A mixed method study on factors that influence employee morale of full-time live-in professional staff at two single-gender institutions of higher education: implications for educational leaders

Michael Turner
Clark Atlanta University

Follow this and additional works at: http://digitalcommons.auctr.edu/dissertations

Part of the Education Commons

Recommended Citation
The role of the full-time, live-in professional staff member is one of critical importance to college and university communities, especially as it relates to the management of the co-curricular, holistic living and learning experience that is to be provided within an on-campus residential facility. Thousands of students undertake the collegiate experience each year, and the full-time, live-in professional staff assumes the critical role of "pseudo parent" for these students that have now come to call their college campuses home. The responsibilities are major and the impact of the full-time, live-in professional staff upon students under his or her supervision can be profound.

Consequently, just as it is important to cater to the vast array of needs presented by students, it is just as important to underscore the well-being of the full-time, live-in professional staff member. A mixed-method study investigating the factors that influence...
employee morale of full-time, live-in professional staff at two single-gender institutions of higher education was the central focus of this research investigation. To understand this phenomenon, there were fifteen variables under study that undergirded the basis of this research, and they were as follows: workload, employee recognition, gender, staff camaraderie, staff professional development, residential climate, leadership style of the supervisor, stress, employee expectations, marital status, years of experience, salary, age, staff support systems, and the number of student conduct incidents.

The conclusions that resulted from the findings of this study emphasized that morale was based upon an individual's personal perspective and feelings related to a particular situation or circumstance. The quantitative data demonstrated that there was a significant relationship between gender, staff camaraderie, residential climate, leadership style of the supervisor and salary as it related to employee morale. Further, the qualitative data from the interviews revealed mixed viewpoints related to the influence of workload, employee recognition, gender, staff camaraderie, staff professional development, residential climate and the leadership style of the supervisor as it related to employee morale. As a result of the findings, the implications, recommendations and limitations were discussed at length to underscore both the quantitative and qualitative data.
A MIXED METHOD STUDY ON FACTORS THAT INFLUENCE EMPLOYEE MORALE OF FULL-TIME, LIVE-IN PROFESSIONAL STAFF AT TWO SINGLE-GENDER INSTITUTIONS OF HIGHER EDUCATION: IMPLICATIONS FOR EDUCATIONAL LEADERS

A DISSERTATION

SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION

BY

MICHAEL A. TURNER

DEPARTMENT OF EDUCATIONAL LEADERSHIP

ATLANTA, GEORGIA

JULY 2013
ACKNOWLEDGMENTS

According to Romans 8:28, “And we know that in all things God works for the
good of those who love him, who have been called according to his purpose.”

To my committee chairwoman, Dr. Sheila Gregory, there are not enough words to
express my appreciation for your guidance, advisement and support throughout the years.
To my committee members, Dr. Barbara Hill and Dr. Darrell Groves, your motivation,
insight, wisdom and unwavering support have been invaluable tools that have driven me
to this point of success. I must also acknowledge Dr. Moses C. Norman, Dr. Trevor
Turner and Dr. William Shepherd for your legacy, expertise and professionalism as
educators, as well as Mrs. Betty Jo Cooke for pushing me to this point.

I would like to honor my parents, Mr. Anderson C. Turner and Mrs. Pearlie M.
Turner, for establishing my foundation and always believing in me. I must also thank my
two brothers, Dr. Anthony D. Turner and Mr. Derrick C. Turner, for always being
positive examples. And to my extended family, friends, classmates, colleagues, church
and my many students, thank you for your years of support, encouragement, patience and
commitment to my success.

It is important for me to thank Dr. Cynthia E. Trawick and Mr. Ajit J.
Samarasinghe for pushing me to pursue the doctorate. And to Dean Maurice
Washington, thank you for your unparalleled mentoring and guidance in my development
as a professional.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>ACKNOWLEDGMENTS</th>
<th>ii</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIST OF FIGURES</td>
<td>viii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>iz</td>
</tr>
</tbody>
</table>

## CHAPTER

### I. INTRODUCTION ................................................................. 1

- Statement of the Problem ................................................. 4
- Purpose of the Study .................................................... 7
- Significance of the Study ............................................... 7
- Research Questions ...................................................... 9
- Summary .............................................................................. 10

### II. REVIEW OF THE RESEARCH LITERATURE .................................. 11

- Organization of the Review .............................................. 11
- Workload ............................................................................ 12
- Employee Recognition .................................................... 13
- Gender ................................................................................ 14
- Staff Camaraderie ........................................................... 14
- Staff Professional Development ........................................ 15
- Residential Climate ....................................................... 15
- Leadership Style of the Supervisor ................................. 16
- Stress ................................................................................. 16
- Employee Expectations ................................................... 17
<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marital Status</td>
<td>17</td>
</tr>
<tr>
<td>Years of Experience</td>
<td>18</td>
</tr>
<tr>
<td>Salary</td>
<td>18</td>
</tr>
<tr>
<td>Age</td>
<td>18</td>
</tr>
<tr>
<td>Staff Support Systems</td>
<td>19</td>
</tr>
<tr>
<td>Number of Student Conduct Incidents</td>
<td>19</td>
</tr>
<tr>
<td>Summary</td>
<td>20</td>
</tr>
<tr>
<td>III. THEORETICAL FRAMEWORK</td>
<td>22</td>
</tr>
<tr>
<td>Definition of Variables and Other Terms</td>
<td>25</td>
</tr>
<tr>
<td>Relationship among Variables</td>
<td>28</td>
</tr>
<tr>
<td>Summary</td>
<td>28</td>
</tr>
<tr>
<td>IV. RESEARCH METHODOLOGY</td>
<td>30</td>
</tr>
<tr>
<td>Research Design</td>
<td>30</td>
</tr>
<tr>
<td>Description of the Setting</td>
<td>32</td>
</tr>
<tr>
<td>Participants</td>
<td>33</td>
</tr>
<tr>
<td>Sampling Procedures</td>
<td>34</td>
</tr>
<tr>
<td>Working with Human Subjects</td>
<td>35</td>
</tr>
<tr>
<td>Instrumentation</td>
<td>36</td>
</tr>
<tr>
<td>Data Collection Procedures</td>
<td>36</td>
</tr>
<tr>
<td>Description of Data Analysis Methods</td>
<td>37</td>
</tr>
<tr>
<td>Summary</td>
<td>40</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>V. ANALYSIS OF THE DATA/RESULTS</td>
<td>41</td>
</tr>
<tr>
<td>Analysis of Demographic Data</td>
<td>41</td>
</tr>
<tr>
<td>Analysis of Quantitative Data</td>
<td>49</td>
</tr>
<tr>
<td>Analysis of Qualitative Data</td>
<td>62</td>
</tr>
<tr>
<td>Summary</td>
<td>73</td>
</tr>
<tr>
<td>VI. FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS</td>
<td>76</td>
</tr>
<tr>
<td>Findings</td>
<td>76</td>
</tr>
<tr>
<td>Conclusions</td>
<td>81</td>
</tr>
<tr>
<td>Implications</td>
<td>83</td>
</tr>
<tr>
<td>Limitations of the Study</td>
<td>88</td>
</tr>
<tr>
<td>Recommendations for Practice, Policy, and Research</td>
<td>89</td>
</tr>
<tr>
<td>Summary</td>
<td>95</td>
</tr>
<tr>
<td>APPENDIX</td>
<td></td>
</tr>
<tr>
<td>A. Research Survey</td>
<td>97</td>
</tr>
<tr>
<td>B. Interview Protocol - Current Full-Time Professional Staff</td>
<td>100</td>
</tr>
<tr>
<td>C. Interview Protocol - Former Full-Time Professional Staff</td>
<td>102</td>
</tr>
<tr>
<td>D. Interview Protocol - Educational Leader</td>
<td>104</td>
</tr>
<tr>
<td>E. Research Tables</td>
<td>106</td>
</tr>
<tr>
<td>F. Statement of Consent Form: Survey Participants at Institution A</td>
<td>108</td>
</tr>
<tr>
<td>G. Statement of Consent Form: Survey Participants at Institution B</td>
<td>110</td>
</tr>
</tbody>
</table>
APPENDIX

H. Statement of Consent Form: Interviews for Both Current and Former Full-Time Staff..............................112

I. Statement of Consent Form: Educational Leader..........................................................114

REFERENCES....................................................................................................................116
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>FIGURE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Blanchard and Hersey Model of Situational Leadership</td>
<td>24</td>
</tr>
<tr>
<td>2. Relationship among the Independent and Dependent Variables</td>
<td>29</td>
</tr>
<tr>
<td>TABLE</td>
<td>PAGE</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>1. Participants by Gender</td>
<td>42</td>
</tr>
<tr>
<td>2. Participants by Race/Ethnicity</td>
<td>43</td>
</tr>
<tr>
<td>3. Participants by Years of Experience</td>
<td>44</td>
</tr>
<tr>
<td>4. Participants by Level of Degrees Earned</td>
<td>44</td>
</tr>
<tr>
<td>5. Participants by Salary</td>
<td>45</td>
</tr>
<tr>
<td>6. Participants by Age</td>
<td>46</td>
</tr>
<tr>
<td>7. Participants by Marital Status</td>
<td>47</td>
</tr>
<tr>
<td>8. Participants by Support Systems</td>
<td>48</td>
</tr>
<tr>
<td>9. Participants by Student Conduct Incidents</td>
<td>49</td>
</tr>
<tr>
<td>10. Correlation: Workload and Employee Morale</td>
<td>50</td>
</tr>
<tr>
<td>11. Correlation: Employee Recognition and Employee Morale</td>
<td>51</td>
</tr>
<tr>
<td>12. Group Statistics: Gender of Participants</td>
<td>52</td>
</tr>
<tr>
<td>13. Independent Samples Test: Gender of Participants</td>
<td>52</td>
</tr>
<tr>
<td>14. Correlation: Staff Camaraderie and Employee Morale</td>
<td>53</td>
</tr>
<tr>
<td>15. Correlation: Staff Professional Development and Employee Morale</td>
<td>54</td>
</tr>
<tr>
<td>16. Correlation: Residential Climate and Employee Morale</td>
<td>55</td>
</tr>
<tr>
<td>17. Correlation: Leadership Style of the Supervisor and Employee Morale</td>
<td>56</td>
</tr>
<tr>
<td>18. Correlation: Stress and Employee Morale</td>
<td>56</td>
</tr>
</tbody>
</table>

viii
TABLE PAGE

19. Correlation: Employee Expectations and Employee Morale...............................57
20. Correlation: Marital Status and Employee Morale..............................................58
21. Correlation: Years of Experience and Employee Morale....................................59
22. Correlation: Salary and Employee Morale .........................................................60
23. Correlation: Age and Employee Morale ..............................................................60
25. Correlation: Number of Student Conduct Incidents and Employee Morale...............62
26. Emerging Themes from Research Findings .........................................................85
CHAPTER I
INTRODUCTION

Regardless of the profession or type of work, the central element that has had a stake in productivity, longevity and overall success of any organization was employee morale. In the age where a guaranteed pension and healthcare coverage at the time of retirement were no longer enough to sustain longevity and loyalty with one particular organization, it was important to understand the factors that boosted employees’ morale to provide for the most beneficial and production-conducive working environment. According to Baehr and Renck (1958), “Employee morale was generally directed toward the fostering of group rapport as group solidarity and the internalization of management goals by employees” (p. 158). The fundamental framework of any organization has been based upon the human resources element, and it has generally been in the best interests of management to find constructive and innovative ways, in which to ensure high levels of satisfaction among employees.

In the age where many jobs once held by human beings have now been lost to technological developments or even outsourced to international labor sources, it was important to remember that the workforce was still domestic and reliant upon systems that were conducive to and embracing of satisfactory labor relations. For example, the field of education should have been considered, with a specific emphasis on higher education. Employees at colleges and universities throughout the nation have
been one of the largest workforces. This group can significantly affect the tone, manner and style of the entire institution; and their daily performance levels can determine the quality of relationships with faculty, students and the public (Scott, 1978).

Attending college is a major transitional process that requires adjusting to a new environment, adapting to new rules and regulations, and creating a new pace of life. Each year, more and more students apply for admission to one of the nation’s thousands of colleges and universities, and the growth is not expected to wane any time soon. According Wecker (2011) in a U. S. News & World Report, “In 2009, about 20.4 million students were enrolled in a postsecondary institution. This growth is only expected to increase in the future, as the association predicts that enrollment will reach about 23 million by 2020” (p. 1). The students represented in these enrollment statistics came from diverse backgrounds, which was inclusive of varying cultures and lifestyles. These elements were what made college and university campuses unique and the collegiate experience holistic. One major element to the collegiate experience was residing on campus in a residence hall, which was also referred to as a dormitory. “Of the 1,259 schools that provided campus housing data to U. S. News & World Report, an average of 48% of the undergraduate student body lives on campus” (Wecker, 2011, p. 1). These statistics were quite powerful, as they represented thousands of students each year that decided to make their home away from home in their institutions’ housing accommodations. And when this occurred, the role of the full-time, live-in professional staff was activated. Without the direct supervision of a parent/guardian, the full-time, live-in professional staff assumed the role of being a "pseudo-parent." According to
Szablewicz and Gibbs (1987), in recent decades, “Students demanded protections—protections against criminal attack, against harm inflicted by others, and against injuries sustained often due to their own carelessness. In short, students began to ask colleges to take care of them much like their parents did” (p. 453). College constituted the transition from childhood to adulthood, and it became incumbent upon the full-time, live-in professional staff to assume the challenges of parenting, mentoring, counseling and disciplining, all of which were roles traditionally held by the parents. In this role, there was no such thing as an 8-hour day; literally, the full-time, live-in professional maintained a schedule of 24 hours per day, seven days per week. This role required the full-time, live-in professional staff to be in the “on” position at all times, always being ready to jump to action when duty called. Whether it was early in the morning or late at night, one call or knock on the door signified that someone was in need; that was the easy part. Determining what was the need as well as developing a quick and decisive response were elements that took time to develop and perfect, but the impact of not providing an appropriate response could literally mean the difference between life and death for a student. This study served as a conduit for attracting dedicated and committed full-time, live-in professional staff that were willing to sacrifice on behalf of themselves for the betterment of others—in this instance, the students. The impact that resulted from this study would be felt much longer than the tenure of the students’ matriculation and far beyond their stay in the residence halls. Legacy was embodied in the people, and the effects of this staff-to-student relationship would roll over, be long lasting, and would provide for memorable experiences.
It was also important to understand the demographics of college-aged students, as they were technologically-savvy, knew their rights and some had even raised themselves. According to Seurkamp (2007), “While eagerly seeking the diversity of perspective and experience these students will bring to the classroom, the world of higher education must also be prepared to address the multifaceted challenges this diverse population may present” (p. 1). The challenges of serving as an effective full-time, live-in professional staff were monumental because of the need to stay abreast of the most up-to-date trends impacting students as well as the challenges of learners to perform at high levels in the classroom. By not staying abreast of the current trends affecting students in higher education, the ultimate consequence was stress.

Statement of the Problem

Understanding the depth of the role as a live-in professional was very unique and shed light on its perceived significance to others on a college/university campus; this significance helped to underscore the meaning of the live-in role to the full-time, live-in professional staff themselves. With that, senior administrators should have a better grasp on understanding ways in which to maintain or improve employee morale. According to Belch, Wilson, and Dunkel (2009):

There is a strong need for well-qualified, educated, and trained entry-level live-in professional staff in campus residence halls to support and achieve the academic and educational goals of the institution. Senior housing officers have acknowledged a concern with the availability of qualified professional staff interested in entry-level live-in positions and have indicated their greatest concern
is for the impact on the housing profession rather than any individual campus. (p. 176).

Hiring and retaining live-in professional staff that were vested in the academic and social success of students was an emerging problem within the student affairs profession. According to Belch and Mueller (2003), "The critical element necessary for ensuring the success of residential programs in the development of community, attaining the goals of student development and enhancing student learning is professional staff with sufficient credentials, training and experience" (p. 29). Aside from finding an effective cadre of full-time, live-in professional staff to support the mission and vision of a higher education institution, it became essential to understand and identify measures that would retain staff and prevent turnover and high rates of attrition. According to Rosser (2004):

Turnover can be both a cost and a benefit to the academic organization. For example, costs to the institution can result in a less loyal and knowledgeable labor force, the loss of valuable institutional memory, an increase in training time and professional development activities, and a greater incidence of behavioral problems like absenteeism and tardiness. Some benefits to midlevel leaders’ turnover can result in institutions reexamining current reporting structures and position responsibilities, and replacing entry-level with experienced individuals can reduce salary expenses. (p. 319)

This begged the question of what qualified professionals were available that could assume these positions and provide effective and sustainable leadership at the nation’s colleges and universities. In one of the two universities under study, there has been a
turnover rate of over 50% within the last five years of professional staff or of midlevel leaders. Considering this, a high level of morale was likely to improve long term retention and work product.

According to the job description of a full-time, live-in professional staff member, the professional played a critical role in the development of the students attending an institution of higher education. Under the supervision of a senior-level administrator, the full-time, live-in professional staff member provided leadership and management for a residential community, which ranged in occupancy capacity. The full-time, live-in professional staff member was also accountable for the direct supervision of paraprofessional staff members. In addition, the full-time, live-in professional staff member was responsible for the following components in his or her respective residential area: training and evaluation, community development, programming, leadership development, student conduct, housing administration, as well as, providing support in the areas of counseling and emergency management. A Master's degree in college student personnel/development or a related field of study and/or equivalent was strongly preferred. A Bachelor’s degree and at least one year of related professional/graduate internship and/or paraprofessional experiences were required.

Within the scope of understanding employee morale in terms of job satisfaction, as well as identifying means to improve morale, the goals and objectives that rose out of this study of full-time, live-in professional staff and the factors that influence morale at two single-gender institutions of higher education were concrete. As a result of fulfilling
the goals and objectives related to increasing the opportunity for job satisfaction, it was expected that organizations would experience an increase in employee morale.

**Purpose of the Study**

Having an effective cohort of human resources was essential within the student affairs profession of higher education. The full-time, live-in professional played a major role in providing a positive continuum of success for students within the higher education pipeline; further this research substantiated the significance of the position on college and university campuses. The purpose of this study was to investigate the experiences of full-time, live-in professional staff at two single-gender institutions of higher education and examine the factors that influence morale as an employee.

**Significance of the Study**

To date, there has not been much research conducted as it relates to understanding the factors that influence the morale of full-time, live-in professional staff at two single-gender institutions of higher education; therefore, it was expected that this study would shed important light on this topic and bring to the forefront elements that positively or negatively influence employee morale. It was expected that this research would be utilized by human resources departments as well as senior-level administrators at institutions of higher education to develop and employ best practices. Such information would help to sustain a workforce that was content with its role in the organization and its ability to positively impact and provide influence within the organization. This study was designed to determine the influence of work-related factors on employee morale. Staff members were interviewed in order to ascertain their points-of-view concerning their
profession and work environment/experience. The results of this study could help senior-
level administrators at the two single-gender institutions of higher education under study
to better understand how to maintain a high, positive level of employee morale, as well as retain those individuals they did employ.

Though research has been conducted on the notion of employee morale, a very minimal amount of that research focused on the perspectives related to full-time, live-in professional staff at two single-gender institutions of higher education. The significance of this study represented a new knowledge and evidence of what factors might have a substantiated effect on the levels of morale of full-time, live-in professional staff. Further, the position related to being a full-time, live-in professional staff would be validated based upon how the position was viewed as well as how others perceived and valued the influence of the work being performed. As a result of improved employee morale of the full-time, live-in professional staff, the ultimate knowledge produced by conducting this study shed light on best practices for improving success. The results of this study provided for a broadened literature base and provided important information to student affairs units throughout higher education. Also, the results of this study provided college and university leaders and human resources professionals with important insight about properly building the position of a full-time, live-in professional staff through competitive benefits packages and appropriate accommodations in order to successfully assume and perform within the position.
Research Questions

In developing questions that provided insight to the investigation, "Qualitative research questions are open-ended, evolving and non-directional; restate the purpose of the study in more specific terms; start with a word such as 'what' or 'how' rather than 'why;' and are few in number" (Creswell, 2007, p. 107). This study was driven by 15 research questions that aided in identifying the factors that influenced employee morale:

RQ1: What influence does workload have on the morale of full-time, live-in professional staff?

RQ2: How does employee recognition influence the morale of full-time, live-in professional staff?

RQ3: Is there a difference in the morale of male and female staff?

RQ4: How does staff camaraderie influence the morale of full-time, live-in professional staff?

RQ5: How does staff professional development influence the morale of full-time, live-in professional staff?

RQ6: What influence does residential climate have on the morale of full-time, live-in professional staff?

RQ7: How does the leadership style of the supervisor influence the morale of the full-time, live-in professional staff?

RQ8: What influence does stress have on the morale of full-time, live-in professional staff?
RQ9: What influence does employee expectations have on the morale of full-time, live-in professional staff?

RQ10: What is the relationship between marital status and the morale of full-time, live-in professional staff?

RQ11: What is the relationship between years of experience and the morale of full-time, live-in professional staff?

RQ12: What is the relationship between salary and the morale of full-time, live-in professional staff?

RQ13: What is the relationship between age and the morale of full-time, live-in professional staff?

RQ14: What is the relationship between the availability of support systems for full-time, live-in professional staff and the morale of full-time, live-in professional staff?

RQ15: What is the relationship between the number of student conduct incidents and the morale of the full-time, live-in professional staff?

Summary

This mixed method study underscored the level of morale that full-time, live-in professional staff members possess at two single-gender institutions of higher education. The first chapter provided an introduction to this investigation, and, as a result of conducting this research, it was expected that higher education officials would develop a new perspective of what was necessary to provide a working and living environment that was conducive to satisfied employees.
CHAPTER II

REVIEW OF THE RESEARCH LITERATURE

Organization of the Review

The literature review provides an organized framework of background information and evidence that linked and provided details of the variables to the overall subject of the investigation. Over time, there has not been a substantial amount of research conducted on morale of full-time, live-in professional staff. This chapter provides insight on what was already known as well as introduces a new knowledge base to the body of literature. As a result, there is an increased understanding of the factors that influence employee morale of full-time, live-in professional staff at two single-gender institutions of higher education.

It has become evident that the role of a full-time, live-in professional staff was critical to students' success. These professionals lived in the residential communities and provided for a safe and inviting atmosphere that contributed to holistic student development (Hernández, 2011). According to Shaffer (2009), the facilitation of out-of-class learning and training was provided by residential life staff, in particular, and it was important to understand the profound impact that was demonstrated through this commitment. What happened in the classroom as compared to what happened during campus-related activities represented two distinct dynamics, but both represented learning and changing. Understanding the morale of those individuals that served in this
important role provided the reader with a better comprehension of how this role was perceived as well as how those within this role responded to the responsibilities of the role. The role of the full-time, live-in professional staff has been marked with the responsibility of enforcing and applying policies, rules and regulations of an institution, but there has been minimal autonomy in being able to influence, change or develop policies (Johnsrud & Rosser, 1999). Morale was directly related to the mental state of satisfaction, and it also represented an element of discipline related to the work environment and performance (Johnsrud & Rosser, 1999). According to Baehr and Renck (1958), the needs, expectations, attitudes and motives made up the general profile of morale. Being committed to the work as well as those with whom one worked was critical to having a favorable and satisfactory job experience. As stated by Haire and Gottsdanker (1951), there was a hierarchical order to the progression of morale. It was important to consider Abraham Maslow's Hierarchy of Needs in this sense because of the necessity to understand how hierarchy was established as well as the significance of the hierarchy as it related to factors of morale. The function of morale was a key force in workforce retention, performance and satisfaction; these elements and others were explored further throughout this chapter.

**Workload**

Workload was classified considering the number of stimuli that were in line to be processed at a given time (Eidels, Donkin, Brown, & Heathcote, 2010). Therefore, the more tasks that were being processed or readied for processing, there was a greater workload that existed. Workload carried with it many implications for organizations
throughout the nation and world and has come on the radar of increased concern (Burchielli, Pearson, & Thanacoody, 2006). Workload did not only have an influence on morale, but it also carried significant consequences for physical, mental and emotional well-being. Management of workload was critical to being able to reduce problems that were hindering progression within various sectors of society. O’Donnell, Peetz, and Allan (1998) suggested that there were two differences related to workload first of which was having more tasks to complete, while second was working with less human capital due to attrition, downsizing or by not filling open positions. Beynon, Grimshaw, Ribery, and Ward (2002) offered the opinion that the organizations themselves played a key role in the changes to workload. This notion returned the accountability to a local level and placed the burden on organizations and their leadership to ensure that work practices and expectations were aligned with the resources available.

Employee Recognition

According to Lieberman and Miller (2003), education was a continuously evolving system that may be a contributing factor to the loss or lack of morale among educators. Finding new ways in which to motivate educators to remain committed to the profession was becoming slim. Awarding excellence has become the morale booster for many educators (Cummings, 2003). Providing rewards to those that were making a difference was important to showcasing a level of appreciation and understanding for the task-at-hand, which could be quite difficult. There were other professions outside of education that had well-known and understood awards; in fact, the influence and reality of these awards were immediate. Professions such as business, law and medicine should
be considered; a business merging, a landmark case won or even a scientific breakthrough could reap immediate attention and awards, while education, on the other hand, would take months or years to realize an impact (Boston, 2002). Leveling the playing field with education would provide avenues to improve morale and also increase the numbers willing to engage the profession.

**Gender**

Understanding differences between male and female perspectives of management was a very unique and important factor that could help in the discovery of evidence related to leadership style differences based upon gender (Mwangi & Mwai, 2002). Finding a level ground and creating a balance for the gender roles, specifically in education, was a continuous factor related to equality in the workplace (Desruelles, 2000). Based upon expectations related to the job, there may have been levels of gender favoritism, which traditionally had favored the male population (Foster, Pinkest, & Husman, 1991). With this finding, it was incumbent upon educational leaders to create a balance with the experiences of male and female employees that would ultimately provide for heightened levels of morale and improved attitudes regarding the expectations between genders.

**Staff Camaraderie**

Developing effective working relationships with colleagues was an essential element to the organization’s success. Constant bickering and ‘back biting’ could have significant negative impacts on morale of employees. There was a powerful message in having fun, executing teamwork and camaraderie within a group (Rockman, 2003).
There were several ways in which to increase staff camaraderie such as award ceremonies, contests and recreational activities (Rockman, 2003). Contrary to some perspectives, it was appropriate to have fun in the workplace, with the understanding that professionalism should never take a vacation.

Staff Professional Development

Professional development opportunities were one of the most progressive ways to continuously teach and train the professional. Prior to assuming their roles as educators, many have not had any formal experience in the field of education and may not even have had an educational background. Therefore, the commitment of resources to professional development to increase the knowledge, skills and disposition required was allocated to ensure a well-disciplined and well-trained cadre of employees (Cohen & Brawer, 1996). Students would enter institutions of higher education, all at different levels of preparation. Educators must be prepared to assume the task of leveling discrepancies between those with the appropriate training, knowledge, skills and disposition and those without the same (Cox, 2003). The results of professional development were that "best practices" can be developed and activated to increase the level of results from work performed.

Residential Climate

To understand the campus residential experience, it was important to internalize that for a full-time, live-in professional staff member, this was home. Similar to that of students, it was important for staff that there be a sense of belonging within the residential environment that offers stability and engagement (Berger, 1997). The
residential climate was a combination of a living-working environment that must be conducive to being productive, living healthily and providing a positive culture. As staff members interact with students, evidence showed that those involved with the on-campus experience were much more engaged and enveloped into the culture that the institution had to offer (Inkelas, 2006). The residential climate set the tone for the experiences that were endured. Likewise, such experiences had a significant impact on one’s level of morale as it related to specifications of the job, inclusive of the requirement to live at the workplace.

**Leadership Style of the Supervisor**

Berson and Linton (2005) have uncovered that leadership behavior, disposition and attitude played a significant role in the satisfaction and morale of employees. Leadership style also depended upon the construct of the organization, and it varied from person to person. Leadership style was certainly open to interpretation, but having a supportive and encouraging supervisor had a direct impact on morale (Tsai, 2011). The organizational leader certainly had the power and authority to create the environment desired, but having buy-in from employees to develop such an aura was important to the overall effectiveness of the leader and the leader’s impact and effectiveness within the organization.

**Stress**

Organizations have been dependent upon their human resource capital to be productive and sustainable. Stress on the job has been linked to having negative effects on critical organizational outcomes (Sullivan & Bhagat, 1992). Individuals were
equipped with a maximum amount of energy to perform a set number of tasks. When the number of tasks exceeded the amount of energy available, then there was an element of stress that developed (Goode, 1960). There were many consequences as a result of employees' stress, which could have had financial impacts as well as impacts on job satisfaction within the organization.

Employee Expectations

When new employees enter a profession, there was an adjustment phase that must take place in order to become fully acclimated to the position as well as the expectations therein (Amey, 1990, 2002; Harned & Murphy, 1998). Orientation within the profession provided a sense of expectation both on the behalf of the employer as well as of the employee. This helped to provide a median of understanding as to how the employment relationship would work between the supervisor and employee (Flion & Papermans, 1998). An employee's expectations versus the reality of those expectations drove job satisfaction within the workplace. Having a solid understanding of what was expected created more opportunities for higher retention and morale.

Marital Status

Family life has been known to be a positive buffer to stressors at the workplace (Adams, King, & King, 1996; Kossek & Ozeki, 1998). Marriage provided a support system at the home as well as with job-related matters; employees and their spouses were able to share experiences with one another and also provided feedback regarding specific issues or incidents that could potentially harm one's level of job satisfaction (Sax, Hagedorn, Arredondo, & Dicrisi, 2002). Dissatisfaction and low morale at the workplace
could certainly have an adverse influence on the level of morale within the family
dynamics.

Years of Experience

Years of experience within a profession were a sign of commitment; it also
represented an element of loyalty. Within years of experience came a sense of maturity
and the ability to perform at the expected level (Van Maele & Van Houtte, 2012). It
should be expected that with years of experience, a unique set of knowledge, skills and
dispositions would be developed that accounted for professional competence within the
organization. Those with less experience within the organization must have taken the
time to familiarize themselves with the institutional policies and practices, which could
potentially put them at a disadvantage to those that had years vested within the
organization (Elchardus, Juyge, Kavadias, Siongers, & Vangoidsenhoven, 2009).

Salary

Compensation has been a consistent issue for some time as it related to the salary
grades of faculty, staff and administrators at colleges and universities. According to
Schaeffer (2000), in comparison to other industries, the salary gap was astronomical.
Salary levels were directly linked to job satisfaction (Clark & Lewis, 1985; Clark &
Lewis, 1988). Finding ways to increase salaries would also improve morale.

Age

Age was a contributing factor to morale within the workplace. Psychological
changes of employees also impacted their responses to work-related matters (Gibson &
Klein, 1970). An evaluation and comparison of employee ages seemed to be lacking in
significance regarding the overall concept, but it was certainly an important topic as it related to understanding how age influenced employee morale (Lawrence, 1988). Age was an important factor to consider regarding organizations because, as employees continued to become older, the time for retirement was looming. As employees retired, this would greatly impact the dynamics of the organization and also required new employees to be hired, which started the age versus morale process from the beginning.

Staff Support Systems

Somerville, Huston, and Mirijamdotter (2005) provided the framework for institutional support practices that transformed the environment of the organization and set the foundation as a system. Understanding how the support systems of a college campus influenced the stakeholders was critical to being able to provide a quality level of service. There was a variety of systems-based models that existed, which aided in understanding the importance of the support that was needed within an organizational structure (Jackson, 2003).

Number of Student Conduct Incidents

There must be an accountability process for the actions and behaviors of those within the college setting, that is, identifying and addressing inappropriate behavior, advising those responsible parties of their infractions and adjudicating the matter to a speedy resolution (Bryan & Mullendore, 1992; Caruso & Travelstead, 1987; Paterson & Kibler, 1998). Based upon the current practices and procedures that were in place, institutions would be able to effectively and positively reinforce the policies and regulations of the institution for the safety and well-being of all that were in attendance.
According to Emmanuel and Miser (1987), the following questions assessed the outcomes of a judicial system:

1. Does the judicial system function to protect the rights of students?
2. Does the judicial system help modify negative behaviors?
3. Does the judicial system teach students that actions have effects and they must accept responsibility for their actions?
4. Does the judicial system exist as an educational rather than a punitive focus?
5. Does the judicial system teach students about their responsibilities as members of a community?
6. Is the judicial system expedient and fair?
7. Does the judicial process help students clarify their values?
8. Does the judicial system help students gain perspective on the seriousness of their actions?
9. Do the judicial board members provide an opportunity for personal growth?

As a result of this assessment, it was expected that colleges and universities were equipped to handle and resolve student-oriented issues that arose; this served as a positive reinforcement to the entire campus community.

**Summary**

The position of the full-time, live-in professional staff member has expanded over the years and encompassed a vast array of roles and responsibilities. It has become evident that in order for the full-time, live-in professional staff to remain vested in the position, morale must be addressed. By focusing on the importance of morale, full-time,
live-in professional staff would be able to better serve in the position by developing positive relationships and catering to students' academic and social success. These relationships would also provide for a better understanding of the full-time, live-in professional staff's function within higher education.

This chapter focused on the factors that influenced employee morale of full-time, live-in professional staff. In researching workload, employee recognition, gender, staff camaraderie, staff professional development, residential climate, leadership style of the supervisor, stress, employee expectations, marital status, years of experience, salary, age, and staff support systems and number of student conduct incidents, there would be a greater knowledge base of the factors that influenced morale and the implications for educational leaders.
CHAPTER III
THEORETICAL FRAMEWORK

This research study investigated the factors that influence employee morale at two single-gender institutions of higher education in the Southeast region of the United States. The study investigated areas related to the following: workload, employee recognition, gender, staff camaraderie, staff professional development, residential climate, leadership style of the supervisor, stress, employee expectations, marital status, years of experience, salary, age, staff support systems and number of student conduct incidents. For clarification purposes, Chapter III defines the variables and other key terms that framed this research.

The theoretical framework for this research was based on the premise of three theoretical perspectives that undergirded the significance of this investigation. According to Locke and Latham (2004):

The concept of motivation refers to internal factors that impel action and to external factors that can act as inducements to action. The three aspects of action that motivation can affect are direction (choice), intensity (effort), and duration (persistence). Motivation can affect not only the acquisition of people's skills and abilities but also how and to what extent they utilize their skills and abilities. (p. 388)
Understanding motivation established a platform to discern the impact of various influences on employee morale and what were the driving forces behind work performance and job satisfaction. According to Tietjen and Myers (1998), Locke defined job satisfaction as:

A positive emotional state (1976), which results from the appraisal of one’s job experiences, satisfaction (1975), then, becomes a function of the perceived discrepancy between intended and actual performance, or the degree to which one’s performance is discrepant with one’s set of values. (p. 229).

As a means to understand morale, setting a professional standard by defining values was important to understanding the significance of job satisfaction. Locke’s theory further stated that, “the closer the expected is to the outcome, and the greater the achievements of one’s values, the higher the yield of satisfaction” (cited in Tietjen & Myers, 1998, p. 229). The element of leadership served as an activator for motivation and job satisfaction. Effective leadership provided for very promising results in the work place such as improved efficacy, and most importantly, improved morale. Tietjen and Myers stated that, “the life-cycle theory was developed to demonstrate the important relationship between task and relationship-oriented dimensions of management. The theory helped managers to see how they should adjust according to the level of maturity within each worker” (p. 229). An employee’s ability to make quality decisions regarding work outputs was dependent upon one’s development of knowledge, skills and the desire to perform within the professional role. After making assessments of and adjustments to the life-cycle theory, Blanchard and Hersey (1998), “renamed the [life-cycle] theory of
leadership to ‘Situational Leadership.’ Implied in the newer title was an emphasis on ‘task behavior’ and ‘relationship behavior’ rather than attitude” (p. 229). Educational leaders employed the tenets of situational leadership based upon the level of competence of colleagues and subordinates. Based upon varying factors, full-time, live-in professional staff fit into one of the four categories of situational leadership. The implications for leaders were significant in that there was be a shift from an emphasis on emotions to an emphasis on actions. Figure 1 offers a graphical depiction of the Blanchard and Hersey model of situational leadership.

Figure 1. Blanchard and Hersey Model of Situational Leadership
As a result of designing a framework around the theoretical perspectives of motivation theory, job satisfaction theory and life-cycle theory, now known as situational leadership, the researcher was able to closely align the research variables to an appropriate perspective that drove the investigation on understanding the factors that influenced employee morale at two single-gender institutions of higher education. The results of such a framework aided in aligning each of the variables to their appropriate perspectives, which created an opportunity for a greater understanding of current knowledge that existed as well as how new knowledge could be uncovered as a result of this investigation. This research also provided a greater perspective of what was needed to positively influence the morale of full-time, live-in professional staff at two single-gender institutions of higher education. The definition of the research variables also provided further clarity as to their alignment to the theoretical perspectives.

Definition of Variables and Other Terms

Dependent Variable

The dependent variable of this study is defined as the level of employee morale experienced by full-time, live-in professional staff at two single gender institutions of higher education. Employee morale is also defined by one’s sense of satisfaction within the scope of responsibilities outlined for the position as well as other demographic and logistical factors that may have influence on the employee (Guba, 1958).
Independent Variables

The independent variables identified for this study are as follows: (a) workload, (b) employee recognition, (c) gender, (d) staff camaraderie, (e) staff professional development, (f) residential climate, (g) leadership style of the supervisor, (h) stress, (i) employee expectations, (j) marital status, (k) years of experience, (l) salary, (m) age, (n) staff support systems, and (o) number of student conduct incidents. Each one of these independent variables is defined as follows:

Workload is defined as the amount/number and intensity of assignments being delegated by a supervisor as well as the number of hours required to perform such tasks, both of which were measured through an annual performance evaluation.

Employee Recognition is defined as any formal mode of recognition for work performed, regardless of whether the form of recognition was tangible or intangible.

Gender is defined as the distinction between male and female.

Staff Camaraderie is defined as the levels of support, collegiality and professional decorum shared among full-time, live-in professional staff colleagues.

Staff Professional Development is defined as tasks and activities designed to offer continuing education and professional training to staff as a means to improve services and work ethic.

Residential Climate is defined as the aura of the atmosphere within a residential facility at a single-gender institution of higher education.
Leadership Style of the Supervisor is defined as the management style—directive, nondirective, collaborative or laissez faire—of the supervisor within the work setting.

Stress is defined as a state of unrest or discomfort that was spawned by external emotional, physical or mental contributors.

Employee Expectations is defined as the perceptions versus the reality regarding the position of full-time, live-in professional staff.

Marital Status is defined as the relationship between two human beings of single, married, widowed, separated or divorced.

Years of Experience is defined as the number of years that an employee had held the position of full-time, live-in professional staff member.

Salary is defined as the monetary compensation provided to the employee for serving in the capacity of a full-time, live-in professional staff member.

Age is defined in natural living years in relation to the full-time, live-in professional staff member.

Staff Support Systems is defined as the supporting elements to the residential community such as maintenance support, custodial support, as well as other supporting stakeholders of the college or university community.

Number of Student Conduct Incidents is defined as the number of reported/recorded incidents with a direct relation to behavior, decorum and conduct.
Other Terms

Other terms aside from the dependent and independent variables were defined as follows:

Full-time, Live-in Professional Staff Member is defined as a student affairs professional within the specific discipline of housing and residential life that was hired by a college/university on a full-time basis and received a salary and benefits; further, this professional resided on the campus of a college/university in college-/university-owned property.

Relationship among Variables

The independent variables associated with this study had a direct impact on employee morale of full-time, live-in professional staff at two single-gender institutions of higher education. Understanding how the independent variables shaped an employee’s working experience directly uncovered his or her experiences of job satisfaction. Figure 2 offers a pictorial perspective of the relationship among the variables as it related to the dependent and independent variables related to this study.

Summary

Within this chapter, the theoretical framework, which was comprised of three theories including motivation theory, job satisfaction theory and life-cycle theory, now known as situational leadership, have been outlined and summarized. Also in this chapter were definitions of the dependent and independent variables and their relationship as well as other important terms related to this research.
Independent Variables

- Workload
- Employee Recognition
- Gender
- Staff Camaraderie
- Staff Professional Development
- Residential Climate
- Leadership Style of the Supervisor
- Stress
- Employee Expectations
- Marital Status
- Years of Experience
- Salary
- Age
- Full-time, Live-in Professional Staff Support Systems
- Number of Student Conduct Incidents

Dependent Variable

Employee Morale

Figure 2: Relationship among the Independent and Dependent Variables

Based upon the information provided in this chapter, there was now a greater understanding of the purpose for conducting this study based upon the theoretical perspectives that were available.
CHAPTER IV
RESEARCH METHODOLOGY

Research Design

The research design of this study, which focused on examining the factors that influence the employee morale of full-time, live-in professional staff at two single-gender institutions of higher education, was two-fold. Both qualitative and quantitative research methodology was utilized for this research. According to Wiersma and Jurs (2009), "Educational research draws its content and methods from a variety of disciplines and traditions" (p. 232). Research is action-oriented and takes on several characteristics:

1. Research is empirical.
2. Research should be systematic.
3. Research should be valid.
4. Research should be reliable.
5. Research can take on a variety of forms. (p. 3)

This allowed for unique perspectives and viewpoints that ultimately contributed to data that underscored the purpose of the research investigation and contributed to the body of knowledge and understanding.

Qualitative research was utilized as the primary methodology for this study because it allowed for autonomy in uncovering the mysteries and details related to the focus of this research: employee morale. Qualitative research involves an interpretive,
naturalistic approach to the world. This means that "qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them" (Denzin & Lincoln, 2005, p. 3). The purpose of this study was to determine the influence of work-related factors on employee morale at two single-gender institutions of higher education. Qualitative research allowed the researcher to include the voices of the research subjects into the investigation and allowed for interpretations to be made of the findings. "This method allows the researcher to extend the understanding of experiences, which are detailed such that others can understand similar situations and extend the understanding to subsequent research" (Patton, 1990, p. 5). As a result, the continuum of knowledge and information has been developed to advance the scope of understanding within the area of study.

The phenomenological approach to qualitative research was used to underscore this research study. According to Wiersma and Jurs (2009):

Phenomenology is the study of phenomena; it stresses the careful descriptions of phenomena from the perspective of those experiencing the phenomena. The phenomenological approach emphasizes that the meaning of reality is, in essence, in the 'eyes and minds of the beholders,' the way the individuals being studied perceive their experiences (p. 274).

Employee morale is a phenomenon that deserves probing. "Phenomenologists focus on describing what all participants have in common as they experience a phenomenon. The basic purpose of phenomenology is to reduce individual experiences with a phenomenon to a description of the universal essence" (Creswell, 2007, p. 58). For the study of
employee morale, the research has allowed for an understanding of how a group of full-time, live-in professional staff experience morale as it relates to the comprehensive work environment. Utilizing “philosophical assumptions” [in qualitative research] consists of a stance toward the nature of reality, how the researcher knows what he or she knows, the role of values in the research and the methods used in the process (Creswell, 2007, p. 16).

Quantitative research was utilized as the secondary methodology for this study because it worked to provide a more concrete perspective of the data. “Quantitative research has its roots in positivism and is more closely associated with the scientific method than is qualitative research. The emphasis is on facts, relationships and causes. Quantitative researchers place great value on outcomes and products” (Wiersma & Jurs, 2009, p. 14). Because of the projected sampling size, descriptive statistics were utilized to analyze the quantitative data for the purpose of drawing important conclusions. “These statistics may be percentages, proportions or means simply describing the distributions of some variable” (Wiersma & Jurs, 2009, p. 266). Based upon the calculations of this data, descriptive information was made available to draw important conclusions about the variables.

Based upon this research, other institutions will be able to have a better understanding of how various factors impact employee morale and to what extent is morale affected.

**Description of the Setting**

The interviews and questionnaires were administered at two private, single-gender institutions of higher education within the Southeastern region of the United States. The
student population of Institution A is approximately 2,300 students, all at the undergraduate level, that are seeking either the Bachelor of Arts degree or the Bachelor of Science degree. The student population is predominantly African American, as the institution is classified as a Historically Black College/University (HBCU). The predominant language spoken by the student population is English. The faculty population is diverse and consists of both tenured and nontenured classroom educators and researchers. Over the course of six years, the graduation rate has been configured at 66%. The student population of Institution B is approximately 2,100 students, all at the undergraduate level that are seeking either the Bachelor of Arts degree or the Bachelor of Science degree. The student population is predominantly African American, as the institution is classified as a Historically Black College/University (HBCU). The predominant language spoken by the student population is English. The faculty population is diverse and consists of both tenured and nontenured classroom educators and researchers. Over the course of four years, the graduation rate has been configured at over 80%.

Participants

Participants that were identified to participate in this study on employee morale are employed at one of two single-gender institutions of higher education in the Southeastern region of the United States. The participants in this study were hired by their respective institutions on a full-time basis, therefore, making them viable candidates to participate in this research. Each of the participants is over the age of 18 and has been granted a Bachelor’s degree, at minimum, from an undergraduate institution.
Sampling Procedures

Full-time, live-in professional staff members who work at the higher education level were tapped to participate in this research study. Staff members for the investigation were chosen from two single-gender institutions of higher education, through the use of convenience sampling. Convenience sampling “saves time, money and effort,” which allows for a more overall effective and efficient means of gathering information from the research subjects (Creswell, 2007, p. 127). The make-up of the staff was as follows: two staff with one to three years of experience, two staff with three to six years of experience, and two former staff members were chosen to participate in this research study. Further, the leader of the organization under study was selected to participate in the research study as a means to further investigate the factors that influence morale.

One reason for studying the full-time, live-in professional staff at single-gender institutions of higher education was because there is not a substantial portfolio of research available. It was important to understand the roles executed by these staff, as well as their scopes of responsibility and how morale was related thereto. The researcher was able to draw important conclusions about employee morale, by merely gaining an understanding of how their job was performed and also what it entailed. These explanations provided important meanings to their roles at the institution.

Understanding the depth of their roles as a live-in professional was very unique and was able to shed important light on its perceived importance to others on the campus, especially students. This helped to underscore the meaning and impact of the live-in role.
to the full-time, live-in professional staff themselves. As a result, it was expected that senior administrators would have a better grasp on understanding what mechanisms to employ to maintain or improve positive employee morale. Further, there was an understanding on how the morale of the live-in professional influences the retention levels of the student body.

**Working with Human Subjects**

Prior to the commencement of this research study, participants were offered the opportunity to participate in the study. All potential participants were over the age of 18, and they were able to provide self-consent. Upon agreement to participate, all participants were required to sign a consent form, which outlined the purpose of the study, the parameters of the study—participant requirements and responsibilities, as well as any associated potential risks or benefits as a result of participating in the study. Participants were also provided with an interview timeframe, and a notice of confidentiality was provided to all participants ensuring the safekeeping of their identities and that all information collected would only be used for the purpose of the study in question. The researcher submitted documentation for the study to the Internal Review Board (IRB) of Clark Atlanta University for permission and clearance to complete the study and also to determine appropriateness of the instruments that were administered to the human subjects. The researcher also sought the permission from the institutions under study to conduct the research as prescribed. Once permission was granted at all levels, the researcher supplied a statement of introduction to the projected participants.
Instrumentation

The researcher formulated a qualitative questionnaire to be used during the interview process. Additionally, the researcher developed a quantitative survey that collected demographics information regarding the participants. Both instruments were used in conjunction to assess morale. The questions were generated as a means to identify relationships between both the dependent and independent variables. The researcher worked in concert with professors that are familiar with and can certify the validity of the qualitative and quantitative instruments. The participants were apprised of the nature of the questions in advance, which provided adequate opportunity to ponder and subsequently formulate the most appropriate responses.

Data Collection Procedures

To facilitate the appropriate collection of data as it relates to measuring the morale of full-time, live-in professional staff, both individual interviews were conducted and questionnaires were administered. As it relates to one-on-one interviewing, “the researcher needs individuals who are not hesitant to speak and share ideas, and needs to determine a setting in which this is possible” (Creswell, 2007, p. 133). This helped to assure adequate tools and information from which to draw conclusions. Interviews also provided the opportunity to speak freely and candidly, as it related to the potential questions of the interview.

The administration of various instruments served to collect valuable data that provided insight to understanding the factors that influence employee morale. First, a survey was administered to the full-time, live-in professional staff at two single-gender
institutions of higher education. It was expected that 13 respondents would reply with a completed survey. The timeline for administering, completing and receiving the returned surveys was five business days, and follow-up would have been made on the third day to ensure successful and timely completion of the instruments. Second, and after the surveys were collected, the interviews commenced. During the one-on-one interviews, audio recording was employed, and the recordings were transcribed; participants were notified of the interview audio recording. Copies of the transcription were provided to each interviewee for review and approval. Along with responses from the interviews, notes were documented as a reference to any nonverbal modes of communication offered by the participant that were observed during the course of the interaction between the researcher and respondent. Bogdan and Bilkin (2003) state that personal logging "helps the researcher to keep track of the development of the project" (p. 74). Third, the researcher compiled all of the data and started the analysis process, with the ultimate goal of drawing conclusions about the factors that influence employee morale of full-time, live-in professional staff at two single-gender institutions of higher education. Together, all of this information, both qualitative and quantitative, was utilized to draw important conclusions about the factors that influence the morale of full-time, live-in professional staff.

**Description of Data Analysis Methods**

The phenomenological approach to qualitative research was utilized to substantiate this research study. Employee morale is a phenomenon that deserves probing. "Phenomenologists focus on describing what all participants have in common
as they experience a phenomenon. The basic purpose of phenomenology is to reduce individual experiences with a phenomenon to a description of the universal essence” (Creswell, 2007, p. 58). For the study of employee morale, the research allowed for an understanding of how a group of full-time, live-in professional staff experience morale as it relates to the comprehensive work environment. Utilizing “philosophical assumptions [in qualitative research] consists of a stance toward the nature of reality, how the researcher knows what she or he knows, the role of values in the research and the methods used in the process” (Creswell, 2007, p. 16). As a result of this research study, it was expected that other institutions of higher education would have a better understanding of how various factors influenced employee morale and to what extent morale was affected.

The data presented based upon the research investigation were merely a representation of an experience. In order to appropriately capture the essence of the experience, there were several steps that must be followed in order to create an appropriate representation of the data. Based upon the literature as described by Creswell (2007), the phenomenological representation of the data was presented as follows, in steps:

1. First describe personal experiences within the phenomenon under study. The researcher begins with a full description of his or her own experience of the phenomenon. This is an attempt to set aside the researcher’s personal experiences so that the focus can be directed to the participants in the study.
2. Develop a list of significant statements. The researcher then finds statements about how individuals are experiencing the topic, lists these significant statements and treats each as having equal worth, and works to develop a list of nonrepetitive, nonoverlapping statements.

3. Take the significant statements and then group them into larger units of information, called 'meaning units' or themes.

4. Write a description of 'what' the participants in the study experienced with the phenomenon. This is called a 'textural description' of the experience—what happened—and includes verbatim examples.

5. Next write a description of 'how' the experience happened. This is called 'structural description,' and the inquirer reflects on the setting and context in which the phenomenon was experienced.

6. Finally, write a composite description of the phenomenon incorporating both the 'textural' and 'structural' descriptions. This passage is the 'essence' of the experience and represents the culminating aspect of a phenomenological study. It is typically a long paragraph that tells the reader 'what' the participants experienced with the phenomenon and 'how' they experienced it.

(p. 159)

The primary data analysis was the storytelling component of the research study and provided detailed insight of what and how various factors influenced employee morale of full-time, live-in professional staff at two single-gender institutions of higher
education. Additionally, a quantitative survey served as a secondary source of information that further substantiated the significance of this research.

Summary

Conducting interviews and reviewing the literature were all data-rendering sources that told a story related to the initial problem or inquiry. By administering a survey, quantitative information was produced that provided additional substantiation of the significance of this study. Such information created an even greater foundation for adding new knowledge and facts to understanding the factors that influence employee morale. Based upon information that was rendered as a result of the research inquiry, it was important to establish credibility of the data that were developed. According to Eisner (1991), it is important to "seek a confluence of evidence that breeds credibility that allows us to feel confident about our observations, interpretations and conclusions" (p. 110). The data presented a persuasive argument that the original research questions were worthy of investing time and effort to answer. "Rich, thick description allows readers to make decisions regarding transferability . . . with such detailed description, the researcher enables readers to transfer information to other settings and to determine whether the findings can be transferred ‘because of shared characteristics’" (Erlandson, Harris, Skipper, & Allen, 1993, p. 32).
CHAPTER V

ANALYSIS OF THE DATA/RESULTS

The critical findings from this study, which involved the factors that influence employee morale at two single-gender institutions of higher education, were outlined in detail in the following sections. The results were analyzed as a means to determine the specific personal and professional variables that influence employee morale and satisfaction within the profession. The results substantiated and expounded upon to what degree of significance a relationship existed between the independent and dependent variables. The results also underscored if there were variables in addition to the independent variables that provided significant influence to an employee's level of morale. The following sections of this chapter analyzed the data in three data analysis sections: demographic, quantitative, and qualitative.

Analysis of Demographic Data

The survey participants' demographic data were analyzed utilizing descriptive statistics. A total of 13 respondents participated in the quantitative portion of this study by providing responses to a survey composed of 39 items. Participants were diverse in their gender, age, years of experience, and levels of degrees earned. After analyzing the demographic information, it was determined that the majority of the respondents could be identified as follows: male ($n = 9$), between 25 and 36 years of age ($n = 4$), served more than 4 years ($n = 5$), and held a Master's degree ($n = 5$). A more in-depth analysis of the
participants' demographic data was described in the following tables, which provided a greater perspective of the respondents involved with the study.

**Gender**

As it related to the study of employee morale of full-time, live-in professional staff, there were a total of thirteen respondents to the inquiry regarding gender. Table 1 indicates that of the respondents, nine were male, and four were female.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>9</td>
<td>69.0</td>
<td>69.0</td>
<td>69.0</td>
</tr>
<tr>
<td>Female</td>
<td>14</td>
<td>31.0</td>
<td>31.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

**Race/Ethnicity**

As it related to the study of employee morale of full-time, live-in professional staff, there were a total of thirteen respondents to the inquiry regarding race/ethnicity. Table 2 indicates that of the respondents, all 13 identified their race/ethnicity as that of African American. As such, the racial/ethnic background of the respondents was constant.
Table 2

Participants by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian/White</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>African American/Black</td>
<td>13</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
</tr>
<tr>
<td>American Indian</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Years of Experience

As it related to the study of employee morale of full-time, live-in professional staff, there were a total of 13 respondents to the inquiry regarding years of experience. Table 3 indicates that of the respondents, three had one year or less of experience; four had one to two years of experience; and six had more than four years of experience.
Table 3

Participants by Years of Experience

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 1 year</td>
<td>3</td>
<td>23.0</td>
<td>23.0</td>
<td>23.0</td>
</tr>
<tr>
<td>1 - 2 years</td>
<td>4</td>
<td>31.0</td>
<td>31.0</td>
<td>54.0</td>
</tr>
<tr>
<td>2 - 3 years</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>54.0</td>
</tr>
<tr>
<td>3 - 4 years</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>54.0</td>
</tr>
<tr>
<td>More than 4 years</td>
<td>6</td>
<td>46.0</td>
<td>46.0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

Level of Degrees Earned

As it related to the study of employee morale of full-time, live-in professional staff, there was a total of 13 respondents to the inquiry regarding the levels of degrees earned. Table 4 indicates that of the respondents, five held a Bachelor’s degree; and eight held a Master’s degree.

Table 4

Participants by Level of Degrees Earned

<table>
<thead>
<tr>
<th>Level of Degrees Earned</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's Degree</td>
<td>5</td>
<td>38.0</td>
<td>38.0</td>
<td>38.0</td>
</tr>
<tr>
<td>Certification</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>38.0</td>
</tr>
</tbody>
</table>

(continued)
Table 4 (continued)

<table>
<thead>
<tr>
<th>Level of Degrees Earned</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master's Degree</td>
<td>8</td>
<td>62.0</td>
<td>62.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Specialist’s Degree</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Doctoral Degree</td>
<td>0</td>
<td>46.0</td>
<td>46.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

**Salary**

As it related to the study of employee morale of full-time, live-in professional staff, there was a total of 13 respondents to the inquiry regarding salary. Table 5 indicates that of the respondents, two earned a salary between $18,000.00 and $22,000.00, two earned a salary between $26,000.01 and $30,000.00, five earned a salary between $30,000.01 and $34,000.00, and four earned a salary of more than $34,000.00.

Table 5

*Participants by Salary*

<table>
<thead>
<tr>
<th>Salary</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>$18,000.00 - $22,000.00</td>
<td>2</td>
<td>15.0</td>
<td>15.0</td>
<td>15.0</td>
</tr>
<tr>
<td>$22,000.01 - $26,000.00</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>15.0</td>
</tr>
<tr>
<td>$26,000.01 - $30,000.00</td>
<td>2</td>
<td>15.0</td>
<td>15.0</td>
<td>30.0</td>
</tr>
<tr>
<td>$30,000.01 - $34,000.00</td>
<td>5</td>
<td>39.0</td>
<td>39.0</td>
<td>69.0</td>
</tr>
<tr>
<td>More than $34,000.00</td>
<td>4</td>
<td>31.0</td>
<td>31.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
As it related to the study of employee morale of full-time, live-in professional staff, there was a total of 13 respondents to the inquiry regarding age. Table 6 indicates that of the respondents, two were between 19 and 24 years of age, six were between 25 and 30 years of age, two were between 31 and 36 years of age, one was between 37 and 42 years of age, and two were more than 42 years of age.

Table 6

*Participants by Age*

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 - 24 years</td>
<td>2</td>
<td>15.0</td>
<td>15.0</td>
<td>38.0</td>
</tr>
<tr>
<td>25 - 30 years</td>
<td>6</td>
<td>47.0</td>
<td>47.0</td>
<td>38.0</td>
</tr>
<tr>
<td>31 - 36 years</td>
<td>2</td>
<td>15.0</td>
<td>15.0</td>
<td>100.0</td>
</tr>
<tr>
<td>37 - 42 years</td>
<td>1</td>
<td>8.0</td>
<td>8.0</td>
<td>100.0</td>
</tr>
<tr>
<td>More than 42 years</td>
<td>2</td>
<td>15.0</td>
<td>15.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

As it related to the study of employee morale of full-time, live-in professional staff, there was a total of 13 respondents to the inquiry regarding marital status. Table 7 indicates that of the respondents, twelve were single; and one was married.
Table 7

*Participants by Marital Status*

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>12</td>
<td>92.0</td>
<td>92.0</td>
<td>92.0</td>
</tr>
<tr>
<td>Married</td>
<td>1</td>
<td>8.0</td>
<td>8.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Widowed</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Separated</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Divorced</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Support Systems**

As it related to the study of employee morale of full-time, live-in professional staff, there was a total of thirteen respondents to the inquiry regarding support systems. Table 8 indicates that of the respondents, one viewed Facilities/Maintenance Support as the most important support system, five viewed Campus Safety/Campus Security as the most important support system, four viewed Administrative Support from Senior Leadership as the most important support system, and three viewed Administrative Support from Colleagues as the most important support system.
Table 8

Participants by Support Systems

<table>
<thead>
<tr>
<th>Support Systems</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities/Maintenance Support</td>
<td>1</td>
<td>8.0</td>
<td>8.0</td>
<td>8.0</td>
</tr>
<tr>
<td>Campus Safety/Campus Security</td>
<td>5</td>
<td>38.0</td>
<td>38.0</td>
<td>46.0</td>
</tr>
<tr>
<td>Counseling Services for Students</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>46.0</td>
</tr>
<tr>
<td>Health Services for Students</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>46.0</td>
</tr>
<tr>
<td>Administrative Support from Senior Leadership</td>
<td>4</td>
<td>31.0</td>
<td>31.0</td>
<td>77.0</td>
</tr>
<tr>
<td>Administrative Support from Colleagues</td>
<td>3</td>
<td>23.0</td>
<td>23.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Student Conduct Incidents

As it related to the study of employee morale of full-time, live-in professional staff, there was a total of 13 respondents to the inquiry regarding the number of student conduct incidents. Table 9 indicated that of the respondents, ten reported between 25 and 50 incidents, one reported between 50 and 75 incidents, one reported between 75 and 100 incidents, and one reported more than 150 incidents.
Table 9

Participants by Student Conduct Incidents

<table>
<thead>
<tr>
<th>Student Conduct Incidents</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 - 50 incidents</td>
<td>10</td>
<td>76.0</td>
<td>76.0</td>
<td>76.0</td>
</tr>
<tr>
<td>50 - 75 incidents</td>
<td>1</td>
<td>8.0</td>
<td>8.0</td>
<td>84.0</td>
</tr>
<tr>
<td>75 - 100 incidents</td>
<td>1</td>
<td>8.0</td>
<td>8.0</td>
<td>92.0</td>
</tr>
<tr>
<td>100 - 125 incidents</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>92.0</td>
</tr>
<tr>
<td>125 - 150 incidents</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>92.0</td>
</tr>
<tr>
<td>More than 150 incidents</td>
<td>1</td>
<td>8.0</td>
<td>8.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Analysis of Quantitative Data

As a means to determine whether or not a statistically significant relationship existed between the independent and dependent variables, the product moment correlation coefficient, also known as the Pearson r, was utilized to analyze the data collected during this study; the variables were expressed as continuous interval data, which prompted the application of the Pearson r in determining correlations. Further, the researcher found that when comparing multiple variables, the Pearson r most often resulted in the most precise and reliable determination of correlation. Specifically speaking, the Pearson r was utilized to determine the degree of relationship between the dependent variable of employee morale and the independent variables of the following: workload, employee recognition, staff camaraderie, staff professional development,
residential climate, leadership style of the supervisor and stress. The researcher utilized
the t-test to determine whether gender was significantly different at a select level of
probability to employee morale. An analysis of the data was shared in the following
section; the outcomes were discussed extensively after the re-stating of each research
question.

RQ1: What influence does workload have on the morale of full-time, live-in
professional staff?

Workload

The data suggest that no statistically significant relationship existed between
workload and employee morale. In Table 10, the data reveal that the observed
probability value for workload was greater than the significance level of .05, which
indicated no relationship between workload and employee morale existed. Thus, the
researcher failed to reject the null hypothesis.

Table 10

Correlation: Workload and Employee Morale

<table>
<thead>
<tr>
<th>Employee Morale</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workload</td>
<td>-.029</td>
<td>.223</td>
<td>13</td>
</tr>
<tr>
<td>Morale</td>
<td>1</td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

RQ2: How does employee recognition influence the morale of full-time, live-in
professional staff?
Employee Recognition

The data suggest that no statistically significant relationship existed between employee recognition and employee morale. In Table 11, the data reveal that the observed probability value for employee recognition was greater than the significance level of .05, which indicated no relationship between employee recognition and employee morale existed. Thus, the researcher failed to reject the null hypothesis.

Table 11

Correlation: Employee Recognition and Employee Morale

<table>
<thead>
<tr>
<th>Employee Morale</th>
<th>Employee Recognition</th>
<th>Employee Morale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>-.179</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.558</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>13</td>
<td>13</td>
</tr>
</tbody>
</table>

RQ3: Is there a difference in the morale of male and female staff?

Gender

The data reveal that male and female respondents exhibited different levels of employee morale. In Table 12, the group statistics of the respondents' gender are analyzed, while in Table 13, the observed probability value for the Levene’s Test was greater than .05. Thus, the top row of the t-test statistics was utilized. The observed t statistic was -3.168, while its observed probability was .009.
Table 12

*Group Statistics: Gender of Participants*

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Standard Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Morale</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>9</td>
<td>11.2222</td>
<td>3.49205</td>
<td>1.16402</td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
<td>17.2500</td>
<td>2.06155</td>
<td>1.03078</td>
</tr>
</tbody>
</table>

Table 13

*Independent Samples Test: Gender of Participants*

<table>
<thead>
<tr>
<th>Levene's Test for Equality of Variances</th>
<th>Equal Variances Assumed</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levene's F Sig</td>
<td>F 1.905 195</td>
<td>T -3.168 11</td>
</tr>
<tr>
<td>Std. Mean Error Diff. Diff.</td>
<td></td>
<td>Lower 95% Conf.</td>
</tr>
</tbody>
</table>

Since the observed probability was less than .05, the data revealed that there was a statistically significant difference between male and female respondents. Thus, the researcher successfully rejected the null hypothesis.

**RQ4:** How does staff camaraderie influence the morale of full-time, live-in professional staff?
Staff Camaraderie

The data suggest that a statistically significant relationship existed between staff camaraderie and employee morale. In Table 14, the data reveal that the observed probability value for employee recognition was less than the significance level of .05, which indicated that a significant relationship between staff camaraderie and employee morale existed. Based upon the data, a strong sense of belonging and support from colleagues played a pivotal role in the level of morale exhibited by the full-time, live-in professional staff. Thus, the researcher successfully rejected the null hypothesis.

Table 14

*Correlation: Staff Camaraderie and Employee Morale*

<table>
<thead>
<tr>
<th></th>
<th>Staff Camaraderie</th>
<th>Employee Morale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Morale</td>
<td>Pearson Correlation: -0.763</td>
<td>1.000</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>0.002</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>13</td>
<td>13</td>
</tr>
</tbody>
</table>

RQ5: How does staff professional development influence the morale of full-time, live-in professional staff?

Staff Professional Development

The data suggest that no statistically significant relationship existed between staff professional development and employee morale. The data reveal that the observed probability value for staff professional development was greater than the significance
level of .05, which indicated no relationship between staff professional development and employee morale existed; therefore, staff professional development would not have a significant influence on employee morale (see Table 15). Thus, the researcher failed to reject the null hypothesis.

Table 15

*Correlation: Staff Professional Development and Employee Morale*

<table>
<thead>
<tr>
<th>Staff Professional Development</th>
<th>Employee Morale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>-.179</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.558</td>
</tr>
<tr>
<td>N</td>
<td>13</td>
</tr>
</tbody>
</table>

RQ6: What influence does residential climate have on the morale of full-time, live-in professional staff?

**Residential Climate**

The data suggest that a statistically significant relationship existed between residential climate and employee morale. The data reveal that the observed probability value for residential climate was less than the significance level of .05, which indicated that a significant relationship between residential climate and employee morale existed. Based upon these results, it was concluded that the aura and environment of the residential climate greatly influenced the level of employee morale exhibited by a full-
time, live-in professional staff (see Table 16). Thus, the researcher successfully rejected the null hypothesis.

Table 16

**Correlation: Residential Climate and Employee Morale**

<table>
<thead>
<tr>
<th></th>
<th>Residential Climate</th>
<th>Employee Morale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Morale Pearson Correlation</td>
<td>-.755</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.003</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>13</td>
<td>13</td>
</tr>
</tbody>
</table>

**RQ7:** How does the leadership style of the supervisor influence the morale of the full-time, live-in professional staff?

**Leadership Style of the Supervisor**

The data suggest that a statistically significant relationship existed between the leadership style of the supervisor and employee morale. In Table 17, the data reveal that the observed probability value for the leadership style of the supervisor was less than the significance level of .05, which indicated that a significant relationship between the leadership style of the supervisor and employee morale existed. Because there was a positive relationship between the two variables, it was predicted that when the educational leader had a positive influence on the full-time, live-in professional staff, the chances for high employee morale would be greatly increased. Thus, the researcher successfully rejected the null hypothesis.
Table 17

**Correlation: Leadership Style of the Supervisor and Employee Morale**

<table>
<thead>
<tr>
<th></th>
<th>Leadership Style</th>
<th>Employee Morale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Morale</td>
<td>Pearson Correlation</td>
<td>-.542</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.055</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>13</td>
</tr>
</tbody>
</table>

RQ8: What influence does stress have on the morale of full-time, live-in professional staff?

**Stress**

The data suggest that no statistically significant relationship existed between stress and employee morale. In Table 18, the data reveal that the observed probability value for stress was greater than the significance level of .05, which indicated no relationship between stress and employee morale existed; therefore, stress did not have a significant influence on employee morale. Thus, the researcher failed to reject the null hypothesis.

Table 18

**Correlation: Stress and Employee Morale**

<table>
<thead>
<tr>
<th></th>
<th>Stress</th>
<th>Employee Morale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Morale</td>
<td>Pearson Correlation</td>
<td>-.454</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.119</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>13</td>
</tr>
</tbody>
</table>
RQ9: What influence does employee expectations have on the morale of full-time, live-in professional staff?

Employee Expectations

The data suggest that no statistically significant relationship existed between employee expectations and employee morale. In Table 19, the data reveal that the observed probability value for employee expectations was greater than the significance level of .05, which indicated no relationship between employee expectations and employee morale existed; therefore, employee expectations did not have a significant influence on employee morale. Thus, the researcher failed to reject the null hypothesis.

Table 19

Correlation: Employee Expectations and Employee Morale

<table>
<thead>
<tr>
<th>Employee Morale</th>
<th>Employee Expectations</th>
<th>Employee Morale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>-.297</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.325</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>13</td>
<td>13</td>
</tr>
</tbody>
</table>

RQ10: What is the relationship between Marital Status and the morale of full-time, live-in professional staff?

Marital Status

The data suggest that no statistically significant relationship existed between marital status and employee morale. The data reveal that the observed probability value
for marital status was greater than the significance level of .05, which indicated that no relationship between marital status and employee morale existed; therefore, marital status did not have a significant influence on employee morale (see Table 20). Thus, the researcher failed to reject the null hypothesis.

Table 20

**Correlation: Marital Status and Employee Morale**

<table>
<thead>
<tr>
<th></th>
<th>Marital Status</th>
<th>Employee Morale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Morale</td>
<td>Pearson Correlation</td>
<td>.188</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.653</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>13</td>
</tr>
</tbody>
</table>

RQ11: What is the relationship between years of experience and the morale of full-time, live-in professional staff?

**Years of Experience**

The data suggest that no statistically significant relationship existed between years of experience and employee morale. In Table 21 the data reveal that the observed probability value for years of experience was greater than the significance level of .05, which indicated no relationship between years of experience and employee morale existed; therefore, years of experience did not have a significant influence on employee morale. Thus, the researcher failed to reject the null hypothesis.
Table 21

*Correlation: Years of Experience and Employee Morale*

<table>
<thead>
<tr>
<th>Employee Morale</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.133</td>
<td>.665</td>
<td>13</td>
</tr>
</tbody>
</table>

**RQ12: What is the relationship between salary and the morale of full-time, live-in professional staff?**

**Salary**

The data suggest that a statistically significant relationship existed between salary and employee morale. In Table 22, the data reveal that the observed probability value for salary was less than the significance level of .05, which indicated that a significant relationship between salary and employee morale existed. Because there was a positive relationship between the two variables, it was predicted that when the expected salary was received, the chances for high employee morale would be greatly increased. Thus, the researcher successfully rejected the null hypothesis.
Table 22

Correlation: Salary and Employee Morale

<table>
<thead>
<tr>
<th>Employee Morale</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary</td>
<td>.610</td>
<td>.027</td>
<td>13</td>
</tr>
<tr>
<td>Employee Morale</td>
<td>1</td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

RQ13: What is the relationship between age and the morale of full-time, live-in professional staff?

Age

The data suggest that no statistically significant relationship existed between age and employee morale. In Table 23, the data reveal that the observed probability value for age was greater than the significance level of .05, which indicated that no relationship between age and employee morale existed; therefore, age did not have a significant influence on employee morale. Thus, the researcher failed to reject the null hypothesis.

Table 23

Correlation: Age and Employee Morale

<table>
<thead>
<tr>
<th>Employee Morale</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>.336</td>
<td>.262</td>
<td>13</td>
</tr>
<tr>
<td>Employee Morale</td>
<td>1</td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>
RQ14: What is the relationship between the availability of support systems for full-time, live-in professional staff and the morale of full-time, live-in professional staff?

**Availability of Support Systems**

The data suggest that no statistically significant relationship existed between the availability of support systems and employee morale. In Table 24, the data reveal that the observed probability value for the availability of support systems was greater than the significance level of .05, which indicated that no relationship between the availability of support systems and employee morale existed; therefore, the availability of support systems did not have a significant influence on employee morale. Thus, the researcher failed to reject the null hypothesis.

<table>
<thead>
<tr>
<th></th>
<th>Support Systems</th>
<th>Employee Morale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Employee Morale</strong></td>
<td>Pearson Correlation</td>
<td>-.246</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.418</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>13</td>
</tr>
</tbody>
</table>

RQ15: What is the relationship between the number of student conduct incidents and the morale of the full-time, live-in professional staff?
Number of Student Conduct Incidents

The data suggest that no statistically significant relationship existed between the number of student conduct incidents and employee morale. In Table 25, the data reveal that the observed probability value for the number of student conduct incidents was greater than the significance level of .05, which indicated that no relationship between the number of student conduct incidents and employee morale existed; therefore, the number of student conduct incidents did not have a significant influence on employee morale. Thus, the researcher failed to reject the null hypothesis.

Table 25

Correlation: Number of Student Conduct Incidents and Employee Morale

<table>
<thead>
<tr>
<th>Employee Morale</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Conduct</td>
<td>.005</td>
<td>.986</td>
<td>13</td>
</tr>
<tr>
<td>Employee Morale</td>
<td>1</td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

Analysis of the Qualitative Data

In an attempt to underscore the quantitative findings, the researcher conducted seven interviews at Institution A. Two interviews involved current full-time, live-in professional staff with one to three years of experience, two interviews involved current full-time, live-in professional staff with four to six years of experience, two interviews involved former full-time, live-in professional staff no longer employed by Institution A, and one interview involved the educational leader of the full-time, live-in professional
analyses of the responses provided by the interviewees were discussed in the section to follow. The responses were centered around each of the research questions and helped to substantiate the phenomenon of being a full-time, live-in professional staff, particularly at a single-gender institution of higher education.

Workload

RQ1: What influence did workload have on the morale of full-time, live-in professional staff?

Participants of this study were very candid as it pertained to the workload of the position of being a full-time, live-in professional staff. Based upon the individual experiences, the responses were varying and provided an in-depth perspective.

Participant C2 stated:

One of the things that I didn't expect, especially being an [Institution A] alum or student of [Institution A] was the behind-the-scenes things that happen. So, I learned from the outside, everything seemed to go smooth, there were no problems, everyone seemed to know what they were doing, held their own, but when I actually became an employee, I saw that it was actually a lot different than what I imagined, and it takes a lot of hard work, and it takes a lot of departments to run a single department. (Personal communication, February 27, 2013)

As it related to the authority of a full-time, live-in professional staff, this task in any sense was daunting because of the fact that a subordinate surrendered to the will of the supervisors. Participant C4 stated:
We have so many young males who are from single-parent homes, and how they react to authority, especially from an older male, that was one of the biggest surprises, and that was something that I actually had to adjust to when I got here as far as the tone of my voice when I give a demand or talk to the guys. (Personal communication, March 6, 2013)

Understanding the amount of work required to fulfill the responsibilities of being a full-time, live-in professional staff was eye-opening and provided the opportunity for readers to gain a perspective of the lived experience of those that select this profession. With this perspective came both positive and negative insight as well as important lessons regarding an employee’s motivation to perform based upon the amount of work required to fulfill the expectations associated with the position. An employee’s motivation and drive to succeed greatly influenced the success of the organization. Participant Fl stated:

I think what was not expected at the institution was the amount of work; the workload was more than I expected. I think that there wasn’t as much support as I thought I would get in the beginning, and that was frustrating. What I mean about support is resources from the institution and different areas of the institution itself. I think also going to another institution, not going to an institution as such that we are talking about today, also helped me. I did not expect the family atmosphere that was at the institution. The previous institution that I had attended was all business-oriented, and not to say that this institution is not a business-oriented enterprise, but it was more family-based where people cared about you,
your well-being, your health, things like that, and I thought I was part of a bigger family while I was there at the institution. (Personal Communication, February 28, 2013)

To this regard, further details were provided by Participant C2:

I didn’t know that the RDs had to deal with the financial aid issues that we have to deal with; I didn’t know that they had to closely deal with things that really weren’t housing-related, well, it was housing-related, but it really wasn’t our department that dealt with it for the most part, but we were still, we still had to do some of the things that were not directly related to our department. And, I guess, just this job, the RD that I had just made it look so easy, but in reality, they really had to do a lot, especially in a freshman hall; like I am in a freshman hall, so you have to do a twenty-four hour job. It didn’t seem that difficult, I guess, when I was an RA, when I didn’t have all of the responsibilities. When something went wrong, I went to my RD, but now, I’m the person that everyone goes to, so it was a little shocking, I guess. It was a real eye-opener for me. (Personal Communication, February 27, 2013)

**Employee Recognition**

**RQ2:** How did employee recognition influence the morale of full-time, live-in professional staff?

Employee recognition was not a significant factor in determining the morale of full-time, live-in professional staff, but it did have an influence. Based upon the
feedback, there was not a substantial amount of information revealed relating to employee recognition, but according to Participant C3:

As it relates to things, in terms of compensation, in terms of employee benefits, those would be the things that I am not satisfied with, given the rough economic time. I think that is something that all, that a lot of employees are dealing with, in terms of raises, in terms of getting what they feel they deserve for the amount of work or the time that they spend at an institution. (Personal communication, February 26, 2013)

According to Participant F2, with not as favorable of an impression:

It seemed as if they (other non-full-time, live-in professional staff) seemed as if they did not want to understand what I was going through as a live-in staff member or didn’t care to understand, and that kind of left me a little frustrated. (Personal communication, March 6, 2013)

In understanding job satisfaction, the frustrations of the position dampened morale and subsequently caused employees to become less content with the position and roles therein, which had the potentially to cause ineffectiveness.

Gender

RQ3: Was there a difference in the morale of male and female staff?

The qualitative structure of this research study did not include responses from female participants, but the male participants certainly provided an interesting perspective as it related to understanding the role of gender in the morale of full-time, live-in professional staff. Participant F1 stated:
One of my passions in higher education, and one of the things that I want to do in the future is really work on African American male students and their engagement, their involvement and what they do on college campuses. It was everything that I had wished for; examples would be as an RD, students would come into my office and talk to me about different things such as identity issues, they would talk to me about academic issues, they would talk to me about issues with family, personal, financial, things like that, and I sometimes would feel like a father, mentor, teacher. (Personal communication, February 28, 2013)

As it related to morale and being a full-time, live-in professional staff, Participant C4 stated:

I think it’s actually great because not only am I able to relate to them, but I can relate to them and then also give a glimpse of what to expect in the future. That’s from graduating from college, that’s from going out and getting a job, from meeting women, from family issues and stuff like that. (Personal communication, March 6, 2013)

To further substantiate the male perspective on being a full-time, live-in professional staff, Participant C3 stated:

It has been said that females can be nurturing. So it can be a bit of a challenge, or you have to kind of go about things a different way as it relates to being a male working with other minority or African American males. There is a sense of toughness that has to exist, there is a sense of confidence that has to exist, there is a sense or way of how you have to carry yourself in terms of doing your job, so as
it relates just to morale, you have to kind of go to a different level or find a different pick-me-up or sense to have that positive morale because you may not get that. In terms of where you may get nurturing spirits from females or working at other institutions, that may not always be the case working even with all males and certainly males. So you have to provide that nurturing spirit, which is something that most men aren’t used to. So, it changes your perspective in terms of where you get your morale from, where you get your inspiration, your pick-me-up, you know, so that changes when there’s males working with males. (Personal communication, February 26, 2013)

**Staff Camaraderie**

RQ4: How did staff camaraderie influence the morale of full-time, live-in professional staff?

In order to have the highest level of morale, it was important to have a level of staff camaraderie that existed. According to Participant F1:

I did not expect the family atmosphere that was at the institution. The previous institution that I attended was all business-oriented, and not to say that this institution is not a business-oriented enterprise, but it was more family-based where people cared about you, your well-being, your health, things like that, and I thought I was part of a bigger family while I was there at the institution. (Personal communication, February 28, 2013)
Participant C3 stated:

I think that we, especially working as a live-in staff member, we’ve gotten the chance to know each other on a different basis than that of a nine-to-five when you leave and you go to your own home environment, and then you come back and deal with your co-workers. We’ve had to deal with each other on a more personal level because we all live in the same environment, so I think our morale takes a little bit more of a hit because we rely on each other, we depend on each other, we see each other day-in and day-out almost. And then one of the things about a traditional institution, a lot of our professional development comes from each other, a lot of our ideas come from each other, a lot of our dependencies come from working with each other, so when a staff member does not pull their weight, we tend to take it a little bit more personal. And once again, especially working with all males, it becomes even more personal because you try to figure out how we should handle it. (Personal communication, February 26, 2013)

**Staff Professional Development**

RQ5: How did staff professional development influence the morale of full-time, live-in professional staff?

In terms of professional development, this opportunity allowed colleagues to come together and share ideas, insight and wisdom as it related to the profession of being a full-time, live-in professional staff. Participant C3 stated:

It’s a little harder to gain morale because it’s not just let’s have a professional development and everything will be okay or let’s go on a workshop because I’m
constantly with these guys day-in and day-out, if that makes sense. So my morale tends to take a little bit more of a hit with the live-in position, so it’s a little lower these days. (Personal communication, February 26, 2013)

Further, in gaining a perspective from the educational leader, Participant E1 stated:

I put my money where my mouth is, and what that means is, I certainly talk a lot about professional development, so I put my energy and time into making sure of its presence in the department or in the unit, so I chair the professional development and training team, which consists of live-in staff. So, yeah, I chair that team, and we meet weekly to look at ways to not only engage the full-time staff but also the student staff. A lot of our time is spent on what do we need to do to enhance the experience of the professional staff, and that’s through in-service, site visits, you know, presentations from leaders in the field to articles and also encouraging the staff to present at various conferences – regional, etc. And all of that is what we discuss in the professional development or training and development meetings, so I put a lot of emphasis and time on that even though I am the [educational leader]. (Personal communication, February 22, 2013)

Residential Climate

RQ6: What influence did residential climate have on the morale of full-time, live-in professional staff?

In understanding the significance of the residential climate for a full-time, live-in professional staff, Participant F2 stated:
A lot of people think that it’s some type of position where you get free housing or get a free meal plan, or things like that. But students tend to see through all that, and that’s when you lose respect of your residents because they can’t understand why you’re in the position. It’s not a high-paying job, but it’s a rewarding job. It’s not a job for everyone, but I do commend those who assume the position because it’s not easy. (Personal communication, March 6, 2013)

Participant F1 stated:

The traditions that we had at [Institution A] and in the hall were very meaningful because it would be alumni from the hall coming back to visit their brothers; it was a brotherhood. I knew that I wasn’t alone because there were other people that cared for the new class. And so that was great to see that these students really cared about their brothers. (Personal communication, February 28, 2013)

**Leadership Style of the Supervisor**

RQ7: How did the leadership style of the supervisor influence the morale of the full-time, live-in professional staff?

Participants of this study provided a strong, positive and consistent response as it related to the leadership style of the supervisor. Participant C4 stated:

I would say that my supervisor’s leadership style is very unique for me because it allows me to not only achieve his expectations but to also make my own expectations and be able to talk to him about some of the expectations that I have for myself, and we are able to bring them together, and he is able to allow me to
Participant C3 agreed by saying that:

There’s a lot of freedom in his style; in his leadership style, there is a lot of autonomy. There’s a lot of trust, as it relates to us that we will do our job. He doesn’t micromanage; he more so gives us a task and allows us to run with it, as long as it is in line with what he needs to be done at the end of the day. It doesn’t matter how we do it, just as long as we do it. (Personal communication, February 26, 2013)

In terms of how the leadership style of the supervisor was a boost for morale, Participant F1 remarked:

There were many times that there was no money for professional development, but he would always find ways for me to do things because he knew how important it was for me, and that would actually help my morale too, I think and being satisfied with my job because when I saw that he did that, it was meaningful that he cared about my future. (Personal communication, February 28, 2013)

Participant C2 stated:

It’s like a combination, and it depends upon what is going on, as to which leadership style we get. Sometimes, he’s real democratic, so you have the democratic leadership style, where, you know, he looks for a response from all the RDs or all of the RAs, and we sit and talk and discuss about plans that could work, and implementing this and that. So sometimes, or most times, we have a
say so in what goes on in our job description, in what goes on in our day-to-day tasks, but there are sometimes, being the [educational leader], when he is getting orders from, you know, his higher ups; sometimes, his leadership is sort of like a dictatorship, as in what needs to be done, has to be done and has to be done in a certain way. So there’s that, but it doesn’t happen as often as we getting to make our own decisions and getting to sit and make decisions with each other. But I also think [educational leader] is passionate and very funny. His leadership style, he’s charismatic, so a lot of the RDs and a lot of the RAs, they like him, they like his attitude and his spunk, even though he is around fifty (years old). He’s getting up there, but he still has a lot of energy, and I think the staff are inspired by his energy and him being willing to work, and, you know, change, which I really appreciate from him. Being his age, but being still willing to change to stuff that he has not even heard of before or used to, he is all for positive change, so I feed off his positive energy, so I really appreciate his leadership styles. (Personal communication, February 27, 2013)

The educational leader was able to employ his skills through situational leadership to provide a working environment that provided for high levels of morale as well as instruction on how to most effectively perform within the role as a full-time, live-in professional staff.

Summary

Based upon the analysis of demographic, quantitative and qualitative information, the results of this mixed-methods study provided the researcher with significant findings
that underscored the particular variables that had a correlation with the morale of full-time, live-in professional staff. A quantitative analysis of the data found that gender, staff camaraderie, residential climate, leadership style of the supervisor and salary had a statistically significant relationship with the dependent variable—employee morale. Overall, the findings showcased that there was a significantly positive relationship between these variables and employee morale. On the contrary, there was not a significant relationship between the following independent variables and employee morale: workload, employee recognition, staff professional development, stress, employee expectations, marital status, years of experience, age, the availability of support systems, and the number of student conduct incidents.

The qualitative data verified the quantitative findings. The findings from the interviews revealed mixed viewpoints related to the impact of workload, employee recognition, gender, staff camaraderie, staff professional development, residential climate and the leadership style of the supervisor. However, specifically referring to workload, this was one of the areas that surprised the full-time, live-in professional staff pertaining to the expectations of workload versus the reality of workload. Many of the interviewees shared information and opinions that substantiated the significance of staff camaraderie, residential climate, leadership style and salary, with the most consistent emphasis being placed on the leadership style of the supervisor and the least emphasis being placed on salary. Additional themes that emerged from the study included the full-time, live-in professional staff position being a 24-hour day/seven days a week role that required a major sacrifice of time in order to be effective in the profession. Also, the desire of the
full-time, live-in professional staff to make a positive difference and impact on the lives of students was a reoccurring theme that was extracted from the study.
CHAPTER VI
FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The findings from this study did not provide for a cause and effect relationship, but the results did indicate that there were multiple variables that were statistically significant and related to the employee morale of full-time, live-in professional staff. An analysis of the data found that there were significantly positive relationships between the independent variables of gender, staff camaraderie, residential climate, leadership style of the supervisor and salary and the dependent variable of employee morale. An analysis of the qualitative data also substantiated these findings and also found that the sacrifice of time and the desire to make a positive impact and difference in the lives of residential students were emerging themes as a result of the qualitative data analysis.

Findings

The resulting findings from this study were very significant and provided confirmation for many of the researcher's initial assumptions. In specifically referencing Institution A and not Institution B, an analysis of the demographic data showed that more males were employed as full-time, live-in professional staff. More than three-quarters of the participants were age 25 years or older, two were between 19 and 24 years of age, six were between 25 and 30 years of age, two were between 31 and 36 years of age, one was between 37 and 42 years of age, and two were more than 42 years of age. This suggested that a greater level of maturity existed among the staff because they had the opportunity
to engage in more experiences in preparation for being professional staff and mentors for traditional college-aged students. The findings also demonstrated that all of the participants held at least a Bachelor’s degree from a four-year college, with nearly two-thirds of the participants also holding a Master’s degree. This finding suggested that the full-time, live-in professional staff were equipped with the necessary knowledge base to be able to manage and operate a residential facility and facilitate the desired living-learning outcomes expected on college campuses.

There was only a significant relationship between gender, staff camaraderie, residential climate, leadership style of the supervisor and salary. The researcher was able to suggest that employee morale would be enhanced as a result of the sense of belonging between colleagues, and most notably, by the participants’ sense that they were being mentored and groomed, by way of the educational leader’s leadership style and techniques. The researcher was also able to suggest that higher levels of employee morale would promote the full-time, live-in professional staff to maintain a longer tenure within the position, hence, providing a positive continuum of leadership for the students being served. Based upon the information that was provided, it appeared that both males and females, new and seasoned staff, as well as younger and older staff tended to have similar factors affecting and promoting their morale despite the obvious differences that existed. Both appeared to be equally motivated to perform within the role of full-time, live-in professional staff as well as committed to being the best contributor of leadership and mentorship to the students being served.
Motivation is dependent upon desire and drive to perform within the roles and responsibilities that have been prescribed for the position of being a full-time, live-in professional staff. There are many factors that can influence the drive and desire to perform such as each of the variables under study for this research investigation—workload, employee recognition, gender, staff camaraderie, staff professional development, residential climate, leadership style of the supervisor, stress, job satisfaction, employee expectations, marital status, years of experience, salary, age, staff support systems, and the number of student conduct incidents. The ramifications of lacking motivation can be detrimental for the institution and even more detrimental for the students, faculty, and staff that are impacted. Thus, the role of full-time, live-in professional staff is very influential. The full-time, live-in professional staff considered themselves as having equal shares in the professionalism required to serve on college campuses throughout the world. They believed in their position and in the work that was put forth as being a major contributor to the overall success of students and the overall success of the institution.

The qualitative data confirmed many of the quantitative findings. The findings from the interviews revealed mixed viewpoints related to the influence of workload, employee recognition, gender, staff camaraderie, staff professional development, residential climate and the leadership style of the supervisor. Workload was a major point of discussion because of the fact that the amount of work required to effectively perform within the role as a full-time, live-in professional staff was surprising. From the
outside looking in, the view was clouded as to what the job of a full-time, live-in professional staff really entailed.

The level of job satisfaction and ability to be content within the position was impacted by the extent of the administrative tasks, the extended work hours and how the depth of work required could potentially be overwhelming for one that was not prepared or equipped with the appropriate knowledge, skills and disposition to assume such a role. Therefore, with effective training, the researcher predicted that retention would be increased and, consequently, employee morale would be sustained at higher levels. Employee recognition did not have a significant relationship to that of employee morale, but it could be suggested that when full-time, live-in professional staff were recognized for the quality and type of work that was performed, there would be some form of impact on morale.

When discussing gender, there were only male participants in the qualitative portion of the research, but there were a number of responses that addressed the significance of male staff working with male students. In this role, the male full-time, live-in professional staff served as leaders, mentors and even father-figures to those students that were under their direction. As it relates to situational leadership, the male full-time, live-in professional staff employed an understanding of skill and will to perform within the role. Helping male students to adapt to such a structured living and learning environment that existed on college campuses as well as the expectations related thereto was indeed a major challenge, but it also provided a great sense of pride when students had their epiphany. Helping students to understand their level of willingness to
be transformed by such a collegiate structure, while also honing in on their varying skills, helped students to have a greater sense of buy-in for their own transformative experience. Additionally, helping students to reach that “ah ha” moment was a great element for motivation and drive to make a difference.

Staff camaraderie had a significant relationship to employee morale, as the sense of belonging among staff members was very important to being effective in the role. Along the same notion, the longevity and tenure of the staff played a role in staff camaraderie as well because there were expectations placed upon each by the other because of that sense of team and personal and professional accountability that existed. It seemed as though the longer the staff was together as a collective group, the more heightened this sense of staff camaraderie became. In connection with workload, staff professional development was also statistically significant to employee morale of full-time, live-in professional staff. The importance was substantiated through the interviews, and it has been suggested that the staff professional development provided opportunities for the full-time, live-in professional staff to collaborate and develop skills with one another that can help in the administration of the residential facilities as well as overall personal and professional development in preparation for next steps in career development.

Equally as important was the significance of the residential environment being conducive for the completion of work assignments, healthy living and cohesive living. This importance was substantiated through the interviews, which provided the participants with the opportunity to underscore the value of having an environment that
was not only suitable for their personal and professional use but also that of the students that resided there as well. And finally, one of the most noted and significant factors related to the employee morale of full-time, live-in professional staff was the leadership style of the supervisor. Not only was this element statistically significant to employee morale, but there was major feedback to validate the quantitative component. The leadership style, though it varied in description from one participant to the next, was consistently favorably viewed and highly revered. The supervisor provided great impact through situational leadership, which was highlighted by the full-time, live-in professional staff as being a critical factor in being able to perform effectively within the role.

Conclusions

Based upon the findings, the researcher was able to make several conclusions about the data. Morale was based upon one's personal perspective and feelings regarding a situation or circumstance in which the individual is involved. As it related to workload, the researcher concluded that the position of being a full-time, live-in professional staff has expanded to be more than just centralized in the residence hall but has become more inclusive of more comprehensive activities and appointments throughout a college campus. Therefore, the future of the full-time, live-in professional staff role will be more comprehensive and more involved, but not necessarily at a higher rate of pay; those fringe benefits of housing and meal plan provisions have to be accounted for in some manner. Consequently, this helped to explain why full-time, live-in professional staff were surprised by the amount of work required to perform within this position.
The researcher was also able to conclude that though there was a significant relationship with respect to employee morale, employee recognition was not a major qualitative factor that was addressed by participants. The notion of being able to make a difference in the lives of students appeared to be more impactful than the recognition of actually doing such. Gender also had a significant relationship to employee morale. The study involved a mixed participation of male and female full-time, live-in professional staff. Based upon the findings from the study, it was concluded that the experiences of male and female staff would be different; however, to have a more concrete perspective, there would need to be a larger population investigated, not to mention the fact that there would need to be a female qualitative perspective. The researcher was able to conclude that staff camaraderie had a significant relationship to employee morale, which was substantiated through the qualitative investigation. Being able to rely and depend upon fellow colleagues to perform the duties and responsibilities of such a complex position was very important and aided in the impact of full-time, live-in professional staff on the students.

Staff camaraderie could also be impacted negatively because of the mere fact that the staff were live-in, which meant that the degree of separation was limited. Based upon the qualitative data, the live-in status brought about greater levels of expectations from one another. Providing the full-time, live-in professional staff with opportunities for staff professional development is what drove the full-time, live-in professional staff to be more acquainted with the roles and responsibilities of the position. The educational leader validated the significance of the staff professional development as a means to improve
the craft; the researcher assessed that based upon the educational leader’s emphasis on staff professional development, there would be a significant presence of opportunities in the workplace.

The researcher also uncovered that residential climate was a major contributing factor to the overall employee morale of full-time, live-in professional staff. Having an environment that was conducive to completing work assignments, healthy living and cohesive living was critical and shed light on the importance of being cognizant of the elements that make-up the residential climate; being intentional about the climate and setting provided for a morale-conscious environment for the full-time, live-in professional staff.

Finally, the researcher was able to uncover significant findings related to the leadership style of the supervisor. Having an effective and consistent leadership style and approach was critical for helping the full-time, live-in professional staff to feel as though they had a stake in the outcomes of the work that was being input. There was significant qualitative feedback that substantiated the researcher’s findings about the significance of the leadership style of the supervisor.

Implications

Based upon the findings, it was important to adequately describe and define the meanings of the data. An employee’s perception of morale was based upon the work environment. The management and leadership of the organization played an integral role in providing a setting that was conducive to an enjoyable experience. According to Westbrook (1980), “morale, as measured in terms of satisfaction with one’s work
environment, is significantly related to proficiency and discipline, particularly for those with extremely high or low morale” (pp. 43-54). Based upon an employee’s morale, the desire to leave the position or profession varied. According to Rosser and Javinar (2003), “Student affairs leaders’ intentions, perceptions of work life, satisfaction and morale, are hypothesized to directly and indirectly influence their intent to leave” (p. 817).

Considering the impact that morale had on the overall essence of the employee and organization, it was important to realize that the various factors that influenced morale potentially had a lasting and detrimental effect. There was a significant need to uncover the issues that affected employee morale, and this research investigation created a pathway for understanding what happened when an employee was not in sync with the organizational goals, objectives, mission and vision. The issue of morale was going to be continuous, and it would become increasingly important to uncover ways in which to improve and subsequently maintain a sustainable workforce.

The implications of this study for educational leaders have provided an important perspective as to what is necessary to develop and foster a work environment that will aid the full-time, live-in professional staff to be the best possible resource for students, faculty and staff alike. Table 26 highlights the emerging themes as a result of the research findings, and the following important details provide insight and direction for increasing the morale of full-time, live-in professional staff.
Table 26

*Emerging Themes from Research Findings*

<table>
<thead>
<tr>
<th>Emerging Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme 1</td>
</tr>
<tr>
<td>Theme 2</td>
</tr>
<tr>
<td>Theme 3</td>
</tr>
<tr>
<td>Theme 4</td>
</tr>
<tr>
<td>Theme 5</td>
</tr>
<tr>
<td>Theme 6</td>
</tr>
</tbody>
</table>

1. A stakeholders meeting should be held that includes the full-time, live-in professional staff as well as other faculty, staff, and administrators of the institution. Because it has been noted that stakeholders of the various colleges and universities may not be aware of or understand the role of the full-time, live-in professional staff, and in some cases, may not recognize the role as a professional at all, the meeting will provide the opportunity for full-time, live-in professional staff to share the purpose of the position as well as identify all of the responsibilities related thereto. The meeting will aid in eliminating speculations about the job description of a full-time, live-in professional staff and will certify the position as that of a certified professional within student affairs.
2. The full-time, live-in professional staff has been excluded from making important decisions related to the interactions with students as well as the overall function of the position. Based upon the reality of the position and the real function of the staff, senior administrators should make a conscious effort to make informed decisions that include the ideas and input of active-serving full-time, live-in professional staff. This only makes sense, considering the fact that a full-time, live-in professional staff carries the title of “first responder.”

3. In order for full-time, live-in professional staff to make the most significant impact on college campuses, safety and security must be a number one priority. In order to be the best resource to a college or university campus, the full-time, live-in professional staff should feel protected and guarded, both literally and figuratively, while performing the duties of the position. The college or university campus should be assessed to ensure that various safety and security checkpoints are in place—the availability of security personnel while on campus walk-throughs.

4. To alleviate the feeling of being overwhelmed with work-related assignments, it is important that the supervisor creates a system to add and delete responsibilities such that the full-time, live-in professional staff is efficient in work practices and effective in addressing matters related to the students and residential facilities.
5. Considering the findings related to the leadership style of the supervisor, it is important that the supervisor adapts leadership-specific qualities to the individual being supervised. This will allow for a positive continuum of buy-in from the full-time, live-in professional staff.

6. Professional development was available to the full-time, live-in professional staff, but it was sometimes viewed as choppy and not as fluid as one would expect from being a part of an institution of higher education. Professional development opportunities need to be created based upon an assessment of current trends within the field as well as the specific needs of the full-time, live-in professional staff being employed. Further, professional development opportunities should be administered by trained professionals that have been hired and possess the appropriate knowledge and experience to relay valuable and worthwhile information to the full-time, live-in professional staff.

7. The professional development opportunities should be designed to prepare the full-time, live-in professional staff for upward mobility within the profession or even entrance into an advanced degree program, specifically related to the terminal degree. When a staff member feels that the time spent working with professional development has been used wisely, there is more of a chance that the full-time, live-in professional staff will apply knowledge and skills that have been learned to the everyday work requirements.

8. Employee recognition is a key element to developing the positive morale of an employee. In particular, it is important to recognize the talent, skills and work
ethic of the full-time, live-in professional staff through strategic programmatic elements that would provide tangible and intangible benefits to the staff.

9. Age is a factor of maturity related to the position of full-time, live-in professional staff. It is important to possess and maintain high levels of maturity because of the fact that there should be a level of separation between those students that are entering college and residing on college and university campuses and the full-time, live-in professional staff that serve as "pseudo parents."

10. In order to effectively serve within the position as a full-time, live-in professional staff, sacrifices are made on the behalf of the full-time, live-in professional staff that assume the position. Sacrifices of time, energy, privacy, etc. are made on a daily basis to effectively serve in the role and provide the appropriate supervision and service to those that are under the watch of a full-time, live-in professional staff.

Limitations of the Study

As with most studies, this research had its limitations. First, the population under study was extremely small; a larger sample size would need to be employed to potentially uncover additional areas of significance among the variables and increase the reliability of the results. The two institutions under study were located in the Southeast region of the United States and boast diverse national and international student bodies. There may be hesitancy of the participants to be completely open and, therefore, may not be forthcoming about their feelings as it related to their morale as a full-time, live-in
professional staff member. Also, after completing the study and in reviewing the survey and interview instruments, there could certainly be more questions added that would directly address the issue of morale. Further, giving the study participants more opportunities to expound upon their survey responses would potentially add more significance to the qualitative element of the study. These limitations should not adversely affect the outcome of the research, but they would remain as potential constraints to the overall understanding of the study.

Recommendations for Practice, Policy, and Research

The implications of this research were that there is a new knowledge base available for understanding the factors that influence employee morale at two single-gender institutions of higher education. Higher education employs a vast number of men and women throughout the nation and world, for that matter. And to have an understanding of ways in which to motivate employees to be satisfied with their job roles and responsibilities within the organization would help to promote a healthy work environment. The research should imply to college officials that the various departments and divisions of an institution should pay closer attention to the value of the sentiments that were shared by employees, as it related to their level of morale at the institution or organization.

Recommendations for the creation of administrative practices, the development of administrative policies and investigations into future research are vast and allow for some very thought-provoking ideas, such as the following:
Administrative Practices

1. Educational leaders should explore the feasibility of cross-hiring genders at single-gender institutions of higher education. For example, it should be investigated as to the compatibility of a male serving as a full-time, live-in professional staff at an all-female-serving institution, and similarly, it should be investigated as to the compatibility of a female serving as a full-time, live-in professional staff at an all-male-serving institution.

2. Full-time, live-in professional staff should be enveloped into the overall administration rank and structure of an institution. There should be opportunities for the full-time, live-in professional staff to participate in internships throughout campus departments, such that they are fully engaged and vested in the educational and management processes of the institution.

3. Full-time, live-in professional staff should be provided with the opportunity to serve as academic advisors to the residential population. Of course, it would be necessary to have appropriate training in place to equip the staff with the necessary skills to effectively advise, in tandem with academic advisors, students of their academic, professional and personal pursuits; this would provide the opportunity for students to develop and foster greater rapport with their full-time, live-in professional staff while also validating the position as that of a professional versus that of a babysitter.

4. Full-time, live-in professional staff should be provided with opportunities to attend local, regional and national professional conferences that highlight the
latest trends within higher education, specifically, the areas of student affairs as well as housing and residential life.

5. Full-time, live-in professional staff, as a result of their commitment to the performance of work and advancement of the mission, vision and goals of the organization, should be provided with benefits to encourage a continuum of positive contributions to the organization. Such benefits would include paid time off, monetary bonuses, opportunities for promotion, etc. These benefits would certainly encourage the full-time, live-in professional staff to input more work and feel appreciated for the amount of work performed and time put in to complete assignments.

6. Institutions should conduct annual site visits of similar institutions, which will allow for benchmarking of best practices related to the functions and responsibilities of full-time, live-in professional staff.

Administrative Policies

1. Because of the nature of the position of being a full-time, live-in professional staff, new policies in terms of tenure for this particular position should be employed. Also, student affairs and residential life administrators should revisit the types and levels of training and support on an annual basis for full-time, live-in professional staff. Therefore, staff would be less likely to encounter the feeling of burn-out, and they would be more inclined to pursue either advanced education or more elevated positions within the field.
2. Full-time, live-in professional staff should be provided with mandatory training in crisis response management, which will underscore the notion of being on-call twenty-four hours a day for seven days a week.

3. Just as police officers and fire personnel are considered to be “first responders” within the community they serve, the full-time, live-in professional staff is considered to be the “first responder” of a residential facility on a college campus. Therefore, annual professional counseling sessions should be offered as an opportunity for the full-time, live-in professional staff to dump the burdens and stressors that the role can potentially cause.

4. Human resources offices should consider mandatory time-off (during summer months) for full-time, live-in professional staff, which would enable the staff to pursue extracurricular endeavors, such as vacation, research, etc., without the pressure of full-time employment.

5. Senior administrators and human resources officers should consider the implementation of a part-time, substitute position for the full-time, live-in professional staff, which will aid in preventing burn-out and will also enable the full-time, live-in professional staff to enjoy a lifestyle that involves socialization and infusion into activities outside of the position of being a full-time, live-in professional staff. It is expected that having the part-time, substitute position will increase morale and work productivity because there is
an opportunity to detach oneself from the position and responsibilities to enjoy and engage in other activities of a recreational, professional, etc. nature.

6. Senior administrators and human resources officers should consider a graduated pay scale particularly designed for the position of full-time, live-in professional staff. In addition to other benefits received through the position, the monetary compensation should be evaluated based upon degrees earned, certifications received as well as years of experience within the profession. This will help to provide a balance in terms of full-time, live-in professional staff feeling as though the skills garnered and training completed are properly recognized through the organization of employment.

Future Research

1. Considering the research at single-gender institutions of higher education, future research should be expanded to focus on coeducational institutions of higher education. From this research, it would be expected that comparisons can be made between the types of institutions to draw even more conclusions about how the employee morale of full-time, live-in professional staff would be influenced, hence, detecting similarities and differences.

2. The gender of the full-time, live-in professional staff should be the subject of future research in determining whether male or female full-time, live-in professional staff perform better in the role. Such information would help to determine what training is necessary to ensure that both male and female staff is properly equipped with the tools necessary to serve as a leader for those
students that fall under the supervision of a full-time, live-in professional staff.

3. Conduct an evaluation of the perception of full-time, live-in professional staff by surveying/interviewing other non-full-time, live-in professional staff at the institution. This study would help to underscore how the role of a full-time, live-in professional staff is valued in terms of being an educator to residential students as well as being an administrative professional of the institution.

4. Future research should also focus on how the pursuit of an advanced degree while serving in the position of a full-time, live-in professional staff would impact an individual’s drive to perform within the position. This type of study would help to determine if the position would be utilized as a stepping stone/opportunity for learning or merely as an opportunity to gain credentials.

Further, there were several philosophical perspectives that emerged from the research findings that aided in providing understanding of what role employee morale played in developing a positive and productive work environment. Employers should utilize this research to provide programming options that target the needs and desires of employees, such as programming related to relationship-building, professional development opportunities, on-the-job training and career services for upward (within the organization) or outward (within a new organization) mobility. Further, the educational and organizational leaders should continue to be trained on effective management and leadership techniques that would continue to lend to employees wanting to follow the directions, as well as buy-in to the mission and vision that has been set for the
organization. Also, human resources professionals would have a guide for developing recruitment initiatives that highlight the roles and responsibilities of a full-time, live-in professional staff, such that there was an up-front understanding of what was expected through such a role.

Questions that were raised as a result of this investigation included: what resources could be allocated by organizations to address issues related to low employee morale? Another question was related to how could managers and supervisors work more effectively to address issues of morale at a local level without it becoming an organization-wide issue? These were not only questions but also topics for discussion in future research investigations. This line of inquiry could be continued by investigating specific organizations in terms of employees' morale or even employees' satisfaction on the job. Investigating specific entities would hopefully further shed light on the factors that influence employee morale.

**Summary**

This study produced some significant findings as it related to understanding the factors that influence employee morale of full-time, live-in professional staff at two single-gender institutions of higher education and the phenomenon of being a full-time, live-in professional staff. From this mixed-method study, the following factors have been identified that lend to a significant relationship to morale: workload, employee recognition, gender, staff camaraderie, staff professional development, residential climate and the leadership style of the supervisor. From these findings, conclusions were developed and implications were addressed towards college and university administrators
and human resources professionals. Additionally, the researcher highlighted and addressed the limitations that resulted from methodological approaches and suggested recommendations for future research.
APPENDIX A

Research Survey

Survey on Employee Morale of Full-time, Live-in Professional Staff at Two Single-Gender Institutions of Higher Education in the Southeast Region of the United States

Instructions: Please answer each question with a response that is most reflective of your demographics or experience as a full-time, live-in professional staff at a single-gender institution of higher education. Your honest response to each question is greatly appreciated. All responses will remain confidential. Thank you for your taking the time to answer the questions of this survey.

Please use the following scale to answer questions in sections one through eight; circle your responses:
   Strongly Disagree – 1; Disagree – 2; Neutral – 3; Agree – 4; Strongly Agree - 5

Workload:
1. Work assignments are relevant to your position? 1 2 3 4 5
2. Work assignments are given reasonable completion deadlines? 1 2 3 4 5
3. Work assignments are more individual in nature than collaborative? 1 2 3 4 5
4. Multiple work assignments are given to you at once? 1 2 3 4 5

Employee Recognition:
5. You are acknowledged by supervisor for satisfactory work performance? 1 2 3 4 5
6. You are acknowledged by peers for satisfactory work performance? 1 2 3 4 5
7. There is an employee recognition program in place through your employer? 1 2 3 4 5
8. Employee recognition that you receive motivates you on the job? 1 2 3 4 5

Staff Camaraderie:
9. You feel a sense of belonging amongst your fellow colleagues? 1 2 3 4 5
10. You feel supported by your fellow colleagues? 1 2 3 4 5
11. Your fellow colleagues motivate you on the job? 1 2 3 4 5

Staff Professional Development:
12. Professional development opportunities are provided to you? 1 2 3 4 5
13. Professional development is intentional and interesting? 1 2 3 4 5
14. Professional development improves your work performance? 1 2 3 4 5
15. Professional development motivates you on the job? 1 2 3 4 5

Residential Climate:
16. The residential climate is conducive to completing work assignments? 1 2 3 4 5
17. The residential climate is clean and supports healthy living? 1 2 3 4 5
18. The residential climate is positive and promotes cohesive living? 1 2 3 4 5
Appendix A (continued)

Leadership Style of the Supervisor:
19. The supervisor provides me with autonomy to complete work assignments? 1 2 3 4 5
20. The supervisor offers moderate input regarding work assignments? 1 2 3 4 5
21. The supervisor directs all work assignments with minimal autonomy? 1 2 3 4 5
22. The supervisor is collaborative regarding work assignments? 1 2 3 4 5

Stress:
23. Your work environment is a source of stress? 1 2 3 4 5
24. The type of work assignments you receive is a source of stress? 1 2 3 4 5
25. Your work peers are a source of stress? 1 2 3 4 5
26. There are outlets provided to help prevent or reduce stress on the job? 1 2 3 4 5

Job Satisfaction:
27. You feel motivated to aid in your institution's success? 1 2 3 4 5
28. You are satisfied with your position in the organization? 1 2 3 4 5
29. You would refer others to apply for a similar position at your institution? 1 2 3 4 5
30. You are satisfied with the overall job security of your position? 1 2 3 4 5

31. What is your gender?
   A. Male
   B. Female

32. What is your race/ethnicity?
   a. Caucasian/White
   b. African American/Black
   c. Hispanic
   d. Asian
   e. American Indian
   f. Other

33. For how long have you been employed as a full-time, live-in professional staff member at your current institution?
   a. 0 – 1 year
   b. 1 – 2 years
   c. 2 – 3 years
   d. 3 – 4 years
   e. More than 4 years

34. What is your highest level of education earned?
   a. Bachelor's Degree
   b. Certification – Type: 
   c. Master's Degree
   d. Specialist's Degree
   e. Doctoral Degree

35. What is your salary range?
   a. $18,000.00 - $22,000.00
   b. $22,000.01 - $26,000.00
   c. $26,000.01 - $30,000.00
   d. $30,000.01 - $34,000.00
   e. More than $34,000.00
Appendix A (continued)

36. What is your age range?
   a. 19 – 24 years
   b. 25 – 30 years
   c. 31 – 36 years
   d. 37 – 42 years
   e. Older than 42 years

37. What is your marital status?
   A. Single
   B. Married
   C. Widowed
   D. Separated
   E. Divorced

38. What is the most important support system in your role and performance as a full-time, live-in professional staff member?
   a. Facilities/Maintenance Support
   b. Campus Safety/Campus Security
   c. Counseling Services for Students
   d. Health Services for Students
   e. Administrative Support from Senior Leadership
   f. Administrative Support from Colleagues

39. On average, what is the number of student conduct incidents that are reported on an annual basis?
   a. 25 – 50 incidents
   b. 50 – 75 incidents
   c. 75 – 100 incidents
   d. 100 – 125 incidents
   e. 125 – 150 incidents
   f. More than 150 incidents
APPENDIX B

Interview Protocol - Current Full-Time Professional Staff

Interview Protocol on Employee Morale of (Current) Full-time, Live-in Professional Staff at a Single-Gender Institution of Higher Education in the Southeast Region of the United States

Introduction
The following questionnaire will be administered in an interview format. A series of questions will be administered to you, and your responses should be most reflective of your experiences as a full-time, live-in professional staff at a single-gender institution of higher education. Your honest response to each question is greatly appreciated. All responses will remain confidential. Thank you for taking the time to participate in this interview.

Description of the Study
This study will investigate the factors that influence employee morale of full-time, live-in professional staff at single-gender institutions of higher education in the Southeastern region of the United States.

Date: __/__/__
Time of Interview: Start: __:__ a.m./p.m. Finish: __:__ a.m./p.m. Total: __:__
Location: __________________________
______________________________
______________________________
Interviewer: ________________________ Interviewee: ________________________

1. What led you to seek a position as a full-time, live-in professional staff at a single-gender institution of higher education?
2. What surprised you about your position as a full-time, live-in professional staff at your current institution that you had not expected?
3. Based upon your previous response, how is the reality of your position different?
4. How do your gender and the gender of your institution’s students affect your morale? Please explain.
5. How would you describe your current job satisfaction? Please explain.
6. How would you describe your current morale? Please explain.
7. How would you describe the leadership style of your supervisor? Please explain.
Appendix B (continued)

8. Please share the things that provide you the greatest level of satisfaction in your current position.

9. Please share the things that provide you the greatest level of dissatisfaction in your current position.

10. What are your short-term (one to three years) plans for your current position as a full-time, live-in professional staff?

11. What are your long-term (four to eight years) plans in your current position as a full-time, live-in professional staff?

12. Please describe your long-term administrative career goals and how they may have changed since the beginning of your employment.
APPENDIX C

Interview Protocol - Former Full-Time Professional Staff

Interview Protocol on Employee Morale of (Former) Full-time, Live-in Professional Staff at a Single-Gender Institution of Higher Education in the Southeast Region of the United States

Introduction
The following questionnaire will be administered in an interview format. A series of questions will be administered to you, and your responses should be most reflective of your experiences as a full-time, live-in professional staff at a single-gender institution of higher education. Your honest response to each question is greatly appreciated. All responses will remain confidential. Thank you for taking the time to participate in this interview.

Description of the Study
This study will investigate the factors that influence employee morale of full-time, live-in professional staff at single-gender institutions of higher education in the Southeastern region of the United States.

Date: __/__/____
Time of Interview: Start: ___:___ a.m./p.m. Finish: ___:___ a.m./p.m. Total: ___:
Location: ________________________________
______________________________
______________________________
Interviewer: ____________________________ Interviewee: ____________________________

1. What led you to seek a position as a full-time, live-in professional staff at a single-gender institution of higher education?

2. What surprised you about your position as a full-time, live-in professional staff at your former institution that you had not expected?

3. Based upon your previous response, how was the reality of your position different?

4. How did your gender and the gender of your institution’s students affect your morale? Please explain.

5. How would you describe your job satisfaction when you held the position of full-time, live-in professional staff? Please explain.

6. How would you describe your morale when you held the position of full-time, live-in professional staff? Please explain.
Appendix C (continued)

7. How would you describe the leadership style of your supervisor when you held the position of full-time, live-in professional staff? Please explain.

8. Please share the things that provided you the greatest level of satisfaction during your tenure as a full-time, live-in professional staff.

9. Please share the things that provided you the greatest level of dissatisfaction during your tenure as a full-time, live-in professional staff.

10. What factors led to your decision to leave the position of full-time, live-in professional staff? Please explain.
APPENDIX D

Interview Protocol - Educational Leader

Interview Protocol on Leadership Style of Educational Leader at a Single-Gender Institution of Higher Education in the Southeast Region of the United States

Introduction
The following questionnaire will be administered in an interview format. A series of questions will be administered to you, and your responses should be most reflective of your experiences and practices as an organizational leader at a single-gender institution of higher education. Your honest response to each question in greatly appreciated. All responses will remain confidential. Thank you for taking the time to participate in this interview.

Description of the Study
This study will investigate the factors that influence employee morale of full-time, live-in professional staff at single-gender institutions of higher education in the Southeastern region of the United States.

Date: ___/___/___
Time of Interview: Start: ___:___ a.m./p.m. Finish: ___:___ a.m./p.m. Total: ___:
Location: 

Interviewer: ___________________________ Interviewee: ___________________________

1. How would you describe your leadership philosophy? Please explain.

2. What is your leadership style? Please explain.

3. What past experiences have you had as a full-time, live-in professional staff member?

4. How would you describe your morale when you held the position of full-time, live-in professional staff? Please explain.

5. How would you describe your current position as an educational leader?

6. How often do you interact with the full-time, live-in professional staff?

7. How often do you meet with the full-time, live-in professional staff on a one-on-one basis?

8. How often do you discuss performance?
Appendix D (continued)

9. What role do you play in professional development?

10. What are your short-term (one to three years) plans for your current position as an educational leader?

11. What are your long-term (four years and greater) plans for your current position as an educational leader?
Table E-1

*Alignment of Research Questions to Data Collection Instruments*

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Data Collection Instrument</th>
<th>Questionnaire - Current</th>
<th>Questionnaire - Former</th>
<th>Questionnaire - Educational</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Survey</td>
<td>Employees</td>
<td>Employees</td>
</tr>
<tr>
<td>RQ1. Workload</td>
<td></td>
<td>1, 2, 3, 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RQ2. Employee Recognition</td>
<td></td>
<td>5, 6, 7, 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RQ3. Gender</td>
<td></td>
<td>31</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>RQ4. Camaraderie</td>
<td></td>
<td>9, 10, 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RQ5. Professional Development</td>
<td></td>
<td>12, 13, 14, 15</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>RQ6. Residential Climate</td>
<td></td>
<td>16, 17, 18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RQ7. Leadership Style</td>
<td></td>
<td>19, 20, 21, 22</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>RQ8. Stress</td>
<td></td>
<td>23, 24, 25, 26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RQ9. Job Satisfaction</td>
<td></td>
<td>27, 28, 29, 30</td>
<td>5, 8, 9</td>
<td>5, 8, 9</td>
</tr>
<tr>
<td>RQ10. Employee Expectations</td>
<td></td>
<td>2, 3</td>
<td>2, 3</td>
<td>2, 3</td>
</tr>
<tr>
<td>RQ11. Marital Status</td>
<td></td>
<td>37</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RQ12. Years of Experience</td>
<td></td>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RQ13. Salary</td>
<td></td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RQ14. Age</td>
<td></td>
<td>36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RQ15. Support Systems</td>
<td></td>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RQ16. Conduct Incidents</td>
<td></td>
<td>39</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix E (continued)

Table 2-E

Alignment of Research Variables to Theories

<table>
<thead>
<tr>
<th>Research Variable</th>
<th>Job</th>
<th>Situational Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Motivation</td>
<td>Satisfaction</td>
</tr>
<tr>
<td>Workload</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Employee Recognition</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Gender</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Camaraderie</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Professional Development</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Residential Climate</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Leadership Style</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Stress</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Job Satisfaction</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Employee Expectations</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Marital Status</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Years of Experience</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Salary</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Support Systems</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Conduct Incidents</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
APPENDIX F

Statement of Consent Form: Survey Participants at Institution A

RESEARCH TITLE
A MIXED METHOD STUDY ON FACTORS THAT INFLUENCE EMPLOYEE MORALE OF FULL-TIME, LIVE-IN PROFESSIONAL STAFF AT TWO SINGLE-GENDER INSTITUTIONS OF HIGHER EDUCATION: IMPLICATIONS FOR EDUCATIONAL LEADERS

PRINCIPAL RESEARCHER
MICHAEL A. TURNER

PURPOSE
The purpose of this study is to investigate the factors that influence employee morale of full-time, live-in professional staff at single-gender institutions of higher education in the South. You are invited to participate in this research study because you are a current/former employee of a single-gender institution of higher education in the South. A total of sixteen (16) participants will be recruited for this study. Participation will require twenty (20) minutes of your time.

PROCEDURES
Upon your agreement to participate in this research study, you will be required to answer all of the questions on the survey of employee morale and return it to the principal researcher. Participants will not be asked to/required to interact with any other participants. The research will take place at Institution A during the spring semester of 2013.

RISKS
Participation in this research study will not subject you to any more risks than what would be normal and expected.

BENEFITS
Participation in this research study may benefit you personally because the research is focused on gathering valuable information that will aid in understanding how various factors may impact employee morale of full-time, live-in professional staff at single-gender institutions of higher education.

Your responses will assist the researcher with determining best practices for achieving the highest possible employee morale at single-gender institutions of higher education.

VOLUNTARY PARTICIPATION AND WITHDRAWAL
Participation in this research study is absolutely voluntary. You are not required to participate in this study. If you decide to participate in this research study and subsequently change your mind, you have the right to remove yourself at any time. Whatever your decision, you will not lose any benefits to which you are otherwise entitled.
CONFIDENTIALITY
The absolute best efforts will be made to keep your personal information and responses private. Your privacy will be upheld to the extent allowed by law. All information that can identify you will be removed from the data collection instrument; your name is not required for this research study. It may become necessary to share information that you provide in relation to this research study to third parties but only for official research/data analysis purposes and publishing of the research, which will be summarized and reported in a grouping format.

CONTACT PERSON
For any questions regarding this research study and your participation therein, please refer to the following individual for direct questions:

Sheila T. Gregory, Ph.D.
Professor
Clark Atlanta University
Department of Educational Leadership
223 James P. Brawley Drive, S.W.
Atlanta, Georgia 30314
E-mail: sgregory@cau.edu
Phone: (404) 880-6642

COPY OF STATEMENT OF CONSENT FORM TO PARTICIPANT
A copy of this Statement of Consent form will be provided to you for your records. Upon your agreement to participate in this research study, please sign and date the form below and you will be ready to proceed with completing the survey.

________________________________________
Name of Participant (Printed)

________________________________________
Signature of Participant

________________________________________
Date
APPENDIX G

Statement of Consent Form: Survey Participants at Institution B

RESEARCH TITLE
A MIXED METHOD STUDY ON FACTORS THAT INFLUENCE EMPLOYEE MORALE OF FULL-TIME, LIVE-IN PROFESSIONAL STAFF AT TWO SINGLE-GENDER INSTITUTIONS OF HIGHER EDUCATION: IMPLICATIONS FOR EDUCATIONAL LEADERS

PRINCIPAL RESEARCHER
MICHAEL A. TURNER

PURPOSE
The purpose of this study is to investigate the factors that influence employee morale of full-time, live-in professional staff at single-gender institutions of higher education in the South. You are invited to participate in this research study because you are a current/former employee of a single-gender institution of higher education in the South. A total of sixteen (16) participants will be recruited for this study. Participation will require twenty (20) minutes of your time.

PROCEDURES
Upon your agreement to participate in this research study, you will be required to answer all of the questions on the survey of employee morale and return it to the principal researcher. Participants will not be asked to/required to interact with any other participants. The research will take place at Institution B during the spring semester of 2013.

RISKS
Participation in this research study will not subject you to any more risks than what would be normal and expected.

BENEFITS
Participation in this research study may benefit you personally because the research is focused on gathering valuable information that will aid in understanding how various factors may impact employee morale of full-time, live-in professional staff at single-gender institutions of higher education.

Your responses will assist the researcher with determining best practices for achieving the highest possible employee morale at single-gender institutions of higher education.
Appendix G (continued)

VOLUNTARY PARTICIPATION AND WITHDRAWAL
Participation in this research study is absolutely voluntary. You are not required to participate in this study. If you decide to participate in this research study and subsequently change your mind, you have the right to remove yourself at any time. Whatever your decision, you will not lose any benefits to which you are otherwise entitled.

CONFIDENTIALITY
The absolute best efforts will be made to keep your personal information and responses private. Your privacy will be upheld to the extent allowed by law. All information that can identify you will be removed from the data collection instrument; your name is not required for this research study. It may become necessary to share information that you provide in relation to this research study to third parties but only for official research/data analysis purposes and publishing of the research, which will be summarized and reported in a grouping format.

CONTACT PERSON
For any questions regarding this research study and your participation therein, please refer to the following individual for direct questions:

Sheila T. Gregory, Ph.D.
Professor
Clark Atlanta University
Department of Educational Leadership
223 James P. Brawley Drive, S.W.
Atlanta, Georgia 30314
E-mail: sgregory@cau.edu
Phone: (404) 880-6642

COPY OF STATEMENT OF CONSENT FORM TO PARTICIPANT
A copy of this Statement of Consent form will be provided to you for your records. Upon your agreement to participate in this research study, please sign and date the form below and you will be ready to proceed with completing the survey.

___________________________________________
Name of Participant (Printed)

___________________________________________
Signature of Participant

___________________________________________
Date
APPENDIX H

Statement of Consent Form: Interviews for Both Current and Former Full-Time Staff

RESEARCH TITLE
A MIXED METHOD STUDY ON FACTORS THAT INFLUENCE EMPLOYEE MORALE OF FULL-TIME, LIVE-IN PROFESSIONAL STAFF AT TWO SINGLE-GENDER INSTITUTIONS OF HIGHER EDUCATION: IMPLICATIONS FOR EDUCATIONAL LEADERS

PRINCIPAL RESEARCHER
MICHAEL A. TURNER

PURPOSE
The purpose of this study is to investigate the factors that influence employee morale of full-time, live-in professional staff at single-gender institutions of higher education in the South. You are invited to participate in this research study because you are a current/former employee of a single-gender institution of higher education in the South. A total of six (6) participants will be recruited for this study. Participation will require two (2) hours of your time.

PROCEDURES
Upon your agreement to participate in this research study, you will be required to answer all of the questions administered on the interview questionnaire of employee morale. Participants will not be asked to/required to interact with any other participants. The research will take place at Institution A during the spring semester of 2013.

RISKS
Participation in this research study will not subject you to any more risks than what would be normal and expected.

BENEFITS
Participation in this research study may benefit you personally because the research is focused on gathering valuable information that will aid in understanding how various factors may impact employee morale of full-time, live-in professional staff at single-gender institutions of higher education.

Your responses will assist the researcher with determining best practices for achieving the highest possible employee morale at single-gender institutions of higher education.
Voluntary Participation and Withdrawal

Participation in this research study is absolutely voluntary. You are not required to participate in this study. If you decide to participate in this research study and subsequently change your mind, you have the right to remove yourself at any time. Whatever your decision, you will not lose any benefits to which you are otherwise entitled.

Confidentiality

The absolute best efforts will be made to keep your personal information and responses private. Your privacy will be upheld to the extent allowed by law. All information that can identify you will be removed from the data collection instrument; your name is not required for this research study. It may become necessary to share information that you provide in relation to this research study to third parties but only for official research/data analysis purposes and publishing of the research, which will be summarized and reported in a grouping format.

Contact Person

For any questions regarding this research study and your participation therein, please refer to the following individual for direct questions:

Sheila T. Gregory, Ph.D.
Professor
Clark Atlanta University
Department of Educational Leadership
223 James P. Brawley Drive, S.W.
Atlanta, Georgia 30314
E-mail: sgregory@cau.edu
Phone: (404) 880-6642

Copy of Statement of Consent Form to Participant

A copy of this Statement of Consent form will be provided to you for your records. Upon your agreement to participate in this research study, please sign and date the form below and you will be ready to proceed with completing the survey.

________________________________________
Name of Participant (Printed)

________________________________________
Signature of Participant

________________________________________
Date
APPENDIX I

Statement of Consent Form: Educational Leader

RESEARCH TITLE
A MIXED METHOD STUDY ON FACTORS THAT INFLUENCE EMPLOYEE MORALE OF FULL-TIME, LIVE-IN PROFESSIONAL STAFF AT TWO SINGLE-GENDER INSTITUTIONS OF HIGHER EDUCATION: IMPLICATIONS FOR EDUCATIONAL LEADERS

PRINCIPAL RESEARCHER
MICHAEL A. TURNER

PURPOSE
The purpose of this study is to investigate the factors that influence employee morale of full-time, live-in professional staff at single-gender institutions of higher education in the South. You are invited to participate in this research study because you are an educational leader of a single-gender institution of higher education in the South. A total of one (1) participant will be recruited for this study. Participation will require two (2) hours of your time.

PROCEDURES
Upon your agreement to participate in this research study, you will be required to answer all of the questions administered on the interview questionnaire of employee morale/leadership style. Participants will not be asked to/required to interact with any other participants. The research will take place at Institution A during the spring semester of 2013.

RISKS
Participation in this research study will not subject you to any more risks than what would be normal and expected.

BENEFITS
Participation in this research study may benefit you personally because the research is focused on gathering valuable information that will aid in understanding how various factors may impact employee morale of full-time, live-in professional staff at single-gender institutions of higher education.

Your responses will assist the researcher with determining best practices for achieving the highest possible employee morale at single-gender institutions of higher education.
Appendix I (continued)

VOLUNTARY PARTICIPATION AND WITHDRAWAL
Participation in this research study is absolutely voluntary. You are not required to participate in this study. If you decide to participate in this research study and subsequently change your mind, you have the right to remove yourself at any time. Whatever your decision, you will not lose any benefits to which you are otherwise entitled.

CONFIDENTIALITY
The absolute best efforts will be made to keep your personal information and responses private. Your privacy will be upheld to the extent allowed by law. All information that can identify you will be removed from the data collection instrument; your name is not required for this research study. It may become necessary to share information that you provide in relation to this research study to third parties but only for official research/data analysis purposes and publishing of the research, which will be summarized and reported in a grouping format.

CONTACT PERSON
For any questions regarding this research study and your participation therein, please refer to the following individual for direct questions:

Sheila T. Gregory, Ph.D.
Professor
Clark Atlanta University
Department of Educational Leadership
223 James P. Brawley Drive, S.W.
Atlanta, Georgia 30314
E-mail: sgregory@cau.edu
Phone: (404) 880-6015

COPY OF STATEMENT OF CONSENT FORM TO PARTICIPANT
A copy of this Statement of Consent form will be provided to you for your records. Upon your agreement to participate in this research study, please sign and date the form below and you will be ready to proceed with completing the survey.

________________________
Name of Participant (Printed)

________________________
Signature of Participant

________________________
Date
REFERENCES


