Factors related to job satisfaction and intent to turnover of part-time student employees in three university dining services in Iowa

Woo-Sik Choi

Iowa State University

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Factors related to job satisfaction and intent to turnover of part-time student employees in three university dining services in Iowa

by

Woo-Sik Choi

A thesis submitted to the graduate faculty in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

Major: Hotel, Restaurant, and Institution Management

Major Professor: Jeannie Sneed

Iowa State University

Ames, Iowa

2001

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Graduate College
Iowa State University

This is to certify that the Master’s thesis of

Woo-Sik Choi

has met the thesis requirements of Iowa State University

Signatures have been redacted for privacy
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ABSTRACT

The purpose of this study was to determine the relationship between supervision quality, orientation and training, feedback, and demographic variables and job satisfaction, and between job satisfaction and intent to turnover for part-time student employees in university dining services. This study was an empirical approach to the study of job satisfaction and its relationships with supervision quality, orientation and training, feedback, demographic variables, and intent to turnover. Results may be helpful for addressing the labor shortage in the hospitality industry.

Antecedents included in the study were work-related characteristics (supervision quality, orientation and training, and feedback) and demographic variables (age, gender, student status, nationality [U.S. or international], length of work, and job category). Intent to turnover was the consequence studied. A written questionnaire was developed based on existing scales to measure the research variables.

A total of 657 questionnaires was distributed to part-time student employees working in three universities in Iowa. Responses were received from 133 students for a response rate of 20%. Data were analyzed using SPSS 9.0 for Windows. Mean ratings of job satisfaction showed that student employees were less satisfied with promotion, pay, and work itself than for supervision, people whom they work with, and flexible schedule. Results of regression models showed that two work-related characteristics (supervision quality and orientation and training) were related to job satisfaction. Two demographic variables (gender and nationality) were related to job satisfaction. Female students were more satisfied than male students. International student employees were less satisfied than U.S. students. Pearson correlation showed that all work-related
characteristics are highly correlated. Job satisfaction was shown to be inversely related to intent to turnover.

These results suggest that there is a significant relationship between work-related characteristics and demographic variables and job satisfaction, and between job satisfaction and intent to turnover. These relationships should be considered to establish plans to overcome the labor shortage. Regarding work-related characteristics, managers in university dining services have to be more concerned about supervision and well-developed orientation and training programs as ways to improve job satisfaction. Improving student employees' job satisfaction may be one way to decrease turnover.
CHAPTER 1. INTRODUCTION

Introduction

As the economy of the United States has strengthened, the unemployment rate has dropped. The Department of Labor reported that the overall unemployment rate in 1996 was 5.5%; by August 2000, it had decreased to 4.1%, and by September 2000 it was 3.9% (Tejada, 2000), the lowest unemployment rate in 40 years (Prewitt, 2000). It is widely believed that the low unemployment rate may continue, rather than being temporary. Even if the phenomenon is temporary, it has been said that “If these (the U.S.) workers remain gainfully employed long enough, the thinking goes, they will pick up the work habits of the American mainstream. Put simply, the longer people work, the more they get used to work, and work becomes part of their lives. That, in turn, should keep the U.S. unemployment rate at relatively low levels for a long period” (Tejada, 2000, p. A1).

One result of a low unemployment rate is a labor shortage. The hospitality industry is not exempt from that economic effect. At the beginning of 1998, the number of available workers in the labor pool overall was about 11.2 million and that number has dropped to approximately 9.7 million (Dreazen, 2000a). More specifically, while the manufacturing sector of the economy lost 79,000 jobs in September 2000, the service industry sector created 200,000 employment opportunities in September 2000, compared to 175,000 job gains in August (Dreazen, 2000a). One employee who had just gotten a new job the very day after quitting her previous one observed, “I had spent six months looking for a job that pays as much as I am making now. I had no idea it could be so easy” (Dreazen, 2000b, p. B4). According to Dreazen (2000b), there is more demand for labor along with a lower supply of available workers. The labor pool has been drying up.
The labor shortage for the hospitality industry can be described as ‘getting much worse before it becomes better’ (King, 1999). The labor shortage has been accepted as a general phenomenon in the U.S. hospitality industry since 1992 when the present level of economic prosperity began. The foodservice industry employs 10.2 million people, which represents 8% of the total workforce, and it was estimated that about 2 million additional employees would be needed by the millennium (Zuber, 1998). It also is expected that by 2010 the restaurant business alone will need an additional 2 million employees compared to the current number (Panitz, 2000). In this situation, many restaurant operators have been struggling to solve the labor shortage problem, for example, by focusing on training to improve employee retention (Martin, 1998).

Two major factors affect the labor shortage in the foodservice industry. First, baby boomers who were the hourly workers in the foodservice industry are becoming customers, and their children (the “baby echo”) have just started to enter the labor market (Woods, 1997). Second, employee turnover impacts the labor shortage. Related to turnover is the “temporary employee issue” created by a common view on the part of foodservice employees that they are just passing through on their way to “real jobs” (Woods, 1997).

The first factor affecting the labor shortage can be described as a “demographic transition.” As the first baby boomers born in 1946 reached age 40 in 1986, there was and continues to be a greater demand to fill labor vacancies in the hospitality industry. Even the “baby echo” generation born to baby boomer parents and just entering the labor market are entering in relatively smaller numbers than did the baby boomers. From 1980 to 2000, the U.S. population under age 35 decreased by 3,578,000, while the number over age 35 is expected to increase by 44,086,000, and this trend is expected to continue for the next 10
years (Cappo, 1990). However, the 16-24 age group started to grow in the last half of the 1990’s, and the Census Bureau pointed out that this group would increase by 18 % by the year 2010 (Zuber, 1998).

The second factor contributing to the labor shortage is related to employee turnover and retention. In addition to decreased numbers of available workers, high employee turnover rates in the foodservice industry contribute to the labor shortage situation. When the turnover rate in the foodservice industry is 83-117 % (Ebbin, 2000) in contrast to the 17% turnover rate in the non-foodservice industry (“Go Ahead,” 2000), it is evident that the high turnover rate is a serious barrier to the foodservice industry’s attempts to solve the labor shortage problem. Employee retention plans can boost the labor reserve internally and externally. The more a foodservice organization provides a well-developed retention plan, the more that company can realize profit maximization and low turnover rate (Mills, 1999). To the extent that greater employee job satisfaction improves performance and increases organizational commitment, a retention plan that increases employee satisfaction is of obvious importance in solving the labor shortage problem and maximizing organizational profit.

If a high proportion of employees is long tenured, then the turnover rate will decrease and the labor reserve rate will increase. Also, tenure and job satisfaction have been shown to be positively related for university foodservice employees (Duke & Sneed, 1989a). Because job satisfaction is one factor affecting the tenure of employees (Fernsten & Brenner, 1987), consideration of employee job satisfaction is important in establishing an employee retention plan. From that point of view, job satisfaction also must be considered important in managing student part-time employees in college and university dining services in light of the current severe labor shortage. Because most part-time workers in college and university
dining services are students, it is highly probable that the majority of them think of these jobs as ones they are just "passing through". Considering that the level of job satisfaction is higher for full-time employees than for part-time employees (Bergmann, Grahn, & Wyatt, 1986), it can be concluded that turnover rates of student employees in college and university dining service would be at least a three-digit percentage as in the fast food industry, which is mostly composed of part-time employees.

**Purpose of Study**

The purpose of this study was to examine the relationship between supervision quality, orientation and training, feedback, and demographic variables and job satisfaction. In addition, the relationship between job satisfaction and intent to turnover was examined. These objectives can be translated into three specific research questions as follows:

a. What is the level of job satisfaction and intent to turnover of part-time student employees?

b. Are supervision quality, orientation and training, feedback, and demographic variables (gender, student status, age, nationality, pay, and length of work) related to student employee job satisfaction?

c. Is student employee job satisfaction related to intent to turnover?
Definition of Terms

The following definitions were used in this study:

**Job satisfaction:** Locke (1976) defined job satisfaction as a positive emotional state that results from a person’s experience associated with his or her job.

**Training:** Berry (1998) defined training as a planned learning experience meant to change specific knowledge, skills, and abilities.

**Supervision quality:** The quality of process of providing direction to and oversight of employees in the work setting includes treating employees fairly, providing feedback, solving problems, making decisions, listening to employees, and providing good working conditions.

**Orientation:** The process of providing new employees with information about an organization, policies and procedures, and their job assignments.

**Intent to turnover:** Tett and Meyer (1993) defined intent to turnover as “a conscious and deliberate willfulness to leave an organization”.
CHAPTER 2. LITERATURE REVIEW

Job satisfaction is one factor that may relate to employee retention. Because of the high rates of turnover in the hospitality industry, retention can be critical to successful business performance. If job satisfaction is related to retention, then it is important to identify factors that influence job satisfaction.

This review of literature will present the definitions of job satisfaction, models that explain job satisfaction, descriptions of factors related to job satisfaction, measurement of job satisfaction, job satisfaction studies in hospitality-related fields, and the model for this research based on previous studies.

Definitions of Job Satisfaction

Locke (1976) defined job satisfaction in terms of a discrepancy between the actual needs and wants of employees and how they are fulfilled. If there is a gap between an employee’s needs and wants, and the employee’s perceived levels of job satisfaction, dissatisfaction results. In other words, if the needs and wants of an employee are met, he or she will feel satisfaction.

Lawler and Suttle (1973) proposed that the level of job satisfaction is based on the employee’s comparison of ‘what is believed to be received’ and ‘what actually is received’. The expectation of ‘what should be received’ is determined by an individual’s perception about input and the result of ‘what actually is received’ is determined by the output produced by that input. Based on the difference between the input and output, job satisfaction or dissatisfaction can occur.
Landy (1985) defined job satisfaction as a “human mind to keep the neutral state” (Berry, 1998, p. 273). For example, when school begins, a student may not like it. However, as graduation nears, the student does not want to finish school. In work, an employee’s emotional reaction, which directly affects job satisfaction, can occur in this same pattern. There is a first emotional reaction to the person’s job and the counter emotional reactions occur to keep the neutral state of mind. This process can be explained in two steps. In the first step, an employee has instant emotional reactions to his or her job. In the second step, a counter emotional reaction occurs after the employee has had many emotional responses to the employee’s job.

Because employee job satisfaction is based on employee job perceptions, job satisfaction is defined as a job attitude or morale. An attitude can be defined as a cognitive and emotional process which results in an intention and a specific pattern of behavior. Morale also can be defined as an emotional outcome to produce a certain pattern of behavior (Bagozzi, 1992). Job attitude also can be defined as a “consistent pattern of thoughts, feelings, and behaviors toward some aspect of jobs” (Berry, 1998, p. 269). Guion (1958) defined job morale as “the extent to which the individual’s needs are satisfied and the extent to which the individual perceives that satisfaction as stemming from his total job situation” (p. 62). Consequently, employee job satisfaction can be defined as an affective and emotional state that can result in a particular pattern of behavior depending on the employee’s job situation.
Models of Job Satisfaction

The cognitive process of job satisfaction is based on expectancy theory. Vroom (1964) proposed this theory to show the relationship between force, which is the power to implement the job, and outcomes that employees expect in doing the jobs. An equation was proposed in calculating the amount of effort (force) an employee would exert to succeed at a task: 

\[ \text{Force} = \text{Expectancy} \times \text{Instrumentality} \times \text{Valence} \]

Expectancy is composed of two parts; first is a subjective estimation about the likelihood of the output, and the other is the subjective estimation about how much effort will need to be exerted to be successful. Instrumentality is an assessment of what level of performance is needed to succeed and of what rewards are expected if the performance leads to success. Valence is the value of the reward to the individual.

This equation always is regarded as greater than zero. Because all of the emotional components of the equation are greater than zero, the force is always greater than zero. In other words, a person can be motivated only when the expectancy, valence, and instrumentality all are greater than zero.

Porter and Lawler (1968) added the concept of intrinsic and extrinsic rewards to the expectancy model. One result of successful performance is that the individual feels satisfied, and that can be an intrinsic reward. Extrinsic rewards can be tangible, such as pay raises and bonuses. This model is shown in Figure 1.

When the expectancy theory is applied to job satisfaction based on outcomes, employees can feel satisfied or dissatisfied. These relationships are shown in Figure 2.
Figure 1. Expectancy theory (Adapted from L. M. Berry, 1998, *Psychology at Work*, (p.247), NY: McGraw-Hill.)

Figure 2. The expectancy model of job satisfaction (Adapted from L. W. Porter and E. E. Lawler, 1968, *Managerial Attitude and Performance*, (p.17) Homewood, IL: Dorsey.)
In the model, value of reward and perceived effort-reward probability leads to effort with the expectation of success. This leads to performance and, based on the result of the performance, intrinsic or extrinsic rewards occur. This reward makes the performer feel satisfied or dissatisfied. Consequently, such satisfaction or dissatisfaction will affect future reward and perceived effort-reward probability.

**Antecedents and Consequences of Job Satisfaction**

Employee job satisfaction may be affected by many antecedents, and there are numerous consequences of employee job satisfaction. Antecedents of job satisfaction can be divided into work-related characteristics and demographic variables. Supervision quality, orientation and training, and job characteristics are work-related characteristics that may influence employee job satisfaction. Demographic variables, such as gender, age, nationality, pay, length of work, and student status in this case, may be related to job satisfaction. Employee job performance, customer orientation, customer perception of service quality, employee attitude, and intent to turnover are possible consequences of employee job satisfaction. This study will focus on intent to turnover.

**Factors influencing job satisfaction**

Supervision quality, orientation and training, job characteristics, and demographic variables are factors that have been shown to be significantly related to employee job satisfaction in some job settings (Blank & Slipp, 1994; Duke & Sneed, 1989b; Eberhardt & Shani, 1984; Fernsten & Brenner, 1987; Roehl & Swerdlow, 1999; Sims, Szilagyi, & Keller,
Research related to these factors will be discussed as the basis for selecting variables to be included in the research model for this study.

Supervisor attitude and behaviors can affect employee job satisfaction. McNeese-Smith (1996) found that supervision quality positively affects employee job satisfaction. It has been shown that employees perceive supervision quality differently based on differences in their cultural backgrounds and that supervision can be a predictor of part-time student employee job satisfaction (Blank & Slipp, 1994; Tayeb, 1996). One study found that abusive supervision can result in lower employee job and life satisfaction (Tepper, 2000). Consequently, supervision quality needs to be included as a variable in the proposed model to explain employee job satisfaction.

Orientation and training, which can be important tools for employee retention, may be significant factors affecting employee job satisfaction. Wheelhouse (1989) mentioned that orientation and training resulted in improved self-esteem, reduced turnover, better product and service consistency, and higher guest satisfaction. Roehl and Swerdlow (1999) reported on the impact of training hotel employees on organizational commitment and showed that training positively affects not only employee organizational commitment but also employee morale, perception of supervisor quality, and awareness of rules. When it is considered that orientation and training are positively related to greater employee job satisfaction (Saks, 1996), it is apparent that they could impact employee job satisfaction. Because orientation and training are consecutive processes of employee adaptation to their new jobs, these were measured as one variable.

Six facets of job characteristics are related positively to employee job satisfaction in some settings (Sims, Szilagyi, & Keller, 1976): autonomy, task identity, feedback, variety,
dealing with others, and friendship opportunities. Duke and Sneed (1989a) found a positive relationship between job characteristics and job satisfaction of employees working in university dining services. Sneed (1988) indicated that foodservice managers who are focused and well-informed about job characteristics affecting job satisfaction can effectively build the job description and increase the possibility of positive outcomes such as increased organizational commitment, decreased turnover, and decreased absenteeism. Aspects of job characteristics can support efforts to increase employee job satisfaction.

Among the six facets of job characteristics, feedback has been shown consistently to be related to employee job satisfaction. Feedback and dealing with others were related to foodservice employees' job satisfaction in school and university foodservices (Duke & Sneed, 1989a; Sneed, 1988). In the research on the relationship between student employee job characteristics and job satisfaction, Gray, Niehoff, and Miller (2000) found that feedback, friendship opportunities, and autonomy have significant relationships with employee job satisfaction, and feedback is the factor that can measure employee intention to turnover. Jaffe', Almanza, and Chen (1994) indicated that feedback is the strongest predictor of employee job satisfaction. When all four of these studies were considered, feedback was related consistently to employee job satisfaction and was included as a variable in this study.

In previous studies, demographics have been shown to be related to employee job satisfaction. According to Duke and Sneed (1989b), age has a positive relationship with employee job satisfaction. In addition, part-time or full-time status was found to be related to employee job satisfaction (Eberhardt & Shani, 1984; Fernsten & Brenner, 1987), with full-time employees being more satisfied with their jobs than part-time employees. Nationality also may play a role as an antecedent in part-time student employee job satisfaction.
Consequences of job satisfaction

Job satisfaction can be related to job performance, customer orientation, customer perception of service quality, employee attitudes toward customer satisfaction, and intent to turnover.

Job satisfaction contributes positively to job performance. Vroom (1964) pointed out that increasing job satisfaction improves employee performance and also mentioned, “It is typically assumed by most people associated with the human relations movement that job satisfaction was positively associated with job performance. In fact, human relations might be described as an attempt to increase productivity by satisfying the needs of employees” (1964, p. 181). Ostroff (1992) found that employee job satisfaction and job attitude positively affect employee job performance.

Employee job satisfaction can increase the degree of customer orientation, which is the employee’s focus on customer satisfaction. If employees are focused on customer satisfaction, there is a high probability that they will display the behaviors that result in customer satisfaction (Hoffman & Ingram, 1992). It has been found that employees’ customer orientation is a function of employee job satisfaction (Hawkins & Lee, 1991). Hoffman and Ingram (1992) indicated, “If business wants to satisfy the needs of its customers, it must first satisfy the needs of employees” (p.71). Thus, satisfied employees could result in satisfied customers.

It was found that job satisfaction of employees affected service quality perceptions of customers (Schneider & Bowen, 1985). Hartline and Ferrell (1996) pointed out in a study of hotel employees that managers must increase customers’ perception of service quality and
decrease the conflict and ambiguity of employees’ roles in the organization, which possibly cause job dissatisfaction.

Schmit and Allscheid (1995) pointed out that positive employee attitudes could be an important factor in creating positive customer responses. As mentioned earlier, Ostroff (1992) found a positive relationship between employee attitude and employee job performance. It is known from previous research that employee job satisfaction and employee attitude affect job performance. Therefore, the more satisfied employees are with their jobs, the greater the chance of having positive employee job attitudes and employee job performance leading to greater customer satisfaction.

Job satisfaction affects employee intention to leave (turnover). Previous studies indicate that job satisfaction shows a consistent negative impact on employee intention to turnover (Porter & Steers, 1973; Vroom, 1964). Mobley (1977) established the conceptual model based on previous studies explaining how job satisfaction is related to employee turnover. In this model, there are several intermediate steps to reach the final stage (turnover) (Figure 3). This model indicates that job satisfaction affects all of the intermediate phases in the process except intention to quit/stay. Abraham (1999) applied this model to an exploratory study and found a significant relationship between job satisfaction and employee intent to turnover. In review of the relationship of job satisfaction to employee turnover, it is important to determine the relationship between the two.

It also was proposed that antecedents of job satisfaction are related to an employee’s intent to turnover. All the variables in this study have been shown to have a moderate relationship to intent to turnover (Griffeth, Hom, & Gaertner, 2000; Mobley, Griffeth, Hand, & Meglino, 1979).
Figure 3. The employee turnover decision process (Adapted from L. M. Berry, 1998, *Psychology at Work*, (p.297), NY: McGraw-Hill.)

*Numbers indicate the order of the turnover process

Considering all previous factors affecting job satisfaction, a proposed model for the study of job satisfaction of part-time student employees in dining services is presented in Figure 4.

**Facets of Job Satisfaction**

Lawler and Suttle (1973) measured job satisfaction based on several aspects of the job. Based on the definition given, Lawler and Suttle (1973) proposed five variables resulting in dissatisfaction: (1) Employee’s inputs are too high; (2) The job is too demanding; (3) The outcome level is too low; (4) Co-workers have better income-outcome, and (5) Co-workers have greater actual outcomes. If the outcome were higher than expected, discomfort or guilt would result. In contrast, if outcomes (rewards) were lower than expected, dissatisfaction would be the consequence.
Employee job satisfaction is measured with regard to five facets of the job: the work itself, pay, supervision, co-workers, and promotion opportunities. Smith, Kendall, and Hulin (1969) first identified these five aspects of job satisfaction and they developed and validated a method of measuring job satisfaction that has been used extensively in research.

**Previous Studies in Hospitality Area**

Most studies done in college and university dining services have focused on the relationships between job characteristics and job satisfaction. Previous studies found that job characteristics and age were positively related to employee job satisfaction and negatively related to employee intention of turnover (Jaffe’, Almanza, & Chen, 1994). Gray, Niehoff,
and Miller (2000) also found a positive relationship between student employee job characteristics and job satisfaction. In another study of student employee job satisfaction and job characteristics, feedback, which is one of the job characteristics, was shown to be related to job satisfaction (Bartlett, Probber, & Scerbo, 1999). However, all of these studies were limited to the relationship between job characteristics and job satisfaction and intent to turnover. In a study of the relationship of job characteristics and organizational commitment with job satisfaction, it was shown that organizational commitment is positively related to employee job satisfaction (Sneed & Herman, 1990). Specifically, age has a positive relationship with employee’s organizational commitment. Considering the effect of age to employee job satisfaction, demographic factors need to be evaluated in this study.

One study measured the relationship between job satisfaction and intent to turnover. Gray, Niehoff, and Miller (2000) showed that student employee job satisfaction has a negative relationship with intent to turnover.

Jaffe’, Almanza, and Chen (1994) found that entry-level employees are the least satisfied of all employees and higher-paid employees are more satisfied than those earning lower pay. Student employees are included in these two conditions (entry-level and low pay).

**Focus of Study**

Factors influencing employee job satisfaction other than job characteristics need to be studied for employees in college and university dining services. In this study, work-related characteristics (supervision quality, orientation and training, and feedback) and demographic variables (gender, age, nationality, student status, and length of work) were proposed antecedents to job satisfaction. Employee intention to turnover was proposed as a
consequence of job satisfaction because of this study's focus on the labor shortage issue. The variables and relationships examined in this study are shown in Figure 5.

Figure 5. A model of proposed antecedents to and consequences of job satisfaction for part-time employees in college and university dining services
CHAPTER 3. RESEARCH METHODS

The purpose of this study was to determine the job satisfaction of part-time student employees in dining services and to examine the relationship between supervision quality, orientation and training, feedback, and demographic variables and job satisfaction. In addition, the relationship between job satisfaction and intent to turnover was examined. In this chapter, the methods used in this study are described. A description of the study sample, research design, research instrument, pilot test, data collection, and data analysis is provided.

Study Sample

The research sample consisted of part-time student employees working in dining services in three universities in Iowa: Iowa State University, the University of Northern Iowa, and the University of Iowa. At Iowa State University, only student employees in Friley and Linden Halls were included in the sample because those halls are the ones where most international employees work and because employees in other halls were involved in another research project. The study sample included both U.S. and international students.

Research Design

A survey research design was used for this study. A written questionnaire was developed and used for data collection.
Research Instrument

The research instrument, which collected data related to five variables, was developed based on previous research (see Appendix A). First, orientation was composed of one item adopted from a study conducted by Puckett (1982) and training, was measured using three items. Second, the supervision quality scale was composed of 10 items. Questions for the training and supervision quality scales were adapted from the research of Roehl and Swerdlov (1999). Third, the feedback scale consisted of the 3-item feedback subscale from the Job Characteristic Inventory (JCI) (Sims, Szilagyi, & Keller, 1976). Fourth, job satisfaction was measured using six items adopted from the Job Diagnostic Survey (JDS) developed by Smith, Kendall, and Hulin (1969). The employee intent to turnover was composed of four questions adapted from a previous study (Lee, 1990). Respondents answered all of the questions on a 5-point scale: strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5). Demographic items related to gender, age, student status, nationality, length of work, and job category were included.

The research protocol and questionnaire were submitted to the Iowa State University Institutional Review Board for the Protection of Human Subjects. They were approved prior to data collection (see Appendix B).

Pilot Test

The questionnaire was pilot tested at Iowa State University by six graduate students in Hotel, Restaurant, and Institution Management. Two were employed at dining services and three others had worked previously for dining services. Four of the six were international
students. Comments about the questionnaire were used to modify and improve the clarity of each item and the time required to complete the questionnaire was estimated.

Data Collection

Personal telephone calls were made and e-mails were sent to the three dining service directors to request their participation in the study and to obtain their permission to distribute questionnaires. A request also was made to obtain the number of part-time student employees currently working in their university dining services. Before distribution of questionnaires, each unit’s dining service manager was informed about the survey. Each dining service manager was contacted by e-mail to schedule the day of distribution.

A questionnaire packet was composed of a cover letter, a questionnaire, and a postage-paid return envelope. The 4-page questionnaire was printed on 11x17” paper and folded in half. Three different colors were used to differentiate the universities: green for the University of Northern Iowa, yellow for the University of Iowa, and blue for Iowa State University. No code numbers were used on individual questionnaires to ensure anonymity of responses. The cover letter, printed on the Iowa State University letterhead, explained the purpose of the study, ensured participants’ anonymity, and offered to all participants a chance to be included in a drawing for $50 to encourage participation.

The distribution of questionnaires at the University of Northern Iowa was done on April 12, 2001. Distribution of questionnaires at the University of Iowa was done on April 13, 2001, and at Iowa State University they were distributed on April 16, 2001. Each questionnaire packet was attached to each student employee’s time card.
The questionnaires were distributed to part-time student employees currently working in the dining services. This included the student managers and as well as all student workers. At the University of Northern Iowa, which employed about 300 students, 285 questionnaires were distributed. At the University of Iowa, which had 190 student employees, 190 questionnaires were distributed. At Iowa State University, a total of 182 student employees in two dining venues were given questionnaires.

**Data Analysis**

All data were analyzed using SPSS 9.0 for Windows. A number of statistical methods were used in analysis of data. First, means (± standard deviation) were calculated for job satisfaction and intent to turnover. Second, Cronbach’s alpha was used to determine the reliability of the scales used in the questionnaire. Third, multiple regression models were used to determine the relationships between work-related characteristics and demographic variables and job satisfaction, and between job satisfaction and intent to turnover. Reverse set was applied to two of the intent to turnover items. A probability level of $p \leq 0.05$ was used for all tests of significance.
CHAPTER 4. RESULTS AND DISCUSSION

In this chapter, results of the study are presented in the following order: (1) demographic profile of sample, (2) job satisfaction and intent to turnover, (3) relationship of antecedents with job satisfaction, and (4) relationship of job satisfaction with intent to turnover.

Demographic Profile of Sample

A total of 657 questionnaires was distributed to part-time student employees in dining services at three universities in Iowa. The total response rate was 20% (133 of 657). Response rates were 16.4% from Iowa State University, 25.6% from the University of Northern Iowa, and 15.8% from the University of Iowa. The low response rate may be related to the fact that the researcher did not contact each respondent individually, but rather surveys were distributed by the managers at each cafeteria. No follow up was used due to procedural difficulty for anonymity, which could contribute to low response rates.

Table 1 summarizes the demographic characteristics of the study respondents. Most student employees working in dining services were undergraduates (94.0%). About 57% were between the ages of 20 to 29, and 42% were less than 20. There were 18 responses from international student employees. Among the 18 international students, half were students at the University of Northern Iowa, five were from the Iowa State University, and four were from the University of Iowa. Considering that all three universities have less than 10% international student employees working in dining services, the ratio of international employees (13.5%) is proportionate to the total. Regarding the country of origin, the ratio of students from Asia (5.3%) is higher than for students from other areas.
Table 1. Demographic characteristics of the study sample (N=133)

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Frequency</th>
<th>Expressed in %&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>43</td>
<td>32.3</td>
</tr>
<tr>
<td>Female</td>
<td>90</td>
<td>67.7</td>
</tr>
<tr>
<td>Student Status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>125</td>
<td>94.0</td>
</tr>
<tr>
<td>Graduate</td>
<td>6</td>
<td>4.5</td>
</tr>
<tr>
<td>Missing</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 20</td>
<td>56</td>
<td>42.1</td>
</tr>
<tr>
<td>20-29</td>
<td>76</td>
<td>57.1</td>
</tr>
<tr>
<td>30 or older</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>Nationality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U.S.</td>
<td>115</td>
<td>86.5</td>
</tr>
<tr>
<td>International</td>
<td>18</td>
<td>13.5</td>
</tr>
<tr>
<td>International Students from Each University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iowa State University</td>
<td>5</td>
<td>27.7</td>
</tr>
<tr>
<td>University of Northern Iowa</td>
<td>9</td>
<td>50.0</td>
</tr>
<tr>
<td>University of Iowa</td>
<td>4</td>
<td>22.3</td>
</tr>
<tr>
<td>Country Location</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asia</td>
<td>7</td>
<td>5.3</td>
</tr>
<tr>
<td>Europe</td>
<td>3</td>
<td>2.3</td>
</tr>
<tr>
<td>Africa</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>Americas&lt;sup&gt;b&lt;/sup&gt;</td>
<td>119</td>
<td>89.5</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>Job Category&lt;sup&gt;c&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation</td>
<td>41</td>
<td>22.9</td>
</tr>
<tr>
<td>Dish Room</td>
<td>44</td>
<td>24.6</td>
</tr>
<tr>
<td>Office Work</td>
<td>2</td>
<td>1.1</td>
</tr>
<tr>
<td>Service</td>
<td>70</td>
<td>39.1</td>
</tr>
<tr>
<td>Student Manager</td>
<td>22</td>
<td>12.3</td>
</tr>
</tbody>
</table>
Table 1. (Continued)

<table>
<thead>
<tr>
<th>Hourly Pay</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5.15-6.25</td>
<td>10</td>
<td>7.5</td>
</tr>
<tr>
<td>$6.26-7.50</td>
<td>106</td>
<td>79.7</td>
</tr>
<tr>
<td>$7.51 or higher</td>
<td>17</td>
<td>12.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Length of Work</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 month</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>1 month- 6 months</td>
<td>33</td>
<td>24.8</td>
</tr>
<tr>
<td>7-12 months</td>
<td>47</td>
<td>35.3</td>
</tr>
<tr>
<td>13-24 months</td>
<td>23</td>
<td>17.3</td>
</tr>
<tr>
<td>More than 24 months</td>
<td>28</td>
<td>21.1</td>
</tr>
</tbody>
</table>

\[a\] The percentage may not be 100% due to missing data.
\[b\] Four students were from South America.
\[c\] A total is 179 due to the multiple response.

Of the 119 students from America, four students were from South America and were included with international students in the data analysis. In job category, 39% of students worked in service positions. Most of the student employees (80%) earned $6.26-7.50 hourly pay. Sixty percent of the student employees have worked in dining service one year or less.

**Job Satisfaction and Intent to Turnover**

A 6-item scale was used to measure job satisfaction. The Cronbach’s alpha for the scale was 0.80. Item-total statistics indicated that all items should remain in the scale. A 4-item scale was used for intent to turnover. The Cronbach’s alpha for the intent to turnover scale was 0.88.
One condition was applied in measuring intent to turnover. Because all the items of intent to turnover have “next semester”, students who were supposed to graduate at the end of semester were excluded from analysis.

Student employees generally were satisfied with their jobs in university dining services and most preferred to work for dining services during the next semester. Student ratings for items related to job satisfaction and intent to turnover are shown in Table 2. Student employees working in dining services were satisfied with the people with whom they work, work scheduling, and supervision. The items related to people with whom they work (“I like the people that I work with”), work flexibility (“Dining service is a good place to work because it offers flexibility in work scheduling.”), and supervision (“I am satisfied with the supervision I receive on my job”) have mean ratings of 4.4±0.8, 4.3±0.8, and 4.1±0.8, respectively.

Student employees were less satisfied with the work they do, pay, and promotion opportunities than for other areas of job satisfaction. The item with the lowest satisfaction rating, “I enjoy the work that I do”, had a mean of 3.6±1.0. The items for promotion opportunities (“I am satisfied that I can be promoted to a student manager.”) and pay (“I feel that I am being paid a fair amount for the work I do.”) both had mean ratings of 3.8±0.9.

**Relationship of Work-Related Characteristics and Demographic Variables to Job Satisfaction**

A multiple linear regression model was applied to determine the relationship of work-related characteristics and demographic variables to job satisfaction. Supervision quality,
Table 2. Student employees' ratings of their job satisfaction and intent to turnover (N=133)

<table>
<thead>
<tr>
<th>Items</th>
<th>Mean ± SDa</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Job Satisfactionb (N=133)</strong></td>
<td></td>
</tr>
<tr>
<td>I like the people that I work with.</td>
<td>4.4± 0.8</td>
</tr>
<tr>
<td>Dining service is a good place to work because it offers flexibility in work scheduling.</td>
<td>4.3±0.8</td>
</tr>
<tr>
<td>I am satisfied with the supervision I receive on my job.</td>
<td>4.1±0.8</td>
</tr>
<tr>
<td>I am satisfied that I can be promoted to a student manager.</td>
<td>3.8±0.9</td>
</tr>
<tr>
<td>I feel that I am being paid a fair amount for the work I do.</td>
<td>3.8±0.9</td>
</tr>
<tr>
<td>I enjoy the work that I do.</td>
<td>3.6±1.0</td>
</tr>
<tr>
<td><strong>Intent to Turnoverb (n=116)c</strong></td>
<td></td>
</tr>
<tr>
<td>If I had my preference, I would work for dining service again next semester.</td>
<td>3.6±1.2</td>
</tr>
<tr>
<td>I plan to work for dining service again next semester.</td>
<td>3.4±1.3</td>
</tr>
<tr>
<td>If I had my preference, I would leave dining service and find another job for next semester</td>
<td>2.9±1.3</td>
</tr>
<tr>
<td>I plan to leave dining service and find another job next semester.</td>
<td>2.7±1.3</td>
</tr>
</tbody>
</table>

a Standard deviation  
b A five-point scale ranging from “strongly disagree” (1) to “strongly agree” (5) was used.  
c Student employees scheduled to graduate at the end of semester were excluded.

orientation and training, and feedback were included as work-related characteristics. These work-related characteristics were identified based on previous studies done in the business
and hospitality areas. Gender, student status, age, nationality, pay, and length of work were included as demographic variables in the regression model.

Pearson correlation was used to determine the relationship between significant work-related characteristics and non-significant work-related characteristics. The results of correlation can be helpful in establishing the managerial implications of the variables. Cronbach’s alpha was used to determine the reliability of the scales measuring work-related characteristics. The Cronbach’s alpha coefficients for the scales were as follows: 0.90 for supervision quality, 0.86 for orientation and training, and 0.79 for feedback. Mean scores for each item within the four scales are presented in Table 3.

Table 3. Mean ratings of student dining services employees for items in the supervision quality, orientation and training, and feedback scales

<table>
<thead>
<tr>
<th>Attributes</th>
<th>Mean ± SD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supervision Quality</strong></td>
<td>3.8 ± 0.7</td>
</tr>
<tr>
<td>The managers, including student managers, in dining service treat me fairly.</td>
<td>4.2 ± 0.8</td>
</tr>
<tr>
<td>My supervisor is able to solve problems efficiently.</td>
<td>4.1 ± 0.8</td>
</tr>
<tr>
<td>My supervisor is able to make good decisions.</td>
<td>4.1 ± 0.8</td>
</tr>
<tr>
<td>The managers in our dining service treat me and other workers fairly.</td>
<td>4.0 ± 1.0</td>
</tr>
<tr>
<td>My supervisor allows me to respond to appraisals of me.</td>
<td>3.9 ± 0.9</td>
</tr>
<tr>
<td>My supervisor tells me when I do a good job.</td>
<td>3.8 ± 1.0</td>
</tr>
</tbody>
</table>
Table 3. (Continued)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel that I can bring complaints about working conditions to my dining</td>
<td>3.7 ± 1.1</td>
</tr>
<tr>
<td>service manager.</td>
<td></td>
</tr>
<tr>
<td>Managers in my dining service are interested in the working conditions of</td>
<td>3.7 ± 0.9</td>
</tr>
<tr>
<td>student employees.</td>
<td></td>
</tr>
<tr>
<td>Managers of the dining service that I work for tell me when I need to</td>
<td>3.6 ± 0.9</td>
</tr>
<tr>
<td>improve my performance.</td>
<td></td>
</tr>
<tr>
<td>I am well informed about the dining service that I work for and changes</td>
<td>3.5 ± 1.1</td>
</tr>
<tr>
<td>that take place.</td>
<td></td>
</tr>
</tbody>
</table>

**Orientation and Training**  

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am confident in performing my job responsibility because of the training I received.</td>
<td>3.9 ± 1.0</td>
</tr>
<tr>
<td>I feel that I received thorough training after I was hired in dining service.</td>
<td>3.7 ± 1.0</td>
</tr>
<tr>
<td>I feel I received a thorough review of any policies or procedures related to my job during the first week.</td>
<td>3.6 ± 1.1</td>
</tr>
<tr>
<td>I feel that I received a thorough orientation when I was hired.</td>
<td>3.5 ± 1.2</td>
</tr>
</tbody>
</table>

**Feedback**  

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can find how well I am performing as I work.</td>
<td>3.6 ± 0.9</td>
</tr>
<tr>
<td>I perceive that I receive feedback regularly about my performance.</td>
<td>3.3 ± 1.1</td>
</tr>
<tr>
<td>I receive the feedback about my work from the individuals other than my supervisors.</td>
<td>3.3 ± 1.0</td>
</tr>
</tbody>
</table>

---

*a* A five-point rating scale ranging from “strongly disagree” (1) to “strongly agree” (5) was used.

*b* Standard Deviation
Multiple regression model

Dummy variables were applied for demographic variables in implementing the regression model. Gender, student status, and nationality were simply assigned dummy variables 0 or 1. For gender, 0 was for male and 1 was for female. For student status, 0 was for undergraduate and 1 was graduate. For nationality, 0 was for U.S. and 1 was for international.

Work-related characteristics and demographic variables were shown to be significant predictors of student employee job satisfaction. Table 4 shows the relationship between work-related characteristics and demographic variables, and job satisfaction. The results were significant with an $R^2=0.62$, indicating that 62% of the variance in job satisfaction was explained by work-related characteristics and demographic variables ($F=13.702, p < 0.000$). Among work-related characteristics, supervision quality ($p < 0.001$), and orientation and training ($p \leq 0.002$) were significant. Among demographic variables, gender ($p \leq 0.001$) and nationality ($p \leq 0.002$) were shown to be significantly related to student employee job satisfaction.

Supervision quality was shown to be more significantly related to job satisfaction rather than other variables ($B=0.377$). Orientation and training ($B=0.262$), and gender ($B=0.209$) were shown to be positively related to job satisfaction. Nationality was shown to be negatively related to job satisfaction ($B= -0.193$), meaning that international students were less satisfied than U.S. student employees. Female students were shown to be more satisfied than male student employees.
Table 4. Relationship between work-related characteristics and demographic variables and job satisfaction\(^a\)

<table>
<thead>
<tr>
<th>DV(^b)</th>
<th>IV(^c)</th>
<th>F</th>
<th>B</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>JS(^d)</td>
<td>Work-related characteristics(^e) and demographic variables</td>
<td>13.702</td>
<td>0.000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supervision Quality</td>
<td>0.377</td>
<td>0.000(^*)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Orientation and Training</td>
<td>0.262</td>
<td>0.002(^*)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feedback</td>
<td>0.096</td>
<td>0.231</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gender</td>
<td>0.209</td>
<td>0.001(^*)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Status</td>
<td>0.083</td>
<td>0.240</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Age</td>
<td>0.049</td>
<td>0.482</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nationality</td>
<td>-0.193</td>
<td>0.002(^*)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pay</td>
<td>0.099</td>
<td>0.123</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Length of Work</td>
<td>0.053</td>
<td>0.465</td>
<td></td>
</tr>
</tbody>
</table>

\(^a\) N=125  
\(^b\) DV= Dependent Variable  
\(^c\) IV= Independent Variables  
\(^d\) JS= Job Satisfaction  
\(^e\) R\(^2\)=0.62  
\(^*\) Variables showing significance

**Pearson correlation**

In the test of the relationships among work-related characteristics, it was shown that all the variables were significantly related to each other. Table 5 shows the relationship among work-related characteristics. Specifically, supervision quality was shown to be more
Table 5. Relationship among work-related characteristics

<table>
<thead>
<tr>
<th>Work-related characteristics</th>
<th>SQ(^b)</th>
<th>O&amp;T(^c)</th>
<th>FB(^d)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SQ(^b)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>O&amp;T(^c)</td>
<td></td>
<td>0.642</td>
<td></td>
</tr>
<tr>
<td>FB(^d)</td>
<td>0.626</td>
<td>0.429</td>
<td></td>
</tr>
</tbody>
</table>

*All the correlations above are significant at 0.01 level.
\(^a\)N=130
\(^b\)SQ= Supervision Quality
\(^c\)O&T= Orientation and Training
\(^d\)FB= Feedback

positively related to orientation and training (0.642) and feedback (0.626) than the
relationship between training and orientation (0.429). Though, feedback in multiple was not
significant in the multiple regression model, feedback may be important as a variable
affecting student employee job satisfaction because of the relationship with significant
variables (supervision quality and orientation and training). Consequently, it can be said that
the supervision quality is important for student employee orientation and training and for
feedback.

Relationship Between Job Satisfaction and Intent to Turnover

There were two conditions in implementing the regression model. First, the reverse
set was applied to “If I had my preference, I would work for dining service again next
semester” and “I plan to work for dining service again next semester” to measure the
intention to turnover. Second, students who marked “yes” for the question of “Will you graduate this semester?” were excluded from the analysis because they could not be student employees during the next semester.

Multiple regression analysis showed that job satisfaction was related to employee turnover intention. Table 6 shows the model with the individual job satisfaction dimensions. The results were significant and the $R^2=0.41$, indicating that 41% of the variance in intent to turnover was explained by dimensions of job satisfaction ($F=12.64$, $p < 0.000$). Among the dimensions of job satisfaction, satisfaction with supervision ($p \leq 0.032$) and the work itself ($p < 0.000$) were the significant predictors of student employee intent to turnover.

Significant job satisfaction dimensions were shown to be negatively related to student employee intent to turnover. Specifically, satisfaction with the work itself (-0.530) was more negatively related to intent to turnover than supervision (-0.203). Consequently, supervisors in university dining services need to be concerned about the satisfaction of work itself in managing student employees.

**Discussion**

In this section, the results of this study are compared with the results of other studies related to job satisfaction and turnover intention. The discussion is presented as follows: (1) job satisfaction and intent to turnover of student employees, (2) predictors of job satisfaction, and (3) job satisfaction as a predictor of student employee intent to turnover.
Table 6. Relationship between job satisfaction and intent to turnover\(^a\)

<table>
<thead>
<tr>
<th>DV(^b)</th>
<th>IV(^c)</th>
<th>F</th>
<th>B</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT(^d)</td>
<td>Job Satisfaction(^e)</td>
<td>12.635</td>
<td>-0.203</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>I am satisfied with the supervision I receive on my job.</td>
<td></td>
<td>0.032*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I like the people I work with.</td>
<td>0.095</td>
<td>0.367</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I enjoy the work that I do.</td>
<td>-0.530</td>
<td>0.000*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I am satisfied that I can be promoted to a student manager.</td>
<td>-0.062</td>
<td>0.540</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I feel that I am being paid a fair amount for the work I do.</td>
<td>0.097</td>
<td>0.267</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dining service is a good place to work because it offers flexibility in work schedule.</td>
<td>-0.092</td>
<td>0.328</td>
<td></td>
</tr>
</tbody>
</table>

\(^{a}\) n=116  
\(^{b}\) DV = Dependent Variable  
\(^{c}\) IV = Independent Variable  
\(^{d}\) IT = Intent to turnover  
\(^{e}\) R\(^2\) = 0.41  
*Variables showing significance

**Job satisfaction and intent to turnover of student employees**

In this study, student employees were found to have lower job satisfaction ratings for the dimensions of the work itself, promotion opportunities, and pay than for supervision quality, people whom they work with, and flexible schedule. In studies of job satisfaction of university dining service employees, promotion and pay also have been found to be areas
with the lowest satisfaction (Gilmore & Beirman, 1999; Jaffe’, Almanza, & Chen, 1994). In another study in university dining services, employees were less satisfied with supervision and promotion opportunities than with the work itself, coworker, and pay (Duke & Sneed, 1989b). All of these studies showed that employees were more satisfied with the work itself than with promotion opportunities and pay. However, Bartlett, Probber, and Scerbo (1999) found that student employees are less satisfied with work, promotion opportunities, and pay than for other areas of job satisfaction.

Student employee turnover intentions reflect composite job satisfaction scores. Scores for intent to turnover were low because job satisfaction of student employees was high. This finding is similar to findings of Gray, Niehoff, and Miller (2000) in that when job satisfaction of student employees was high, intent to turnover was relatively low.

Predictors of job satisfaction

Overall, work-related characteristics and demographic variables were shown to be predictors of job satisfaction. A dimension of the relationship between each factor and job satisfaction is discussed in the following order: (1) work-related characteristics (supervision quality, orientation and training, and feedback) and (2) demographic variables (gender and nationality).

Among work-related characteristics, first, supervision quality was shown to be related to job satisfaction of student employees working in dining services. This finding is similar to results of previous studies of Blank and Slipp (1994) and Tayeb (1996). This result indicates that low levels of supervision quality have a negative effect on job satisfaction (Tepper, 2000). Second, orientation and training was shown to be a significant variable to predict job
satisfaction. This result is similar to findings of Roehl and Swerdlov (1999). Last, feedback was not shown to be a significant antecedent of job satisfaction of student employees. This result is inconsistent with three other studies of the relationship between job characteristics and job satisfaction full-time employees in foodservice (Duke & Sneed, 1989a; Jaffe’, Almanza, & Chen, 1994; Sneed, 1988).

Next, demographics were shown to be related to student employee job satisfaction. Among the individual variables, gender and nationality were shown to be related to job satisfaction. This result is different from results of the study done by Gray, Niehoff, and Miller (2000) in that demographics were shown to have no relationship to student employee job satisfaction. In a study of full-time employee job satisfaction, age was shown to have positive relationship with job satisfaction (Duke & Sneed, 1989b).

**Job satisfaction as a predictor of student employee intent to turnover**

Results showed that student employee job satisfaction has an inverse relationship with intent to turnover. This result is different from findings in the study of Gray, Niehoff, and Miller (2000) in that they found little relationship between student employee job satisfaction and intent to turnover. Among the individual attributes, satisfaction with the work itself and supervision were related to student employee intent to turnover. In a meta-analysis study of job satisfaction and intent to turnover, it was shown that supervision and co-workers were significant factors in predicting employee turnover intention (Griffeth, Hom, & Gaertner, 2000). Thus, supervision is a common factor affecting employee job satisfaction.
CHAPTER 5. CONCLUSIONS

In this chapter, a summary of the study is presented, followed by implications for managers in the hospitality field. Finally, limitations and recommendations are presented.

Summary of Study

The purpose of this study was to determine the relationships between work-related characteristics and demographic variables and job satisfaction and to determine the relationship between job satisfaction and intent to turnover. Student employee job satisfaction and intent to turnover may be important in improving the labor shortage situation. By examining these relationships, the study can contribute to identifying ways to increase job satisfaction and reduce turnover.

Related literature was reviewed regarding the theoretical background of job satisfaction and empirical research related to job satisfaction. Based on this review, four key factors (supervision quality, orientation and training, feedback, and demographic variables) were identified as antecedents. Intent to turnover was determined as the consequence explored in this study.

Written questionnaires, consisting of 36 questions, were distributed to dining services student employees at three universities in Iowa. A total of 657 questionnaires was distributed and 133 questionnaires were returned for a response rate of 20%. Mean comparison was used to determine job satisfaction and intent to turnover ratings of student employees. Regression was used to determine the relationship between work-related characteristics and demographic variables and job satisfaction, and between job satisfaction and intent to turnover. Pearson correlation was applied to examine the correlations among work-related characteristics.
The results of the study showed that student employees were less satisfied with work itself, promotion opportunities, and pay than for supervision, people whom they work with, and flexible schedule. Work-related characteristics such as supervision quality and orientation and training were significant in the regression model. Gender and nationality were the individual demographic variables showing relationship with job satisfaction. The model explained 62% of the variance found in job satisfaction. Pearson correlation showed that all three work-related characteristics were positively related with each other. In the test of relationship between job satisfaction and intent to turnover, job satisfaction was shown to be a negative predictor of student employees’ intent to turnover. Work itself and supervision were the significant individual job satisfaction attributes in predicting intent to turnover.

Implications

Results of this study have several implications for managers in university dining services. Implications will be discussed related to the following areas: (1) job satisfaction, (2) factors influencing job satisfaction, and (3) relationship of job satisfaction and intent to turnover.

Job satisfaction

Student employees were less satisfied with work, pay, and promotion and had higher satisfaction with supervision, flexible work schedules, and people with whom they work. Work and promotion may be improved by management. Student employees like enjoyable work (Neumann, 1999). One of characteristics of jobs in foodservice is that they are monotonous (Klara, 1997). The reason why foodservice employees stay in their jobs is that
the work is enjoyable (Kalra, 1997). Managers could improve the socialization among dining service employees and provide incentives based on the supervisor’s evaluation. Considering that college and university dining services budgets have been tightened during the last decade, there might be limitations in increasing student pay (Hurst, 1997).

Factors influencing job satisfaction

Some factors have been shown to be related to student employee job satisfaction. These factors should be considered in hiring and managing student employees to improve job satisfaction.

Supervision quality and orientation and training are work-related characteristics, and gender and nationality are demographic variables that were significant individual variables related to job satisfaction. Feedback was not shown to be related to job satisfaction, although feedback was related to other work-related characteristics. Therefore, feedback should be considered in a practical managerial implication. Managerial implications of these findings include (1) supervisors have to be concerned with treating student employees fairly, (2) supervisors have to listen to the reactions of student employees about their evaluation, (3) managers of college and university foodservices have to establish and implement well-structured orientation and training programs, (4) supervisors have to provide feedback about the performance of student employees, (5) supervisors have to be concerned about the different perspectives of male and female student employees, and (6) supervisors have to try to understand the different characteristics of international and U.S. student employees.
Relationship of job satisfaction and intent to turnover

Job satisfaction was inversely related to student employees' intention to turnover. Among individual attributes, work and supervision were shown to be significant predictors of intent to turnover. In other words, the satisfaction levels of student employees related to work and supervision are important in an employee's intention to turnover. It is recommended that supervisors in college and university dining services be concerned about employee preference of work and supervision and try to improve student employee job satisfaction in an effort to reduce turnover.

Benefits of this study

The results of this study can benefit both researchers and practitioners. For researchers, the results can be one source of information on the direction of research in college and university dining service human resource management. Because this study is related to diverse aspects of factors related to job satisfaction, the results of this study can provide sources to study about specific relationships among variables. For instance, a new study can be extended to determine the effect of nationality to job satisfaction, including why the difference occurs.

For practitioners, the results of this study can provide an operational guide for management and supervision. Work-related characteristics and demographic variables can be considered in establishing managerial plans. Recognizing that job satisfaction has a negative impact on intent to turnover, supervisors in university dining services can focus on student employee job satisfaction to improve the labor shortage situation.
Limitation and Recommendations

A limitation can be presented in terms of sampling. Because a convenience sample was used, it is possible that there are limitations in generalizability to other dining services. When it is considered that the operational systems among college and university dining services would be similar and the characteristics of international student employees would be almost the same, this research has a certain level of generalizability.

Several recommendations can be suggested for future research. First of all, research can be done related to the impacts among antecedents, consequences, and job satisfaction. Second, because nationality was shown to be a significant factor in predicting employee job satisfaction, research can focus on job satisfaction and relationships among variables based on nationality. Third, a study about the indirect relationship between work-related characteristics and demographic variables, and intent to turnover through job satisfaction is recommended. Employee perceptions about antecedents as factors affecting intent to turnover can be helpful to determine the importance of specific variables.
APPENDIX A. COVER LETTER AND RESEARCH INSTRUMENT
April, 2001

Dear Student Employee:

Student employees are very important to university dining services. We are conducting this study to determine the job satisfaction of student employees and factors that impact satisfaction.

Your participation is voluntary and your responses will remain completely anonymous. It will take 8 to 10 minutes to complete the questionnaire. Upon completion of the questionnaire, please fold it so that the return address shows, tape it, and place it in the mail. If you would like to have your name included in a drawing for $50, please complete the information at the bottom of this page and return it with the questionnaire.

Thank you for your help. Please contact us at 515-294-8474 if you have any questions regarding this survey.

Sincerely,

[Signature]

Woo-Sik Choi
HRIM Graduate Student
wschoi@iastate.edu

Jeannie Sneed, PhD, RD
Associate Professor
jsneed@iastate.edu

Name __________________________________________

Address __________________________________________

Your name will be placed in a drawing for $50. If your name is selected, you will be mailed a check.
Job Satisfaction of Part-time Student Employees

in University Dining Services

Iowa State University
Department of Hotel, Restaurant, and Institution Management
11 MacKay Hall
Ames, Iowa 50011-1120
(515) 294-8474
Instructions: Please read the following statements related to job satisfaction and factors that might impact your job satisfaction. Indicate how much you agree with each statement using the following scale: SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree

<table>
<thead>
<tr>
<th>Questions</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The managers, including student managers, in dining service treat me fairly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. My supervisor tells me when I do a good job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. The managers in our dining service treat me and other workers fairly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. My supervisor is able to solve problems efficiently.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. My supervisor is able to make good decisions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. I feel that I can bring complaints about working conditions to my dining service manager.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. Managers in my dining service are interested in the working conditions of student employees.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. My supervisor allows me to respond to evaluations of me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. I am well informed about the dining service that I work for and changes that take place.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. Managers of the dining service that I work for tell me when I need to improve my performance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. I feel that I received a thorough orientation when I was hired.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. I feel like that I received thorough training after I was hired in dining service.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. I am confident in performing my job responsibilities because of the training I received.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. I feel I received a thorough review of any policies or procedures related to my job during my first week.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. I am satisfied with the supervision I receive on my job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. I like the people that I work with.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Questions | SD | D | N | A | SA
---|---|---|---|---|---
17. I enjoy the work that I do. | 1 | 2 | 3 | 4 | 5
18. I am satisfied that I can be promoted to a student manager. | 1 | 2 | 3 | 4 | 5
19. I feel that I am being paid a fair amount for the work I do. | 1 | 2 | 3 | 4 | 5
20. I can find out how well I am performing as I work. | 1 | 2 | 3 | 4 | 5
21. I receive feedback regularly about my performance. | 1 | 2 | 3 | 4 | 5
22. I receive feedback about my work from individuals other than my supervisors. | 1 | 2 | 3 | 4 | 5
23. If I had my preference, I would work for dining service again next semester. | 1 | 2 | 3 | 4 | 5
24. I plan to work for dining service again next semester. | 1 | 2 | 3 | 4 | 5
25. If I had my preference, I would leave dining service and find another job for next semester. | 1 | 2 | 3 | 4 | 5
26. I plan to leave dining service and find another job next semester. | 1 | 2 | 3 | 4 | 5
27. Dining service is a good place to work because it offers flexibility in work scheduling. | 1 | 2 | 3 | 4 | 5

Demographics. Please circle the response that best describes you.

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

29. What is your student status?
   A. Undergraduate
   B. Graduate

30. What is your age?
   A. Less than 20
   B. 20-29
   C. Above 30

31. What is your nationality?
   A. U.S.A
   B. Not U.S.A

32. Where is your country located?
   A. Asia
   B. Europe
   C. Africa
   D. America
   E. Other

33. What is your job category?
   A. Preparation
   B. Dish Room
   C. Office Work
   D. Service
   E. Student Manager
Please fold, tape and drop into the mail.
No postage is necessary. Thanks.

34. What is your hourly pay?
   A. $5.15-6.25
   B. $6.26-7.50
   C. $7.51 or higher

35. How long have you worked for dining service?
   A. Less than 1 month
   B. 1 month – 6 months
   C. 7 – 12 months
   D. 13 – 24 months
   E. More than 24 months

36. Will you graduate this semester?
   A. Yes
   B. No

Thank you for participating in this study.
APPENDIX B. HUMAN SUBJECTS REVIEW FORM
Iowa State University
Human Subjects Review Form
(Please type and use the attached instructions for completing this form)

1. Title of Project: Antecedents of Job Satisfaction of Part-time Student Employees in University Dining Services

2. I agree to provide the proper surveillance of this project to ensure that the rights and welfare of the human subjects are protected. I will report any adverse reactions to the committee. Additions to or changes in research procedures after the project has been approved will be submitted to the committee for review. I agree that all key personnel involved in conducting human subjects research will receive training in the protection of human subjects. I agree to request renewal of approval for any project continuing more than one year.

Woo-Sik Choi  Mar. 22, 2001  Date  Signature of principal investigator
Typed name of principal investigator
Hotel, Restaurant, and Institution MGT  11 MacKay Hall, 50011-1120
Department  Campus Address
515-572-4298, wschoi@iastate.edu  Phone number and email

2a. Principal investigator
☐ Faculty  ☐ Staff  ☐ Postdoctoral  ☑ Graduate Student  ☐ Undergraduate Student

3. Typed name of co-principal investigator(s)  Date  Signature of co-principal investigator(s)

3a. Co-Principal investigator(s) (check all that apply)
☐ Faculty  ☐ Staff  ☐ Postdoctoral  ☑ Graduate Student  ☐ Undergraduate Student

3b. Typed name of major professor or supervisor (if not a co-principal investigator)  Date  Signature of major professor or supervising faculty member
Dr. Jeannie Sneed  Mar. 26, 2001

4. Typed names of other key personnel who will directly interact with human subjects.
None

5. Project (check all that apply)
☐ Research  ☐ Thesis or dissertation  ☐ Class project  ☐ Independent Study (490, 590, Honors project)

6. Number of subjects (complete all that apply)

☐ adults, non-students  ☑ 200 # ISU students  ☑ # minors under 14  400# Students at Univ. Iowa and
Northem Iowa  ☐ # other (explain)

☐ # minors 14-17

7. Status of project submission through Office of Sponsored Programs Administration (check one)
☐ Has been submitted  ☐ Will be submitted  ☑ Will not be submitted

7a. Funding Source: Family and Consumer Science Graduate Student Research Fund

8. Brief description of proposed research involving human subjects: (See instructions, item 8. Use an additional page
The purpose of research is to measure the difference of job satisfaction between international and American students and to measure the effect of antecedents to job satisfaction. Written questionnaire will be used for the purpose of study. The sample will be the part-time student employees working in university dining services.

9. Informed Consent: □ Signed informed consent will be obtained. (Attach a copy of your form.)
   □ Modifed informed consent will be obtained. (See instructions, item 9.)

10. Confidentiality of Data: Describe below the methods you will use to ensure the confidentiality of data obtained. (See instructions, item 10.)
   All data collected will be anonymous.

11. Will subjects in the research be placed at risk or incur discomfort? Describe any risks to the subjects and precautions that will be taken to minimize them. (The concept of risk goes beyond physical risk and includes risks to subjects' dignity and self-respect as well as psychological or emotional risk. See instructions, item 11.)

   Not Applicable

12. CHECK ALL of the following that apply to your research:
   □ A. Medical clearance necessary before subjects can participate
   □ B. Administration of substances (foods, drugs, etc.) to subjects
   □ C. Physical exercise or conditioning for subjects
   □ D. Samples (blood, tissue, etc.) from subjects
   □ E. Administration of infectious agents or recombinant DNA
   □ F. Application of external stimuli
   □ G. Application of noxious or potentially noxious stimuli
   □ H. Deception of subjects
   □ I. Subjects under 14 years of age and/or
   □ J. Subjects 14-17 years of age
   □ K. Pregnant women
   □ L. Research must be approved by another institution or agency (attach letters of approval)

   If you checked any of the items in 12, please complete the following in the space below (include any attachments):

   Items A-G  Describe the procedures and note the proposed safety precautions.

   Items D-E  The principal investigator should send a copy of this form to Environmental Health and Safety, 118 Agronomy Lab for review.

   Item H  Describe how subjects will be deceived; justify the deception; indicate the debriefing procedure, including the timing and information to be presented to subjects.

   Item I  For subjects under the age of 14, indicate how informed consent will be obtained from parents or legally authorized representatives as well as from subjects.

   Items J-K  Explain what actions would be taken to insure minimal risk.
Item L  Specify the agency or institution that must approve the project. If subjects in any outside agency or institution are involved, approval must be obtained prior to beginning the research, and the letter of approval should be filed.
Iowa State University Human Subjects Review Form

PI Last Name: Choi
Title of Project: Antecedents of Job Satisfaction of Part-time Student Employees in University Dining Services

Checklist for Attachments

The following are attached (please check):

13. ☒ Letter or written statement to subjects indicating clearly:
   a) the purpose of the research
   b) the use of any identifier codes (names, IDs), how they will be used, and when they will be removed (see item 18)
   c) an estimate of time needed for participation in the research
   d) if applicable, the location of the research activity
   e) how you will ensure confidentiality
   f) in a longitudinal study, when and how you will contact subjects later
   g) that participation is voluntary; nonparticipation will not affect evaluations of the subject

14. ☐ A copy of the consent form (if applicable)

15. ☒ Letter of approval for research from cooperating organizations or institutions (if applicable)

16. ☒ Data-gathering instruments

17. Anticipated dates for contact with subjects:
   - First contact: April Month/Day/Year
   - Last contact: September Month/Day/Year

18. If applicable: anticipated date that identifiers will be removed from completed survey instruments and/or audio or visual tapes will be erased:
   - Month/Day/Year

19. Signature of Departmental Executive Officer
   - Date: 3/27/01
   - Department or Administrative Unit: HRIM

20. Initial action by the Institutional Review Board (IRB):
   - ☐ Project approved
   - ☐ Pending Further Review
   - ☐ Project not approved

   - ☐ No action required

   - Date

21. Follow-up action by the IRB:
   - Project approved
   - Project not approved
   - Project not resubmitted

   - Date

   - Name of IRB Chairperson: Patricia M. Keith
   - Approval Date: 4/1/01
   - Signature of IRB Chairperson: [Signature]
REFERENCES


http://www.nachfs.org/services/publications/joumall999/gilmore.asp


ACKNOWLEDGMENTS

I would like to express my sincere thanks to Dr. Jeannie Sneed for valuable comments, guidance and for her considerate supervision in this study. I would like to express my sincere gratitude for the committee members, Dr. Cheryl Hausafus and Dr. Haemoon Oh for their guidance and suggestions and guidance throughout. I would like to express my thanks and love to my wife and my family who always give me strength to go on.