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Impact of Generation Membership on Job Satisfaction of Financial Aid Administrators

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IMPACT OF GENERATION MEMBERSHIP ON

JOB SATISFACTION OF FINANCIAL AID ADMINISTRATORS

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ABSTRACT

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The United States workforce is experiencing a shift in age composition due to the aging and retirement of the baby boomer generation. The work of this study will examine the impact generational membership has on the job satisfaction of financial aid staff at American colleges and universities. Through use of the Job Descriptive Index an examination of job satisfaction of staff members of the Rocky Mountain Association of Student Financial Aid Administrators (RMASFAA) and Southern Association of Student Financial Aid Administrators (SASFAA) is conducted. Using the concept of generation theory popularized by research team Strauss and Howe (1991), the study examined the generational differences between the baby boomer generation, generation X and millennial generations exist. Baby boomer and Generation X staff exhibited greater levels of job satisfaction than Millennial generation staff. All generations expressed a dissatisfaction with promotion opportunities and Millennial generation staff reported dissatisfaction with pay levels.

Keywords: college administrators, generation, job satisfaction, student financial aid

To my loving wife, Ryall, and Thomas, Anne, Susan, and Beatrice, for putting up with all the hours away from home. No more pages!

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NOMENCLATURE

JDI	Job Descriptive Index
NASFAA	National Association of Student Financial Aid Administrators
RMASFAA	Rocky Mountain Association of Student Financial Aid Administrators
SASFAA	Southern Association of Student Financial Aid Administrators
SPSS	IBM SPSS Software. Originally referred to as Statistical Package for the Social Sciences.

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CHAPTER 1

INTRODUCTION

The professional workforce in the United States is experiencing a changing of the guard. As the baby boom generation reaches retirement age, new generations of leadership, commonly referred to as Generation X and the Millennial Generation, will replace it. Generation theory has established that there are common traits among generations (Strauss & Howe, 1991). However, these generations are groups of persons born during certain periods of history who came of age during unique historical circumstances. This shared experience helps to create a generational identify. While the start and end dates of the generational cohorts vary by researcher, the theory of generational difference remains. The transition in the age composition of the American workforce must take into account these generational differences. This is particularly true in institutions of higher education where the transitioning workforce will bring with it changes in attitudes toward job satisfaction, work ethic, leadership style, and professional involvement (Sessa, Kabacoff, Deal & Brown, 2007; Wendover, 2006).

Generation theory was pioneered by Karl Mannheim (1927) and popularized in the early 1990s by the research team of William Strauss and Neil Howe (1991). The topic has received attention in both the academic and popular press, in particular focusing on such concepts as impact of generations at work, technological comprehension of the generations, and as a way to help explain actions and beliefs of generalized age-based cohort groups (Benson & Brown, 2011; Eyerinan & Turner, 1998; Mencl & Lester, 2014; Simirenko, 1966). The theory is centered on the concept of cohorts of persons grouped by year of birth. While, as noted above, the age ranges of each generation may vary by researcher, the common use of a fixed time period based

on birth year is used to define the generational cohort. Once the age range is defined, the individuals in these cohorts are then observed to discover if they share similar characteristics based on shared experience during their period of development. While the use of age cohorts based on year of birth is the basis of most generational research, researchers such as Kelan (2014) have advocated for a movement beyond the age to define a cohort. Kelan has questioned how greater use of sociological approaches to the study of generations could help move research beyond the use of age bracketing and focus instead on how the shared experiences of a group of people define a generation.

This study will focus on the differences between the Baby Boom generation, Generation X, and the Millennial generation in relation to job satisfaction in their employment as financial aid administrators at U.S. institutions of higher education. These three generations comprise the majority of the current workforce in the U.S. Of these generations, the Baby Boom generation is approaching retirement age while on the other end of the age spectrum, those in the upper range of Millennial membership are entering the stage in their careers where they are beginning to assume senior leadership roles. The researcher used the Strauss and Howe (1991) definitions of the three generations: Baby Boomers were born between 1943 and 1960, Generation X between 1961 and 1981, and the Millennial generation between 1982 and 2003.

Researchers in a 2001 study of financial aid administrators found that the median age of financial aid directors was 47 during the 1999-2000 academic year (College Board & NASFAA). The 2001 College Board study has not been longitudinally replicated in order to obtain a more recent median age. When asked in 2012 for a demographic breakdown of the composition of its membership, NASFAA Director of Research Gigi Jones responded that no such data existed (personal communication, August 13, 2012). As a result of the generation gap and the aging of

the elder generation, leadership roles will need to be filled by members of the Gen X and millennial generations. This shift in workforce composition has an impact across the nation in general. This study focused on whether or not generation membership has an impact on the job satisfaction of staff in financial aid offices on American college campuses.

The baby boomers are a generation which has begun to reach retirement age. As a result, these long tenured experts in their fields will leave the work force and take with them knowledge of institutional history, policy and procedural expertise, and their individual and collective leadership styles. It is reported that between 2004 and 2014 there were 6,000 administrative jobs in higher education to fill annually (Leubsdorf, 2006). While not all of these jobs are positions in student financial assistance, such positions are included in these vacancies. The Bureau of Labor Statistics (BLS) projects that between 2012 and 2022 employment in the postsecondary education administration sector will grow 15% from 161,800 employees to 185,300. BLS identifies this 15% growth as exceeding the national increase of 11% for all occupations and the projected 7% increase in management occupations during this period (U.S. Department of Labor, 2014). This shift will occur at the same time the baby boomer generation reaches its era of retirement.

In response to the coming generational shift in the composition of the work force, companies and organizations have begun to study and develop talent transition plans. Ahead of the curve of baby boomer retirements, the Center for Creative Leadership, in an effort to understand the incoming cohort of leaders, developed an annotated bibliography to assist researchers and professionals identify resources about generations in the workforce from academic and popular press (Deal, Peterson, & Gailor-Loflin, 2001). Other organizations, such as the Partnership for Public Service, identified the impending shift of leadership and the

disparity in size of the generations and began to concentrate on the issue as early as 2002. Still other organizations have identified potential leadership gaps in their organizational structures and have taken efforts to address the issue (Endes & Alexander, 2006; Wendover, 2006).

One example of this generational leadership change as it relates to the financial aid profession is the recent change in leadership at the National Association of Student Financial Aid Administrators (NASFAA). The long-time President and CEO Dallas Martin retired in 2007 and was briefly replaced by another baby boomer, Dr. Philip Day, who subsequently resigned in 2009. During the resulting search for a permanent leader, a third successive baby boomer and NASFAA staff member served as interim president. The generational shift in leadership occurred in May 2010, when a member of Generation X, Justin Draeger, was selected as CEO and President.

In terms of knowledge transfer, higher education institutions and related professional organizations have begun to address their workforce development needs. For example, after years of debate of the need for certification of financial aid administrators (Peterson, 2011), NASFAA developed and now offers non-binding professional credential opportunities (NASFAA, 2012). In addition, NASFAA has over time helped develop a three-tiered leadership development structure with related, but independent, state and regional student aid focused professional organizations. Other examples of preparation for this generational shift in leadership include universities implementing mentoring programs for faculty (Ehrenberg, 2008) and organizations outlining competencies needed of administrators in their professions (ACPA & NASPA, 2010).

The development of the federal student financial aid programs has followed a similar timeline as that of the baby boom generation. At the same time as members of this generation

were being born, the aid programs began to come into being. Starting in the 1940s and 1950s, as a result of the introduction of the *Servicemen's Readjustment Act (1944)* and the National Defense Student Loan program (hereafter referred to as NDSL) (*National Defense Education Act*, 1950), federal student aid programs have matured into a complex system of programs of grants, loans, work, and tax credits that provide $169 billion to students each year. Coupled with other assistance programs, aid administrators assist in providing over $235 billion to students annually (College Board, 2011). Administering these programs takes a unique skill set that balances multiple disciplines (Heist, 2002). Staffs in financial aid offices are tasked with administering a complex layer of federal, state, institutional, and organizational policies and regulations. This study focused on the job satisfaction of these financial aid professionals.

Studies have been conducted on the general demographics and job satisfaction of mid-level managers (Solomon & Tierney, 1997; Rosser, 2004) and academic administrators (Glick, 1992). There is literature comparing the leadership styles of Generation X and Baby Boomers (Yu & Miller, 2005), campus recreation and program administrators (Zhang, DeMichele, & Connaughton, 2004), and residence life staff (Davidson, 2012), but very little research has been done specifically on the staff of financial aid offices.

Studies on the financial aid professional have focused on the job skills associated with the job (Heist, 2002), competencies needed for professional development (Woolf & Martinez, 2013), and job satisfaction (Clement & White, 1983). The most recent study of job satisfaction among financial aid professionals was conducted by NASFAA in 2008. This study focused on descriptive statistics of the respondents and ANOVA analysis of job satisfaction across type of institution (NASFAA, 2008). NASFAA has surveyed its membership on director level incomes as part of the maintenance of its periodic salary model. Demographic differences were presented

in a 2001 study prepared by the College Board and NASFAA (2002), but little research has been done on the job satisfaction of staff employed as student financial aid administrators, none of which this researcher has been able to locate focusing on the differences in satisfaction across generations.

Purpose of the Study

The study focused on the Baby Boom generation, Generation X, and the Millennial generation in relation to job satisfaction in their employment as financial aid administrators at U.S. institutions of higher education. The results of this study can help university administrators and policy analysts better understand the current state of job satisfaction as the work force sees its founding generation nearing retirement and a new generation of financial aid leadership coming into place. The study also adds to the literature on the characteristics of generations in the work force.

Anecdotally, volunteerism in the regional and state level financial aid professional organizations had been declining according to 2012-2013 VASFAA State President and Director of Financial Aid at Eastern Virginia Medical School, Margaret Murphy (personal communication, September 11, 2012). However, this trend may be localized as President of the Southern Association of Student Financial Aid Administrators (SASFAA) and board member of the North Carolina Association of Student Financial Aid Administrators (NCASFAA), Amy Berrier reports that there is enough interest in involvement, but there is often difficulty in finding volunteers for offices which require longer term commitments (personal communication, October 3, 2014). VASFAA State Past President Tarik Boyd also reports that while it had been difficult for his organization to find volunteers in recent years, the trend may be shifting as 2014-15 was the first year in many in which a full dual slate of candidates for all leadership positions

was accomplished (personal communication, October 3, 2014). Leadership of these industry professional organizations could use the findings of this study in their recruitment efforts of Generation X or Millennial financial aid professionals. Policy makers may need to know that they should not necessarily interpret lower numbers of responses to Notices of Proposed Rule Making as disinterest in the policy development policy, but as a possible reality that Generation X and millennial employees are seeking to find a better work life balance (Eversole, Venneberg, & Crowder, 2012; Mencl & Lester, 2014). Division heads to which financial aid offices report may find the results beneficial in assessing the job satisfaction of those employed in this field.

Generation theory is grounded on the notion that segments of the population have group characteristics which differentiate each group from the other based on generalized shared historical experience. As the baby boom generation retires, what differences may occur in attitudes toward job satisfaction as determined by the Job Descriptive Index? Kunreuther (2003) identified differences between the generations that lend support to the notion that the next generation of leaders may manage differently and seek a different work-life balance than the preceding generation of leaders.

The purpose of this study was to identify any significant differences between the Baby Boomer generation, Generation X, and the Millennial generation in relation to job satisfaction in their employment as financial aid administrators at U.S. institutions of higher education.

Definition of Terms

- *Baby Boomer Generation*: the cohort of individuals born between 1943 and 1960.
- *Eligibility and Certification Approval Report:* the resulting report issued by the United States Department of Education to each institution's application seeking to offer federal student aid to its students. The document lists educational programs to which the

university may offer federal student aid to students, identifies officials of the university, university locations at which students earn greater than 50% of credits required for a degree, and other information as reported and required for program administration and regulatory compliance.

- *Federal Student Aid*: programs designed to assist students attending eligible institutions of higher education finance the cost of education. These programs are primarily prescribed in Title IV of the *Higher Education Act of 1965*. Programs in this act include but are not limited to the Stafford Loan, Pell Grant, and Supplemental Education Opportunity Grant programs. Any aid program designed to assist students funded by the federal government and regulated by the US Department of Education,
- *Financial Aid Director:* the professional on a college or university campus tasked with serving as the institution's chief officer for matters related to the administration of student financial assistance. This person is the individual listed on the university's Eligibility and Certification Approval Report (ECAR) as the institutional financial aid administrator.
- *Generation Theory:* the theory that cohorts of society have unifying characteristics shaped by common lived experiences during a particular period of history, attitudes developed as a result of their common developmental period, and a sense of membership of the generational cohort (Strauss & Howe, 1991).
- *Generation X (Gen-X)*: the cohort of individuals born between 1961 and 1981.
- *Governance Control Model:* the classification as reported by the institution of higher education's Application for Approval to Participate in Federal Student Financial Aid

Programs. Three possible options; public institution, private nonprofit 501(c)(3) institution, or for-profit institution.

- *Job Category:* The category or role a staff member has in the hierarchical structure of a financial aid office. For example, director, counselor, administrative/processing staff, etc.
- *Job Descriptive Index (JDI):* an assessment developed by Smith, Kendall, & Hulin (1969) and currently under the management of the JDI Research Group based at Bowling Green University. The current scale was developed in 2009. The JDI measures five facets of job satisfaction: a) work in present job, b) present pay, c) opportunities for promotion, d) supervision, and e) coworkers (Balzer et al., 2007)
- *Millennial Generation*: the cohort of individuals born between 1982 and 2004.
- *Policy Advocacy:* the act of lobbying law makers and/or responding to notices of proposed rule-making.
- *Professional Involvement*: the act of participating in the activities and leadership in a professional organization beyond attending conferences or workshops.
- *Professional Organization*: those organizations whose mission and purpose it is to advance the development of individuals and bodies of knowledge associated with a particular trade, industry, or body of knowledge. For the purposes of this study, this includes the various national, regional, and state associations of student financial aid administrators.
- *Regulation Development Cycle*: They mandated cycle by which regulations are drafted and promulgated. This varies by executive branch department. In the case of the US Department of Education, the first phase is a team of negotiators is selected from the

public representing fields of interest likely impacted by the intended regulations. This team of negotiators works with the department to reach agreement on the draft language of a new regulation. Once drafted, the general public is invited to respond to the initial draft. The regulating agency is required to review and respond to these comments when drafting final regulations.

- *State Aid*: student assistance programs designed and funded by states to assist eligible students in the state meet the costs of attaining a credential from an institution of higher education.
- *Title IV of the Higher Education Act of 1965:* Section of the Higher Education Act, which contains the legislative framework for federal student aid programs.
- *Work Motivation*: the reasons why employees work in their respective field.

Research Questions

The research questions for this study are:

1) Is there a difference in job satisfaction as measured by the Job Descriptive Index between Baby Boomer, Generation X, and Millennial generation staff?
2) Is there a difference in job satisfaction as measured by the Job Descriptive Index between Baby Boomer, Generation X, and Millennial generation staff based on position held?
3) Is there a difference in job satisfaction as measured by the Job Descriptive Index between Baby Boomer, Generation X, and Millennial generation staff based on an institution's governance control model?
4) Is there a difference in job satisfaction as measured by the Job Descriptive Index between Baby Boomer, Generation X, and Millennial generation staff when controlling for age?

5) Is there a difference in job satisfaction as measured by the Job Descriptive Index between Baby Boomer, Generation X, and Millennial generation staff based on position held when controlling for age?
6) Is there a difference in job satisfaction as measured by the Job Descriptive Index between Baby Boomer, Generation X, and Millennial generation staff based on an institution's governance control model when controlling for age?

Overview of Methodology

The study was a non-experimental quantitative study. To measure the between group generational differences, an online quantitative survey instrument was used. The survey was sent to financial aid staff employed at postsecondary institutions in the Rocky Mountain Association of Student Financial Aid Administrators (RMASFAA) and the Southern Association of Student Financial Aid Administrators (SASFAA). The instrument utilized the Job Descriptive Index (JDI) scale as developed and maintained by the Job Descriptive Index Research Group based at Bowling Green University. The researcher was granted permission by this group to conduct research using the JDI (see Appendix XX). The JDI is a frequently used measure of job satisfaction (Graeff, Leafman, Wallace, & Stewart, 2014; Oshagbemi, 1997) which has been shown to have construct validity (Kinicki, McKee-Ryan, Schriesheim, & Carson (2002).
The base JDI survey was expanded to include demographic information which was used to provide descriptive statistic results, and to allow the researcher to group respondents by generation cohort, governance control model and job category. In addition, questions adopted from the 2008 NASFAA Job Satisfaction Survey and other questions focused on professional involvement and policy advocacy have been added to measure generational differences in these

areas. The survey is available for review in Appendix B as well as online at https://www.surveymonkey.com/s/DJLZ8BB. Analysis of the survey data was conducted using inferential statistical testing methods to identify the between group differences. Because there are three groups being compared in each research question, univariate analysis of variance (ANOVA) was used to identify any between group differences for research questions one to three. The independent variable for each of the research questions will be the respondent's generational cohort membership; with the JDI facet scores as the dependent variable. Due to concerns with the composition of generational membership, an additional analysis using age as a covariant was performed using an Analysis of Covariance (ANCOVA) for research questions four to six. Lastly, given the generation cohorts did not have equal distribution of respondents in each of the groups, a nonparametric analysis of the differences between the groups was performed for Research Question one. This was done using the Kruskal-Wallis H test to test the median rank-order satisfaction of respondents. It is important to note that the Kruskal-Wallis H test compares the median rank-order of group responses as opposed to the means of the cohort groups as in the ANOVA. Similar to ANOVA, the Kruskal-Wallis H test does not indicate where the differences between groups exist, only that their medians are not equal (Corder & Foreman, 2014).

The third method used to analyze the first research question was a chi-square test of homogeneity. Using accepted cut-off points, facet response score data were transformed into dichotomous results of "satisfied" and "not satisfied" instead using the raw scale survey result. Doing this permitted use of a Chi-square to test the median rank-order satisfaction of respondents by generation group. A score of 28 or higher was used to classify "satisfied" and lower than 28 will be classified as "not satisfied" (Balzer et al., 1997). Using this dichotomous approach

permitted testing to occur regardless of any statistical outliers or lack of homogeneity in grouping issues. The Chi-square test of homogeneity tests "whether the proportions (or binomial distributions) are the same in the three or more groups of the independent variable" (Laerd Statistics, 2016, n.p.).

Delimitations

The study focused only on individuals whose institutions are members of the Rocky Mountain Association of Student Financial Aid Administrators (RMASFAA) and the Southern Association of Student Financial Aid Administrators (SASFAA). Because postsecondary institutions from outside of the RMAFSAA and SASFAA regions may send staff to each organization's annual new aid officers training workshop, there were respondents from outside of the geographic region, but all respondents were members of the organization. Invitations were sent through each organization's listserv to invite financial aid administrators to participate in the study. As such, the sampling method used in this study was convenience sample. Because job titles vary by campus, a question was asked on the survey instrument to identify if the title of the respondent equates to the role of chief financial aid officer on the campus. To assist in clarifying this for the respondents, financial aid director is defined as the person listed on the institution's US Department of Education Eligibility and Certification Approval Report (ECAR) as financial aid administrator (see definition of terms for ECAR). The study was regional in scope and included all institutional types (public, private, non-profit, for profit, 2-year, 4-year, etc.). However, due to the small number of responses from for profit schools, analysis based on governance control model was limited to only public and private not for profit institutions. The study was conducted from September 2015 to February 2016. Because the processing of student financial assistance programs is cyclical in nature, the survey was conducted during a

time period generally accepted as a non-peak processing period for aid administrators. This timeline was selected to permit those invited to participate to have time to respond to the survey.

Assumptions

As the survey was conducted via the internet and distributed to members of the RMASFAA and SASFAA organizations, responses were assumed to be from personnel employed in a financial aid office associated with RMASFAA and SASFAA. All responses were assumed to be reflective of the true opinions of the respondents as the survey was conducted online and confidential. Survey Monkey collects the internet IP address of the respondent so anonymity was not possible using the collection tool. The researcher is a director of student financial assistance at a postsecondary higher education institution in the mid-Atlantic region with previous employment at an institution in the SASFAA region. The researcher also previously served on the SASFAA Board.

Organization of the Study

The study first examined the literature in the areas of generation theory, workforce leadership succession, generational differences in the workplace, job satisfaction, and the professional development of financial aid professionals. This literature is presented in Chapter Two. Chapter Three includes an outline of the design of the study. Findings of the study are presented in Chapter Four. Findings, conclusions, and recommendations for further research are presented in the final chapter of the study.

CHAPTER 2

LITERATURE REVIEW

Much literature exists in the popular and academic press concerning generational theory and workplace job satisfaction. First made popular through the work of Strauss and Howe (1992; 1993), the field of generational research has grown and become of increasing popularity as the baby boomer generation begins to near retirement age. This chapter will give an overview of the concept of generation theory, paying particular attention to the work of Strauss and Howe. The review will then address the Job Descriptive Index followed by a brief overview of the shifting demographics of the US workforce and the perceived impact of the loss of the largest American generation to retirement. Fourth, the chapter will discuss the literature on job satisfaction in higher education and research on the impact of generation amongst university staff. Lastly, the review will examine the literature on the administrators of financial aid. The goal of this chapter is to provide greater understanding of the nature of the generation shift occurring in America, background of the research on generation theory's impact on college administration in general and among financial aid staff specifically. This background will provide the basis upon which to examine the generational differences between Baby Boomer, Generation X, and Millennial generation financial aid administrators.

Overview of Generation Theory

Karl Mannheim (1952) is regarded as writing the seminal work on generation theory. His theory centered on the idea of generational cohorts; groups of people tied to specific time periods by biological birth and who developed around critical events in their youth. To Mannheim, the problem of generations "appears to be to find the average period of time taken for the older generation to be superseded by the new in public life, and principally, to find the natural starting-

point in history from which to reckon a new period" (1952, p. 278). Each generation might be tied together by their location in the timeline of history based on birth, but within each of those units, the generation may be subdivided based on their common experience. Each generation has a dominant and an opposing generational group within it.

Pilcher (1994) attempted to highlight that Mannheim was critical of the over simplification of generation to mere biology or timeline based on natural progression. Pilcher suggests that Mannheim was sensitive to the social and historic occurrences, which occur within the biological timeline. To this point, Mannheim (1952) stated,

> Were it not for the existence of social interaction between human beings – were there no definable social structure, no history based on a particular sort of continuity, the generation would not exist as a social phenomenon: there would be merely birth, ageing, and death. (p. 291)

To this extent, Mannheim highlighted the historical romanticist view of generations as beneficial in the overall understanding of a generation. To the historical romanticist, generations were not merely bound by time, but as a group "having experienced the same dominant influences" (Pilcher, 1994, p. 486).

Early research in generation theory centered on the concept of dual generations: an older generation being replaced by a newer generation. Jose Ortega y Gasset defined these generations as social eras: the conservative and the radical (Wohl, 1980). Each of these eras alternated throughout history. It was this idea of a starting-point and alternating patterns throughout history upon which Strauss and Howe based their examination of American history in light of generations. Their thesis is that American history can be traced through a repeating four generation cycle (Strauss & Howe, 1991).

The research team of William Strauss and Neil Howe (1991) developed a theory of generation that combined two schools of thought. The first facet, building on prior research of Karl Mannheim and Jose Ortega y Gasset, is that generations exist as a cohort based on age and location. Each generation ages and moves through life in a similar timeframe, moving through the stages of life in a similar pattern. While Ortega y Gasset identified two cyclical generations, Strauss and Howe have identified four cyclical generation types: idealist, reactive, civic or adaptive. The second facet of Strauss and Howe's approach is that generations are cyclical and rotate in a uniform manner as time progresses. Using this approach, it can be projected what characteristics a generation might display given the events of their childhood, or what Strauss and Howe refer to as youth.

Strauss and Howe (1991) pattern a person's lifespan into four separate categories: Youth (age 0-21), Rising (22-43), Midlife (44-65), and Elder (66-87). During each of these segments the individuals in the cohort play a central role. During the youth phase, an individual plays a role based on dependence. During the rising stage, an individual's role is an active role characterized by service, work, and starting adulthood. Roles centered on leadership describe an individual's midlife phase, and during the elder phase stewardship roles are central.

Within a person's lifetime, each generation lives through, or helps to trigger what Strauss and Howe (1991) refer to as a social movement. A social movement is defined as "an era, typically lasting about a decade, when people perceive that historic events are radically altering their social environment" (p. 71). These social movements alternate between two types; a secular crisis or a spiritual awakening. These movements are cyclical and occur approximately every forty to forty-five years. Secular crises are "when society focuses on reordering the world

of institutions and public behavior" while spiritual awakenings are "when society focus on changing the inner world of values and private behavior" (p. 71).

When the secular crisis occurs during an individual's life span will impact either the development of the generation (if the crisis occurs during youth) or impact the way the generation reacts to it (if the crisis occurs in mid-life, when the generation's members are in positions of leadership). Strauss and Howe (1991) assign the terms dominant and recessive to each generation based on when it enters a social crisis. If the generation is in its rising or elder stages during a social movement, this is the dominant generation. If the generation is in its youth or midlife stage, this is the recessive generation. So, as a generation enters youth and moves through the cyclical social movements it develops its unique peer personality defined by Strauss and Howe as "a generational persona recognized and determined by 1) common age location; (2) common beliefs and behavior; and (3) perceived membership in a common generation" (p. 64).

Using these defining principles, Strauss and Howe (1991) have identified and named 18 generations through American History. The four current generations as follows: Silent (1925-1942; adaptive), Boom (1943-1960; idealist), Thirteenth or X (1961-1981; reactive), Millennial (1982-2003; civic).

The work of Strauss and Howe led them to write prophetically of what the next cycle or turning of history will look like in a generational context (1993). The research duo then went on to write an expanded descriptive book concerning the generation, which at the time was entering adulthood: the Millennial Generation (2000). Kelan (2014) indicates that there are limitations in attempting to research generations based on strict birth year cohorts. "It leaves little room for deviations and studying subtle differences between generations. It also makes differences within a generation invisible" (p. 21). Cavalli (2004) highlights that social researchers are cautious in

their use of historical categories and identifies several methodological problems in using generation as a basis for social research, such as the effect of age on cross-sectional research. This has led some researchers to focus more on social events as the basis of generation rather than rigid birth year cohorts (Edmunds & Turner, 2005).

While the work of Strauss and Howe was intended for the popular press, it did spark greater interest in researching generation and its impact on various fields. Since Mannheim's writing in 1927, generational theory has been the basis of research for such areas of study as: youth culture and anti-war activism (Roberts & Lang, 1985), HIV risk behaviors (McBride, 1990), employment and the work place (Zemke, Raines, & Filipczak, 2000), and religion (Wuthnow, 1976), to name a few.

Job Descriptive Index

The Job Descriptive Index (JDI) is one of two major job satisfaction measures that has been used since the 1960s (Aziri, 2011). The measure was first introduced in 1969 (Smith, Kendall, & Hulin) and has undergone several revisions and refinements (Balzer et al., 1997). The measure uses item response theory (IRT) to measure an employee's satisfaction in five areas (work, coworkers, supervision, pay, and opportunity for promotion). Item response theory measurement tools are developed to "provide an appropriate framework for determining whether group differences in observed sums" (Carter, Dalal, Lake, Lin, & Zickar, 2011, p. 118) exist. Given the purpose of this study is to measure job satisfaction between three groups, use of a measurement tool using IRT is appropriate.

The JDI has been shown to be structurally valid (Kinicki, McKee-Ryan, Schriesheim, & Carson, 2002) and comparatively effective using either a computerized paper delivery method (Kantor, 1991). The measure has been tested and found to be an effective compare job

satisfaction tool across cultures (Wang & Russell, 2005). It has also been found to return consistent results across a variety of work environments (Jung, Dalessio, & Johnson, 1986). Jung et al. also concluded that several items in the JDI should be updated. The latest update to the JDI was performed specifically to refine the test using new normative data (Lake, Gopalkrishnan, Sliter, & Withrow, n.d.).

In a higher education context, the JDI has been recently used to measure job satisfaction of faculty in the United Kingdom (Oshagbemi, 2013), physician assistant faculty in the United States (Graeff, Leafman, Wallace, & Stewart, 2014), and entry-level residence life and housing staff in the United States (Davidson, 2012). Literature on job satisfaction of financial aid administrators exists using the Porter Need Satisfaction Questionnaire (PNSQ) (Clement & White, 1983) and self-designed studies (NASFAA, 2008) but literature has not been found that used the Job Descriptive Index.

Demographics of the US Workforce

The impact of the Baby Boomer generation on the US workforce is manifest in an expansion of the over 55 years-and-older age group, which began in the early 2000s. Baby Boomers first reached the over 55 year age category in 2001 (Mosisa & Hipple, 2006). In the context of this study's research, that puts the front end of the baby boomers in retirement range as of the writing of this study. By 2020, the entire Baby Boomer cohort will be in the 55 and older age category defined by the Bureau of Labor Statistics (see Table 1). As the largest generational cohort ages, many will choose to remain employed, many will or have begun to depart. This trend and the need to address the impending leadership gap was highlighted by then Office of Personnel Management Director, Linda Springer, in 2001 when she stated, "This is not

a retirement boom, or a retirement waive, but a retirement tsunami" (as cited in Zeigler, 2006, p. 6).

Table 1

Civilian Labor Force by Age: 1990, 2000, 2010 and Projected 2020

Group	1990	2000	2010	2020
Total, 16 years and older	125,840	142,583	153,889	164,360
Age, years:				
16 to 24	22,492	22,520	20,934	18,330
25 to 54	88,322	101,394	102,940	104,619
55 and older	15,026	18,669	30,014	41,411
Age of Baby Boomers	26 to 44	36 to 53	46 to 64	56 to 74

Note. Adapted from "Labor force projections to 2020: A more slowly growing workforce by M. Tossi, 2012, *Monthly Labor Review, 135*(1), p.44. Adapted with permission.

These demographic trends have caught the attention of the private and public employment sectors. Through an analysis of the staff succession programs developed by two federal agencies (the United States Postal Service and the United States Department of Agriculture's Food Safety Inspection Service), Endres and Alexander (2006) examined the plans developed to address the anticipated loss of leadership. They found that having senior management involved in the staff transition process enabled smooth implementation of each agencies plan and that the plans of each agency would be continually evolving to reflect the current needs of the agency. Green and Roberts (2012) highlight that the values of the incoming Generation X and Millennials pose a problem for recruitment of staff to replace the retiring generations. They recommend actions such as revamping management development programs to the learning styles of the younger generations and developing greater work-life balance in an organization's job benefit programs. These, and other, actions are recommended to avoid what Green and Roberts refer to as an impending "serious talent and performance deficit" (p. 92).

Tierney (2006b) has focused his research on the leadership deficit that is coming to the non-profit sector. By 2016, this sector will need to bring in or cultivate 640,000 new senior-level managers. "To put the challenge in perspective," Tierney states that "attracting that many managers is the equivalent of recruiting more than 50 percent of every MBA graduating class, at every university across the country, every year for the next 10 years" (p. 28).

Known Generation Studies in the Workforce

Zemke, Raines, and Filipczak (2000) did a series of case studies of companies and analyzed the interaction of four generations of workers. Their research focused on the generations they termed Veterans (birth years; 1922-1943), Baby Boomers (1943-1960), Xers (1960-1980), and Nexters (1980-2000) (also known as Millennials). Their research attempted to analyze the generations in terms of their characteristics in the context of the workplace. In terms of leadership, Generation X is characterized by altruistic leadership models. Whereas Boomers sought leadership roles for prestige, Generation X sees leadership positions as just a job. Also in contrast is their approach to office politics. Boomers, as a generation, have a greater penchant for corporate politics whereas Generation Xers are less interested and skeptical of the corporate structure as a whole. Cogin (2012), in a multi-country study, concluded that generational differences existed in areas such as the idea that hard work equates to success. Beutell and Wittig-Berman (2006) found that the pre-Baby Boomer generation is significantly more satisfied in their work than Boomers and Generation X. Their study also indicated Generation X had particular concern regarding a work and life balance.

In their meta-analysis of popular and scientific research on generational difference in the workplace, DeMeuse and Mlodzik (2010) caution against reading too much into the popular notion of significant differences between generations existing. They cite that most studies have

been cross-sectional in nature and only express differences that may exist in a particular moment in time. Their examination of 26 peer-reviewed studies found almost 70% of the studies concluding there were no generational differences. Kunreuther (2003) found little evidence of large generational differences in social change organizations. However, he did note differences between Baby Boomers and Generation Xers in three areas: motivation for entering social work, work life balance, and their perspective on the future. The differences lead to a conclusion that focus in these types of organizations should be put on the transitions of how the organization operates, more than on the need for the work to be done. Following the theme of generational leadership transition, Mosely (2005) focused on how to mentor the then incoming generation of Generation X managers in libraries. Farrell and Hurt (2014) focused their research on the characteristics of Millennial learners and how organizations could shift their training programs to more closely align with the style of this generation.

Findings in a survey of health care workers suggest that there may not be as large a factor in age and generation attitudes toward workplace satisfaction as previously held (Teclaw, Osatuke, Fishman, Moore, & Dyrenforth, 2014). A survey of 3,440 persons born in the United States suggests that while the generations do differ in work motivations, these differences are greater based on management level than they are by generational membership (Deal, Swatiski, Gentry, Graves, Weber & Ruderman, 2013). Acar (2014) studied work motivation factors between Generations X and Y in Turkey and found no significant difference in intrinsic and extrinsic work motivation factors between the two generations. In terms of the leadership practices, it has been found that the generations agree more than differ on which practices are most important (Gentry, Deal, Griggs, Mondore, & Cox, 2011).

Eversole, Venneberg, and Crowder (2012) focused their research on the generational shift in the workplace that will occur in the coming 20 years. They identified one common trait in the changing workforce: a desire for flexibility in the workplace. This study pointed out that such flexibility in the future should be embedded into the organization's culture and structure of work and not be seen as a benefit or special program. Arsenault's (2004) research on generations suggests that organizational "leadership development programs need to become more sensitive to generational differences" (p. 138). Starks (2014) has advocated for an intergenerational approach to knowledge transfer during this shift in organizational staffing based on generation cohorts.

Hansen and Leuty (2012) researched work values among the generations. Their research extended to the generation preceding the baby boomers, the silent generation. Findings of their study suggest Baby Boomers and Generation X have more in common with each other than with the silent generation and that in regard to the small differences that do exist across the generations, generation group membership had a bigger factor than the specific age of the respondents. The notion that the generations are more similar than different was also suggested by the research of Menci and Lester (2014). They found that between Baby Boomers, Generation X, and Millennials, there were differences in seven of ten work factors examined: career advancement opportunity, immediate recognition of work and feedback, and diversity climate. Glass (2007) identified five areas where the three generational cohorts could experience workplace discord: expectations, work ethic, attitudes, opposing perspective, and diverse motivators. These divergent areas have the most implication in motivation and retention of the younger generations.

Studies on generational differences in the workplace have focused on wide generalizations across multiple corporate environments. However, some have focused on

particular industries such as social change organizations (Kunreuther, 2003), philanthropy (Goldseker, 2009), and non-profit leadership transition (Tierney, 2006a). Some research has focused on the values orientation of generational cohorts (Green & Roberts, 2012; Murphy, Gibson, & Greenwood, 2010). In a study of Australian Baby Boomers, findings suggested that those in this generation would be willing to work part-time or never retire (Taylor, Pilkington, Feist, Dal Grande, & Hugo, 2014). Beaven (2014), in a study using interviews of managers representing all current generational cohorts found that technology lies at some of the biggest communication style differences between the generations. Tenure in a position and organizational commitment have been linked to generations (Hokanson, Sosa-Fey, & Vinaja, 2011). Leadership attributes have been found to be significant based on a generational cohort (Sessa, Kabacoff, Deal, & Brown, 2007).

Studies of College Administrators

Much literature exists studying college administrators and faculty. Many professional organizations publish peer-reviewed journals focused on the issues relevant to, and practitioners of, their specific niche in higher education. These include NASFAA's *Journal of Student Financial Aid,* NASPA's *Journal of Student Affairs Research and Practice,* and NACAC's *Journal of College Admission*. As it relates to the proposed study's focus on generation and job satisfaction, community colleges are reminded by Basham and Mathur (2010) to ensure their management teams have a balance of leaders and managers. Fife and Goodchild (1991) edited a series of articles focusing on the idea of college administration as a profession. In this compilation, the focus was on examining the role professional training has played in developing higher education leaders. Of particular note, the authors advocated for the growth and continued professionalization of college administration for three particular reasons: a) the growing

complexity in higher education organization and technology, b) the likelihood that faculty will be less likely to step into administrative roles due to the shortage of faculty, and c) "greater public scrutiny will demand administrators skilled in balancing accountability on the one hand and traditional academic freedoms on the other" (p. 116).

Rossser (2004), in a study of midlevel college and university leaders, found these leaders to have a positive level of job satisfaction and intention to stay in their position when the quality of their work life is supportive of their work. In light of the changing demographic of the work force, senior leaders must be aware that those with fewer years of employment at an institution of higher education have greater likelihood of leaving their position (Donaldson & Rosser, 2007). As such, involvement in outside professional development activities may help contribute to an intent to stay in a position. Administrators at private colleges were found to have a high level of job satisfaction, but are not appreciative of the ability for promotion or lateral job movement and of particular importance, their ability to pursue outside interests (Solomon & Tierney, 1977). This may pose concern for universities as Generation X and Millennials begin to fill leadership roles vacated by preceding generations. In another study at small colleges and universities, Kortegast and Hamrick (2009) explored the manner in which more senior professionals can assist newer professionals navigate process associated with voluntary leaving a higher education position. Employers may need to craft work environments that provide appropriate work life balance for the incoming generation of mid-level leadership (Zemke, Raines, & Filipcak, 2000; Yu & Miller, 2003). Volkwein and Parmley (2000) found very little difference between the job satisfaction of college administrators at public and private universities. The researchers only found a difference in terms of satisfaction with regard to motivation by extrinsic rewards and the authors concluded these differences are not enough to

establish overall differences between job satisfaction between employees at private and public institutions.

Job satisfaction in higher education was robustly and comprehensively studied by Oshagbemi (2013). His study focused on job satisfaction amongst faculty in the United Kingdom and his results culminated in a book length programmatic study; as opposed to shorter journal length studies. Davidson (2012) used the Job in General Scale and the Job Descriptive Index to study job satisfaction of entry-level residence life and housing staff. The study revealed that entry-level staff had self-reported low levels of perceived job advancement, but high levels of job satisfaction.

Studies of Financial Aid Administrators

Financial aid, as defined as the management of assistance programs to enable students to attend a particular institution, has been in existence in some capacity since the American Colonial era at United States colleges, and the concept of financial assistance existed in medieval European universities (Fuller, 2014). References to a bourgeoning profession specifically centered on college financing and assistance programs can be found in the seminal document of modern student service, *The Student Personnel Point of View* (American Council on Education, 1937/1949). The financial aid profession developed gradually, and began to significantly expand after the introduction of federal assistance programs in the 1950s and 1960s. The earliest research on the administration of aid and those tasked with managing it began in the 1960s (Caszazza, 1970; Gross, 1966; Nash, 1969). Early articles in the NASFAA's *Journal of Student Financial Aid* were more practical in nature than research-based and focused on the general nature of the burgeoning profession and its place in the structure of college organization (Fields, 1974; McCormack, 1978; O'Hearne, 1973). The growth, professionalism, and need for greater

regulatory compliance led to financial aid being included as a topic in The Council for the Advancement of Standards in Higher Education's (CAS) self-assessment guides (2014).

Literature on the financial aid profession exists, but as evidenced by inclusion in CAS standards, which focus on student affairs, is often considered a sub-set of student services, student affairs, or enrollment management. NASFAA produces a peer-reviewed journal titled *Journal of Student Financial Aid*. The journal has been converted to electronic format and is available on the NASFAA website and is also available in the ERIC database for greater ability to be accessed by the public.

The role of financial aid administrators as it is known today began to form in the 1950s as a result of the formation of the College Scholarship Service (CSS). It was the CSS and the College Board that developed the first uniform set of principles that established the framework for the profession (Hart, 1991). As federal programs grew throughout the 1960s and 1970s, so did the profession. As early as the 1970s, the debate over the professionalization of financial aid administrators was a part of the professional dialogue in the profession (Moore, 1975; Sanderson, 1971). Much of the literature pertaining to the composition, qualities, and attributes of financial aid professionals is focused during the 1970s and 1980s. Research during this time period focused on topics such as: perception of work vs. reality of financial aid work (Robins & Phillippe, 1988), career patterns of financial aid staff (Casazza, 1971; Hills, 1988), characteristics of staff (Schiesz, 1974), staffing models and salary and training needs of staff (Anton, Gedney, Travers & Urdzik, 1981; Galvez & Olinsky, 1980; Kapsak, 1985; Morris, 1979; Peterson, Tatum & Winegar, 1977). Some of this research continues into the present era such as salary and staffing modeling (NASFAA, 2012c), training (Woolf & Martinez, 2013), and to a limited extent job satisfaction (NASFAA, 2008).

Training and the larger concept of professionally certification have remained topics of research throughout the profession's existence. The topic was discussed in the first NASFAA *Journal of Student Financial Aid* issue when Sanderson addressed the question of professionalizing financial aid staff (1971). Peterson (2011) analyzed the current level of support of aid administrators for some level of professional certification and found support in the aid community for a voluntary certification process. In the case of NASFAA, the desire for a voluntary professional certification process has been expanded upon as evidenced by the recent introduction of NASFAA University (2012a). NASFAA University is a voluntary credentials program which combines a mixture of learning methods (online, group study, classroom, or independent study) with an examination process. The program culminates in a voluntary credentials test administered by the association. Administrators can qualify to sit for the test in a variety of ways; attendance at on-line instructor led course, attending a NASFAA approved boot camp, evaluation of professional experience, on-site NASFAA-led training, or completion of a self-study course. The organization is rolling out various professional credential tests over the next three years and as of June 2014, 541 individual credentials have been voluntarily pursued and earned by NASFAA members (NASFAA, 2014). In keeping with the findings of McDade (1991), NASFAA's new credential program adds to the numerous ways in which individuals may gain training in leadership and enhance their professional development. At almost every level of leadership, professional organizations have introduced training opportunities in the various aspects of college leadership.

Growth of graduate degree programs specializing in higher education administration and policy has led to greater doctoral level research in financial aid. However, little modern research has been focused on those holding the roles of financial aid administrator. Much of the research

on this topic is centered in 1970s and 1980s as the profession began to be formalized following a period of rapid growth in financial aid programs. The NASFAA *Journal of Student Financial Aid* has published very few recent research-based articles addressing those who comprise the profession. A review of articles in the journal reveals the only article since 1988 dealing with financial aid administrators as a professional group was a study outlining the development of a competency model for staff (Woolf & Martinez, 2013).

Financial aid directors are considered midlevel managers in the higher education bureaucracy (Rosser, 2004). Such managers play keys roles in what Johnsrud and Rosser (2000) define as the four service areas of higher education: academic support, business/administrative services, external affairs, and student affairs. NASFAA published a guide for new financial aid directors entitled *You're the Director: A Guide to Leadership in Student Financial Aid* (2012b). The book is a collection of essays written by veteran aid administrators to assist new directors in the challenges they will face in their new leadership positions.

Stockham (1989) shared his observations of entering the financial aid profession using his experience as an individual case study. Some research and examination has been done of the characteristics of financial aid offices. Well-managed financial aid offices are highlighted as exhibiting characteristics such as formal procedures, quality control and staff development and training systems (St. John & Sepanik, 1982). Moore (2000) wrote a booklet for parents and students outlining the role of the financial aid officer on campus. While the book primarily outlines the financial aid process, it does so from the context of how the financial aid officer on campus attempts to assist students and does so from a conflicting position of attempting to assist from within a highly regulated framework.

Organizational stress within financial aid offices was discussed by Krug and Levy (1988) and various countermeasures were offered to administrators in a follow-up article (1989). Kung and Levy used focus group studies of California aid administrators to identify eleven sources of organizational stress. Short and Matlock (1984) studied the perceived understanding of director's peers across the college campus and found that financial aid directors who indicated difficulty in communicating administrative problems to superiors had an orientation toward procedures and rules.

McKinney, Roberts, and Shefman (2013) studied financial aid counselors' experiences and insight into student loan borrowers at community colleges. The counselors studied indicated they were concerned about student borrowing levels but that staffing levels may prevent staff from educating students on the issue.

Job Satisfaction of Financial Aid Staff

Clement and White (1983) studied the job satisfaction of financial aid administrators in Illinois. The study used the Porter Need Satisfaction Questionnaire (PNSQ), which primarily focuses on management level job satisfaction and is based on Maslow's hierarchy of human needs. The study focused on any possible differences between type of institution, job title, and years of experience in the six areas measure by the PNSQ: job security, socialization, esteem, autonomy, self-actualization, and being in-the-know. The results of the study suggested that job frustration can be tied to the type of institution where an individual works. Perceived self-actualization was found to have a significant difference in the study. Those with higher levels of management had more agreement between their perceived and actual level of job satisfaction; all areas but socialization resulted in significant differences by job type. Years of experience also was a significant difference for all categories measured leading Clement and White (1983) to the

conclusion that “the more experience a person gains, the less dissatisfaction with his or her position (p. 15)

Watts, Short and Well (1987) utilized the Bryafield and Rothe Job Satisfaction Scale (which expands the concept of intrinsic and extrinsic values of work initially set forth by Herzberg, Mausner and Snyderman (1959)) to study financial aid staff. Intrinsic work values include serving others and having meaningful challenge in their jobs. Extrinsic work values include salary, promotion, and policy. The results of Watts, Short and Well (1987) suggest that financial aid staff satisfied in their work have an inclination to intrinsic work values. Staff also reported that they are most satisfied when their ideal job and real job have a good fit; regardless of whether the staff member was intrinsically or extrinsically oriented.

NASFAA and the College Board (2002; 2000) partnered for a series of studies to examine the implementation of policies and procedures used in undergraduate financial aid offices to assist students. These studies briefly outlined some of the demographic and salary characteristics of the financial aid director.

NASFAA published a job satisfaction study in 2008. The data presented in the study concentrated on descriptive statistics, however it also included an analysis of variance to if job satisfaction varied by institution type. The results indicated that financial aid professionals consider their work important to the institutions for which they work and the students they serve. However, 57.9% of the respondents to the survey were the Chief Financial Aid Administrator at the institution and 17.2% self-identified as second in command in the office hierarchy. These two levels of leadership combined for 75% of the survey respondents. As such, the 2008 NASFA job satisfaction survey can serve as a proxy for job satisfaction among senior managers in financial aid offices (2008).

This chapter has outlined the literature regarding generation theory and job satisfaction. The review of literature highlights the breadth of research conducted using generation theory as a basis, job satisfaction of employees in various sectors of higher education. Particular attention has been given to the research of financial aid professionals in the United States. Chapter Three outlines the methodology of the proposed study of job satisfaction of financial aid administrators.

CHAPTER 3

ANALYSIS OF THE DATA

The purpose of this chapter is to outline the design and methods used for this study. As stated in Chapter 1, the purpose of this study was to determine differences between the Baby Boomer generation, Generation X, and the Millennial generation in relation to job satisfaction in their employment as financial aid administrators at US institutions of higher education. This was accomplished through analysis of on-line survey data to determine if any significant differences exist between the three major generations which comprise the current US workforce; a) Baby Boomers, b) Generation Xers, and c) the Millennial generation.

Research Design

The study was a non-experimental quantitative study, designed to identify any significant between group differences in job satisfaction among the Baby Boomer, Generation X, and Millennial generations of staff employed in financial aid offices in the Rocky Mountain and Southern regions of the United States. Expanding on prior studies of job satisfaction of financial aid professionals (Clement & White, 1983; NASFAA, 2008), this study seeks to enlarge the research on job satisfaction of this narrow segment of the higher education work force by utilizing the well-established measures of the Job Descriptive Index (JDI). Davidson (2012) used the JDI and the Job in General Scale to evaluate job satisfaction of entry-level housing and residence life staff. The research was nonexperimental as the researcher "is unable to manipulate or control any factors or phenomena that may influence the subject's behavior or performance" (McMillan, 1996, p.13).

To identify if any significant differences exist between the generations that comprise the vast majority of the U.S. Workforce, six research questions have been developed. These

questions are presented below, along with the null hypothesis and testing method to be employed.

1. Is there a difference in job satisfaction as measured by the Job Descriptive Index between Baby Boomer, Generation X, and Millennial generation staff?

This question was analyzed using the following null hypothesis:

$H_0$1 = There is no statistically significant difference in Job Descriptive Index measures between Baby Boomer, Generation X, and Millennial generation staff.

This question was tested using three statistical methods: ANOVA (to test the mean group values), Kurskall-Wallis (to test the median rank order of groups), and Chi-Square of Homogeneity (to test a dichotomous satisfied or not satisfied categorization of responses).

2. Is there a difference in job satisfaction as measured by the Job Descriptive Index between Baby Boomer, Generation X, and Millennial generation staff based on position held?

This question was analyzed using the following null hypothesis:

$H_0$2 = There is no statistically significant difference in job satisfaction as measured by the Job Descriptive Index between Baby Boomer, Generation X, and Millennial generation staff based on position held.

This question was tested using a two-way ANOVA with generation (three groups) and position held (two groups).

3. Is there a difference in job satisfaction as measured by the Job Descriptive Index between Baby Boomer, Generation X, and Millennial generation staff based on an institution's governance control model?

This question was analyzed using the following null hypothesis:

$H_0$3 = There is no statistically significant difference in job satisfaction as measured by the Job Descriptive Index between Baby Boomer, Generation X, and Millennial generation staff based on an institution's governance control model.

This question was tested using a two-way ANOVA with generation (three groups) and governance control model (two groups).

4. Is there a difference in job satisfaction as measured by the Job Descriptive Index between Baby Boomer, Generation X, and Millennial generation staff when controlling for age?

This question was analyzed using the following null hypothesis:

$H_0$4 = There is no statistically significant difference in Job Descriptive Index measures between Baby Boomer, Generation X, and Millennial generation staff when controlling for age.

This question was analyzed using a one-way ANVOCA with generations (three groups) as the independent variables and age as the covariate.

5. Is there a difference in job satisfaction as measured by the Job Descriptive Index between Baby Boomer, Generation X, and Millennial generation staff based on position held when controlling for age?

This question was analyzed using the following null hypothesis:

$H_0$5 = There is no statistically significant difference in job satisfaction as measured by the Job Descriptive Index between Baby Boomer, Generation X, and Millennial generation staff based on position held when controlling for age.

This question was tested using a two-way ANCOVA with generation (three groups) and self-reported job category (two groups) with age as the covariate.

6. Is there a difference in job satisfaction as measured by the Job Descriptive Index between Baby Boomer, Generation X, and Millennial generation staff based on an institution's governance control model when controlling for age?

This question was analyzed using the following null hypothesis:

$H_0$6 = There is no statistically significant difference in job satisfaction as measured by the Job Descriptive Index between Baby Boomer, Generation X, and Millennial generation staff based on an institution's governance control model when controlling for age.

This question was analyzed with a two-way ANCOVA with generation (three groups) and self-reported institutional governance control model (two groups) with age as the covariate.

Population and Participants

The population studied was staff in post-secondary institutions of higher education. The population to be studied was staff in post-secondary institutions of higher education in the United States; specifically, those who work in an office of student of financial assistance. The survey will be an online measurement of financial aid administrators in the Southeastern and Rocky Mountain regions of the United States. The participants were self-selected as part of an open-invitation to the listserv for members of the Southern Association of Student Financial Aid Administrators (SASFAA) and the Rocky Mountain Association of Student Financial Aid Administrators (RMASFAA).

SASFAA is a professional association with over 1,200 members. The organization defines its purpose as being "to promote the professional preparation of individuals within financial aid; to develop effective programs related to student financial aid; to facilitate communications between all interested parties within the financial aid community; and to continually evaluate and update our [its] services" (n.p.). The SASFAA region consists of nine

states: Alabama, Georgia, Florida, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia. Membership is on a personal basis as opposed to an institutional basis. As such, membership is dependent on individual institution's budget priorities, attendance at an association event, and an individual staff member's initiative to become a member. The membership contains persons from outside these states as attendees of its annual New Aid Officer Training Workshop who may be from outside of the region and pay annual membership dues as part of the workshop registration process.

RMASFAA is a professional association with 1,496 members during its 2015 membership year. The organization's membership is at an institutional level. Each campus enters staff onto its rosters as members. The RMASFAA region consists of eight states: Colorado, Kansas, Montana, Nebraska, North Dakota, South Dakota, Utah, and Wyoming. The membership contains persons from outside these states as attendees of its annual New Aid Officer Training Workshop who may be from outside of the region and pay annual membership dues as part of the workshop registration process.

To ensure respondents used in the data analysis are from an institution in the SASFAA or RMASFAA region, a question on the survey asked for the staff member to self-identify their institution's region. Those responding that they are from a non-SASFAA or RMASFAA region were excluded from the data analysis. The selection of participants was a non-scientific convenience sampling of those who respond to the survey request.

Ethical Considerations

Approval to research human subjects was granted by Old Dominion University Human Subjects Committee of the Darden College of Education as an exempt study on June 11, 2015 (see Appendix C). The survey was hosted by subscription-based internet survey tool Survey

Monkey©. Because Survey Monkey collects the IP address of a respondent, the survey was not able to be anonymous. However, confidentiality of the data was maintained as the researcher solely maintained access to the online survey results and the data were subject to the Privacy Policy of Survey Monkey (October 29, 2013). All data extracted had the respondents' IP address removed from the dataset prior to saving to other storage devices for use in analysis. E-mail address were maintained by RMASFAA and SASFAA and all invitations were forwarded by the organizations liaison to the researcher (RMASFAA; President and SASFAA; Electronic Services Chair).

Generalizability

To establish generalizability, requests were sent in April 2015 for membership data from the regional financial aid associations. Three responded to these requests (RMASFAA, MASFAA, SASFAA). Of the six regional associations, five of them utilize the same association website contractor. The sixth association, SASFAA utilizes a separate association website/membership database contractor but has similar membership database fields. The request for data was based on known fields within the two database systems so that there could be comparison across the associations.

For the SASFAA data, years in the profession was determined by converting the free form database field into the self-reported year of the members start in the financial aid profession. For example, if the member entered 1/2006 to represent January 2006, it was converted to 2006. Or, for example, if an individual listed 1/1/1999 that was converted to 1999. Counts were then performed using the converted start in the profession.

Table 2

2014-15 Membership Composition of MASFAA, RMASFAA, and SASFAA

	MASFAA[1]		RMASFAA[2]		SASFAA[3]	
	n	Percent	n	Percent	n	Percent
Membership by Gender						
Female	287	70.69%	990	63.06%	828	70.05%
Male	110	27.09%	290	18.47%	304	25.72%
Not Specified	9	2.22%	290	18.47%	50	4.23%
Total	406		1570		1182	
Ethnicity						
American Indian/Native American	1	0.25%	20	1.27%	2	0.17%
Hispanic/Chicano/Mexican American	11	2.71%	73	4.65%	12	1.02%
Black/African American	47	11.58%	25	1.59%	146	12.35%
Asian/Pacific Islander/Filipino	6	1.48%	26	1.66%	8	0.68%
White/Caucasian	258	63.55%	720	45.86%	360	30.46%
Two or More	0	0.00%	10	0.64%	0	0.00%
Not Specified	81	19.95%	689	43.89%	654	55.33%
Other	2	0.49%	7	0.45%	0	0.00%
Total	406	100.00%	1570	100.00%	1182	100.00%
Institution Type						
Agency/Guarantor	18	4.43%	113	7.20%	81	6.85%
Business School (Proprietary)	7	1.72%	7	0.45%	2	0.17%
Health Related	5	1.23%	4	0.25%	5	0.42%
Lender/Financial Institution	16	3.94%	16	1.02%	39	3.30%
Private Institution	136	33.50%	276	17.58%	330	27.92%
Public Institution	175	43.10%	1051	66.94%	541	45.77%
Trade/Technical (Proprietary)	1	0.25%	21	1.34%	28	2.37%
Not Specified	40	9.85%	48	3.06%	15	1.27%
Other	8	1.97%	34	2.17%	141	11.93%
Total	406	100.00%	1570	100.00%	1182	100.00%

Table 2 (continued)

Time in Profession						
Less than 1 year (2015)	29	7.14%	16	1.00%	2	0.17%
1 to 5 (2014-2010)	67	16.50%	358	22.43%	108	9.14%
3 – 6 to 10 (2009-2005)	61	15.02%	230	14.41%	92	7.78%
11 to 15 (2004-2000)	49	12.07%	195	12.22%	114	9.64%
16 to 20 (1999 -1995)	52	12.81%	116	7.27%	110	9.31%
21+ (1994 +)	148	36.45%	289	18.11%	280	23.69%
No Response	0	0.00%	392	24.56%	476	40.27%
Total	406	100.00%	1596	100.00%	1182	100.00%

Note: MASFAA data from May 15, 2015. RMASFAA data from April 16, 2015, SASFAA data from April 25, 2015

Survey Population

The survey was sent to those in the RMASFAA and SASFAA databases. For RMASFAA, this included only current year members. For SASFAA, the invitation was sent to current members of the organization and those who let their membership expire. Since it included anyone in the database, a question was asked to narrow respondents to those who were located in the RMASFAA and SASFAA regions. Of the 237 respondents to the RMASFAA survey, 229 self-identified as their institution of higher education being located in one of the nine states that comprise the RMASFAA region. Of the 391 respondents to the SASFAA survey, 376 self-identified as being located in the states that comprise the SASFAA region.

Instrumentation

A quantitative survey instrument was developed (see Appendix B for the format of the survey). The majority of the instrument was comprised of the Job Descriptive Index Scale (JDI). This measure is maintained by the Job Descriptive Index Research Group at Bowling Green University. Permission to use the measurement in research was granted to the researcher by the research group (see Appendix A). The JDI measures job satisfaction in five areas, or

facets. These are: coworkers, the work itself, pay, opportunities for promotion, and supervision. Each section of the JDI has either nine or 18 questions. Respondents are asked to respond "Yes" if the word or phrase describes the facet of the job, "No" if it does not, or "?" if the respondent is unsure. There are 72 questions in this section of the survey. (Bowling Green, 2014). The JDI was originally published in 1969 and its development is documented in the book *Measurement of Satisfaction in Work and Retirement* (Smith, Kendall, & Hulin, 1969). The JDI is one of the most widely used measurements of job satisfaction and has been shown to have construct validity (Kinicki, McKee-Ryan, Schriesheim, & Carson, 2002) and using Cronbach's coefficient alpha, the five facets are related to each other (Brodke et al., 2009).

Testing of the instrument was performed by several colleagues in the financial aid field profession as well as by members of the researcher's dissertation cohort. Those financial aid professionals that tested were selected based on convenience as well as their location so that they would not be part of the study. Their input was useful in determining if the wording was clear, the length was appropriate, and data were usable in SPSS. One tester referenced if survey responses to the job satisfaction section should only have three response options. As that section of the survey is taken from the JDI and it has been established as having construct validity, there was no need to change the wording.

To assist in placing the respondents into the independent variable groups, a second section of the instrument requested demographic data such as ownership model of the institution, gender, year of birth, and job category. Additional questions were asked which allowed the researcher to present the demographic composition of the respondents. These questions included years in current job function level, years as a financial aid professional, type of student the financial aid office serves, size of full-time staff, highest education level earned, size of

institution, geographic location of the employer, and gender. The geographic location question was used to ensure only those in the RMASFAA and SASFAA regions were used in the analysis. Any respondents indicating a region other than RMASFAA or SASFAA were excluded from the data analysis.

One of the research questions seeks to identify generational differences in job satisfaction based on the functional job category of the staff member. To classify respondents, a question from the 2012 NASFAA Salary Survey (2012) is used in the demographic collection portion of the survey. The categories in the salary survey are similar to those used in the 2007 NASFAA Job Satisfaction Survey (2008) and permit a more accurate comparison as opposed to the use of job title. The use of these categories will enable the researcher to compare results between the proposed study and the prior NASFAA Job Satisfaction Survey. The participants will self-identify as members of the Baby Boomer, Generation X, or Millennial generations by providing year of birth as of the time of survey completion. Logic built into the query will be built so that all questions require a response so that any respondent who stops completing the before answering all questions can be identified and excluded from the data analysis.

Data Collection Procedures

Requests for participation in the survey were made through the RMASFAA and SASFAA e-mail listserv systems. The researcher has been granted permission from the 2015-16 RMASFAA President, Joe Donlay, Associate Director Operations, at Colorado State University, after approval by the RMASFAA Board, to distribute invitations to participate to association members through use of the organization's listserv (personal communication, January 6, 2016). The survey was conducted in Winter 2016 (January 15 to February 16, 2016). The data were

collected using the Survey Monkey© on-line survey tool and collected into individual fields enabled the researcher to code and load the data into IBM SPSS version 22 software for analysis.

In coordination with RMASFAA's 2015-2016 President, Joe Donlay a series of four survey invitations were e-mailed to RMASAA members who indicated they wished to receive emails through the organization's list serve. The invitation outlined the purpose of the survey, contained a link to the URL of the survey, and provided statements concerning data confidentiality. If the respondent choose to proceed to the survey from the link in the e-mail, additional information was presented on the first page of the survey so the respondent could make an informed consent choice to proceed to the survey or stop at any time.

Text of the e-mails was created by the researcher and forwarded to Mr. Donlay for distribution via RMASFAA's membership database mass email system. The invitation was sent to members who had indicated in the organization's membership database a willingness to receive e-mail. The initial email invitation was sent on January 15, 2016 (Appendix C). Reminder e-mails were sent to the listserv on September 25, 2015 (appendix D), October 9, 2015 (Appendix E) and October 15, 2015 (Appendix F). Because the membership database used was not a static database the number of e-mail invitations changed as the membership database was added to. The emails were sent to January 22, 2016, February 1, 2016, February 11, 2016, and February 15, 2016. The collection period was from January 15 to February 16, 2016 (33 days).

Data Analysis

After the survey collection period, responses were extracted from the Survey Monkey© website into a Microsoft Excel format. Any IP addresses collected by Survey Monkey© were removed to protect data confidentiality. To assist in ensuring data reliability, the data extract files were presented to two additional researchers who independently reviewed the data to

identify the records to be excluded from the final data set and to place the respondents into the correct generation cohort. Using the Howe and Strauss (1993) definitions of birth year, participants will be placed into a generation by the researcher using an excel formula based on the date the data were collected. The data were reviewed to remove the following respondents from the data to be analyzed; any respondent who indicated they do not wish to proceed past the first question, any respondent who did not complete the survey, any respondent who identifies as being from outside the RMASFAA region, any respondent who identifies as the chief financial aid officer but did not indicate being listed on the institution's U.S. Department of Education ECAR, and anyone self-identifying their age as outside of the three generations being studied. The team will forward their individual data files to the researcher. The three person research team will then reach agreement of the responses to be excluded from the analysis and the membership of each respondent's generation cohort. The research team is comprised of the study's author, a fellow doctoral student in the Old Dominion University Higher Education program, and a graduate of the program who also serves on the Institutional Review Board of a mid-Atlantic university.

Analysis of the survey data was conducted using descriptive statistics and inferential statistical testing methods to be described in detail later in this chapter. Data analysis was conducted using IBM SPSS version 22 software. Respondents were placed into cohorts based upon age (generation), functional job level, and ownership model of the institution of higher education where the respondent is employed.

Responses to the survey were collected using the JDI Research Groups responses of "Yes", "No", and "?". These responses were converted to numeric codes of "3","0", and "1" respectively. A review of the data was performed based on JDI Research Group guidance. This

data cleaning included review for missing responses, straight line and out of value responses. For missing values, the JDI Research Group recommended the following actions:

- 18 item Facet: 3 or fewer missing, covert the missing values to "1", 4 or more, do not include in the analysis.
- 9 item Fact: 2 or few missing, convert the missing values to "1", 3 or more, do not include in the analysis (Brodke et al., 2009).

Straight line responses occur when the respondent answers all items the same. The JDI includes negatively and positively worded language to help identify when respondents are not carefully answering survey questions. Straight line responses were removed from the analysis of data.

Descriptive statistics are presented to show the population represented in the survey and to present the frequency of responses based on categories such as generational cohort, size of student population, years of employment in financial aid, years of employment in current employment level, and other demographic data collected in the survey.

Because the inferential statistic testing involved three unequal groups, the appropriate test to measure differences was ANOVA. A researcher could conduct multiple *t* tests between each pair of groups, but in doing so the level of significance in making a Type I error is compounded (Hinkle, Wiersma, & Jurs, 2003). According to McMillan (1996), between group differences are not considered significant unless the level of significance is at least 5%. As such, a significant difference is produced when the score returns a level of significance value of $p < 0.05$. The use of an ANOVA allows the significance level to remain at 0.05 regardless of how many groups are compared. This level is set to avoid making a Type I error; a decision to reject the null hypothesis when it is true. The use of an ANOVA allows for maintaining the appropriate level

of significance, 0.05, across all groups being compared and regardless of how many groups are compared. In the ANOVA the *F* ratio is used as opposed to the *t* ratio (Sprinthall, 2007).

ANOVA testing only identifies if the three group means are equal and if the null hypothesis ($\mu_1 = \mu_2 = \mu_3$) should be accepted or not. If the null hypothesis is rejected, it does not identify which particular groups have a significant difference between means. For example, if the null hypothesis is rejected, it is not known if there is disagreement in the means between all three groups or only a particular group pairing. To identify which groups differ, a post hoc comparison (otherwise known as a multiple comparison procedure) will be used to determine which particular pairs are different. If the ANOVA testing result for a particular hypothesis has a rejected hypothesis as an outcome, a post hoc comparison can be used to identify between which specific generations the statistical significance is apparent. In the case of generations, the null hypothesis is that there is no significant difference between the groups. Research Question 1 used a one-way ANOVA as there is one independent variable. Research Question 2 used a two-way ANOVA as two independent variables were involved.

Because of the concerns regarding the make-up of generational cohorts (Cavalli, 2004; Kelan, 2004), an additional layer of analysis using an analysis of covariance (ANCOVA) was used. This test used the age of the respondent as a covariant to lessen the possibility of error variance. Each generational cohort has been divided three segments. This permits age to be used as a covariant for all three research questions. For this study, the generational cohort is the independent variable, the measure of job satisfaction is the dependent variable and the age of the respondent is the covariate.

When a significant difference is apparent between the groups, a post hoc comparison using the Tukey/Kramer (TK) Method was performed to identify where between groups differences exist. This method was used as the group sizes were not equal (Hinkle,et al., 2003).

In addition to ANOVA and ANCOVA testing, Research Question 1 was also analyzed using two additional statistical testing methods. Given the generation cohorts did not have equal distribution of respondents in each of the groups, a nonparametric analysis of the differences between the groups was performed. This was done using the Kruskal-Wallis H test to test the median rank-order satisfaction of respondents. It is important to note that the Kruskal-Wallis H test compares the median rank-order of group responses as opposed to the means of the cohort groups as in the ANOVA. Similar to ANOVA, the Kruskal-Wallis H test does not indicate where the differences between groups exist, only that their medians are not equal. Additional post hoc procedures were performed in order to identify between group differences (Corder & Foreman, 2014)

The third method used to analyze the first research question was a Chi-square test of homogeneity. Using accepted cut-off points (Balzer et al., 1997), facet response score data were transformed into dichotomous results of “satisfied” and “not satisfied” instead of the raw scale value result. Doing so permitted use of a Chi-square the median rank-order satisfaction of respondents by generation group. A score of 28 or higher was classified as “satisfied” and lower than 28 as “not satisfied”. Using this dichotomous approach permitted testing to occur regardless of any statistical outliers or homogeneity in grouping issues. The Chi-square test of homogeneity tests “whether the proportions (or binomial distributions) are the same in the three or more groups of the independent variable” (Laerd Statistics, 2016).

Limitations

Limitations are those concerns in a study which limit its ability to be generalized across an entire population; "whether it is reasonable to expect the results to represent a general pattern that would occur again and again" (McMillan, 1996, p. 273). This study was of current financial aid staff in the Southeastern and Rocky Mountain regions of the United States. As such, the results cannot be generalized across the industry nationwide. The study used convenience sampling and included only those inclined to participate in online studies. The study focused on only three generations of financial aid staff and excluded the experiences and input of members of the Silent Generation. During the survey collection period, a respondent contacted the researcher to indicate they had difficulty with the wording of the Co-worker facet. They indicated they could not determine if the question was referring to the others they worked with or students they served. Others may have encountered this same issue.

Summary

This chapter presented the research design, data collection, and data analysis of the study. Through the use of a quantitative survey of regional financial aid staff, the researcher was able to identify if job satisfaction differs among the Baby Boomer, Generation X, and Millennial Generations.

CHAPTER 4

RESULTS AND DISCUSSION

As stated in Chapter 1, this study examined the impact of generation membership on the job satisfaction of financial aid staff at institutions of higher education in the United States. This chapter will present the findings in terms of demographic composition of survey respondents and then address the six research questions presented in Chapter 1 using the methodology outlined in Chapter 3. In this chapter, the demographic information of respondents is first presented. Then, results to each research question are presented.

Demographic Composition of Respondents

RMASFAA had 1,578 members in the 2015 year. Of those members, 1,486 had their membership set to permit receipt of e-mails through the organizational listserv. E-mails were sent to 2,598 persons in the SASFAA database. A total of 4,176 individuals were sent the survey invitation. The survey had 683 respondents (16.4%) with 580 (13.9%) reaching the point of the survey permitting classification into a generation cohort. Three qualifying questions ensured respondents met the criteria of the desired population. Respondents self-reported if they are currently employed full-time in a financial aid office at an institution of higher education in the United States of America. Of the 683 who started the survey, 584 responded as employed full-time in a financial aid office (see Table 3). Of the 630 who passed the initial filtering question, 229 responded their institution was located in the RMASFAA region and 376 in the SASFAA region (see Table 4). Six hundred eight (608) respondents indicated they wished to proceed to the survey. A “no” response to either Research Question 1 or 3 would direct the respondent to the end of the survey (see Tables 3 and 5).

Table 3

Respondents Working Full-Time in Financial Aid Office in the United States

	N	%	Valid %	Cum %
Yes	630	92.2	92.2	92.2
No	53	7.8	7.8	100.0
Total	683	100.0	100.0	

Table 4

Association Membership

		N	%	Valid %	Cum %
Valid	SASFAA	376	55.1	59.9	59.9
	EASFAA	7	1.0	1.1	61.0
	MASFAA	9	1.3	1.4	62.4
	RMASFAA	229	33.5	36.5	98.9
	SWASFAA	1	0.1	0.2	99.0
	WASFAA	6	0.9	1.0	100.0
	Total	628	91.9	100.0	
Missing	System	55	8.1		
Total		683	100.0		

Table 5

Would You Like to Continue to the Survey?

		n	%	Valid %	Cum %
Valid	Yes	608	89.0	99.3	99.3
	No	4	0.6	0.7	100.0
	Total	612	89.6	100.0	
Missing	System	71	10.4		
Total		683	100.0		

The second section of the survey contained the five Job Descriptive Index facets. Each facet measured a particular grouped aspect of work. In all, there were five facets measured: Satisfaction with Work, Satisfaction with Pay, Satisfaction with Possibility of Promotion, Satisfaction with Supervision, and Satisfaction with Co-Workers. Because of inconsistencies between the RMASFAA and SASFAA survey collection tools, only the four facets studied have data presented: Satisfaction with Work, Satisfaction with Pay, Satisfaction with Possibility of Promotion, and Satisfaction with Co-Workers. The descriptive result of these facets is presented in the research question results section. The final section of the survey collected demographic information. Key fields and respondent demographics are presented below. The remainder of the demographic information is found in Appendix J.

Using the Strauss and Howe (1991) definition of generation, the researcher assigned each respondent to a generation cohort based on his or her response to the birth year question (see Table 6). Five hundred eighty (580) respondents reached the end of the survey and classified into a generation cohort. This resulted in a valid response rate of 13.9% of those sent the survey. The generation cohorts are defined as follows: Baby Boom (1943 to 1949, 1950 to 1955, and 1956 to 1960, $n = 64$), Generation X (1961 to 1966, 1967 to 1971, 1972 to 1976, and 1977 to 1981, $n = 322$), and the Millennial generation between (1982 to 1989 and 1990 to 1997, $n = 194$). See Table 7 for the distribution of respondents across the three generations.

Table 6

Birth Year of Respondents

	Year Range	n	%	Valid %	Cum %
Valid	1937 to 1942	5	.7	.9	.9
	1943 to 1949	9	1.3	1.6	2.4
	1950 to 1955	50	7.3	8.6	11.0
	1956 to 1960	77	11.3	13.3	24.3
	1961 to 1966	106	15.5	18.3	42.6
	1967 to 1971	79	11.6	13.6	56.2
	1972 to 1976	60	8.8	10.3	66.6
	1977 to 1981	74	10.8	12.8	79.3
	1982 to 1989	108	15.8	18.6	97.9
	1990 to 1997	12	1.8	2.1	100.0
	Total	580	84.9	100.0	
Missing	System	103	15.1		
Total		683	100.0		

Table 7

Respondents by Generation

	Generation	n	%	Valid %	Cum%
Valid	Baby Boomer	64	9.4	11.0	11.0
	Generation X	322	47.1	55.5	66.6
	Millennial	194	28.4	33.4	100.0
	Total	580	84.9	100.0	
Missing	System	103	15.1		
Total		683	100.0		

The majority of respondents have been employed as a financial aid professional for 21 or more years (24.7%, n = 143). Just under 43% had 10 or fewer years of experience (n = 268) and 29.1% had between 11 and 20 years (n = 169). See Table 12 for distribution of respondents. The job category of the respondents is presented in Table 8. The respondents are skewed toward the managerial end of an office hierarchy as 29.5% of respondents were the chief financial aid

administrator on campus (*n* =171) (see Table 8). This situation is similar to a past NASFAA financial aid staff job satisfaction survey (NASFAA, 2008). Statistical testing based on Job Category was condensed to two categories; Chief Financial Aid Administrator and Other Financial Aid Staff. See Table 13 for more information.

Table 8

Job Category of Respondents

		n	%	Valid %	Cum %
Valid	Chief Financial Aid Administrator	171	25.0	29.5	29.5
	2nd In Command	87	12.7	15.0	44.5
	Receptionist/Secretarial	13	1.9	2.2	46.7
	Data Entry	13	1.9	2.2	49.0
	Assistant/Associate Director (not 2nd in command)	102	14.9	17.6	66.6
	Counselor/Advisor	157	23.0	27.1	93.6
	Manager/Division Chief	37	5.4	6.4	100.0
	Total	580	84.9	100.0	
Missing	System	103	15.1		
Total		683	100.0		

The self-reported institutional governance model of the respondent's employer is used to answer research questions 3 and 6. The vast majority of respondents are employed in public institutions (*n* = 387, 66.7%) and a low number at Private For Profit institutions (*n* = 33, 5.7%). See Table 9.

Table 9

Institutional Governance Control Model of Respondents

		n	%	Valid %	Cum %
Valid	Public	387	56.7	66.7	66.7
	Private Not for Profit	160	23.4	27.6	94.3
	Private For Profit	33	4.8	5.7	100.0
	Total	580	84.9	100.0	
Missing	System	103	15.1		
Total		683	100.0		

The majority of respondents serve all students at the institution of higher education (n = 220, 37.9%) (see Table 14). Staff sizes of respondents can be seen in Table 15. Respondents working at institutions who serve student populations of at least 10,000 were the plurality (n = 212, see Table 16). Only 4.0% of respondents had not completed at least an Associate's degree (n = 23). Staff completing a master's degree represent 46.4% of respondents (n = 269) (see Table 17). In keeping with 2014-15 membership data in the MASFAA, RMASFAA, and SASFAA regions (see Table 2), the majority of respondents were female (n = 443, see Table 18).

JDI Facet Score Results

When evaluating the Job Descriptive Index, responses to individual words or phrases are grouped and converted into a topical facet score. Results of these facet scores for the four facet areas tested are in Table 10. Work and Coworker Facets are based on a 54-point scale. Pay and Promotion use an initial 27-point scale. This scale is doubled to make all scales 0 to 54 (Brodke et al., 2009). Respondents as a whole had the most satisfaction with co-workers and the least satisfaction with possibility of promotion.

Table 10

Summary of JDI Facet Score Descriptive Statistics

				Skewness		Kurtosis	
	N	*M*	*SD*	Statistic	Std. Error	Statistic	Std. Error
Work Score	591	41.51	9.595	-1.227	.101	1.643	.201
Pay Score	588	27.92	17.066	-.071	.101	-1.119	.201
Promotion Score	579	16.03	15.782	1.008	.102	-.036	.203
Coworker Score	575	42.99	12.682	-1.299	.102	.891	.203
Valid N (listwise)	565						

Scores for the Satisfaction with Work and Satisfaction with Coworker scales indicate satisfaction in these categories. The Pay score is neutral. The Promotion score indicates overall feeling of dissatisfaction. Results of each facet score by generation are given when findings for each research question are presented. Scores of > 28 on the 54-point scale indicate a level of satisfaction (Brodke et al., 2009).

Research Question 1 Results

The first research question asked if there is a difference in job satisfaction as measured by the Job Descriptive Index between baby boomer, generation X and millennial generation staff? This question is analyzed using this hypothesis: $H_0 1 = H_0 2 = H_0 3$.

The JDI is comprised of five individual facet scores, four of which were evaluated in this study: Satisfaction with Work, Satisfaction with Pay, Satisfaction with Promotion Opportunity, and Satisfaction with Co-Workers. Each facet was evaluated separately to identify between generation differences in each composite facet.

Research Question 1 was evaluated using three separate statistical tests. The first test, ANOVA, has six assumptions that must be valid in order for the testing method to be used.

These include having a continuous dependent variable, an independent variable has two or more categorical groups, and independent observations. These first three assumptions are met for Research Question 1. The three additional assumptions are analyzed using the survey data. These three assumptions are no dependent variable outliers in the independent variable groups, each group in the independent should have approximate distribution of results, and homogeneity of variance within groups.

Satisfaction with Work Facet Scale Score (ANOVA)

A one-way analysis of variance was conducted to evaluate the null hypothesis that there is no difference in work satisfaction based on generation membership (N=572). The independent variable included three groups: Baby Boom (M = 44.63, SD = 7.82, n = 62), Generation X (M = 42.97, SD = 8.38, n = 317), Millennial (M =38.38, SD = 11.06, n = 193) (see Table 19).

A test of the overall Work Facet Scale, the assumption of homogeneity of variance was evaluated and found untenable using Levene's Test, $F(2,569) = 10.74$, $p = .00$ (see Table 20). In cases where homogeneity is violated, researchers may pursue a series of alternative tests known as a Robust Test of Equality of Means. Two tests are used in SPSS, Welch and Brown-Forsythe (Wilcox, 1995). Each of these tests was evaluated and found untenable (See Table 21). Because this homogeneity failed, ANOVA is not an appropriate test to compare means of generation groups of the Satisfaction with Work facet of the JDI. One possible explanation for the violation could be that there are 19 outliers based on a boxplot of work score and generation (see Figures 9 to 14). Examination of the data was performed and it was concluded that it was not a data entry error or a measurement error. It can be assumed these are values with uniquely low satisfaction scores. In such cases, the outliers may be retained and the non-parametric Kruskal-Wallis H Test performed. Results of the Kruskal-Wallis H test are presented later in this chapter.

Another alternative is to remove the outliers. After removing outliers, the independent variable included three groups: Baby Boom (M = 45.48, SD = 6.12, n = 60), Generation X (M = 43.79, SD = 7.30, n =306), Millennial (M = 39.26, SD = 9.77, n =188) (see Table 22). After removal of the outliers for the Work facet scores, the assumption of homogeneity of variance was evaluated and found untenable using Levene's Test, $F(2,551) = 14.81$, $p = 0.00$ (see Table 23). In cases where homogeneity is violated, researchers may pursue a series of alternative tests known as a Robust Test of Equality of Means. Two tests are used in SPSS, Welch and Brown-Forsythe (Wilcox, 1995). Each of these tests was evaluated and found untenable, $p = 0.00$ (See Table 29). Because this homogeneity failed, even after removing outliers, ANOVA is not an appropriate test to compare means of generation groups of the Satisfaction with Work facet of the JDI.

Satisfaction with Pay Facet Scale Scores (ANOVA)

A one-way analysis of variance was conducted to evaluate the null hypothesis that there is no difference in Pay Satisfaction based on generation members (N=570). The independent variable included three groups: Baby Boom (M = 30.20, SD = 16.00, n = 61), Generation X (M = 29.40, SD = 17.26, n =315), Millennial (M = 25.34, SD =16.77, n =194) (see Table 19).

The assumption of homogeneity of variance was evaluated and found tenable using Levene's Test, $F(2,567) = 0.43$, $p = 0.65$ (see Table L20). A visual inspection of a boxplot by group revealed no significant outliers (see Table 23). However, the assumption of normal distribution was not met for the Generation X ($p = 0.00$) and Millennial ($p = 0.00$) groups using the Shapiro-Wilk test (see Table L22). There were no outliers in the data for the Pay Facet Scale (See Table L24). In such cases where normality is violated, the non-parametric Kruskal-

Wallis H Test may be performed. Results of Kruskal-Wallis testing will be presented later in this chapter.

Satisfaction with Promotions Scale Facet (ANOVA)

A one-way analysis of variance was conducted to evaluate the null hypothesis that there is no difference in Promotion Satisfaction based on generation members (*N*=566). The independent variable included three groups: Baby Boom (*M* = 13.80, *SD* = 15.76, *n* = 61), Generation X (*M* = 15.44, *SD* = 15.78, *n* = 313), Millennial (*M* = 17.65, *SD* = 15.84, *n* = 192) (see Table 19).

The assumption of homogeneity of variance was evaluated and found tenable using Levene's Test, $F(2,563) = 0.80$, $p = 0.45$ (see Table L20). However, the assumption of normal distribution was not met for any of the generation groups using the Shapiro-Wilk test (see Table L22). Because this homogeneity failed, ANOVA is not an appropriate test to compare means of generation groups of the Satisfaction with Promotion facet of the JDI. One possible explanation for the violation could be that there are seven outliers based on a boxplot of promotion score and generation (see Table 25). Examination of the data was performed and concluded it was not a data entry error or a measurement error. It can be assumed these are values with uniquely low satisfaction scores. In such cases, the outliers may be retained and the non-parametric Kruskal-Wallis H Test performed. Results of the Kruskal-Wallis H test are presented later in this chapter.

Another alternative is to remove outliers from each group. After removing outliers, the independent variable included three groups: Baby Boom (*M* = 9.00, *SD* = 8.69, *n* = 54), Generation X (*M* = 15.44, *SD* =15.44, *n* =313), Millennial (*M* = 17.65, *SD* = 15.84, *n* =192) (see Table 27). After removal of the outliers for the Promotion facet scores, the assumption of homogeneity of variance was evaluated and found untenable using Levene's Test, $F(2,556) =$

11.81, $p = 0.000$ (see Table 28). In cases where homogeneity is violated, researchers may pursue a series of alternative tests known as a Robust Test of Equality of Means. Two tests are used in SPSS, Welch and Brown-Forsythe (Wilcox, 1995). Each of these tests was evaluated and found untenable, p = 0.00 (See Table 29). Because this homogeneity failed, even after removing outliers, ANOVA is not an appropriate test to compare means of generation groups of the Satisfaction with Promotion facet of the JDI.

Satisfaction with Co-Workers Facet Findings (ANOVA)

A one-way analysis of variance was conducted to evaluate the null hypothesis that there is no difference in satisfaction with co-worker based on generation membership (N=573). The independent variable included three groups: Baby Boom ($M = 45.11$, $SD = 12.11$, $n = 61$), Generation X ($M = 44.29$, $SD = 11.52$, $n = 319$), Millennial ($M = 40.06$, $SD = 14.21$, $n = 192$) (see Table 19).

The assumption of homogeneity of variance was evaluated and found untenable using Levene's Test, $F(2,570) = 8.63$, $p = .00$ (see Table 20). In cases where homogeneity is violated, researchers may pursue a series of alternative tests known as a Robust Test of Equality of Means. Two tests are used in SPSS, Welch and Brown-Forsythe (Wilcox, 1995). Each of these tests was evaluated and found untenable (See Table 21). Because this homogeneity failed, ANOVA is not an appropriate test to compare means of generation groups of the Satisfaction with Work facet of the JDI. One possible explanation for the violation could be that there are 15 outliers based on a boxplot of coworker score and generation (see Table 26). Examination of the data was performed and concluded it was not a data entry error or a measurement error. It can be assumed these are values with uniquely low satisfaction scores. In such cases, the outliers may be

retained and the non-parametric Kruskal-Wallis H Test performed. Results of the Kruskal-Wallis H test are presented later in this chapter.

Another alternative is to remove the outliers. After removing outliers, the independent variable included three groups: Baby Boom (M = 46.75, SD =9.86, n = 59), Generation X (M = 45.15, SD =10.29, n =311), Millennial (M = 40.88, SD = 13.18, n = 188) (see Table 27). After removal of the outliers for the Coworker facet scores, the assumption of homogeneity of variance was evaluated and found untenable using Levene's Test, $F(2,555) = 13.39$, $p = 0.000$ (see Table 28). In cases where homogeneity is violated, researchers may pursue a series of alternative tests known as a Robust Test of Equality of Means. Two tests are used in SPSS, Welch and Brown-Forsythe (Wilcox, 1995). Each of these tests was evaluated and found untenable, $p = 0.000$ (See Table 29). Because this homogeneity failed, even after removing outliers, ANOVA is not an appropriate test to compare means of generation groups of the Satisfaction with Coworker facet of the JDI.

Research Question 1: Kruskal-Wallis *H* Test

Due to the failure of assumptions for the ANOVA testing, a nonparametric Kruskal-Wallis H test was performed to determine if there were differences in JDI Facet scores between the generation groups. It must be noted that the Kruskal-Wallis H test looks for differences in the median of the groups as opposed to the mean of the groups which is tested by the ANOVA. When using this test, the null hypothesis is that the medians of the Work Facet scores of the generation groups are equal:

H0: $\theta_{\text{Baby Boomer}} = \theta_{\text{Generation X}} = \theta_{\text{Millennial}}$

The Kruskal-Wallis H Test has four assumptions that must be met: continuous ordinal dependent variable, one independent variable of two more categorical independent groups,

independence of observations, and distribution of scores within each independent group variable have same or different shape (Laerd Statistics, 2015a). The first three assumptions are met based on the variables used and the distributions of JDI scores were similar for all groups, as assessed by visual inspection of a boxplot (See Tables 9 to 14). Baby boomers scored higher than the other generations in satisfaction with work and coworkers. Baby Boomers also have the lowest satisfaction with opportunities for promotion. All generations have significant dissatisfaction with opportunities for promotion as all generations have median scores far below the median scale score of 27 (see Table 11).

Table 11

Median Satisfaction Scores of JDI Facet by Generation

Generation		Work Score	Pay Score	Promotion Score	Coworker Score
Baby Boomer	Median	45.50	30.00	8.00	50.50
	n	62	61	61	62
Generation X	Median	45.00	30.00	12.00	48.00
	n	317	315	313	319
Millennial	Median	41.00	24.00	12.00	46.00
	n	193	194	192	192
Total	Median	44.00	30.00	12.00	48.00
	N	572	570	566	573

A Kruskal-Wallis *H* test was run to determine if there is a difference in median scores between the Baby Boomer, Generation X, and Millennial generations for four JDI scales. Median JDI scores were statistically significant between groups for the Satisfaction with Work, Satisfaction with Pay, and Satisfaction with Co-worker scales. The median JDI scores were not statistically different for the Satisfaction with Promotion scales. See Figure 1 for the Hypothesis

Test Summary output from SPSS. Results specific to each Satisfaction scale are presented in the next section of this chapter.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Work Score is the same across categories of Generation.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
2	The distribution of Pay Score is the same across categories of Generation.	Independent-Samples Kruskal-Wallis Test	.016	Reject the null hypothesis.
3	The distribution of Promotion Score is the same across categories of Generation.	Independent-Samples Kruskal-Wallis Test	.095	Retain the null hypothesis.
4	The distribution of Coworker Score is the same across categories of Generation.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.

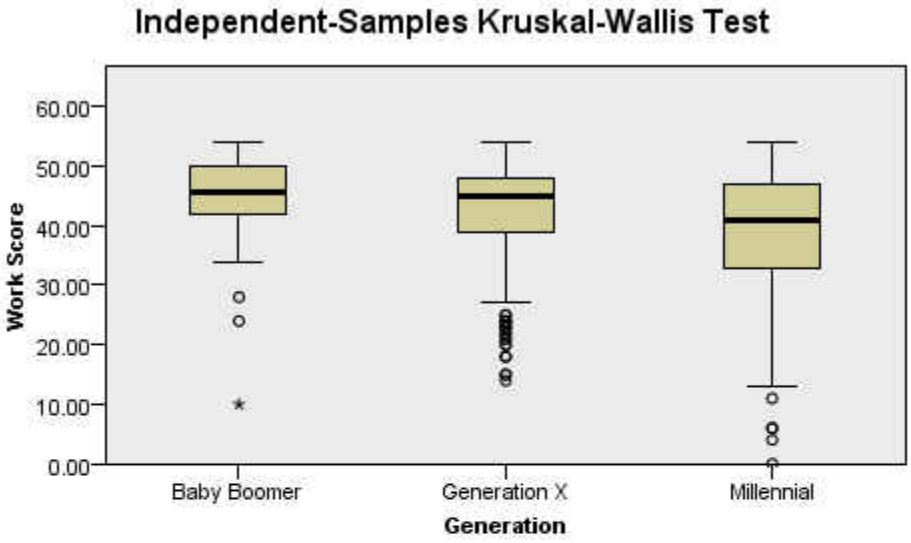
Asymptotic significances are displayed. The significance level is .05.

Figure 1. Kruskal-Wallis Hypothesis Test Summary

Satisfaction with Work Facet Kruskal-Wallis Findings

Using the Kruskal-Wallis *H* test, median JDI Work Scores between Baby Boomer (n = 62), Generation X (n = 317), and Millennial (n = 193) generations were evaluated. Statistical significance was determined to exist between groups, $H(2) = 30.192$, $p = .000$ (see Figure 2). Pairwise comparisons were performed using Dunn's (1964) procedure with a Bonferroni correction for multiple comparisons. Statistical significance was accepted at the $p = 0.000$ level. The post hoc analysis revealed statistically significant differences in the median JDI Work Facet scores between the Millennial (Mdn = 41.00) and Generation X (Mdn = 45.00) ($p = .000$) and

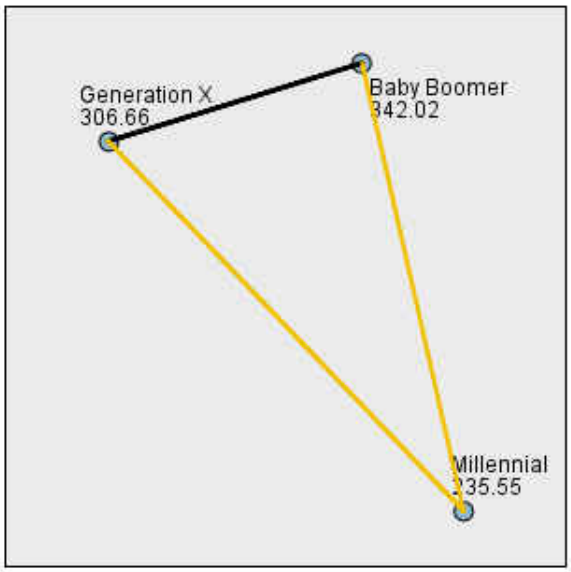
Millennial (*Mdn* = 41.00) and Baby Boom (*Mdn* = 45.50) (p = .000) generation groups, but not between the Baby Boom (*Mdn* = 45.50) and Generation X (*Mdn* = 45.00) (p = 0.368) groups (see Figure 3).



Total N	572
Test Statistic	30.192
Degrees of Freedom	2
Asymptotic Sig. (2-sided test)	.000

1. The test statistic is adjusted for ties.

Figure 2. Box Plot and Kruskal-Wallis Testing Results for JDI Work Facet



Each node shows the sample average rank of Generation.

Sample1-Sample2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj.Sig.
Millennial-Generation X	71.116	15.057	4.723	.000	.000
Millennial-Baby Boomer	106.478	24.074	4.423	.000	.000
Generation X-Baby Boomer	35.362	22.901	1.544	.123	.368

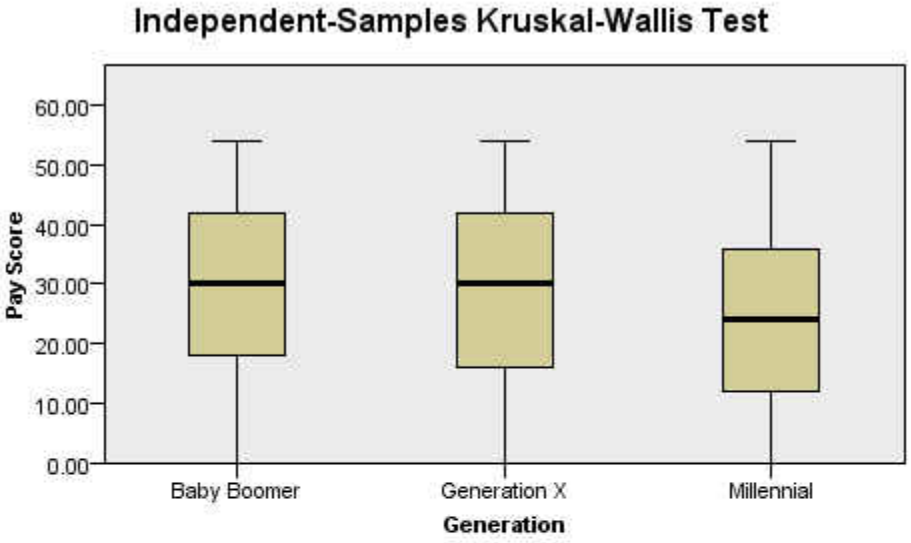
Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.
Asymptotic significances (2-sided tests) are displayed. The significance level is .05.

Figure 3. Pairwise Comparisons of JDI Work Facet by Generation

Satisfaction with Pay Facet Kruskal-Wallis Findings

Using the Kruskal-Wallis *H* test, median JDI Pay Scores between Baby Boomer (n = 61), Generation X (n = 315), and Millennial (n = 194) generations were evaluated. Median JDI Pay scores were statistically significantly different between groups, $H(2) = 8.233$, $p = .016$ (Figure 4). Pairwise comparisons were performed using Dunn's (1964) procedure with a Bonferroni correction for multiple comparisons. The post hoc analysis revealed statistically significant

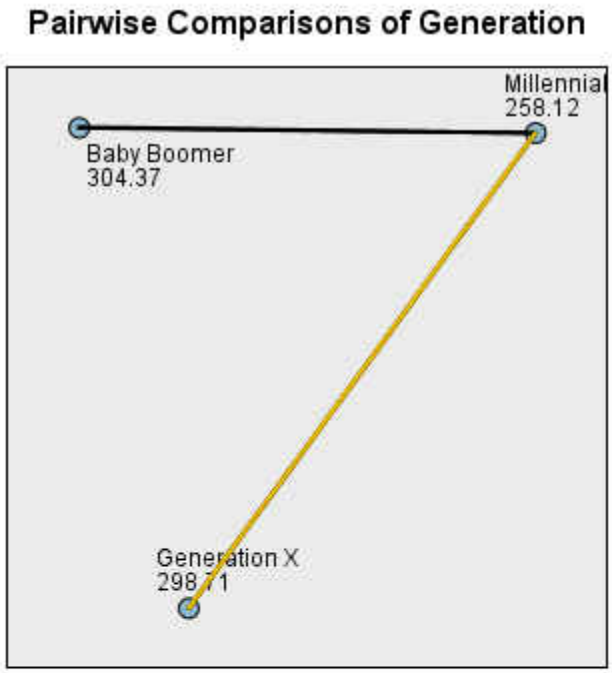
differences in the median JDI Pay Facet scores between the Millennial (*Mdn* = 24.00) and Generation X (*Mdn* = 30.00) (p = .020) groups (see Figure 5).



Total N	570
Test Statistic	8.233
Degrees of Freedom	2
Asymptotic Sig. (2-sided test)	.016

1. The test statistic is adjusted for ties.

Figure 4. Box Plot and Kruskal-Wallis Testing Results for JDI Pay Facet



Each node shows the sample average rank of Generation.

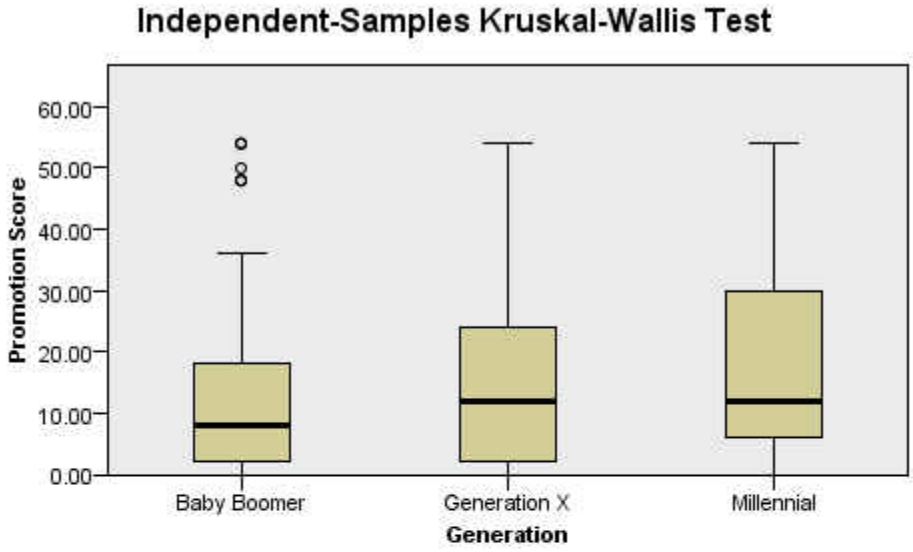
Sample1-Sample2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj.Sig.
Millennial-Generation X	40.587	14.989	2.708	.007	.020
Millennial-Baby Boomer	46.248	24.109	1.918	.055	.165
Generation X-Baby Boomer	5.661	22.975	.246	.805	1.000

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.
Asymptotic significances (2-sided tests) are displayed. The significance level is .05.

Figure 5. Pairwise Comparisons of JDI Pay Facet by Generation

Satisfaction with Promotion Facet Kruskal-Wallis Findings

Using the Kruskal-Wallis *H* test, median JDI Promotion Scores between Baby Boomer (*n* = 61), Generation X (*n* = 313), and Millennial (*n* = 192) generations were evaluated. Median JDI Promotion scores were not statistically significantly different between groups, $H(2) = 4.705$, $p = .095$ (see Figure 6).



Total N	566
Test Statistic	4.705
Degrees of Freedom	2
Asymptotic Sig. (2-sided test)	.095

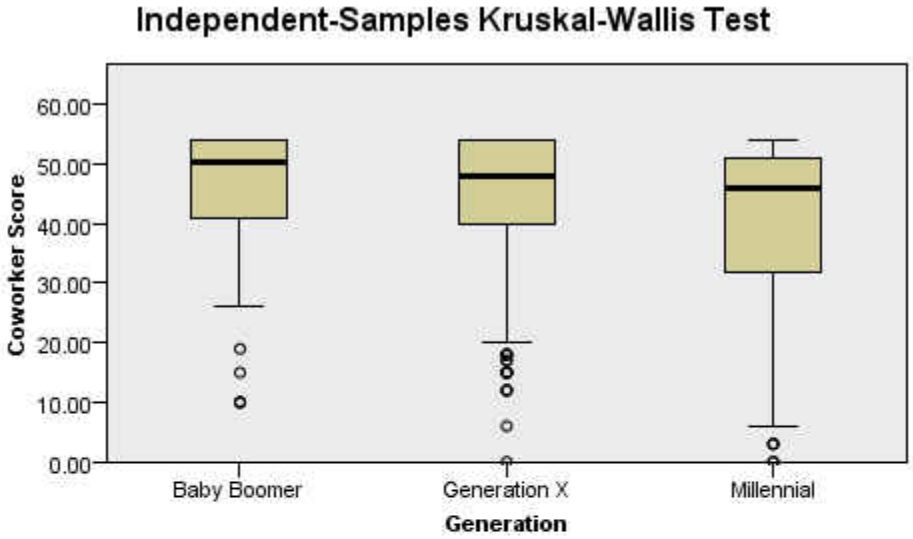
1. The test statistic is adjusted for ties.
2. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

Figure 6. Box Plot and Kruskal-Wallis Testing Results for JDI Promotion Facet

Satisfaction with Co-worker Facet Kruskal-Wallis Findings

Using the Kruskal-Wallis *H* test, median JDI Co-worker scores between Baby Boomer (*n* = 62), Generation X (*n* = 319), and Millennial (*n* = 192) generations were evaluated. Median JDI Co-worker scores were statistically significantly different between groups, $H(2) = 13.354$, $p = .000$ (see figure 7). Pairwise comparisons were performed using Dunn's (1964) procedure with a Bonferroni correction for multiple comparisons. The post hoc analysis revealed statistically significant differences in the median JDI Co-worker facet scores between the

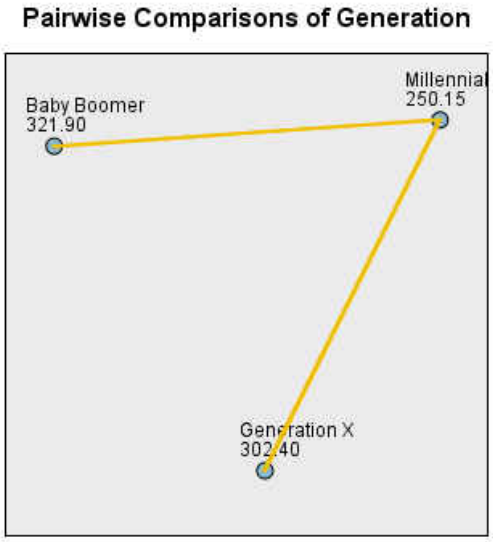
Millennial (*Mdn* = 46.00) and Generation X (*Mdn* = 48.00) (p = .001) groups as well as the Millennial (*Mdn* = 46.00) and Baby Boomer (*Mdn* = 50.50) (p = .008) groups (see Figure 8).



Total N	573
Test Statistic	15.354
Degrees of Freedom	2
Asymptotic Sig. (2-sided test)	.000

1. The test statistic is adjusted for ties.

Figure 7. Box Plot and Kruskal-Wallis Testing Results for JDI Promotion Facet



Each node shows the sample average rank of Generation.

Sample1-Sample2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj.Sig.
Millennial-Generation X	52.246	14.959	3.493	.000	.001
Millennial-Baby Boomer	71.744	23.923	2.999	.003	.008
Generation X-Baby Boomer	19.499	22.731	.858	.391	1.000

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.
Asymptotic significances (2-sided tests) are displayed. The significance level is .05.

Figure 8. Pairwise Comparisons of JDI Pay Facet by Generation

Research Question 1: Chi-square Testing

Research Question 1 was also tested using a chi-square test of homogeneity after facet satisfaction scores were converted to a dichotomous "satisfied" and "dissatisfied" result. In the following sections, results are presented indicating if there is an adequate sample size (no cell can have an expected count less than 5), followed by descriptive statistics, the results of the chi-square test, and any resulting pairwise comparisons.

Satisfaction with Work Facet Chi-Square Findings

Five hundred and seventy-two respondents were classified as a member of the Baby Boomer, Generation X, and Millennial generations. Baby Boomers had 60 respondents indicate satisfaction with work (96.8%) compared to 298 members of Generation X (94.0%) and 167 Millennials (86.5%). This is a statistically significant difference in work satisfaction ($p = .004$). There was a statistically significant difference in work satisfaction between the three groups. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted. Post-hoc analysis involved pairwise comparisons using the z-test of two proportions with a Bonferroni correction. The proportion of financial aid staff classified as Generation X differed from Millennials, $p < .05$. There is no difference in work satisfaction between the other pairwise groups, $p > .05$.

Satisfaction with Pay Facet Chi-Square Findings

Five hundred and seventy respondents were classified as a member of the Baby Boomer, Generation X, and Millennial generations. Baby Boomers had 35 respondents indicate satisfaction with pay (57.4%) compared to 184 members of Generation X (58.4%) and 89 Millennials (45.9%). This is a statistically significant difference in pay satisfaction ($p = .019$) between the three groups. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted. Post-hoc analysis involved pairwise comparisons using the z-test of two proportions with a Bonferroni correction. The proportion of financial aid staff classified as Generation X differed from Millennials, $p < .05$. There is no difference in work satisfaction between the other pairwise groups, $p > .05$.

Satisfaction with Promotion Facet Chi-Square Findings

Five hundred and sixty-six respondents were classified as a member of the Baby Boomer, Generation X, and Millennial generations. Baby Boomers had 52 respondents indicate dissatisfaction with promotion opportunities (85.2%) compared to 249 members of Generation X (79.6%) and 135 Millennials (70.3%). This is a statistically significant difference in work satisfaction ($p = .015$) between the three groups. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted. Post-hoc analysis involved pairwise comparisons using the z-test of two proportions with a Bonferroni correction. All pairwise comparisons were not statistically significant.

Satisfaction with Co-worker Facet Chi-Square Findings

Five hundred and seventy-three respondents were classified as a member of the Baby Boomer, Generation X, and Millennial generations. Baby Boomers had 56 respondents indicate satisfaction with co-workers (90.3%) compared to 287 members of Generation X (90.0%) and 158 Millennials (82.3%). This is a statistically significant difference in co-worker satisfaction ($p = .031$) between the three groups. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted. Post-hoc analysis involved pairwise comparisons using a z-test of two proportions with a Bonferroni correction. The proportion of financial aid staff classified as Generation X differed from Millennials, $p < .05$. There is no difference in work satisfaction between the other pairwise groups, $p > .05$.

Research Question 1 Summary

Research Question 1 was analyzed using three testing methods. The ANOVA results were inconclusive as failures in assumptions resulted in an inability to use the ANOVA model. The data were adjusted to remove outliers and continued to fail these assumptions. As an

alternative, the non-parametric Kruskal-Wallis test was used. Statistical significance between groups was found in three of the four facet scores. Lastly, JDI facet scores were converted into a dichotomous satisfied or dissatisfied result. There was statistical significance in all four facets using a chi-square of homogeneity with Generation X and Millennials having statistically significant levels of satisfaction on all but the promotion scale.

Research Question 2

Is there a difference in job satisfaction as measured by the Job Descriptive Index between Baby Boomer, Generation X and Millennial generation staff based on position held? The JDI is comprised of 5 individual facet scores, four of which are analyzed in this study. To answer this research question, each facet score is evaluated separately.

This question was analyzed using the following null hypothesis:

$H_0 2$ = There is no statistically significant difference in job satisfaction as measured by the Job Descriptive Index between Baby Boomer, Generation X and Millennial generation staff based on position held.

To test this question, a two-way ANOVA was used as it tests using two independent variables (generation and job category) and comparing to a single dependent variable (facet scale score). ANOVA has basic assumptions that must be met. These assumptions are that the dependent variable is continuous, the independent variables are categorical and have two or more groups and that observations are independent. In addition, when performing a residual analysis, there should be no outliers, dependent variables should be approximately normally distributed, and there must be homogeneity of variance (Laerd Statistics, 2015). These last three assumptions are addressed in the results section for each JDI Facet.

Satisfaction with Work Findings

A two-way ANOVA was performed to test satisfaction with work based on the independent variables of generation and job category (N = 572). The first independent variable was Generation and included three groups: Baby Boomer (*M* = 44.63, *SD* = 7.818, *n* = 29), Generation X (*M* = 42.97, *SD* = 8.384, *n* = 317), Millennial (*M* = 38.38, *SD* = 11.059, *n* = 193). The second independent variable was the respondent Job Category of which there were two groups: Chief Financial Aid Administrator (*M* = 45.11, *SD* = 7.018, *n* = 167) and Other Financial Aid Staff (*M* = 40.16, *SD* = 10.136, *n* = 405). Baby Boomer Chief Financial Aid Administrators had the highest level of work satisfaction (*M* = 46.28, *SD* = 5.605, *n* = 29) while Millennial Other Financial Aid Staff had the lowest level of work satisfaction (*M* = 38.95, *SD* = 9.140, *n* = 157). See Table 19 for descriptive statistics for each group interaction. Assumptions must be met in order for two-ANOVA to be considered an appropriate test. Outliers were identified upon visual inspection of boxplot of residuals for each group interaction in all but the Baby Boomer Chief Financial Aid Administrator cell. The initial decision was to consider these outlies as genuinely unique values and were maintained in the analysis. Normality of distribution was tested using the Shapiro-Wilk test. Normality failed in five of the six cells, $p < .05$ (see Table 20). One option to deal with the violation of normality is to transform the data. However, given each response is a unique and valid response the researcher chose to not transform the data. Given that ANOVA is robust to violations of normality (Maxwell & Delaney, 2004), the decision was made to move on to determine if the data met the assumption of homogeneity of variance. This assumption also failed as assessed by Levine's Test for equality of variances, $p = .000$ (see Table 21).

Due to these failures in two-way ANOVA assumptions using the initial results, the decision was made to remove the outliers and retest. After removing the outliers (See Figures 9 to 14), distribution normality fails in four of the six cells (see Table 22). Given that ANOVA is robust to violations of normality (Maxwell & Delaney, 2004), the decision was made to move on to determine if the data met the assumption of homogeneity of variance. This assumption also failed as assessed by Levine's Test for equality of variances, $p = .000$ (see Table 23). As a result of these failures of assumptions, the decision was made that this research question would be unanswered due to data issues. Possible alternatives for future research are addressed in Chapter 5. Descriptive statistics are presented in Table 19 to compare the original data with data after outliers were removed.

Satisfaction with Pay Facet Findings

A two-way ANOVA was begun to test satisfaction with work based on the independent variables of generation and job category (N = 570). The first independent variable was Generation and included three groups: Baby Boomer ($M = 30.20$, $SD = 16.003$, $n = 61$), Generation X ($M = 29.40$, $SD = 17.256$, $n = 315$), Millennial ($M = 25.34$, $SD = 16.768$, $n = 194$). The second independent variable was the respondent Job Category of which there were two groups: Chief Financial Aid Administrator ($M = 35.42$, $SD = 15.323$, $n = 165$) and Other Financial Aid Staff ($M = 25.13$, $SD = 16.835$, $n = 405$). Generation X Chief Financial Aid Administrators had the highest level of pay satisfaction ($M = 36.72$, $SD = 15.267$, $n = 108$) while Millennial Other Financial Aid Staff had the lowest level of pay satisfaction ($M = 24.24$, $SD = 16.870$, $n = 166$). See Chief Financial Aid Administrators scores indicate overall satisfaction with pay ($M = 35.42$, $SD = 15.323$, $n = 165$) while Other Financial Aid Staff scores indicate

overall dissatisfaction with pay (M = 25.13, SD = 16.835, n = 405). Table 24 for descriptive statistics for each group interaction.

Assumptions must be met in order for two-ANOVA to be considered an appropriate test. There were no outliers of residuals for each group interaction as assessed by visual inspection of boxplots. Normality of distribution was tested using the Shapiro-Wilk test. Normality failed in four of the six cells, $p < .05$ (see Table 25). One option to deal with the violation of normality is to transform the data. However, given each response is a unique and valid response the researcher chose to not transform the data. Given that ANOVA is robust to violations of normality (Maxwell & Delaney, 2004), the decision was made to move on to determine if the data met the assumption of homogeneity of variance. There was homogeneity of variances as assessed by Levine's Test and equality of variances, $p = .287$ (see Table 26).

There was no statistically significant interaction between generation and job category on JDI Pay Satisfaction, $F(2,565) = .630$, $p = .533$, partial $\eta^2 = .002$. When no statistically significant interaction effect occurs, an analysis of the main effects occurs. When this is performed, marginal means are compared. There was a statistically significant main effect of Job Category, $F(1,564) = 20.621$, $p = 0.000$, partial $\eta^2 = .035$ (see Table 27). All pairwise comparisons were run where reported 95% confidence intervals and p-values are Bonferroni adjusted. The unweighted marginal means of JDI Pay Satisfaction for Chief Financial Aid Administrator and Other Financial Aid Staff are 34.193 ± 1.543 and 25.525 ± 1.123 (See Table 28). Being a Chief Financial Aid Administrator was associated with a mean JDI Pay Satisfaction score 8.668 (95% CI, 4.49 to 12.417) higher than Other Financial Aid Staff, $p < .001$ (see Table 29).

Satisfaction with Promotion Facet Findings

A two-way ANOVA was begun to test satisfaction with work based on the independent variables of generation and job category (N = 566). The first independent variable was Generation and included three groups: Baby Boomer (*M* = 13.80, *SD* = 15.764, *n* = 61), Generation X (*M* =15.44, *SD* = 15.780, *n* = 313), Millennial (*M* = 17.65, *SD* = 15.836, *n* = 192). The second independent variable was the respondent Job Category of which there were two groups: Chief Financial Aid Administrator (*M* =15.90, *SD* = 15.693, *n* = 163) and Other Financial Aid Staff (*M* = 16.05, *SD* = 15.891, *n* = 403). All group combinations exhibit dissatisfaction with opportunities for promotion as group means are all < 27 on the 54-point scale (Brodke et al., 2009). Baby Boomer Other Financial Aid Staff had the lowest level of promotion satisfaction (*M* = 11.75, *SD* = 12.949, *n* = 32) while Millennial Other Financial Aid Staff had the highest level of promotion satisfaction (*M* = 17.78, *SD* = 16.152, *n* = 165). Both Chief Financial Aid Administrators and Other Financial Aid Staff scores indicate similar overall dissatisfaction with pay (*M* = 15.90, *SD* = 15.693, *n* = 163) and (*M* = 16.05, *SD* = 15.891, *n* = 403), respectively. Table 30 for descriptive statistics for each group interaction.

Assumptions must be met in order for two-ANOVA to be considered an appropriate test. There were outliers of residuals for three of the six group interactions as assessed by visual inspection of boxplots (see Figures 15 to 20). The initial decision was to consider these outliers as genuinely unique values and were maintained in the analysis. Normality of distribution was tested using the Shapiro-Wilk test. Normality failed in all cells, $p < .05$ (see Table 31). One option to deal with the violation of normality is to transform the data. However, given each response is a unique and valid response the researcher chose to not transform the data. Given that ANOVA is robust to violations of normality (Maxwell & Delaney, 2004), the decision was

made to move on to determine if the data met the assumption of homogeneity of variance. There was homogeneity of variances as assessed by Levine's Test and equality of variances, $p = .142$ (see Table 32).

There was not a statistically significant interaction between generation and job category on JDI Promotion Satisfaction, $F(2,560) = .548$, $p = .579$, partial $\eta^2 = .002$. When no statistically significant interaction effect occurs, an analysis of the main effects occurs. There was no statistical significance main effect in JDI Promotion Satisfaction for a respondent's job category, $F(1,560) = .430$, $p = .512$, partial $\eta^2 = .001$, or generation, $F(2,560) = .888$, $p = .412$, partial $\eta^2 = .003$ (see Table 33).

Satisfaction with Co-Worker Facet Findings

A two-way ANOVA was begun to test satisfaction with work based on the independent variables of generation and job category (N = 573). The first independent variable was Generation and included three groups: Baby Boomer ($M = 45.11$, $SD = 12.109$, $n = 62$), Generation X ($M = 44.29$, $SD = 44.29$, $n = 319$), Millennial ($M = 40.06$, $SD = 14.214$, $n = 192$). The second independent variable was the respondent Job Category of which there were two groups: Chief Financial Aid Administrator ($M = 44.43$, $SD = 11.705$, $n = 168$) and Other Financial Aid Staff ($M = 42.36$, $SD = 13.050$, $n = 405$). Generation X Chief Financial Aid Administrators had the highest level of Co-worked satisfaction ($M = 45.38$, $SD = 10.12$, $n = 111$) while Millennial Chief Financial Aid Administrators had the lowest level of co-worker satisfaction ($M = 40.04$, $SD = 16.052$, $n = 28$. All generations and job categories had mean satisfaction scores > 28 which is representative of satisfaction with co-workers. See Table 34 for descriptive statistics for each iteration of generation and job category.

Assumptions must be met in order for two-ANOVA to be considered an appropriate test. Outliers were identified upon visual inspection of boxplot of residuals for each group interaction in all but the Millennial Chief Financial Aid Administrator cell (see Figure 21 to 26). The initial decision was to consider these outlies as genuinely unique values and were maintained in the analysis. Normality of distribution was tested using the Shapiro-Wilk test. Normality failed in six of the six cells, $p < .05$ (see Table 35). One option to deal with the violation of normality is to transform the data. However, given each response is a unique and valid response the researcher chose to not transform the data. Given that ANOVA is robust to violations of normality (Maxwell & Delaney, 2004), the decision was made to move on to determine if the data met the assumption of homogeneity of variance. This assumption also failed as assessed by Levine's Test for equality of variances, $p = .001$ (see Table 36).

Due to these failures in two-way ANOVA assumptions using the initial results, the decision was made to remove the outliers and retest. After removing the outliers, distribution normality fails in four of the six cells (see Table 37). Given that ANOVA is robust to violations of normality (Maxwell & Delaney, 2004), the decision was made to move on to determine if the data met the assumption of homogeneity of variance. This assumption also failed as assessed by Levine's Test for equality of variances, $p = .000$ (see Table 38). As a result of these failures of assumptions, the decision was made that this research question would be unanswered due to data issues. Possible alternatives for future research are addressed in Chapter 5. Descriptive statistics are presented in Table 34 to compare the original data with data after outliers were removed.

Research Question 3

The third research question asks if there a difference in job satisfaction as measured by the Job Descriptive Index between Baby Boomer, Generation X and Millennial generation staff

based on an institution's governance control model? This question is analyzed using the hypothesis: $H_0$3 = There is no statistically significant difference in job satisfaction as measured by the Job Descriptive Index between Baby Boomer, Generation X and Millennial generation staff based on an institution's ownership model.

The JDI is comprised of five individual facet scores; four of which are examined in this study. To answer this research question, each facet was evaluated separately. Generation might contribute to work satisfaction, but that effect might differ across an institution's governance model. To test this question, a two-way ANOVA was used as the researcher tested two independent variables (generation and institution's governance control model) and compared them to a single dependent variable (JDI facet scale score).

Satisfaction with Work Facet Findings

A two-way ANOVA was begun to test satisfaction with work based on the independent variables of Generation and Institutional Control Model (N = 540). The first independent variable was Generation and included three groups: Baby Boomer (M = 44.46, SD = 8.070, n = 56), Generation X (M = 43.07, SD = 8.447, n = 296), Millennial (M = 38.51, SD = 10.967, n = 188). The second independent variable was the respondent Institutional Control Model of which there were two groups: Public (M = 41.36, SD = 10.037, n = 381) and Private not for Profit (M = 42.26, SD = 8.584, n = 159). Baby Boomers working at Public institutions had the highest level of Work satisfaction (M = 45.62, SD = 8.403, n = 34) while Millennials working at Public institutions had the lowest level of work satisfaction (M = 37.74, SD = 11.172, n = 142. All generations and job categories had mean satisfaction scores > 28 on the 54-point scale which is representative of satisfaction with work (Brodke et al., 2009). See Table 39 for descriptive statistics for each iteration of generation and job category.

Assumptions must be met in order for two-ANOVA to be considered an appropriate test. Outliers were identified upon visual inspection of boxplot of residuals for each group interaction in all but the Baby Boomer Private not for Profit cell (see Figures 27 to 32). The initial decision was to consider these outlies as genuinely unique values and were maintained in the analysis. Normality of distribution was tested using the Shapiro-Wilk test. Normality failed in six of the six cells, $p < .05$ (see Table 40). One option to deal with the violation of normality is to transform the data. However, given each response is a unique and valid response the researcher chose to not transform the data. Given that ANOVA is robust to violations of normality (Maxwell & Delaney, 2004), the decision was made to move on to determine if the data met the assumption of homogeneity of variance. This assumption also failed as assessed by Levine's Test for equality of variances, $p = .002$ (see Table 41).

Due to these failures in two-way ANOVA assumptions using the initial results, the decision was made to remove the outliers and retest. After removing the outliers, distribution normality fails in three of the six cells (see Table 42) Given that ANOVA is robust to violations of normality (Maxwell & Delaney, 2004), the decision was made to move on to determine if the data met the assumption of homogeneity of variance. This assumption also failed as assessed by Levine's Test for equality of variances, $p = .000$ (see Table 43). As a result of these failures of assumptions, the decision was made that this research question would be unanswered due to data issues. Possible alternatives for future research are addressed in Chapter 5. Descriptive statistics are presented in Table 39 to compare the original data with data after outliers were removed.

Satisfaction with Pay Facet Findings

A two-way ANOVA was begun to test satisfaction with pay based on the independent variables of Generation and Institutional Control Model (N = 538). The first independent

variable was Generation and included three groups: Baby Boomer (M = 29.71, SD = 16.476, n = 55), Generation X (M = 29.18, SD = 17.009, n = 294), Millennial (M = 25.49, SD = 16.739, n = 189). The second independent variable was the respondent Institutional Control Model of which there were two groups: Public (M = 27.19, SD = 17.089, n = 381) and Private not for Profit (M = 29.79, SD = 16.440, n = 157). Members of Generation X working at Private not for Profit institutions had the highest level of Pay satisfaction (M = 31.42, SD = 16.469, n = 90) while Millennials working at Public institutions had the lowest level of pay satisfaction (M = 24.77, SD = 16.934, n = 143. Only Baby Boomer and Generation X groups had satisfaction scores > 28 on the 54-point scale, which is representative of satisfaction with pay (Brodke et al., 2009). Millennials regardless of institutional control model expressed dissatisfaction with pay. See Table 44 for descriptive statistics for each iteration of generation and job category.

Assumptions must be met in order for two-ANOVA to be considered an appropriate test. There were no outliers identified upon visual inspection of boxplot of residuals for each group interaction (see Figures 33 to 38). Normality of distribution was tested using the Shapiro-Wilk test. Normality failed in five of the six cells, $p < .05$ (see Table 45). One option to deal with the violation of normality is to transform the data. However, given each response is a unique and valid response the researcher chose to not transform the data. Given that ANOVA is robust to violations of normality (Maxwell & Delaney, 2004), the decision was made to move on to determine if the data met the assumption of homogeneity of variance. There was homogeneity of variances as assessed by Levine's Test and equality of variances, p = .946 (see Table 46).

There was not a statistically significant interaction between generation and institutional control model on JDI Pay Satisfaction, $F(2,532) = 1.120$, p = .327, partial η^2 = .004. When no statistically significant interaction effect occurs, an analysis of the main effects occurs. There

was no statistical significance main effect in JDI Pay Satisfaction for a respondent's institutional control model, $F(1,532) = .103$, $p = .748$, partial $\eta^2 = .000$, or generation, $F(2,532) = 2.027$, $p = .133$, partial $\eta^2 = .008$ (see Table 47).

Satisfaction with Promotion Facet Findings

A two-way ANOVA was begun to test satisfaction with pay based on the independent variables of Generation and Institutional Control Model (N = 534). The first independent variable was Generation and included three groups: Baby Boomer ($M = 13.45$, $SD = 15.489$, $n = 55$), Generation X ($M = 15.55$, $SD = 15.490$, $n = 292$), Millennial ($M = 17.53$, $SD = 15.720$, $n = 187$). The second independent variable was the respondent Institutional Control Model of which there were two groups: Public ($M = 16.22$, $SD = 15.798$, $n = 378$) and Private not for Profit ($M = 15.56$, $SD = 15.127$, $n = 156$). Millennials working at Private not for Profit institutions had the highest level of Promotion satisfaction ($M = 18.00$, $SD = 14.913$, $n = 46$) while Baby Boomers working at Private not for Profit institutions had the lowest level of promotion satisfaction ($M = 9.52$, $SD = 10.713$, $n = 21$). All groups had scores < 28 on the 54-point scale which is representative of overall dissatisfaction with promotion opportunities (Brodke et al., 2009). See Table 48 for descriptive statistics for each iteration of generation and job category.

Assumptions must be met in order for two-ANOVA to be considered an appropriate test. Outliers were identified in three of the six groups upon visual inspection of boxplot of residuals for each group interaction (see Figures 39 to 44). The initial decision was to consider these outlies as genuinely unique values and were maintained in the analysis. Normality of distribution was tested using the Shapiro-Wilk test. Normality failed in all six cells, $p < .05$ (see Table 49). One option to deal with the violation of normality is to transform the data. However, given each response is a unique and valid response the researcher chose to not transform the data. Given

that ANOVA is robust to violations of normality (Maxwell & Delaney, 2004), the decision was made to move on to determine if the data met the assumption of homogeneity of variance. There was homogeneity of variances as assessed by Levine's Test and equality of variances, $p = .074$ (see Table 50).

There was not a statistically significant interaction between generation and institutional control model on JDI Promotion Satisfaction, $F(2,528) = 1.078$, $p = .341$, partial $\eta^2 = .004$. When no statistically significant interaction effect occurs, an analysis of the main effects occurs. There was no statistical significance main effect in JDI Promotion Satisfaction for a respondent's institutional control model, $F(1,528) = 1.014$, $p = .341$, partial $\eta^2 = .004$, or generation, F(2,528) = 2.050, p = ..130, partial $\eta^2 = .008$ (see Table 51).

Satisfaction with Co-Worker Facet Findings

A two-way ANOVA was begun to test satisfaction with coworkers based on the independent variables of Generation and Institutional Control Model (N = 541). The first independent variable was Generation and included three groups: Baby Boomer ($M = 44.77$, $SD = 12.581$, $n = 56$), Generation X ($M = 44.35$, $SD = 11.652$, $n = 298$), Millennial ($M = 40.09$, $SD = 14.097$, $n = 187$). The second independent variable was the respondent Institutional Control Model of which there were two groups: Public ($M = 42.76$, $SD = 12.935$, $n = 383$) and Private not for Profit ($M = 43.32$, $SD = 12.451$, $n = 158$). Baby Boomers working at Public institutions had the highest level of Coworker satisfaction ($M = 47.24$, $SD = 10.474$, $n = 34$) while Millennials working at Public institutions had the lowest level of Coworker satisfaction ($M = 39.96$, $SD = 13.913$, $n = 142$). All groups had scores much > 28 on the 54-point scale which is representative of overall satisfaction with Coworker interactions (Brodke et al., 2009). See Table

52 for descriptive statistics for each iteration of generation and job category for the JDI Coworker score.

Assumptions must be met in order for two-ANOVA to be considered an appropriate test. Outliers were identified in four of the six groups upon visual inspection of boxplot of residuals for each group interaction (see Figures 45 to 50). The initial decision was to consider these outliers as genuinely unique values and were maintained in the analysis. Normality of distribution was tested using the Shapiro-Wilk test. Normality failed in all six cells, $p < .05$ (see Table 53). One option to deal with the violation of normality is to transform the data. However, given each response is a unique and valid response the researcher chose to not transform the data. Given that ANOVA is robust to violations of normality (Maxwell & Delaney, 2004), the decision was made to move on to determine if the data met the assumption of homogeneity of variance. This assumption also failed as assessed by Levine's Test for equality of variances, $p = .000$ (see Table 54).

Due to these failures in two-way ANOVA assumptions using the initial results, the decision was made to remove the outliers and retest. After removing the outliers, distribution normality fails in six of the six cells (see Table 55). Given that ANOVA is robust to violations of normality (Maxwell & Delaney, 2004), the decision was made to move on to determine if the data met the assumption of homogeneity of variance. This assumption also failed as assessed by Levine's Test for equality of variances, $p = .000$ (see Table 56). As a result of these failures of assumptions, the decision was made that this research question could not be answered for the JDI Coworker Facet due to data issues. Possible alternatives for future research are addressed in Chapter 5. Descriptive statistics are presented in Table 52 to compare the original data with data after outliers were removed.

Research Question 4

Is there a difference in job satisfaction as measured by the Job Descriptive Index between Baby Boomer, Generation X and Millennial generation staff when controlling for age? This question will be analyzed using the following null hypothesis: $H_0$4 = There is no statistically significant difference in Job Descriptive Index measures between Baby Boomer, Generation X and Millennial generation staff when controlling for age. The JDI is comprised of five individual facet scores; four of which were evaluated in this study.

One of the assumptions when running an ANCOVA is that a linear relationship exists between the covariate and the dependent variable for each group of the independent variable. For this study this means that there should be a linear relationship between age and the JDI Facet score for each group of the generation cohort. In addition, there should be no interaction between the covariate (age) and the independent variable (generation). These assumptions were tested for each JDI Facet score.

Work Controlled for Age

A one-way ANCOVA was run for the JDI Work facet score for independent variable Generation with a covariate of Age (N = 550). There were three groups of independent variables; Baby Boomer (M = 45.20, SD = 6.467, n = 61), Generation X (M = 44.11, SD = 6.778, n = 302), Millennial (M = 39.36, SD = 6.467, n = 187. Baby Boomers had the highest work satisfaction and Millennials the lowest. All generations had mean scores > 28 which indicates satisfaction with Work (Brodke et al., 2009). See Table 57 for full descriptive data.

Assumptions to ensure the parametric ANCOVA is the appropriate test were not met. The linear relationship between the JDI Work facet score and age grouped by generation cohort was examined and a nonlinear relationship was determined to exist (see Figure 51). In cases of

nonlinear relationships, the research may attempt to transform the data. Because the JDI Work score was extremely positively skewed, it was transformed using a Log10 command in SPSS. The resulting data were analyzed and also had a nonlinear relationship (see Figure 52). As such, ANCOVA is not an appropriate testing model. Possible alternatives for future research are addressed in Chapter 5.

Pay Controlled for Age

A one-way ANCOVA was run for the JDI Pay facet score for independent variable Generation with a covariate of Age (N = 570). There were three groups of independent variables; Baby Boomer (M = 30.20, SD = 16.003, n = 61), Generation X (M = 29.40, SD = 17.256, n = 315), Millennial (M = 25.34, SD = 16.768, n = 194). Baby Boomers had the highest work satisfaction and Millennials the lowest. Baby Boomer and Generation X had mean scores > 28 indicating satisfaction with Work. Millennials mean score as < 28 indicating dissatisfaction with Pay (Brodke et al., 2009). See Table 58 for full descriptive data.

Assumptions to ensure the parametric ANCOVA is the appropriate test were not met. The linear relationship between the JDI Pay facet score and age grouped by generation cohort was examined and a nonlinear relationship was determined to exist (see Figure 53). In cases of nonlinear relationships, the research may attempt to transform the data. Because the JDI Work scores are extremely positively skewed, the score was transformed using a Log10 command in SPSS. The resulting data was analyzed and also had a nonlinear relationship (see Figure 54). As such, ANCOVA is not an appropriate testing model. Possible alternatives for future research are addressed in Chapter 5.

Promotion Controlled for Age

A one-way ANCOVA was run for the JDI Work facet score for independent variable Generation with a covariate of Age (N = 557). There were three groups in the independent variable: Baby Boomer (*M* = 13.23, *SD* = 15.250, *n* = 60), Generation X (*M* = 14.47, *SD* = 14.775, *n* = 305), Millennial (*M* = 17.65, *SD* = 15.836, *n* = 192). All generations had mean scores < 28, which indicates dissatisfaction with promotion opportunities (Brodke et al., 2009). See Table 59 for full descriptive data.

Assumptions to ensure the parametric ANCOVA is the appropriate test were not met. The linear relationship between the JDI Promotion facet score and age grouped by generation cohort was examined and a nonlinear relationship was determined to exist (see Figure 55). In cases of nonlinear relationships, the research may attempt to transform the data. Because the JDI Promotion score was extremely negatively skewed, it was transformed using a "Reflect and invers" command in SPSS (Laerd Statistics, 2016). The resulting data were analyzed and also had a nonlinear relationship (see Figure 56). As such, ANCOVA is not an appropriate testing model. Possible alternatives for future research are addressed in Chapter 5.

Co-worker Controlled for Age

A one-way ANCOVA was run for the JDI Work facet score for independent variable Generation with a covariate of Age (N = 557). There were three groups in the independent variable: Baby Boomer (*M* = 46.47, *SD* = 10.631, *n* = 59), Generation X (*M* = 45.31, *SD* = 10.138, *n* = 309), Millennial (*M* = 40.68, *SD* = 13.435, *n* = 189). All generations had mean scores > 28, which indicates satisfaction with promotion opportunities (Brodke et al., 2009). See Table 60 for full descriptive data.

Assumptions to ensure the parametric ANCOVA is the appropriate test were not met. The linear relationship between the JDI Work facet score and age grouped by generation cohort was examined and a nonlinear relationship was determined to exist (see Figure 57). In cases of nonlinear relationships, the research may attempt to transform the data. Because the JDI Work scores are extremely positively skewed, the score was transformed using a Log10 command in SPSS. The resulting data was analyzed and also had a nonlinear relationship (see Figure 58). As such, ANCOVA is not an appropriate testing model. Possible alternatives for future research are addressed in Chapter 5.

Even after applying a data transformation to the four JDI Facets evaluated for this research question, ANCOVA is not the appropriate test to conduct this testing and this research question is not answerable using a parametric test.

Research Question 5

Is there a difference in job satisfaction as measured by the Job Descriptive Index between Baby Boomer, Generation X and Millennial generation staff based on position held when controlling for age? This question will be analyzed using the following null hypothesis: $H_0 5$ = There is no statistically significant difference in Job Descriptive Index measures between Baby Boomer, Generation X and Millennial generation staff based on position held when controlling for age.

Similar to a one-way ANCOVA tested in Research Question 4, the two-way ANCOVA has an assumption that the relationship between the dependent variable and covariate for all groups of independent variable interactions is linear. The results for Research Question 4 demonstrate that the covariate age does not have a linear relationship with the dependent variable

of all four JDI Facet scores studied. Because of this, Research Question 5 cannot be answered using an ANCOVA. Possible alternative for future research are addressed in Chapter 5.

Research Question 6

Is there a difference in job satisfaction as measured by the Job Descriptive Index between Baby Boomer, Generation X and Millennial generation staff based on an institution's control model when controlling for age? This question was analyzed using the following null hypothesis: $H_0$5 = There is no statistically significant difference in Job Descriptive Index measures between Baby Boomer, Generation X and Millennial generation staff based on governance model when controlling for age.

Similar to a one-way ANCOVA tested in Research Question 4, the two-way ANCOVA has an assumption that the relationship between the dependent variable and covariate for all groups of independent variable interactions is linear. The results for Research Question 4 demonstrate that the covariate age does not have a linear relationship with the dependent variable of all four JDI Facet scores studied. Because of this, Research Question 5 cannot be answered using an ANCOVA. Possible alternative for future research are addressed in Chapter 5.

Summary

The results of this study show generation has a significant relationship in Work, Pay, and Coworker Satisfaction. This relationship is most evident between the Millennial and Generation X generations. For Work and Coworker satisfaction, all generations show high levels of satisfaction on the Job Descriptive Index scale with all mean and median scores higher than 27 on the 54-point scale (Brodke et al., 2009). All generations are dissatisfied with promotion opportunities with mean and median scores lower than 27. Baby Boomer and Generation X financial aid staffs are marginally satisfied with pay while Millennials have low satisfaction with

pay. There is a statistically significant difference in pay satisfaction between Generation X and Millennial staff. When job satisfaction is measured on a dichotomous satisfied or dissatisfied scale, the same trend of high levels of satisfaction are exhibited for all generations for JDI Work and Coworkers facets. Statistical differences are once again apparent between Generation X and Millennials in Work and Co-Worker satisfaction. Job category was found to have an influence on Pay satisfaction as being a Chief Financial Aid Administrator had a statistically significant difference.

CHAPTER 5

CONCLUSION

Introduction

This study examined if differences in job satisfaction exist between generation cohorts of financial aid staff. An online survey using the Job Descriptive Index collected data from two regional financial aid associations (SASFAA and RMASFAA). Findings of the study were mixed as differences in job satisfaction were found to exist, but some research questions were unable to be answered based on the composition of the data collected from respondents. The remainder of this chapter interprets the findings of this study, highlights limitations, proposes future research and addresses how this study could influence higher education leaders with responsibility for financial aid staff.

Interpretation of Findings

This study found that significant distinctions in job satisfaction between the Baby Boomer, Generation X and Millennial generations exist. As highlighted in Chapters 1 and 2, this is of significance as a shift in the U.S. work force is occurring due to the stream of retirements of the Baby Boomer generation. Future financial aid professionals will be recruited from the Millennial and Generation X generations during a time of generational shift in the U.S. work force making any significant differences in job satisfaction of importance for higher education administrators.

Research Question 1 asked if the three generations differed in their satisfaction of their work. While all three generations showed satisfaction in their work, the level of satisfaction was statistically significant between the Millennial generation and the other two generations when using the median JDI Work score. When using a dichotomous satisfaction scale (satisfied and

dissatisfied), Millennials had a statistically lower frequency of being satisfied with work that Generation X respondents. In terms of work satisfaction, Generation X staff had no statistical differences with Baby Boomer staff. The JDI Pay facet was the only aspect studied where the generations differed in terms of overall satisfaction or dissatisfaction. Millennials were the only generation to be dissatisfied with their pay. This is not to say that Generation X and Baby Boomer generations were extremely satisfied as their scores were very close to the 27-point cutoff on the 54-point scale (Brodke et al., 2009). Millennials had a significant difference with Generation X in terms of pay. All generations responded they had low levels of satisfaction with promotion opportunities, but there were no statistical differences. This may be due to the specialty of the work in the higher education industry. In terms of satisfaction with coworkers, all three generations indicated high levels of satisfaction, but Millennials again scored statistically significantly lower than Generation X using a chi-square of homogeny test and statistically significantly lower than both Generation X and Baby Boomers using a Wallis-Kruskal test.

Research Question 2 addressed whether job category is a factor in job satisfaction between the generations. There was no statistically significant interaction of job category and generation in terms of promotion satisfaction. However, job category did prove significant with JDI Pay satisfaction being higher for Chief Financial Aid Administrators than Other Financial Aid Staff. Data assumption failures left the question unanswered for the JDI Work and Coworker scores.

Research Question 3 asked if an institution's control model (Public or Private not for Profit) had an impact on job satisfaction based on generation. Data assumption failures left the question unanswered for the JDI Work, Pay, and Coworker scores. When performing a

parametric test such as ANOVA, data must be normally distributed and have homogeneity of variance, this did not occur. However, in terms of the Promotion facet, there was significant interaction and no main effect between the respondent's generation and institutional control model.

Research Questions Four, Five, and Six asked if age within the generation could be controlled for but were unable to be answered after attempts to transform the data were unsuccessful in bringing a linear relationship between age and the JDI Facet scores.

Limitations

There are many limitations to this study, in addition to those already addressed in Chapter 1. The overall population and unequal group sizes proved problematic in the ability to answer research questions One, Four, Five, and Six using parametric statistical methods. Because of the smaller cell sizes, linear relationships between the JDI Facets and the covariate of age could not be established in order to determine if age was a factor that could be controlled for. This linear relationship is a basic assumption of the ANCOVA procedure. The study could have used the actual age of the respondent instead of placement of their age into a range. This would have made the age covariate a true scale measure. The study utilized a convenience sample and relied on self-motivation of invitees to respond. The survey also relied solely on e-mail to encourage participation. Use of varied solicitation means such as personal letters or attendance at the association's annual conference may have helped increased the response rate. Using the singular promotion method contributed to the unequal groupings between the generations. While these unequal groupings were addressed through the use of non-parametric testing, the sample sizes and the consistent answers among the populations proved too difficult to overcome to permit the use of parametric testing models. The study collected data from only two regions of the nation.

As such, generalizability to all financial aid staff is not possible. For each research question, responses tended to cluster significantly. Attempts to remove outliers were made to help normalize the distribution, but those proved unsuccessful. Since the collection method relied on individuals who are motivated to complete a survey, it could be that employees who are dissatisfied in their work did not take the time to complete the survey. Employing a different data collection method that would help ensure a greater response rate could help to normalize the responses for the various group iterations.

Recommendations for Future Research

To continue research of this topic, future consideration should be taken to address the limitations identified in the prior section. The generalizability issue could be addressed by performing a nation-wide study of financial aid staff. Early in the development of this project, contact was established with NASFAA staff, but convenience dictated moving to a smaller regional approach. Moving to a national survey that used better sampling methods could help to address some of the unequal cell size issues present in this study. Going to a national level could also help to expand the overall sample collected. This could also potentially permit use of parametric testing methods such as ANOVA and ANCOVA. Given the low levels of satisfaction with promotion opportunities, it may be beneficial to study the reasons for financial aid staff retention (or attrition). Specifically, it may be beneficial to study whether or not promotion has a specific impact on the retention of staff. Another recommendation is to perform a qualitative study looking at each sub-category of respondent. This qualitative approach could help expand on the reasons why staff are satisfied or dissatisfied.

Implications

Given the significant differences in satisfaction between Millennial and Generation X and Baby Boomer staff, financial aid leaders should be aware that millennial staff may benefit from leadership development programs and mentor models that help to transition and keep staff in the profession (Farrell and Hurt, 2014; Mosely, 2005). Given the low rates of satisfaction with promotion opportunities, demonstrating a path of promotion for younger staff may help to retain staff. Staff development and growth through involvement with professional associations or other opportunities should also be encouraged. With Chief Financial Aid Administrators reporting a statistically significant higher satisfaction with pay, it may be beneficial to examine pay structures of staff at other levels. NASFAA attempts to do this through its periodic salary benchmarking survey.

Conclusions

Several areas of significance between generation and financial aid staff job satisfaction were identified in this study. With the current shift in the work force age composition, it is important that higher education managers recognize the job satisfaction of the incoming generation of financial aid staff and future leaders in the industry. With a growing regulatory burden on the administration of financial aid programs, having skilled and satisfied staff remain in the profession and develop into future leaders will be vital to the future of the profession.

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APPENDIX A

PERMISSION LETTER TO USE JOB DESCRIPTIVE INDEX

BGSU
Bowling Green State University

Job Descriptive Index (JDI) Office
214 Psychology Building
Department of Psychology
Bowling Green State University
Bowling Green, OH 43403

March 17, 2014

The Job Descriptive Index (JDI) and family of measures – including the Job In General scale (JiG), abridged Job Descriptive Index (aJDI), abridged Job In General scale (aJiG), Trust in Management scale (TiM), Intent to Quit (ITQ), Stress in General (SiG) scale, Scale of Life Satisfaction (SOLS), and Survey of Work Values, Revised, Form U. (SWV) are owned by Bowling Green State University, copyright 1975-2012.

Permission is hereby granted to **Joseph Dobrota** to use these measures in his or her research.

The aforementioned scales may be administered as many times as needed in this course of this research.

Tatiana H. Toumbeva

Tatiana H. Toumbeva
JDI Research Assistant
Tel: 419.372.4400
Fax: 419.372.6013
jdi_ra@bgsu.edu

APPENDIX B

SURVEY INSTRUMENT

Generational Differences between Cohorts of Financial Aid Staff

INTRODUCTION PAGE

January 5, 2015

Dear Participant:

My name is Joseph Dobrota and I am a doctoral candidate at Old Dominion University. For my dissertation, I am studying the impact of generation membership on job satisfaction of Financial Aid administrators. Because you are affiliated with the Rocky Mountain Association of Student Financial Aid Administrators, I am inviting you to participate in this research study by completing this survey.

The survey will require approximately 10-15 minutes to complete. There is no compensation for responding, nor is there any known risk. In order to ensure that all information will remain confidential, please do not include your name or other personally identifiable information other than birth year in your responses. Copies of the project will be provided to members of my dissertation committee at Old Dominion University. If you choose to participate in this study, please answer all questions as honestly as possible. Participation is strictly voluntary and you may refuse to participate at any time. All responses will be kept confidential.

Thank you for taking the time to assist me in my dissertation research. The data collected will provide useful information regarding the impact generation membership has on job satisfaction of Financial Aid professionals. If you would like a summary copy of this study, or if you require additional information, please contact me using the contact information below. Completion of the survey indicates your willingness to participate in the study.

If you are not satisfied with the manner in which this study is being conducted, you may report (anonymously if you so choose) any complaints to Dr. Dennis Gregory, dissertation chair, at dgregory@odu.edu, or Dr. Ed Gomez, human subjects committee chair, at egomez@odu.edu.

Sincerely,
Joseph Dobrota
jdobr002@odu.edu

Are you currently employed full-time in a Financial Aid office at an institution of higher education in the United States? 1 – Yes, 2- No

In which region is your institution located? If multiple locations, select the one from which you are based.

1 – EASFAA
2 – SASFAA
3 – MASFAA
4 – RMASFAA
5 – WASFAA
6 – SWASFAA

Would you like to continue to survey? 1- Yes, 2- No

Job Descriptive Index

Work on Present Job

Think of the work you do at present. How well does each of the following words or phrases describe your work? Select:

Y for "Yes" if it describes your work
N for "No" if it does not describe your work
? for "?" if you cannot decide

Fascinating	1. Yes 2. No 3. ?
Routine	1. Yes 2. No 3. ?
Satisfying	1. Yes 2. No 3. ?
Boring	1. Yes 2. No 3. ?
Good	1. Yes 2. No 3. ?
Gives Sense of Accomplishment	1. Yes 2. No 3. ?
Respected	1. Yes 2. No 3. ?
Exciting	1. Yes 2. No 3. ?
Rewarding	1. Yes 2. No 3. ?
Useful	1. Yes 2. No 3. ?
Challenging	1. Yes 2. No 3. ?
Simple	1. Yes 2. No 3. ?
Repetitive	1. Yes 2. No 3. ?
Creative	1. Yes 2. No 3. ?
Dull	1. Yes 2. No 3. ?
Uninteresting	1. Yes 2. No 3. ?
Can See Results	1. Yes 2. No 3. ?
Uses My Abilities	1. Yes 2. No 3. ?

Pay

Think of the pay you get now. How well does each of the following words or phrases describe your present pay? Select:

Y for "Yes" if it describes your pay
N for "No" if it does not describe it

? for "?" if you cannot decide

Income Adequate for Normal Expenses	1. Yes 2. No 3. ?
Fair	1. Yes 2. No 3. ?
Barely Live on Income	1. Yes 2. No 3. ?
Bad	1. Yes 2. No 3. ?
Comfortable	1. Yes 2. No 3. ?
Less Than I Deserve	1. Yes 2. No 3. ?
Well PAid	1. Yes 2. No 3. ?
Enough to Live On	1. Yes 2. No 3. ?
UnderpAid	1. Yes 2. No 3. ?

Opportunities for Promotion

Think of the opportunities for promotion that you have now. How well does each of the following words or phrases describe these? Select:

Y for "Yes" if it describes your opportunities for promotion
N for "No" if it does not describe them
? for "?" if you cannot decide

Good Opportunities for Promotion	1. Yes 2. No 3. ?
Opportunities Somewhat Limited	1. Yes 2. No 3. ?
Promotion on Ability	1. Yes 2. No 3. ?
Dead-end Job	1. Yes 2. No 3. ?
Good Chance for Promotion	1. Yes 2. No 3. ?
Very Limited	1. Yes 2. No 3. ?
Infrequent Promotions	1. Yes 2. No 3. ?
Regular Promotions	1. Yes 2. No 3. ?
Fairly Good Chance for Promotion	1. Yes 2. No 3. ?

Supervision

Think of the kind of supervision that you get on your job. How well does each of the following words or phrases describe this? Select:

Y for "Yes" if it describes the supervision you get on the job
N for "No" if it does not describe it
? for "?" if you cannot decide

Supportive	1. Yes 2. No 3. ?
Hard to Please	1. Yes 2. No 3. ?
Impolite	1. Yes 2. No 3. ?
Praises Good Work	1. Yes 2. No 3. ?
Tactful	1. Yes 2. No 3. ?
Influential	1. Yes 2. No 3. ?
Up-to-Date	1. Yes 2. No 3. ?

Unkind	1. Yes 2. No 3. ?
Has Favorites	1. Yes 2. No 3. ?
Tells Me Where I Stand	1. Yes 2. No 3. ?
Annoying	1. Yes 2. No 3. ?
Stubborn	1. Yes 2. No 3. ?
Knows Job Well	1. Yes 2. No 3. ?
Bad	1. Yes 2. No 3. ?
Intelligent	1. Yes 2. No 3. ?
Poor Planner	1. Yes 2. No 3. ?
Around When Needed	1. Yes 2. No 3. ?
Lazy	1. Yes 2. No 3. ?

People on Your Present Job

Think of the majority of people with whom you work or meet in connection with your work. How well does each of the following words or phrases describe these people? Select:

Y for "Yes" if it describes the people with whom you work
N for "No' if it does not describe them
? for "?" if you cannot decide

Stimulating	1. Yes 2. No 3. ?
Boring	1. Yes 2. No 3. ?
Slow	1. Yes 2. No 3. ?
Helpful	1. Yes 2. No 3. ?
Stupid	1. Yes 2. No 3. ?
Responsible	1. Yes 2. No 3. ?
Likeable	1. Yes 2. No 3. ?
Intelligent	1. Yes 2. No 3. ?
Easy to Make Enemies	1. Yes 2. No 3. ?
Rude	1. Yes 2. No 3. ?
Smart	1. Yes 2. No 3. ?
Lazy	1. Yes 2. No 3. ?
Unpleasant	1. Yes 2. No 3. ?
Supportive	1. Yes 2. No 3. ?
Active	1. Yes 2. No 3. ?
Narrow Interests	1. Yes 2. No 3. ?
Frustrating	1. Yes 2. No 3. ?
Stubborn	1. Yes 2. No 3. ?

DEMOGRAPHIC INFORMATION

In what year were you born?

1 - Before 1925
2 - 1925 to 1931
3 - 1931 to 1936
4 - 1937 to 1942

5 - 1943 to 1949
6 - 1950 to 1955
7 - 1956 to 1960
8 - 1961 to 196681
9 – 1967 to 1971
10 – 1972 to 1976
11 - 1977 to 1981
12 - 1982 to 1989
13 - 1990 to 1997
14 - 1998 to 2003

Years of Experience in Financial Aid:
1 – Less than 1 year
2 – 1 to 5
3 – 6 to 10
4 – 11 to 15
5 – 16 to 20
6 – 21+

What is your functional job level in the office?:
1- Chief Financial Aid Administrator
2 - 2nd in Command
3 - Assistant/Associate Director (not 2nd in command)
4 - Counselor/Advisor
5 - Manager/Division Chief
6 - Data Entry
7 - Receptionist/Secretarial
8 - Other

Institutional Ownership Model:
1 – Public
2 – Private; not-for-profit
3 – Private; for-profit

Office Processes Aid for:
1 – Undergraduate Only
2 – Graduate Only (non-medical/professional)
3 – Medical/Professional Only
4 – Undergraduate and Graduate Only (separate office processes medical/professional)
5- Undergraduate, Graduate, and Medical/Professional

What is the size of your staff (Full-time equivalent):
1- 1 to 3
2- 3 to 5
3- 6 to 10
4- 11 to 15

5- 16 to 20
6- 21+

What is the size of your student population?

1- < =2,000
2 - 2,001 – 10,000
3 -10,001 to 20,000
4 – 20,001+

What is the highest level of education you have completed?

1 – Did not graduate from high school
2 - High School Diploma or equivalent
3 – Graduated from College (Associates Degree)
4 – Graduated from College (Bachelors Degree)
5 – Some Graduate School
6 – Completed Graduate School (Masters Level)
7 – Completed Graduate School (Doctoral Level)

Gender:

1 – Female
2 – Male
3 – Transgender

APPENDIX C

IRB APPROVAL

From: Ed Gomez <no-reply@irbnet.org>
Date: June 11, 2015 at 10:26:53 PM GMT+2
To: Dennis Gregory <dgregory@odu.edu>
Subject: IRBNet Board Action
Reply-To: Ed Gomez <egomez@odu.edu>

Please note that Old Dominion University Education Human Subjects Review Committee has taken the following action on IRBNet:

Project Title: [766176-1] Impact of Generation Membership on Job Satisfaction of Financial Aid Administrators
Principal Investigator: Dennis Gregory, EdD

Submission Type: New Project
Date Submitted: June 2, 2015

Action: EXEMPT
Effective Date: June 11, 2015
Review Type: Exempt Review

Should you have any questions you may contact Ed Gomez at egomez@odu.edu.

Thank you,
The IRBNet Support Team

www.irbnet.org

APPENDIX D

PRE-SURVEY E-MAIL TO RMASFAA MEMBERSHIP FROM RMASFAA PRESIDENT

-----Original Message-----
From: RmasfaaL [mailto:rmasfaal-bounces@rmasfaa.org] On Behalf Of rmasfaal@rmasfaa.org
Sent: Tuesday, January 12, 2016 9:48 PM
To: rmasfaal@rmasfaa.org
Subject: [rmasfaaL] Research Study Opportunity

Subject: Research Study Opportunity
List: rmasfaaL
Date: January 12, 2016
From: Joe Donlay
joe.donlay@colostate.edu

Greetings, RMASFAA Friends -

A Financial Aid colleague from EASFAA (Eastern Association of Student Financial Aid Administrators) has approached RMASFAA to request our assistance in a research survey. Joe Dobrota, Director of Student Financial Assistance at The Catholic University of America is currently working to complete his Ph.D. in Higher Education Administration at Old Dominion University. Mr. Dobrota is currently studying whether membership in a generational cohort has an impact on job satisfaction among Financial Aid staff and would like to invite RMASFAA members to provide their thoughts in that regard. SASFAA (Southern Association of Student Financial Aid Administrators) has also provided survey feedback for this study.

I recognize that this is a very busy time for most of the institutions in our region, but in the spirit of helping a fellow Aid administrator conduct research directly related to our profession, I am hoping you might be willing to respond to a brief survey that will be distributed via the RMASFAA listserv within the next day or so. The survey is quick, and is open for 30 days - so you may see a few subsequent listserv messages come across RMASFAA-L that continue to invite responses. Participation is completely voluntary, but certainly appreciated.

-Joe Donlay, RMASFAA President

APPENDIX E

INITIAL SURVEY INVITATION E-MAIL, SENT JANUARY 15, 2016

-----Original Message-----
From: RmasfaaL [mailto:rmasfaal-bounces@rmasfaa.org] On Behalf Of rmasfaal@rmasfaa.org
Sent: Friday, January 15, 2016 11:02 AM
To: rmasfaal@rmasfaa.org
Subject: [rmasfaaL] Invitation to Participate in Financial Aid Research Study

Subject: Invitation to Participate in Financial Aid Research Study
List: rmasfaaL
Date: January 15, 2016
From: Joe Donlay
joe.donlay@colostate.edu

Dear RMASFAA Member:

My name is Joseph Dobrota and I am a doctoral candidate at Old Dominion University and serve as Director of Student Financial Assistance at The Catholic University of America in Washington, DC. For my dissertation, I am studying the impact of generation membership on job satisfaction of Financial Aid administrators. Because you are affiliated with the Rocky Mountain Association of Student Financial Aid Administrators (RMASFAA), I am inviting you to participate in this research study by completing the survey found by following the link below.

The survey will require approximately 10-15 minutes to complete. There is no compensation for responding, nor is there any known risk. In order to ensure that all information will remain confidential, please do not include your name or other personally identifiable information other than birth year in your responses. Copies of the project will be provided to members of my dissertation committee at Old Dominion University. If you choose to participate in this study, please answer all questions as honestly as possible. Participation is strictly voluntary and you may refuse to participate at any time. All responses will be kept confidential. The survey will remain open until February 12, 2016.

Link to Survey: https://www.surveymonkey.com/r/rmasfaa

Thank you for taking the time to assist me in my dissertation research. The data collected will provide useful information regarding the impact generation membership has on job satisfaction of Fnancial Aid professionals. If you would like a summary copy of this study, or if you require additional information, please contact me using the contact information below. Completion of the survey indicates your willingness to participate in the study.

If you are not satisfied with the manner in which this study is being conducted, you may report (anonymously if you so choose) any complaints to Dr. Dennis Gregory, dissertation chair, at dgregory@odu.edu, or Dr. Ed Gomez, human subjects committee chair, ategomez@odu.edu.

Thank you for your participation,
Joseph Dobrota
jdobr002@odu.edu
dobrota@cua.edu

REPLY: To reply to the person sending this message, use the email address in the 'From' section of message above. Messages replied back to this list will be discarded.

POST/MANAGE SUBSCRIPTION:
To post a message to this list go to
http://www.rmasfaa.org. Select 'Listserv'
and follow the instructions for posting or managing your subscription. You will be asked for your RMASFAA username and password.

QUESTIONS: Contact support@rmasfaa.org

APPENDIX F

EMAIL REMINDER #2; SENT JANUARY 22, 2016

-----Original Message-----
From: RmasfaaL [mailto:rmasfaal-bounces@rmasfaa.org] On Behalf Of rmasfaal@rmasfaa.org
Sent: Friday, January 22, 2016 9:27 AM
To: rmasfaal@rmasfaa.org
Subject: [rmasfaaL] REMINDER: Still Time to Participate in Financial Aid Study!

Subject: REMINDER: Still Time to Participate in Financial Aid Study!
List: rmasfaaL
Date: January 22, 2016
From: Joe Donlay
joe.donlay@colostate.edu

Dear RMASFAA Member:

Thank you to the RMASFAA members who took time out of their busy schedules to complete my doctoral dissertation survey over the past week. If you have not yet completed the survey, time still remains! Please follow the link below to complete the survey. It should not take more than 10-15 minutes to complete. Your input would be greatly appreciated!

Link to Survey: https://www.surveymonkey.com/r/rmasfaa

Summary of the project: My name is Joseph Dobrota and I am a doctoral candidate at Old Dominion University and serve as Director of Student Financial Assistance at The Catholic University of America in Washington, DC. For my dissertation, I am studying the impact of generation membership on job satisfaction of Financial Aid administrators. Because you are affiliated with the Rocky Mountain Association of Student Financial Aid Administrators (RMASFAA), I am inviting you to participate in this research study by completing the survey found by following the link above.

There is no compensation for responding, nor is there any known risk. In order to ensure that all information will remain confidential, please do not include your name or other personally identifiable information other than birth year in your responses. Copies of the project will be provided to members of my dissertation committee at Old Dominion University. If you choose to participate in this study, please answer all questions as honestly as possible. Participation is strictly voluntary and you may refuse to participate at any time. All responses will be kept confidential.
The survey will remain open until February 12, 2016.

Thank you for taking the time to assist me in my dissertation research. The data collected will provide useful information regarding the impact generation membership has on job satisfaction of Financial Aid professionals. If you would like a summary copy of this study, or if you require additional information, please contact me using the contact information below. Completion of the survey indicates your willingness to participate in the study.

If you are not satisfied with the manner in which this study is being conducted, you may report (anonymously if you so choose) any complaints to Dr. Dennis Gregory, dissertation chair, at dgregory@odu.edu, or Dr. Ed Gomez, human subjects committee chair, ategomez@odu.edu.

Sincerely,
Joseph Dobrota
jdobr002@odu.edu
dobrota@cua.edu

REPLY: To reply to the person sending this message, use the email address in the 'From'
section of message above. Messages replied back to this list will be discarded.

POST/MANAGE SUBSCRIPTION:
To post a message to this list go to
http://www.rmasfaa.org. Select 'Listserv'
and follow the instructions for posting or managing your subscription. You will be asked for your RMASFAA username and password.

QUESTIONS: Contact support@rmasfaa.org

APPENDIX G

EMAIL REMINDER #3; SENT FEBRUARY 1, 2016

-----Original Message-----
From: RmasfaaL [mailto:rmasfaal-bounces@rmasfaa.org] On Behalf Of rmasfaal@rmasfaa.org
Sent: Monday, February 01, 2016 3:38 PM
To: rmasfaal@rmasfaa.org
Subject: [rmasfaaL] Survey Reminder

Subject: Survey Reminder
List: rmasfaaL
Date: February 1, 2016
From: Joe Donlay
joe.donlay@colostate.edu

Dear RMASFAA Member:

Thank you to the RMASFAA members who took time out of their busy schedules to complete my doctoral dissertation survey over the past two weeks. If you have not yet completed the survey, time still remains! Now that the busy start of spring semester is behind us, please follow the link below to complete the survey. It should not take more than 10-15 minutes to complete. Your input would be greatly appreciated!

Link to Survey: https://www.surveymonkey.com/r/rmasfaa

Summary of the project: My name is Joseph Dobrota and I am a doctoral candidate at Old Dominion University and serve as Director of Student Financial Assistance at The Catholic University of America in Washington, DC. For my dissertation, I am studying the impact of generation membership on job satisfaction of Financial Aid administrators. Because you are affiliated with the Rocky Mountain Association of Student Financial Aid Administrators (RMASFAA), I am inviting you to participate in this research study by completing the survey found by following the link above.

There is no compensation for responding, nor is there any known risk. In order to ensure that all information will remain confidential, please do not include your name or other personally identifiable information other than birth year in your responses. Copies of the project will be provided to members of my dissertation committee at Old Dominion University. If you choose to participate in this study, please answer all questions as honestly as possible. Participation is strictly voluntary and you may refuse to participate at any time. All responses will be kept confidential. The survey will remain open until February 12, 2016.

Thank you for taking the time to assist me in my dissertation research. The data collected will provide useful information regarding the impact generation membership has on job satisfaction of Financial Aid professionals. If you would like a summary copy of this study, or if you require additional information, please contact me using the contact information below. Completion of the survey indicates your willingness to participate in the study.

If you are not satisfied with the manner in which this study is being conducted, you may report (anonymously if you so choose) any complaints to Dr. Dennis Gregory, dissertation chair, at dgregory@odu.edu, or Dr. Ed Gomez, human subjects committee chair, ategomez@odu.edu.

Sincerely,
Joseph Dobrota
jdobr002@odu.edu
dobrota@cua.edu

REPLY: To reply to the person sending this message, use the email address in the 'From' section of message above. Messages replied back to this list will be discarded.

POST/MANAGE SUBSCRIPTION:
To post a message to this list go to
http://www.rmasfaa.org. Select 'Listserv'
and follow the instructions for posting or managing your subscription. You will be asked for your RMASFAA username and password.

QUESTIONS: Contact support@rmasfaa.org

APPENDIX H

EMAIL REMINDER #4: SENT FEBRUARY 11, 2016

-----Original Message-----
From: RmasfaaL [mailto:rmasfaal-bounces@rmasfaa.org] On Behalf Of rmasfaal@rmasfaa.org
Sent: Thursday, February 11, 2016 12:29 AM
To: rmasfaal@rmasfaa.org
Subject: [rmasfaaL] RMASFAA Survey Reminder

Subject: RMASFAA Survey Reminder
List: rmasfaaL
Date: February 11, 2016
From: Joseph Donlay
joe.donlay@colostate.edu

Dear RMASFAA Member:

Haven't taken the Financial Aid Job Satisfaction Survey yet? Time still remains for you to provide your input! Please help support the research of a fellow Financial Aid colleague by following the link below. The survey should not take more than 10-15 minutes to complete. Your input is needed and greatly appreciated! The survey is scheduled to close on Friday, February 12th.

Link to Survey: https://www.surveymonkey.com/r/rmasfaa

Summary of the project: My name is Joseph Dobrota and I am a doctoral candidate at Old Dominion University and serve as Director of Student Financial Assistance at The Catholic University of America in Washington, DC. For my dissertation, I am studying the impact of generation membership on job satisfaction of Financial Aid administrators. Because you are affiliated with the Rocky Mountain Association of Student Financial Aid Administrators (RMASFAA), I am inviting you to participate in this research study by completing the survey found by following the link above.

There is no compensation for responding, nor is there any known risk. In order to ensure that all information will remain confidential, please do not include your name or other personally identifiable information other than birth year in your responses. Copies of the project will be provided to members of my dissertation committee at Old Dominion University. If you choose to participate in this study, please answer all questions as honestly as possible. Participation is strictly voluntary and you may refuse to participate at any time. All responses will be kept confidential. The survey will remain open until February 12, 2016.

Thank you for taking the time to assist me in my dissertation research. The data collected will provide useful information regarding the impact generation membership has on job satisfaction of Financial Aid professionals. If you would like a summary copy of this study, or if you require additional information, please contact me using the contact information below. Completion of the survey indicates your willingness to participate in the study.

If you are not satisfied with the manner in which this study is being conducted, you may report (anonymously if you so choose) any complaints to Dr. Dennis Gregory, dissertation chair, at dgregory@odu.edu, or Dr. Ed Gomez, human subjects committee chair, ategomez@odu.edu.

Sincerely,
Joseph Dobrota
jdobr002@odu.edu
dobrota@cua.edu

REPLY: To reply to the person sending this message, use the email address in the 'From'
section of message above. Messages replied back to this list will be discarded.

POST/MANAGE SUBSCRIPTION:
To post a message to this list go to
http://www.rmasfaa.org. Select 'Listserv'
and follow the instructions for posting or managing your subscription. You will be asked for your RMASFAA username and password.

QUESTIONS: Contact support@rmasfaa.org

APPENDIX I

FINAL EMAIL REMINDER #5; SENT FEBRUARY 15, 2016

-----Original Message-----
From: RmasfaaL [mailto:rmasfaal-bounces@rmasfaa.org] On Behalf Of rmasfaal@rmasfaa.org
Sent: Monday, February 15, 2016 11:50 PM
To: rmasfaal@rmasfaa.org
Subject: [rmasfaaL] Last Chance - Financial Aid Job Satisfaction Survey Extended

Subject: Last Chance - Financial Aid Job Satisfaction Survey Extended
List: rmasfaaL
Date: February 16, 2016
From: Joe Donlay
joe.donlay@colostate.edu

Dear RMASFAA Member:

You have one last chance to support the research of a fellow Financial Aid colleague. The Financial Aid Job Satisfaction Survey has been extended to Tuesday, February 16th at 11:00 PM Eastern. Time still remains for you to provide your input! The survey should not take more than 10-15 minutes to complete. Your input is needed and greatly appreciated! Link to Survey: https://www.surveymonkey.com/r/rmasfaa

Summary of the project: My name is Joseph Dobrota and I am a doctoral candidate at Old Dominion University and serve as Director of Student Financial Assistance at The Catholic University of America in Washington, DC. For my dissertation, I am studying the impact of generation membership on job satisfaction of Financial Aid administrators. Because you are affiliated with the Rocky Mountain Association of Student Financial Aid Administrators (RMASFAA), I am inviting you to participate in this research study by completing the survey found by following the link above.

There is no compensation for responding, nor is there any known risk. In order to ensure that all information will remain confidential, please do not include your name or other personally identifiable information other than birth year in your responses. Copies of the project will be provided to members of my dissertation committee at Old Dominion University. If you choose to participate in this study, please answer all questions as honestly as possible. Participation is strictly voluntary and you may refuse to participate at any time. All responses will be kept confidential. The survey has been extended and will remain open until February 16, 2016.

Thank you for taking the time to assist me in my dissertation research. The data collected will provide useful information regarding the impact generation membership has on job satisfaction of Financial Aid professionals. If you would like a summary copy of this study, or if you require additional information, please contact me using the contact information below. Completion of the survey indicates your willingness to participate in the study.

If you are not satisfied with the manner in which this study is being conducted, you may report (anonymously if you so choose) any complaints to Dr. Dennis Gregory, dissertation chair, at dgregory@odu.edu, or Dr. Ed Gomez, human subjects committee chair, at egomez@odu.edu.

Sincerely,
Joseph Dobrota
jdobr002@odu.edu
dobrota@cua.edu

APPENDIX J

DEMOGRAPHIC STATISTICS OF RESPONDENTS

Table 12

Years of Experience in Financial Aid

		N	%	Valid %	Cumulative %
Valid	Less than Year	14	2.0	2.4	2.4
	1 to 5	132	19.3	22.8	25.2
	6 to 10	122	17.9	21.0	46.2
	11 to 15	98	14.3	16.9	63.1
	16 to 20	71	10.4	12.2	75.3
	21 +	143	20.9	24.7	100.0
	Total	580	84.9	100.0	
Missing	System	103	15.1		
Total		683	100.0		

Table 13

Job Category

		n	%	Valid %	Cumulative %
Valid	Chief Financial Aid Administrator	171	25.0	29.5	29.5
	Other Financial Aid Staff	409	59.9	70.5	100.0
	Total	580	84.9	100.0	
Missing	System	103	15.1		
Total		683	100.0		

Table 14

Type of Student Office for Which Office is Responsible

		n	%	Valid %	Cumulative %
Valid	Undergraduate Only	217	31.8	37.4	37.4
	Graduate Only (non-medical/professional/law)	8	1.2	1.4	38.8
	Medical/Professional/Law Only	14	2.0	2.4	41.2
	Undergraduate and Graduate Only (separate office processes medical/professional)	121	17.7	20.9	62.1
	Undergraduate, Graduate, and Medical/Professional/Law (All students at institution)	220	32.2	37.9	100.0
	Total	580	84.9	100.0	
Missing	System	103	15.1		
Total		683	100.0		

Note: This table represents the students the office of the respondent serves. For example, many universities with law schools have their law school financial aid staff in a separate office serving only law students. Respondents in this type of division of labor would have responded as being in Medical/Professional/Law Only. This question was asked to help with generalizability.

Table 15

Size of Office Staff (Full-time Equivalent)

		n	%	Valid %	Cumulative %
Valid	1 to 3	71	10.4	12.2	12.2
	3 to 5	113	16.5	19.5	31.7
	6 to 10	141	20.6	24.3	56.0
	11 to 15	62	9.1	10.7	66.7
	16 to 20	68	10.0	11.7	78.4
	21+	125	18.3	21.6	100.0
	Total	580	84.9	100.0	
Missing	System	103	15.1		
Total		683	100.0		

Table 16

Size of Full-Time Equivalent Student Population

		n	%	Valid %	Cumulative %
Valid	Less Than 500	37	5.4	6.4	6.4
	500 to 1,999	127	18.6	21.9	28.3
	2,000 to 4,999	115	16.8	19.8	48.1
	5,000 to 9,999	89	13.0	15.3	63.4
	At least 10,000	212	31.0	36.6	100.0
	Total	580	84.9	100.0	
Missing	System	103	15.1		
Total		683	100.0		

Note. Full-Time Students + 1/3 of Part-Time Students

Table 17

Respondent Highest Level of Education Completed

		n	%	Valid %	Cumulative %
Valid	High School Diploma or equivalent	23	3.4	4.0	4.0
	Graduated from college (Associate's Degree)	38	5.6	6.6	10.5
	Graduated from college (Bachelor's Degree)	157	23.0	27.1	37.6
	Some graduate school	76	11.1	13.1	50.7
	Completed graduate school (Masters Level)	269	39.4	46.4	97.1
	Completed graduate school (Doctoral Level)	17	2.5	2.9	100.0
	Total	580	84.9	100.0	
Missing	System	103	15.1		
Total		683	100.0		

Table 18

Gender of Respondents

		N	%	Valid %	Cumulative %
Valid	Female	443	64.9	76.8	76.8
	Male	133	19.5	23.1	99.8
	Transgender	1	.1	.2	100.0
	Total	577	84.5	100.0	
Missing	System	106	15.5		
Total		683	100.0		

APPENDIX K

RESEARCH QUESTION 1 RESULTS

Table 19

JDI Work Score by Generation and Job Category (Original and Outliers Removed)

		Original			Outliers Removed		
Generation	Job Category	*M*	*SD*	*n*	*M*	*SD*	*n*
Baby	Chief Financial Aid Administrator	46.28	5.605	29	46.28	5.605	29
Boomer	Other Financial Aid Staff	43.18	9.187	33	44.87	6.174	31
	Total	44.63	7.818	62	45.55	5.899	60
Generation X	Chief Financial Aid Administrator	45.13	6.869	110	45.31	6.620	109
	Other Financial Aid Staff	41.83	8.892	207	42.91	7.433	198
	Total	42.97	8.384	317	43.77	7.236	307
Millennial	Chief Financial Aid Administrator	43.86	8.759	28	44.85	7.134	27
	Other Financial Aid Staff	37.45	11.161	165	38.95	9.140	157
	Total	38.38	11.059	193	39.82	9.102	184
Total	Chief Financial Aid Administrator	45.11	7.018	167	45.41	6.518	165
	Other Financial Aid Staff	40.16	10.136	405	41.46	8.348	386
	Total	41.60	9.597	572	42.64	8.045	551

Table 20

JDI Work Score by Generation and Job Category Test of Normality (Original)

			Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Generation	Job Category		*Statistic*	*df*	*p*	*Statistic*	*df*	*P*
Baby Boomer	Chief Financial Aid Administrator	Residual for WorkScore	.138	29	.167	.945	29	.138
	Other Financial Aid Staff	Residual for WorkScore	.185	33	.006	.825	33	.000
Generation X	Chief Financial Aid Administrator	Residual for WorkScore	.120	110	.001	.924	110	.000
	Other Financial Aid Staff	Residual for WorkScore	.122	207	.000	.912	207	.000
Millennial	Chief Financial Aid Administrator	Residual for WorkScore	.159	28	.068	.896	28	.009
	Other Financial Aid Staff	Residual for WorkScore	.113	165	.000	.929	165	.000

Note. a. Lilliefors Significance Correction

Table 21

JDI Work Score: Levene's Test of Equality of Error Variances (Original)

F	*df1*	*df2*	*Sig.*
5.968	5	566	.000

Note. Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Generation + DirectorYN + Generation * DirectorYN

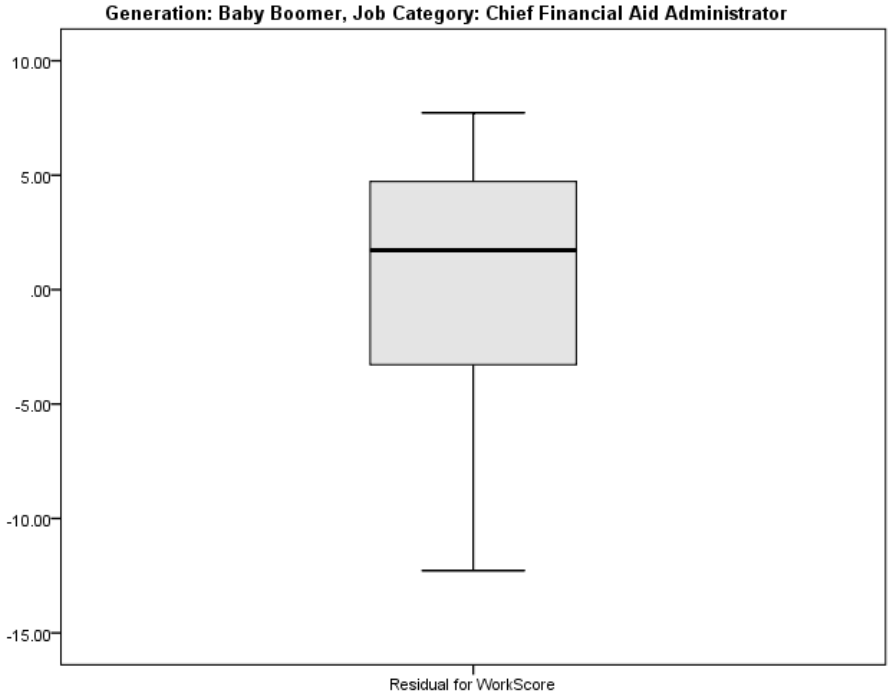

Figure 9. Box Plot for JDI Work Score (Baby Boomer x Chief Financial Aid Administrator)

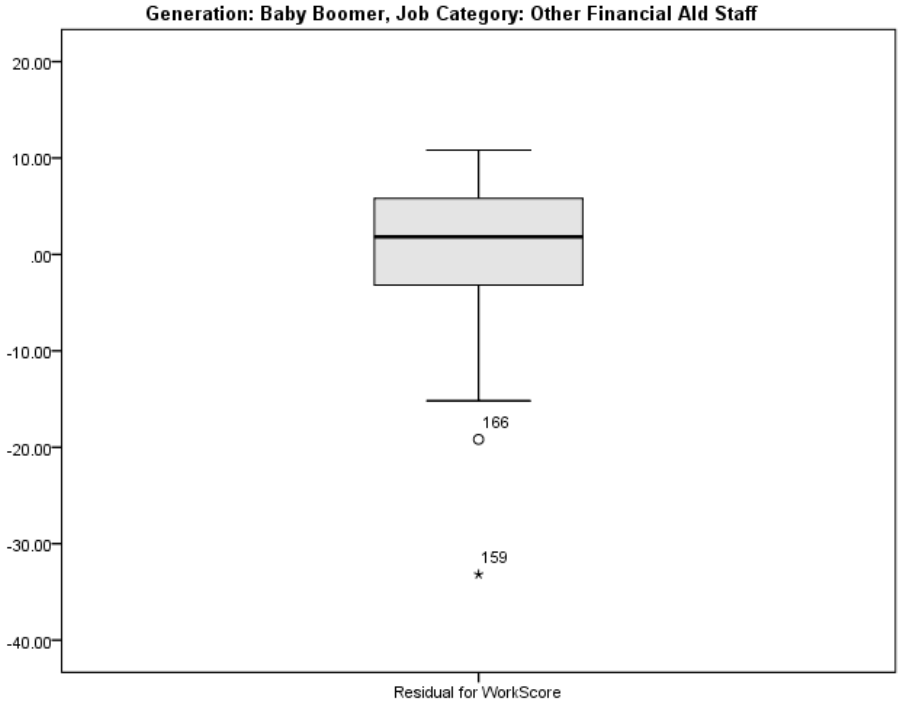

Figure 10. Box Plot for JDI Work Score (Baby Boomer x Other Financial Aid Staff)

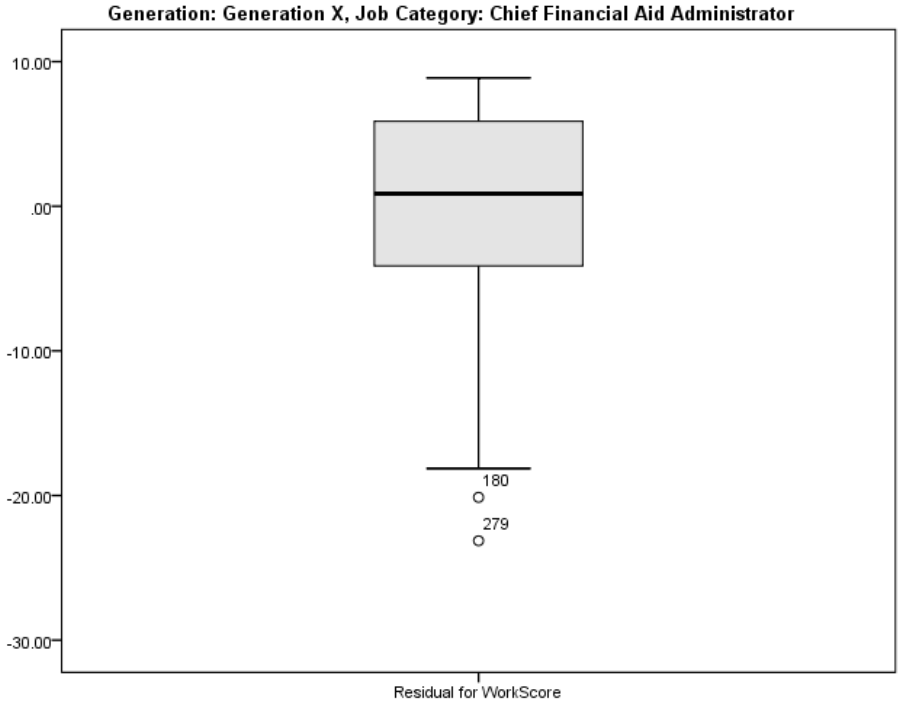

Figure 11. Box Plot for JDI Work Score (Generation X x Chief Financial Aid Administrator)

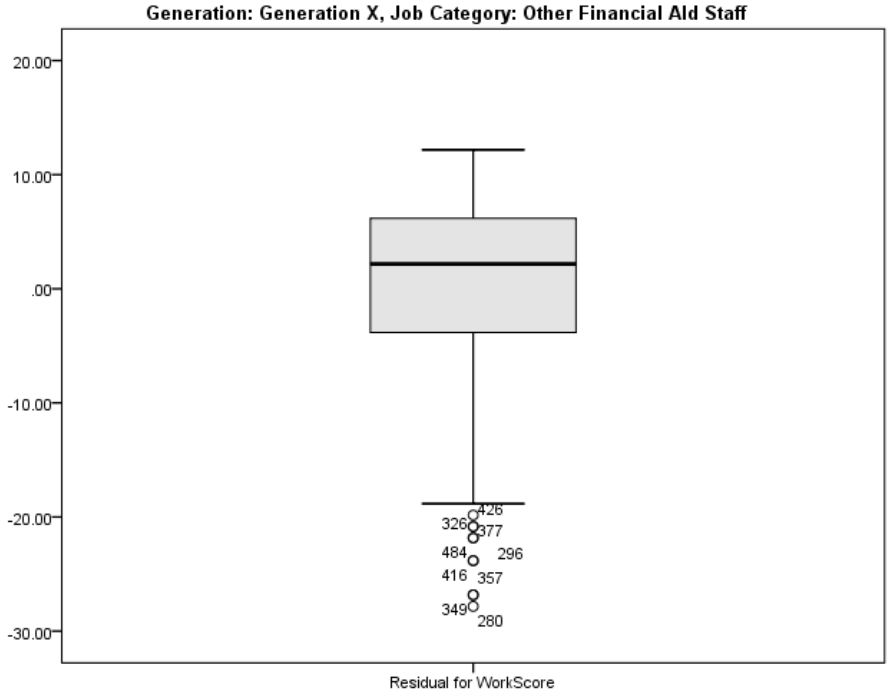

Figure 12. Box Plot for JDI Work Score (Generation X x Other Financial Aid Staff)

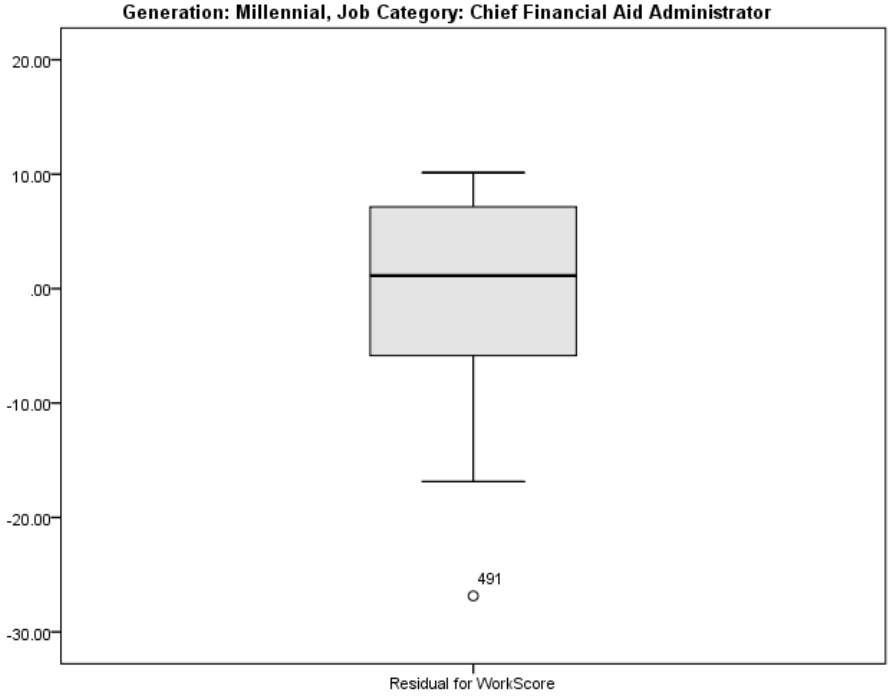

Figure 13. Box Plot for JDI Work Score (Millennial x Chief Financial Aid Administrator)

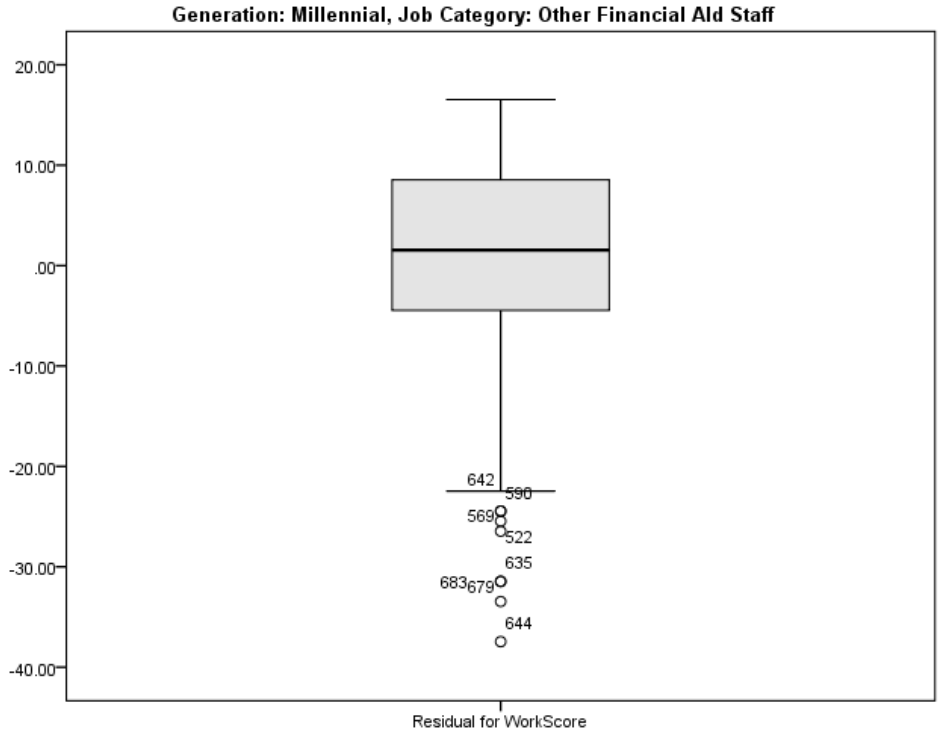

Figure 14. Box Plot for JDI Work Score (Millennial x Other Financial Aid Staff

Table 22

JDI Work Score by Generation and Job Category Test of Normality (Outliers Removed)

			Kolmogorov-Smirnov[a]			*Shapiro-Wilk*		
Generation	Job Category		Statistic	*df*	*p*	Statistic	*df*	*p*
Baby Boomer	Chief Financial Aid Administrator	Residual for WorkScore	.138	29	.167	.945	29	.138
	Other Financial Aid Staff	Residual for WorkScore	.153	31	.061	.921	31	.026
Generation X	Chief Financial Aid Administrator	Residual for WorkScore	.116	109	.001	.930	109	.000
	Other Financial Aid Staff	Residual for WorkScore	.116	198	.000	.942	198	.000
Millennial	Chief Financial Aid Administrator	Residual for WorkScore	.138	27	.200*	.936	27	.098
	Other Financial Aid Staff	Residual for WorkScore	.103	157	.000	.960	157	.000

Note. *. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Table 23

JDI Work Score: Levene's Test of Equality of Error Variances (Outliers Removed)

F	*df1*	*df2*	*Sig.*
4.897	5	545	.000

Table 24

JDI Pay Descriptive Statistics

Generation	Job Category	*M*	*SD*	*n*
Baby Boomer	Chief Financial Aid Administrator	34.00	15.866	29
	Other Financial Aid Staff	26.75	15.573	32
	Total	30.20	16.003	61
Generation X	Chief Financial Aid Administrator	36.72	15.267	108
	Other Financial Aid Staff	25.58	17.032	207
	Total	29.40	17.256	315
Millennial	Chief Financial Aid Administrator	31.86	14.807	28
	Other Financial Aid Staff	24.24	16.870	166
	Total	25.34	16.768	194
Total	Chief Financial Aid Administrator	35.42	15.323	165
	Other Financial Aid Staff	25.13	16.835	405
	Total	28.11	17.050	570

Table 25

Tests of Normality

			Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Generation		Job Category	Statistic	*df*	*p*	Statistic	*df*	*p*
Baby Boomer	Residual for PayScore	Chief Financial Aid Administrator	.156	29	.069	.925	29	.042
		Other Financial Aid Staff	.088	32	.200*	.963	32	.321
Generation X	Residual for PayScore	Chief Financial Aid Administrator	.129	108	.000	.909	108	.000
		Other Financial Aid Staff	.102	207	.000	.942	207	.000
Millennial	Residual for PayScore	Chief Financial Aid Administrator	.121	28	.200*	.947	28	.163
		Other Financial Aid Staff	.101	166	.000	.941	166	.000

Note. *. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 26

JDI Pay Score Levene's Test Original Data

F	df1	df2	*p*
1.244	5	564	.287

Note. Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Generation + DirectorYN + Generation * DirectorYN

Table 27

JDI Pay Score: Tests of Between-Subjects Effects (Generation x Job Category)

Source	Type III Sum of Squares	*df*	Mean Square	*F*	*p*	partial η^2
Corrected Model	13273.957[a]	5	2654.791	9.841	.000	.080
Intercept	264035.205	1	264035.205	978.784	.000	.634
Generation	690.462	2	345.231	1.280	.279	.005
DirectorYN	5562.631	1	5562.631	20.621	.000	.035
Generation * DirectorYN	340.047	2	170.024	.630	.533	.002
Error	152143.727	564	269.758			
Total	615664.000	570				
Corrected Total	165417.684	569				

Note. a. R Squared = .080 (Adjusted R Squared = .072)

Table 28

JDI Pay Score Main Effect Job Category, Estimated Means

Job Category	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Chief Financial Aid Administrator	34.193	1.543	31.162	37.224
Other Financial Aid Staff	25.525	1.123	23.319	27.732

Table 29

JDI Pay Score Pairwise Comparisons

(I) Job Category	(J) Job Category	Mean Difference (I-J)	Std. Error	Sig.[b]	95% Confidence Interval for Difference[b] Lower Bound	Upper Bound
Chief Financial Aid Administrator	Other Financial Aid Staff	8.668*	1.909	.000	4.919	12.417
Other Financial Aid Staff	Chief Financial Aid Administrator	-8.668*	1.909	.000	-12.417	-4.919

Note. Based on estimated marginal means

*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Bonferroni.

Table 30

JDI Promotion Score Descriptive Statistics (Generation x Job Category)

Generation	Job Category	*M*	*SD*	*n*
Baby	Chief Financial Aid Administrator	16.07	18.350	29
Boomer	Other Financial Aid Staff	11.75	12.949	32
	Total	13.80	15.764	61
Generation X	Chief Financial Aid Administrator	15.63	15.463	107
	Other Financial Aid Staff	15.34	15.979	206
	Total	15.44	15.780	313
Millennial	Chief Financial Aid Administrator	16.81	13.992	27
	Other Financial Aid Staff	17.78	16.152	165
	Total	17.65	15.836	192
Total	Chief Financial Aid Administrator	15.90	15.693	163
	Other Financial Aid Staff	16.05	15.891	403
	Total	16.01	15.820	566

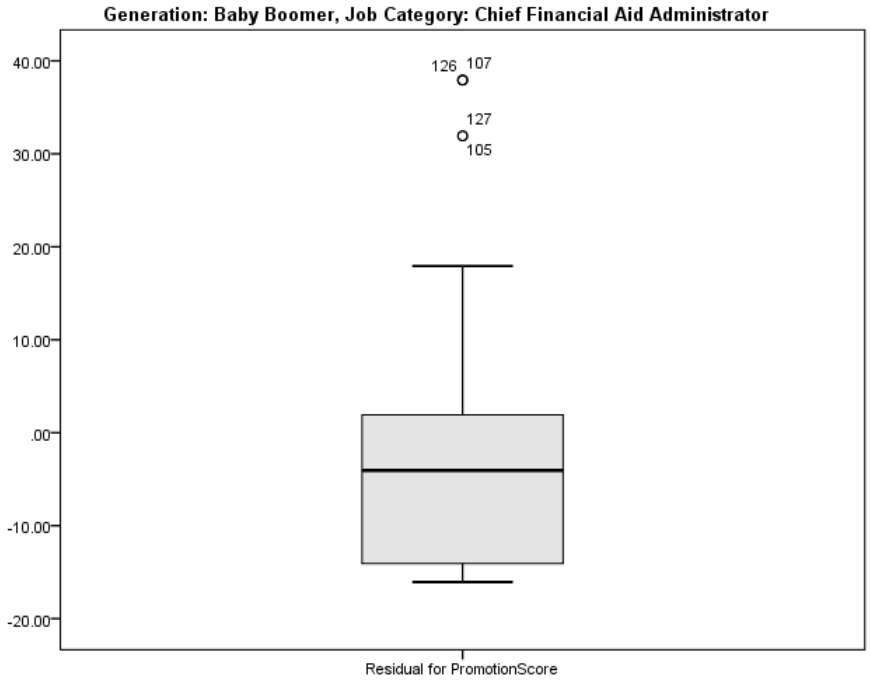

Figure 15. Box Plot for JDI Promotion Score (Baby Boomer x Chief Financial Aid Administrator)

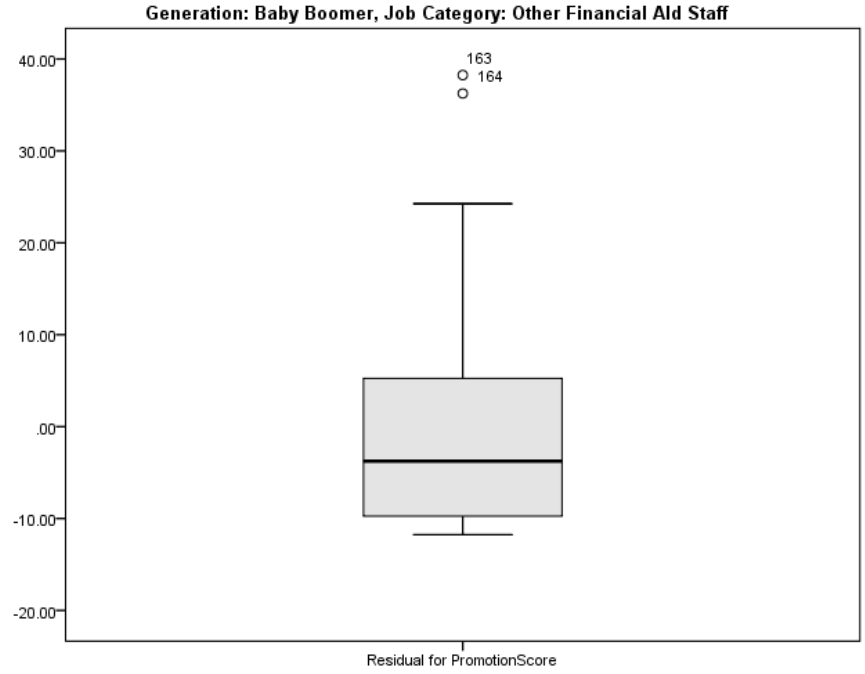

Figure 16. Box Plot for JDI Promotion Score (Baby Boomer x Other Financial Aid Staff)

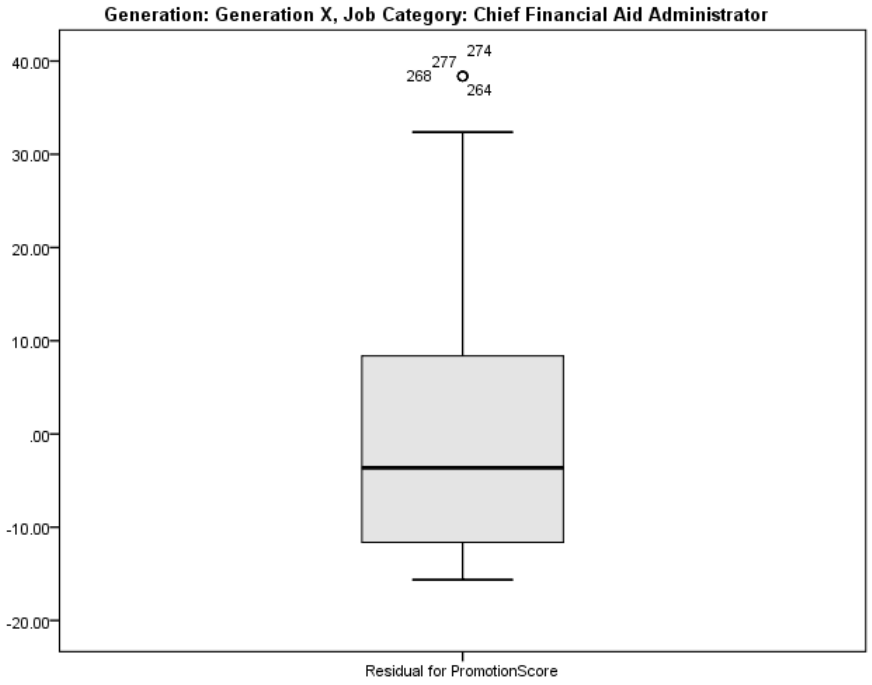

Figure 17. Box Plot for JDI Promotion Score (Generation X x Chief Financial Aid Administrator)

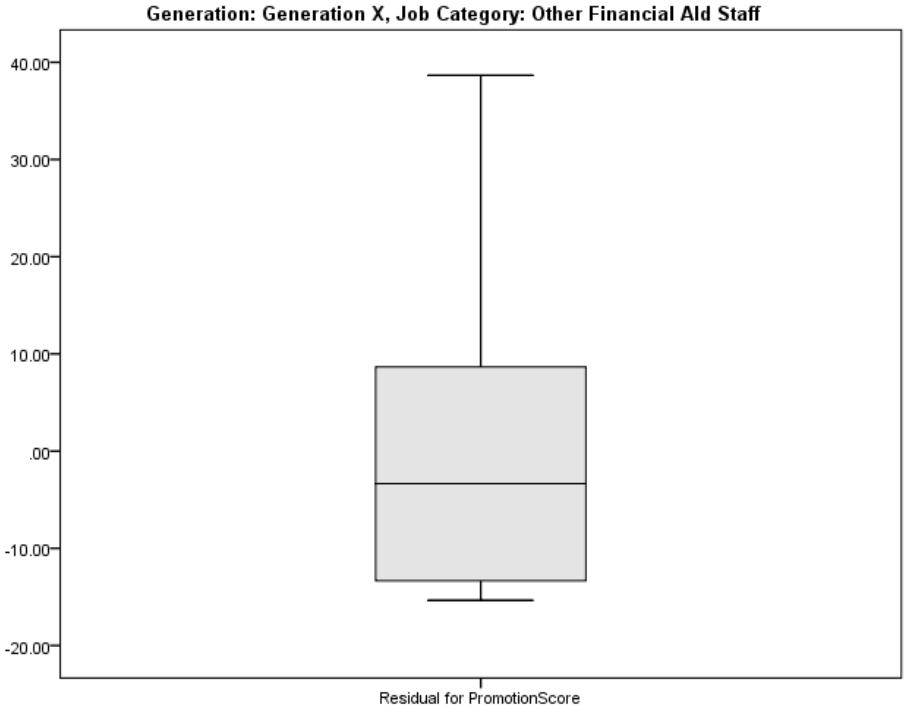

Figure 18. Box Plot for JDI Promotion Score (Generation X x Other Financial Aid Staff)

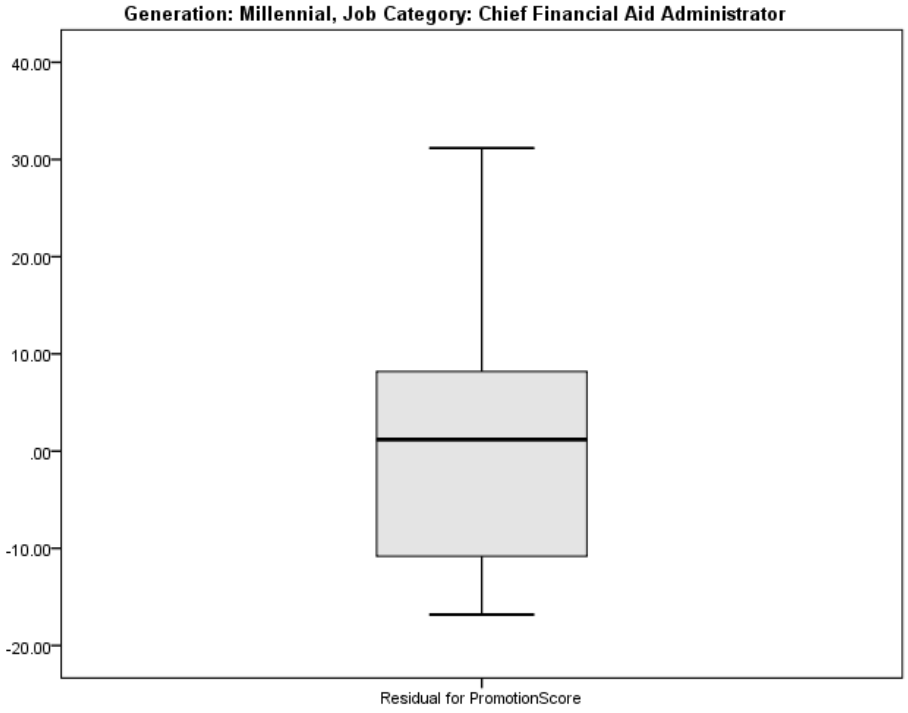

Figure 19. Box Plot for JDI Promotion Score (Millennial x Chief Financial Aid Administrator)

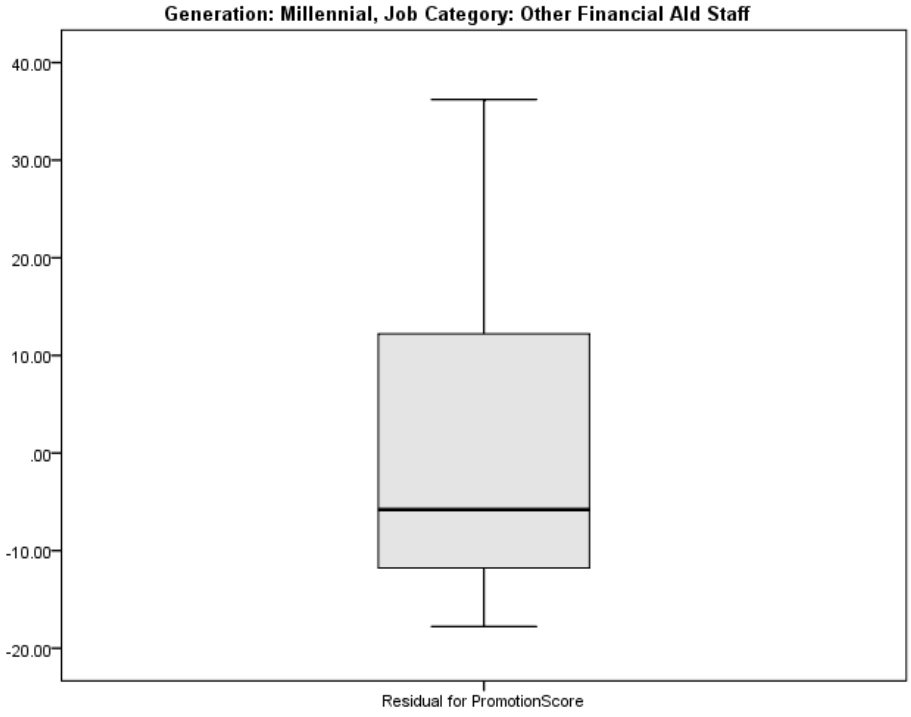

Figure 20. Box Plot for JDI Promotion Score (Millennial x Other Financial Aid Staff)

Table 31

JDI Promotion Score Tests of Normality (Generation x Job Category)

			Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Generation	Job Category		Statistic	df	Sig.	Statistic	Df	Sig.
Baby Boomer	Chief Financial Aid Administrator	Residual for PromotionScore	.243	29	.000	.781	29	.000
	Other Financial Aid Staff	Residual for PromotionScore	.182	32	.009	.808	32	.000
Generation X	Chief Financial Aid Administrator	Residual for PromotionScore	.181	107	.000	.859	107	.000
	Other Financial Aid Staff	Residual for PromotionScore	.180	206	.000	.841	206	.000
Millennial	Chief Financial Aid Administrator	Residual for PromotionScore	.151	27	.119	.914	27	.029
	Other Financial Aid Staff	Residual for PromotionScore	.191	165	.000	.883	165	.000

Note. a. Lilliefors Significance Correction

Table 32

JDI Promotion Score: Levene's Test of Equality of Error Variances[a]

F	*df1*	*df2*	*p*
1.662	5	560	.142

Note. Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Generation + DirectorYN + Generation * DirectorYN

Table 33

Tests of Between-Subjects Effects: Promotion Score (Generation x Job Category)

Source	Type III Sum of Squares	*df*	Mean Square	*F*	*p*	Partial Eta Squared
Corrected Model	1224.594[a]	5	244.919	.978	.430	.009
Intercept	70877.656	1	70877.656	283.132	.000	.336
Generation	444.370	2	222.185	.888	.412	.003
DirectorYN	107.594	1	107.594	.430	.512	.001
Generation * DirectorYN	274.279	2	137.139	.548	.579	.002
Error	140187.342	560	250.335			
Total	286500.000	566				
Corrected Total	141411.936	565				

Note. a. R Squared = .009 (Adjusted R Squared = .000)

Table 34

JDI CoWorker Score Descriptive Statistics (Generation x Job Category) Original & Outliers Removed

		Original			Outliers Removed		
Generation	Job Category	*M*	*SD*	*n*	*M*	*SD*	*n*
Baby	Chief Financial Aid Administrator	45.03	11.645	29	46.29	9.672	28
Boomer	Other Financial Aid Staff	45.18	12.682	33	49.31	5.664	29
	Total	45.11	12.109	62	47.82	7.967	57
Generation	Chief Financial Aid Administrator	45.38	10.213	111	46.46	8.679	107
X	Other Financial Aid Staff	43.71	12.142	208	44.11	11.509	206
	Total	44.29	11.519	319	44.91	10.671	313
Millennial	Chief Financial Aid Administrator	40.04	16.052	28	40.04	16.052	28
	Other Financial Aid Staff	40.07	13.931	164	40.54	13.332	162
	Total	40.06	14.214	192	40.47	13.720	190
Total	Chief Financial Aid Administrator	44.43	11.705	168	45.33	10.661	163
	Other Financial Aid Staff	42.36	13.050	405	43.03	12.212	397
	Total	42.96	12.695	573	43.70	11.818	560

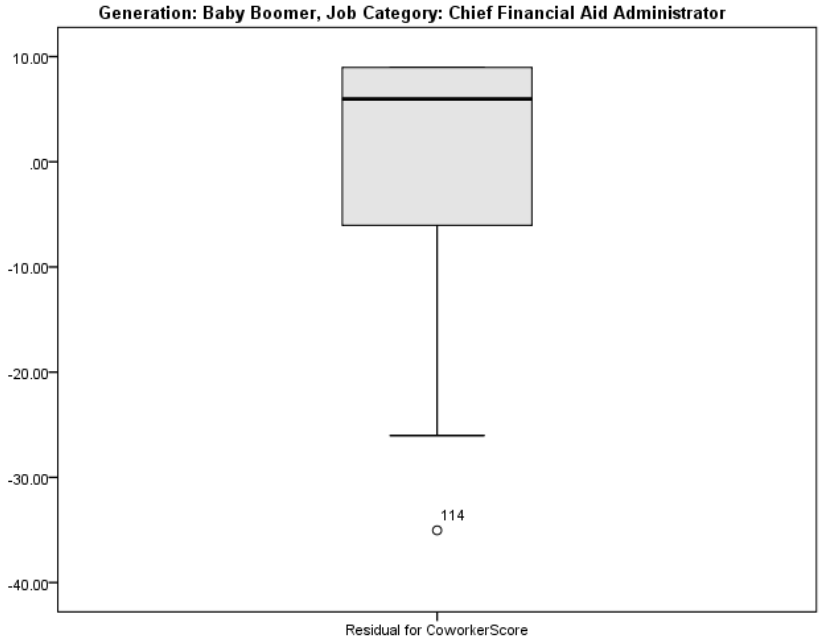

Figure 21. Box Plot for JDI Coworker Score (Baby Boomer x Chief Financial Aid Administrator)

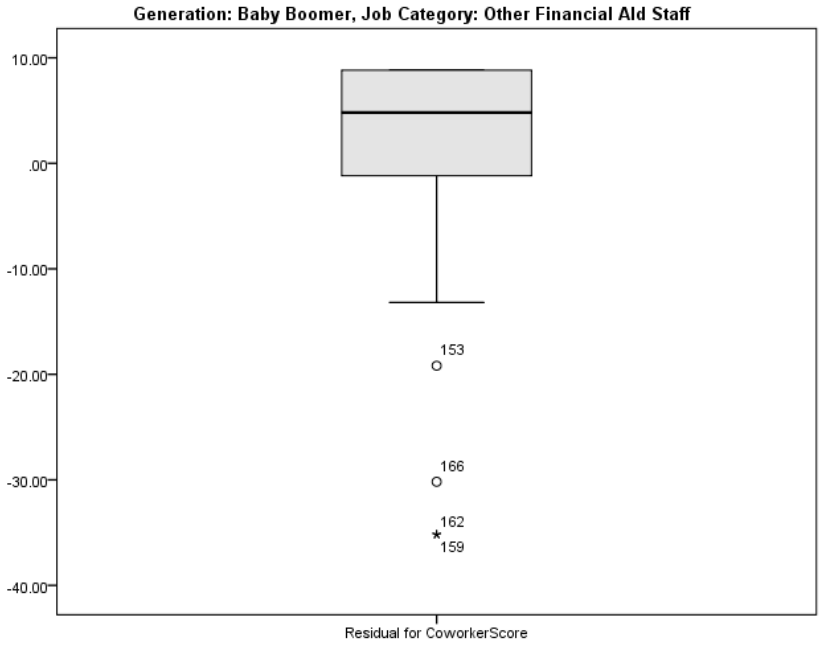

Figure 22. Box Plot for JDI Coworker Score (Baby Boomer x Other Financial Aid Staff)

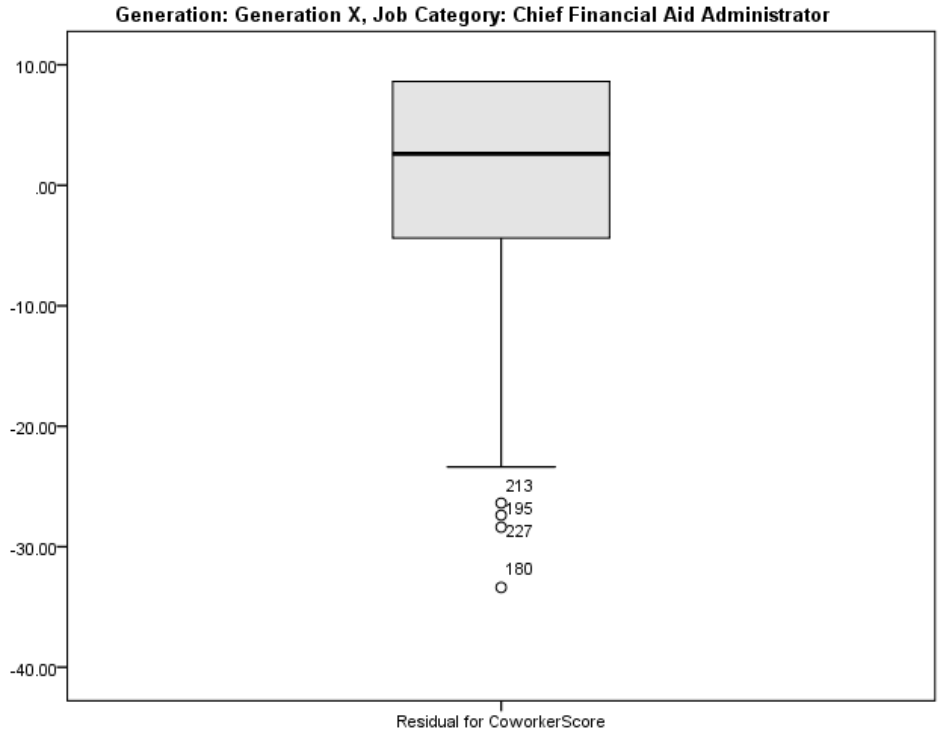

Figure 23. Box Plot for JDI Coworker Score (Generation X x Chief Financial Aid Administrator)

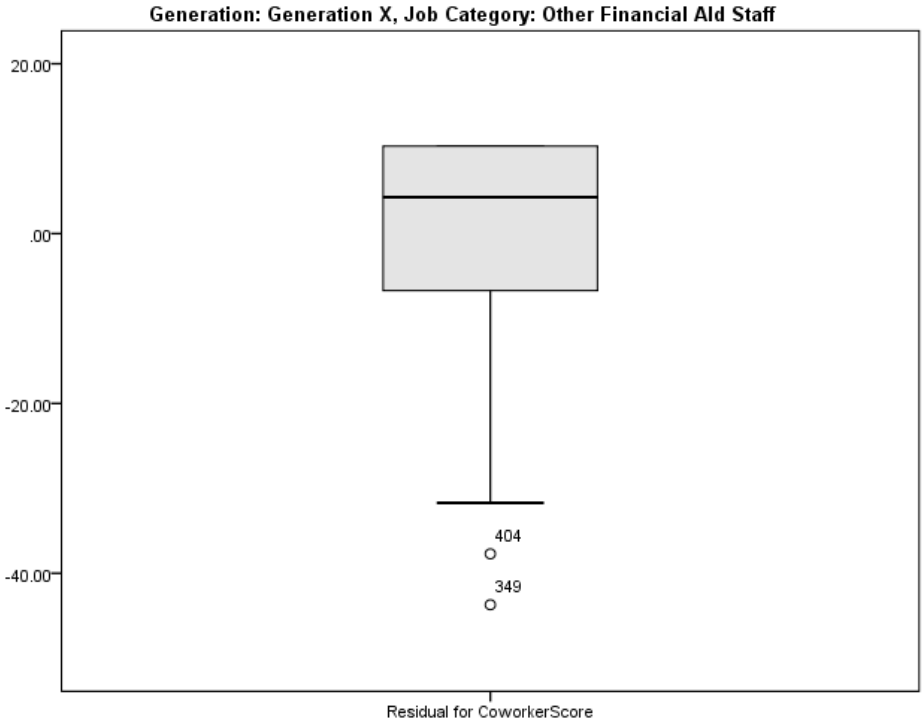

Figure 24. Box Plot for JDI Coworker Score (Generation X x Other Financial Aid Staff)

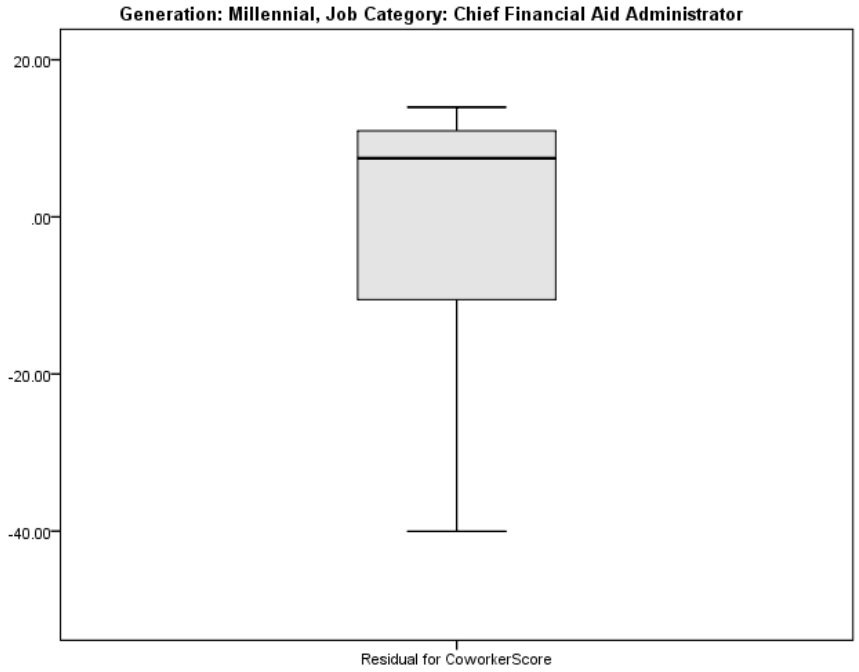

Figure 25. Box Plot for JDI Coworker Score (Millennial x Chief Financial Aid Administrator)

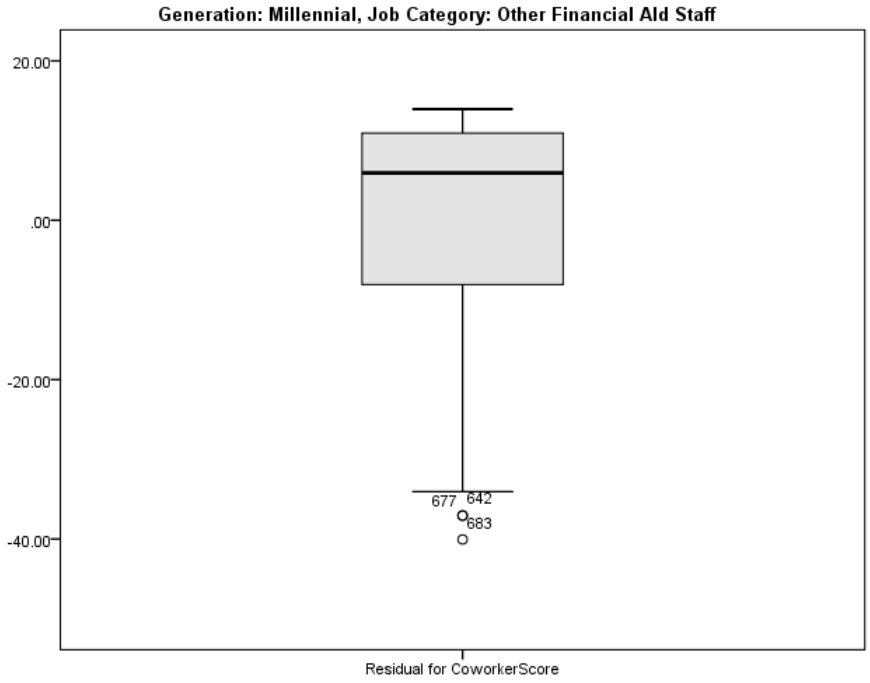

Figure 26. Box Plot for JDI Coworker Score (Millennial x Other Financial Aid Staff)

Table 35

JDI Coworker Score Tests of Normality (Original)

			Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Generation	Job Category		Statistic	*df*	Sig.	Statistic	*df*	Sig.
Baby Boomer	Chief Financial Aid Administrator	Residual for Coworker Score	.251	29	.000	.783	29	.000
	Other Financial Aid Staff	Residual for Coworker Score	.255	33	.000	.708	33	.000
Generation X	Chief Financial Aid Administrator	Residual for Coworker Score	.199	111	.000	.817	111	.000
	Other Financial Aid Staff	Residual for Coworker Score	.201	208	.000	.811	208	.000
Millennial	Chief Financial Aid Administrator	Residual for Coworker Score	.263	28	.000	.803	28	.000
	Other Financial Aid Staff	Residual for Coworker Score	.178	164	.000	.870	164	.000

Note. a. Lilliefors Significance Correction

Table 36

Levene's Test of Equality of Error Variances

F	*df1*	*df2*	*p*
4.326	5	567	.001

Note. Tests the null hypothesis that the error variance of the dependent variable is equal across groups.
a. Design: Intercept + Generation + DirectorYN + Generation * DirectorYN

Table 37

Outliers Removed Normality

			Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Generation	Job Category		Statistic	*df*	Sig.	Statistic	*df*	Sig.
Baby Boomer	Chief Financial Aid Administrator	Residual for Coworker Score	.258	28	.000	.798	28	.000
	Other Financial Aid Staff	Residual for Coworker Score	.210	29	.002	.817	29	.000
Generation X	Chief Financial Aid Administrator	Residual for Coworker Score	.192	107	.000	.829	107	.000
	Other Financial Aid Staff	Residual for Coworker Score	.196	206	.000	.812	206	.000
Millennial	Chief Financial Aid Administrator	Residual for Coworker Score	.263	28	.000	.803	28	.000
	Other Financial Aid Staff	Residual for Coworker Score	.176	162	.000	.872	162	.000

Note. a. Lilliefors Significance Correction

Table 38

JDI Coworker Levene's Outliers Removed

F	*df1*	*df2*	*p*
10.563	5	554	.000

Note. Tests the null hypothesis that the error variance of the dependent variable is equal across groups.
a. Design: Intercept + Generation + DirectorYN + Generation * DirectorYN

APPENDIX L

RESEARCH QUESTION 3 RESULTS

Table 39

JDI Work Score Descriptive Statistics (Generation x Governance Control Model)

		Original			Outliers Removed		
Generation	Governance Control Model	*M*	*SD*	*n*	*M*	*SD*	*n*
Baby	Public	45.62	8.403	34	46.70	5.654	33
Boomer	Private not for Profit	42.68	7.357	22	42.68	7.357	22
	Total	44.46	8.070	56	45.09	6.628	55
Generation	Public	43.16	8.637	205	44.38	6.851	195
X	Private not for Profit	42.87	8.046	91	44.08	6.377	86
	Total	43.07	8.447	296	44.29	6.700	281
Millennial	Public	37.74	11.172	142	38.81	9.785	137
	Private not for Profit	40.87	10.057	46	41.64	8.671	45
	Total	38.51	10.967	188	39.51	9.577	182
Total	Public	41.36	10.037	381	42.50	8.498	365
	Private not for Profit	42.26	8.584	159	43.16	7.292	153
	Total	41.62	9.633	540	42.70	8.159	518

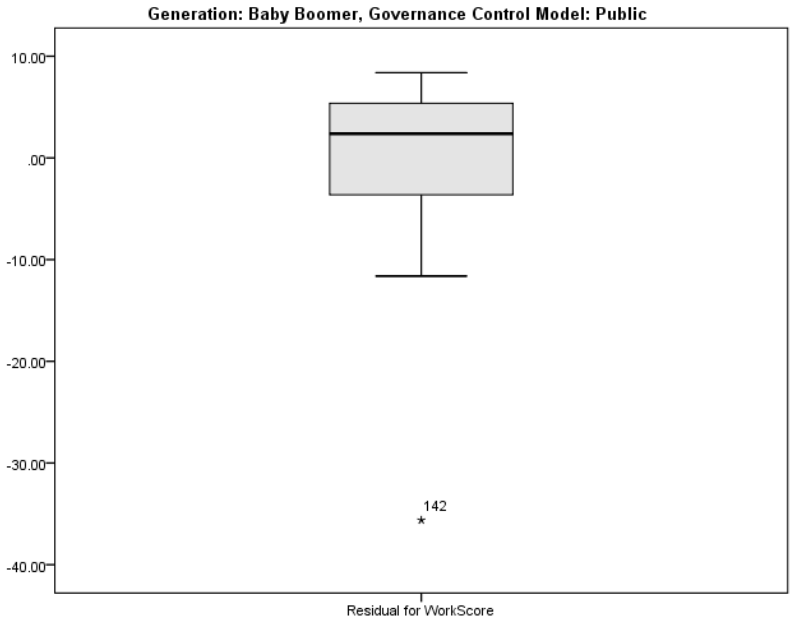

Figure 27. Box Plot for JDI Work Score (Baby Boomer x Public)

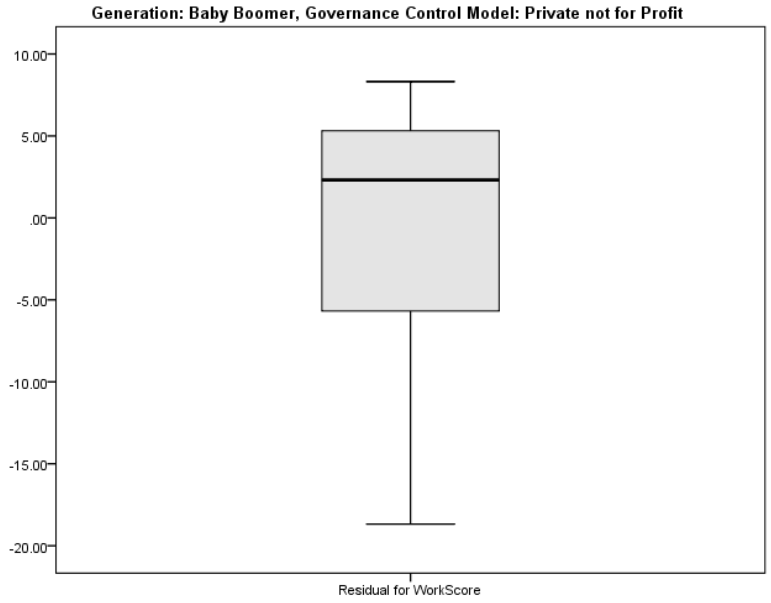

Figure 28. Box Plot for JDI Work Score (Baby Boomer x Private not for Profit)

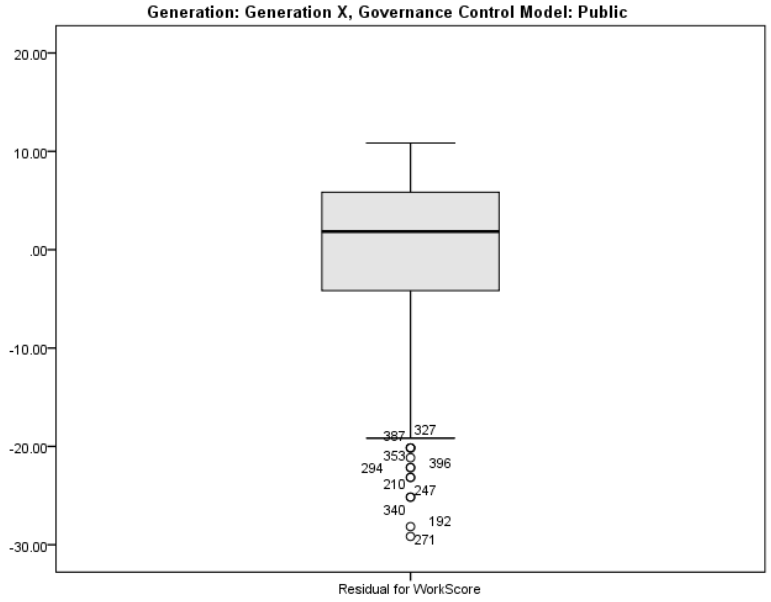

Figure 29. Box Plot for JDI Work Score (Generation X x Public)

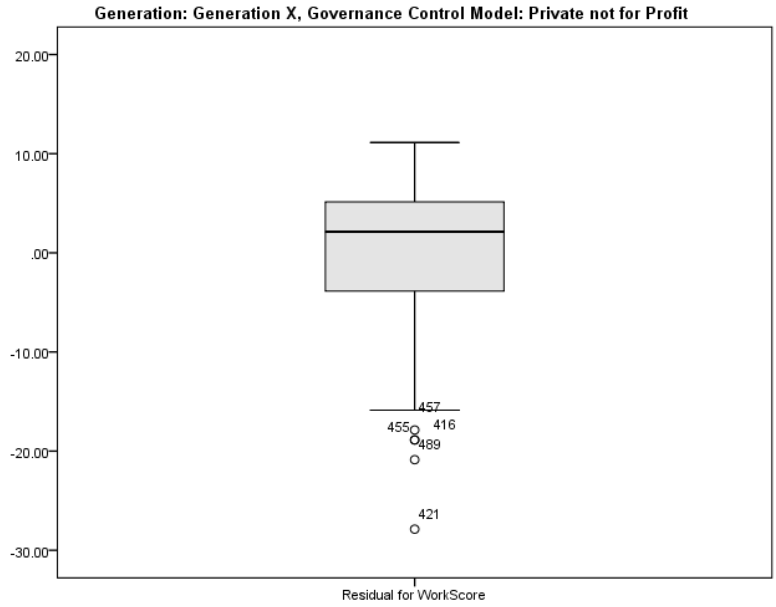

Figure 30. Box Plot for JDI Work Score (Generation X x Private not for Profit)

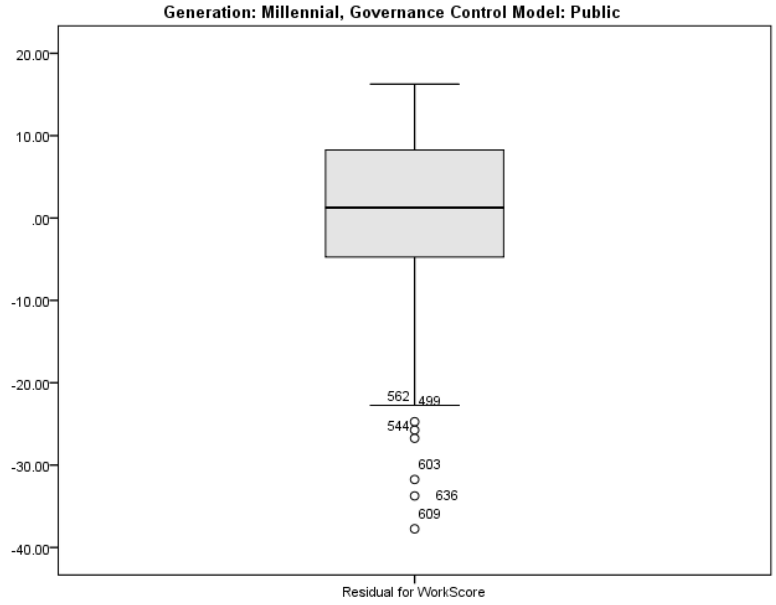

Figure 31. Box Plot for JDI Work Score (Millennial x Public)

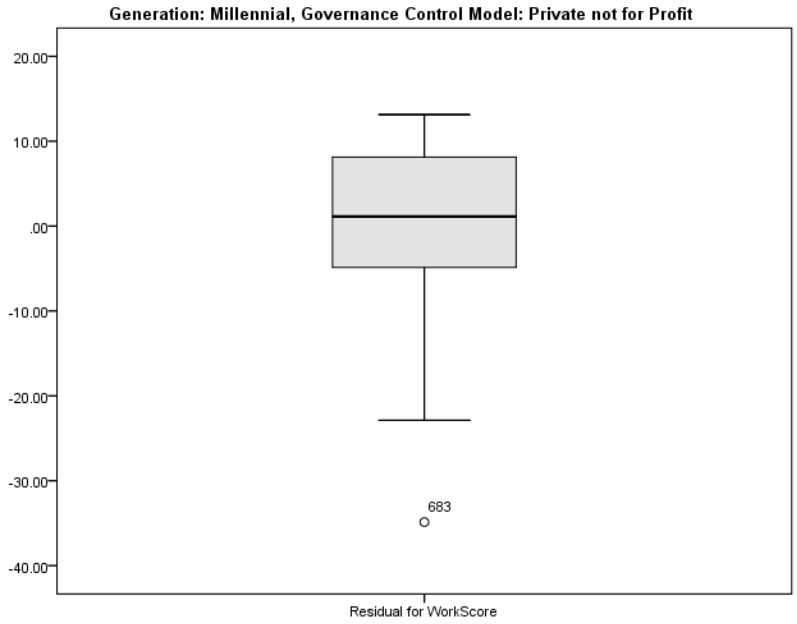

Figure 32. Box Plot for JDI Work Score (Millennial x Private not for Profit)

Table 40

JDI Work Score Tests of Normality, Original Data (Generation x Control Model)

			Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Generation	Governance	Control Model	Statistic	*df*	Sig.	Statistic	*df*	Sig.
Baby Boomer	Public	Residual for Work Score	.200	34	.001	.773	34	.000
	Private not for Profit	Residual for Work Score	.215	22	.010	.878	22	.011
Generation X	Public	Residual for Work Score	.141	205	.000	.894	205	.000
	Private not for Profit	Residual for Work Score	.138	91	.000	.916	91	.000
Millennial	Public	Residual for Work Score	.108	142	.000	.930	142	.000
	Private not for Profit	Residual for Work Score	.118	46	.109	.910	46	.002

Note. a. Lilliefors Significance Correction

Table 41

JDI Work Score Original Levene's Test of Equality of Error Variances[a] (Generation x Control Model)

F	*df1*	*df2*	*p*
3.830	5	534	.002

Note. Tests the null hypothesis that the error variance of the dependent variable is equal across groups.
a. Design: Intercept + Generation + Control2 + Generation * Control2

Table 42

JDI Work Score Normality Test After Outliers Removed (Generation x Control Model)

			Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Generation	Governance	Control Model	Statistic	*df*	Sig.	Statistic	*df*	Sig.
Baby Boomer	Public	Residual for Work Score	.197	33	.002	.923	33	.023
	Private not for Profit	Residual for Work Score	.215	22	.010	.878	22	.011
Generation X	Public	Residual for Work Score	.122	195	.000	.939	195	.000
	Private not for Profit	Residual for Work Score	.115	86	.007	.955	86	.005
Millennial	Public	Residual for Work Score	.116	137	.000	.951	137	.000
	Private not for Profit	Residual for Work Score	.124	45	.081	.945	45	.034

Note. a. Lilliefors Significance Correction

Table 43

JDI Work Score Outliers Removed Levene's Test of Equality of Error Variances[a] *(Generation x Control Model)*

F	*df1*	*df2*	*p*
6.902	5	512	.000

Note. Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Generation + Control2 + Generation * Control2

Table 44

JDI Pay Score Descriptive Statistics (Generation x Governance Control Model)

Generation	Governance Control Model	*M*	*SD*	*n*
Baby Boomer	Public	31.35	16.179	34
	Private not for Profit	27.05	17.001	21
	Total	29.71	16.476	55
Generation X	Public	28.20	17.189	204
	Private not for Profit	31.42	16.469	90
	Total	29.18	17.009	294
Millennial	Public	24.77	16.934	143
	Private not for Profit	27.74	16.092	46
	Total	25.49	16.739	189
Total	Public	27.19	17.089	381
	Private not for Profit	29.76	16.440	157
	Total	27.94	16.927	538

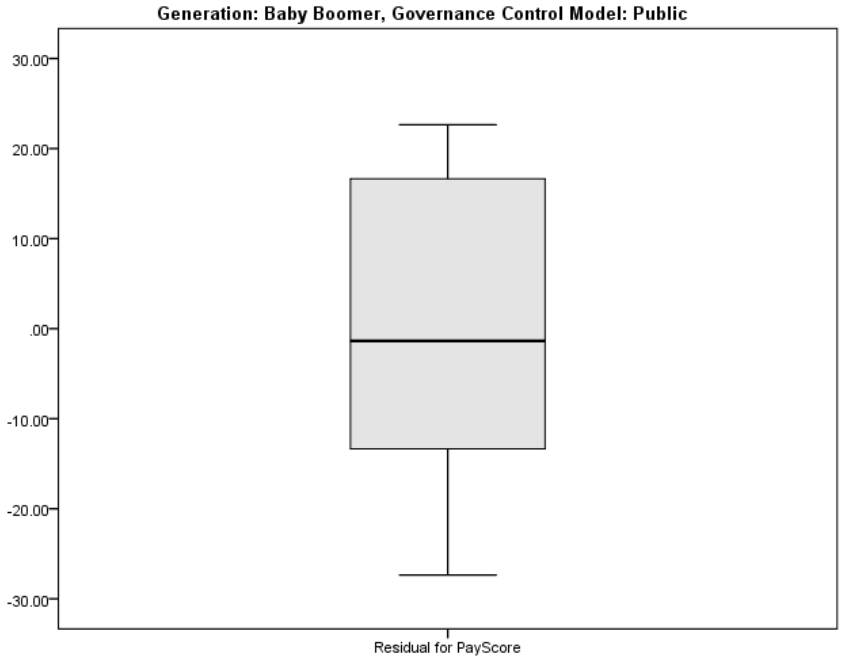

Figure 33. Box Plot for JDI Pay Score (Baby Boomer x Public)

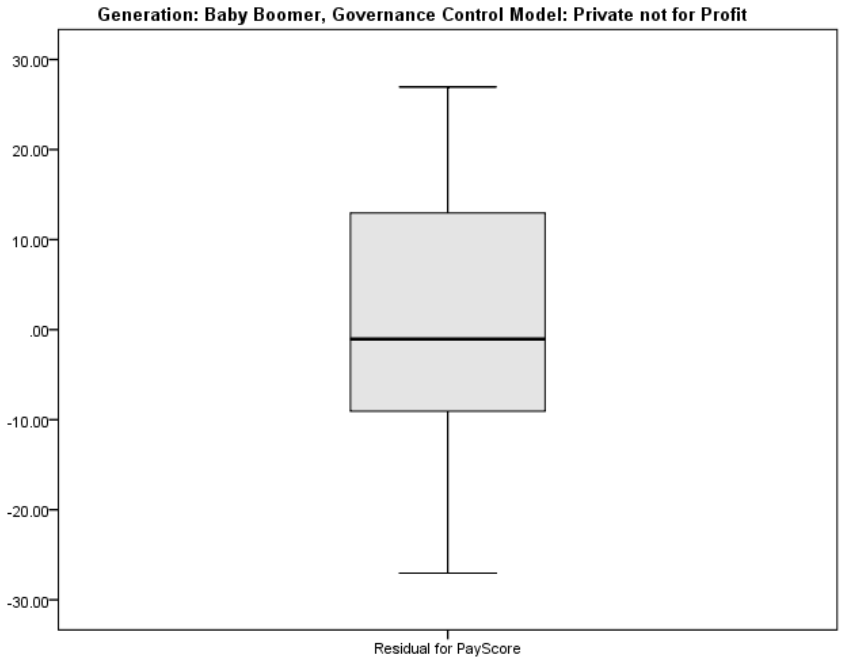

Figure 34. Box Plot for JDI Pay Score (Baby Boomer x Private not for Profit)

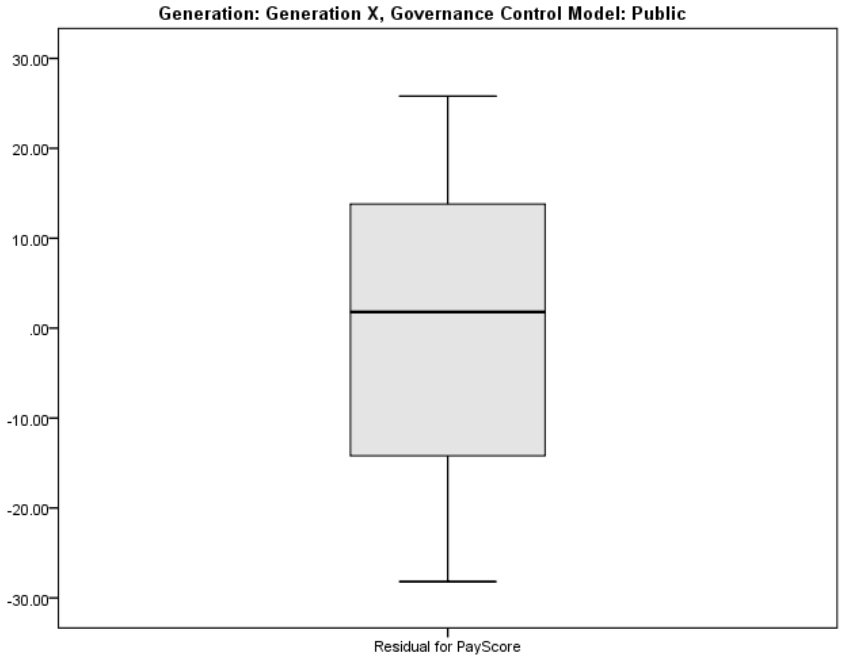

Figure 35. Box Plot for JDI Pay Score (Generation X x Public)

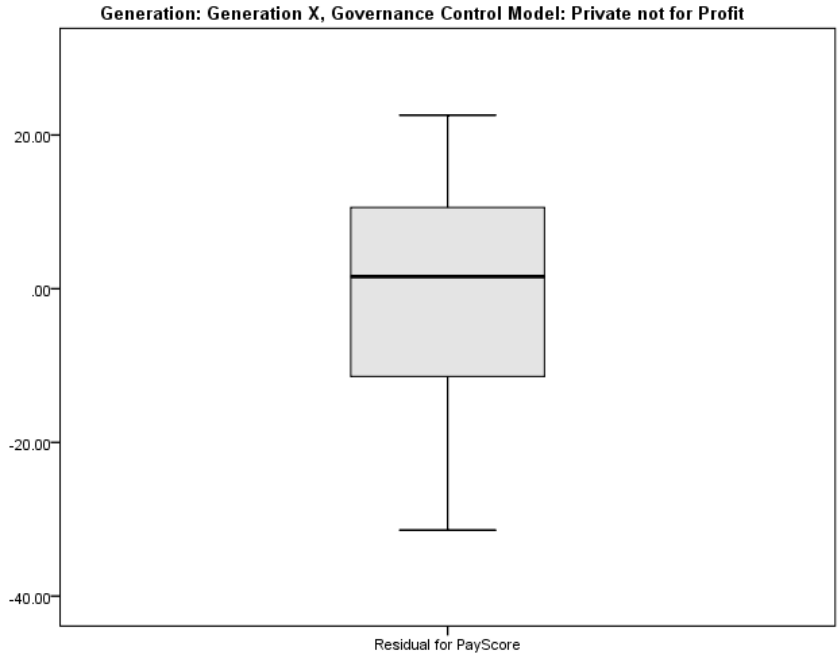

Figure 36. Box Plot for JDI Pay Score (Generation X x Private not for Profit)

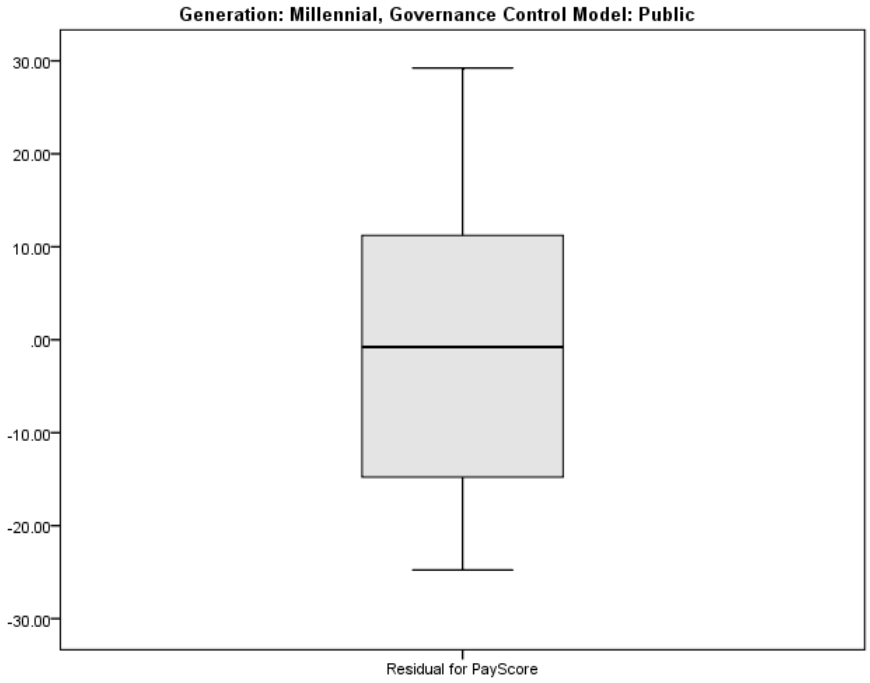

Figure 37. Box Plot for JDI Pay Score (Millennial x Public)

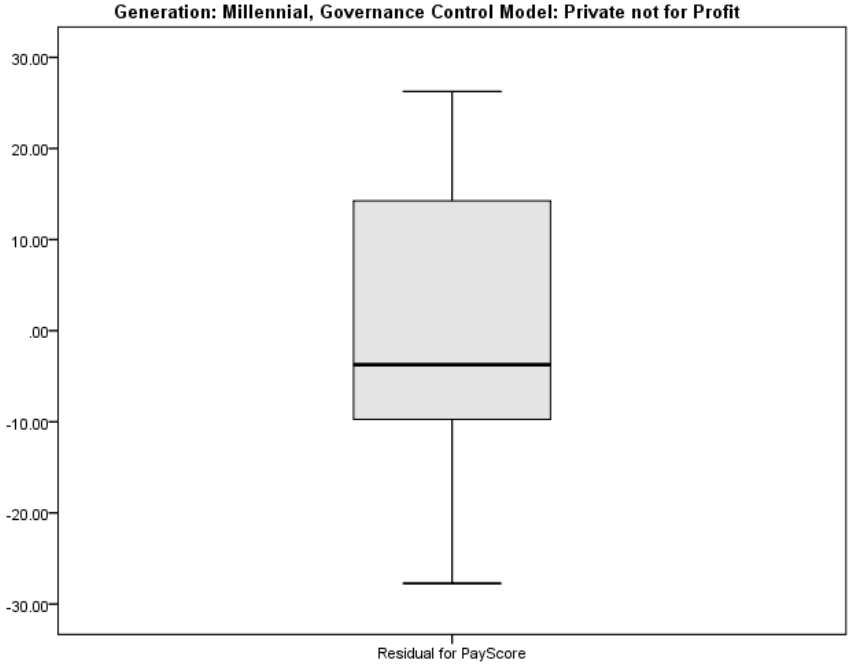

Figure 38. Box Plot for JDI Pay Score (Millennial x Private not for Profit)

Table 45

JDI Pay Score Tests of Normality, Original Data (Generation x Control Model)

Generation	Governance Control Model		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
			Statistic	*df*	Sig.	Statistic	*df*	Sig.
Baby Boomer	Public	Residual for Pay Score	.113	34	.200*	.935	34	.044
	Private not for Profit	Residual for Pay Score	.130	21	.200*	.944	21	.259
Generation X	Public	Residual for Pay Score	.091	204	.000	.941	204	.000
	Private not for Profit	Residual for Pay Score	.098	90	.031	.933	90	.000
Millennial	Public	Residual for Pay Score	.097	143	.002	.939	143	.000
	Private not for Profit	Residual for PayScore	.114	46	.172	.949	46	.045

Note. *. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 46

JDI Pay Score Original Levene's Test of Equality of Error Variances[a] (Generation x Control Model)

F	*df1*	*df2*	*p*
.238	5	532	.946

Note. Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Generation + Control2 + Generation * Control2

Table 47

Tests of Between-Subjects Effects: Promotion Score (Generation x Job Category)

Source	Type III Sum of Squares	*df*	Mean Square	*F*	*p*	Partial Eta Squared
Corrected Model	2957.013[a]	5	591.403	2.085	.066	.019
Intercept	238795.233	1	238795.233	841.847	.000	.613
Generation	1149.917	2	574.958	2.027	.133	.008
Control2	29.356	1	29.356	.103	.748	.000
Generation * Control2	635.393	2	317.696	1.120	.327	.004
Error	150905.084	532	283.656			
Total	573864.000	538				
Corrected Total	153862.097	537				

Note. a. R Squared = .019 (Adjusted R Squared = .010)

Table 48

JDI Pay Score Descriptive Statistics (Generation x Governance Control Model)

Generation	Governance Control Model	*M*	*SD*	*n*
Baby	Public	15.88	17.525	34
Boomer	Private not for Profit	9.52	10.713	21
	Total	13.45	15.489	55
Generation X	Public	15.48	15.367	203
	Private not for Profit	15.73	15.855	89
	Total	15.55	15.490	292
Millennial	Public	17.38	16.023	141
	Private not for Profit	18.00	14.913	46
	Total	17.53	15.720	187
Total	Public	16.22	15.798	378
	Private not for Profit	15.56	15.127	156
	Total	16.03	15.593	534

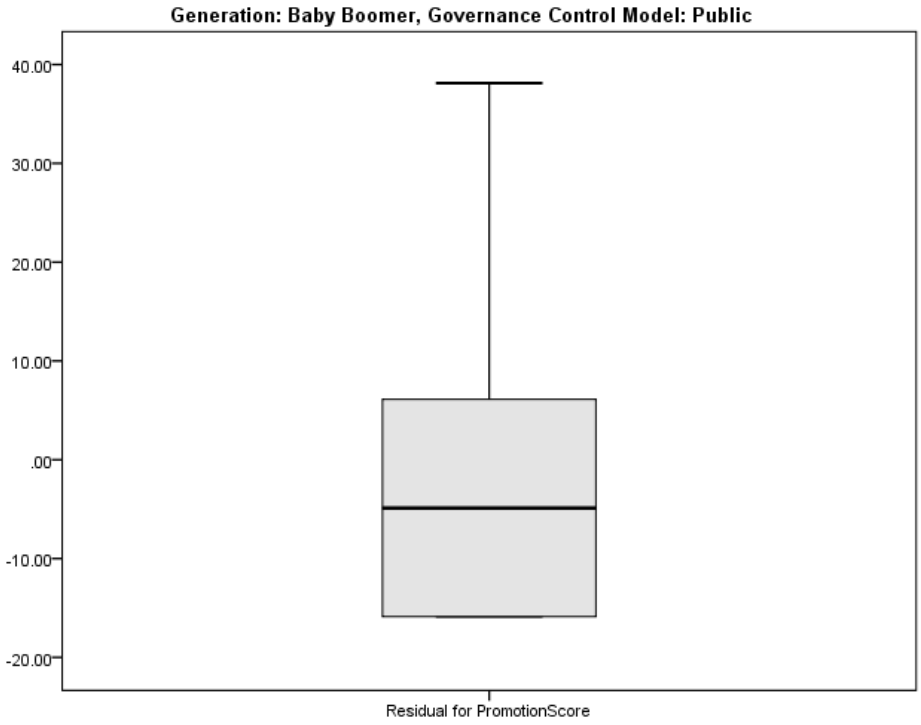

Figure 39. Box Plot for JDI Promotion Score (Baby Boomer x Public)

Figure 40. Box Plot for JDI Promotion Score (Baby Boomer x Private not for Profit)

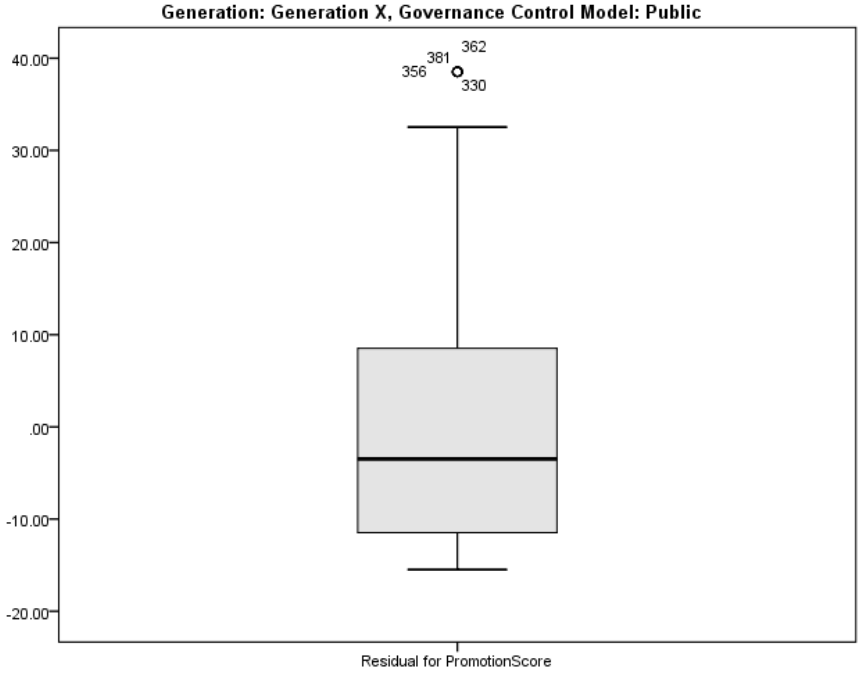

Figure 41. Box Plot for JDI Promotion Score (Generation X x Public)

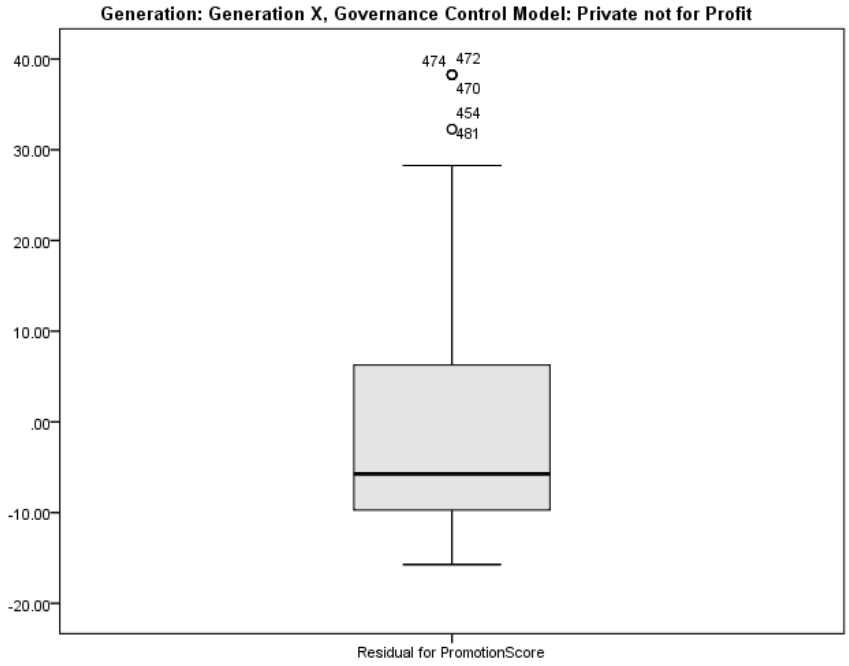

Figure 42. Box Plot for JDI Promotion Score (Generation X x Private not for Profit)

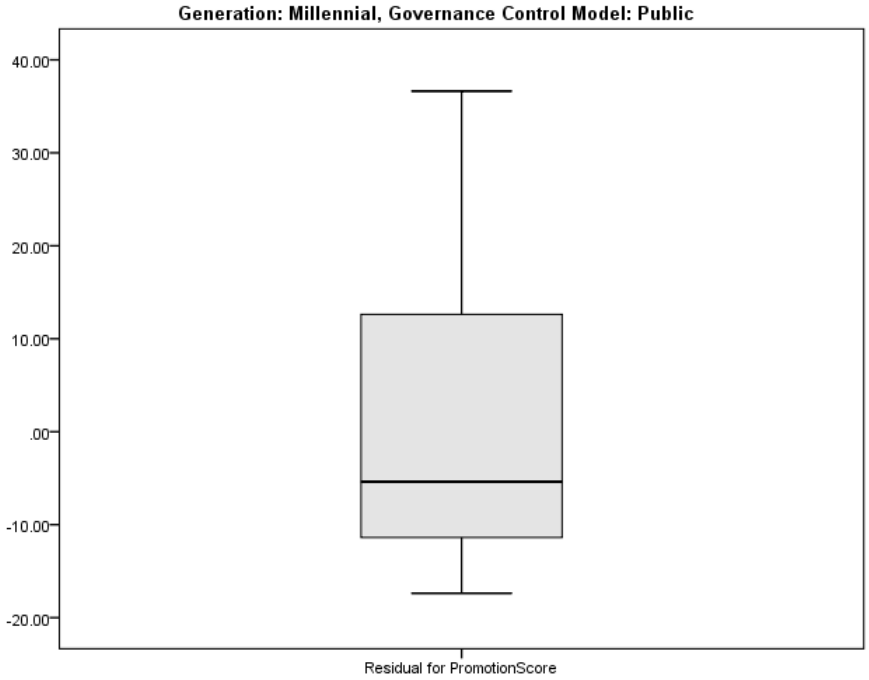

Figure 43. Box Plot for JDI Promotion Score (Millennial x Public)

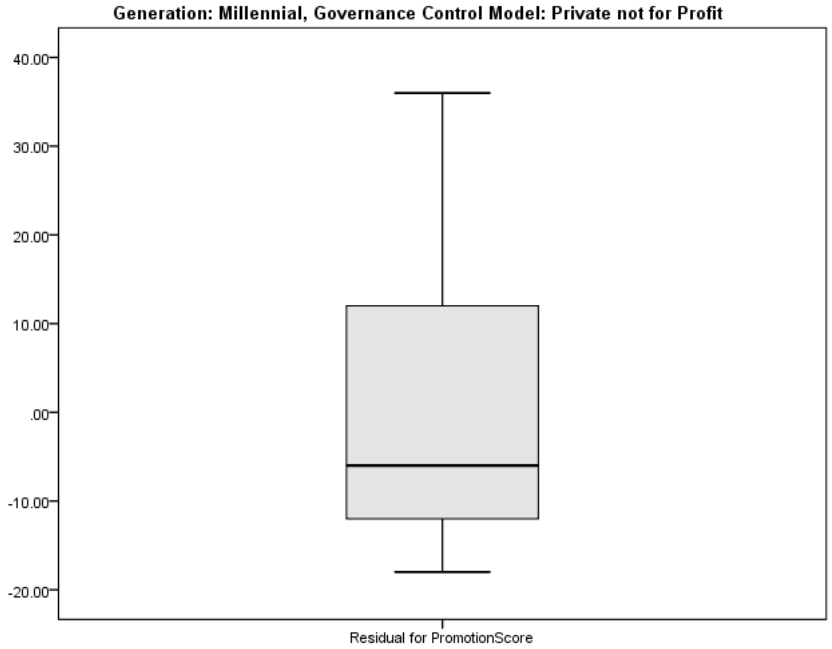

Figure 44. Box Plot for JDI Promotion Score (Millennial x Private not for Profit)

Table 49

JDI Promotion Score Tests of Normality, Original Data (Generation x Control Model)

			Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Generation	Governance	Control Model	Statistic	*df*	Sig.	Statistic	*df*	Sig.
Baby Boomer	Public	Residual for Promotion Score	.187	34	.004	.820	34	.000
	Private not for Profit	Residual for Promotion Score	.266	21	.000	.732	21	.000
Generation X	Public	Residual for Promotion Score	.166	203	.000	.863	203	.000
	Private not for Profit	Residual for Promotion Score	.200	89	.000	.840	89	.000
Millennial	Public	Residual for Promotion Score	.177	141	.000	.876	141	.000
	Private not for Profit	Residual for Promotion Score	.178	46	.001	.917	46	.003

Note. a. Lilliefors Significance Correction

Table 50

JDI Pay Score Original Levene's Test of Equality of Error Variances[a] (Generation x Control Model)

F	*df1*	*df2*	*p*
2.022	5	528	.074

Note. Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Generation + Control2 + Generation * Control2

Table 51

Tests of Between-Subjects Effects: Promotion Score (Generation x Job Category)

Source	Type III Sum of Squares	*df*	Mean Square	*F*	*Sig.*	Partial Eta Squared
Corrected Model	1393.497[a]	5	278.699	1.148	.334	.011
Intercept	69348.539	1	69348.539	285.603	.000	.351
Generation	995.716	2	497.858	2.050	.130	.008
Control2	246.275	1	246.275	1.014	.314	.002
Generation * Control2	523.611	2	261.805	1.078	.341	.004
Error	128206.024	528	242.814			
Total	266816.000	534				
Corrected Total	129599.521	533				

Note. a. R Squared = .011 (Adjusted R Squared = .001)

Table 52

JDI Coworker Score Descriptive Statistics (Generation x Governance Control Model)

		Original			Outliers Removed		
Generation	Governance Control Model	*M*	*SD*	*n*	*M*	*SD*	N
Baby	Public	47.24	10.474	34	50.03	4.977	31
Boomer	Private not for Profit	40.95	14.734	22	40.95	14.734	22
	Total	44.77	12.581	56	46.26	11.061	53
Generation	Public	43.94	12.251	207	44.95	10.896	201
X	Private not for Profit	45.29	10.161	91	46.61	8.223	87
	Total	44.35	11.652	298	45.45	10.177	288
Millennial	Public	39.96	13.913	142	39.96	13.913	142
	Private not for Profit	40.51	14.816	45	43.33	10.633	42
	Total	40.09	14.097	187	40.73	13.285	184
Total	Public	42.76	12.935	383	43.47	12.176	374
	Private not for Profit	43.32	12.451	158	44.87	10.233	151
	Total	42.92	12.787	541	43.88	11.659	525

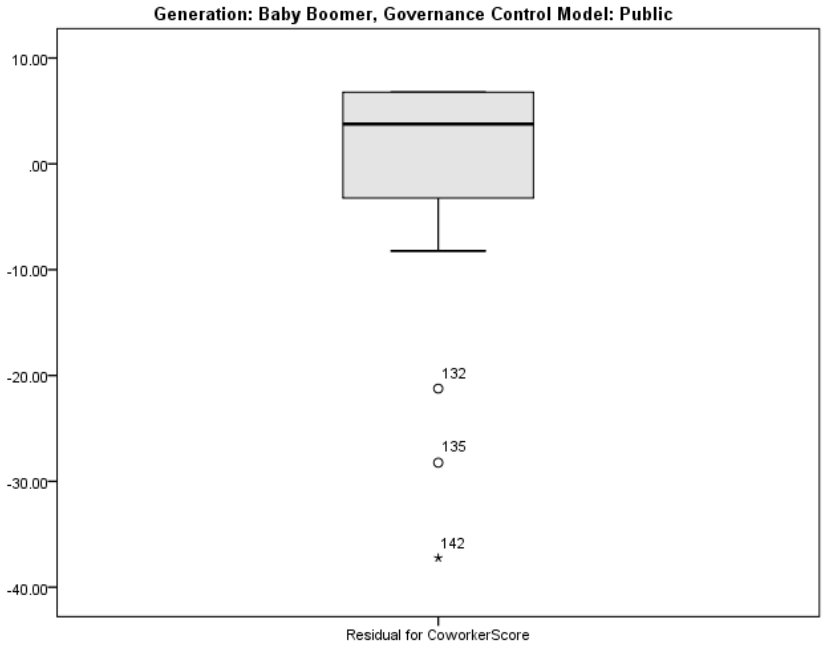

Figure 45. Box Plot for JDI Coworker Score (Baby Boomer x Public)

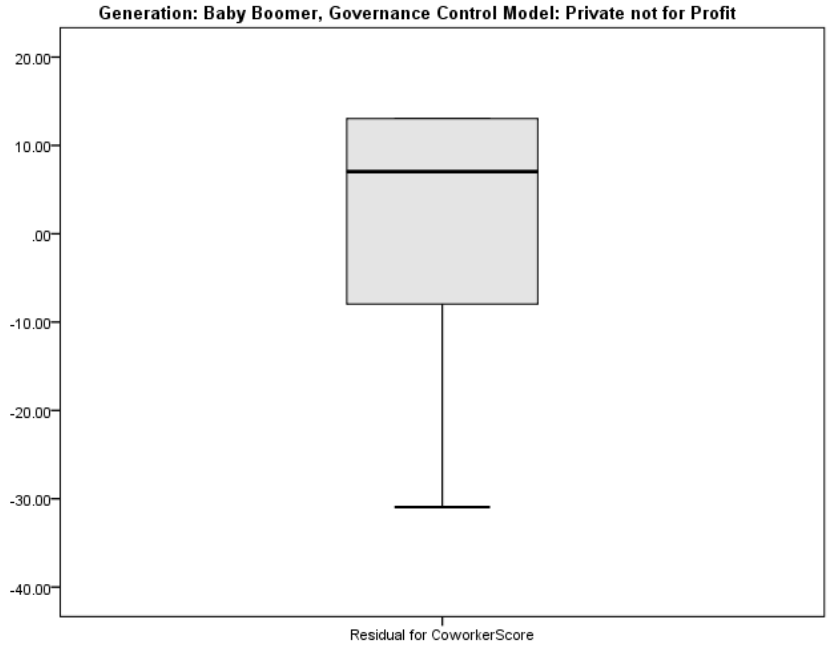

Figure 46. Box Plot for JDI Coworker Score (Baby Boomer x Private not for Profit)

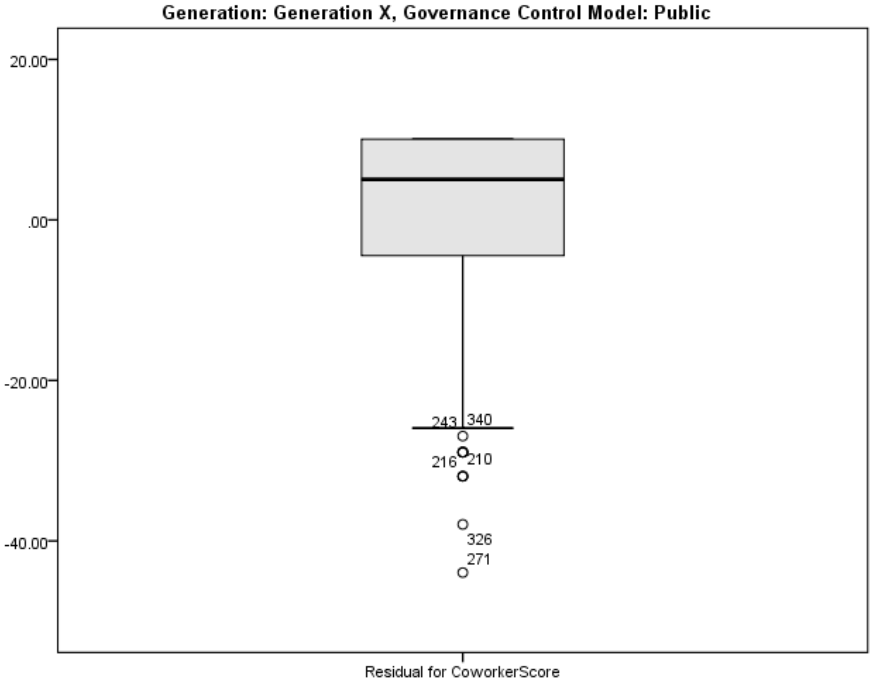

Figure 47. Box Plot for JDI Coworker Score (Generation X x Public)

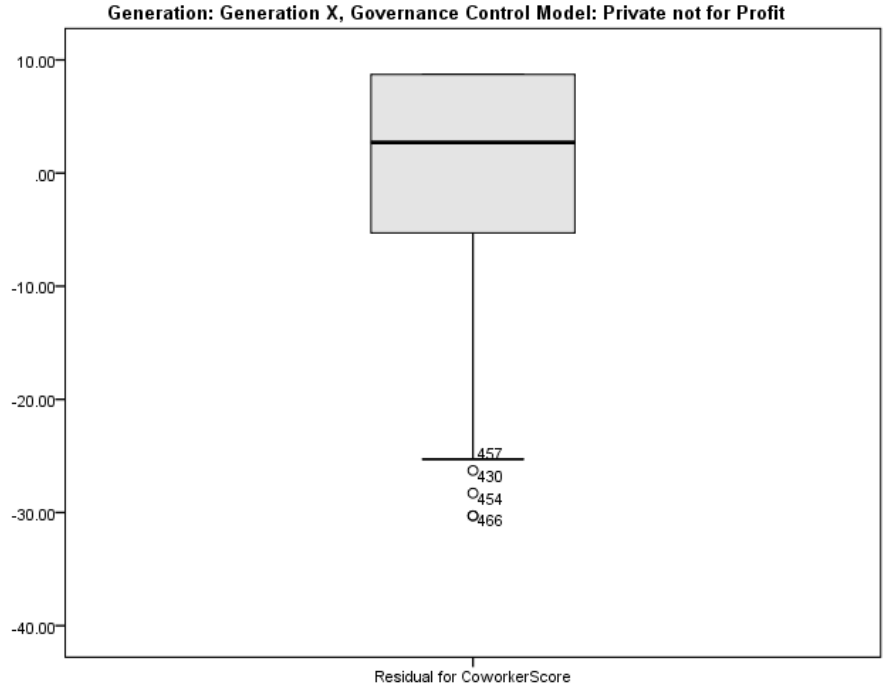

Figure 48. Box Plot for JDI Coworker Score (Generation X x Private not for Profit)

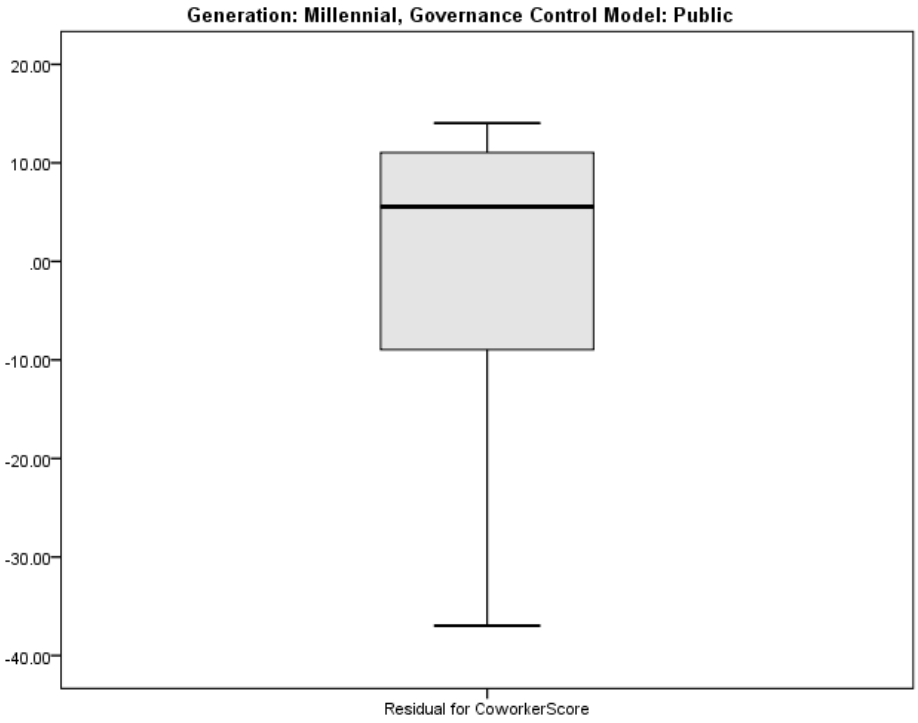

Figure 49. Box Plot for JDI Coworker Score (Millennial x Public)

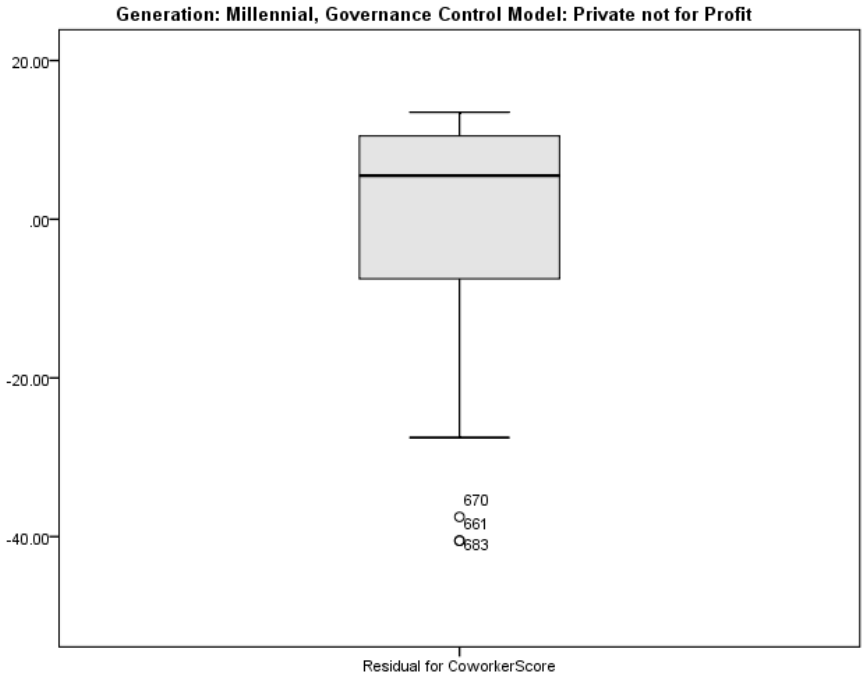

Figure 50. Box Plot for JDI Coworker Score (Millennial x Private not for Profit)

Table 53

JDI Coworker Score Tests of Normality, Original Data (Generation x Control Model)

			Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Generation	Governance	Control Model	Statistic	*df*	Sig.	Statistic	*df*	Sig.
Baby Boomer	Public	Residual for CoworkerScore	.259	34	.000	.687	34	.000
	Private not for Profit	Residual for CoworkerScore	.229	22	.004	.819	22	.001
Generation X	Public	Residual for CoworkerScore	.206	207	.000	.802	207	.000
	Private not for Profit	Residual for CoworkerScore	.196	91	.000	.809	91	.000
Millennial	Public	Residual for CoworkerScore	.177	142	.000	.874	142	.000
	Private not for Profit	Residual for CoworkerScore	.207	45	.000	.814	45	.000

Note. a. Lilliefors Significance Correction

Table 54

JDI Coworker Score: Levene's Test of Equality of Error Variances[a]

F	df1	df2	*p*
5.207	5	535	.000

Note. Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Generation + Control2 + Generation * Control2

Table 55

JDI Coworker Score Tests of Normality, Outliers Removed (Generation x Control Model)

			Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Generation	Governance	Control Model	Statistic	*df*	Sig.	Statistic	*df*	Sig.
Baby Boomer	Public	Residual for CoworkerScore	.271	31	.000	.789	31	.000
	Private not for Profit	Residual for CoworkerScore	.229	22	.004	.819	22	.001
Generation X	Public	Residual for CoworkerScore	.203	201	.000	.804	201	.000
	Private not for Profit	Residual for CoworkerScore	.184	87	.000	.838	87	.000
Millennial	Public	Residual for CoworkerScore	.177	142	.000	.874	142	.000
	Private not for Profit	Residual for CoworkerScore	.170	42	.004	.864	42	.000

Note. a. Lilliefors Significance Correction

Table 56

JDI Work Score Outliers Removed Levene's Test of Equality of Error Variances[a] *(Generation x Control Model)*

F	*df1*	*df2*	*p*
13.530	5	519	.000

Note. Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Generation + Control2 + Generation * Control2

APPENDIX M

RESEARCH QUESTION 4 RESULTS

Table 57

JDI Work Score Descriptive Statistics by Generation

Generation	M	SD	n
Baby Boomer	45.20	6.467	61
Generation X	44.11	6.778	302
Millennial	39.36	9.739	187
Total	42.61	8.214	550

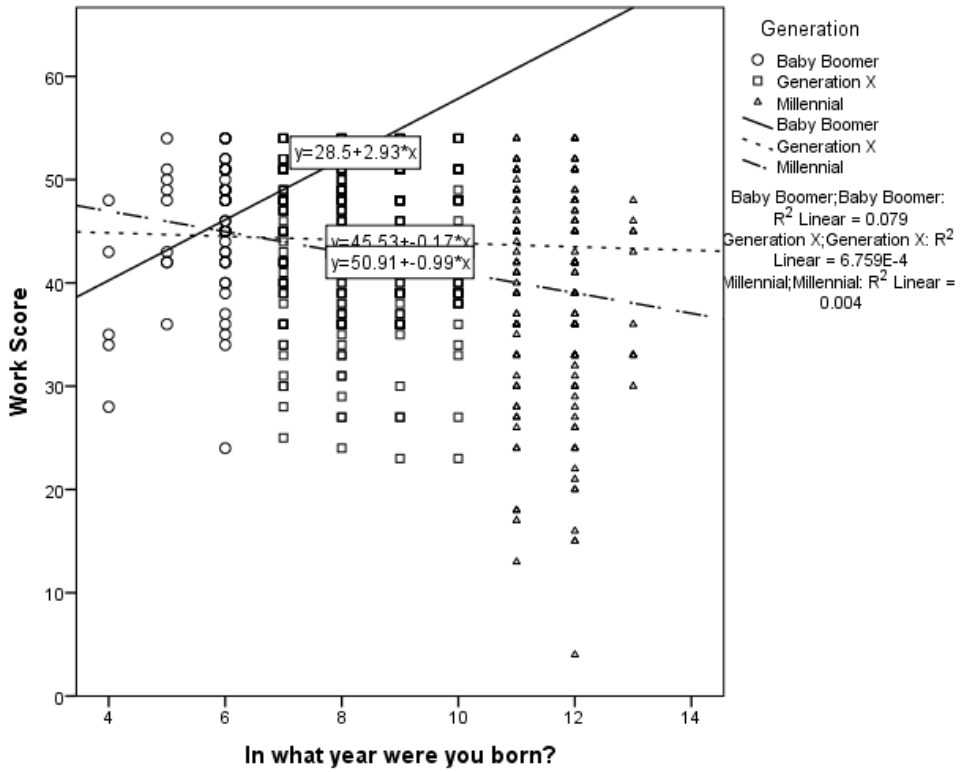

Figure 51. Linear Test for Original JDI Work Score

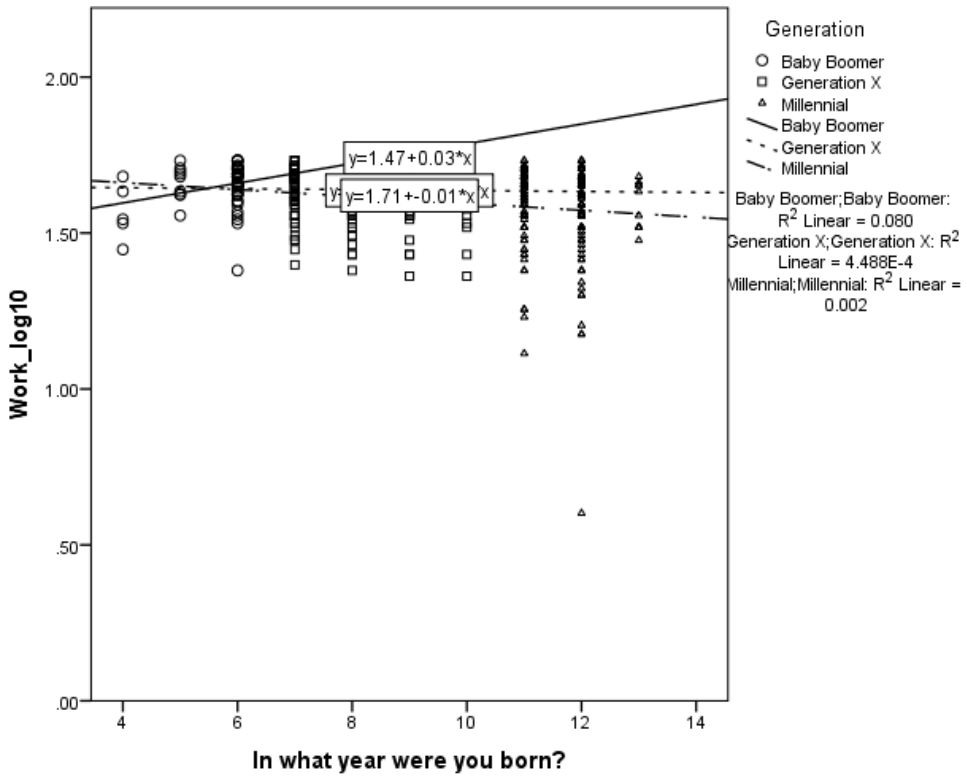

Figure 52. Linear Test for Transformed JDI Work Score

Table 58

JDI Pay Score Descriptive Statistics by Generation

Generation	*M*	*SD*	*n*
Baby Boomer	30.20	16.003	61
Generation X	29.40	17.256	315
Millennial	25.34	16.768	194
Total	28.11	17.050	570

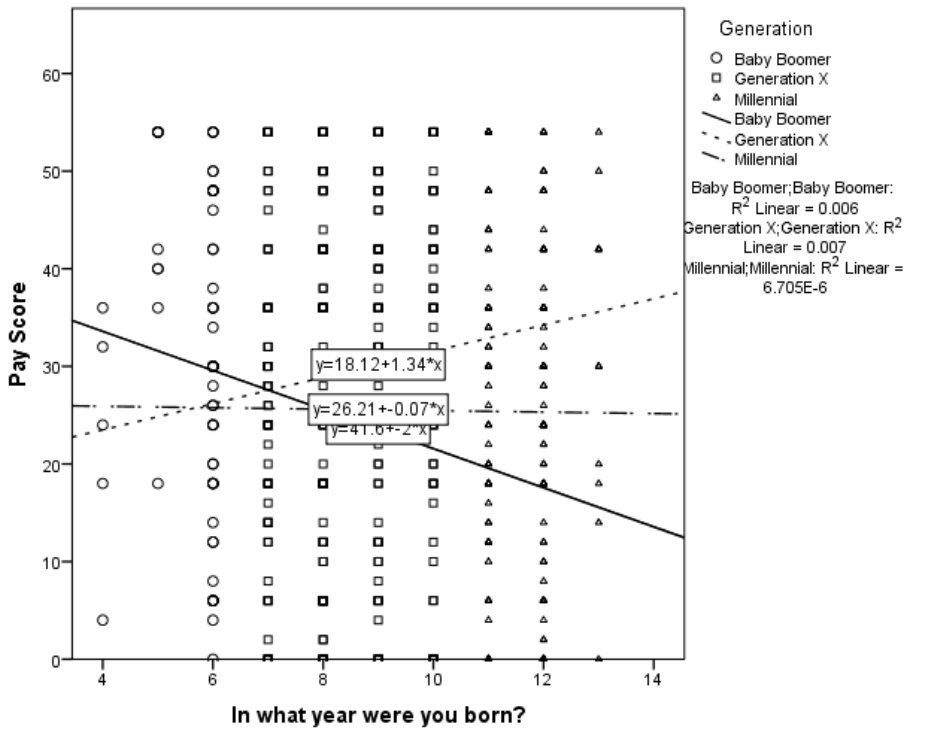

Figure 53. Linear Test for Original JDI Pay Score

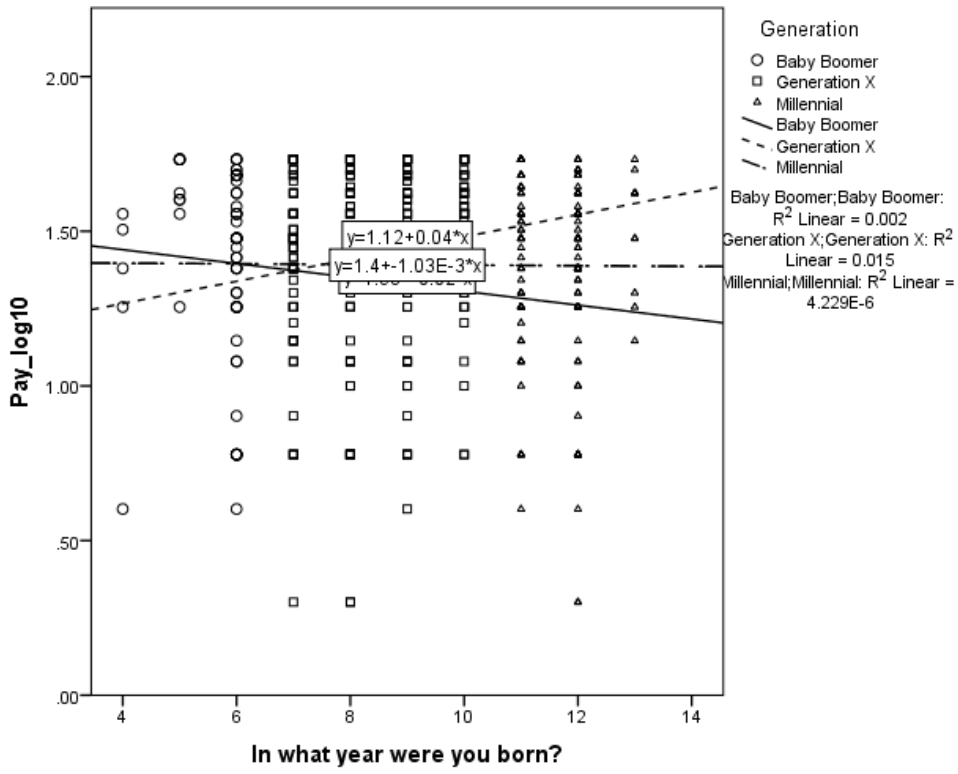

Figure 54. Linear Test for Transformed JDI Pay Score

Table 59

JDI Promotion Score Descriptive Statistics by Generation

Generation	*M*	*SD*	*n*
Baby Boomer	13.23	15.250	60
Generation X	14.47	14.775	305
Millennial	17.65	15.836	192
Total	15.43	15.261	557

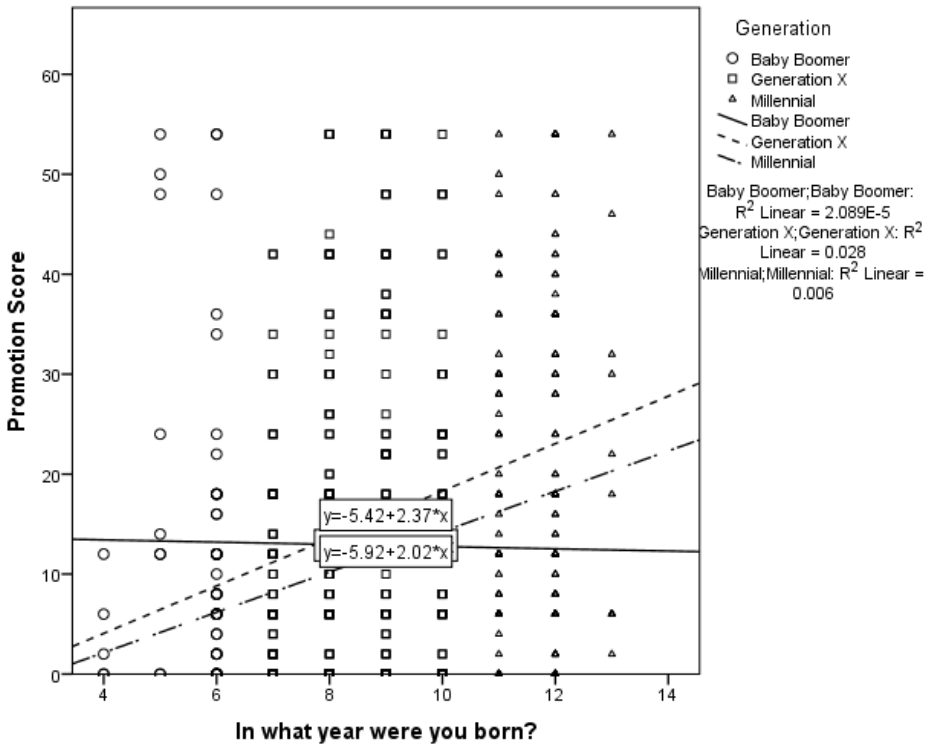

Figure 55. Linear Test for Original JDI Promotion Score

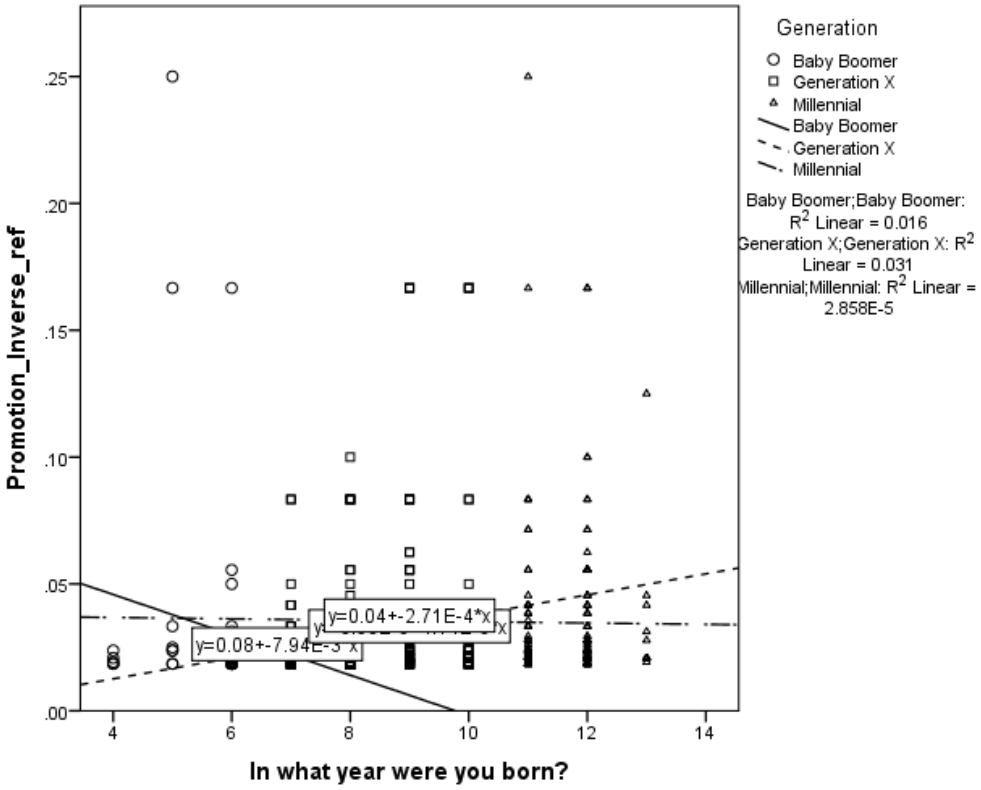

Figure 56. Linear Test for Transformed JDI Promotion Score

Table 60

JDI Coworker Score Descriptive Statistics by Generation

Generation	*M*	*SD*	*n*
Baby Boomer	46.47	10.631	59
Generation X	45.31	10.138	309
Millennial	40.68	13.435	189
Total	43.86	11.622	557

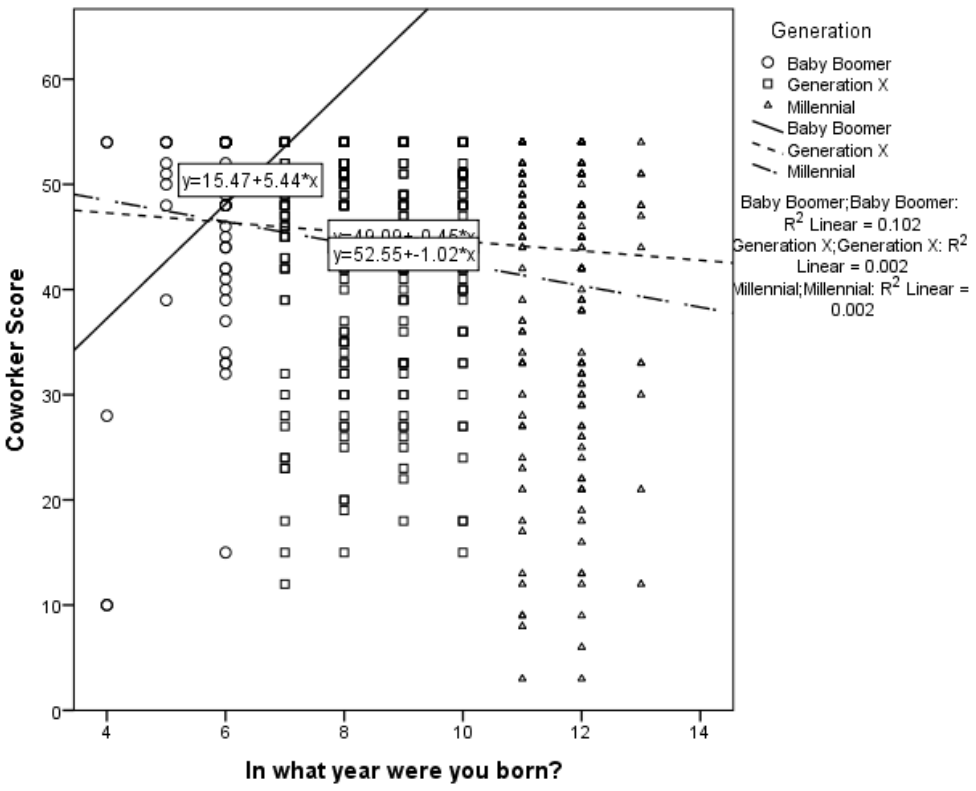

Figure 57. Linear Test for Original JDI Coworker Score

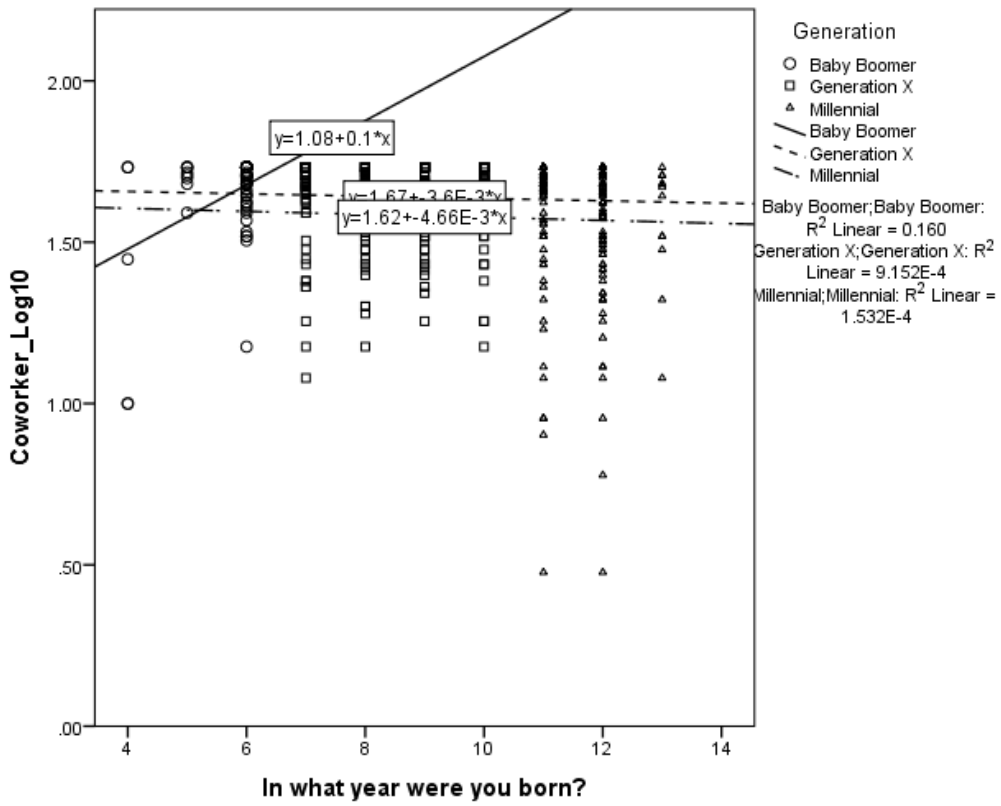

Figure 58. Linear Test for Transformed JDI Coworker Score

VITA

Joseph Martin Dobrota

Work Experience

2012 – Present	Director, Office of Student Financial Assistance, The Catholic University of America, Washington, DC
2005 – 2012	Director, Central Financial Aid, Regent University, Virginia Beach, VA
2005	Financial Aid Consultant, Ellucian, Malvern, PA
1998 – 2005	Assistant/Associate Director, Central Financial Aid, Regent University, Virginia Beach, VA
1996 – 1998	Counselor, Central Financial Aid, Regent University, Virginia Beach, VA
1994 – 1996	Student Worker, Central Financial Aid, Regent University, Virginia Beach, VA

Education

M.A. Public Policy, Regent University, Virginia Beach, VA, 2002
B.A. Political Science, Susquehanna University, Selinsgrove, PA, 1994
Participant, Washington Semester, American University, Washington, DC, Spring 1993

Professional Involvement

College Board
Participant, Enrollment Leadership Academy, 2015-2016
Southern Association of Student Financial Aid Administrators (SASFAA)
Member, Electronic Services Committee, 2011-212
Chair, Electronic Services Committee, 2010-2011
Member, Conference Committee, 2010-2011
Chair, Electronic Services Committee, 2009-2010
Member, Conference Committee, 2009-2010
Chair, Electronic Services Committee, 2008-2009
Member, Conference Committee, 2008-2009
Attendee, SAFSAA/SWASFAA Mid-Level Workshop, 2002
Virginia Association of Student Financial Aid Administrators (VASFAA)
Chair, Public Relations Committee, 2007-208
Chair, Public Relations Committee, 2006-2007
Chair, Electronic Services Committee, 2003-2004
Assistant Editor of Association Newsletter, 2002-2003 and 2003-2004