



12-2017

Perceived Job Satisfaction of Campus Recreation Student Employees and Their Intent to Stay

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PERCEIVED JOB SATISFACTION OF CAMPUS RECREATION STUDENT EMPLOYEES
AND THEIR INTENT TO STAY

A Thesis

Presented to the Faculty

Of the

College of Education

In Partial Fulfillment

Of the

Requirements for the Degree

Of

Master of Science

In Sport and Fitness Administration

Winthrop University

December, 2017

By

Quintin B. Tucker

December 2017

To the Dean of the Graduate School:

We are submitting a thesis written by Quintin Tucker entitled “Perceived Job Satisfaction of Campus Recreation Student Employees and their Intent to Stay.”

We recommend acceptance in partial fulfillment of the requirements for the degree of Master of Science in Sport and Fitness Administration through the Richard W. Riley College of Education.

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Perceived job satisfaction of campus recreation student employees and their intent to stay

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Abstract

The purpose of this exploratory study was to investigate the relationship between Campus Recreation student employee's levels of satisfaction and their intent to stay at the job, at the university, and within the recreation profession. Eighty-three participants from nine universities within the southeast United States completed an online survey. Descriptive statistics and frequencies were used to describe the population, and correlations examined relationships between satisfaction and the intent to stay items. Results showed that significant relationships exist between satisfaction with supervisors and intent to have a future career within the recreation profession ($r = .384$; $p = .05$). Satisfaction with coworkers was significantly related to intent to stay at the university ($r = .278$; $p = .05$). Nature of work was found to be significantly related to intent to stay at job ($r = .291$; $p = .05$) and intent to have a future career ($r = .263$; $p = .05$). Although there were limitations including low sample size, results provide evidence that satisfaction levels of student employees were related to intent to stay perceptions. More studies are needed to further examine the perceived impact of job satisfaction on student intent to stay at the job, at the university, and within the recreation profession.

Keywords: recreational staff, student employment, job satisfaction, intent to stay, retention

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Campus Recreation (also called Recreational Services) is a department within the Division of Student Life at most four-year universities and colleges. Campus Recreation programs and services are provided for students and faculty, and help support options for a healthier lifestyle through quality opportunities for physical activity, leisure, and engagement. Most employees within campus recreation are undergraduate students, graduate students, and professional staff maintaining a leadership and administrative role.

The student staff maintain: weight rooms, basketball courts, cardio equipment areas, group fitness areas, pools, climbing walls, racquetball courts, and even some outdoor recreation areas. Recreational services are provided for all enrolled students at a university and include organized sporting events and competitions (intramural and club sports), group exercise classes, personal fitness training, and social gatherings and endeavors. Intramural sports provide students who love sports an opportunity to compete against other students, where club sports provide students that are more competitive an opportunity to compete against other universities in a fun, safe, and competitive atmosphere. The aquatics department encompasses the pool and all related activities including swim lessons, lifeguards, water sports and pool group classes including academic classes. Outdoor recreation services include overseeing low and high ropes courses, team building, zip-lines, backpacking and other outdoor activities, providing students who love the outdoors to learn techniques and safety.

Review of Literature

The Importance of Campus Recreation

Recreational opportunities in college can influence students' choices when it comes to student attendance and student retention. Research conducted at a small historically black university observed that availability of a recreational sport facility and programs influences student's decision to attend and stay at that university. It was found that 47% of participants thought it was important to have recreational facilities to attend a university while 50% responded that recreational facilities were important to continue to pursue a degree (Lindsey, Sessoms & Willis, 2009). Gender differences were a significant factor in relation to participation in recreational activities. (Lindsey, Sessoms & Willis, 2009). Men reported a higher importance of sport and recreation availability as well as higher weekly usage. All questions related to campus recreational activities reported mean scores for men greater than 2.74 as compared to mean scores for women less than 2.33 (Lindsey, et al., 2009).

In 2006, Hall examined students who participate in various activities, such as group fitness and open recreation, and how the participation affected students' intent to stay at the university. In this case, eight students were interviewed with questions dealing with campus recreation and retention. The most common response was that students felt a "Sense of community at the university" (Hall, 2006). Participants had overwhelming responses to solidify the importance of socialization and building of new relationships (Hall, 2006). These ideas impact retention by creating situations for students to feel

welcomed, a sense of community, positive relationships, and participation in activities offered through recreational services (Hall, 2006).

Campus Recreation can also play an integral role in college student life, as shown from a survey completed by 33,522 college students. Just under 75% of the respondents stated they used a campus recreation facility, program or service at least once a week. In addition, approximately 89% of respondents dedicated at least 30 minutes when participating in campus recreational events, facilities, or services (Forrester, 2015). There is evidence of the impact of Campus Recreation on physical activity in other studies. In 2013, Henchy surveyed graduate and undergraduate students for perceived benefits of Campus Recreation participation, of which over 63% responded that they participated in recreational programs and services. Of those surveyed, one out of four stated that recreational services had a moderate to strong effect on their decision to attend the university. Overwhelmingly, 96% strongly agreed or agreed that Campus Recreation improved their quality of life (Henchy, 2013). These results show evidence that Campus Recreation programs and services are vital to campus life for both undergraduate and graduate students.

There are other benefits of participating in recreational activities, such as reduced stress, higher physical activity rates, greater social engagement, and better health outcomes. Participation in recreational activities serves as the outlet for some students to release stress through exercise or sport. The importance of being physically active is evident with the rise of overweight and obesity rates. The Center for Disease Control (CDC, 2015) states that more than 1 out of 3 adults are obese. Obesity can lead to heart

disease, different cancers, diabetes and stroke. Recommendations for physical activity for adults from the age of 18-64 include at least two hours and 30 minutes a week of aerobic activity and 2 days muscle strengthening activities (CDC, 2015). Campus Recreation plays a role in many aspects of student life, especially for physical activity opportunities.

Lindsey (2012) found evidence for physical activity to improve quality of student life. Of 244 students surveyed, over 60% of students responded that participation in physical activity and fitness was beneficial for them in other areas of their school life, such as increased self-confidence and a sense of well-being. Those who were physically active achieved better grades and showed higher overall satisfaction for the university. Approximately 71% responded that participation in recreational services somewhat benefitted their study habits. Interestingly, both male and female students agreed that their academic experience benefited from participation in recreational programs and services (Lindsey, 2012). Lower, Turner, and Peterson (2013) conducted research as to the benefits of recreational programs across four components. The study included 1,176 students at an institution and identified four key parameters: overall, social, intellectual, and fitness compared across group fitness, intramural sports, and club sports. Results showed students reported participation in campus recreational programs had perceived benefits in intellectual, social, and physical components of the survey (Lower, et al., 2013).

Employment within Campus Recreation

As the literature has shown, providing attractive services and programs for students to participate is critical for a comprehensive Campus Recreation department. The success of the department not only relies on competent and directive leadership, but the hiring, training, and retaining of entry level staff , senior level staff and all levels in between. The top leadership roles in Campus Recreation are professional staff and usually require a graduate degree in a related field. The Director of Campus Recreation oversees all aspects, including facility, intramurals, club sports, aquatics, fitness, and outdoor recreation. Associate Directors typically supervise each specific area or areas of Campus Recreation. Other staff members include Graduate Assistants and Coordinators, whom assist the directors. Finally, the entry level employees are the student employees, make up the largest numbers of Campus Recreation employees, and include both student supervisors and regular student employees. Student employees execute some supervision duties of the facility and recreational programs. Additional duties of the student staff may include: officiate intramural games, lifeguards, weight room attendants, front desk employees (greeters), personal trainers, climbing wall facilitators, and group exercise instructors. While most research on Campus Recreation has centered on student participation and usage of the facilities, very little research has conducted on Campus Recreation employees.

Employee and Job Satisfaction

In the past few decades, employee and job satisfaction have become a popular research topic. Job and employee satisfaction is loosely defined as how a person's hopes, desires, and expectations about employment are fulfilled. A closer look into job and employee satisfaction has produced distinctly different definitions, but with similar focus. For example Lu, While, and Barriball (2005) stated that a traditional model of job satisfaction focuses on feelings that a person has about their job. Aziri (2011) offers that job satisfaction is complex and more than just motivation, and is more of an attitude about a position. Spector (1997) asserted that job satisfaction could be an organizational reflection of how well they function, as well, as how they "feel" about their job. Researchers conclude that job satisfaction is how fulfilled your job makes you either through emotions or other psychological aspects.

Brown and Fry (2015) looked at the effects of suggested changes on perceptions of changes in the staff's emotional thought processes and their differing behaviors (2015). College students at a university recreation center completed a questionnaire of staff member's behaviors and attitudes as well as their own before and after an intervention (Brown & Fry; 2015). This studied measured whether training could affect the behaviors of students in any manner. Participants included students that completed questionnaires on topics such as perceptions of caring, ego-involving climate, and task-involving behaviors. The authors measured the student's perceptions before and after the training and examined differences. It was found that minimal training with the staff could have a positive impact on perceptions of environment and lead to a better work

environment (Brown & Fry 2015). The study implies that a better work environment can lead to increased satisfaction.

Further research into job satisfaction has produced interesting results, and often focus on why employees may or may not be satisfied with their job. For example, Ham, Verhoeven, Groenier, Groothoff, and Haan (2006) observed that multiple reasons led to lower job satisfaction among general practitioner physicians, some of which included: low income, high hours, heavy workload, and not enough time or recognition. Murad, Zayed, and Mukul (2013) observed that pay, recognition/promotion, and working conditions were the strongest correlated variables of job satisfaction in bankers. The propensity for job satisfaction differs with each career, while similar characteristics lie in regards to what makes employees happy.

Research on employee satisfaction is essential to recruiting and retaining high quality employees for employers. Every individual requires different measures to reach satisfaction, or be happy. In Arizona, a parks and recreation agency surveyed 583 employees on job satisfaction, of which 55.4% were women. The overall results of this study presented the key indicators of employee satisfaction were job setting and psychological aspects. The job setting is essentially the location of the park or area, the psychological aspect includes the emotional connections and family culture of the perspective job. The authors emphasized the importance of evaluating employee satisfaction, because knowing what employees like and want is extremely useful in creating a positive environment (Silverberg, Marshall & Ellis; 2001). Providing both the

psychological and physical mediums for an employee to be happy is key to having good employee satisfaction.

As with most fields, employee satisfaction is important for employees and employers in Campus Recreation. Among professional Campus Recreation employees position title, salary, and experience were the main variables that affected their satisfaction (Ross, Young, Sturts, & Kim; 2014). Employees identified they needed “position title and years of service” to feel satisfied with their current job. Also implicated in this study was the importance of the possibility of promotion, as employees who have the ability to be promoted are more likely to be content with their job (Ross et al, 2014). The requirements for a satisfied employee varies but this study show that happiness includes a psychological aspect as well as more tangible. This research shows evidence that employee satisfaction has been explored in Campus Recreation professionals, but no such evidence in Campus Recreation student employees.

Employee Retention/Intent-to-stay

Retaining a quality employee is of high importance for successful organizations. Employee satisfaction is just one factor that might influence whether an employee stays at a job. The Wall Street Journal (2016) states that although hiring good employees is a start, maintaining a strong workforce through employee retention is a difficult task and can be costly if not done at a high rate. There are several different findings regarding procedures that increase employee retention. Sheridan (1992) observed that recently hired employees were affected by cultural and organizational values in relation to staying at a

particular job. Ramlall (2014) found that critical employee retention is achieved through motivation of employees.

Employee satisfaction seems to be one of the most popular concepts that leads to employee retention. Hausknecht, Rodda, and Howard (2009) measured employee retention on employees in the leisure and hospitality field and results showed job satisfaction, rewards, advancement opportunities and organization prestige were all reasons employees stayed at a job. Das and Baruah (2013) found employee satisfaction is the key to longer employee retention. Based on a literature review, the recurring themes that were found to affect employee retention were: recognition, organizational values, pay and satisfaction.

“Retaining a student is fundamental to the ability of an institution to carry out its mission” (Bean, 2001, pg. 1). Retaining a student consists of having a full time enrolled student complete their degree at the given institution without disruption. As students are the main driving force of monetary income for most public institutions, having students continue to attend the perspective university is important. A further look into the profile developed by Bean (2001) shows that the percentages of retention are the lowest with freshman, and then rates increase as graduation gets closer. From this information, a focus on younger students is important to increase retention for the university. Bean (2001) creates a profile of universities that have the highest retention rates which can be largely attributed to what the author calls “eliteness”. This eliteness quality is determined by advantages that some students have over others defined as, “economic, social, or educational advantages” and these students are least likely to leave college (Bean, 2001).

Also stated are other areas that can affect retention, which also lead to students feeling a sense of belonging. The happier a student is at a university the more likely they are to stay, thus increasing retention. A student that is employed may have a sense of belonging within their job, which will increase their satisfaction. A student that is satisfied with their employment potentially makes them more likely to be happy at the university, which should increase intent to stay.

A review was conducted examining intent-to-leave rates on registered nurses whom educate in bachelor level and graduate level programs (Davis, 2014). Researchers discovered significant correlations between job satisfaction motivators and intent-to-leave. Also identified was education, as a facet of job satisfaction. Those whom were satisfied with their jobs and were highly educated intended to stay at their job beyond one year.

Campus Recreation plays a vital role in the life of students, providing them with opportunities for physical activity and social engagement. Employment within Campus Recreation is a unique environment that typically houses a significant amount of student employees. Very little research has been performed on Campus Recreation employees, specifically the satisfaction and potential retention of the employee, and how their position may affect their rates for staying in school. Maintaining the satisfaction of these employees not only gives a good foundation for a strong workforce but also participates in assisting with student intent to stay at a university or in a student employment position. Therefore, the purpose of this exploratory study was to examine the relationship between satisfaction of Campus Recreation student employee and their intent to stay within the job, the university, and the recreation profession.

Methods

This study examined relationships between student employee satisfaction and student employees' intent to stay at job, at university, and within recreation profession. This study used an internet-based survey on a group of college recreational student employees from southeastern universities in the United States.

Participants & Recruitment

Data was collected from a volunteer sample of students attending eight institutions in southeastern United States. The survey was administered through an internet based survey tool, and was available from January to May 2017. Questions assessed demographic information, perceived job satisfaction levels, and perceived intent to stay feelings.

The following are inclusionary and exclusionary criteria

Inclusion criteria:

1. College students enrolled at a selected college or university during spring of 2017.
2. College students currently employed with Campus Recreation.
3. College students whom agreed to participate in the survey.
4. College students who were at least 18 years of age.

Exclusion criteria:

1. Individuals not enrolled at one of the selected colleges or universities during spring of 2017.
2. University students not employed within Campus Recreation.
3. Campus Recreation student-employees who did not agree to participate in the survey.
4. University Campus Recreation student-employees who were not 18 years of age.

Note: Selected colleges and universities were included from the southeast United States based on size and proximity, and were identified and selected by a Campus Recreation expert.

The participants of this study were recruited via email from the Campus Recreation Associate Director of Operations within Recreational Services. The willing participants completed the survey through a link in emails sent by the Associate Director. A recruitment letter was sent to all viable university students through email correspondence from Associate Director. All participants were informed that their participation was anonymous and no identifiers of individuals were collected, all information was used solely for research purposes.

Instrumentation

Data for this study was collected through an online survey tool, Qualtrics (Provo, UT) (www.qualtrics.com). Qualtrics allows researchers to input questions and customize the type and the survey format depending on needs of the particular project. Also offered

in Qualtrics are options to define rules such skip logic, which changes the page depending on previous responses, page breaks and display logic, all to help streamline the survey.

Demographics

Eight items were utilized to determine age, gender, race, year in school, employment duration, and on campus or off campus residence.

Employee Satisfaction

Employee satisfaction was measured with 23 items from a shortened version of the Job Satisfaction Survey (Spector, 1997). The JSS is a 36-item survey that measures varying aspects of satisfaction through nine subscales. For purposes of this study, three subscales were omitted: fringe benefits, pay and promotion. The omitted subscales were based on experts' knowledge of job and benefits, and the shortened version of the survey was validated by three professionals within the field. The modified JSS contained 23 items pertaining to level of satisfaction and categorized into these subscales: thoughts on supervision, relationships within the job/coworkers, contingent rewards, operating conditions, communication, nature of work. Examples of questions included were:

1. "I like the people I work with"
2. "I like my supervisor"
3. "I have too much paperwork"
4. "I sometimes feel my job is meaningless"

All questions were administered on a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5). Each individual item ranged from 1-5, while each subscale ranged from 4-20. Total satisfaction was scored by summing all subscales, and scores ranged 23 – 115. Higher scores indicated greater levels of satisfaction for total satisfaction, and for all subscales. Reliability of survey has been established as 0.60 – 0.91 in larger samples, and 0.37 – 0.74 in smaller samples (Spector, 1992). The reliability for overall satisfaction in this sample was $\alpha = .73$. The reliability for the subscales within this sample were: supervision ($\alpha = .58$), contingent rewards ($\alpha = .02$), operating conditions ($\alpha = .03$), communication ($\alpha = .32$), coworkers ($\alpha = .61$), and nature of work ($\alpha = .22$).

Employee Intent-to-Stay

Employee intent to stay was measured using five items in relation to: graduation, intentions of staying at their job, intentions of staying enrolled at the university, and intentions of staying within a career in campus recreation. The three questions relating to intent to stay were:

1. “What is your future intention to stay in a job position with campus recreation in the next year?”
2. “What is your future intention to stay at this university in the next year?”
3. “What is your future career intentions regarding a job in campus recreation (after graduation)?”

All questions were administered on a on a five-point Likert scale. The responses ranged from, “I definitely will leave” (1) to “I definitely will stay” (5). Higher responses indicated a greater intention to stay.

Statistical Analysis

For this study, a quantitative analysis was completed. Frequencies and descriptive information on variables were reported. Correlations on total employee satisfaction, employee satisfaction subscales, and three employee intent to stay items were analyzed for strength of relationships, controlling for gender. SPSS was used for data analysis (IBM, 2016).

Results

Demographics

Data were collected from nine universities in the U.S. The total number of completed surveys was 83. The majority of respondents were female (64.94%) and Caucasian (63.64%). Majority of the subjects were seniors and/or above (33.77%). Additionally, 51.95% of subjects lived on campus while 48.05% lived off campus. The majority of the respondents were front desk/weight room student employees (50.6%). Table 1 shows additional demographic information about the subjects.

Relation of job satisfaction survey on intent-to-stay

A Pearson Correlation test was used to investigate the relationship between job satisfaction and intent to stay at a university in campus recreational setting. Satisfaction subscales were examined for correlations to intent-to-stay statements, three subscales had significant results. Satisfaction with supervision was found to have a weak yet significant relationship with intent for future career in campus recreation ($r = .384$; $p = .003$). Similarly, satisfaction with coworkers was found to have a weak yet significant relationship with intent to stay at university ($r = .278$; $p = .03$). Also, satisfaction with nature of work was found to be statistically significant related to two intent-to-stay statements. Nature of work and intent to stay at current Campus Recreation job was weakly significant ($r = .291$; $p = .023$), while intent to have a future career was ($r = .263$; $p = .046$).

Statistically significant results were also found in those who reported higher satisfaction scores were significantly more likely to report a higher intent to stay in a future career in campus recreation ($r = .304$; $p = .02$). Males were more likely to be interested in a career in campus recreation ($r = -.297$; $p = .024$). Similarly, the correlation between gender and future career in campus recreation is weak, yet significant. This analysis showed there was statistically a significant correlation between students who intended to stay at their current position and students who intended to stay at the university ($r = .488$; $p < .001$). It is recognized that although found to be significant this relationship strength is low to moderate. Significant correlations were not found in three studied subscales, contingent rewards, operating conditions, and communication.

Overall mean scores, ranges, and standard deviation are presented in Table 2, correlations between all subscales and intent-to-stay are offered in Table 3. Table 2 also shows the respondents perceptions of promotion, supervision, contingent rewards, operating conditions, coworkers, nature of work and communication. These descriptive statistics were assigned numbers and scored according to the Job Satisfaction Survey (Spector, 1997).

Discussion

No research has been published on the satisfaction of campus recreation student employees when combined with intent to stay. Many studies have examined satisfaction of users based on quality of service. Only one study examined the impact of campus recreation on students, perceived benefits, and intent to stay at the university (Henchy, 2013). Results showed that participation in campus recreational activities had an influence on students' decision to attend and to stay the university. This relates to our study in support of campus recreation having an impact on a students' intent to stay although this was in reference to all students, not Campus Recreation student employees.

Unlike most previous research on campus recreation, this study focused on Campus Recreation student employee satisfaction and their intent to stay at the job, the university, and within the recreation profession. This study found that students who were more satisfied with their job within Campus Recreation were significantly more likely to report an intent to work in the field of Campus Recreation. According to previous research, if the pay, and recognition are satisfactory, students are more likely to work in the field (Murad, et al., 2013). Results indicate that increased knowledge of staff satisfaction levels will positively influence the Campus Recreation career path. Participants responded that the more satisfied they are with their supervisor the more likely they are to enter the field thus emulating those in leadership positions in Campus Recreation.

Satisfaction with coworkers was found to have a significant relationship to intent to stay at the university. This finding suggests the interaction between coworkers had a significant impact respondents' intent to stay at a university. Making great efforts to foster a positive working environment through increased satisfaction campaigns and consistent recognition. As recognition has been a key factor in satisfaction with previous studies (Silverberg, et al., 2013) this recommendation is supported in diverse fields.

Nature of work was significantly related to intent to stay at current recreation job as well as intent to get a future career in campus recreation. Nature of work is encompassed by the participant enjoying the task assigned at work and finding the work to be meaningful. This significant correlation gives Campus Recreation more of an idea of where goals and standards should be focused. Lack of research to support nature of work correlating to intent to stay.

Of the seven utilized subscales four did not have any significant correlations to any of the three intent-to-stay items. The subscales that were reported to have no significant impact on intent to stay were, contingent rewards, operating conditions, and communication. Our results agree with a previous study of satisfaction in Campus Recreational professionals, the these subscales were not significant in relation to job satisfaction (Ross, et al., 2014). Explanation for insignificant results in the four subscale facets indicate factors involving the population. We believe contingent rewards were not significant since student employment incorporates few tangible rewards. Operating conditions and communication were found to be insignificant due to respondents possibly due to facets to be less important to their satisfaction.

Limitations & Strengths

The low number of participants of our study is acknowledged as a limitation, which also affected the internal consistency of the JSS instrument. We did not expect such a low number of completed surveys, and attempted multiple recruiting emails. The cross-sectional study with a volunteer sample also yields limitations due to the inability to infer causation.

Due to a dearth of research in this area, the main strength of this exploratory study is the contribution to literature within this under-researched population. Within context, student satisfaction of a campus job and its relation to students' intent has not been studied. Other strengths of the study include, diversity of respondents, respondents represent eight different universities. Additionally, this study had a high diversity rate of gender and race.

Practical Application

This research has several implications for Campus Recreation professionals. Results showed that those who reported higher satisfaction levels with the nature of work significantly reported greater intentions to stay at their current job. This implies that respondents who were more satisfied with their day-to-day tasks also reported higher intentions of staying at their current position in Campus Recreation. Campus Recreation professionals should emphasize the benefits of student employment and skills learned in order to maximize the nature of work experience. Those with higher satisfaction levels with their coworkers also reported greater intentions to stay at the university. Recreation

professionals should stress importance of cohesion and teambuilding within student staff. This team cohesion should lead to greater intentions of students to stay at the university.

Additionally, the results suggest implications for university officials regarding students' intention to stay at the university. Students who reported higher intentions of staying at university job also reported greater intentions to stay at the university. University officials should acknowledge Campus Recreation student employment as stronger factor for student retention. These results indicate the importance of resources for development and teambuilding exercises could be used to indirectly increase student intent to stay at the university, by increasing their willingness to stay within their student position.

Implications were made for the field of recreation as well as the professional organizations that work in with the Campus Recreation. Those who reported greater levels of intent to stay at their job also reported greater levels of intention to pursue a career in Campus Recreation. Professional recreation organizations should support further research regarding student employee satisfaction, development, and training. This emphasis can ensure these student employees are prepared for a career within the field. Also, those who were more satisfied with their tasks (nature of work) reported higher intentions to pursue future career in Campus Recreation. Campus Recreation as an entity should emphasize job and task benefits as a way to increase students' intentions of pursuing a career within the recreation profession.

Conclusion

Student employees are an under-studied population but make up a significant percentage of student workers at a college or university. Future studies should include diversity of departments to include student employees across a university. Future studies should also include a deeper examination of satisfaction and dissatisfaction of student employees. This study does not examine reasons for high or low satisfaction responses, it would be interesting to examine causes to satisfaction levels. Due to gender having a significant impact on results and relationships, isolating female and male in future experiments may yield significantly useful results. Increasing sample size and pushing for a higher respondent rate will significantly strengthen the study's results and ability to generalize. Additional studies are needed to further the role of student employee satisfaction on student intent to stay as well as examine the implication of these results.

Results of this study push professionals to give more support of campus recreation student employees by increasing satisfaction. Students' intent to stay was significantly correlated to their coworkers, nature of work, and satisfaction with supervision. The neglect of research that has been found in student staff employment is unacceptable. As a significant part of the workforce at a university these employees should be held in a higher regard. To campus recreation administration, such findings should invigorate each department to include the importance of student employee satisfaction and their intent to stay in strategic planning and research.

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Table 1

Demographics (n = 79)

Characteristics	N (%)
Gender	
Male	27 (35.06)
Female	50 (64.94)
Age	
18 or older	77 (100)
Year in school	
Freshman	9 (11.69)
Sophomore	17 (22.08)
Junior	25 (32.47)
Senior or above	26 (33.77)
Race/Ethnicity	
African American	21 (27.27)
Caucasian	49 (63.64)
Other	7 (9.1)
Living Status	
On Campus	40 (51.95)
Off Campus	37 (48.05)
Position	
Front desk/weight room staff	37 (35.5)
Facility supervisor	18 (18.0)
Lifeguard	15 (15.0)
Group fitness instructor	10 (10.0)
Climbing wall staff	1 (1.0)
Personal Trainer	2 (2.0)
Intramural referee	5 (5.0)
Intramural supervisor	3 (3.0)
Club sport supervisor	4 (4.0)
Length of time in position	
0-1 semester	13 (17.11)
2-3 semesters	40 (52.63)
4-5 semesters	16 (21.05)
5+ semesters	7 (9.21)

Note: N = Number

Table 2.
Sample values on independent variables of the JSS.

Variable	N	Mean (SD)	Range
JSS	68	109.49 (10.84)	24 - 120
Supervision	71	17.24 (3.60)	5 – 25
Contingent rewards	71	16.52 (2.93)	5 – 25
Operating conditions	72	16.94 (3.24)	5 – 25
Coworkers	72	13.17 (1.74)	3 – 15
Nature of work	70	15.19 (2.92)	5 - 25
Communication	71	16.65 (2.49)	5 - 25
Intent to stay at university	58	4.67	1 - 5
Intent to stay at job	61	4.21	1 - 5
Intent to stay future career	58	2.34	1 - 5

Note: JSS = Job Satisfaction Survey; N = Number of participants; SD = Standard deviation

Table 3.*Correlation matrix for all scales used in study.*

Variables	JSS	S	CR	OC	CW	NoW	C	FI- job	FI- FU	FI- career	Gender	R	
JSS	1	.736* p<.001	.742* p<.001	.642* p<.001	.560* p<.001	.628* p<.001	.110 .321	.140 .281	.152 .242	.304* .020	-.036 .753	.023 .844	
S		1	.625* p<.001	.348* .001	.454* p<.001	.418** p<.001	-.237* .031	.083 .523	-.022 .869	.384* .003	-.093 .420	.148 .199	
CR			1	.277* .011	.359* .001	.478* .000	-.059 .593	.190 .143	.013 .919	.187 .159	.025 .832	.069 .552	
OC				1	.222* .043	.254* .020	-.024 .828	.110 .397	-.067 .606	.170 .202	.012 .915	-.062 .590	
CW					1	.217* .049	.058 .600	.134 .305	.278* .030	.083 .534	-.024 .834	.141 .220	
NoW						1	-.065 .560	.291* .023	.183 .159	.263* .046	-.017 .886	-.149 .195	
C							1	-.137	.210	-.111	-.072	-.049	
FI- job								1	.294 .61	.104 .61	.408 .58	.535 .77	.669 .77
FI- FU									1	.488* .000	.352* .007	-.120 .357	-.028 .831
FI-career										1	.132 .070	.325 .591	.068 .363
Gender											1	.297* .024	.610 .610
R												1	.790 .790

*Significant correlation. JSS = Job satisfaction survey; P = promotion; S = supervision; CR = contingent rewards; OC = operating conditions; CW = coworkers; NoW = nature of work; C = communication; FI-job = future intent to stay at job; FI-FU – future intent to be at university next year; FI-career = future intent to have career in campus recreation; R = race

APPENDICES

A: Student Employee Job Satisfaction Survey	30
B: IRB Forms	43
C: Recruitment Letter	47

A: Student Employee Job Satisfaction Survey

Start of Block: Student Employee Job Satisfaction

You are being invited to participate in a research study that is examining recreational staff and student retention. Specifically, the study will look at the perception of student employee satisfaction and how that relates to student employee retention rates. If you chose to take part in this study, you will be asked to complete a survey that will take approximately 10 minutes. This study consists of a series of 42 questions pertaining to different dimensions of job satisfaction and intent to stay concepts. As a participant, you will not benefit directly from this study. However, your participation will be greatly appreciated for the completion of the thesis required for graduation. The research will also contribute to the growing field of recreational and fitness administration. A number of studies have been done on recreational participation and student retention. Few have looked at the correlation of student employee satisfaction in relation to student employee retention. The information you provide will remain private. Information obtained through this study will only be used by the research staff. All data will be kept secure online using encrypted passwords. Please know that your participation in this study is voluntary. If you choose not to take part in the survey, there will be no penalty. You may quit the study at any time by closing out of the survey. You may also choose not to answer a question without penalty. All data is kept private and confidential, only the results will be reported. Your choice to participate or not participate in this study will not reflect on you as a student of the University. Your information will be used strictly for this research study only, will not be shared with anyone else, and you will not receive any spam emails related to participation in this study.

If you have any questions or concerns, we encourage you to contact:

Quintin B. Tucker 803.323.4500 Graduate Associate or

Dr. Joni Boyd at 803.323.4936 you may also call the Office of Sponsored Programs at Winthrop University at 803-323-2460.

By choosing to continue, you agree to take part in the study. Thank you for interest in the study. Quintin Tucker, Graduate Student SPFA Program Physical Education, Sport, & Human Performance Department College of Education Winthrop University

Q1 How old are you?

- 17 or younger
- 18 or older

Q2 At what university are you enrolled during the spring or summer of 2017?

- Winthrop University
- College of Charleston
- Coastal Carolina
- USC- Upstate
- Wake Forest
- Elon University
- Wingate University
- UNC - Wilmington
- Clemson University
- USC - Columbia
- UNC - Charlotte
- USC - Aiken
- I do not attend any of these schools.

Q3 Are you a current student employee for Campus Recreation?

- Yes
- No

Q4 What is your current age? Please use whole numbers.

Q5 What year would you consider yourself?

- Freshman
 - Sophomore
 - Junior
 - Senior
 - Graduate
 - Other
-

Q6 What is your current living status?

- On Campus
 - Off Campus
-

Q7 What is your gender?

- Male
 - Female
-

Q8 How would you describe yourself?

- Caucasian
 - African American
 - American Indian or Alaska Native
 - Asian
 - Native Hawaiian or Pacific Islander
 - Other
-

Page Break

Q9 What is your current position within the Campus Recreation Department? (choose any options that apply)

- Front desk/weight room staff
 - Facility supervisor
 - Lifeguard
 - Group fitness instructor
 - Climbing wall staff
 - Personal trainer
 - Intramural referee
 - Intramural supervisor
 - Club sport supervisor
-

Q10 How long have you worked for Campus Recreation at the school you currently attend?

- 0-1 semester
- 2-3 semesters
- 4-5 semesters
- 5+ semesters

End of Block: Student Employee Job Satisfaction

Start of Block: Default Question Block

Q11 The following questions will ask you about the level of satisfaction that you experience as an employee of Campus Recreation at the school you currently attend and work. Please answer honestly, and remember, your responses are anonymous. Take a moment and think about each statement and potential response.

How much do you agree or disagree with the following statements regarding your current position within Campus Recreation at the school you currently attend?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
There is really too little chance for promotion on my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is competent at doing his/her job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I do a good job, I receive the recognition for it that I should receive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Many of our rules and procedures make doing a good job difficult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like the people I work with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sometimes feel my job is meaningless.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication seems good within this organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Those who do well on the job stand a fair chance of being promoted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My supervisor is unfair to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not feel that the work I do is appreciated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My efforts to do a good job are seldom blocked by red tape.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like doing the things I do at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The goals of this organization are not clear to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People get ahead as fast here as they do in other places.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12 How much do you agree or disagree with the following statements regarding your current position within Campus Recreation at the school you currently attend?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My supervisor shows too little interest in the feelings of his/her employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are few rewards for those who work here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have too much to do at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy my coworkers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often feel that I do not know what is going on with the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a sense of pride in doing my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like my supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have too much paperwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I don't feel my efforts are rewarded the way they should be.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my chances for promotion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is too much bickering and fighting at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job is enjoyable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work assignments are not fully explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13 Will you be leaving your university due to graduation before the end of 2017?

- Yes
- No

Q14 Are you planning to come back to this university after graduation (i.e. - graduate school)?

- Yes
- Maybe
- No

Q15 Select the answer that most clearly reflects your feelings regarding your future intentions.

	I definitely will leave	I probably will leave	I am uncertain	I probably will not leave	I definitely will not leave
What is your future intention to stay in a job position with campus recreation in the next year?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What is your future intention to stay at this university in the next year?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16 Select the answer that most clearly reflects your feelings regarding your career intentions.

	I definitely will not pursue a career in campus recreation	I will probably not pursue a career in campus recreation	I am uncertain if I will pursue a career in campus recreation	I am considering pursuing a career in campus recreation	I definitely will pursue a career in campus recreation
What is your future career intentions regarding a job in campus recreation (after graduation)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B: IRB Forms

Revised 07/05/2013


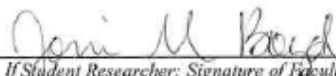
Page 2 of 6

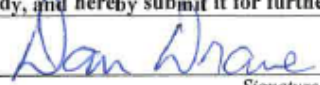
	<input type="checkbox"/> OTHER; SPECIFY:																								
3.	A. BRIEFLY DESCRIBE THE PURPOSE OF THE RESEARCH IN NON-TECHNICAL LANGUAGE: The purpose of the study is to examine if student employee job satisfaction has an impact on student employee intent to stay. B. DESCRIBE RESEARCH PROTOCOL OR METHODOLOGY TO BE USED: Online anonymous Survey - Qualtrics																								
4.	EXPLAIN BRIEFLY BUT COMPLETELY WHAT TASKS OR ACTIVITIES THE SUBJECTS IN THIS RESEARCH WILL BE DOING [if a survey/questionnaire is to be used, state how many questions will be asked and the expected time to complete the survey]: Survey, 43 items based on Likert scales of 6 and 5. Estimated time of completion 10-15 minutes.																								
5.	DESCRIBE SUBJECTS FOR THIS RESEARCH, INCLUDING A STATEMENT OF WHO WILL BE RECRUITED AND THE ANTICIPATED POPULATION SIZE: Its anticipated that the population size can range from 50 to 100 student employees from the Winthrop Recreational Department. All currently enrolled students employed as a student recreational staff member will be recruited. Survey will be sent to other institutions in North & South Carolina. DO YOUR SUBJECTS INCLUDE ANY OF THE FOLLOWING: <table border="0"> <tr> <td><input type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No</td> <td>Infants and children younger than 7 years?</td> </tr> <tr> <td><input type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No</td> <td>Institutionalized mentally impaired people?</td> </tr> <tr> <td><input type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No</td> <td>Students enrolled in your own classes?</td> </tr> <tr> <td><input checked="" type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> <td>Students enrolled at Winthrop University?</td> </tr> <tr> <td><input type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No</td> <td>Prisoners?</td> </tr> <tr> <td><input type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No</td> <td>Other special populations? Specify -</td> </tr> </table>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Infants and children younger than 7 years?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Institutionalized mentally impaired people?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Students enrolled in your own classes?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Students enrolled at Winthrop University?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Prisoners?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Other special populations? Specify -						
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<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Prisoners?																							
<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Other special populations? Specify -																							
6.	DESCRIBE HOW SUBJECTS WILL BE RECRUITED FOR THIS RESEARCH: The researcher will ask the Associate Director of Campus Recreation to disperse an email containing the link to the survey and will be volunteer based.																								
7.	HOW WILL YOU ASSURE THAT PARTICIPATION OF THE SUBJECTS IS VOLUNTARY? A statement of consent will precede the survey. In the statement, the participants will be informed they do not have to complete the survey and at anytime may terminate without reprocussion.																								
8a.	CAN THE HUMAN SUBJECT BE DIRECTLY IDENTIFIED BY: <u>(For any responses of "yes" indicate in the space provided how the subject's privacy will be protected.)</u> <table border="0"> <tr> <td><input type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No</td> <td>Name on Response form;</td> </tr> <tr> <td><input type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No</td> <td>Photograph:</td> </tr> <tr> <td><input type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No</td> <td>Television/VCR/DVD tapes:</td> </tr> <tr> <td><input type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No</td> <td>Audiotape:</td> </tr> <tr> <td><input type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No</td> <td>Coded Research Forms:</td> </tr> <tr> <td><input type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No</td> <td>Detailed Biographical Data:</td> </tr> <tr> <td><input type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No</td> <td>Informed Consent, Assent or Parental Permission forms:</td> </tr> <tr> <td><input type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No</td> <td>Other:</td> </tr> </table>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Name on Response form;	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Photograph:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Television/VCR/DVD tapes:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Audiotape:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Coded Research Forms:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Detailed Biographical Data:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Informed Consent, Assent or Parental Permission forms:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Other:
<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Name on Response form;																							
<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Photograph:																							
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<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Informed Consent, Assent or Parental Permission forms:																							
<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Other:																							
8b.	If you checked yes to any item in 8a; then: <table border="0"> <tr> <td><input type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No</td> <td>Will personally identifiable data be shared with others outside of this research team? If you checked yes, please explain.</td> </tr> </table>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Will personally identifiable data be shared with others outside of this research team? If you checked yes, please explain.																					
<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Will personally identifiable data be shared with others outside of this research team? If you checked yes, please explain.																							
9.	THE RESEARCHER SHALL MAKE EVERY POSSIBLE ATTEMPT TO MAINTAIN CONFIDENTIALITY OF THE RESEARCH AND THE HUMAN SUBJECTS. IF FOR SOME REASON, THE RESPONSES, INFORMATION, OR OBSERVATIONS OF																								

	<p>THE SUBJECT BECAME KNOWN TO PERSONS OTHER THAN THE RESEARCHERS, COULD THIS INFORMATION POTENTIALLY PLACE THE SUBJECT AT RISK OF:</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No DAMAGE TO HIS/HER FINANCIAL STANDING?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No DAMAGE TO HIS/HER PRESENT OR FUTURE EMPLOYABILITY?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No CRIMINAL OR CIVIL LIABILITY?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No PSYCHOLOGICAL/EMOTIONAL PROBLEMS?</p> <p>EXPLAIN ANY "YES" ANSWERS AND STEPS THAT HAVE BEEN TAKE TO MINIMIZE RISK:</p>
10.	<p>ARE ANY OF THE TECHNIQUES LISTED BELOW INVOLVED IN THE RESEARCH?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No INVASIVE MEDICAL PROCEDURES?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No NON-INVASIVE MEDICAL PROCEDURES?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No STRENUOUS EXERCISE?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No OTHER PHYSICAL TESTING</p> <p>EXPLAIN ANY "YES" ANSWERS AND STEPS THAT HAVE BEEN TAKE TO MINIMIZE RISK:</p>
11a	<p>DESCRIBE HOW LEGALLY EFFECTIVE INFORMED CONSENT WILL BE OBTAINED AND ATTACH A COPY OF THE CONSENT FORM. IF MINORS ARE TO BE USED AS RESEARCH SUBJECTS, DESCRIBE PROCEDURES USED TO GAIN CONSENT OF THEIR PARENT(S), GUARDIAN(S), OR LEGAL REPRESENTATIVE(S). At the beginning of each survey the participant will read a written statement of the survey agreement. The agreement explains participation is voluntary and can be terminated at any time. If students continue, then they agree to participate in the study.</p>
11b	<p>WAIVER OF SIGNED INFORMED CONSENT REQUIREMENT</p> <p>TO REQUEST A WAIVER OF A SIGNED INFORMED CONSENT, COMPLETE THE FOLLOWING:</p> <p><input type="checkbox"/> The only record linking the subject and the research would be the consent document, and the principal risk will be potential harm resulting from a breach of confidentiality. Each subject will be asked whether the subject wants documentation linking the subject with the research, and the subject's wishes will govern. Section 46.117(c)1</p> <p><input checked="" type="checkbox"/> The research presents no more than minimal risk of harm to the subjects, and involves no procedures, for which written consent is normally required outside of the research context. Section 46.117(c)2</p> <p><input type="checkbox"/> The research or demonstration project is to be conducted by or subject to the approval of state or local government officials and is designed to study, evaluate, or otherwise examine (i)public benefit or service programs; (ii)procedures for obtaining benefits or services under these programs; (iii)possible changes in or alternatives to those programs or procedures; or (iv)possible changes in methods or levels of payment for benefits or services under those programs; and the research could not practicably be carried out without the waiver or alteration. Section 46.116(c)</p> <p><input type="checkbox"/> The research involves no more than minimal risk to the subjects, the waiver will not adversely affect the rights and welfare of the subjects, the research could not practicably be carried out without the waiver, and whenever appropriate, the subjects will be provided with additional pertinent information after participation. Section 46.116(d)</p> <p>In cases where the documentation requirement is waived, the IRB may require the investigator to provide subjects with a written statement regarding the research.</p>
	<p>STORAGE AND DISPOSAL OF DATA AND OTHER RESEARCH MATERIALS:</p>

12.	<p>A. How and where will the data and other research material be stored until no longer needed? The data and research material will be kept in a locked filing cabinet in a professors office and electronic data will be encrypted with a password until research and submissions have been completed.</p> <p>B. When will the disposal of data and research materials take place? The disposal of the data and materials will be 5 years from completion of research to keep confidentiality of participants..</p> <p><i>At a minimum, investigators must maintain research records for at least three (3) years after completion of the research. All records must be accessible for inspection and copying by authorized representatives of the IRB, any federal department or agency supporting the research, and sponsor, if any. (Source: 45CFR46.115) If the Principal Investigator is a student, then the faculty advisor will be responsible for the record retention. If you are a member of a professional association or society, you may be required by their practices to keep records longer than 3 years.</i></p> <p>C. How will data and research materials be disposed ? The data and materials will be shredded and disposed of by a professional, and electronic data deleted.</p>
13.	<p>INDICATE ON THE CHECK LIST BELOW, ANY DOCUMENTS THAT APPLY TO YOUR RESEARCH AND ATTACH TO THIS PROTOCOL A COPY OF THE APPLICABLE DOCUMENT.</p> <p><input checked="" type="checkbox"/> SURVEY INSTRUMENT AND/OR INTERVIEW QUESTIONNAIRE</p> <p><input type="checkbox"/> INFORMED CONSENT AGREEMENT</p> <p><input type="checkbox"/> PARENTAL OR GUARDIAN PERMISSION FOR A MINOR CHILD TO PARTICIPATE IN A RESEARCH STUDY</p> <p><input type="checkbox"/> ASSENT TO PARTICIPATE IN A RESEARCH STUDY (AGES 7-14 YEARS)</p> <p><input type="checkbox"/> ASSENT TO PARTICIPATE IN A RESEARCH STUDY (AGES 15 - 17 YEARS)</p> <p><input type="checkbox"/> COPIES OF ANY OTHER MAIL TO BE DELIVERED TO RESPONDENTS OR SUBJECTS (E.G. COVER LETTERS, SCRIPTS OF VERBAL INSTRUCTIONS, ETC.</p>
14.	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>DO YOU CONSIDER THIS RESEARCH EXEMPT FROM REVIEW BY THE HUMAN SUBJECTS COMMITTEE? IF YES, Please check the reason for exemption from the list below:</p>
a.	<p><input type="checkbox"/> Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies; or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods [45CFR46(b)(1)]</p>
b.	<p><input checked="" type="checkbox"/> Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement) survey procedures, interview procedures or observation of public behavior, unless (a) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (b) any disclosure of the human subjects' responses outside the research could reasonably place the subject at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability or reputation. [45CFR46(b)(2)]</p> <p>Research involving children (subjects that have not attained the age of 18 years) is not exempt under this category unless the research involves only the observation of public behavior and the researchers do not participate or impact the activities being observed. [45CFR46.401(b)]</p>
c.	<p><input type="checkbox"/> Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior if (a) the human subjects are elected or appointed public officials or candidates for public office; or (b) federal statute(s) without exemption that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter. [45CFR46(b)(3)]</p>
d.	<p><input type="checkbox"/> Research involving the collection study of existing data, documents, records, pathological specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects. [45CFR46(b)(4)]</p>
e.	<p><input type="checkbox"/> Research and demonstration projects which are conducted by or subject to the approval of a Federal department or agency heads, and which are designed to study, evaluate, or otherwise examine; (a) public benefit or service programs of Federal programs; (b) procedures for obtaining benefits or services under those Federal programs; (c) possible changes in methods or alternatives to those Federal programs or procedures; or (d) possible changes in methods or levels of payment for benefits or services under those Federal programs. [45CFR46(b)(5)]</p>
f.	<p><input type="checkbox"/> Taste and food quality evaluation and consumer acceptance studies, (a) if wholesome foods without additives are</p>

	consumed; or (b) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture. [45CFR46(b)(6)]
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Certifications	
<p>By my signature below, I certify that each of the named co-researchers has accepted his/her role in this study. I agree to not begin any research activity on this study until written approval by the IRB has been received. I agree to a continuing exchange of information with the Institutional Review Board (IRB). I agree to obtain IRB approval before making any changes or additions to the project. I will provide progress reports at least annually, or as requested. I agree to report promptly to the IRB all unanticipated problems or serious adverse events involving risk to human subjects. A copy of the informed consent will be given to each subject and the signed original will be retained in my files, unless a waiver of a signed informed consent has been granted.</p>	
<p>I further certify that I have successfully completed the following Human Subjects Training Course:</p> <p> <input type="checkbox"/> CITI – Biomedical Research Investigator <input checked="" type="checkbox"/> CITI – Social and Behavioral Research Investigator <input type="checkbox"/> CITI – Undergraduate Researcher <input type="checkbox"/> CITI – IRB Member </p>	
 _____ <i>Signature of Researcher</i>	3/23/2017 _____ <i>Date</i>
<p>By my signature below, I certify that I have reviewed this research study and agree to counsel the student researcher in all aspects of the research study.</p>	
<p>I further certify that I have successfully completed the following Human Subjects Training Course:</p> <p> <input checked="" type="checkbox"/> CITI – Biomedical Research Investigator <input checked="" type="checkbox"/> CITI – Social and Behavioral Research Investigator <input type="checkbox"/> CITI – IRB Member </p>	
 _____ <i>If Student Researcher; Signature of Faculty Advisor</i>	3-23-2017 _____ <i>Date</i>

Approval by Department Chair of Researcher of Record <i>(Dean, if Chair is the Researcher or if Chair is otherwise unable to review.)</i>	
<p>I have reviewed this research study. I believe the research is sound, that the study design and methods are adequate to achieve the study goals, and that there are appropriate resources (financial and otherwise) available to the researcher. I support the study, and hereby submit it for further review by the IRB.</p>	
 _____ <i>Signature of Department Head or Dean</i>	3-25-17 _____ <i>Date</i>

Note: Do not use personal home addresses and phone numbers on Informed Consent, Assent, Parental Permission or Debriefing statements.

C: Recruitment Letter

Student Employee Job Satisfaction

You are being invited to participate in a research study that is examining recreational staff and student retention. Specifically, the study will look at the perception of student employee satisfaction and how that relates to student employee retention rates.

If you chose to take part in this study, you will be asked to complete a survey that will take approximately 10 minutes. This study consists of a series 42 questions pertaining to different dimensions of job satisfaction and intent to stay concepts.

As a participant you will not benefit directly from this study. However, your participation will be greatly appreciated for the completion of the thesis required for graduation. The research will also contribute to the growing field of recreational and fitness administration. A number of studies have been done on recreational participation and student retention. Few have looked at the correlation of student employee satisfaction in relation to student employee retention.

The information you provide will remain private. Information obtained through this study will only be used by the research staff. All data will be kept secure online using encrypted passwords.

Please know that your participation in this study is voluntary. If you choose not to take part in the survey, there will be no penalty. You may quit the study at any time by closing out of the survey. You may also choose not to answer a question without penalty. All data is kept private and confidential, only the results will be reported. Your choice to participate or not participate in this study will not reflect on you as a student of the University.

Your information will be used strictly for this research study only, will not be shared with anyone else, and you will not receive any spam emails related to participation in this study.

If you have any questions or concerns, we encourage you to contact:

Quintin B. Tucker 803.323.4500 Graduate Associate or Dr. Joni Boyd at 803.323.4936 You may also call the Office of Sponsored Programs at Winthrop University at 803-323-2460.