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**Personal Correlates Impacting Job Satisfaction Among  
Campus Recreational Sport Employees**

**Craig M. Ross<sup>1</sup>, Sarah J. Young<sup>1</sup>, Jill R. Sturts<sup>1</sup>, Kyoung T. Kim<sup>2</sup>**

1. Indiana University

2. Southeast Missouri State University

**Correspondence with:**

**Craig M. Ross**

[cmross@indiana.edu](mailto:cmross@indiana.edu)

Department of Recreation, Park, and Tourism Studies

Indiana University

Bloomington, IN 47405

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**Abstract**

This study examined campus recreational sport professional staff job satisfaction in relation to demographic and various work-related variables. The results of the regression analysis suggest that education, position title, salary, and years of full-time experience in the field and current position impacted job satisfaction and are significant predictors of the level of professional staff overall job satisfaction in campus recreational sport.

**Keywords:** campus recreational sport; job satisfaction; personal correlates

## **Personal Correlates Impacting Job Satisfaction Among Campus Recreational Sport Employees**

### **Introduction**

In the dynamics between an organization and its employees, it has been said that “the lifeblood of an organization is the human resources that it employs” (Hurd, Barcelona, & Meldrum, 2008, p. 222). Human resource management is a management function within an organization that develops and implements the policies and procedures affecting the people in the organization: from recruitment and retention to personal development and training. Engaged employees are the critical link if organizations are to be successful in meeting their mission, vision, and goals. Employee job satisfaction is an essential element in human resource management that provides administrators with a better understanding of their employees and a gauge as to how content they are with their jobs. For any manager of human resources, recognizing job satisfaction components can aid in creating an atmosphere that maximizes strengths and increases productivity.

Job satisfaction is comprised of many intrinsic and extrinsic dimensions and can be impacted by a broad range of personal and job related factors and issues (Volkwein & Zhou, 2003). In addition, Locke (1976), in his seminal work, stated that job satisfaction is the “pleasurable or positive emotional state resulting from an appraisal of one’s job or job experiences” (p. 1300). Job satisfaction is often related to employee attitudes or feelings about their job. A number of researchers further suggest that job satisfaction is “best viewed as a collection of attitudes about difference aspects of the job and work context” (McShane & Steen, 2009, p. 85).

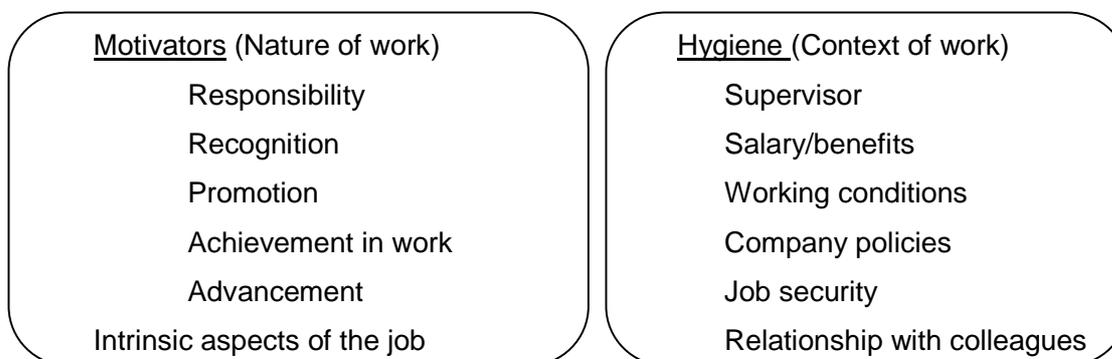
Overall employee job satisfaction has been reviewed under a variety of different lenses including economics (Luna-Arocas & Tang, 2004; Vila, 2000), nursing (Hegney, Plank, & Parker, 2006; Mrayyan, 2005), foodservice (Ghiselli, LaLopa, & Bai, 2001; Murphy, DiPietro, Rivera, & Muller, 2009), hospitality industry (Lee & Way, 2010; Yang, 2010), and higher education (Bender & Heywood, 2006; Lane, Esser, Holte, & McCusker, 2010; Volkwein & Zhou, 2003). One higher education setting that has seen limited study of employee job satisfaction is campus recreation. Out of the literally hundreds of studies focused upon other settings, relatively few (i.e., only four) have focused upon the satisfaction of professionals working in campus recreational sports. An

essential component to the quality of life within a campus community (Elkins, Forrester, & Noel-Elkins, 2011), campus recreational sport programs are experiencing growth (NIRSA, 2012) with a demand for campuses to better understand the recruitment, job satisfaction, and retention of qualified professional staff (Schneider, Stier, Kampf, Haines, & Wilding, 2006).

Research has suggested that salary, benefits, challenge of the work, promotional opportunities, job security, environment, and working conditions are important variables of job satisfaction and retention of employees (Hausknecht, Rodda, & Howard, 2009; Llorente & Macias, 2005). Understanding those factors influencing employee job satisfaction is central to attracting and retaining an effective, committed staff. Yet, personal characteristics of employees can also play an important role in job satisfaction and retention. Sometimes referred to as personal correlates, characteristics such as age, gender, and educational attainment can impact the level of satisfaction employees may experience in their jobs.

### ***Review of Literature***

In the general workforce, job satisfaction is a predictor for why individuals stay with an organization (Tourangeau & Cranley, 2006). One of the more recognized theories of job satisfaction is Herzberg's Motivation-Hygiene Theory (Herzberg, Mausner, & Snyderman, 1959). "Herzberg's theory, although considered non-traditional when it was introduced in 1959, has become one of the most used, known, and widely respected theories for explaining motivation and job satisfaction" (DeShields, Kara, & Kaynak, 2005, p. 131). Herzberg et al. proposed that an employee's satisfaction or dissatisfaction while at work depended on and were influenced by several different work environment factors. They presented a two-factor theory suggesting employees have two sets of needs: *satisfiers* (motivators) or intrinsic factors related to job satisfaction and *dissatisfiers* (hygiene) or extrinsic factors having more to do with the context or environmental surroundings of the job. Figure 1 provides more detail of each factor.



**Figure 1.** Herzberg et al. (1959) two-factor theory of job satisfaction.

Herzberg's work theorized that job dissatisfaction occurs when hygiene factors or the context of work are not present at one's work. In contrast, when an employee experiences positive hygiene factors at work (i.e. job security), many of the obstacles to job satisfaction are removed. According to Herzberg et al. (1959), satisfying employee hygiene needs does not necessarily guarantee job satisfaction but it does help in reducing dissatisfaction at work. In terms of motivator factors, their presence can assist in increasing the amount of employee satisfaction. However, when motivator factors are not present, the outcome will not be job dissatisfaction (as was the case with a lack of hygiene factors). Rather, neither job satisfaction or dissatisfaction will occur.

#### *Personal Correlates of Job Satisfaction*

Herzberg's theory provides a solid theoretical grounding for understanding job satisfaction, yet the literature provides for additional factors impacting job satisfaction including individual employee characteristics (Yamaguchi & Garey, 1993). Personal characteristics, or correlates, encompass basic demographic information such as age, gender, and education level, yet can also include level of responsibility (i.e., position), tenure within current position and field, and compensation (i.e., salary) (Kacel, Miller, & Norris, 2005; Mrayyan, 2005). Lee and Way (2010) noted that the role of personal correlates upon job satisfaction had not clearly been identified in the hospitality industry. The same can be said of the campus recreational sport setting in that personal characteristics of employees have not been the primary focus of research in the field. As a result, this study investigated the degree to which personal characteristics, such as of

age, gender, position, and rank can predict job satisfaction of full-time professional staff working in campus recreational sport settings.

### *Age*

Age has been studied extensively in job satisfaction research. Generally, there is a tendency for job satisfaction to increase as an employee gets older (Bos, Donders, Bouwman-Brouwer, & Van der Gulden, 2009; Wilson, Squires, Widger, Cranley, & Tourangeau, 2008). Additionally, Kuo and Chen (2004) reported that age is highly connected to overall job satisfaction. In this study, older personnel had a higher job satisfaction than their younger cohorts. McKenna (2006) suggested that since older workers have more longevity in their job or career over time, they may have readjusted their job expectations downward thereby feeling more satisfied. Though most research has suggested that age is influential, others have reported that age was not a factor in job satisfaction (Cetin, 2006; Kessuwan, 2010; Sarker, Crossman, & Chinmeteepituck, 2003; Scott, Swortzel, & Taylor, 2005).

### *Gender*

Gender and job satisfaction studies have generally revealed inconsistent results. Several studies (Sirin, 2009; Sumner & Niederman, 2003) have shown that the gender variable had no significant influence on job satisfaction levels. Conversely, Bender, Donohue and Heywood (2005) and Sousa-Poza and Sousa-Poza (2000) reported that women perceived higher levels of job satisfaction than men and that women place a higher importance on desirable work relationships (Salary.com, 2008).

### *Position title/rank*

Kuo and Chen (2004) suggested that one's position title/rank had a significant impact and influence on overall satisfaction of job satisfaction. The higher the position rank of an employee, the greater the job satisfaction. Ingram (2006) indicated that in most organizations there is a hierarchy (or class system) that is many times based on the employee's position or title in the organization. Fuller (2003) further suggested that rank can result in greater recognition or levels of excellence as one moves higher up in the organization. Possible reasons for this significance suggest that as one moves up the career ladder, work generally tends to be more challenging making it easier to achieve a sense of accomplishment for the job performed. In addition, higher ranking

employees may have better working conditions and environment as well as access to more resources.

### *Education*

Research on one's educational qualifications and job satisfaction have also produced mixed and rather inconclusive results. Belfield and Harris (2002), Clarke (1996), Idson (1990), and Kuo and Chen (2004) found either a neutral or negative association between education and job satisfaction. Smith (2007) reported that more education does not directly contribute to greater job satisfaction while Clarke (1996) further stated that individuals who were well qualified experienced lower levels of job satisfaction due to a failure to meet their expectations. On the other hand, Florit and Vila Lladosa (2007), Lim (2007), Metle (2001), and Verhofstadt and Omeij (2007) reported positive results when job satisfaction was compared to the educational level of the employee. Mora, Garcia Aracil, and Vila (2007) reported an employee's education and the experiences associated with advanced education are related to job satisfaction as they continue with their careers. Mora et al. concluded "graduates who had a positive educational experience, with emphasis on practical learning and with provision of work practice during their studies, are more likely to be satisfied at work later than graduates with poorer educational experiences" (p. 54).

### *Length of service*

Kirk (2003) found no relationship between job satisfaction and length of service for full-time community college faculty. Additionally, Tillman (2006) suggested that teacher length of service was not correlated with job satisfaction while DeSantis and Durst (1996) reported a decrease in job satisfaction associated with an increase in tenure or length of service with faculty members. Oshagbemi (2000) found that overall job satisfaction increased progressively with length of service in university faculty. Others have described the length of service as U-shaped. Job satisfaction is high at the beginning of one's job or career, then decreases during the mid-point of the career, and then job satisfaction begins to rise and continues to increase through the remainder of the employee's career.

### *Salary*

When examining salary and job satisfaction, it would be expected that an individual with higher earnings would also report that they were more satisfied in their job. An employee's salary has been cited as one of the major aspects or variables that positively influences job satisfaction (Kuo & Chen, 2004; Rayton, 2006). Butt, Rehman, and Safwan (2007) further asserted that salary remains the most significant motivational strategy in regards to retaining employees. Research has also shown that one's salary is not always the most important factor in terms of job satisfaction (Koremans, 2007; Power & Associates, 2007). Other studies (De Cuyper & De White, 2006; Higgins, 2004) reported a negative relationship. However, several authors have indicated that employee job satisfaction is increased not merely due to the increase in the actual monetary earnings but also due to increased job roles and responsibilities that are associated with the increased salary (Watson, Storey, Wynarczyk, Keasey, & Short, 1996). Furthermore, when salary is regarded as symbolic of respect, achievement, equitable distribution among staff, job satisfaction increases (Sirota, Mischkind, & Meltzer, 2005).

Job satisfaction is one of the single most used attributes defining employment relationships and has been studied in the past as a criterion/dependent and as a predictor/independent variable. When considering job satisfaction, demographic variables (i.e., age, gender, race, and education) and work-related characteristics (i.e., working conditions and challenging work) can influence job satisfaction.

While research on general overall employment job satisfaction is abundant, there is limited research examining employee job satisfaction within a campus recreational sport setting. Since the turn of the 21<sup>st</sup> century, only four studies focused upon campus recreation can be found in the literature, and virtually nothing on job satisfaction was studied or reported prior to 2000. The focus of study in this setting has included overall job satisfaction of all employees (Stier, Schneider, Kampf, & Gaskins, 2010), the job satisfaction of administrators at four-year institutions (Kaltenbaugh, 2008, 2009; Zhang, DeMichele, & Connaughton, 2004), and the satisfaction of top administrators with reporting structure (Schneider, Stier, Kampf, Haines & Wilding, 2005). The research dimension missing from the campus recreational sport literature is a focus upon personal correlates relating to job satisfaction which may help to not only illustrate a different perspective of job satisfaction, but also take into account differences between people (Oshagbemi, 2003). A study involving personal correlates would enable a more valid perspective to be adopted with regards to whether personal characteristics such as age,

gender, education, etc. determine or not correlates of overall job satisfaction. As a result, the focal point of the current study was upon identifying the relationship of personal correlates with job satisfaction among employees working in campus recreational sport settings. It is hypothesized that age, gender, position title/rank, education, salary, and length of service will impact job satisfaction among campus recreational sport full-time employees.

### **Methodology**

#### ***Sample***

The target population of this study was 506 professionals in a full-time position in campus recreational sports in the United States.

#### ***Questionnaire***

“The most frequently adopted approach to measuring job satisfaction involves the use of rating scales” (McKenna, 2006, p. 297). Many studies have used Spector's Job Satisfaction Survey (JSS) to measure employee job satisfaction. However, Kaltenbaugh, in his 2008 recreational sport study, suggested that future research consider incorporating different survey instruments measuring other variables that might have a significant impact on job satisfaction. van Saane, Sluiter, Verbeek, and Frings-Dresen (2003) further suggested that while many data collection instruments have been designed and implemented over the years to collect job satisfaction, there is no single scale that measures all work factors or criteria. Thus, the research instrument used in this study was developed by Lambert (1992) in her research involving the job satisfaction of nurse educators. The online questionnaire consisted of 52 items divided into three sections: demographic information, job satisfaction/dissatisfaction with their current job, and employee perceptions of job satisfaction.

The first section of the survey examined the following demographic information to confirm that the sample was representative of the population of campus recreational sport professionals: student enrollment of current institution, NIRSA region, current position title, program area, gender, age, years of full-time experience in campus recreational sports, number of years of full-time experience in their current position, highest level of education completed, and annual salary. The job satisfaction section consisted of 34 items on which respondents were asked to indicate their job satisfaction or dissatisfaction on a four-point Likert scale (1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree) which was similar to the questionnaire used by Lambert. This section was based upon the theoretical framework of job satisfaction developed by

Meyer and Allen (1997) which also supported the theoretical concepts espoused by Herzberg et al. (1959).

### ***Process***

Using the National Intramural Recreational Sports Association (NIRSA) Directory, which lists all member schools and professional staff members, a list of 2,684 professional members with email usernames was compiled. An invitation email requesting participation in the online study was sent to all individuals with identified email addresses. Seven days after the initial contact, a second email was sent to non-respondents reminding them about the study and the importance of their participation. The final email reminder was sent after another seven days encouraging those who had not yet responded to participate in the survey. Six hundred and seventy-nine email addresses were deemed undeliverable due to bad username addresses and 15 individuals requested to "opt-out" of the study and were removed from the sample thus reducing the potential sample size to 1,990. Of this number, 550 individuals responded with 506 fully-completed, usable surveys for a response rate of 27.6 percent.

### ***Data Analysis***

Due to the nature of the data in the study, several analysis techniques were used. Descriptive statistics were used to examine results of the categorical data in the demographics section of the questionnaire. An exploratory factor analysis was conducted on the 34-items in the job satisfaction section of the questionnaire in order to summarize the data by grouping correlated variables (Tabachnick & Fidell, 2001). In an effort to further examine how personal characteristics including age, salary, gender, size of campus working, position title, education, and years for full-time influenced the respondent's job satisfaction in campus recreational sports, multiple regression analysis was performed. Because categorical predictor variables cannot be used in regression analysis, multiple regression analysis with dummy variables was used. A dummy variable was used in regression analysis to represent subgroups of the sample (e.g., administrative staff, mid-management staff, and entry level staff) in the study. And the number of dummy variables is equal to the number of categories in that variable minus one. Two dummy variables for size of campus (e.g., small size campus, mid-size campus, and large size campus), position title (e.g., administrative staff, mid-management staff, and entry level staff), and education (e.g., high school, bachelor degree, and Master/doctorate degree) variables each were used.

## Results

### *Description of Respondents*

A total of 506 campus recreational sport professionals fully completed the on-line questionnaire. The sample was represented by 53.8% (n=272) males and 46.2% (n=234) females with 78.1% (n=395) of the respondents indicating that a master's degree was the highest level of education they had completed. Based upon current position job titles, respondents were classified as entry-level staff (31.8%, n=161), mid-management staff (43.9%, n=222), and administrative staff (24.3%, n=123) levels. Forty-five percent (n=228) of the sample indicated nine or more years of full-time experience in campus recreation. There was an even split in responses to the number of years of full-time experience in their current position with 50% (n=253) indicating four years or less, and 50% indicating five years or more. The most often response was 3-4 years (26.1%, n=132). In terms of salary, nearly 78% (n=363) of respondents indicated they earned between \$35,001 and \$60,000 annually with the majority (27.3%, n=138) earning between \$40,001 and \$50,000. Nearly 17% (n=85) of the sample were employed at institutions with enrollments of less than 10,000 students while approximately 61% (n=309) of the respondents worked at institutions with enrollments ranging from 10,000 to 34,999. The largest group of respondents (22.1%, n=112) reported they worked at institutions with enrollments of 35,000 or more students. Descriptive statistics for the employment background and personal characteristics are shown in Table 1.

**Table 1.** Demographic statistics.

Variable	Category	N	%
Campus Population	Under 1,999	5	1.0
	2,000 ~ 4,999	27	5.3
	5,000 ~ 9,999	53	10.5
	10,000 ~ 14,999	71	14.0
	15,000 ~ 19,999	61	12.1
	20,000 ~ 24,999	74	14.6
	25,000 ~ 29,999	58	11.5
	30,000 ~ 34,999	45	8.9
	35,000 and above	112	22.1
	Total	506	100.0
NIRSA Affiliation	Region 1	67	13.2
	Region 2	117	23.1
	Region 3	107	21.1

	Region 4	95	18.8
	Region 5	49	9.7
	Region 6	71	14.0
	Total	506	100.0
Gender	Male	272	53.8
	Female	234	46.2
	Total	506	100.0
Education	Bachelor's degree	90	17.8
	Master's degree	395	78.1
	Doctorate	21	2.8
	Other	7	1.3
	Total	506	100.0
Position Title	Administrative Staff	123	24.3
	Mid-management Staff	222	43.9
	Entry Level Staff	161	31.8
	Total	506	100.0
Years of Full-time Experience in Campus Recreational Sports	1-4 years	142	28.1
	5-8 years	136	26.9
	9-12 years	80	15.8
	13-16 years	39	7.7
	17-20 years	39	7.7
	21 years or more	70	13.8
	Total	506	100.0
Years of Full- time Experience in current position	1-2 years	121	23.9
	3-4 years	132	26.1
	5-6 years	76	15.0
	7-10 years	75	14.8
	11-15 years	42	8.3
	16 years or more	60	11.9
Total	506	100.0	
Salary	Under \$25,000	3	.6
	\$25,001-\$30,000	9	1.8
	\$30,001-\$35,000	49	9.7
	\$35,001-\$40,000	118	23.3

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\$40,001-\$50,000	138	27.3
\$50,001-\$60,000	107	21.1
\$60,001-\$70,000	41	8.1
Over \$70,000	41	8.1
Total	506	100.0

### *Factor Analysis*

An exploratory factor analysis was used to discover the nature or any underlying structures that might be present when measuring the various job satisfaction variables of campus recreational sport professionals. Four factors were extracted, rising to an appropriate level of interpretability, including a) supervisory support and interaction, b) working conditions, c) work and environment, and, d) resources and employee benefits. The four-factor solution explained 43.5 percent of total variance. Table 2 shows the overall factor structure and factor loadings of the job satisfaction variables. Factors were given the names: Supervisory Support and Interaction, Working Conditions, Work and Environment, and Resources and Employee Benefits based on the variables that comprised each. In Lambert's (1992) study, she reported that "working conditions" was the major factor influencing nurses to stay in their position followed by "interpersonal relations", "personal attitudes, attributes, or opinions" and the "work itself and personal needs." Internal reliability analysis was conducted for each of the four factors and the results were encouraging. Reliability estimates (Cronbach's coefficient alpha) ranged from 0.73 to 0.92. The Cronbach's alpha of each factor were supervisory and interaction (0.92), working conditions (0.84), work and environment (0.81), resources and employment benefits (0.73). Although any threshold of acceptability for reliability coefficients is somewhat arbitrary, all four factors exceeded the 0.70 level of reliability suggested by Nunnally and Bernstein (1994) as measures used in predictive validation research demonstrating these factors were internally consistent enough to yield useful data.

**Table 2.** Factor Solution for Job Satisfaction.

Variable Label	Factor Loadings			
	1	2	3	4
<b>Factor 1: Supervisory Support and Interaction</b>				
The amount of support I receive from my immediate supervisor	.873			
The respect and fair treatment I receive from my immediate supervisor	.829			
Leadership style and ability of my director	.819			
The amount of recognition I receive from my immediate supervisor	.807			
Accessibility of my department mentor	.802			
Organizational climate of my department	.647			
Department's morale	.621			
Ownership of the program	.491			
Mission and goals of the PR department	.429			
My involvement in program related decision making	.399			
Rapport with my campus recreational sports colleagues in my department.	.384			
Administrative policies, procedures, rules, and regulations.	.378			
Opportunities to attend and or participate in professional meetings	.355			
Opportunities for promotion for further advancement	.338			
<b>Factor 2: Working Conditions</b>				
Amount of free time		-.805		
My workload		-.696		
Demands of my job		-.677		
Mental health time off		-.635		
Flexibility of my work schedule		-.554		
Too many tasks, too little time		-.547		
<b>Factor 3: Work and Environment</b>				
The challenge of the work			.850	
Job variety and challenges			.787	
The sense of accomplishment in providing recreational opportunities to			.630	
Nature and duties of my job			.559	
The opportunity to accomplish my professional goals			.417	
<b>Factor 4: Resources and employee Benefits</b>				
My salary				.598
Fringe benefits				.579
Professional status of my position				.554
Opportunity to earn additional income elsewhere				.541
My professional staff rank and title				.519
My job security				.456

Opportunities to further my education	.418
Geographic location of my college or university	.384
Adequacy of physical facilities	.330

The first factor, "Supervisory Support and Interaction" explained 32.96 percentage of the variance. It pertained to the respondents interaction with their supervisor and vice-versa. Of the 14 variables that loaded, the strongest loading variables were oriented toward supervisor-employee interaction. Supervisor support, respect and fair treatment, leadership style, and the amount of supervisor recognition loaded the strongest. This factor also suggested the importance of a strong organizational climate that involves morale and affords employee involvement in decision making opportunities.

The second factor, "Working Conditions," generally involved work load and the amount of personal flex time allowed by the agency. The amount of free time, the highest loading variable, was an important variable that was reflected by balancing the demands at work and family responsibilities. This factor explained 5.75 percent of the variance.

The third factor labeled "Work and Environment" had five variables which loaded. This factor can be interpreted as the nature of the work being performed by the employee. Here, the highest-loading variables were the challenges of the work, job variety, and a sense of accomplishments in providing meaningful programs for their campus recreation population. The third factor explained 4.95 percent of the variance.

The last factor was labeled "Resources and Employee benefits" and was interpreted as the respondents' obvious workplace needs related to resources such as salary, benefits, and professional status of their position. Professional staff rank/position title and job security were also identified in this factor. The fourth factor explained 4.25 percent of the variance.

### ***Multiple Regression Analysis***

Multiple regression was conducted to determine which personal correlates were identified as predictors of employee job satisfaction in campus recreational sport agencies. While many personal correlates were significant predictors within each facet of job satisfaction, the R<sup>2</sup> values which help explain the variability were low (.11 or less).

*Predictors of job satisfaction with supervisory support and interaction*

The effects of the personal characteristics on satisfaction with supervisory support and interaction which is one facet of the job satisfaction are summarized in Table 3. The analysis showed that position title ( $\beta=0.163$ ,  $p<0.05$ ), education ( $\beta=-0.104$ ,  $p<0.05$ ), years of full-time experience in the recreational sport field ( $\beta=0.213$ ,  $p<0.05$ ), and years of full-time experience in the current job ( $\beta=-0.168$ ,  $p<0.05$ ) were significant predictor variables for supervisory support and interaction.

**Table 3.** Personal correlates as predictors of job satisfaction with supervisory support and interaction, and working condition: multiple regression analysis.

Variable	b	Std.	$\beta$	t	Sig.
Dependent Variable: supervisory support and interaction, $R = .25$ , $R^2 = .06$ .					
(Constant)	2.897	.164		17.634	.000***
Age	-.003	.004	-.050	-.602	.547
Salary	.000	.000	.051	.767	.444
Gender	.045	.049	.042	.923	.357
Size of Campus1	-.013	.072	-.012	-.183	.855
Size of Campus2	.013	.072	.012	.181	.857
Position Title1	.206	.090	.163	2.286	.023*
Position Title2	.114	.061	.104	1.857	.064
Education1	-.290	.172	-.084	-1.689	.092
Education2	-.141	.066	-.104	-2.130	.034*
Years of full-time in rec. sports	.017	.007	.213	2.251	.025*
Years of full-time in current job	-.017	.007	-.168	-2.325	.020*
Dependent Variable: working condition, $R = .21$ , $R^2 = .05$ .					
(Constant)	2.820	.160		17.654	.000***
Age	.001	.004	.020	.244	.807
Salary	.000	.000	-.033	-.487	.627
Gender	.078	.048	.075	1.623	.105
Size of Campus1	.007	.071	.007	.103	.918
Size of Campus2	.062	.070	.058	.883	.378
Position Ttitle1	.223	.088	.184	2.541	.011*
Position Title 2	.117	.060	.111	1.959	.051
Education1	.056	.166	.017	.334	.739
Education2	-.092	.064	-.071	-1.429	.154
Years of full-time in rec. sports	.006	.007	.079	.825	.410
Years of full-time in current job	-.008	.007	-.079	-1.081	.280

\* $p<.05$ , \*\* $p<.01$ , \*\*\* $p<.001$ .

For position title, administrative staff reported the strongest correlation with respect to the satisfaction of supervisory support and interaction, followed by mid-management staff, then entry level staff. Because position titles used dummy variables, different position titles showed different satisfaction level. Due to two dummy variables, there were three satisfaction scores. The only significant difference was that administrative staff revealed the highest satisfaction score in comparison to entry level staff or mid-management staff. In the variable education, those who have high school diploma ranked highest regarding satisfaction with supervisory support and interaction followed by bachelor degree holders, then more advanced degree holders such as master or doctoral degree. Significant differences were found in the difference in supervisory support and interaction between those who had a bachelor degree and those who had a high school diploma or more advanced degree. As full-time working experiences in the field of campus recreational sport increased, satisfaction with supervisory support and interaction increased. But as full-time working experience in the current job increased, satisfaction with supervisory support and interaction decreased ( $\beta=-0.168$ ,  $p<0.05$ ).

*Predictors of job satisfaction with working conditions*

The regression analysis revealed that only position title was a significant predictor variable for working condition (see Table 3). Administrative staff ranked highest with respect to the satisfaction of working condition, followed by mid-management staff, then entry level staff. The only significant difference in job satisfaction with working condition was between administrative staff and entry level staff or mid-management staff.

*Predictors of job satisfaction with work and environment*

Table 4 summarizes the effects of the personal correlates on satisfaction with work and environment.

**Table 4.** Personal correlates as predictors of job satisfaction with work and environment, and resources and employee benefits: multiple regression analysis

Variable	b	Std. Error	$\beta$	t	
Dependent Variable: work and environment R =.31, R <sup>2</sup> =.09.					
(Constant)	2.803	.146		19.215	.000***
Age	.003	.004	.071	.881	.379
Salary	.000	.000	.041	.627	.531
Gender	-.009	.044	-.009	-.196	.845
Size of Campus1	.057	.064	.058	.893	.372
Size of Campus2	.076	.064	.077	1.197	.232
Position Title1	.119	.080	.104	1.486	.138
Position Title 2	.037	.054	.037	.677	.499
Education1	-.489	.153	-.158	-3.207	.001***
Education2	-.051	.059	-.041	-.860	.390
Years of full-time in rec. sports	.016	.007	.220	2.355	.019*
Years of full-time in current job	-.012	.007	-.125	-1.767	.078
Dependent Variable: resources and employee benefits, R =.32, R <sup>2</sup> =.11					
(Constant)	2.703	.121		22.422	.000
Age	-.003	.003	-.075	-.923	.356
Salary	.001	.000	.265	4.082	.000***
Gender	.023	.036	.028	.622	.534
Size of Campus1	.033	.053	.041	.624	.533
Size of Campus2	.032	.053	.039	.607	.544
Position Title1	.084	.066	.088	1.259	.209
Position Title 2	.046	.045	.056	1.026	.306
Education1	-.173	.126	-.067	-1.373	.170
Education2	-.066	.049	-.066	-1.363	.173
Years of full-time in rec. sports	.009	.005	.153	1.651	.099
Years of full-time in current job	-.009	.005	-.121	-1.714	.087

\*p<.05, \*\*p<.01, \*\*\*p<.001.

The regression analysis revealed that education and years of full-time experience in the recreational sport field are significant predictor variables for job satisfaction with work and environment. When reviewing education, those who had a school diploma ranked highest regarding satisfaction in working condition, followed by bachelor degree holders, then more advanced degree holders such as master or doctoral degrees. However, the only significant difference was found between those who had an advanced degree including master or doctoral degree and those who had a high school diploma or

a bachelor degree. As full-time working experiences in the recreational sport field increased, satisfaction with work and environment increased.

*Predictors of job satisfaction with resources and employee benefits*

The effects of the personal correlates on job satisfaction with resources and employee are summarized in Table 4. The analysis showed that only the salary variable was a significant predictor for resources and employee benefits. As salary increased, satisfaction with resources and employee benefits increased ( $\beta=-0.265$ ,  $p<0.001$ ).

*Overall predictors of job satisfaction summary*

Lastly, Table 5 summarizes effects of the personal correlates on overall job satisfaction. The regression analysis revealed that position title, education, years of full-time experience in the recreational sport field and years of full-time experience in the current job were significant predictor variables for overall job satisfaction. For position title, administrative staff reported the strongest prediction with respect to overall satisfaction, followed by mid-management staff, then entry level staff. The only significant difference was administrative staff in comparison to entry level staff. For education, those who had a Master's degree ranked highest regarding overall satisfaction, followed by bachelor degree holders, then more advanced degree holders such as a doctoral degree. As recreational sport professionals had more advanced education, the level of overall satisfaction increased. Also, years of full-time experience were significant. As full-time working experiences in the recreational sport field increased, overall satisfaction increased. But as full-time working experience in the current job increased, recreational sport professionals' overall satisfaction decreased. Because size of campus, position title, and education are dummy variables, screening for multicollinearity was not possible.

**Table 5.** Personal correlates as predictors of overall job satisfaction: multiple regression analysis.

Variable	b	Std.	$\beta$	t	Sig.
Dependent Variable: overall job satisfaction R =.29, R <sup>2</sup> =.09.					
(Constant)	2.821	.122		23.097	.000***
Age	-.001	.003	-.026	-.313	.754
Salary	.000	.000	.092	1.394	.164
Gender	.031	.037	.038	.840	.402
Size of Campus1	.013	.054	.016	.239	.811
Size of Campus2	.030	.053	.036	.558	.577
Position Title1	.153	.067	.160	2.273	.024*
Position Title2	.073	.046	.089	1.598	.111
Education1	-.253	.128	-.098	-1.979	.048*
Education2	-.097	.049	-.096	-1.975	.049*
Years of full-time in rec. sports	.013	.006	.222	2.368	.018*
Years of full-time in current job	-.013	.005	-.163	-2.293	.022*

\*p<.05, \*\*p<.01, \*\*\*p<.001.

### Discussion and Conclusion

Consistent with previous research from a variety of work settings, the findings of the current study indicated several personal correlates influencing job satisfaction with campus recreational sports professionals. The results of the regression analyses suggested education, position title, salary, and years of full-time experience in the field were significant predictors of overall job satisfaction perceived by professionals in campus recreational sport. Comparatively, gender, age, NIRSA region, and the size of the campus were found to have *no* significant effect upon job satisfaction. The multiple regression analysis also revealed minimal variability explained by personal correlates. This suggests that aspects other than personal correlates contribute to the identified areas of job satisfaction.

Education was a significant variable when viewed with the job satisfaction factors: supervisory support and interaction, work and environment, and overall satisfaction of campus recreational sports professionals. This could explain the high level of satisfaction by respondents in this study as most positions in campus recreational sport programs

call for advanced degrees (i.e., masters, professional, or terminal). This finding is consistent with the research conducted by Florit and Vila Lladosa (2007), Lim (2007), and Metle (2001) which suggested a higher job satisfaction of employees when compared to a higher level of education. Furthermore, advanced education is usually associated with higher expectations, roles, and responsibilities of the professional staff member which possibly results in additional opportunities for recognition, achievement, advancement, and motivators of the job as suggested by Herzberg et al. (1959).

Position title, used in this study, explains one's job rank or status in the campus recreational sport organization. Further, employees' job level and seniority with their organization is represented by position title. This finding concurred with Stier et al. (2010) who found the higher job title in campus recreation the higher level of satisfaction with the job. Herzberg et al. (1959) pointed out that lower occupational groups have lower levels of job satisfaction. The findings in the current study were consistent with employees in higher position titles indicating more satisfaction with their job compared to workers with lower position titles or rank in terms of supervisory support/interaction and environment/working conditions. Additionally, position title was found to be a very good predictor of overall level of job satisfaction in campus recreational sports settings. Typically job rank also determines better working conditions/office space, salary grade, and promotion which might provide further explanation for higher job satisfaction. Leadership and administrative responsibilities in the organization may also be greater with job rank as well as select privileges (e.g., retirement plans, sick days, flex scheduling, etc.) that are not afforded to employees at lower ranks. Another explanation for higher job satisfaction according to position title is the perception of a more satisfying job, not because of increased salary, benefits, and privileges but more satisfying in the minds of what employees in these positions believe is important in their job.

The length of years of experience in the field of campus recreational sports appeared to positively affect job satisfaction. In the current study, increased opportunity for promotion/advancement improved the level of job satisfaction. Two previous studies of job satisfaction in campus recreational sports had similar findings in terms of years of experience leading to high levels of job satisfaction (Stier et al., 2010; Zhang et al., 2003). Furthermore this finding supported the notion that the length of service is a good predictor of job satisfaction (Sarket, Crossman, & Chinmeteevituck, 2003). This finding also implies the importance of job promotion to job satisfaction. Promotion has long been considered a key variable or measure of job satisfaction, thus making it logical to link this

variable to greater job satisfaction (Francesconi, 2001). Contrary to the findings of Kirk (2003) and Tillman (2006), the concept did not apply to tenure within the current position, meaning the longer one spends in his or her current position, when there is a possibility of promotion, the more likely there will be a decrease in job satisfaction.

### ***Implications and Recommendations***

The findings of the current study enhance our understanding of the nature and influence of personal correlates to job satisfaction in general but also show agreement and support for Herzberg's (1959) motivators. The results and findings of this study are important in they show that the personal correlates of gender and age do not seem to matter in terms of job satisfaction in campus recreational sports, but position title and years of service do matter. Furthermore, the multiple regression results revealed that the low variability can mean other factors should be explored within each facet of job satisfaction. The results have supervisory implications for campus recreational sport organizations as well as other organizations involved in the delivery of recreational sport programs. The first implication is that administrators and search committees should hire candidates with higher levels of education as this was shown to lead to higher job satisfaction. Candidates with advanced degrees have made an investment in preparing themselves for a career in recreational sports, so when provided with that opportunity (i.e., offered the position), they are more likely to be satisfied. An implication of higher position title and job rank corresponding to higher job satisfaction is promotion. Obviously promotion of existing employees can boost job satisfaction, yet promotion to a higher rank is not always possible for all employees. A third and final implication for supervisors is related to the finding that tenure within the field of campus recreational sports positively affected job satisfaction, yet decreased job satisfaction was found from staying in the same position. Implementing a job rotation strategy may be a potential effective technique to keep employees with long tenures in their current positions more satisfied (Campion, Cheraskin, & Stevens, 1994). This strategy is better suited for a veteran staff not only because they might desire new job responsibilities, but also because they are more likely to have the experience to make the rotations successful.

In order to verify the findings of this study, a similar analysis should be conducted with another sample from recreational sport sectors such as the YMCA, military recreational sports, and commercial recreational sport settings. Additionally, in order to build upon the constructs found in this study on job satisfaction in general, and in

campus recreational sport in particular, future research may also consider outcomes such as influence on organizational culture, employee retention, employee personality, and job performance. Future studies should also examine whether personal correlates such as ethnicity, marital status/family work conditions, and generational differences affect job satisfaction in campus recreational sports. Further understanding of motivators (nature of work) and hygiene (context of work) factors is critical in establishing and maintaining a work environment that strives for employee satisfaction resulting in the success of the organization, the campus recreational sport program, and the overall mission of the university.

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