while 27–30 reported a mean of 130.45, 31–35 reported a mean of 131.06, 36–39 were 129.84, and finally 40 or more reported 132.43. The total average overall job satisfaction score for these 286 participants was 131.14

Research Question 1.6

My goal was to determine if job satisfaction in each facet varied at statistically significant levels by age category. The one-way ANOVA is well recognized as a test that can help determine whether there is a significant difference between groups on a dependent variable, such

as Job Satisfaction Score in each facet. Upon executing the ANOVA, I revealed there is no difference between job satisfaction overall by age group in eight of the nine facets. However, the result for the facet of job satisfaction in the facet of coworkers did have evidence that supported a difference between age groups.

The result was $F(4,281) = 2.53$, $p = .041$. Table 4.6 shows that the mean job satisfaction score in the facet of coworkers was 18.89 for the cohort of 22–26 year olds, 17.44 for the cohort of 27–30 year olds, 17.80 for the cohort of 31–35 year olds, 16.27 for the cohort of 36–39 year olds, and 17.86 for the cohort of age 40 and beyond. Since the result of this ANOVA showed a significant result, a Post hoc Tukey Honestly Significant Differences test was conducted to determine which age groups exhibited significant differences for job satisfaction in the facet of coworkers. The Tukey Honestly Significant Differences test indicated that the cohort 22–26 years old differed significantly from the cohort 36–39 years old in their job satisfaction as it related to coworkers ($p = .020$). Partial eta squared for job satisfaction by age was .002, a small effect. The results are illustrated in Table 4.6.

Table 4.6

Means and Standard Deviations Comparing Age Ranges and Facet of Coworkers

Age Group	M	n	SD
22–26	18.89*	36	4.01
27–30	17.44	91	3.57
31–35	17.8	70	4.09
36–39	16.27*	45	4.19
40+	17.86	44	4.19

*Note. *p* < .05*

Research Question 1.7

The demographic survey asked participants to select from one of five groups to represent their years in the field. Years in the field were grouped categorically on the demographic survey by: 0–4 years, 5–9 years, 10–14 years, 15–19 years, and 20 or more years. The descriptive statistics for years in the field are shown in Table 4.7. Every participant answered the question regarding years in the field.

Table 4.7

Comparison of Overall Job Satisfaction by Years in the Field of Fraternity and Sorority Advising

Years in Field	M	n	SD
0-4	130.58	119	22.56
5-9	129.54	91	24.2
10-14	134.37	41	21.12
15-19	131	22	19.33
20+	138.64	14	21.73
Total	131.22	287	22.52

I had a goal to determine if there was a difference in Job Satisfaction Score overall based on participants' years in the field of fraternity and sorority advising. The one-way ANOVA is well recognized as a test that can help determine whether the overall Job Satisfaction Score significantly differs based on participants' years in the field. Upon executing the ANOVA, I arrived at the following result, $F(4, 282) = .751, p = .558$. This result is evidence that supports there is no difference in overall Job Satisfaction Score as a result of participants' years in the field. While there is no statistically significant evidence, it is noted the participants with 20+ years of experience in the field of fraternity and sorority advising reported the highest mean job satisfaction score ($M = 138.64$).

Research Question 1.8

I had a goal to determine if there was a difference in the job satisfaction facets based on participants' years in the field of fraternity and sorority advising. The one-way ANOVA is well recognized as a test that can help determine whether the individual job satisfaction facets significantly differ based on participants' years in the field. Upon executing the ANOVA, the

author determined there was no evidence that supported difference in job satisfaction on any of the nine facets as determined of category of years in the field.

Summary of Quantitative Phase 1 Findings

The findings showed an average overall job satisfaction score of 131.22 for fraternity and sorority advisors. This result indicates that as a group, fraternity and sorority advisors appear ambivalent about their job rather than satisfied or dissatisfied with their job. This result was lower than the normative mean for higher education (Industrial & Organizational Psychology, n.d.). Of the 287 participants, 31% were satisfied overall, 56% ambivalent, and 13% dissatisfied. There were no significant differences between overall job satisfaction and any of the demographic categories used: gender, age, and years in the field.

When comparing gender and the nine facets of job satisfaction, I found statistically significant differences in job satisfaction regarding nature of work and pay by gender. Among women the average pay job satisfaction score was significantly lower than men. In the job satisfaction facet nature of work, women were significantly higher than men. In the category of age, the only significant factor was job satisfaction with coworkers. The age range of 22–26 was significantly more satisfied than the cohort of participants aged 36–39. In the category of years in the field, there was no statistically significant difference in overall job satisfaction. There were also no statistically significant differences in the job satisfaction facets.

Phase 2 Results

The purpose of this interpretative phenomenological analysis was to more fully understand the experience of those who are currently employed as full-time fraternity and sorority advisors on a college or university campus. Smith et al. (2009) said primary research questions in interpretative phenomenological analysis "focus upon people's understandings of

their experiences" (p. 47). For this study the overarching research question was: How do full-time campus-based fraternity and sorority advisors experience their roles?

To collect the data necessary to answer these questions, my interview protocol included the following questions for participants:

- What are your experiences as a fraternity and sorority advisor?

- How did your experiences as a fraternity and sorority advisor affect you?

Participant Demographics

Table 4.8 summarizes the demographic profile of this study's interview participants.

Table 4.8

Demographic Information of Interview Participants

Category	Range	Mean	Median
Years in the Field	2–28	8.8	7
Years in Current Role	1–11	3.75	2.5
Age	26–55	34.5	33
# Institutions Worked	1–6	2.5	2
Size of Community	400–4,500	2,060	1,900
Career Stage	Entry-Level (3)		
	Mid-Level (4)		
	Senior-Level (3)		
Only FSA at Institution?	Yes (2)		
	No (8)		
Gender	Female (6)		
	Male (4)		
Education Achieved	Master's Degree (6)		
	Doctoral Student (2)		
	Doctoral Degree (2)		
Race	Black (2)		
	White (7)		
	White & Hispanic (1)		
Job Type	100% FSA (7)		
	FSA + other work (3)		
Region of Country	Mid-Atlantic (2)		
	Midwest (2)		
	Northeast (1)		
	South (1)		
	Southeast (2)		
	West Coast (2)		
Public or Private School	Public (5)		
	Private (5)		
Parent	No (7)		
	Yes (3)		
Membership Type	NALFO (1)		
	NIC (3)		
	NPC (4)		
	NPHC (2)		

I used purposeful sampling and spent considerable time selecting participants who were currently in the role of a campus fraternity and sorority advisor and would represent different years of experience, gender, age, race, region of the country, institutions, sizes of fraternity and sorority communities, and level of current professional role to attain a well-rounded sample. The participants in the qualitative phase were selected after opting in as prospective interview participants via an online questionnaire from Phase 1 of this study. In this questionnaire I asked for age and years in the field as a write in answer rather than a range. The goal was to have the most information possible to select only 10 participants from the many who indicated interest. The selection of these 10 participants does mirror the overall demographic findings of the quantitative participants. The Phase 2 sample included a higher proportion of women, White, mid-level personnel. The average age among these Phase 2 qualitative participants was 34. Additionally, three of the Phase 2 qualitative participants had additional professional duties outside of fraternity and sorority advisor. Due to the field of fraternity and sorority advising being relatively small, to protect participant anonymity, I limited the specific demographics listed for each individual participant and additionally provided the overall demographics in aggregate. Pseudonyms were also used.

Participant Profiles

Aidan was a fraternity and sorority advisor at a public, Mid-Atlantic campus in his fourth year in the profession. Aidan is in his 20s, and his role is 100% fraternity and sorority advising.

Brandon was a fraternity and sorority advisor at a public, Southern campus in his 12th year in the profession. Brandon is in his 30s, and his current role is 100% fraternity and sorority advising.

Brianna was a fraternity and sorority advisor at a private, Midwestern campus in her second year in the professional role. She had prior experience working in a different area of higher education. She was in her 20s, and fraternity and sorority advising was 100% of her job responsibilities.

Claudia was a fraternity and sorority advisor at a public, Midwestern campus in her fourth year of fraternity and sorority advising. She was under 30 years old, and fraternity and sorority advising was part of her job but not 100% of her responsibilities.

Francesca was a fraternity and sorority advisor at a private, Northeastern campus in her 13th year in the profession. She was in her 30s, and fraternity and sorority advising was 100% of her job responsibilities.

Mary Anne was a fraternity and sorority advisor at a private, Southeastern campus in her seventh year of being a fraternity and sorority advisor. She had prior experience working outside of higher education. She was in her 30s, and fraternity and sorority advising was part of her job but not 100% of her responsibilities.

Kristy was a fraternity and sorority advisor at a private, West Coast campus in her third year in the profession. She was in her 20s, and fraternity and sorority advising was 100% of her job responsibilities.

Logan was a fraternity and sorority advisor at a public, Mid-Atlantic campus in his seventh year in the profession. He was in his 30s, and fraternity and sorority advising was 100% of his work responsibilities.

Stacey was a fraternity and sorority advisor at a private, Southeastern campus in her eighth year in the profession. She has worked in higher education outside of fraternity and

sorority life. She was in her 30s, and fraternity and sorority advising was part of her job but not 100% of her responsibilities.

Walter was a fraternity and sorority advisor at a public, West Coast campus in his 28th year in the profession. He was in his 50s, and fraternity and sorority advising was 100% of his job responsibilities.

Data Analysis and Emergent Themes

I used interpretive phenomenological analysis (IPA), which, according to Smith et al. (2009), involved considering emergent themes from each individual participant. Identification of these themes involves a review and analysis of interview transcripts (Smith et al.). After individual themes were identified, they were compared to each other to develop overall patterns and interpretations from the entire research sample (Smith et al.). The overall themes were: Exploring Institutional Fit, Fraternity and Sorority Advising Career as a Lifestyle, Encountering the Highs and Lows, and Dissatisfaction with Pay and Promotion. Each of the identified themes will be explored and discussed below.

Theme One: Exploring Institutional Fit

As participants reflected on their experiences as fraternity and sorority advisors, they also often identified the impact of institutional fit on their job satisfaction. Some participants shared their experiences of leaving institutions as a result of not achieving institutional fit and also not being happy in their current role because they thought the institution's student type may not be a good fit with the fraternity and sorority professional. Conversely, participants identified their current state as satisfied with their job as a result of achieving what they deemed a positive fit with the institution and its students.

Francesca described leaving a region of the country saying:

But always the plan was to be a director of fraternity and sorority life just doing fraternity and sorority life. As so, I always thought that that meant I had to move to the South or Midwest. My time in the South was a good experience, but I was able to learn for myself that actually, fraternity and sorority life in my current location is actually where I'm meant to be.

While Francesca's fit was specific to a part of the country, Brandon described struggling to reconcile what he always thought he wanted in an institution with the realization that his values changed. Brandon said:

I realized, again, a lot of my personal and professional values had changed and so I knew I wanted to be back at an institution where the students were not…They didn't come from this super pot of money or they weren't privileged.

This realization came after Brandon had worked at an institution he deemed more prestigious with a larger fraternity and sorority community, higher pay and title, but his job satisfaction was lower. He contrasted this experience at a prestigious university with a prior role at a different institution that he reflected, "Were the best years of my professional life. The students, again, were hungry for that involvement experience, they were hungry for development."

Stacey shared, "I think especially working with a group of really privileged, generally very privileged upper middle to upper class students is just sometimes really draining." However, Francesca, felt this was a possibility to inspire change, "This captive audience of privileged White men that we can actually teach how to be good men and teach how to be in this world, that we need them to be good at that more than anything."

Similarly, to Brandon, Aidan also described that he left a role due to lack of institutional fit. In Aidan's case it was because there were differing philosophies between him and the new leadership. He has found a better match in his current role where he said, "Overall I really do enjoy my job. I really do enjoy the institution. I really enjoy the students." His decision to leave an institution where he no longer felt a fit led to him later having a positive experience at a new institution. Walter remains in his role but identified, "I really don't like my job anymore to be perfectly honest. My lack of satisfaction is based around (pause)…our students are very privileged."

One participant was an alumna of the campus where she currently works, and she reported, "I still love being able to be a part of my own community but in a very different way and being able to shift it." While another, Claudia, descried that many of her colleagues are alumni of her current university, and she is not. She said:

> So as someone who is not an alum, it's just interesting. They do things that work for them, but shouldn't work and sometimes don't work, and that a lot of other institutions would have already moved on from. So, when I'm like, 'Hey, let's try this,' that doesn't go over well.

Kristy, however, accepted her role even though it was very far from home saying, "I accepted my current role because of the feelings, and the things that I was looking for that I saw during my on campus interview." Mary Anne shared that her current and past roles as a fraternity and sorority advisor differed greatly. "It was a complete night to day experience than my last campus." Her current institution offered her professional development opportunities not available in her past role including the ability to pursue a doctorate. In a past role, she was admonished "not to even try" to explore benefits like these.

Logan has achieved a role at a campus where he feels, "extremely satisfied." While he's been approached by other campuses for job opportunities, he is reluctant to leave because, "I have a seat at the table here. It's going to be very hard to make me leave."

Theme Two: Fraternity and Sorority Advising Career as a Lifestyle

A theme that emerged during the interviews was the concept of the role of a fraternity and sorority advisor as part of the professional's identity. Francesca remarked, "My job is part of my identity, and it's not a kind of job. I have an occupational passion. This isn't just a job. It never has been. It's always been more than that." Claudia also stated, "I would say a lot of my identity as of right now is wrapped up in the job that I do, so I don't know if I would be as happy in a different job." Brandon related and said:

> There's something to be said, I think, about the work that we do and the fact that the people who are really doing it from the heart are really going to enjoy what they do, and I feel like the people who aren't doing it from the heart are not going to last very long.

> A challenge to the role being such a part of one's identity is that it can leave little time for the rest of one's life. Brianna commented, "I don't have kids yet, but what happens when I have kids? Am I going to be six months pregnant out at recruitment and then have my child stay around? I don't want that." Similarly, Claudia said:

> What does that look like once you're married and if we want to have a family and all of the things that come with that and realistically looking at what does the job load look like and can I manage those long hours?

> Francesca, who is a parent, also commented, "And that just doesn't fit my current lifestyle with having small children at home."

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Participants often mentioned geography in the interviews as well. For example, Kristy moved far from home solely for her job. And she is not personally happy in her current environment. She said, "Where I feel like I could be the most successful is where personal meets professional and I can be successful outside of the workplace as well. So I've done a lot of mental thought processing and searching." Aidan worked at an institution far from home and recently moved to a role close to home. He identified, "I'm close enough to family and friends where I can see them quite a bit. And so, there's a nice balance of the professional side and the personal side."

Mary Anne shared, "I moved here from my home state where my parents are." She further explained:

My job is my focus of what makes me happy. But it impacts the other, I guess, perspectives of my life. Of social engagement, stress management and of, I would say, nutrition, different things that I elevate my purpose and contribute to my work because it makes me happy, But I see where relationships, different things like that are impacted by my level of involvement with my job.

While Brandon shared he chose his current institution to be back home closer to family. Kristy shared she is searching for roles, outside of FSA and closer to home. She said:

I feel like I'm creating with students, creating strong relationships and I enjoy the work that I do. So, I feel like I would feel a lot more miserable in other types of jobs, but I also think I would have a better work-life balance.

She further compared herself to other friends not in higher education, and while their roles in finance or at large companies may not provide them as much fulfillment work-wise, she stated:

> You best believe that come 5:00 p.m. on a Friday, they are having happy hour with their friends. So, I think my life would look different in that sense. My job satisfaction might be different, but I think my personal satisfaction would be different as well.

Francesca also shared she is looking to leave fraternity and sorority advising and higher education. She said:

> And so, I can't be as invested as I used to be, and I can't volunteer for all the things that I used to volunteer for because my priorities have shifted towards my family more. And so, I'm pulled more, which makes me feel less satisfied because I'm not getting as much out of that. I'm not putting as much into it and not getting as much out of it.

Stacey also illustrated, "Working on a campus has started to be really frustrating. I think part of that is the changes in my personal life, too, of having a kid and wanting to spend more time at home than sometimes this work allows." Walter also said he would like to retire if it was financially feasible and spend more time with his child(ren). And Brianna quipped, "And I am paying a lot of money for a place that I really don't live in." She also shared she is considering leaving fraternity and sorority advising and higher education. She feels, "At the point that I no longer have the patience to deal with some of this. I'm doing a disservice to everyone by being in this type of role."

Theme Three: Encountering the Highs and Lows

The theme encountering the highs and lows was an example of both the positive and negative aspects of the role of fraternity and sorority advisor. The term relationships came up in

every interview. The most often in relation to students but also to one's supervisor or coworkers. It was clear that the participants felt a lot of satisfaction as a result of their interactions with students. Aidan thought:

> I do know that I really do enjoy working in the fraternity and sorority life community. I enjoy what it's given to me, and I've enjoyed being able to help the students in it kind of grow and have a deeper understanding of what it means.

He reported he has a lot of direct student contact and, "I'm currently in a place where I enjoy that immensely." Brianna echoed the sentiment of relationships with students by saying:

> My students can text me and ask a question and it has nothing to do necessarily with fraternity and sorority life, but it has to do with life. And so being able to be, not just an advisor, but a role model and sometimes playing big sister or mom to some of the students, that fills my heart. It fills my cup, as much as I give to them they also give back to me. And so that keeps me in that role.

Walter laments not having as much direct student contact in a Director role, but says a good day is when you get to interact with the students, with the executive boards or chapter presidents, or in involves a retreat or things that are more student centric meetings versus meetings with other departments or administrators, "which is a lot of my particular role." Brandon supported this notion by saying:

> A good day is being able to see the students, interact with them. I'll move a meeting with a colleague or a staff person if I need to meet with a student. That's a no brainer to me. The good days are when I'm able to do that. Or take a walk around campus and enjoy just

seeing the students. There's something about walking around this campus, any campus and just seeing the hustle and bustle of our students so that's a good day at work for me.

Mary Anne agreed:

A good day I think is when I get to interact more with students to hear them out on new ideas and processing with them, on having advising meetings for my councils. I like the flow on a regular day where I'm back-to-back busy with student meetings, with student engagement.

Brianna also felt satisfaction performing certain work functions. "I'm a programmer, so I love creating programs, I love seeing students' minds shift and change in how they interact and how they think about certain things. I love seeing that." Francesca similarly shared the things she loves about student development. "That's the training and the workshops and the leadership development and helping the students navigate through those things is the part that's fun and I enjoy. Like writing curriculum for a retreat. I love that." But sometimes the work that these practitioners expect to do is not how their days are filled. Stacey shared, "I would be getting to do my job, and not some of these other things that I have to just sort of do because we are so down staff."

All the positive interactions and feelings about the type of work, however, are contrasted primarily by the type of challenges that exist in this work and the inability to be "off." Logan summarized the nature of the work well:

In terms of my happiness and my passion is Greek life. I think we can make the most significant difference to our students. I also like the challenge that Greek life can be the most rewarding, most incredible experience ever, or Greek life can be the most dangerous

thing ever. That sort of juxtaposition is where I like to find the balance and figure out how we can have the fun and the engagement and role model responsible social engagement, as opposed to treating it like a convent. I enjoy that. I don't think I'd be nearly as happy as a person internally if I wasn't doing what I'm doing now.

Participants described the experience of being a fraternity or sorority member as different and more special than other undergraduate student co-curricular experiences. They also described "walking a tightrope," "no win situations," and an expectation to "save the world." Similarly, there was a feeling other colleagues did not necessarily understand the work they do, but they were looked to when something went wrong. The fraternity and sorority advisor role was described as one with "heavy challenges." It was explained the role of fraternity and sorority advisor can sometimes be an afterthought until something goes wrong. Aidan described these occurrences as times when his day is taken off course because, "Hey, this unfortunate thing happened, and we need to figure it out."

Stacey focused on the incongruence between who is setting the priorities. This could include student demands that do not take priority during a pandemic. For instance, things students think are an emergency but do not require immediate attention in her judgement. She says who dictates how she spends her time is a big indicator of how she feels about her day in terms of good or bad. She defines last minutes changes and surprises as taking her off course and dislikes not having answers or knowing the why behind a decision. She said:

> I'd like to think that there wouldn't be quite so many random evening emails that expect a response before 9 in the morning the following day, that the expectation to be on all the time wouldn't be so much a thing. There would be a better understanding of what an emergency is and what it is not.

Walter described complaints from community members about the fraternity and sorority community and 6:00 a.m. police reports every morning. Brianna identified students "doing crazy things," and on those days she feels like, "somebody else can do this."

Brandon related:

It's a stressful job. I think that working in any fraternity and sorority life capacity is a stressful job because the scrutiny that comes with our roles, the expectations from all types of stakeholders. Your vice president and president expect you to save the world and fix those behaviors. The advisors expect you to bend at every will that they have and try to get students to come to everything, do everything that is required, and turn in your rosters. The dang rosters.

Francesca gave the example of going out of town for a personal vacation for a few days and having to stop everything because a situation popped up on campus during her trip. She also referenced a particularly difficult year that was full of crises. Additionally, the inability to have the freedom to go to a store for pleasure on the weekend without getting called and needing to drop everything to go home and attend to an issue. Or checking her email on her phone coming home from a Christmas Eve party with anxiety about what may be going on in her work world. Claudia said, "I think the bad days for me are when I am pulled in a thousand different directions from other people and the needs that they have for the capacity that I'm able to do." Brianna surmised, "I think I would be less fulfilled in my life purpose of making change and being of service to others. But I also think of how much, how much less stressed I might be." Francesca also shared, "I'm tired of feeling so emotionally connected to my job."

The negative outcomes of this type of work also take their toll. Participants felt it was their job to "solve all the world's problems" or "fix" fraternity and sorority life. Francesca described a bad day as learning devastating information:

We were doing these hazing investigations, and I was finding out that they were just like, the things they were doing were beyond what I ever could have imagined that they were doing. I knew that they were probably hazing, but I didn't know it was to the extent that it was. And I was learning about that on a regular basis in going to work, and that was tough. Because it was like, I care about that community, and then I'm trying to defend the community, but I can't defend what they're doing.

Stacey shared an example of receiving an email at 8:30 p.m. requesting data from the last four years about the fraternity and sorority community. This was requested by upper-level administration and needed by 9:00 a.m. the next day. "It just so happened that I checked me email that night. I usually try not to. Now I have been because of that message." Claudia described the experience as isolating and feeling like she's on her own island. She said, "I'm juggling I don't even know how many other things, and I think sometimes those challenges are difficult to do both big picture and small tasks without the support on either end." Two participants used the term "firefighting" in regard to situations that occur and take all of their time and attention.

There was a sense of camaraderie shared by Brandon in regard to others in the profession. He felt the role of a fraternity and sorority advisor was such a unique experience that it builds strong relationships and affinity among those who hold it across different campuses. He related that he relies on his relationships with peers in similar roles for support.

Theme Four: Dissatisfaction with Pay and Promotion

The participants interviewed all identified opportunities to have better advocacy for those who serve in the fraternity and sorority advisor role. Much of it centered on pay and promotion. Claudia identified being the only fraternity and sorority advisor on her campus and being the first person with knowledge of fraternities and sororities hired to take on this full-time role at her institution. She identified struggling with the lack of knowledge and support that comes from the institution in general. She said, "My department in general just really has no idea what I do." She also mentioned what is commonly called, "other duties as assigned" and commented, "I somehow managed to become the person who manages our website. And I don't understand why, but for the department." In regard to pay, Aidan mentioned, "I'm very happy that my current pay setup doesn't mean I have to get a second job to continue to live. So that's also a giant benefit."

Stacey shared the stress of having vacant positions during a hiring freeze and staff members currently repurposed to help with pandemic related issues. She stated, "I worry, especially right now, a lot about losing more staff because of decisions that are being made that are out of my control." Kristy referenced having three supervisors in less than three years of her first professional role. She confided she's never had a performance review. "It's pretty ridiculous. So I think that also speaks to the lack of intentionality of retaining staff." She "hates to be a statistic," but feels like she will leave the field in her first three years as a fraternity and sorority advisor. She was frustrated both with her lack of pay and also with the lack of movement in her pay. She acknowledged a desire to move closer to home does contribute.

Kristy mused, "Had you asked me when I first applied to the role, that wasn't my priority at the time, right? Because it was perhaps a lack of experience or knowledge of the importance of

that" she says in relation to pay and promotion. She and Brianna both shared the notion that students seemed to be cared for as the missions of their campuses espoused, but they didn't feel that same care extended to staff. Brianna experienced a furlough during COVID-19 and felt the communication and values statement that made to her were both negative. She said, "I didn't feel important."

There were certainly qualifiers made about being paid okay "for a fraternity and sorority advisor." Walter shared a *Chronicle of Higher Education* article anecdote that had fraternity and sorority advisors ranking at the bottom of a list of 191 types of roles at institutions in terms of pay. He said, "People don't stay in our field for very long. There's an extremely high burnout rate. The pay is not good. The hours are overbearing at times." He also praises the experience and says:

> If you can be an FSA, you are qualified to do almost anything else at least in student life. You have so many skills that are transferable to other areas. I mean almost any other department that falls under student affairs, you touch it in some way as an FSA.

> Brianna shared:

> At my institution, there is no room for promotion. People get in their positions and they stay. I don't feel like there's ever going to be an opportunity to move up here. I think I have to move up somewhere else. And that sucks because I want to do that here.

> She further ruminated, "I think that when I talk to other people outside of our FSL, it's always like teaching people about FSL. And I feel like that's so draining." Francesca remarked, "And when it feels like that systemically it's not changing, it's frustrating." She continued:

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I didn't believe that fraternities and sororities were good. I definitely have hit those moments, and that was like a soul searching for me. It's like how have I dedicated my whole career to this and they're not actually as great as I think they are?

Brandon spoke to the lack of longevity in the field, "I don't think there's anything wrong with being a lifer in fraternity and sorority life." He admitted he does feel like fraternity and sorority advisors have a "scarlet letter" on as a result of the issues in the field. He continued:

> The pay disparities in higher ed really, really bother me especially for our entry level roles because we're asking coordinators to do all of this work and give up their nights and weekends for $38,000 to $41,000 a year and at some places less. That gets to me because as a director I am making two times that, but I'm asking them to meet with students, follow up on conduct, program, advise, collaborate and they're not being paid, to me, paid their worth.

Brandon also says he is not interested in being an Assistant Vice President and commented, "I could do that, or I could be a really, really, really, really damn good director." Walter also supported the "lifer" notion by saying he has been a fraternity and sorority advisor for 29 years, and that's what he always wanted to do.

Logan recognized the value of pay as his current role involved a pay increase from his last institution, which had a bigger fraternity and sorority community. He is also satisfied because he feels he has a seat at the table and access to university leadership. He described institutional culture, compensation, and influence in the ability of having a seat at the leadership table as factors that keep him in his current role. He said he is able to buy a house, have savings, and live comfortably. He added, "That's kind of a rare thing." He also felt his hiring came about because the institution decided, "We need to start paying attention to Greek life."

Many participants discussed the AFA Annual Meeting as a reference point and how they know less people there every year because there is so much burnout and attrition among professionals in this field. Francesca mentioned she took on additional work responsibilities but declined a title bump since it was not accompanied by a pay increase. She elaborated:

In some ways, I think that's one of the problems with the industry is that this industry is built on people who are willing to do so much work for free, and then they realize they could get paid for that. Or they got older, and they can't do that anymore or whatever."

She also said, "I wish that there was a way that we could think more about people taking pride in or finding a way for people to think more about pay and promotion in their work.

Mary Anne worked in other industries prior to being a fraternity and sorority advisor and shared her parents surprise at her low pay after earning a master's degree. She said, "I think I resonate with promotion because I struggled coming into the field. She also expressed, "I don't know if at times, if it's me, if it's that I'm a female, but trying to understand how to navigate pay for myself was interesting." She commented, "I felt like I was never able to advocate for myself or get others to advocate for me when it came to that promotion." She also observed, "Our students get mad when someone isn't around for even two years, sometimes a year, because they don't want to invest in them as a staff member, but the students don't get that piece about retention and pay and promotion." She continued and said, "That's a variable that's always changing that also impacts the success of the community."

Qualitative Research Questions

While the research questions were answered during each interview, each research question was not specifically asked to each participant. One salient experience that was

articulated well by participants was regarding both a good and a bad day at work. Those experiences are summarized next.

How did your experiences as a fraternity and sorority advisor affect you?

Participants were asked about a good day and a bad day at work. There were many commonalities regarding both a good day and a bad day. Mary Anne shared, "My energy is different. I think I come home, and I don't feel so exhausted." Francesca defined it as:

Bid day when everyone made quota and everyone's happy. That's a celebratory occasion, and that's a good day on campus. But also, the days we would have a retreat or even just a meeting and the students would be saying things I've been saying to them, and I don't have to say it anymore.

After a good day, Logan feels, "Fulfilled. Wow. I got a lot done. And that was really what a great day." He continued by saying feeling content and having a sense of energy after work are also things that occur after a good day. Brandon simply said a good day at work is, "when I get to see the students." Walter agreed by saying, "A good day is when you get to interact with the students." Brandon also added that after a good day, "I almost feel like a superhero afterward. But I do feel tired, though."

Brianna stated, "There's an aura of light" after a good day. She also described a happy sigh of relief, a feeling that she was able to get something done and make an impact. "Something happened today because of me," she said. Many participants felt a good day gave them a sense of accomplishment or productivity. Kristy stated, "A good day could be that no issues arose." Stacey said that despite identifying as an introvert, "After a good day at work, I still feel like I want to engage." Aidan reiterated the feeling of productivity and impact by saying, "I feel like I've been able to make a difference in the student's life or the campus life." Claudia supported

this, "I would say good days are the days that I can be productive and actually make some sort of an impact." She also said she felt energized after a good day. Walter summarized his long career as a fraternity and sorority advisor with, "I loved being an FSA for many years. Very fulfilling. For many years it was all I hoped it could be."

While participants shared similar sentiments regarding good days, they also had similar responses regarding bad days at work. When asked how they feel after a bad day at work, much of it revolved around feeling tired, defeated, or wanting to not be around others. Claudia shared, "Usually just frustrated. Ready to get out of there. Yeah, done with people more or less." Likewise, after a bad day, Aidan said, "After a bad day, I'm mentally exhausted. I get a little disgruntled that the plan I had for the day got derailed and I didn't get done what I wanted to get done." Stacey continued the sentiment:

> Then I literally don't want to talk to anyone. Usually, I just exhausted the tank of thinking. I just want to sit alone and not have to make any decisions. It's an energy sucking…I get frustrated by everything. Any little thing.

Kristy shared she felt, "drained, frustrated, overwhelmed, drowning is probably the best word." Walter echoed some feelings by saying he feels, "aggravated and frustrated." Brianna summarized:

> I am completely drained and have to sit in my car before I can leave the parking lot. There's a longing for a nap. I want to let go, and I want to leave. Sometimes in my mind I want to leave this altogether, but also realizing that was just today.

Brandon commented, "But after that bad day at work I definitely feel like I suck, and my career is over and I'm not good at this." Logan felt, "emotionally drained" after a bad day.

Francesca said, "And any bad day is when you learn devastating information," and also, "I feel depleted. It's definitely a weight on my shoulders or frustrated."

Essence

The essence of the lived experiences of fraternity and sorority advising was relationships, in many forms. The job facets with which these participants reported the highest levels of satisfaction were coworkers, supervision, and nature of work. All three of these topics centered on relationships with others. In the interviews, relationships were also a strong theme. These relationships included students and coworkers (interpersonal). The relationships also included relationship to the job and to self in the form of one's own identity or lifestyle. Relationships with peers who also do the work was further referenced. As with all relationships in life, there were both positive and negative aspects to these relationships. Additionally, relationships are dynamic over time as student leaders, administrators, and alumni change and as the fraternity or sorority itself experiences positive or negative situations. This central theme can help those in the role of fraternity and sorority advising understand the importance and focus on interactions with others as a key element to their experience.

Summary of Qualitative Findings

The purpose of this study was to more fully understand the experience of those who are currently employed as full-time fraternity and sorority advisors on a college or university campus. This study had participants who serve in full-time campus-based fraternity and sorority advising roles. This study also included a number of participants who had additional job responsibilities outside of fraternity and sorority advising. For this study, the overarching qualitative research question was: How do full-time campus-based fraternity and sorority advisors experience their roles? As the stories of the professionals in the role of fraternity and

sorority advising show, the professionals have a powerful experience that is influenced by multiple themes. Those themes include Exploring Institutional Fit, Fraternity and Sorority Advising Career as a Lifestyle, Encountering the Highs and Lows, and Dissatisfaction with Pay and Promotion. The professionals shared stories about their good days and their bad days. The participants also shared about factors that may either contribute to or otherwise factors that may not contribute to their longevity in this career. Information from these participants is a useful tool for those aspiring to be in these roles in the future. The information gathered from these participants may also be useful for those who supervise these professionals, the professional associations that serve these professionals, and the campuses who support these professional positions.

Chapter V: Findings

Introduction

The purpose of this study was to more fully understand the experiences of those who are currently employed as full-time fraternity and sorority advisors on a college or university campus. This job responsibility is a critical student affairs role on a college campus, but the research centered on the experiences of these fraternity and sorority professionals is not yet complete. There are several studies about job satisfaction in general and also job satisfaction in the field of student affairs, more specifically. However, job satisfaction for those in the particular role of fraternity and sorority advisor has been lass extensively researched. This study is the first to use the Spector's (1985) Job Satisfaction Survey (JSS) specifically to study job satisfaction among Association of Fraternity/Sorority Advisors (AFA) members who are full-time fraternity and sorority advisors on a college campus. I will discuss my interpretation of the findings and the recommendations I make for the practice of fraternity and sorority advising in this chapter. Additionally, I suggest future research related to job satisfaction in fraternity and sorority advising.

Key Findings

Job Satisfaction in General

This study found fraternity and sorority advisors had an average overall job satisfaction score of ambivalent or neutral. This could mean fraternity and sorority advisors scored in the middle because they like some pieces of their jobs but not others. The overall job satisfaction score of fraternity and sorority advisors in this study is not consistent with literature in the field of student affairs. Several other studies, which also used the JSS (1985) as an instrument, found

an overall job satisfaction score of satisfied (Barrett et al., 2002; Kaltenbaugh, 2008; Lombardi, 2013; Sales, 2015).

Fraternity and sorority advisors were also less satisfied with their jobs overall than a sample of higher education professionals spanning the field of higher education. The difference between my results and Spector's higher education norm scores (Industrial & Organizational Psychology, n.d.) may be a result of the more limited participant pool used in my study. My data included only fraternity and sorority advisors. Spector's participant pool included all roles in higher education, such as administrators, faculty, and support staff.

The findings of a job satisfaction score of ambivalent for fraternity and sorority advisors is different than past surveys of many functional areas across student affairs such as Lombardi (2013) and Sales (2015). Another explanation for an ambivalent overall job satisfaction score for fraternity and sorority advisors may be the participants are all from a specific functional area: fraternity and sorority advising. The results shed light specifically on job satisfaction in fraternity and sorority advising, which may have different aspects from other functional areas or positions in higher education. As such, the overall results allow me to focus on this specific functional area and learn more about what these fraternity and sorority professionals experienced. There are no other studies in the recent literature where only fraternity and sorority advisors participated in a study using the JSS (1985). Therefore, future studies may use these data as a benchmark for this role in Student Affairs.

This study also provided a reminder that there are parallels between fraternity and sorority advisors and residence hall directors. The role of fraternity and sorority advisor is more akin to the role of residence hall director than to the athletic trainers studied by Barrett et al. (2002) or the mid-level campus recreation administrators studied by Kaltenbaugh (2008).

Blakney (2015) surveyed residence hall directors and found their overall job satisfaction score to also be ambivalent. Similarities exist between fraternity and sorority advisors and residence hall directors in terms of long hours, turnover, lack of advancement opportunities, pay, age, tenure, the number of crises experienced, and the on-call nature of the role. The ambivalence found in overall job satisfaction of fraternity and sorority advisors might be due to participants liking some components of their roles and disliking other components of their roles. There may also be other factors that lend themselves to this overall ambivalent experience of their roles.

Individual Facets of Job Satisfaction

To better understand the overall ambivalence with job satisfaction in fraternity and sorority advising, I will now explore the nine individual facets of job satisfaction which I measured. The nine facets are: pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication. In Table 5.1 I show how fraternity and sorority advisors scored in each of these nine facets. The table shows that a majority of respondents were dissatisfied with pay and promotion. The majority of respondents scored in the satisfied range for supervision, fringe benefits, coworkers, and nature of work. The facets with a mean score of ambivalent were operating procedures, contingent rewards, and communication.

Table 5.1

Facets of Job Satisfaction Results by Percentage

Facet	Satisfied	Dissatisfied	Ambivalent
Pay	12%	62%	26%
Promotion	8%	68%	24%
Supervision	78%	9%	13%
Fringe Benefits	66%	8%	26%
Contingent Rewards	34%	30%	36%
Operating Procedures	15%	41%	41%
Coworkers	73%	7%	20%
Nature of Work	76%	6%	18%
Communication	34%	29%	37%

Nine Facets of Job Satisfaction

The nine facets of job satisfaction: pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication (Spector, 1985) were explored in this study. I will first discuss the two facets fraternity and sorority advisors rated as *dissatisfied*: pay and promotion.

Pay

A majority of the participants (62%) reported *dissatisfaction* with pay. Herzberg et al. (1959) postulated motivation factors, such as pay, create employee satisfaction. In this study, 67% of the participants earned an annual salary of $60,000 or less. Additionally, 41% of participants earned $50,000 or less. Dissatisfaction with pay may be due to fraternity and sorority

advisors not finding their earned salary commensurate with their work load. For example, many fraternity and sorority advisors work more than a full-time 40-hour work week and have many work commitments outside of the 9-5 weekday work week. They also may have unexpected work commitments that arise without much prior notice. Third, 48% of the participants had only one or two staff members in the office which may also lead to an increased workload the fraternity and sorority advisor may feel deserves more financial remuneration.

Another reason fraternity and sorority advisors may be dissatisfied with pay is most fraternity and sorority advisors have earned a graduate degree, and the expectation may be that having a master's degree will lead to a higher salary than they are currently making.

Next, a lack of understanding of pay in a professional role may contribute to dissatisfaction with pay for fraternity and sorority advisors. Since 41.5% of the fraternity and sorority advisors surveyed were in their first four years in the field of fraternity and sorority advising, they may find the pay unsustainable for living expenses and lower than they anticipated when entering the field. They may also not have had realistic expectations about how much money it would take for living expenses if this is their first professional role. Furthermore, they may not have been aware of the system the university would use to award raises over time.

The finding of fraternity and sorority advisors are dissatisfied with pay, is consistent with other student affairs job satisfaction literature (Boeve 2007; Katz, 1997; Marshall et al., 2016; Nestor, 1998; Ross & Javinar, 2003; Pokornowski, 2018).

Promotion

The opportunity for promotion, or career advancement, was also an area of job dissatisfaction for fraternity and sorority advisors. I found 68% of participants in this study were dissatisfied with promotion. Opportunity for promotion in fraternity and sorority advising is

limited by the scope of the role of fraternity and sorority advising. In many instances the highest position in the field of fraternity and sorority advising is a Director role. Campuses use different nomenclature for their roles, but not every fraternity and sorority life office has a Director, Assistant Director, and Coordinator. The participants in this survey varied from offices of one to six staff members with 48% of participants having one to two staff members in fraternity and sorority life. Having a limited number of fraternity and sorority advising roles can limit opportunities for advancement in the field. That may create a tradeoff where those who want to stay in the role of fraternity and sorority advising because they like the work may feel they have nowhere else to go career wise if the next level changes the dynamic of their work. For example, by offering less interaction with students or adding additional job responsibilities outside of fraternity and sorority advising.

Another nuance regarding promotion is the notion that those fraternity and sorority professionals who described themselves as mid-level in this survey may not meet a standard student affairs definition of mid-level. For example, at one time, AFA was saying those with seven years of professional experience were mid-level in their educational programming marketing. But now, a more conventional definition defines those with five years of professional experience plus those who supervise others and also report to a dean or vice-president as mid-level (Lombardi, 2013). Those participants reporting themselves as mid-level however, may not actually be supervising another professional or reporting to a Dean or Vice-President, consistent with the now more commonly accepted definition of a mid-level professional across student affairs. Continuing to perform the same level of responsibilities without learning or taking on new levels of responsibility is not generally sufficient to be considered for promotions. The confusion surrounding their career level may cause fraternity and sorority professionals to think

they are ready for a promotion they are not yet ready to receive because they have not gained the usual experiences of a mid-level professional in student affairs.

This study's finding of dissatisfaction with promotion is consistent with the student affairs literature regarding dissatisfaction with promotion opportunities (Bender, 1980; Blakney, 2015; Buchanan & Schupp, 2015; Evans, 1988; Nestor, 1988; Pokornowski, 2018; Tull, 2004; Whittaker, 1983). Specifically, in regard to entry-level professionals, Buchanan and Schupp (2015) and Tull (2004) both cited lack of advancement opportunities as reasons entry-level professionals might leave the field. Koepsell & Stillman's (2016) AFA data reported many fraternity and sorority advisors had an average of 3.33 years in the field. Fraternity and sorority advisors with three or less years in the field are classified as entry-level. Therefore, a lack of advancement opportunities in fraternity and sorority advising may contribute to attrition of fraternity and sorority professionals.

Conversely, Nagel-Bennett (2010) reported that opportunity for promotion was positively linked to job satisfaction among a different specialty in the profession of student affairs: chief student conduct administrators. Nagel-Bennett's selection of those in a high level role such as chief student conduct administrators may naturally have more positive feelings about promotion since their role is considered senior-level, or the highest in the student conduct administration hierarchy. Boeve (2007) reported physician assistant faculty members were *satisfied* regarding advancement opportunities, however, the advancement track for faculty members is quite different than that of fraternity and sorority advisors.

Pay and promotion were the two facets of job satisfaction which participants in the study reported they were *dissatisfied*. Next, I will discuss the four facets of job satisfaction with which participants were satisfied. They are coworkers, supervision, nature of work, and fringe benefits.

Coworkers

In this study, participants reported coworkers as a satisfactory facet of their job. Of those surveyed, 73% rated themselves *satisfied* with coworkers. One reason fraternity and sorority advisors may feel so positively about coworkers is the nature of the type of person who works in fraternity and sorority advising. This personal characteristic may lend itself to camaraderie among coworkers. Many of the professionals in fraternity and sorority advising were a member of a fraternity or sorority as an undergraduate. They then also most likely attended a graduate school preparation program and were in a cohort with other students during graduate school. These prior experiences building relationships with others may contribute to the professionals' ability to adopt relationships and build friendships with those around them. Furthermore, the shared experience of serving on the same team with the same goals and working with the same students may also be a bonding experience. The ability to collaborate and help each other cover heavy workloads may also create positive feelings toward each other. The favorable, or satisfied, rating of coworkers is consistent with past student affairs research (Baldwin, 2009; Bender, 1980; DeMichele, 1988; Kirkland, 1989; Jones, 2002; Lombardi, 2013).

Another explanation may also be the concept that many fraternity and sorority advisors relocate to begin their professional roles. Due to this relocation, work may be the first or only source of friendship for the professional. Likewise, many fraternity and sorority professionals are alumni of a fraternity or sorority. When a fraternity and sorority life office has more than one staff member, the affinity staff feel for their own fraternity or sorority may also create a shared bond between coworkers that is an easily understood connection. Finally, due to the long hours reportedly spent working, it is not uncommon to confide in coworkers and rely on them for basic daily activities, such as lunch or walking to a meeting.

Supervision

Supervision was the highest rated facet among fraternity and sorority advisors. As shown in Table 5.1, of those I surveyed, 78% were satisfied with supervision. One possible explanation, for the high level of satisfaction with supervision may be that those who remained or are still in the field are here because they have had a good supervisor, and those who have not experienced a good supervisor have left the field of fraternity and sorority advising.

Those who have supervisors who are also fraternity and sorority advising specialists may feel a shared affinity for the experience and learn from the longevity of their supervisor. Both Blakney (2015) and Kaltenbaugh (2008) also found supervision to be rated as satisfied, and they each focused on a specialized area such as residence life and campus recreation, respectively. However, Lombardi (2013), who studied mid-level managers across functional areas in the National Association of Student Personnel Administrators (NASPA) and Spector's norm scores for professionals who worked in all areas of higher education also found supervision to be rated as *satisfied (*Industrial & Organizational Psychology, n.d.*)*. Therefore, it could also be the student affairs field and mentality that helps shape supportive supervisors. Such supervisors have likely had similar lived experiences, for example in graduate school preparation programs. Now as student affairs professionals these supervisors want to help develop their employees as much as they want to develop their students.

Another thought about the high level of satisfaction with supervisors is the participants in this study are also members of AFA. Employees may gain a lot of both personal and professional support as a result of their membership in a professional association for fraternity and sorority advisors and be grateful their supervisor allows or even encourages their participation in AFA.

The high rating for supervision was also similar to the higher education norm score for supervision compiled by Spector (Industrial & Organizational Psychology, n.d.). Previous research also found supervision to be an area of job satisfaction in student affairs generally (Baldwin, 2009; Blakney, 2015; Kaltenbaugh, 2008; Kirkland, 1989; Lombardi, 2013; Nestor, 1988; Pokornowski, 2018). This is in contrast to Buchanan and Schupp (2015) who stated a reason for entry-level student affairs attrition was supervision.

Nature of Work

Participants in this study scored nature of work in the satisfied category. Of the participants, 76% reported they were satisfied with the nature of work, as shown in Table 5.1. They may find working with students a primary motivating factor for their career. In the field of fraternity and sorority advising the nature of work may additionally evoke a strong connection. One reason for this connection may be because the individual is likely a member of a fraternity or sorority. As a result of their membership, they may choose to do this work because the fraternity or sorority experience was either positive or negative for them. If it was positive, they may want to help cultivate the fraternity or sorority membership experience for others. If it was negative, they may want to help improve the fraternity and sorority membership experience for others. This desire to help shepherd a meaningful experience for current undergraduate students is likely a strong indicator of the high satisfaction rating in nature of work.

I make two important notes about nature of work regarding this study. One is the study was administered in the summer, which is a time that can often be slower for fraternity and sorority advising. As a result, there may be more positive feelings about the job in a less stressful time. Another notable reality is this survey was administered during a global pandemic. During the pandemic, the nature of work shifted for many fraternity and sorority advisors as well as

student affairs professionals in general. However, despite the pandemic, findings were still consistent with much of the previous literature which also rated nature of work highly.

Nature of work has been cited as an area of job satisfaction in prior student affairs literature (Bender, 1980; Blakney, 2015; Kaltenbaugh, 2008; Kirkland, 1989; Lombardi, 2013; Pokornowski, 2018; Weaver, 2005). Since we also see Kaltenbaugh (2008) and Blakney (2015) reported nature of work as an area of satisfaction for both campus recreation and residence life, it could also be that those compelled to choose a certain functional area in student affairs are often satisfied with that area because of their original passion and interest in the area. Even more broadly speaking, nature of work is a point of satisfaction for generalists in student affairs and higher education professionals as well. Nature of work was also a point of job satisfaction in previous student affairs literature such as Spector's norm scores for higher education (Industrial and Organizational Psychology, n.d.), Bender's (1980) research over forty years ago, and Lombardi's (2013) mid-level student affairs professional data. The student affairs field may attract those who like doing this type of developmental work with students.

Fringe Benefits

Fringe benefits was the last facet in which participants reported satisfaction. According to Spector (1997), fringe benefits include health insurance, sick leave policies, vacation time off, and more. Of those surveyed in this study, 66% were satisfied with fringe benefits. It was the facet scoring the lowest of all facets measuring as satisfied. Overall, it seems participants in this study were satisfied with fringe benefits. Unfortunately fringe benefits were not identified in the instrument. Therefore, I am unable to say which fringe benefits specifically contributed to satisfaction.

Satisfaction with fringe benefits may be because colleges tend to provide favorable benefits to their employees in terms of sick leave, health insurance, and vacation time. There may be also be additional benefits provided to fraternity and sorority advisors not mentioned previously, such as tuition aid for children or the employee, discounts to campus events, retirement contributions from the university, and financial savings with large retailers, such as rental cars or cell phone providers. These benefits are in addition to some office cultures that allow "comp" days for working extra weekend or evening events or holding an on-call rotation. An employee may also receive food at many events and apparel branded with the department or university logo and a flexible work schedule due to the job responsibilities that often occur outside of 9-5.

This flexible work schedule may include the opportunity to come in late on a day when the professional worked the prior evening. Some fraternity and sorority advisors also receive a cell phone fully funded by the campus. All of these extra perks may be viewed as positive by fraternity and sorority advisors.

The Society for Human Resource Management (2016) found benefits listed as the third highest factor contributing to job satisfaction. Spector's norm scores for higher education (Industrial & Organizational Psychology, n.d.) also rated fringe benefits as satisfactory. Similarly, Kirkland (1989), Lombardi (2013), and Pokornowski (2018) also found fringe benefits to be an area of job satisfaction.

There were three facets of job satisfaction that measured ambivalent, or neutral, by fraternity and sorority professionals in this study. They were contingent rewards, operating procedures, and communication. I will explore these three facets next.

Communication

The job satisfaction facet of communication received an ambivalent rating from fraternity and sorority advisors. However, it is important to recognize this study found 37% of participants felt ambivalent about communication at work, as I have shown in Table 5.1. Table 5.1 also shows 34% of participants felt satisfied with communication. Therefore, communication may not be as much of an ambivalent facet as the mean score indicated. This may mean that fraternity and sorority advisors felt they received some level of communication but not as much communication as they would want to successfully perform their role. An often-cited complaint in fraternity and sorority advising is the distance a person in this role may be hierarchically from upper-level administration. A reported score of ambivalence may mean the fraternity or sorority advisor receives information but perhaps not as often as they would like or not in a way they believe effective.

Another reason fraternity and sorority professionals may feel ambivalent about communication is the volume of stakeholders involved with fraternity and sorority life. There are many partners, including other staff and administrators at the university, inter/national staff of the fraternity or sorority, the student members of the fraternity or sorority, and the alumni advisors of the fraternity or sorority. This may cause the fraternity or sorority professional to feel like a bottleneck of information and a person who is trying to relay the messaging to all constituents in a timely and accurate manner.

An additional reason communication may be rated as ambivalent may be the political nature of higher education. Fraternity and sorority professionals may not feel the why behind decisions if often shared or communicated with them, especially when working in complex areas

such as fraternity and sorority advising. The perceived lack of transparency may also be attributed to lower ratings in the facet of communication.

Pokornowski (2018) found communication was a source of satisfaction and Lombardi (2013) found communication rated as ambivalent. Spector's norm scores for higher education also found communication to be ambivalent. Much of the prior research did not specifically focus on communication as a facet.

Operating Procedures

Operating procedures was another facet of job satisfaction with an ambivalent score. It was reported 41% of fraternity and sorority advisors in this study felt ambivalent about operating procedures and 41% of fraternity and sorority advisors in this study felt dissatisfied with operating procedures. Spector (1997) described operating procedures as expected rules or procedures. One explanation for this score may be that the rules and procedures for university employees are fairly standard and not something a fraternity or sorority advisor would feel either satisfied or dissatisfied about as a result.

There was also a high percentage of participants who felt dissatisfied. That dissatisfaction might not specifically be about the university's rules and procedures but rather it might be about the many rules and procedures that govern fraternities and sororities. A fraternity or sorority advisor is often the person tasked with making sure fraternities and sororities comply with the rules. It may be that the dissatisfaction shown by these data is more about this component of the job than the rules the employee experiences as a result of working at the institution.

Both Spector's higher education norm scores for job satisfaction and also Lombardi's (2013) participants rated operating procedures as ambivalent. It is also important to note the Cronbach's alpha for operating procedures in this study was the lowest Cronbach's alpha of all

nine facets of job satisfaction. Therefore, the facet of operating procedures has limitations in this study.

Contingent Rewards

Contingent rewards also received a score of ambivalent from participants in this study. Of those fraternity and sorority advisors surveyed, 36% were ambivalent. Contingent rewards, according to Spector (1997), means performance-based rewards. Participants may have thought their job performance did not receive enough additional recognition, or reward.

For the facet of contingent rewards, each of the three categories of dissatisfied, satisfied, or ambivalent had at least 30% of participants reported. This means there is not an overwhelming, or majority, opinion shared by the fraternity and sorority advisors surveyed as it related to contingent rewards. This could be due to performance-based rewards being inconsistent across campuses. Both Spector's higher education norm scores (Industrial & Organizational Psychology, n.d.) and Lombardi (2013) also found ambivalent ratings of contingent rewards.

Job Satisfaction and Gender

I found that gender was not a significant factor in job satisfaction overall ($p > .05$), but in the nine facets of job satisfaction, gender showed significant differences ($p < .05$) in two facets including the nature of work and pay facets. Women reported significantly higher job satisfaction than men in the nature of work facet and significantly lower job satisfaction than men in pay facet. The finding of no significant difference in overall job satisfaction by gender is consistent with previous literature (Baldwin, 2009, Bender, 1980; Kaltenbaugh, 2008). This finding contrasts with Nagel-Bennett's (2010) research which reported men were more satisfied with

their jobs overall than women. Nagel-Bennett surveyed chief student affairs professionals in student conduct.

The finding that nature of work was an area of higher satisfaction for women than men is also supported by past research (Bender, 1980; Blakney, 2015; Cook, 2006; Lombardi, 2013). Lombardi (2013) found that women were more satisfied than men in the work environment. Regarding more positive feelings about the nature of work for women, women are seen more often as nurturing, or caregivers (Gilligan, 1982). If it is true that women are more drawn to roles that involve caregiving, then a student affairs role may appeal to women more than it would appeal to men. I also found that women reported lower satisfaction than men in pay, which was a finding that is consistent with previous research (Bender, 1980; Lombardi, 2013).

There were more women surveyed in this study than men and there are more women in fraternity and sorority advising than men as stated in Koepsell and Stillman's (2016) data. Women's dissatisfaction with pay may be connected to women historically receiving less pay than men in the job market, and it may also be connected to women having less opportunities to be promoted, which could lead to a higher salary. Koepsell and Stillman (2016) also found more senior level positions in fraternity and sorority advising were held by men even though more fraternity and sorority advisors were women.

Job Satisfaction and Age

In this study, there was not a statistically significant difference found between the five age groups in terms of overall job satisfaction. This contradicts prior research (Barrett, 2002; Bender, 1980; Boeve, 2007; Hoppock, 1935; Muhktar, 2012; Nagel-Bennett, 2010; Thomson et al. 1997) which supported that job satisfaction increased with age. Boeve (2007) and Muhktar (2012) studied faculty but nonetheless found similar results in terms of satisfaction increasing

with age. Katz (1997) and Taylor (2000) similarly studied senior level student affairs administrators and found their job satisfaction to be higher as a result of their tenure.

One reason for this finding of no difference in job satisfaction by age among fraternity and sorority advisors, may be due to the young age of most professionals in this role. In this study, 69% of the participants were age 35 years or younger. Bender (1980) found that satisfaction tended to increase after age 37. Perhaps the employees were not staying in the field long enough to hit a critical point that would increase job satisfaction. Another reason age and job satisfaction may be related is that a higher salary and position are usually possible as one ages and has more experience. This lack of satisfaction increasing with fraternity and sorority advisors may highlight the prior issue of lack of pay and promotion. If these professionals are not able to experience pay and promotion in this field, the ability for pay and promotion to lead to increased job satisfaction as one gets older is limited. There is a limitation in career advancement, or promotion, in the field of fraternity and sorority advising. Some campuses do not have a director position. This limitation regarding advancement opportunities is also believed to contribute to dissatisfaction.

As the Koepsell and Stillman's (2016) data showed, there is attrition among AFA members as the most frequently reported age of fraternity and sorority advisors is 27. It is a young field with less opportunity for practitioners of an older age to remain. Those who remain, likely do it because they feel satisfied enough with their position. Those who were not satisfied have likely gone elsewhere.

DeMichele (1998) and Kaltenbaugh (2008) also found that age did not affect job satisfaction. They both studied mid-level campus recreation professionals. A parallel between their studies and mine may be the value both campus recreation administrators and fraternity and

sorority advisors place in their work, therefore job satisfaction remains relatively the same despite the age.

The only facet of job satisfaction that was significant related to age was coworkers. Job satisfaction with coworkers did trend downward as age increased, though job satisfaction with coworkers was positive overall. However, the significant findings were participants aged 22–26 found job satisfaction related to coworkers significantly higher than those aged 36–39 ($p < .05$). The mean for coworkers and job satisfaction in each age group was in the satisfied range, and it is noted that the youngest cohort rated coworkers the highest and significantly higher than the second oldest cohort.

A reason that job satisfaction with coworkers was higher between the ages of 22–26 may be because this age range is when a fraternity and sorority advisor starts their professional role. Early in their careers fraternity and sorority advisors are looking to belong to a campus and to make friends in a new environment, often in a new geographic location. The support and friendship this cohort aged 22–26 received from coworkers is likely a sustaining reason for their retention.

At this point in their lives fraternity and sorority advisors may not have significant others, children, or a large network of friends and neighbors who are local. It makes sense they would build meaning with those who they physically spend the largest part of their time: their coworkers. It is also likely their coworkers are a similar age to them. Someone 22–26 age range would likely be an entry-level professional, and many other entry-level professionals on campus would also be in a similar age range. As one's age increases to the 36–39 years old age range they may have developed more social networks beyond their job and do not rely on coworkers for as much friendship and interaction as a new professional might.

Those fraternity and sorority advisors aged 36–39 may also have earned higher level positions than those in the 22–26 age range and as a result have a smaller network of coworker friends in similar roles, such as other directors on campus. The respondents in the 36–39 year-old range may not feel comfortable socializing with younger staff members they supervise and may have partners and family which can limit the amount of time spent outside of work with colleagues. Those in the 36–39 year-old cohort may also may feel comfortable in their environment by this point in their careers and do not need as much support from other colleagues.

Job Satisfaction and Years in the Field

In this study, there was no significant difference between job satisfaction in the field of fraternity and sorority advising and years in the field. The individual facets of job satisfaction also showed no evidence of significance. This contradicts prior research which showed more job satisfaction with additional years in the field (Boeve, 2007; Rosser & Javinar, 2003; Sales, 2015; Thomson et al., 1997; Whittaker, 1983). Often the longer one stays in a profession, the more job satisfaction they exhibit. This can be due to a higher salary than when they started, climbing the ladder and receiving promotions, and surviving attrition. One nuance about the field of fraternity and sorority advising that may not differentiate between years in the field is the relatively short time span many of these professionals stay in the field. Koepsell and Stillman (2016) demonstrated 3.33 years was the average tenure for AFA members. The demographics of this sample reflect that point with only 12.5% of participants serving in the field for fifteen years or more with the most populous group of participants being in the 0–4 years of experience category (41.5%).

Another reason years of experience may not demonstrate significant differences in job satisfaction is the relatively steady nature of the work. Regardless of how long a person is in the role, many of the challenges and highlights remain constant and may not impact professionals differently despite longevity or age. Those who have remained in the field may also have achieved more in terms of pay, but they may also have moved up the ladder to roles such as director. They may miss things those with less years in the field experience frequently such as more direct contact with students. Thus, any gains in pay and promotion may be balanced by the nature of work and the existence of coworker relationships that the younger cohorts may find more rewarding.

DeMichele (1998) and Kaltenbaugh (2008) also found years of experience was not significant to job satisfaction. Their functional area of exploration was mid-level campus recreation professionals. Similar to fraternity and sorority advising, the passion for a specific functional area, may be the common thread. Job satisfaction may not vary as much across age when people specifically choose to remain in a certain functional area such as fraternity and sorority advising or campus recreation.

Findings from Phase Two of the Study: Individual Interview

Phase two of the study was qualitative. I interviewed 10 participants who currently serve as full-time fraternity and sorority advisors on college campuses. The participants volunteered to participate as phase two participants. From the volunteers I selected a representative group to make sure the participants represented a broad section of the profession. In implementing this purposeful sampling technique, I worked to ensure that I included participants from different regions of the country and different types of campuses. I also sought to include representatives with varying lengths of experience both in roles and in the field. Likewise, I paid attention to

gender, age, and race when selecting participants. The one-hour interviews occurred in the fall 2020 semester.

The qualitative phase of this study found four themes that emerged among the participants. The four themes were: Exploring Institutional Fit, Fraternity and Sorority Advising Career as a Lifestyle, Encountering the Highs and Lows, and Dissatisfaction with Pay and Promotion.

Exploring Institutional Fit

Participants explained how institutional fit related to their length of time in the role, their enjoyment of the work itself, their relationships with students, personal appreciation, feeling like a valued member of the organization, and feeling like they were "home." Nestor (1988) found that a professional's job satisfaction tended to be higher when that professional's ideology matched the institution's ideology. Lombardi (2013) demonstrated that organizational and job fit affected job satisfaction. According to Lombardi, organizational fit is harder to achieve than job fit. For example, Aidan felt satisfied in his current role as a fraternity and sorority advisor, but he did not feel comfortable in a prior role because he ideologically disagreed with some of the decisions the leadership was making, and the prior institution was not the right fit. He reported feeling more favorably about his job in the same field but at a different institution.

Brandon, likewise, enjoys his current role as a fraternity and sorority advisor more at his institution than he did at a prior institution where he also served in fraternity and sorority life. Mary Anne also conveyed her current fraternity and sorority advising role provided more job satisfaction than her prior fraternity and sorority advising role at another institution. This suggests that fraternity and sorority advisors may need to make intentional choices about the institutions where they work. They should spend time learning more about an institution and its

culture prior to accepting a job. They should trust their judgment about how they feel when they have a campus interview and interact with students and other colleagues. If possible, they should speak to other colleagues or former staff from the campus to learn more about the environment. Professionals should also be aware that a job at a prestigious school may not always be the best job if it does not feel like a fit. As Brandon shared, a job with lower pay and a less prestigious campus may ultimately lead to more job satisfaction if the institutional fit is better. These personal experiences shared by Brandon, Mary Anne, and Aidan supported Nestor's (1988) findings that an individual's ideology matching a campus' ideology contribute to job satisfaction. The participants' reflections also supported Lombardi's (2013) findings that organizational fit contributed to job satisfaction and organizational fit is harder to attain than job fit.

One caveat about institutional fit is that in this study, institutional fit was about the feeling the employee had regarding their ideology matching with that of the institution as well as their ability to work with the students and administrative leaders at a certain institution. Institutional fit is not meant as a way to discriminate against any type of fraternity or sorority professional, or employee, based on their ability, color, creed, gender, nationality, race, religion, sexual orientation, and/or veteran status.

Experiencing Fraternity and Sorority Advising Career as a Lifestyle

Several participants described the impact their career as a fraternity and sorority advisor had on their personal identity and as a result, lifestyle. There is considerable literature about work-life balance or work life integration (Cameron, 2011; Marshall et al., 2016; Weaver, 2005). Work-life balance is often cited as a reason for attrition in student affairs and also fraternity and sorority advising (Koepsell & Stillman, 2016). The majority of the participants interviewed, felt it was positive that their career was so ingrained in their lives and described the meaning this

work gave them. One even posited that only those with "heart" will make it in this field; however, they all were able to acknowledge tradeoffs that existed as a result.

Monteaux De Freitas (2018) described finding meaning in her over 12-year career as a fraternity and sorority advisor through two key contributors: resiliency and passion. Participants in this study expressed comments regarding resiliency and passion as well. Professionals in fraternity and sorority advising may feel more connection to this work because the majority of professionals are members of fraternities and sororities which makes the work more personal for them. Their close contact with students on the front lines of these roles may also contribute to the passion. Since many fraternity and sorority life offices may only have one or two staff members, the level of contact with students can be extensive even in a director role.

While passion for the role and immersion into the lifestyle of a fraternity and sorority advisor was a prominent sentiment among participants, the acknowledgement that participants needed room in their life for more than the role was also expressed. Participants often raised the question of time for happiness outside of career. Marshall et al. (2016) postulated work-life balance challenges experienced by student affairs professionals exacerbated the intention to leave. Participants shared concern about how they will manage such a career with future children. Participants with children found they did not have as much time to give to the professional role. One participant expressed the desire to relocate to be closer to home because she wanted more in her life than solely job satisfaction. She also wanted personal satisfaction in life beyond or outside her professional role.

Cameron (2011) echoed the struggle to maintain a life outside of work. She indicated there was a concern among participants regarding limitations to one's lifestyle as a result of the current position including having children in the future. Koepsell and Stillman (2016) also cited

the ability to transition into family life as a factor that contributed to attrition in the Association

of Fraternity/Sorority Advisors. The abundance of late night and weekend work and contact from

students outside of business hours may apply stress to other elements of a practitioner's life that

they want to experience, such as home life.

Additionally, if so much of one's self is enmeshed with one's career, there is a notion that

an unhealthy amount of attention may be paid to one's job performance. For example, if a person

is sacrificing other elements of life such as local friends, significant others, family, etc., that can

make one's job performance feel even more critical since so many personal elements have been

sacrificed for said job. It can become the professional's primary focus. This can create unrealistic

expectations for job performance from the professional and result in negative feelings about

one's job.

Encountering the Highs and Lows

The theme of encountering the highs and lows of the profession included the

juxtaposition of positive and negative interactions as part of the daily life of a fraternity and

sorority professional expressed by all participants in the study. Cook's (2006) participants

reflected on the positive elements of the fraternity and sorority advising role. One positive

element was creating change in students. This positively influenced their feelings about the job.

Fraternity and sorority advisors in this study were drawn to the nature of the work and the

relationships with students.

Some participants lamented the lack of access to students as they climbed the hierarchical

ladder since the student interactions were something they greatly enjoyed. There was

dissatisfaction with promotions among fraternity and sorority advisors. This dissatisfaction with

advancement may be more than pay increases and title changes and also a disappointment that advancement would create less day-to-day student contact.

Participants also expressed the extreme highs and lows a fraternity and sorority professional experienced as a result of their role. On the one hand, the experience of joining a fraternity or sorority may be a transformational life opportunity for a student. On the other, they may be hazed, abuse alcohol, and most tragically lose their life. The dissonance between the two was revealed by participants in this study. This dissonance may also have been a part of the professional's own undergraduate experience as a fraternity or sorority member.

The complexity of the many responsibilities the role of fraternity and sorority advisor holds was also discussed by participants who were interviewed. Most found pieces of the job they relished and pieces they did not enjoy. For example, student interactions and writing curriculum or facilitating programs or retreats were generally viewed positively while the crisis situations or "constant fire-fighting" was not viewed as positively. "Constant fire-fighting" was a term used in Jenkin's 2019 *Chronicle of Higher Education* article. It meant that fraternity and sorority advisors were constantly balancing priorities, and only those that were emergencies were able to receive their attention. These may not be actual fires, but emergent health and safety issues and crises.

Additionally, these professionals also felt they were uniquely expected to fix all that ails fraternities and sororities. Similar to feelings about work-life integration in the last theme, many participants often felt weary, overwhelmed, and tired in their roles. Steiner (2017) stated burnout experiences affected fraternity and sorority advisors' longevity. Often attributed to crisis, they felt their time was not their own and even if they were not officially "on call," they could not predict when they might be needed or when they might get respite. There were feelings of

resilience and additional opportunities to make a difference, but there were also negative feelings associated with working in such a high-risk environment and being the professional who represented such an environment to the campus.

Participants also shared the negative feelings surrounding the work, such as a lack of control related to decision-making or the professional's time. Participants frequently noted the amount of stakeholder requests the professional was expected to meet could lead to dissatisfaction. Finally, the notion of who defined an emergency was also a source of dissatisfaction.

Cook (2006) shared similar findings in her review of Greek life directors. In her study, low job satisfaction was linked to the feeling of little control over external indicators of achievement. The high rate of turnover in the field of fraternity and sorority advising, and the lack of many long-time professionals may be attributed to the culmination of all the crises this role experiences. While the professional enjoys the positive opportunities the role offers, such as working with students, the constant crises may be something that cannot easily be withstood and may be a reason why there is not a significant difference in job satisfaction due to age or years in the field.

Dissatisfaction with Pay and Promotion

In the interviews, two areas that continued to emerge in regard to job satisfaction for fraternity and sorority advisors were pay and promotion. Student affairs roles in general are not known to be high paying, especially at the entry-level, however, fraternity and sorority advising is especially known to be low paying in comparison to other student affairs roles. The fact that one professional was excited he did not need a second job to survive illustrated the issue that exists with regard to pay. It has become normalized in the profession of fraternity and sorority

advising for staff to feel they may need to earn a second income because their primary income was not meeting their financial needs.

Another participant was pleased with his salary but recognized it was not the normal salary range in this field. One participant reflected on the fact that she did not consider pay and promotion when she was job searching and in hindsight wished she had. It was not until she became a professional and worked for a few years that she realized the importance of both pay and promotion. This illustrates the need to make sure young professionals job searching for the first time are aware of the importance of both pay and promotion.

When the issue of insufficient pay and lack of promotion contribute to attrition, the result is students in the fraternity and sorority community are often losing the human resources there to support them. The decision could be to advertise these roles as term positions and normalize turnover every few years or create opportunities for longer tenure and more sustainable financial support for the professionals in these roles. Some campuses are doing this by way of charging Greek fees to their students to fund current or additional staff positions to support them. However, that can be negatively viewed as many other student affairs departments on campuses do not need to charge additional fees to pay professionals to support the functional area. Furthermore, the participants often referenced the notion of having to leave one institution to advance. Pay and promotion could also have ties to sense of belonging. One participant was willing to take less pay if they felt better about their fit at the institution. Another participant would not take a promotion if it did not mean more pay.

The concept of all the volunteerism that exists in the field of fraternity and sorority advising was also mentioned as many professionals took on additional responsibilities outside of their own professional role. This norm in fraternity and sorority advising field is to volunteer to

help in one of the many inter/national organizations (e.g., sororities, fraternities, umbrella organizations, conferences). While this voluntary involvement may provide relationships, professional development, experience, and a sense of pride, it sometimes also came at a financial cost to the professional.

Implications for Theory

Content theory of job satisfaction was the main theory in my paper. Maslow's Hierarchy of Needs described the importance of belonging, which was evident in the theme of institutional fit. Maslow's teaching about self-actualization may also be related to the strong sense of the nature of the work participants in this study expressed.

Herzberg et al. (1959) described when employees felt unhappy about their work, it seemed to be related to hygiene factors, such as conditions surrounding the worker which included things like salary. This was consistent in my research in terms of pay and promotion being sources of dissatisfaction for participants.

Recommendations for Practice

After reviewing the findings and interpreting what they may mean, I have five recommendations to offer for practice in the field of fraternity and sorority advising.

- First, when new professionals are navigating a job search, there should be coaching and conversation about institutional fit and belonging versus the mantra of, "get a job." This coaching and conversation can be offered by a variety of sources, such as: graduate school programs, graduate school assistantship and practicum supervisors, professional associations such as AFA, and mentors of the individuals.

- Second, supervisors of the fraternity and sorority advisors must know the issues their professionals grapple with to be able to best support them. For example, during the interview process the campus should do as much as they can to make sure the professional has an understanding of the institutional culture. During onboarding, the supervisor should explain the way the university operates and be available to answer questions and coach the professional through the experience. The supervisor and professional should have open and honest dialogue about the experience and reflect on any pieces that are not fitting for the professional. More frequent check-ins about how the professional is doing and more resources to help them feel like they belong and understand the campus and its culture and priorities may help retain the professional.

- Third, the supervisor and the institution may also be able to address some of the noted disparities in terms of pay and promotion by allowing the professional more developmental experiences to gain more skills. While pay may be a limited resource on a campus, there may be other ways the supervisor and the institution can support the professional. For example, there may be fringe benefits that may help balance dissatisfaction with pay, whether it be retirement contributions or educational opportunities or a generous vacation allotment that includes "comp" days.

There may also be opportunities to allow the professional to add more skills to their portfolio outside of fraternity and sorority advising which may help them more ably achieve future advancement. The supervisor can think of committee involvement or cross campus partnerships that may assist the professional in

developing additional skills. This may also include being supportive of professional development opportunities which may allow skill development not available currently at the institution. For example, if the professional does not supervise anyone at the institution, maybe they can supervise a committee in a volunteer role external to the university.

The decision could be to advertise these roles as term positions and normalize turnover every few years or create opportunities for longer tenure and more sustainable financial support for the professionals in these roles. This is similar to a common practice in the functional area of residence life.

- Fourth, in a resource short environment that is higher education, intentional practices to help these professionals through the highs and lows of their job experience are critical. The lack of control and level of "putting out fires" needs to be reviewed further to enhance the experience that may contribute to avoiding attrition and burnout, and to allow professionals to make progress. Those who supervise fraternity and sorority professionals need to enable them to set a strategic plan for the department and put resources in place to help the professionals with the constant crises that appear. More resources need to be poured in to support these professionals in the work they do. One learning as a result of the COVID-19 global pandemic may be the opportunity for remote, or distance, support for fraternity and sorority life offices, such as internships and assistantships not formerly possible or acceptable.

Hiring more staff is ideal, but if that is not possible, explore existing structures at the institution to find ways to assist the fraternity and sorority professional. It is

also critical to address what pieces of the job the professional will be able to stop to concentrate on the evolving crisis situations. Identify those pieces and continually have conversations about balancing the many competing priorities the fraternity and sorority professional experiences. This is specifically important since so many of these professionals lack a long history of managing such complex and often, political, systems.

Establishing healthy boundaries should be discussed between the professional and their supervisor. These boundaries should be created, modeled, and enforced to allow professionals to experience life outside of their fraternity and sorority advising role. For example, if a robust vacation allotment is a fringe benefit that helps to counter a salary the supervisor should make sure the professional can actually use vacation days and is not so busy working the benefit is lost.

- Fifth, the lack of access to students was a negative part of promotion as climbing the ladder often meant not having as much student interaction. Interactions with students was reported by many as a part of the job they very much liked. The solution to this challenge may be for directors to think more creatively about opportunities to engage with students even though the administrative workload they carry is also heavy. Many directors interviewed identified finding ways to do this already. Continuing a level of student involvement at the director level might also be a way to reduce some of the workload from the front lines staff.

Future Research

There are many opportunities for future research about the job satisfaction experience of fraternity and sorority advisors. Below, I offer eight categories of potential future research.

Stage of Career

This study involved job satisfaction for participants who were self-identified as entry-level, mid-level, and senior level fraternity and sorority professionals. Future research could explore fraternity and sorority advising job satisfaction in any of these stages more in depth as each stage offers their own specific experiences and nuances.

Inter/national Organizations

I initially considered including professionals who worked for inter/national fraternities and sororities and ultimately did not explore participants from these ranks. A future study could explore job satisfaction for professionals who represent the organizations and work with fraternity and sorority students at a range of universities. This topic would mean gathering insightful information regarding job satisfaction of inter/national staff members alone. This topic would also permit comparisons and contrasts with campus-based professionals. Both positions play crucial roles in supporting student fraternity and sorority members.

Longitudinal Studies

A future study could be a more in depth look at job satisfaction for fraternity and sorority professionals throughout their career span rather than a snapshot of one moment in their career as this study was. A select number of participants could be followed for a period of time to see how their job satisfaction experiences shift and change.

Specific Identities

A future study could be specific to any particular population and their job satisfaction experience in the role of campus-based fraternity and sorority advisor (e.g., gay men, Black women, senior level women, or campus-based professionals who advise one specific council or sororities only. This could also be specific to the campus identity and a study of job satisfaction

for campus-based professionals at the Big Ten, in the Southeast, at selective institutions, or a comparison of public and private schools. This could also include campuses with a certain number of fraternity and sorority members to determine if job satisfaction varies according to the size of the staff or the number of students in the community.

Graduate preparation

Another idea for future research could be to follow campus-based professionals who attended one specific graduate preparation program or two different graduate preparation programs to ascertain what factors in the program may have contributed to their experiences as a campus-based fraternity or sorority advisor. There are student affairs graduate preparation programs well known in the field of student affairs that could be used. If a professional held a practicum or assistantship in fraternity and sorority life in graduate school, how did that impact their experiences as a professional advisor? Did any prior fraternity and sorority volunteer experience contribute to their job satisfaction as a professional fraternity and sorority advisor?

Supervisors

A future study could include the supervisor and the campus-based fraternity and or sorority advisor. For example, how does the supervisor evaluate the professional, what tools could be used to supervise the person, what do they identify of the person's strengths and opportunities, does a certain leadership style supervise this role most effectively? Research answering any of these questions would be of benefit to the community.

Professional Associations

Future research could include an assessment of what a professional association can provide to better help those who serve in the field of fraternity and sorority advising. This study surveyed members of AFA but did not ask any questions specific to the benefits AFA provides

or what fraternity and sorority advisors would like to receive as professional development. In the future a survey could ask those questions.

Population

There could also be a wider participant base. This study used AFA membership. There could be an inherent bias by having only members of one professional association complete the survey. Association of College Personnel Administrators (ACPA) or National Association of Student Personnel Administrators (NASPA) could be used. More fields than fraternity and sorority advising could be used to compare and contrast. This study originally intended to only have full-time campus-based professional fraternity and sorority advisors be the participants. Due to receiving data from an unexpectedly high number of participants who were full-time employees but had responsibilities outside of the FSA area, I decided to include data from these respondents. More could be done to compare and contrast the two or only explore one or the other.

Conclusion

The purpose of this study was to more fully understand the experience of those who work full-time as fraternity and sorority advisors on a college or university campus. The participants in both the quantitative and qualitative portion of this study provided rich context and insights into their experiences as a fraternity and sorority advisor. As the challenges of the 2020s persist, these professionals will remain important contributors to student affairs units and students in fraternities and sororities. The findings in this study may serve as a guide for practitioners in this field and the many stakeholders who supervise, support, and frequently work with fraternity and sorority advisors.

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Appendix A

	JOB SATISFACTION SURVEY Paul E. Spector Department of Psychology University of South Florida 	
	PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT.	Disagree Very Much Disagree moderately Disagree Slightly Agree slightly Agree moderately Agree very much
1	I feel I am being paid a fair amount for the work I do.	1 2 3 4 5 6
2	There is really too little chance for promotion on my job.	1 2 3 4 5 6
3	My supervisor is quite competent in doing his/her job.	1 2 3 4 5 6
4	I am not satisfied with the benefits I receive.	1 2 3 4 5 6
5	When I do a good job, I receive the recognition for it that I should receive.	1 2 3 4 5 6
6	Many of our rules and procedures make doing a good job difficult.	1 2 3 4 5 6

7	I like the people I work with.	1 2 3 4 5 6
8	I sometimes feel my job is meaningless.	1 2 3 4 5 6
9	Communications seem good within this organization.	1 2 3 4 5 6
10	Raises are too few and far between.	1 2 3 4 5 6
11	Those who do well on the job stand a fair chance of being promoted.	1 2 3 4 5 6
12	My supervisor is unfair to me.	1 2 3 4 5 6
13	The benefits we receive are as good as most other organizations offer.	1 2 3 4 5 6
14	I do not feel that the work I do is appreciated.	1 2 3 4 5 6
15	My efforts to do a good job are seldom blocked by red tape.	1 2 3 4 5 6
16	I find I have to work harder at my job because of the incompetence of people I work with.	1 2 3 4 5 6
17	I like doing the things I do at work.	1 2 3 4 5 6
18	The goals of this organization are not clear to me.	1 2 3 4 5 6

	PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT. Copyright Paul E. Spector 1994, All rights reserved.	
19	I feel unappreciated by the organization when I think about what they pay me.	1 2 3 4 5 6
20	People get ahead as fast here as they do in other places.	1 2 3 4 5 6
21	My supervisor shows too little interest in the feelings of subordinates.	1 2 3 4 5 6
22	The benefit package we have is equitable.	1 2 3 4 5 6
23	There are few rewards for those who work here.	1 2 3 4 5 6
24	I have too much to do at work.	1 2 3 4 5 6
25	I enjoy my coworkers.	1 2 3 4 5 6
26	I often feel that I do not know what is going on with the organization.	1 2 3 4 5 6

27	I feel a sense of pride in doing my job.	1 2 3 4 5 6
28	I feel satisfied with my chances for pay increases.	1 2 3 4 5 6
29	There are benefits we do not have which we should have.	1 2 3 4 5 6
30	I like my supervisor.	1 2 3 4 5 6
31	I have too much paperwork.	1 2 3 4 5 6
32	I don't feel my efforts are rewarded the way they should be.	1 2 3 4 5 6
33	I am satisfied with my chances for promotion.	1 2 3 4 5 6
34	There is too much bickering and fighting at work.	1 2 3 4 5 6
35	My job is enjoyable.	1 2 3 4 5 6
36	Work assignments are not fully explained.	1 2 3 4 5 6

Appendix B

Demographic Questionnaire (will be via Qualtrics)

Gender:
- Male
- Female
- Neither Male or Female
- Does Not Wish To Answer

Age:
- 22–26
- 27–30
- 31–35
- 36–39
- 40+

Years worked full-time in Fraternity and Sorority Advising:
- 0–4
- 5–9
- 10–14
- 15–19
- 20+

Years in current position: _____

Is your current position 100% fraternity and/or sorority advising?   Yes   No

Pay
- 30,000–40,000
- 40,000–50,000
- 50,000–60,000
- 60,000–70,000
- 70,000+

Size of Fraternity and Sorority Community
- 0–1,500
- 1,500–3,000
- 3,000–4,500
- 4,500–6,000
- 6,000+

Number of Staff in your office including you (full-time only):
- 1
- 2

- 3
- 4
- 5+

Campus Type (By Carnegie classification)

- Doctoral-granting Universities

- Master's Colleges and Universities

- Baccalaureate

Appendix C: Interview Questions

What are your experiences as a Fraternity and Sorority Advisor?

a) Can you tell me about your job?

b) Why did you accept your current role?

c) What are your long-term career goals and how do you see this role fitting into those career goals?

d) Why did you accept your current role?

How do your experiences as a Fraternity and Sorority Advisor affect you?

a) What are the main differences between a good day and a bad day at work?

b) How do you feel after a bad day at work?

c) How do you feel after a bad day at work?

d) Were there any categories that especially resonated with you on the Job Satisfaction Survey? Remember the nine facets were: pay, promotional opportunities, benefits, contingent rewards, Supervision, coworkers, nature of work, communication, and coworkers.

e) How do you think your life would be if you worked in a different type of job?