

KEEPING THE ENGINE RUNNING: PERCEPTIONS OF WELLNESS AND  
ATTRITION INTENTIONS IN NEW STUDENT AFFAIRS PROFESSIONALS

By

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KEEPING THE ENGINE RUNNING: PERCEPTIONS OF WELLNESS AND  
ATTRITION INTENTIONS IN NEW STUDENT AFFAIRS PROFESSIONALS

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People come into your life for a reason, a season or a lifetime... They have come to assist you through a difficulty; to provide you with guidance and support; to aid you physically, emotionally or spiritually. They may seem like a godsend, and they are. They are there for the reason you need them to be... LIFETIME relationships teach you lifetime lessons; things you must build upon in order to have a solid emotional foundation. Your job is to accept the lesson, love the person, and put what you have learned to use in all other relationships and areas of your life. It is said that love is blind but friendship is clairvoyant. ~Unknown (*Reason, Season, or Lifetime*)

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Abstract: New student affairs professionals play a crucial role in the ever-changing higher education landscape by serving on the front-lines of programs and services for students. At any given time, new professionals make up almost 20% of all student affairs professionals. Despite the critical nature of their roles, and their desires to serve students, studies have estimated that between 50% and 60% of new student affairs professionals leave the field within the first five years.

The purpose of this quantitative study was to examine the relationship between wellness and reported intent to leave the field for new student affairs professionals, defined as those in their first five years in the student affairs profession. Set against the backdrop of an objectivist epistemology and post-positivist theoretical perspective, the 5F-WEL instrument was used within a cross-sectional survey design to better understand respondent wellness-related behaviors and beliefs. A sample of 401 respondents, associated with NASPA, ACPA, NODA, and NIRSA, was used to examine if wellness impacted attrition intention, and if personal, work, and institutional characteristics impacted wellness levels in new student affairs professionals. Data analysis occurred in four phases: descriptive, correlation, analysis of variance, and multiple regression.

Although the career paths and experiences of new student affairs professionals differ from individual to individual, results of data analysis revealed a common theme: Wellness can impact their intentions to leave the field of student affairs, and their individual characteristics and beliefs can influence their wellness levels. As self-reported wellness levels increased in new professionals, reported attrition intention decreased. Results also demonstrated that personal, work, and institutional characteristics impacted wellness at both the macro level (overall wellness) as well as the micro level (wellness factors comprising overall wellness). As the landscape of higher education continues to shift and change, the role wellness plays in the retention of new student affairs professionals becomes increasingly important, both to individuals and institutions. The wellness of new student affairs professionals is vital to institutions, and to student growth and development as new professionals continue to provide the programs and services moving institutions forward.

KEYWORDS: student affairs, new professionals, wellness, attrition

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## CHAPTER I

### INTRODUCTION

With over 4,000 institutions of higher learning in the United States and over 16,000 institutions across the globe (National Center for Education Statistics, 2016; Ruben, 2005), higher education is in a position to impact and transform the future. However, accompanying this position is a host of complex, intertwining issues involving a multitude of stakeholders. Higher education faces mounting demands that include, among a long list, changing student demographics and budgetary constraints (Rothmann & Essenko, 2007). These demands increase pressure on educational administrators to be more efficient and effective. Stress levels, job burnout, and employee attrition increases as professionals are required to do more with fewer resources, (Burke, Dye, & Hughey, 2016; Edwards, Van Laar, Easton, & Kinman, 2009). Attrition is not only costly to institutions, but can also leave institutional knowledge voids (Allen, Bryant, & Vardaman, 2010; Marshall, Gardner, Hughes, & Lowery, 2016).

Student affairs professionals within higher education institutions are responsible for the holistic development and growth of students (Burkard, Cole, Ott, & Stoflet, 2005; Keeling, 2006; Keeling & Dungy, 2004; Waple, 2006). They accomplish these goals through tireless work both outside and inside the classroom (Burkard et al., 2005; Keeling, 2006; Keeling & Dungy, 2004; Sandeen, 2004; Waple, 2006). These same

individuals tend to be altruistic who often self-sacrifice in the process of helping students and others (Beer et al., 2015; Sackney et al., 2000). However, if student affairs professionals do not prioritize their health and wellness through self-care, then their work life can become more challenging and complex (Beer et al., 2015; Sackney, Noonan, & Miller, 2000). Can individuals serve as mentors, role models, or educators if they are not feeling well?

New student affairs professionals are a sub-population of particular concern within the broader population of student affairs professionals; new professionals are typically defined as being within their first five years in the field. New professionals typically serve as front-line employees responsible for staffing programs and services that play a crucial role in student growth and development (Barham & Winston, 2006; Davis & Cooper, 2017; Lee & Helm, 2013; Martin & Seifert, 2011; Silver & Jakeman, 2014). The roles of new student affairs professionals are pivotal within the larger higher education framework (Cilente, Henning, Jackson, Kennedy, & Sloan, 2006; Lorden, 1998; Renn & Hodges, 2007). Although they serve an important role, new professionals have a high attrition rate. In the last several decades, the reported new professional attrition rate has been as high as 68% (Cilente et al., 2006; Tull, 2006; Tull, Hirt, & Saunders, 2009). Researchers in various studies have looked into the causes of attrition and proposed ways to support new professionals, but the attrition rate has remained steady (Burns, 1982; Lorden, 1998; Tull et al., 2009; Ward, 1995).

Although wellness of professionals has been researched in a multitude of other industries, surprisingly little wellness research has focused on higher education professionals, particularly new student affairs professionals. Globally, the perception of

higher levels of wellness has shown to lower levels of stress and job burnout, both leading causes of attrition in professionals (Alves, Neves, Coleta, & Oliveria, 2012; Hall-Kenyon, Bullough, MacKay, & Marshall, 2014; Ward, 1995). This suggests the possibility of wellness as a solution to the high attrition rates of new student affairs professionals. Little is known about the wellness of student affairs professionals; therefore, it is valuable to examine how wellness, or the lack of wellness, influences their everyday lives and careers. With increasing pressures and responsibilities on student affairs professionals (Davis & Cooper, 2017; Guthrie, Woods, Cusker, & Gregory, 2005; Howard-Hamilton, Palmer, Johnson, & Kicklighter, 1998; Shupp & Arminio, 2012), their success and well-being is critical.

### **Personal Insights**

After completion of the literature review, the researcher personally communicated with student affairs colleagues across the country regarding wellness. Their insights further nuanced the understanding of student affairs professionals and wellness. Beyond their passion for affecting students' lives, they all had a common thread that allowed them to bring a high level of energy and vibrancy to their work, that of *wellness*. All individuals believed that wellness allowed them to maintain stability and soundness in ever-evolving careers. They spoke about how prioritizing wellness allowed them to stay grounded and less reactive in stressful situations. For Jay, "We can [always] do [more for]...our campus, students, peers, [and] community. We need to have an escape for own personal health, and that means we need to take care of ourselves before we can take care of our students" (personal communication, April 18, 2018). Jay also shared:

I'm finishing my eighteenth year as a professional....I've had the opportunity to work under and with some amazing student affairs professionals....As I reflect on those [who] have spent an entire career in higher ed[ucation]...I recognize a common thread...all have placed significant emphasis in their personal life on physical and mental health (personal communication, April 18, 2018).

### **Statement of Problem**

In part due to their training in student development theory and focus on student growth (Keeling, 2006; Keeling & Dungy, 2004; Lee & Helm, 2013; Waple, 2006), student affairs professionals are on the forefront of supporting college students at most campuses across the United States. Student affairs professionals influence holistic student development by supporting educational outcomes in the classroom and developing students through co-curricular experiences (Burkard et al., 2005; Keeling, 2006; Keeling & Dungy, 2004; Sandeen, 2004; Waple, 2006). The integration of educational and developmental outcomes leads to increased student growth and persistence (Keeling, 2004, 2006; Marshall et al., 2016; Waple, 2006).

New student affairs professionals help move the institution forward by serving as front-line employees who plan and staff student affairs programs and services (Barham & Winston, 2006; Burkard et al., 2005; Davis & Cooper, 2017; Lee & Helm, 2013; Sandeen, 2004; Silver & Jakeman, 2014; Waple, 2006). At any given time, new student affairs professionals, with less than five years of student affairs experience, comprise up to 20% of all student affairs professionals (Berwick, 1992; Cilente et al., 2006; Lorden, 1998; Tull, 2006; Tull et al., 2009; Renn & Hodges, 2007; Renn & Jessup-Anger, 2008) and come from all walks of life and backgrounds.



Despite academic preparation, the critical nature of their role, and most professionals' desire to serve students, it is estimated that between 50% and 60% of new student affairs professionals leave the field within the first five years (Cilente et al., 2006; Lorden, 1998; Renn & Hodges, 2007; Tull et al., 2009), which is costly to students and the institution (Davis & Cooper, 2017; Jones & Gates, 2007; Marshall et al., 2016). New professionals often lack realistic expectations for their hands-on, high-touch positions (Anderson, Guido-DiBrito, & Morrell., 2000; Davis & Cooper, 2017; Lee & Helm, 2013; Lorden, 1998; Marshall et al., 2016). New student affairs professionals face long hours, low salaries, overwhelming situations, and often place students' and others' needs ahead of their own (Ellingson & Snyder, 2009; Marshall et al., 2016); these demands often lead to greater levels of stress and burnout, which are associated with attrition, job dissatisfaction, and poor health (Anderson et al., 2000; Burke et al., 2016; Eastman, 1996; Howard-Hamilton et al., 1998; Lawson, & Myers, 2011; Martin & Seifert, 2011; Puig et al., 2012; Ward, 1995).

Given the intersection of wellness, stress, and burnout (Burke et al., 2016; Eastman, 1996; Edwards et al., 2009; Lawson, & Myers, 2011; Moxely, 1990; Puig et al., 2012; Rothmann & Essenko, 2007), it may be that a better understanding of the role of wellness in the lives of new student affairs professionals may reveal ways to reduce pressures of the job, increase job performance, and lessen attrition rates.

### **Purpose of Study**

The purpose of this quantitative study was to examine the relationship between wellness and reported intent to leave the field in new student affairs professionals, defined as those in their first five years in the student affairs profession.

## Research Questions

After a review of the literature, the following research questions and hypotheses were developed to guide the study:

### Research Questions.

**Q1:** What relationships exist between wellness and reports of intended attrition among new student affairs professionals?

**Q2:** Do certain personal, work, and institutional factors (such as gender, department, educational background, length of time in student affairs, hours worked per week, institution location, and institution size) influence wellness in new student affairs professionals?

### Hypotheses.

**Directional hypothesis.** There will be a negative relationship between levels of wellness and reported intent to depart the field in new student affairs professionals.

**Null hypothesis.** There is no relationship between levels of wellness and reported intent to depart the field in new student affairs professionals.

**Hypothesis.** Personal, work, and institutional factors (individually) will influence the level of wellness in new student affairs professionals.

**Null hypothesis.** Personal, work, and institutional factors (individually) will not influence the level of wellness in new student affairs professionals.

## Method Overview

The primary goal of the study was to measure relationships that existed between levels of wellness and new student affairs professionals' intent to leave the profession;

therefore, the study used a quantitative methodological approach. The quantitative method of cross-sectional survey research allowed for the measurement of variables during the timeframe of the study, and within the context of the study. The design captured a moment in time in order to better understand respondent behaviors and beliefs and to determine if any relationships existed between wellness and attrition (Bowden, 2011; Gay, Mills, & Airasian, 2012). Cross-sectional survey research provides information on what is going on, rather than why (Gay et al., 2012; Jesson, 2001). Data collection utilized a four-part instrument using a sample of new student affairs professionals from across the United States. Sampling occurred through convenience sampling, which included individuals who meet the requirement for inclusion, were easily accessible, were available during the period of the study, and were willing to participate in the study (Etikan, Musa, & Alkassim, 2016; Gay et al., 2012). Data analysis occurred in four phases in order to address the research questions: descriptive, correlation, analysis of variance (ANOVA), and multiple regression. A more detailed description and rationale for each phase appears in chapter three.

An epistemology of objectivism and theoretical perspective of post-positivism grounded methodological choices. Epistemology is “how we know what we know” (Crotty, 1998, p. 8) or “the nature of the relationship between the knower or would-be knower and what can be known” (Guba & Lincoln, 2004, p. 21). In other words, epistemology is concerned with providing a grounding of what knowledge is possible to acquire and how we know it. Objectivism “holds that meaning exists apart from the operation of any consciousness” (Crotty, 1998, p. 8). Post-positivism centers on explanations for regularly observed phenomena in the social world (Crotty, 1998). A

more detailed description of epistemology and theoretical framework, along with methodological choices, appears in chapter three.

### **Significance of Study**

The primary goal of the study was to consider the relationships between wellness related demographics and behavioral variables and reported intent to leave the profession for new student affairs professionals. This study contributes to the body of knowledge on wellness and new student affairs professionals in a field where professionals often self-sacrifice for students and others. This study also expands the conversation on attrition in new student affairs professionals and identifies possible ways that wellness may mitigate the phenomenon. By expanding the conversation, this study may stimulate new options for intervening and lessening levels of attrition, which would be of great benefit to higher education institutions. Further understanding of how wellness may alleviate daily pressures and demands on new student affairs professionals, may assist supervisors to develop intervening mechanisms.

### **Definition of Key Terms**

Establishing a common set of definitions allows for further context development and lessens terminology confusion. Below are definitions for key terms used throughout this study. Terms are presented within three broad categories: terms used within the field of higher education, terms relating to job, and terms relating to wellness.

#### **Higher Education**

**Higher education institution-** A four-year postsecondary institution, specifically a university or college, that awards academic degrees at the associate, bachelor's, master's, and/or doctoral levels. For the purposes of this study, higher education

institution does not include vocational and trade schools awarding professional certificates. Throughout the study, the phrase higher education institution is often shortened to institution.

**New student affairs professional-** A student affairs professional who has been in the field of student affairs for less than five years (Davis & Cooper, 2017).

Educational background of the individual is not a defining factor for this study.

Throughout the study, the phrase new student affairs professional is often shortened to new professional.

**Student affairs professional-** An individual working at an institution of higher education, and who works in a department considered to do the work of student affairs divisions (e.g. housing, conduct, campus life, etc.) or in a department reporting to the senior student affairs officer (Davis & Cooper, 2017).

### **Job-Related**

**Attrition** (from student affairs) - When an individual leaves the field of student affairs and enters a new, unrelated career field outside of student affairs.

**Helping profession-** A profession that addresses and nurtures the emotional, intellectual, psychological, or physical well-being of others. Professionals typically derive personal satisfaction from helping others. Fields commonly identified as a helping professions include education, counseling, social work, and nursing (Cieslak et al., 2013; Hensel, Ruiz, Finney, & Dewa, 2015).

**Job burnout-** Emotional and physical exhaustion leading to a lessening of work personalization and performance (Lim, Kim, Kim, Yang, & Lee, 2010; Maslach

& Leiter, 2008). Often job burnout is a result of unrealistic, excessive work demands and stressors (Guthrie et al., 2005; Sangganjanavanich & Balkin, 2013).

**Stress-** Relationship between an individual and environment that the individual views as exceeding their capacity and therefore harming their wellbeing (Folkman, 2013).

**Time in profession-** The amount of time a professional has been working full-time in the field/career of his or her choice.

**Turnover-** When an individual leaves one position for another position or institution, but stays within the same field.

## **Wellness**

**Self-care-** Care provided by the individuals through the identification of their own needs and taking steps to meet those needs (Guthrie et al., 2005; Lawson & Myers, 2011; Puig et al., 2012).

**Wellness-** A multifaceted, multidimensional (holistic) approach to well-being and health optimization that incorporates body, mind, and spirit (Myers, Sweeney, & Witmer, 2000; Puig et al., 2012). Wellness is viewed on a continuum rather than as a concept that an individual either has or lacks wellness.

**Physical activity-** Any movement that results in the expenditure of energy, often thought of in terms of exercise. Exercise is any specific physical activity planned, and repeated, in order to either improve or maintain one or more aspects of fitness (Sallis & Owen, 1999; World Health Organization, 2010).

**Mental wellness-** A state of well-being in which individuals are able to cope with normal life demands and stresses and can work productively both in their personal and work lives (World Health Organization, 2014). Mental health is not merely the absence of mental illness but rather an equilibrium that allows for expression and control of emotions in appropriate ways (Galderisi, Heinz, Kastrup, Beezhold, & Sartorius, 2015)

**Spirituality-** Personal practice of beliefs and behaviors of an individual that recognizes people are more than material aspects of body and mind (Myers & Sweeney, 2012).

**Workplace wellness program-** Any work-sponsored programs that attempt to promote higher levels of wellness in employees (Paris & Hoge, 2010). Programs range from purely physical activity programs to multi-faceted, holistic programs. Additionally, programs range from passive programs (e.g. offering informational brochures) to more active programs aimed at recognizing employees for wellness achievements and creating a wellness work culture (Paris & Hoge, 2010).

### **Limitations and Assumptions of Study**

Every research study has parameters based upon researcher choices, and conditions present at the time of the study that limits the scope and findings of the study. Limitations, delimitations, and assumptions are neither good nor bad; rather, they detail the boundaries of the study based upon research design choices and preset assumptions of the study. The following sections briefly outlines each limitation, delimitation, and assumption of the study.

## **Limitations**

**Self-reporting.** Respondents self-selected to participate in the study. Because of this, some bias may be present in responses by respondents. There is no way to know the motivation for participation. This leaves the possibility that data could be skewed slightly. Additionally, respondents were asked to self-report their position level within their organization. Institutions of higher education do not have uniform structures across student affairs divisions. This may have caused some variation between reported position level and department and actual position and department data. Self-reported data also has the potential for the presence of unidentified, extraneous variables that may confound the relationship between the measured variables (Podsakoff, MacKenzie, & Podsakoff, 2012). The use of statistical analyses was used to assist with controlling for and to reduce the risk of confounding variables.

**Single-point in time.** The next limitation involves the time period in which the study was conducted. Data collection was conducted during the last half of the fall 2018 semester (October, November, and December), and collected behaviors and beliefs of new professionals at a singular point in time. Because the study captured a snapshot in time, the impact of the ebb and flow of the semester could have impacted both the responses and response rate, but would not have been accounted for in the provided responses. For example, the beginning of a fall semester is often more stressful than other time periods of the semester. This is then followed by a middle time period of recovery where professionals are able to recover. Toward the end of a semester, professionals often are able to regain full energy. To avoid any potential fatigue caused by the ebb and flow of the semester, the study was conducted toward the middle and end of the semester.



## **Delimitations**

**Sample group.** The first delimitation of the study was the choice of the sample group used in the study. Respondents had to be a member of either NASPA, ACPA, NODA, or NIRSA and have demographic data on file with the organization matching research criteria for the study. This choice limited the possibility of reaching all qualifying individuals as there are new professionals who do not belong to any of the above groups. This does limit generalizability to the larger population because the sample group chosen may or may not be representative of the overall population. Although over half of higher education institutions in the United States are either members of NASPA and/or ACPA, there are several limitations to using these associations. First, membership is self-selective, which limits actual membership. Some individuals and/or campuses may not be able to afford membership or may be members of other professional associations. Further, just because an institution is a member does not guarantee new professionals a) know the institution has a membership or b) receives information and/or communication from these organizations. Additionally, both NASPA and ACPA have members outside of the United States and this study focused only on United States higher education institutions. An institution location question on the instrument, in section one, served as a filter for international members.

**Sampling decision.** The next choice delimiting the study was the choice of convenience sampling. Convenience sampling limits generalizability due to potential bias of respondent self-selection, insufficient power to identify difference of population subgroups, and/or the possibility of higher levels of sampling error. With this method of sampling, there is a possibility of both over- and under-representation of groups in the

sample compared to the population. This could have affected the quality of the data gathered due to the possible inclusion of outliers. In this study, the overall population characteristics were unknown; therefore, it is unknown if certain groups were over- or under-represented and if outliers existed in the sample.

**Online instrument delivery.** The last delimitation of the study was the use of an online instrument delivery mechanism. The online delivery of instruments has many advantages and disadvantages. According to Fricker and Schonlau (2002) and Reips (2002), advantages of online distribution are: low cost, faster distribution and responses from respondents, larger number of possible respondents, voluntary participation, and higher response rates when compared to other distribution methods. On the other hand, a few of the disadvantages are: instrument length (required time for completion), technology access, security, high dropout rates, lack of chance for clarification by the researcher, and messages getting lost in the number of e-mail and social media notifications an individual may receive in a given day (Fricker & Schonlau, 2002; Reips, 2002). Additionally, Fricker and Schonlau (2002) assume that target populations for online instruments typically have shorter attention spans and may develop survey fatigue.

### **Assumptions**

**Greater wellness.** The first assumption was that wellness is a complex construct but the benefits of greater wellness warrants the effort to explore the construct. As complex as wellness may be, it was assumed that greater levels of wellness are positive in nature. And that greater wellness leads to great benefits for an individual's personal and work lives. Additionally, it was assumed that greater wellness in individuals has benefit for the institution in addition to benefiting the individual.

**Honesty and self-awareness.** The next assumption was that respondents would answer instrument questions both candidly and accurately. Although self-reporting provided a convenient mechanism to access respondent perceptions, self-reporting does allow for subjective measurement of responses leading to possible over- or under-estimations of actualities (Van den Broeck, Vansteenkiste, De Witte, & Lens, 2008). It was assumed that respondents would be honest in their response, potentially mitigating any over- or under-estimations of wellness behaviors and beliefs. Lastly, it was assumed that student affairs professionals, by nature, are more self-aware due to their training and work with students. Through their development of students, new student affairs professionals guide students through self-reflection activities that often require the professional to either be involved in the reflection process and/or have prior practice of self-reflection. It was assumed that through this process of self-reflection that respondents would be self-aware enough to provide open, honest response about their own personal wellness behaviors and beliefs.

### **Organization of Study**

Chapter one provided an introduction and overview of the study. Chapter two presents a review of literature related to the present study. Relevant literature is synthesized into four broad areas: field of student affairs, new student affairs professionals, attrition in student affairs, and wellness. Chapter three details the research perspective along with research methodology to include design, respondents, data sampling, collection, and analysis. Chapter four reports the results of data analysis and, finally, chapter five contains a discussion of the findings, implications of the findings, and recommendations for future research.

## CHAPTER II

### REVIEW OF THE LITERATURE

Attrition, employees leaving one field and entering a new field, is a daily occurrence in most industries; student affairs is no exception. New student affairs professionals have a reported attrition rate as high as 68% (Cilente, Henning, Jackson, Kennedy, & Sloan, 2006; Lorden, 1998; Renn & Hodges, 2007). Historically, research has focused on the causes of this phenomenon (i.e. causality) and suggested potential short-term fixes. However, this study proposes a different focus, specifically wellness, in an attempt to consider relationships among factors that may lessen the attrition rate of new student affairs professionals.

The purpose of the literature review is to familiarize the reader with the context of the study along with previous research on wellness, attrition, and new professionals. The review begins with the history and role of student affairs to provide the backdrop and context of the study. The discussion then shifts to consideration of who are new student affairs professionals before shifting to the critical issue of attrition. The review will close with a consideration of wellness- what constitutes wellness and the impacts of wellness on professionals, both personally and professionally. To keep wellness as a focus throughout the discussion, relevant “wellness insights” are provided throughout the review.

## **Student Affairs**

### **History/Background**

Student affairs as a distinct field within higher education began in the United States in the 19<sup>th</sup> century (Deardorff, Wit, & Heyl, 2012). The history of student affairs in the United States began with LeBaron Russell Briggs, the first Dean of Men at Harvard in 1890, and Alice Freeman Palmer, the first Dean of Women at the University of Chicago in 1892 (Mann, 2010). Because faculty interests in the 1800s were shifting toward scholarship and away from the daily lives of students, Briggs and Palmer continued to look after the needs of students at their respective universities (Sandeem, 2004), primarily handling disciplinary and behavioral issues (Mann, 2010). Later the two began to include academic advising along with day-to-day student administrative duties. Although student demographics have changed throughout the decades, today's student affairs professionals' mission is still to look after a student's day-to-day life. Briggs and Palmer called this philosophy retaining humane values in students (Dungy & Gordon, 2011; Mann, 2010; Moore & Upcraft, 1990; Sandeen, 2004). Shifting to student affairs today, professionals continue this philosophy through holistic development and growth of students. Holistic development of students occurs through co-curricular and extracurricular programs and services (Burkard, Cole, Ott, & Stoflet, 2005; Dungy & Gordon, 2011; Keeling, 2006; Keeling & Dungy, 2004; Sandeen, 2004; Waple, 2006), and through partnerships with academic affairs divisions (Colwell, 2006; Trede, Macklin, & Bridges, 2012).

### **Role of student affairs**

The role of student affairs today is broad and ever-changing. Although discussion of the role of student affairs professionals occurs throughout the literature review, a short

orienting overview is useful. In broad terms, student affairs is a diverse field staffed by diverse individuals (Davis & Cooper, 2017) who serve as mentors, role models, and educators (Guthrie, Woods, Cusker, & Gregory, 2005), in addition to managing most non-academic aspects of student life (Burkard et al., 2005; Sandeen, 2004; Silver & Jakeman, 2014). The role of student affairs professionals is multi-disciplinary and requires professionals from diverse backgrounds to perform multiple roles, often simultaneously (Davis & Cooper, 2017; Guthrie et al., 2005). The role and life of professionals is one filled with long, busy hours and stressful events. Student affairs professionals play an instrumental role at institutions by enhancing and complementing student growth and development (Marshall, Gardner, Hughes, & Lowery, 2016).

Over time student affairs divisions have expanded, requiring additional staff and services. Modern divisions may include career services, counseling, judicial affairs, leadership development, student housing/residence life, orientation, recreational sports, student activities, student health, student union, and volunteer and community service (Howard-Hamilton, Palmer, Johnson, & Kicklighter, 1998; Komives & Woodard, 2004; Love, 2003; McClellan & Stringer, 2016; Sandeen, 2004). Student affairs divisions have moved beyond mere service providers. Responsibilities now include leading institutions through moments of crisis (Howard-Hamilton et al., 1998; McDade, 1989), student mentoring (Guthrie et al., 2005), and leading institutional student retention and persistence efforts (Colwell, 2006; Lorden, 1998). Additionally, student affairs professionals assist faculty members with student learning, as well as ensuring student growth and development outside the classroom (Colwell, 2006; Trede et al., 2012).

## **Holistic development of students**

Student affairs professionals' engagement, along with faculty, in student learning is not a new concept. In 1937, the American Council of Education (ACE) published the *Student Personnel Point of View*, demanding that student affairs professionals use "his [sic] intellectual capacity and achievement, his emotional make up, his physical condition, his social relationships, his vocational aptitudes and skills, his moral and religious values, his economic resources, and his aesthetic appreciations" (p. 39) to further student development. Although modern professionals may use a different vernacular, they still focus on holistic education and development. What occurs inside and outside the classroom should enhance and support the entire collegiate experience (Arum & Roksa, 2011; Trede et al., 2012). This includes traditional activities such as student organizations and programming, and recent additions to co-curricular offerings such as themed housing (living-learning communities), civic engagement, leadership development programs, and peer mentoring (Martin & Seifert, 2011; Sandeen, 2004). These outside-the-classroom interactions with student affairs professionals not only positively increase student growth, but also increase cognition and academic motivation (Astin, Sax, & Avalos, 1999; Kuh, 1995; Martin & Seifert, 2011; Pascarella & Terenzini, 1991, 2005; Terenzini, Pascarella, & Blimling, 1996). These interactions make the role of the student affairs professional critical to the campus life of students.

## **New Student Affairs Professionals**

As with all professions, the future of student affairs lies with new professionals who will take the reins when the current generation of professionals either move up the career ladder or retire (Barham & Winston, 2006; Davis & Cooper, 2017; Marshall et al.,

2016). Development of new student affairs professionals is vital to the preservation of institutional and professional knowledge in order to maintain a minimum level of continuity from one generation to the next (Renn & Hodges, 2007; Ward, 1995), as well as to meet and address student and institutional concerns (Davis & Cooper, 2017). However, a significant number of new professionals leave the profession within the first five years of being in the field.

New student affairs professionals typically serve as front-line employees responsible for staffing programs and services (Barham & Winston, 2006; Burkard et al., 2005; Davis & Cooper, 2017; Sandeen, 2004), play a crucial role in student growth and development (Keeling, 2006; Keeling & Dungy, 2004; Martin & Seifert, 2011), and help move the institution forward (Lee & Helm, 2013; Silver & Jakeman, 2014; Waple, 2006). These pivotal roles within the larger higher education framework require a deeper understanding of who these professionals are.

### **About/Background**

Because of the criticality of the work of new professionals, further detail about who they are, where they come from and the students they serve (background), and their roles within student affairs are fundamental grounding for this study.

**Background.** New student affairs professionals are commonly defined as professionals with five or fewer years of experience in student affairs (ACPA, 2018; NASPA, 2018) and who have obtained a master's degree in either student affairs or higher education (Barham & Winston, 2006; Cilente et al., 2006; Cuyjet, Longwell-Grice, & Molina, 2009; Davis & Cooper, 2017; Herdlein, 2004; Lee & Helm, 2013; Shupp & Arminio, 2012; Silver & Jakeman, 2014; Waple, 2006). A majority of the



literature and research on new student affairs professionals also assumes a master's degree in either student affairs or higher education (Cuyjet et al., 2009; Davis & Cooper, 2017; Herdlein, 2004; Marshall et al., 2016; Silver & Jakeman, 2014; Shupp & Arminio, 2012; Tull, 2006; Ward, 1995). The prevailing belief is that graduate programs better prepare professionals for the field, create professionals who are more effective, committed to the field of higher education, and more knowledgeable about professional expectations and career opportunities (Marshall et al., 2016). Although many argue that an educational background in student affairs or higher education is crucial to the success of new professionals (Kuk, Cobb, & Forrest, 2007; Silver & Jakeman, 2014; Waple, 2006), this is not always how new professionals come into the profession. Professionals come from all educational backgrounds and experiences (Renn & Hodges, 2007). The educational background of professionals appears to be as varied as the number of roles they fulfill (Shupp & Arminio, 2012), although the actual educational background of professionals in student affairs is statistically unknown.

Additionally, during the timeframe of this study, most new student affairs professionals were classified as Millennials. For the purposes of this study, Millennials are individuals born between 1980 and 1999 making them between the ages of 19 and 38 at the time of the study (Schullery, 2013; Wey Smola & Sutton, 2002). In the work place, Millennials want: flexibility (not tied down to a nine to five job with greater flexibility), greater employment benefits (younger Millennials grew up only knowing a slow economy), enhanced work environment, and to be treated as adults (Bannon, Ford, & Meltzer, 2011; Nghe, 2017). Also, Millennials tend to be more technology savvy compared to prior generations (Bannon et al., 2011; Nghe, 2017). Millennials garnered a

bad reputation for job hopping but, in reality, they often take a less-ideal job out of necessity while they wait for a better opportunity (Nghe, 2017; Twenge, 2010). They do not want to merely trade their hard work for a paycheck, they want to make an impact both within the institution and society (Bannon et al., 2011; Nghe, 2017).

Furthermore, during the studies timeframe, traditional-aged college students were considered to members of Generation Z. While the demographic of students are different from institution to institution, increasingly new student affairs professionals in the study were serving Generation Z (Gen Z) students (Seemiller, 2017; Seemiller & Grace, 2017). Gen Z first arrived on university campuses in 2013 (Seemiller, 2017; Seemiller & Grace, 2017). Although research is still ongoing with Gen Z, preliminary studies show Gen Z's: grew up with the answer to any question a single click away; believe they have the power to change the world, having grown up with social justice issues such as same sex marriage, black lives matter, women's issues, and immigration debates as hot topics they believe they can impact; prefer hands-on learning opportunities that they can turn around and apply to their lives immediately; want to know the broader application of concepts; would rather participate in social change initiative than perform volunteer work; and believe practical experiences like career internships during college are necessary for future success (Seemiller, 2017; Seemiller & Grace, 2017).

**Percentage of student affairs.** Due to the pyramid like organizational structure at most higher education institutions, there are a large number of jobs near the bottom of organizational charts in student affairs divisions. Because of this, new professionals make up almost 20% of all student affairs professionals (Berwick, 1992; Cilente et al., 2006; Lorden, 1998; Marshall et al., 2016; Renn & Hodges, 2007; Renn & Jessup-Anger, 2008;

Tull, Hirt, & Saunders, 2009), typically serving in front-line positions. Depending on institutional structure and size, new professionals may make up to 50% of all professionals in the student affairs division (Barham & Winston, 2006).

**Decisions to enter the profession.** Student affairs is a hidden profession within higher education primarily because no undergraduate degree program directly links to the field (Taub & McEwen, 2006). Therefore, it is no surprise that the rationale behind the decision to enter student affairs as a career varies. Professionals often come into the field because they enjoy the collegiate environment, appreciate the flexible work schedules, and desire to work with students (Bender, 2009; Lorden, 1998; Taub & McEwen, 2006). Professionals often "fall into" student affairs (Bender, 2009; Lorden, 1998), and/or are encouraged to enter the profession by other student affairs professionals (Richmond & Sherman, 1991; Taub & McEwen, 2006).

**Expectations disconnect.** Early experiences in student affairs may shock new professionals, especially when comparing new experiences to experiences as a student (Lee & Helm, 2013). This can often lead to cognitive disconnect between what new student affairs professionals expect their job to be and job realities. Understanding of the true job workload, requirements, duties, and work hours by new student affairs professionals, both when starting their career and when moving up the career ladder, may not be thorough enough (Marshall et al., 2016; Renn & Hodges, 2007; Shupp & Arminio, 2012; Ward, 1995). For those professionals coming out of graduate programs in higher education, there can be a disconnect between theories learned in school and actual application, or lack of application, of theory in everyday work (Lee & Helm, 2013).

Expectation disconnect in new student affairs professionals leads to greater attrition, stress, burnout, and depersonalization of work (Marshall et al., 2016; Ward, 1995).

**Skills/Traits/Competencies.** One component of understanding new student affairs professionals is knowledge of the skills, traits, and competencies required to be a “successful” new professional. Although subtle differences exist among terms, for ease of reading, the terms skills, traits, and competencies are used interchangeably in this discussion.

Although there is no consensus in the literature on what *competencies* are required to be a "successful" professional in student affairs (Herdlein, 2004; Pope & Reynolds, 1997), national professional organizations such as National Association of Student Personnel Administrators (NASPA) and American College Personnel Association (ACPA) have developed professional competencies for all student affairs professionals (ACPA & NASPA, 2015). Competencies reported by ACPA and NASPA (2015) fall within 10 broad categories: personal and ethical foundations; values, philosophy, and history; assessment, evaluation, and research; law, policy, and governance; organizational and human resources; leadership; social justice and inclusion; student learning and development; technology; and advising and support. Skills reported by supervisors generally fall into four broad categories: human relations - working with diverse populations and empathy; interpersonal relations - communication and attitude; management skills - budgeting and report writing; and personal - time management and flexibility (Barham & Winston, 2006; Burkard et al., 2005; Lorden, 1998; Lovell & Kosten, 2000; McClellan & Stringer, 2016; Renn & Hodges, 2007; Silver & Jakeman, 2014; Waple, 2006). Correspondingly, no consensus exists in the literature on the best

ways to develop these competencies in new student affairs professionals (Barham & Winston, 2006; Burkard et al., 2005; Silver & Jakeman, 2014).

Supervisors have also identified positive *traits* in new professionals such as flexibility, relationship building, and willingness to integrate organizational mission and vision into their work (Davis & Cooper, 2017; Silver & Jakeman, 2014). Supervisors of new professionals have identified a short list of problematic traits, including lack of discipline, indecisiveness, lack of willingness to listen and learn, and lack of communication (Davis & Cooper, 2017).

The conversation about competencies and traits for new professionals in student affairs is further complicated because supervisors believe some skills and competencies are taught in graduate programs (Burkard et al., 2005; Silver & Jakeman, 2014), but graduate programs may have a different view of competencies that should be developed (Waple, 2006). The disjointed view between supervisors and graduate preparatory programs can cause tension and mixed expectations for new professionals with degrees in the student affairs field.

### **Role of new student affairs professionals**

New student affairs professionals hold several common roles based upon their positions within the division: front-line employees and institutional mission movers.

**Front-line employees.** Frequently the phrase front-line employee conjures up a mental image of fast-food workers, cashiers, and administrative assistants; however, the concept of a front-line employee is not confined to these occupations. Front-line employees are those individuals who directly interact and work with customers, and whose positions are located on the bottom levels of the organization chart (Engen &

Magnusson, 2015; Frontline, 2018). For new student affairs professionals, “customers” are students they interact with each day. In this front-line role, new student affairs professionals directly deliver programs, services, and activities aimed at serving students (Barham & Winston, 2006; Davis & Cooper, 2017). The ever-changing landscape and demands of higher education, such as changing student demographics and budget constraints, makes these frontline positions ever more critical.

**Institutional mission.** Because new student affairs professionals serve on the front lines of institutions, they help move the mission of the institution forward in direct ways through implementation of programs and services stemming directly from the institutional mission statement (Lee & Helm, 2013; Silver & Jakeman, 2014; Waple, 2006). Mission statements abound in higher education, from institutional mission statement to departmental mission statements (Amey & Reesor, 1998). Although all mission statements within a single institution should align with each other, providing a larger context framework, theory and reality do not always align (Amey & Reesor, 1998; Lee & Helm, 2013; Silver & Jakeman, 2014). The disconnection of institutional mission statements can create a unique challenge as new professionals learn the ropes (Amey & Reesor, 1998). New professionals may consider aspects of their job as important, but this may not align with either the institutional, division, or department mission (Anderson, Guido-DiBrito, & Morrell, 2000; Silver & Jakeman, 2014).

### **Attrition**

Although they serve in important roles at institutions, typically new professionals in student affairs have a high attrition rate. A small number of professionals believe a high attrition rate is not necessarily an undesirable issue because it allows for fresh ideas

and energy to flow in and out of student affairs divisions, along with demonstrating the development of transferable skills in professionals (Johnson, Griffeth, & Griffin, 2000; Johnston & Futrell, 1989; Stovel & Bontis, 2002). However, high levels of attrition not only impact students, but also the institution and the professionals themselves. Attrition is costly, resulting in a loss of institutional knowledge, and disrupting the flow of work throughout the department, division, and institution (Allen, Bryant, & Vardaman, 2010; Lorden, 1998; Marshall et al., 2016). Although it is difficult to track whether high attrition levels are a new phenomenon, the attrition of new professionals appears to have risen over the last several decades. Estimated attrition rates in the 1980's were 39-68% (Burns, 1982; Holmes, Verrier, & Chisolm, 1983; Wood, Winston, & Polkosnik, 1985) and rose in the 1990's to an estimated 50%-60% (Berwick, 1992; Lorden, 1998; Ward, 1995). Although estimated attrition seems to have plateaued since the 1990s, there are few new estimates. Rather, research has shifted focus to the causes of attrition rather than levels of attrition.

Comparing estimated attrition rates of new student affairs professionals to other industries reveals a dramatic contrast. Common education (P-12) teachers have a reported attrition rate of 5% to 20% (Davis & Cooper, 2017; Gray & Taie, 2015; Macdonald, 1999); however, the turnover rate of common education teachers is much higher than the reported attrition rate (Macdonald, 1999; Phillips, 2015). In other industries, it is harder to tease out attrition rates due to the expansive nature of the industry (e.g. business and food industries). Instead of attrition, these industries typically track turnover rate. Although some industries do report attrition rates as high as new student affairs professionals, the rates are not disaggregated by time in profession. For example, there

are reports of a 68% attrition rate for mental health professionals (Paris & Hoge, 2010), but this is an aggregated rate of all professionals regardless of time in profession.

Research has helped decipher possible causes of attrition in new student affairs professionals. A few of the reported causes are: emotional burnout (Brewer & Clippard, 2002; Lim, Kim, Kim, Yang, & Lee, 2010; Tull, 2006), job dissatisfaction (Rothmann & Essenko, 2007; Ward, 1995), lack of career advancement (Guthrie et al., 2005; Lorden, 1998), inadequate supervision (Davis & Cooper, 2017; Renn & Hodges, 2007; Tull, 2006; Winston & Creamer, 1997), long work hours (Anderson et al., 2000; Marshall et al., 2016), and onerous "other duties as assigned" (Gmelch & Gates, 1998; Lee & Helm, 2013; Ward, 1995). The discussion of these factors will occur after a discussion on the impacts of attrition on the institution and the individual professional.

### **Impact of attrition**

Factors associated with higher levels of attrition are: absenteeism (Anderson et al., 2000; Edwards et al., 2009; Khan, Nawaz, Qureshi, & Khan, 2016), lessened job commitment (Lim et al., 2010; Tull, 2006), loss of productivity (Gmelch & Gates, 1998; Tull, 2006), devaluation of work (Silver & Jakeman, 2014), and lessened job satisfaction (Brewer & Clippard, 2002). Additionally, attrition is financially costly to institutions, creates a loss of critical institutional knowledge, and negatively impacts students, programs, and services (Allen et al., 2010; Davis & Cooper, 2017; Jones & Gates, 2007; Lorden, 1998; Marshall et al., 2016). The following sections dive deeper into the impact attrition has on both higher education institutions and individuals.

**Institutional.** The impact of attrition on institutions occurs primarily on two fronts: absenteeism and cost. The next sections further discuss each of these factors.



**Absenteeism.** Unscheduled time away from work is highly associated with employees who have higher attrition rates (Brewer & Clippard, 2002; Khan et al., 2016; Parks & Steelman, 2008).

Absenteeism includes both scheduled and unscheduled time away from work, as well as excessive tardiness. Absenteeism can create a decrease in work productivity and may require other employees to cover missed

*Figure 1: Wellness Insight- Absenteeism*

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Work health promotion programs improve not only work-related items such as productivity and work environment, but also reduce absentee rates of employees (Blake, Zhou, & Batt, 2013; Parks & Steelman, 2008; Thornton & Johnson, 2010).

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work (Beeler, 1988; Brewer & Clippard, 2002). In the United States, employee absenteeism costs businesses over 26 million dollars a year, and accounts for over 10 million lost workdays annually (Althiler & Motta, 1994; Edwards et al., 2009; Ho, 1997; Parks & Steelman, 2008). Not only do employees with a higher penchant for attrition miss more work, their supervisors and peers perceive their work performance as below average (Brewer & Clippard, 2002; Khan et al., 2016).

**Cost.** Attrition costs to higher education institutions are not limited to just buying out vacation time and associated hiring process and on-boarding costs, but also includes the loss of institutional knowledge and decreased productivity during staffing shortages (Allen et al., 2010; Davis & Cooper, 2017; Jones & Gates, 2007; Lorden, 1998; Marshall et al., 2016). Higher costs of attrition can lead to greater impacts on programs and services as resources tighten. During times of fiscal shortages and downsizing, the impact

of employee attrition multiplies (Marshall et al., 2016), forcing employees who stay to stretch themselves thin.

**Individual.** Not only does attrition affect the institution, it also personally affects individuals who leave the field. Attrition can impact the individual during the time leading up to the attrition event or create a lasting impact after the attrition occurs. Two common personal attrition impacts are higher levels of exhaustion and attitude on the job. The following sections explore both of these impacts.

**Exhaustion.** Emotional exhaustion deals with both physical and emotional depletion of the individual (Lim et al., 2010; Rothmann & Essenko, 2007). Professionals with emotional exhaustion

experience general health issues, anxiety, stress, depression, and irritability (Belcastro & Hays, 1984; Lawson & Myers, 2011; Lim et al., 2010; Niebrugge, 1994; Rothmann & Essenko, 2007), all of which affect an individual's level of work and

*Figure 2: Wellness Insight- Exhaustion*

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A negative relationship exists between exhaustion and wellness. Those who feel more exhausted take less care of their personal wellness, and those who do not take care of their personal wellness regularly experience higher levels of physical and emotional exhaustion (Lawson & Myers, 2011; Puig et al., 2012).

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level of intent to leave the field (Eastman, 1996). The number of work hours, work environment, time spent in the profession, and job satisfaction all contribute to exhaustion levels (Brewer & Clippard, 2002; Gmelch & Gates, 1998; Lim et al., 2010), and can lead to higher levels of attrition in student affairs professionals.

**Attitude.** The attitude individuals, along with their peers, bring to the workplace influences both their desire to be at work and their desire to stay in the field (Guthrie et al., 2005; Lawson & Myers, 2011; Lizano, 2015; Lorden, 1998; Marshall et al., 2016; Ward, 1995). Both positive and negative attitudes (e.g. cynicism and skepticism) affect job desire and performance (Jahrami et al., 2013; Lim et al., 2010; Lizano, 2015). As negative attitudes increase, job

*Figure 3: Wellness Insight- Attitude*

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Greater wellness levels have positive benefits on psychological factors such as attitude and optimism (Myers, Luecht, & Sweeny, 2004; Myers & Sweeney, 2005; Myers, Sweeney, & Witmer, 2000). Physically active individuals tend to have higher levels of positive disposition than less active individuals (Blake Zhou, & Batt, 2008; Parks & Steelman, 2008).

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satisfaction decreases and attrition levels increase. In contrast, a positive attitude has shown to increase job satisfaction (Martin, 2008; Rothmann & Essenko, 2007).

**Reasons for attrition**

The previous discussion regarding the impact attrition has on both the institution and individual leads to questions about reasons cited by new professionals for attrition from the field of student affairs. This discussion is presented in two broad sections: reasons from a personal and individual view, and reasons from a work-related view.

**Personal.** Reasons for attrition run the spectrum. The first set of broad reasons are primarily personal and individual in nature.

**Balance.** Lack of work/life balance is a leading cause of attrition often cited by new student affairs professionals (Amey & Reesor, 1998; Belch & Strange, 1995; Lorden, 1998; Silver & Jakeman, 2014; Spector, 2000). Often, jobs in student affairs feel like being a carnival plate spinner trying to keep all of the plates (jobs and tasks) in the air while having a conversation (life) at the same time the plates are spinning. For new professionals, the issue of balance is tricky because they must learn to not only balance work and life, but also learn to balance life in the profession (Marshall et al., 2016; Renn & Hodges, 2007). New student affairs professionals must learn to balance what decisions/tasks/jobs are most important at any given moment (Amey & Reesor, 1998).

Factors such as long work hours, too many other duties as assigned, pressing deadlines, and electronic leashes (i.e. cell phones and email) become too invasive into personal lives, causing stress and conflict (Boehman, 2007; Havice & Williams, 2005; Spector, 2000). A significant factor contributing to the imbalance is that new student affairs professionals often put the needs of others before their own (Beer et al., 2015; Marshall et al., 2016). By putting others' needs first, new professionals create an unhealthy expectation for both others and themselves, leading to greater burnout and eventual attrition (Lawson & Myers, 2011; Marshall et al., 2016).

*Figure 4: Wellness Insight- Balance*

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Wellness has shown to positively impact work-life balance concerns by increasing energy, personal time, and self-confidence, all while reducing stress and anxiety (Beeler, 1988; Gmelch & Gates, 1998). Pursuing non-work related activities increases an overall sense of well-being (Puig et al., 2012).

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**Transitions.** Whether they come into student affairs from a bachelor's or master's programs, all new student affairs professionals report a prevailing theme: challenging transitions (Magolda & Carnaghi, 2004; Renn & Hodges, 2007). The transition from student to professional is filled with challenges, opportunities, frustrations, and above all, moments of learning. A few of the transition tasks include relationship forming, mentor seeking, understanding the new job, and learning campus culture (Magolda & Carnaghi, 2004; Renn & Hodges, 2007). Overwhelming emotions often complicate the above tasks as new professionals try to grasp all of the new job information.

One aspect of new professional orientation is the level of on-boarding, commonly known as new employee orientation, the individual receives for their new job. Not only is proper on-boarding important because it sets job expectations, but also because it assists with acclimation to the institutions culture (Davis & Cooper, 2017; Renn & Hodges, 2007; Shupp & Arminio, 2012; Tull, 2006). Socialization through on-boarding is circuitual because new professionals often encounter a host of issues as they enter the profession. Socialization allows for calibration to the institutional culture, expectations, processes, procedures, peers, and students from season professionals (Davis & Cooper, 2017; Shupp & Arminio, 2012; Tull, 2006). Although on-boarding is valuable, many new professionals report they either do not receive an on-boarding or are provided a low level of on-boarding (McDade, 1989; Renn & Hodges, 2007; Tull, 2006).

**Job satisfaction.** Higher levels of job dissatisfaction increase attrition rates (Anderson et al., 2000; Barham & Winston, 2006; Lawson & Myers, 2011; Lorden, 1998; Marshall et al., 2016; Martin, 2008; Sangganjanavanich & Balkin, 2013; Tull, 2006). Lessening of job satisfaction is commonly due to an increase in emotional exhaustion,

decrease in work fulfillment (both the actual work and work with peers), a struggle to find balance between personal and work life, increased stress levels, and increased job burnout (Barham & Winston, 2006; Lawson & Myers, 2011; Martin, 2008; Sangganjanavanich & Balkin, 2013). However, as job satisfaction increases, job stress and attrition decreases (Anderson et al., 2000; Martin, 2008; Martin, Kennedy, & Stocks, 2006). Even if professionals do not leave the field, erosion in commitment to the institution and student learning and development can occur.

***Burnout.*** Job burnout is continually reported as a factor in the attrition of new student affairs professional (Brewer & Clippard, 2002; Davis & Cooper, 2017; Guthrie et al., 2005; Marshall et al.,

2016; Rothmann & Essenko, 2007; Tull, 2006). Burnout is a state of emotional and physical exhaustion, depersonalization of work, and loss of work identity resulting from excessive demands on an individual's capacity, often created from the work

environment and high levels of stress (Khan et al., 2016; Marshall et al., 2016; Sangganjanavanich & Balkin, 2013).

Higher levels of burnout often occur in helping fields, such as student affairs, and affect the individual as well as those around them (i.e. students and co-workers) (Brewer &

*Figure 5: Wellness Insight- Burnout*

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In the context of burnout, wellness helps individuals optimize themselves by managing both physical and emotional states. Using a multidimensional wellness approach, individuals are able to reboot their job capacities, decrease stress levels, and optimize both their work and personal lives (Eastman, 1996; Lawson & Myers, 2011; Puig et al., 2012).

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Clippard, 2002; Eastman, 1996; Sangganjanavanich & Balkin, 2013). Job burnout is a common attrition factor in new professionals in other industries (Khan et al., 2016; Lim et al., 2010; Sangganjanavanich & Balkin, 2013). Many industries note that younger professionals are more vulnerable and susceptible to burnout factors than their seasoned counterparts (Khan et al., 2016; Lim et al., 2010; Sangganjanavanich & Balkin, 2013).

**Stress.** Although based on an older report, higher education administration historically is one of the top 12 most stressful occupations (Charlesworth & Nathan, 1985 cited by Guthrie et al., 2005). As high as 63% of student affairs professionals have reported high levels of stress in their daily work lives (Marshall et al., 2016), with nearly a third of higher education employees

*Figure 6: Wellness Insight- Stress*

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Stress causes general health concerns such as sleep disruption, anxiety, emotional exhaustion, headaches, high blood pressure, and tension (Gmelch & Gates, 1998; Havice & Williams, 2005; Lim et al., 2010; Rothmann & Essenko, 2007). Wellness can assist with managing general stress levels (Puig et al., 2012).

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indicating they experienced levels of stress in their daily work lives that they find unacceptable (Edwards et al., 2009). This is in part due to the 24/7 nature of many of the positions within the field, combined with the normal demands of a helping profession.

Numerous studies have demonstrated attrition associated with stress levels within student affairs (Anderson et al., 2000; Burke et al., 2016; Eastman, 1996; Lawson & Myers, 2011; Marshall et al., 2016). Factors contributing to higher levels of stress, especially in new professionals, include campus crises (Howard-Hamilton et al., 1998;

Sandeen, 2004), student concerns (Davis & Cooper, 2017; Kuk et al., 2011; Kuk et al., 2007; Shupp & Arminio, 2012), legal liabilities (Kaplin & Lee, 2014), and the mismatch of job expectations with job demands (Bellis, 2002; Cilente et al., 2006; Renn & Hodges, 2007). Further, higher levels of stress are associated with job dissatisfaction (Brewer & Clippard, 2002), emotional and physical exhaustion (Guthrie et al., 2005; Lawson & Myers, 2011; Lim et al., 2010; Rothmann & Essenko, 2007; Sangganjanavanich & Balkin, 2013), and poor health (Burke & Richardson, 2000; Puig et al., 2012).

***Time in profession.*** Time in profession is a factor for both depersonalization of work and emotional exhaustion (Bender, 2009; Howard-Hamilton et al., 1998; Lim et al., 2010). Both factors also contribute to greater job burnout and attrition (Lim et al., 2010). New professionals appear to be more susceptible to burnout than seasoned professionals due to lack of job experiences (Brewer & Clippard, 2002). New professionals typically have not had enough time in the field to develop coping mechanisms, often referred to as developing a "thick skin." There does not appear to be a magical period to move from new to seasoned student affairs professional.

***Work related.*** The next set of attrition factors fall under the broad section of work related factors. These factors are heavily attributed to, influenced by, or controlled by the work environment and job related tasks.

***Frustrations.*** Most higher education institutions are structured bureaucratically (Manning, 2013). Bureaucratic structure allows for top down mission and vision sharing, safety net on crucial decisions, and supervisory support for lower level employees (Birnbaum, 1988; Manning, 2013). However, bureaucratic structure can also cause a loss of individual authority for decision-making, work slowdowns, and consistent checking on



work, all leading to considerable extra red tape, and decisions made at a glacial pace (Manning, 2013). Associated bureaucracy issues (i.e. red tape and slow decision making) lead to greater levels of frustrations for new student affairs professionals and can lead to higher levels of job dissatisfaction and attrition, along with a decrease in job commitment and performance (Magolda & Carnaghi, 2004; Marshall et al., 2016).

***Job pressures and demands.*** Job tensions and pressure have always been a reality for student affairs professionals as they react to the changing higher education landscape. As demands and concerns for affordability, campus safety, inclusion, access, mental health, assessment, and legal issues increase, so does the pressure to meet those demands (Barham & Winston, 2006; Davis & Cooper, 2017; Kuk et al., 2011; McDade, 1989; Shupp & Arminio, 2012). Often these demands require significant time and attention that exceed student affairs staffing levels (McDade, 1989; Sandeen, 2004). Other factors that lead to greater pressure and demands on student affairs professions include rapid increases in technology, student activism, and student access and equity and inclusion (Davis & Cooper, 2017; Guthrie et al., 2005; Lee & Helm, 2013; Ward, 1995). These demands often lead to a conflict between personal and work life (Anderson et al., 2000), and lead to higher attrition rates.

***Devalued work.*** New professionals leaving the field for reasons of devalued work often cite that student affairs is not viewed as a legitimate field, therefore lacking full institutional support (Silver & Jakeman, 2014). Although partnerships exist between student affairs and academic affairs, often student affairs is undervalued compared to academic affairs, both in overall value added and financial support (Silver & Jakeman, 2014). This leaves professionals believing they are under-appreciated.

**Work environment.** Often overlooked, work environment has a daily impact on the lives of new professionals, and has been cited as a source of the intent to leave the field of student affairs (Balch & Copeland, 2007; Barham & Winston, 2006; Lim et al., 2010; Marshall et al., 2016).

Additionally, work environment factors such as physically uncomfortable spaces, peers, controlling organizational structure, lack of autonomy, misunderstanding workplace culture, and lack of leadership,

have been associated with higher levels of attrition in student affairs professionals (Bender, 2009; Brewer & Clippard, 2002; Renn & Hodges, 2007; Tull, 2006). When new professionals are constantly required to exceed expectations, it can lead to a more competitive and stressful work environment (Sangganjanavanich & Balkin, 2013).

**Hours.** In multiple studies on new student affairs professional attrition, the number of hours an individual works was a leading factor for attrition (Anderson et al., 2000; Brewer & Clippard, 2002; Lee & Helm, 2013; Lorden, 1998; Marshall et al., 2016; Sangganjanavanich & Balkin, 2013; Silver & Jakeman, 2014; Tull, 2006). Longer work hours can lead to higher levels of emotional exhaustion, depersonalization of work, and a lessened sense of job accomplishment (Berwick, 1992; Gmelch & Gates, 1998; Lim et

*Figure 7: Wellness Insight- Work Environment*

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Poor work environment factors such as air quality, lack of personal space, and minimal natural light not only impacts work performance but also individual wellness (Hillier, Fewell, Cann, & Shepard, 2005). By addressing work environment factors through wellness, both work performance and personal optimism can increase (Griffiths, 2007; Hillier et al., 2005).

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al., 2010). The excessive number of hours a student affairs professional works is often cited as a badge of honor (Anderson et al., 2000; Beeler, 1988; Marshall et al., 2016; Shupp & Arminio, 2012). One explanation of this phenomenon is that long hours are a symptom of one-up gamesmanship, where student affairs professionals tend to brag and try to one-up each other on the number of average hours worked per week. This phenomenon could stem from new professionals' tendency to take on responsibilities that exceed their capacity, a culture of saying yes (Beeler, 1988). Numerous new student affairs professionals report they believe they are required to take on extra assignments to not only to meet expectations, but also to stand out from their peers (Lee & Helm, 2013). Adding to the number of hours work issue is the expectation of most entry-level student affairs positions, primarily occupied by new professionals, to work long hours both during the week and on weekends (Marshall et al., 2016).

*Career.* The next attrition factor is the broad category of career. Attrition factors of career advancement, path, and professional development fall within this broad category (Davis & Cooper, 2017; Lee & Helm, 2013; Lorden, 1998; Marshall et al., 2016; McDade, 1989; Rothmann & Essenko, 2007; Ward, 1995). As high as 40% of new student affairs professionals have reported not seeing any possibilities for advancement within their current institution (Marshall et al., 2016). This is partially due to the pyramid organizational structure of higher education. As an individual moves up the career ladder, fewer positions are available at the next rung (Anderson et al., 2000). Although moving laterally is an alternative way to create greater career advancement, many new professionals do not view lateral career moves as beneficial to their overall career (Davis & Cooper, 2017; Lorden, 1998).

Adding a level of complexity to the discussion is the issue of job exposure. New student affairs professionals have cited the need for exposure to new areas for career advancement; however, opportunities do not typically flow far enough down the ladder to new professionals (Lee & Helm, 2013; McDade, 1989). One aspect of job exposure is professional development, more specially the exposure to professional development opportunities. Professional development opportunity exposure, for new student affairs professionals, appears to be provided either unevenly or not at all (Bender, 2009; Davis & Cooper, 2017; Lorden, 1998; Renn & Hodges, 2007; Shupp & Arminio, 2012; Tull, 2006). If new professionals view professional development opportunities as key aspects of their growth, and those opportunities are rare, this can lead to them feeling devalued, which increases their likelihood to leave the field (Shupp & Arminio, 2012).

***Job components.*** As discussed earlier, the role of student affairs professionals has rapidly expanded over the last several decades. The following sections briefly discuss how specific job components affect attrition in new student affairs professionals.

***Legal concerns.*** Legal liability and concerns have always been associated with the work of student affairs professionals. However, the complexity and number of liabilities have significantly increased over the decades (Dunkle, 2009; Kaplin & Lee, 2014; Melear, 2003; Richmond, 1989). A few of the legal issues new student affairs professionals must understand and implement include the Family Educational Rights and Privacy Act (FERPA), Violence Against Women Act (VAWA), title nine, Americans with Disabilities Act (ADA), Clery Act, first amendment rights and privileges, academic and behavioral misconduct, employment, contracts, and due process (Dunkle, 2009; Janosik, 2005; Jed Foundation, 2009; Kaplin & Lee, 2014; Melear, 2003; Richmond,

1989). The heart of the legal concerns discussion is twofold: training and balance. First, there is often a disconnect between the training new professionals receive and the knowledge they are required to possess (Kaplin & Lee, 2014). Secondly, professionals often need to balance what is in the best interest of students and legal concerns of the institution (Kaplin & Lee, 2014; Richmond, 1989). Adding complexity to the issue is that student affairs professionals can no longer hone in on higher education legal issues solely; they also need to be well versed on a wide array of legal concerns from a range of fields such as common education and human resources (Janosik, 2005).

*Crisis Management.* In recent years, the role of student affairs has shifted from just responding to the latest crisis (reactive) to preventing and protecting institutions (proactive) from those crises (McClellan & Stringer, 2016). Development and execution of a crisis management plan requires multiple departments and levels of professionals within student affairs (Clement & Rickard, 1992; McClellan & Stringer, 2016). It is not a matter of *if* a student affairs professional will deal with a crisis, but a matter of *when*. In addition, when a crisis occurs, it requires professionals, both new and seasoned, to navigate high-pressure conditions while still meeting the needs of students and the institution (Duncan & Miser, 2000; Miser & Cherrey, 2009). From the perception of new student affairs professionals, the concept of dealing with crisis situation, and a possible legal outcome of the situation, may be too daunting.

*Mental health.* The number of students entering higher education institutions with long-term psychological issues is on the rise (Benton & Benton, 2006; Grayson & Meilman, 2006; Jed Foundation, 2009; McClellan & Stringer, 2016; Reynolds, 2011). New student affairs professionals are required to spend significantly more time

addressing the needs and issues of students with mental health concerns (Levine & Cureton, 1998; Reynolds, 2011). For new professionals this first requires knowing how to identify the signs of mental health issues in students, and then knowing what their own personal limit is to assist students with issues (McClellan & Stringer, 2016; Winston, 2003). A high level of self-awareness is key to not becoming overwhelmed. Setting barriers between students and themselves also assists with this issue. Because new professionals may not have as much experience with mental health issues (i.e. time in profession), they may get bogged down with the burden to "fix" students, and take on too much personal responsibility for the student's personal issues (Burkard et al., 2005; McClellan & Stringer, 2016; Reynolds, 2011; Winston, 2003).

*Assessment/Accountability.* In response to increased calls for transparency, institutions have implemented greater assessment measures in order to demonstrate student learning and development (Colwell, 2006; Lovell & Kosten, 2000; Martin & Seifert, 2011). For student affairs professionals, this means an increase in duties in order to assess and justify the activities and services they provide for students (Anderson et al., 2000; Lee & Helm, 2013). Professionals are required to use assessment measures to provide rationale for programming decisions, to meet institutional accountability, and to justify financial costs for programs (Lee & Helm, 2013); in other words, make data driven decisions. Both the number of assessment measures required, and the level of sophistication required to demonstrate effectiveness, have increased over the decades (Lovell & Kosten, 2000; Martin & Seifert, 2011).

*Other duties as assigned.* A recurring theme within student affairs literature, and conversations, are the number of jobs student affairs professionals perform on a daily

basis. Typically, these extra jobs are not outlined in their formal job descriptions, rather the extra jobs are listed as "other duties as assigned". More formally, this concept is called task overload or job ambiguity (Lee & Helm, 2013; Ward, 1995). This aligns with professionals who are asked to do more with less (Howard-Hamilton et al., 1998; Lee & Helm, 2013). New student affairs professionals report that the number of extra duties they are expected to take on is overwhelming and burdensome (Lee & Helm, 2013). Additionally, new professionals may believe they are required take on these extra duties so upper-management notices them, and to appear more marketable for future positions (Lee & Helm, 2013). A lack of job clarity leaves new professionals unsure of their actual roles and how best to serve students (Brewer & Clippard, 2002). Taking on these other duties can lead to higher levels of burnout, work-life imbalance, and lower job satisfaction, (Brewer & Clippard, 2002; Howard-Hamilton et al., 1998; Lee & Helm, 2013), all leading causes of attrition.

The roles student affairs professionals perform for the benefit of students and the institution demonstrates how job pressures build-up in the lives of new professionals, all of which contribute to attrition. The previous discussion defined attrition, the impact of attrition, and the causes of attrition for new student affairs professionals. The discussion now shifts to a potential counter of, and solution to, attrition, that of wellness.

### **Wellness/Health**

This section provides an overview of wellness along with the benefits wellness may provide to new student affairs professionals. Wellness can positively affect both a professionals' work life as well as his or her personal life (Lawson & Myers, 2011; Puig et al., 2012), with the possibility of reducing potential attrition from the field.

As previously noted, student affairs professionals tend to be altruistic individuals who often sacrifice their own wellness in the process of helping students and others (Beer et al., 2015; Sackney, Noonan, & Miller, 2000). Because wellness is able to alleviate many causes of attrition and provide other positive work benefits (Diener & Seligman, 2004; Mark & Smith, 2012), the effects and perception of wellness holds promise as a way to reduce attrition in new professionals. Wellness can imply different things depending on the individual and context; in other words, wellness means different things to different people. Some views of wellness include: physical health, mental health, work-life balance, spiritual health, and nutrition (Blake et al., 2013; Burke et al., 2016; LeCheminat & Merrell, 2012; Myers & Sweeney, 2005; Puig et al., 2012). Wellness is a multifaceted, integrated approach centered on maximizing an individual's potential and capacity (Burke et al., 2016; Eastman, 1996). There is no universal agreement on the definition of wellness or the most important components of wellness (Roscoe, 2009). For the purposes of this study, wellness encompassed all elements that an individual does for self-care to positively increase his or her overall health capacity. The use of a holistic view of wellness 1) allowed for a broader approach and inclusion of individual perceptions of wellness, and 2) allowed for the view of wellness as continuum rather than as a concept that an individual has or lacks wellness.

Even with all the evidence of the benefits of wellness, little research on student affairs professionals has focused on wellness (Sackney et al., 2000). Rather, most studies on student affairs professionals focus on work-life balance (Grzywacz & Carlson, 2007; Havice & Williams, 2005; Manning, 2013). The following sections discuss why wellness is important, the significance of self-care, benefits of greater wellness, wellness- or lack



thereof- in the United States, integrated approaches to wellness, patterns of decisions, and wellness in higher education. The positive and beneficial aspects of wellness are woven throughout the discussions in order to highlight the rationale for a wellness approach.

### **Why Wellness?**

When asked why wellness is important, the answers and benefits derived from the answers can vary greatly from individual to individual. Increased wellness positively affects personal health, stress, and job burnout, especially in helping professions (Gmelch & Gates, 1998; Lim et al., 2010; Martin, 2008; Sangganjanavanich & Balkin, 2013), such as student affairs. All of this furthers the importance of studying wellness in student affairs as a means to reduce attrition.

Furthermore, wellness has been associated with a decrease in medical insurance premiums (Jackson & Weinstein, 1997; Moxely, 1990), a decrease in employee absenteeism (Blake et al., 2013; Parks & Steelman, 2008), an increase in job satisfaction (Martin, 2008), less physical and emotional exhaustion (Brewer & Clippard, 2002; Burke & Richardson, 2000), a reduction in general employee sickness (Institute of Medicine, 1998; Jackson & Weinstein, 1997), and an increase in general employee health (Batt, 2009; Blake et al., 2013). Not only is there an increase in the general health of employees, but also improved work outcomes such as higher productivity and organizational commitment of employees who engaged in wellness (Blake et al., 2013). From a purely physical aspect, participation in greater physical activity can decrease an individual's risk for illness, disease (including cancer), blood pressure, and non-life threatening items such as fatigue, muscle aches, tension, headaches and gastro-intestinal

illness (Leininger, Harris, Tracz, & Marshall, 2013; Moxely, 1990; Parks & Steelman, 2008; Rothmann & Essenko, 2007).

If institutions and student affairs leaders truly believe in fostering the well-being of their employees, a focus on employee wellness is vital; however, professionals also have responsibility for maintaining their own wellbeing through self-care. Because individual wellbeing is influential, the next discussion focuses on self-care.

### **Self-Care**

Self-care is important because if professionals do not take care of their personal well-being, their ability to serve others effectively is severely diminished (Lawson & Myers, 2011; Sangganjanavanich & Balkin, 2013). Greater levels of stress and burnout often occurs in professionals who do not practice self-care (Eastman, 1996; Sangganjanavanich & Balkin, 2013). Factors like poor worksite environment (Beeler, 1988), work-life imbalance (Havice & Williams, 2005), stress levels (Puig et al., 2012), emotional and physical exhaustion (Lawson & Myers, 2011), and demanding work schedules (Guthrie et al., 2005) affect a professional's ability to provide self-care. Like wellness, self-care is a multifaceted concept that requires professionals to be self-reflective in order to understand how work, physical self, emotions, time, and other factors affect their lives and well-being (Eastman, 1996; Havice & Williams, 2005; Puig et al., 2012). Professionals need to take responsibility for their own level of self-care and wellness (Guthrie et al., 2005; Myers et al., 2000). Working out, avoiding stressful situations, and self-reflection increase self-care and the ability to take full advantage of wellness (Guthrie et al., 2005; Myers et al., 2000). Although individuals are primarily responsible for their own self-care, institutions can provide a supportive environment to

positively impact and influence self-care (Burton, 2010; Haines et al., 2007; Lawson, 1985; Thornton & Johnson, 2010).

### **Cost/Financial**

With continuing decreases in higher education funding, higher levels of wellness in employees may be one avenue for lessening the budget burden. Professionals with greater wellness typically take fewer sick days and have lower associated health care expenses than those with lower levels of wellness (Leininger et al., 2013; Thornton & Johnson, 2010). Overall, an increase in employee wellness can decrease employer health care costs (Leininger et al., 2013). Thornton and Johnson (2010) researched a major hospital in the Midwest that saved \$340,000 in claims during a three-year period, and a Fortune 500 company that saved \$38 million between 1995 and 1999 from reductions in medical and administrative costs due to employee participation in wellness efforts. Although each of these companies may have more employees than any single higher education institution, the reduction in health care expenses due to higher levels of wellness can still apply to higher education (Thornton & Johnson, 2010). Higher education may benefit from improved employee productivity through higher levels of wellness (Anderson et al., 2000; Thornton & Johnson, 2010), as well as, reduce the number of lost workdays (employee absenteeism) (Parks & Steelman, 2008).

### **Wellness in the United States**

For the average adult, the Department of Health and Human Services (DHHS) (2008) recommends at least 150 minutes of moderate to intense aerobic activity a week *and* two or more days of strength training. A general goal for adults is to participate in at least 30 minutes of physical activity each day (DHHS, 2008, 2017b). Even at work, the

recommendation is to take at least three ten-minute walks throughout the day in order to meet the 30-minute goal. On a nutrition front, the average American adult's diet exceeds recommended levels in calories from fat, calories from sugar, refined grains, sodium, and saturated fat (DHHS, 2017a). Further, the average adult under-consumes the recommended amounts of vegetables, fruit, whole-grains, dairy, and oils (DHHS, 2017a). The number of fast-food restaurants have more than doubled since the 1970's, further exacerbating the problem (DHHS, 2017a). As a whole, Americans are neither healthy nor appear to be motivated to be healthier.

To say that the average American does not meet national recommendations for wellness is an understatement. Despite all of the benefits and national statistics, most Americans do not participate in regular wellness activities (DHHS, 2008, 2017b; Kahn et al., 2016; Kruger, Kohl, & Miles, 2008; Leininger et al., 2013). Only 25% of Americans above the age of 18 regularly meet the United States Department of Health and Human Services recommendation for moderate activity per week (DHHS, 2008, 2017b; Kahn et al., 2002). Additionally, fewer than 5% of adults participate in the recommended number of minutes of daily physical activity, and only 33% of adults participate in the recommended amount of weekly physical activity (DHHS, 2017a, 2017b). A reported 80% of adults do not meet the recommended guidelines for either aerobic and weight training activity (DHHS, 2017a). Yet 25% of homes in the United States located within a half-mile of a gym (DHHS, 2017a). Regular participation in physical activity decreases the risk for obesity, heart disease, hypertension, and diabetes, (DHHS, 2017b; Kahn et al., 2016; Kruger et al., 2008; Leininger et al., 2013).

## **Wellness Aspects**

Without a doubt, physical activity receives the most attention in wellness research (Beeler, 1988; Blake et al., 2013). Either overlooked or sectioned into a separate category is the mental health aspect of wellness. However, wellness is a multidimensional concept that encompasses both aspects (Beeler, 1988; Burke et al., 2016; Eastman, 1996; Lawson & Myers, 2011; Thornton & Johnson, 2010), as well as aspects such as nutrition (Tapps, Symonds, Baghurst, & Girginov, 2016) and spirituality (Myers et al., 2000). In essence, a more holistic, balanced approach among aspects is required (Beeler, 1988; Myers et al., 2000). This requires a new way of conceptualizing, approaching, and integrating views of wellness. For the purposes of this study, the discussion on wellness will primarily focus on physical, mental, and spiritual health, while still allowing other views to be represented. Discussed below are the three primary views of wellness, physical activity (body), mental health (mind), and spirituality (spirit), followed by rationale for combining all into one for the purposes this research.

**Body.** Physical activity is one of widest held views of wellness (Eastman, 1996; Sackney et al., 2000). Because of this, it is natural to begin the discussion on the different views of wellness by looking at physical activity. The terms physical activity and exercise often are often interchangeable in the literature. Higher levels of physical activity in individuals have been shown to lead to decreased general illness (Leininger et al., 2013; Ory & Cox, 1994; Thornton & Johnson, 2010), increased energy (Eastman, 1996; Parks & Steelman, 2008), increased job commitment (Baun, Bernacki, & Tsai, 1986; Eastman, 1996), and increased general happiness (Leininger et al., 2013; Parks & Steelman, 2008). Additionally, physical activity promotes greater levels of self-

confidence and self-esteem (Blake et al., 2013; Myers et al., 2000), in addition to positive emotionality (Brandon & Loftin, 1991) and cognitive functioning (Wykoff, 1993).

Despite the significant benefits of participating in physical activity, many Americans do not participate because they think they do not have the time to participate fully and therefore do not begin (Tapps et al., 2016).

**Mind.** A second predominant view of wellness is mental health. Attention to mental health can decrease depression (Beckingham & Watt, 1995), better control expression of emotions (Rothmann & Essenko, 2007; Witmer, 1996), improve relationships- both work and personal (Myers et al., 2000), and improve creativity and problem solving (Benson & Stuart, 1992; Elliott & Marmarosh, 1994; Solomon, 1996). Helping control environmental and perceived stressors can positively impact an individual's psychological health (Martin & Seifert, 2011; Rothmann & Essenko, 2007). Mental health practices are as wide-ranging in scope and activities as physical activity. Examples include speaking regularly with a mental health counselor (Myers et al., 2000), taking breaks from mentally straining and stressful activities (Martin & Seifert, 2011; Silver & Jakeman, 2014), attempting to not become too emotionally invested in minute details of students' lives (Silver & Jakeman, 2014), and practicing meditation (Myers et al., 2000) and mindfulness (Burke et al., 2016).

**Spirit.** A third view of wellness is spiritual health. Spirituality is an individual's understanding of their purpose in life, demonstrated through their beliefs and behaviors of fitting into larger contexts and existence beyond the material (Myers & Sweeney, 2012; Roscoe, 2009). Spirituality encompasses several dimensions, such as: belief in a higher power, hope, optimism, mediation, purpose in life, compassion, values, and

existence of place in the universe (Myers & Sweeney, 2012; Roscoe, 2009). A key aspect of spiritual health is the connection an individual makes between their self and others, environment, and greater universe (Roscoe, 2009). Higher spiritual health allows for individuals to relate to others, find their purpose and direction in life, share common community and experiences with others, and development of their guiding value system, all while being more self-aware of their perceived overall wellness (Roscoe, 2009).

**Integrated approach.** Wellness is an expansive array of daily choices throughout an individual's life (Beeler, 1988). However, focusing on one aspect of wellness over another is counterproductive (Beeler, 1988; Lawson & Myers, 2011). A balance of all aspects is needed in order to maximize the benefits of leading a healthier lifestyle (Lawson & Myers, 2011; Myers et al., 2000; Thornton & Johnson, 2010). Additionally, physical issues such as headaches and high blood pressure cause mental health issues like stress and emotional exhaustion (Rothmann & Essenko, 2007). Integrating multiple views of wellness into the broader view of wellness not only allows incorporation of the individual's personal view of wellness, but also takes into account how different aspects of wellness interact with each other. Research has demonstrated that a change in one area of wellness can affect other areas, negatively and positively (Myers et al., 2000), further demonstrating the need for a more balanced and holistic approach. Additionally, an integrated approach establishes wellness as a continuum rather than a dichotomy of existing or not existing in an individual.

### **Patterns of Decisions**

Personal patterns of behavior, belief, and attitude toward wellness represent the largest factor of participation in, and maintenance of a healthy lifestyle (Beeler, 1988;

Havice & Williams, 2005; Thornton & Johnson, 2010). Although individuals consciously regulate about half of their lifestyle decisions, organizations (e.g. workplaces) also have a great effect on an individual's lifestyle (Beeler, 1988). Many individuals choose to participate in wellness activities out of internal motivation rather than external motivation (Leininger et al., 2013); thus, organizations are encouraged to change workplace cultures in order to affect the internal motivations of employees (Blake et al., 2013). This motivation in the workplace commonly occurs through wellness promotions, which can affect both conscious and unconscious levels of decision-making (Beeler, 1988). The concentration of a common culture and aligned goals, combined with social and organizational support, are significant reasons why individuals decide to participate in wellness activities (LeCheminat & Merrell, 2012). In other words, if an individual has accountability from those around them, they are more likely to participate; the incorporation of family, friends, and co-workers into activities can influence an individual's willingness to participate in wellness activities (Guthrie et al., 2005).

### **Workplace Wellness Programs**

Research on worksite wellness programs at higher education institutions is limited. The few studies conducted have found programs to not only be a positive addition to institutional culture but also have the same positive benefits and outcomes in professionals (e.g. increased general health, employee morale, and job satisfaction) (Haines et al., 2007; Leininger et al., 2013). The associated cost benefits with workplace wellness programs have allowed higher education institutions to implement programs as an added employee benefit without significant increased cost (Aldana, Merrill, Price, Hardy, & Hager, 2005; Chenoweth, 2011; Leininger et al., 2013). This is especially true



when compared to employee raises and stipend programs (Aldana et al., 2005; Chenoweth, 2011; Leininger et al., 2013). In addition, there is difference in health-related activity participation between institutions with and without robust campus-wide health promotion programs in place (LeCheminat & Merrill, 2012; Leininger et al., 2013). Institutions with health programs had higher levels of employee participation and received greater levels of benefit from the associated positive health outcomes (LeCheminat & Merrill, 2012; Leininger et al., 2013). In one of the few studies of student affairs-specific employee wellness programs, Moxely (1990) found those individuals who participated in the wellness program had significant reductions in stress, increases in productivity, improved job satisfaction, and reduced sick leave hours/days taken; these outcomes resulted in lower employee turnover and attrition rates. Additionally, the program led to an increase in productivity, energy level, morale, and job satisfaction among employees (Moxely, 1990).

The majority of higher education wellness programs primarily center on physical fitness, nutritional awareness, and diet programs (in order to promote weight control) (Lawson, 1985; Thornton & Johnson, 2010; Vastine, 1984), demonstrating a lack of holistic wellness concern for employees. Although workplace wellness programs are successful in higher education, the programs are commonly implemented without any employee input (Brown, Volberding, Baghurst, & Sellers, 2014, 2015; Tapps et al., 2016). The vast majority of wellness programs in higher education are at four-year institutions. Community colleges appear to be slow in adding robust wellness programs for their employees (Thornton & Johnson, 2010). Lastly, socializing with peers through wellness programs has demonstrated a greater commitment to institutional goals and

collegiality, as well as developing stronger bonds across disciplines and divisions (Moxely, 1990; Tapps et al., 2016).

### **Summary**

This literature review covered the field of student affairs, new student affairs professionals, attrition, and wellness. Although the literature for each field is expansive, the intersection of all four fields is limited.

Student affairs is a broad division within higher education responsible for the care and development of students. With increased concerns about student mental health, safety, and inclusion on college campuses (Davis & Cooper, 2017; Kuk et al., 2011; Kuk et al., 2007; Shupp & Arminio, 2012), as well as legal liabilities and institutional concerns for demonstrating completion of learning outcomes (Bickel & Lake, 1999; Kaplin & Lee, 2014; Keeling et al., 2008; Shupp & Arminio, 2012), the role of student affairs professionals is ever evolving. New student affairs professionals play a crucial role in the ever-changing higher education landscape by serving on the front-lines offering programs and services directly to students (Barham & Winston, 2006; Burkard et al., 2005; Davis & Cooper, 2017; Keeling, 2006; Keeling & Dungy, 2004; Lee & Helm, 2013; Martin & Seifert, 2011; Sandeen, 2004 Silver & Jakeman, 2014; Waple, 2006).

Although they serve an important role at institutions, new professionals have a high attrition rate. Greater levels of attrition have been associated with greater levels of absenteeism (Anderson et al., 2000; Edwards et al., 2009; Kahn et al., 2016), lessened job commitment (Lim et al., 2010; Tull, 2006), loss of productivity (Gmelch & Gates, 1998; Tull, 2006), devaluation of work (Silver & Jakeman, 2014), lessened job satisfaction (Brewer & Clippard, 2002), and is costly to institutions by creating loss of critical

institutional knowledge, all of which negatively impact students, programs, and services (Allen et al., 2010; Davis & Cooper, 2017; Lorden, 1998; Marshall et al., 2016).

Wellness can positively affect a professional's work and personal life (Lawson & Myers, 2011; Puig et al., 2012), especially for student affairs professionals who tend to be altruistic individuals and sacrifice for others (Sackney et al., 2000). Greater levels of wellness have shown to positively affect personal health, reduce stress, mitigate job burnout (Gmelch & Gates, 1998; Martin, 2008), as well as decrease medical insurance premiums (Jackson & Weinstein, 1997; Moxely, 1990), a decrease in employee absenteeism (Blake et al., 2013; Parks & Steelman, 2008), increase job satisfaction (Martin, 2008), reduce physical and emotional exhaustion (Brewer & Clippard, 2002; Burke & Richardson, 2000), reduce general employee sickness (Institute of Medicine, 1998; Jackson & Weinstein, 1997), and increase general employee health (Batt, 2009; Blake et al., 2013).

The next chapter, chapter three, will provide details on the design of this study including methodology, respondents, data sampling, collection, and analysis.

## CHAPTER III

### METHODOLOGY

Many factors may contribute to high attrition levels in new student affairs professionals. A few identified through previous research include: campus crises situations (Howard-Hamilton, Palmer, Johnson, & Kicklighter, 1998; Sandeen, 2004), general student concerns (Davis & Cooper, 2017; Kuk, Banning, & Amey, 2011; Kuk, Cobb, & Forrest, 2007; Shupp & Arminio, 2012), legal liabilities (Kaplin & Lee, 2014), and mismatch of job expectations (Bellis, 2002; Cilente, Henning, Jackson, Kennedy, & Sloan, 2006; Renn & Hodges, 2007). These factors are compounded by student affairs professionals who often self-sacrifice their own wellness (Beer et al., 2015; Sackney, Noonan, & Miller, 2000). An individual's perception of wellness can influence many of the previously mentioned factors. With the concept of wellness in mind, this study sought to investigate the relationships between wellness and attrition intentions in new student affairs professionals. The study used a quantitative research design, included participants across the U.S., and was conducted during the academic year 2018-2019. The following sections describe the research design, respondents, pilot study, data collection, and data analysis used for the study.

## Research Design

### Research Perspective

The foundation of any research design is the researcher's epistemological stance. This study was rooted in an epistemology of objectivism. Objectivism "holds that meaning exists apart from the operation of any consciousness" (Crotty, 1998, p. 8). Stemming from an epistemological stance of objectivism, the study was further nuanced by a theoretical perspective of post-positivism. Post-positivism is centered on explanations for regularly observed phenomena in the social world (Crotty, 1998). Post-positive presumes three interconnected concepts: knowledge can be gained through the search for regularities and relationships among variables in the social world, relationships can be discovered when there is a separation between the researcher and respondents, and absolute truth can never be found (Creswell, 2014). Post-positivists acknowledge that 100% of knowledge cannot be known when studying human behaviors and beliefs (Creswell, 2014).

Post-positivist theoretical perspectives supports an empirical approach to research (Creswell, 2014; Crotty, 1998); therefore, a quantitative research design was chosen for this study. The goal of the study was to evaluate relationships between wellness and intention to leave the field of student affairs by new professionals, within the larger context of today's culture and civilization.

***Theoretical framework.*** The role of theory in quantitative research varies, and can be used to predict findings, relationship of variables, as a framework, or after data collection to assist in data analysis and interpretation (Creswell, 2014). In this study,

theory informed the design of data collection. Data interpretation was supported by, but not limited by, the use of a specific theory (Anfara & Mertz, 2015).

### **Pilot Study**

A pilot study was conducted in order to test instrument questions, determine if further data analysis needed to occur, and test if there was a relationship between wellness and attrition on a national level. Prior to the start of data collection, permission was obtained from the Institutional Review Board (IRB) at Oklahoma State University. Data collection occur through a single posting to a national student activities Facebook® group on Monday, June 4, 2018. Data collection ended on Friday, June 22, 2018. There were no reminder posts after the initial post requesting participation. After the three-week collection period, data analysis occurred.

A total of 64 individuals participated in the pilot study. For inclusion, respondents had to work in a student affairs division, work at a higher education institution in the United States, respond to the attrition intention question, and have an overall wellness score. Of the 64, 34 respondents met the research criteria. Further detailed respondent demographics can be found in Appendix A.

Pearson correlation coefficient was computed to assess the relationship between overall wellness and attrition intention. There was a significant, negative correlation between overall wellness and attrition intention ( $r(32) = -.432, p = .011$ , two-tailed). The size of the relationship was medium, based on Cohen's (1988) standards. Next, data analysis occurred between attrition intention and the five second-order wellness factors. A significant, negative correlation was observed between attrition intention and creative

self and social self (Table 1). Additional detailed data analysis for the pilot study can be found in Appendix A.

*Table 1:  
Second-order wellness factor correlation with attrition intention*

		Creative Self	Coping Self	Social Self	Essential Self	Physical Self
Attrition	Pearson Correlation	-.576	-.274	-.422	-.154	.045
	Sig. (2-tailed)	.000*	.116	.013**	.385	.799
	N	34	34	34	34	34

\*The mean difference is significant at the .01 level

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

After the completion of the pilot study, several items were adjusted. Adjustments included: survey instrument, data analysis, and instructions. Several components of the instrument were modified based upon the pilot study. Demographic questions were modified along with the addition of further institutional demographic questions. Attrition intention questions were shrunk from three questions to one question. The two questions omitted were: please indicate the likelihood you would voluntarily leave your position for a different position within student affairs and please indicate the likelihood you would voluntarily leave your institution for a different institution. The pilot study questions were found to measure turnover intention rather than attrition intention, the focus of the study. Open ended questions on the pilot study were modified to reflect better respondent wellness insights, to be used for future research. Based upon respondent feedback, more detailed instructions for each section were added to the instrument. Next, the estimated amount of time it would take respondents to take the full instrument was adjusted based upon respondent feedback and information provided from Qualtrics®. Lastly, enhanced data analysis was added to data analysis procedures.

## **Methodology**

The primary goal was to quantify and measure the relationship between wellness and attrition in new student affairs professionals, as well as consider other demographic and behavioral characteristics influencing wellness. The study used a quantitative methodological approach. Survey research and hypothesis testing allowed for the measurement of relationships among variables in the study (Creswell, 2014).

**Survey research.** The study used a cross-sectional survey research design for data collection via an online instrument. Through structured questions, survey research provides numerical descriptions of respondent opinions by using a sample from the general population (Creswell, 2014; Jesson, 2001). The design allowed the researcher to glean information from the sample in order to generalize to the broader population of new professionals. Generalizability refers to the applicability of findings to differing contexts from the original study context (Gay, Mills, & Airasian, 2012).

Cross-sectional design allows researchers to develop an overall picture of the phenomenon (Jesson, 2001). The focus of a cross-sectional design is on capturing a moment in time in order to ascertain respondent behaviors and beliefs, and to determine if any relationships exist at that moment, rather than changes over a period of time (Bowden, 2011; Gay et al., 2012). The design assisted with providing information on what was going on, rather than why it was occurring, all while allowing for environmental factors to be considered during data analysis (Bowden, 2011; Gay et al., 2012); this occurred by describing the overall picture to include attitudes, beliefs, and behaviors influencing the phenomenon (Gay et al., 2012; Jesson, 2001). By using this



design, the researcher was able to describe relationships between wellness behaviors and beliefs and intended attrition from student affairs reported by new professionals.

### **Research Questions and Hypothesis**

The primary goal of the study was to examine relationships between wellness and attrition in new student affairs professionals. Toward this end, the following research questions guided the study:

#### **Research questions.**

**Q1:** What relationships exist between wellness and reports of intended attrition among new student affairs professionals?

**Q2:** Do certain personal, work, and institutional factors (such as gender, department, educational background, length of time in student affairs, hours worked per week, institution location, and institution size) influence wellness in new student affairs professionals?

#### **Hypotheses.**

*Directional hypothesis.* There will be a negative relationship between levels of wellness and reported intent to depart the field in new student affairs professionals.

*Null hypothesis.* There is no relationship between levels of wellness and reported intent to depart the field in new student affairs professionals.

*Hypothesis.* Personal, work, and institutional factors (individually) will influence the level of wellness in new student affairs professionals.

*Null hypothesis.* Personal, work, and institutional factors (individually) will not influence the level of wellness in new student affairs professionals.

## **Population and Sampling**

Both the population and sample described below aligned with the intent to study new professionals in student affairs. The following sections provide details on the population, sample, and sampling design for the study.

### **Population**

One subgroup of student affairs professionals are new student affairs professionals. As stated in chapter one, new professionals are defined as individuals who have been in the student affairs profession for five or fewer years. Although most studies also put a qualifier of educational background on respondents, this study did not. By imposing such a qualifier, some segments of the population could have been found in the larger population but not represented in the sample. Additionally, the study did not concentrate on one department within student affairs, a particular geographic region of the country, or a particular type of college or university. The population of this study was defined as all student affairs professionals who met the following criteria:

- a) Employed full-time at an institution of higher education in the United States.
- b) Employed, as outlined in item c below, for five or fewer years.
- c) Employed as a student affairs professional. For inclusion as a student affairs professional, respondents must have either work in a department commonly found within student affairs divisions, based upon meta-department listings in Appendix B (Komives & Woodard, 2004; Love, 2003) (e.g. housing, conduct, campus life), or work in a department reporting to a senior student affairs officer.

## **Sample**

Convenience sampling, a non-probability sampling method, was used for this study. Convenience sampling utilizes members of a target population who meet the population criteria, are easily accessible, are available during the time period of the study, and are willing to participate in the study (Etikan, Musa, & Alkassim, 2016; Gay et al., 2012). Non-probability sampling is a method where sampling occurs in a manner that does not ensure all segments of the population have an equal opportunity for inclusion in the sample, but is best when the overall population make up is unknown (Etikan et al., 2016). Convenience sampling does limit the generalizability of the findings, due to potential representation and biases by respondents (Gay et al., 2012); however, because the full population of new student affairs professionals across the United States was not known, the use of a non-probability sampling method was best suited for the study.

Solicitation occurred in two phases through four national organizations. The first phase occurred through two of the most widely recognized professional organizations in the student affairs field, Student Affairs Administrators in Higher Education (NASPA) and American College Personnel Association (ACPA). The researcher requested current membership information of organization members, who self-reported that they worked in student affairs for five or fewer years at the time of data collection.

NASPA was contacted on September 20, 2018 to request membership information for individuals meeting the research criteria. The organization approved the request on September 25, 2018. NASPA provided the researcher a list 1,544 members identified as meeting the research criteria. The membership list included name, organization, title, and physical address contact information. The researcher looked up

each individual’s e-mail address, which was finished on October 2, 2018. Prior to looking up e-mail addresses, the list provided by NASPA was compared against the membership list provided by ACPA to check for duplicates. There were 76 names found on both lists. The names of the duplicates were removed from the NASPA list in order to minimize over solicitation of individuals. An initial e-mail to possible respondents was sent from the researcher to individuals on October 3, 2018. A follow-up e-mail was sent by the researcher on October 30, 2018. NASPA provided potential respondent location as a demographic characteristic (Table 2).

*Table 2:  
NASPA Potential Respondent Demographic Characteristics*

<i>Demographic Characteristic</i>	<i>n</i>
<i>Location</i>	
Northeast	473
Southeast	319
Southwest	102
Midwest	290
West	360
<b>Total</b>	<b>1,544</b>

ACPA was contacted on September 20, 2018 to request membership information for individuals meeting the research criteria. The organization approved the request on September 21, 2018. ACPA sent a participation e-mail to 1,696 members on behalf of the researcher on September 24, 2018, through the organization’s e-mail system. A follow-up e-mail was sent by the organization on behalf of the researcher on October 31, 2018. Along with potential respondent names, ACPA provided location, gender, and ethnicity as demographic characteristics (Table 3).

*Table 3:  
ACPA Potential Respondent Demographic Characteristics*

<i>Demographic Characteristic</i>	<i>N</i>
<i>Location</i>	
Northeast	473
Southeast	319
Southwest	102
Midwest	290
West	360
<b>Total</b>	<b>1,544</b>
<i>Gender</i>	
Female	213
Male	133
Other	12
Not Reported	1,388
<b>Total</b>	<b>1,696</b>
<i>Ethnicity</i>	
African-American, Black	76
Asian, Asian American	29
Hispanic, Latina, Latino	31
Indigenous, Alaska Native, American Indian	7
White, Caucasian, European American	203
More than one ethnicity	39
Not Reported	1,311
<b>Total</b>	<b>1,696</b>

In order to further reach new student affairs professionals who may only hold membership with professional organizations in their primary content area, a second solicitation phase occurred. The second solicitation phase occurred through two additional national professional organizations: The Association for Orientation, Transition, and Retention in Higher Education (NODA) and National Intramural and Recreational Sports Association (NIRSA).

NODA was contacted on October 19, 2018 to participate in the study. The organization approved the request on November 16, 2018. NODA was not able to

identify members by years of experience in student affairs. However, an organization representative posted the researcher's request for participation on the organization's internal message board, NODA Connect, on November 19, 2018, and sent an e-mail to Orientation Professionals Institute participants, the organization's new professional program. Because the organization was not able to identify members with five or fewer years of experience, the number of possible participants is unknown.

NIRSA was contacted on October 19, 2018, to participate in the study. The organization approved the request on November 26, 2018. An initial e-mail to possible participants was sent from the organization on November 30, 2018. The organization was able identify approximately 460 members who met the research criteria. Potential respondent names and demographic characteristics were not provided to the researcher by NIRSA.

In addition to sending e-mails to potential respondents, the researcher utilized online communities, primarily Facebook<sup>®</sup>, connecting student affairs professionals across the United States. The researcher posted in each group in order to 1) remind potential respondents of the original e-mails, and 2) advertise to potential respondents who did not receive the original recruitment e-mail. A common link was not shared on the post, but included contact information for the researcher in order to track the total number of possible additional respondents. The posting occurred on October 16, 2018. Five individuals contacted the researcher for participation.

Lastly, a request to access membership database for participation solicitation was made to two additional organizations, but did not yield in additional participation. The Association for Student Conduct Administration (ASCA) was conducted on October 27,

2018; however, due to staff changes and organizational restructuring, the organization did not indicate a willingness to participate until after data collection ended. The second organization was Association of College and University Housing Officers - International (ACUHO-I). ACUHO-I, which was conducted on October 19, 2018. Despite a follow-up with the organization on November 26, 2018, an organizational representative responded after data collection ended. A third organization, National Association for Campus Activities (NACA), was considered but was not contacted due to the organization's stance of maintaining joint ownership of all data collected during research with NACA members.

### **Sample Size**

Although the total number of individuals comprising the population was unknown, information provided by NASPA, ACPA, NODA, and NIRSA demonstrated that there was a minimum of 3,700 new professionals with a national professional organization membership. The target sample size was 500 respondents to the online instrument. The target was based on an effort to mitigate sampling error (occurring when the sample differs significantly from the population). The sample target was based on recommendations from Aron, Coups, and Aron (2011), Fowler (2009), and Gay et al. (2012) on mitigating sampling error. At the end of data collection on December 14, 2018, 654 individuals responded to the instrument. This represented 17.69% of known new student affairs professionals during the study. Of the 654 respondents, 401 met the research criteria and were included in data analysis.

## **Instrument**

A four-part instrument was used for data collection. The instrument measured relationships between wellness and intent to leave the profession (attrition); it did not measure whether wellness was a cause of attrition (i.e. causality) because the study was not experimental in nature. The full instrument is provided in Appendix C, with overall design and flow found in Appendix D. The following sections describe each section of the instrument.

### **Part 1: Demographics**

Part one contained 14 questions focused on respondent demographics. The researcher created each of the 14 questions based upon other wellness studies. Questions fell into three broad categories: personal background information, work information, and institutional information. Personal background information included age, gender, ethnicity, years in profession, and educational background. Work information included current position level, institutional department, and average hours worked per week. Institutional information included institution location, enrollment, control (public, private, other), type (four-year, two-year), setting (rural, urban, other), and classification (research, regional, other),

The section on demographics served three purposes. First, demographic questions assisted with the screening of respondents who meet the criteria for inclusion in the study. Second, demographic questions provided descriptive statistics of the sample. Finally, segments of demographic data collected served as variables for testing relationships among wellness and variables during data analysis.



## **Part 2: Wellness**

Part two of the study's instrument measured holistic wellness. Because most wellness instruments primarily focus on only one aspect of wellness (e.g. physical fitness, workplace wellness programs, mental health), choice of instruments for this study was limited by the study's holistic view of wellness. An extensive review of the literature revealed the Five Factor Wellness Inventory (5F-WEL) best aligned with the purpose of the study because the instrument measures multiple facets of wellness and provides an overall wellness score on a continuum. Sample questions from the instrument are provided in Appendix C; restrictions of the authors of the instrument prevent publication of the full instrument.

Based upon the wheel of wellness and prevention, the 5F-WEL used a global perspective of integrating body, mind, and spirit (Myers & Sweeney, 2005; Sweeney & Witmer, 1991). The instrument measured one higher-order factor (wellness), five second-order factors (creative, coping, social, essential, and physical) through 17 third-order factors (dimensions) of wellness, and five context and life satisfaction wellness factors (local context, institutional context, global context, chronometrical context, and life satisfaction) (Myers et al., 2004; Myers & Sweeney, 2005). The 5F-WEL has been used with diverse psychological constructs and demographic categories (Myers et al., 2004; Myers & Sweeney, 2005).

**Instrument Characteristics.** The following sections describe the reliability, validity, scoring, and structure of the 5F-WEL instrument.

Table 4:  
5F-WEL Characteristics (Myers & Sweeney, 2005)

	Total Wellness	Creative Self	Coping Self	Social Self	Essential Self	Physical Self
Cronbach Alpha ( $\alpha$ )	.90	.92	.85	.85	.88	.88
M	71.63	73.18	68.73	77.35	73.38	66.56
<i>Sd</i>	15.87	16.15	12.73	23.56	20.07	18.13

**Reliability.** Structural equation modeling was used to establish the higher-order factor and five second-order factors of the 5F-WEL (Hattie, Myers, & Sweeney, 2004; Myers et al., 2004; Myers & Sweeney, 2005). Based upon a sample of 2,093 participants, the 5F-WEL had high internal consistency ( $\alpha$ , see table 4). Two recent studies (O'Brien, 2007; Smith, 2006) demonstrated comparable reliability. The authors of the 5F-WEL did not report any test-retest reliability that would have allowed the researcher to confirm whether the instrument's measured outcomes were sensitive to change over time.

**Validity.** The authors used structural equation modeling to determine higher order factors; however, validity of the instrument based upon convergent evidence was not reported (Myers et al., 2004; Myers & Sweeney, 2005). This may have, in part, been due to very few comparable holistic measures of wellness. The authors provided a list of 40 studies using the instrument demonstrating validity across the contexts of academics and life satisfaction; as well as demographic contexts of gender, age, and ethnicity (Myers et al., 2004). To assess criterion-related validity, the authors demonstrated a high correlation between the variables of total wellness and life satisfaction ( $r = .38$ ); life satisfaction was a better predictor of wellness than happiness ( $r = .30$ ) and health ( $r = .30$ ) (Myers et al., 2004; Myers & Sweeney, 2005).

**Structure/Scoring.** As previously mentioned, the instrument measured one higher-order factor (*wellness*) and five second-order factors (*creative, coping, social,*

*essential*, and *physical*) through 17 dimensions of wellness (Myers et al., 2004; Myers & Sweeney, 2005). The second-order factors were evaluated by the following dimensions: *creative self*- thinking, emotions, control, work, and positive humor; *coping self*- leisure, stress management, self-worth, and realistic beliefs; *social self*- friendship and love; *essential self*- spirituality, gender identity, cultural identity, and self-care; and *physical self*- nutrition and exercise (Myers et al., 2004; Myers & Sweeney, 2005). Additionally, the instrument measured five context and life satisfaction wellness factors. Alignment of the 5F-WEL factors can be found in Appendix E and definitions of each wellness factor, provided by the authors, are found in Appendix F.

The 5F-WEL had 91 questions to measure each of the dimensions of wellness, using a 4-point Likert scale: (1) strongly agree, (2) agree, (3) disagree, and (4) strongly disagree. Each scale point was defined as follows: strongly agree- if it is true for you most or all of the time; agree- if it is true for you some of the time; disagree- if it is usually not true for you; and strongly disagree- if it is almost or never true for you. Responses reflect self-statements based upon life tasks (Hattie et al., 2004; Myers et al., 2004; Myers & Sweeney, 2005). The authors of the instrument indicated it should take an individual approximately 20 to 25 minutes to complete the full instrument (Myers & Sweeney, 2005). Instrument scores ranged from 25 to 100 with normative sample means and standard deviations listed in Table 4 above.

### **Part 3: Attrition**

Part three of the instrument focused on respondents' intentions to leave the field of student affairs, *attrition*. One question was used to measure attrition: Please indicate the likelihood you would voluntarily leave the field of student affairs as a

career/profession in the next 3 to 5 years. The question was adapted from Rosser and Javinar's (2003) turnover instrument, where the researchers asked mid-level student affairs professionals their intention to leave their current position for a different position within the same career field. Rosser and Javinar's turnover instrument asked respondents three questions: Likelihood of leaving your position? Likelihood of leaving your university/college? Likelihood of leaving your career/profession? The last question was adapted for wording and fit with the current study. The phrase "leave the field" was used instead of the word attrition in order to simplify terminology and minimize respondent confusion. The first two questions were not used because the questions measure turnover, which was not the focus of the current study.

The question used the same 5-point Likert scale as Rosser and Javinar (2003). A higher score indicated a greater intent to leave the field, and a lower score indicated a decreased intent to leave the field. The following scale point labels and values were used: very likely to leave = 5, likely to leave = 4, neither likely nor unlikely to leave = 3, unlikely to leave = 2, very unlikely to leave = 1. Rosser and Javinar (2003) reported a high internal consistency (Cronbach's  $\alpha = .76$ ). For future research and exploratory reasons, a follow-up question was asked of respondents after they responded to the question. The following open-ended question was posed to respondents: Please share what are the leading causes of the likelihood that you would leave the profession of student affairs in the next 3 to 5 years. The question was shown after initial response so that it did not influence the attrition question response.

#### **Part 4: Personal wellness**

Part four of the instrument was exploratory in nature for future research and the data was not analyzed as a part of this study. This section consisted of three open-ended questions. How do you incorporate wellness, if at all, into your personal life? How do you incorporate wellness, if at all, into your work life? Anything you would like to share with the researcher regarding your views on the role of wellness for student affairs professionals? These questions allowed respondents to provide their personal insights into wellness with the researcher.

#### **Variables**

For the first research question, the dependent variable was the level of intent to leave the field (*attrition*), measured in section three: Please indicate the likelihood you would voluntarily leave the field of student affairs as a career/profession in the next 3 to 5 years. The predictor variables were overall wellness, five second-order factors of wellness, 17 third-order wellness factors, and five context and life satisfaction wellness factors (all measured in section two). For the second research question, the dependent variables were the 28 wellness factors, and predictor variables were age, age classified, years in profession, years in profession classified, gender, ethnicity, educational background, higher education/student affairs degree, department, hours worked, hours worked classified, position level, institution enrollment, institution location, institutional type, institutional control, institutional setting, and institutional classification (measured by questions in section one). Table 5 below visually outlines dependent and predictor variables for each research question.

<i>Table 5: Variable Description Table</i>				
<b>Variable</b>	<b>Type</b>	<b>Research Question (s)</b>	<b>Sub-Classification</b>	<b>Survey Section</b>
Overall wellness factor	Dependent	1 & 2		2
5 second order wellness factors	Dependent	1 & 2		2
17 third order wellness factors	Dependent	1 & 2		2
5 context/life satisfaction wellness factors	Dependent	1 & 2		2
Attrition	Predictor	1		3
Age	Predictor	2	Personal	1
Years in profession	Predictor	2	Personal	1
Gender	Predictor	2	Personal	1
Ethnicity	Predictor	2	Personal	1
Educational Background	Predictor	2	Personal	1
Higher Education Degree	Predictor	2	Personal	1
Position Level	Predictor	2	Work	1
Department	Predictor	2	Work	1
Hours worked	Predictor	2	Work	1
Enrollment	Predictor	2	Institutional	1
Institutional Control	Predictor	2	Institutional	1
Institutional Type	Predictor	2	Institutional	1
Institutional Setting	Predictor	2	Institutional	1
Institutional Classification	Predictor	2	Institutional	1
Institutional Location	Predictor	2	Institutional	1

## Operational definition of variables

Below is the operational definition of variables for the study and corresponding values for further categorization. Appendix B contains a full description and mapping of variables.

- *Attrition*- Individual intent to leave the field of student affairs.
  - Reported value by individual
- *Wellness*- Overall wellness of the individual
  - Calculated value from section 2
- *Wellness: Creative*- Creative factors of wellness
  - Calculated value from section 2
- *Wellness: Coping*- Coping factors of wellness
  - Calculated value from section 2
- *Wellness: Social*- Social factors of wellness
  - Calculated value from section 2
- *Wellness: Essential*- Essential factors of wellness
  - Calculated value from section 2
- *Wellness: Physical*- Physical factors of wellness
  - Calculated value from section 2
- *Age*- Age of individual
  - Reported value by individual
  - Sub-category:
    - 1) 21-25 yrs.; 2) 26-30 yrs.; 3) 31-35 yrs.; 4) 36-40 yrs.;
    - 5) 41 + yrs.

- *Years in Profession*- Number of years in profession of the individual
  - Reported value by individual
  - Sub-category:
    - 1) 0-1 yrs.; 2) 1-2 yrs.; 3) 2-3 yrs.; 4) 3-4 yrs.; 5) 4-5 yrs.
- *Gender*- Gender identity of individual
  - 1) Female, 2) Male, 3) Other
- *Ethnicity*- Racial identity of individual
  - 1) African-American or Black; 2) Indigenous, Alaska Native, American Indian; 3) Arab, Middle Eastern; 4) Asian, Asian American; 5) Hispanic, Latina, Latino; 6) Native Hawaiian, Pacific Islander; 7) White, Caucasian, European American, 8) More than one ethnicity, 9) Prefer not to answer
- *Education Background*- Educational background of individual
  - 1) High school diploma/GED, 2) Associate's, 3) Bachelor's, 4) Master's, 5) Doctorate
- *Department*- Department within student affairs division employing individual
  - 1) Academic advising, 2) Advocacy and support programs (LGBT, Veterans, Women, International, Multicultural, Adult, Religious), 3) Assessment, research, and program evaluation, 4) Athletics, 5) Campus life (programming and student activities), 6) Career development, 7) Community engagement, 8) Commuter services, 9) Disability support services, 10) Enrollment management (Admissions, Financial Aid, Registrar), 11) Graduate and professional student services, 12) Greek affairs, 13) Health services (Mental and Physical Health), 14) Judicial



affairs, 15) Leadership programs, 16) Orientation, new student programs, and family programs 17) Recreation and fitness programs, 18) Residence Life, and dining services 19) Student affairs advancement, 20) Student Union, 21) Vice-President/Dean of Student Office, 22) Other (Komives & Woodard, 2004; Love, 2003)

- *Hours Worked* - Number of average hours worked per week by individual
  - Reported value by individual
  - Sub-category:
    - 1) 30-40 hours; 2) 41-50 hours; 3) 51+ hours
- *Enrollment*- Student enrollment of institution
  - Reported value by individual
  - Sub-category:
    - 1) >1,000; 2) 1,000 - 4,999; 3) 5,000 - 9,999; 4) 10,000 - 19,999; 5) 20,000 - 39,000, 6) 40,000 +
- *Institutional Control*- Structure and control type of institution
  - 1) Public, 2) Private, 3) Other
- *Institutional Type*- Type of institution and typical degrees offered
  - 1) Four Year, 2) Two Year
- *Institutional Setting*- Location and setting of institution
  - 1) Rural, 2) Urban, 3) Other
- *Institutional Classification*- Primary classification of institution
  - 1) Research, 2) Regional, 3) Other

## **Data Collection**

Approval for the study, by the doctoral committee, occurred on September 6, 2018. After committee approval, the researcher received approval by the Institutional Review Board (IRB) at Oklahoma State University on September 19, 2018 (Appendix G). Data collection did not occur until obtaining IRB approval. Data collection took place between September 24, 2018, and December 14, 2018. Respondents completed the instrument at their own pace, on their own time, and without compensation. The following subsections describe both sampling and data collection procedures for the study.

### **Sampling Procedure**

As previously discussed, data collection occurred through convenience sampling. The researcher contacted the four national student affairs associations (ACPA, NASPA, NODA, and NIRSA) to obtain a listing of members meeting research criteria. Each association required the submission of a research request form before granting access to membership data. After obtaining membership data from ACPA and NASPA, the researcher combined each list into one master list of all potential respondents. Because some potential respondents held dual memberships, the master list was filtered to remove duplicate respondents. There were 76 individuals holding dual membership. The researcher did not receive membership lists from NODA and NIRSA. It is unknown if there was overlap in membership with individuals holding membership with NODA and NIRSA and NASPA and ACPA.

## **Data Collection Procedure**

Either through the researcher's Oklahoma State University e-mail account or the appropriate organization list-serve (Appendix H), the researcher invited potential respondents by sending an e-mail, approved by the IRB. Within the email, an embedded link directed potential respondents to the online instrument. Additionally, one reminder follow-up email was sent to respondents before the stated deadline for participation in the study. After following the embedded link, a research consent statement (Appendix I) appeared before respondents were allowed to begin the instrument. The first screen a respondent encountered was the consent statement with two choices: I consent and I do not consent. Individuals indicating a willingness to participate, who choose "I consent", began the survey. A thank you screen appeared for those individuals who did not wish to participate, who choose "I do not consent". Respondents willing to participate were provided directions on how to complete each section of the instrument. The full instrument took each respondent approximately 18 minutes to complete. For online instrument data collection and raw data storage, the researcher utilized Qualtrics<sup>®</sup>, which was supported through the OSU College of Education, Health and Aviation. Only the researcher, as well as his advisor or the OSU IRB (who did not request access) had access to the data set submitted by respondents. All data was collected in an approach to maximize respondent confidentiality so that data could not be associated with individual respondents.

## **Data Analysis**

The purpose of quantitative data analysis is to understand, through statistical analysis and calculations, collected responses (data) (Gay et al., 2012). Data analysis for

this study occurred in two primary phases: data preparation and analysis. Before analysis began, all responses were downloaded from Qualtrics® and imported into the Statistical Package for Social Sciences® (SPSS) version 25. The following sections discuss each analysis phase in more depth.

### **Data Preparation Phase (Phase 1)**

The data preparation phase transformed collected raw data into meaningful, useful data. The first step was to remove any respondents who did not meet inclusion criteria. Respondents who had more than five years of student affairs experience, did not currently work in a student affairs divisions/department as defined in this study, or who at the time of data collection worked outside of the United States were removed from the list of included respondents. Because the instrument asked current work institution location, not if the respondent had previously worked outside of the United States, the qualifier only screened for respondents working outside of the United States at the time of the study. Next, questions left blank (missing data) were replaced with the value 999. The number 999 was chosen because the value could not have naturally occur in the data, and allowed for the exclusion of the data during analysis. For part two of the instrument, wellness, questions left blank were marked with the value 999. Corresponding overall wellness, second-level, third-level, and context/life satisfaction wellness factor values with blank questions feeding into value calculation were also be coded with the value 999. If a respondent omitted either the attrition intent question or two or more second level wellness factors, the respondent's data was removed from the data set.

Next, demographic data was transformed. Respondent-provided student affairs department data was classified into one of the 22 meta-departments previously listed

based upon Komives and Woodard (2003) and Love (2003) listing of common student affairs departments. Provided respondent gender and ethnicity was also coded based upon previously listed values (Appendix B). For respondents providing a range of average worked hours per week, the researcher transformed the range into a single number by using the mean of the range provided by the respondent.

The next data preparation step was to transform raw data from section two of the study instrument, comprised of the 5F-WEL instrument. Questions were scored using guidelines established by the instrument's creators- Myers and Sweeney (2005). The higher-order factor of wellness, five second-order factors, 17 third-order factors, and five context/life satisfaction wellness factors were scored and added to the data set for each respondent. This data preparation step also included adding variable characteristics to the SPSS data set. The researcher added the following variable characteristics into SPSS in order to prepare the data for analysis: name, label, type, values, missing, and measurement type. Next, the researcher added a data filter to the data set in order to filter out any responses not meeting the previously discussed research criteria.

Finally, statistical assumptions were checked before conducting each data analysis. Related statistical assumptions and corresponding statistical test of assumptions used to test the assumptions are listed in Appendix J. Based upon assumption testing, several variable categories were transformed to adjust for skewness and kurtosis: age, age classified, educational background, and second-order wellness factor of love. Each variable was transformed using a log transformation in SPSS, Lg10 transformation specifically.

## **Data Analysis (Phase 2)**

The second phase of data analysis included both descriptive and inferential data analysis. This occurred in four analysis phases: descriptive data analysis, correlation analysis, analysis of variance (ANOVA), and multiple regression analysis.

**Descriptive analysis.** Descriptive analysis allows for the summation and depiction of collected data, allowing the reader to quickly understand the composition of respondents (Lomax & Hahs-Vaughn, 2012). Descriptive analysis included frequency counts, percentages, means, standard deviations, variable ranges, and medians to build a profile of respondents in the study. After descriptive data analysis occurred, visual representations of data were developed (i.e. tables, charts, and graphs).

**Correlation analysis.** The next analysis phase was Pearson correlation coefficient analysis to help determine the relationships between wellness indicators and intent to leave the field (*attrition*). This analysis phase assisted with answering research question one: What relationship exists between wellness and reports of intended attrition among new student affairs professionals? For this question, the dependent variable was the level of intent to leave the field (*attrition*). The predictor variables were: overall wellness, five second-order factors of wellness, 17 third-order factors of wellness, and five context and life satisfaction wellness factors, all measured in section two on the instrument. The first correlation analysis occurred between overall wellness and intent to leave the field. Subsequent correlation analyses were performed between intent to leave the field and creative self, coping self, social self, essential self, and physical self (second-order wellness factors). Next, correlation analyses occurred between intent to leave the field and thinking, emotions, control, work, positive humor, leisure, stress management, self-

worth, realistic beliefs, friendship, love, spirituality, gender identity, cultural identity, self-care, exercise, and nutrition (third-order wellness factors). Lastly, correlation analyses occurred between intent to leave the field and local context, institutional context, global context, chronometrical context, and life satisfaction (context and life satisfaction wellness factors). The purpose of running overall wellness analysis followed by second-order, third-order, and context and life satisfaction wellness factor analysis was to provide further detail and insight into what may have been occurring with second-order, third-order, and context and life satisfaction wellness factor (micro-level wellness factors) impacting overall wellness.

Additionally, the Pearson correlation coefficient was also used for research question two: Do certain personal, work, and institutional factors (such as gender, department, educational background, length of time in student affairs, hours worked per week, department, institution location, and institution size) influence wellness in new student affairs professionals? For research question two, the dependent variables were the 28 wellness factors (measured by questions in section two), and the predictor variables age, years in profession, educational background, and hours worked (measured by questions in section one). Correlation analyses occurred between each predictor and dependent variable.

*Pearson correlation coefficient.* Pearson correlation coefficient is a parametric estimate of association for two internal or ratio variables (Field, 2009; Gay et al., 2012; Lomax & Hahs-Vaughn, 2012; Shannon & Davenport, 2001). The correlation ( $r$ ) estimates both the strength and direction of a linear relationship using a range of -1.0 to +1.0. If no linear predictability between the two variables exists (two variables that are

independent of each other), the correlation is 0.00; whereas a perfect negative relationship is -1.0 and a perfect positive relationship is 1.0 (Field, 2009; Gay et al., 2012; Lomax & Hahs-Vaughn, 2012; Shannon & Davenport, 2001). Additionally, Pearson correlation coefficient allows for discussion of the magnitude of the relationship using Cohen's *d* to measure effect size (Field, 2009; Gay et al., 2012; Shannon & Davenport, 2001). Pearson correlation coefficient allowed for the measurement of any relationship among variables in the study.

**Analysis of variance.** One-way analysis of variance (ANOVA) was used to determine if there was a significant difference between the predictor variables and the dependent variables. The dependent variables were the 28 wellness factors (measured in section one), and the 14 predictor variables of personal, work, and institutional characteristics (measured in section one). One-way ANOVA occurred between each predictor variable and dependent variable. Dependent of whether statistical assumptions were met or not met, either Tukey's HSD (for met assumptions) or Games-Howell (for did not meet assumptions) post-hoc analysis occurred to indicate if there were any significant differences between group means.

*Analysis of variance.* Analysis of variance (ANOVA) tests whether there is a significant difference in means from two or more groups in a study (Gay et al., 2012; Nolan & Heinzen, 2012). ANOVA analysis alone only indicates if there is a difference between means, but does not indicate which means are different from one another, when there are more than two levels (Gay et al., 2012; Nolan & Heinzen, 2012). For the purposes of the current study, ANOVA assisted with determining if there was a statistical difference between means in the predictor variables and wellness factors.



**Multiple regression.** The last analysis phase focused on research question two: Do certain personal, work, and institutional factors (such as gender, department, educational background, length of time in student affairs, hours worked per week, institution location, and institution size) influence wellness in new student affairs professionals? Stepwise multiple regression assisted with better understanding predictor variable influence on the dependent variable. For research question two, the dependent variables were the 28 wellness factors (measured in section one), and personal, work, and institutional characteristic predictor variables (measured in section one).

*Stepwise multiple regression.* There are three main multiple linear regression methods: backward elimination, forward selection, and stepwise regression (Field, 2009; Gay et al., 2012; Shannon & Davenport, 2001). Backward elimination eliminates variables contributing the least variance to the model and allows for variables maximally related to criterion variable to remain. Forward selection includes variables contributing the most variance to the model first, followed by variables contributing less. The selection process stops when no additional significant predictors enter the model.

Stepwise regression is a modification of forward selection, while adding elements of backward elimination (Field, 2009; Gay et al., 2012; Shannon & Davenport, 2001). Due to the complex nature of the method, typically computer software programs assist with determining the order in which predictor variables are included/removed. Stepwise regression was appropriate for the study, because it enabled the researcher to consider the influence of individual variables, while excluding variables from the final model that did not significantly contribute. This also allowed for a deeper understanding of any relationships between multiple predictor variables and the dependent variable.

**Test of significance.** Testing of significance can be either two-tail or one-tail (Gay et al., 2012). Tail refers to the extreme end of the bell curve. The use of a two-tail test is often used when a researcher does not predict a direction in which the data will result in (Aron, et al., 2011; Gay et al., 2012; Lomax & Hahs-Vaughn, 2012). Because of this, the testing takes into account the possibility the sample could be extreme in either direction (Aron, et al., 2011; Gay et al., 2012; Lomax & Hahs-Vaughn, 2012). Thus, the two-tail is both non-directional and more conservative to account for multiple possibilities (Aron, et al., 2011; Gay et al., 2012; Lomax & Hahs-Vaughn, 2012). Using a two-tail test tends to provide more confident conclusion due to its more conservative approach (Aron, et al., 2011; Gay et al., 2012; Lomax & Hahs-Vaughn, 2012). Typically, a one-tail test is used when the researcher pre-determined a direction he or she believed the data will go (Aron, et al., 2011; Gay et al., 2012; Lomax & Hahs-Vaughn, 2012). When using a one-tail is used, the score does not have to be as extreme, compared to two-tail testing, in order be significant (Aron, et al., 2011; Gay et al., 2012; Lomax & Hahs-Vaughn, 2012). Because in general it is safer to use a two-tail test rather than a one-tail test (Aron, et al., 2011; Gay et al., 2012; Lomax & Hahs-Vaughn, 2012), all analyses were run first using a two-tail, then using a one-tail test when a significance was not found using a two-tail test.

### **Summary**

Chapter three discussed the research design and methodology for the study. This study utilized a quantitative method to research the relationship between wellness and attrition intentions in new student affairs professionals. A cross-sectional survey design allowed for a moment in time to be captured. Respondent behaviors and beliefs were

collected through a four-part instrument using a sample of new student affairs professionals from across the United States. Sampling occurred through convenience sampling, utilizing respondents who met the study's criteria for inclusion. Data analysis occurred in four phases: descriptive, correlation, analysis of variance, and multiple regression. Each analysis phase assisted with answering the study's two research questions.

Chapter four will present the results of data collection and analysis. Chapter five will present a discussion of the results including an examination of the findings, implications of the findings, and recommendations for future research.

## CHAPTER IV

### ANALYSIS OF DATA

Retention of motivated, energetic student affairs professionals is crucial to the growth and development of students, colleges, and universities across the United States (Burkard, Cole, Ott, & Stoflet, 2005; Keeling, 2006; Keeling & Dungey, 2004; Waple, 2006). Multiple studies have shown that student affairs professionals often self-sacrifice in the process of assisting students by putting their own self-care on the back burner (Beer et al., 2015; Bright & Pokorny, 2013; Sackney, Noonan, & Miller, 2000). These actions can lead to high levels of exhaustion, stress, and burnout (Havice & Williams, 2005; Lawson & Myers, 2011; Lim, Kim, Kim, Yang, & Lee, 2010; Puig et al., 2012), while impacting work attitude, environment, and work/life balance (Griffiths, 2007; Hillier, Fewell, Cann, & Shepard, 2005; Myers, Luecht, & Sweeny, 2004; Myers & Sweeney, 2005; Myers, Sweeney, & Witmer, 2000). An individual's level of wellness can influence and lessen these concerns, along with many of the common causes of new student affairs professional's attrition discussed in chapter two. With the concept of wellness in mind, the purpose of this quantitative study was to examine the relationship between wellness and reported attrition intentions by new student affairs professionals, defined as those in their first five years in the student affairs profession.

## **Organization of Chapter**

Chapter three focused on methodology and data collection, chapter four focuses on data analysis and presentation of results. Chapter four is organized into three major sections. First, research questions and hypotheses guiding the study will be revisited to frame the discussion on analysis and results. Next, an overview of respondent characteristics is provided. The last major section is a discussion on data analysis and results. Results are presented in two sections according to their links to research questions one and two.

## **Research Questions and Hypotheses**

The primary goal of the study was to examine relationships between wellness and attrition intentions in new student affairs professionals. Toward this end, the following research questions guided the study:

**Q1:** What relationships exist between wellness and reports of intended attrition among new student affairs professionals?

**Q2:** Do certain personal, work, and institutional factors (such as gender, department, educational background, length of time in student affairs, hours worked per week, institution location, and institution size) influence wellness in new student affairs professionals?

Based upon the above research questions, the following hypotheses were created:

**H1:** *Directional hypothesis.* There will be a negative relationship between levels of wellness and reported intent to depart the field in new student affairs professionals.

**H1:** *Null hypothesis.* There is no relationship between levels of wellness and reported intent to depart the field in new student affairs professionals.

**H2:** *Hypothesis.* Personal, work, and institutional factors (individually) will influence the level of wellness in new student affairs professionals.

**H2:** *Null hypothesis.* Personal, work, and institutional factors (individually) will not influence the level of wellness in new student affairs professionals.

This study used two phases of data analysis, descriptive and statistical, to analyze respondent provided data. In the next section an overview of respondent characteristics is provided before the presentation of data analysis and results.

### **Respondents' Characteristics**

At the end of data collection, December 14, 2018, there were 654 individuals who had responded to the study instrument. After elimination of respondents who did not meet both research and inclusion criteria for the study (see chapter three for a review of each criteria), the sample consisted of 401 respondents or 61.31% ( $n = 401$ ). Frequencies and percentages for respondents' personal, work, and institutional demographic characteristics are presented in Table 6, Table 7, and Table 8.

#### **Personal characteristics**

Over half of the respondents were female (57.5%,  $n = 229$ ), paralleling research demonstrating females comprise the greater portion of student affairs professionals (Nidffer & Bashaw, 2001). A majority (63.8%,  $n = 256$ ) of the respondents identified as White/Caucasian/European-American, with residual respondents indicating African-American/Black (12.2%,  $n = 49$ ), more than one ethnicity (8.7%,  $n = 35$ ), Hispanic/Latina/Latino (8.2%,  $n = 33$ ), and remaining ethnicities comprising 7.1% ( $n =$

28) of respondents. Respondents had an average of 2.92 years of experience ( $n = 401$ ), with the majority (44.1%,  $n = 177$ ) of respondents having between three and four years of experience. The average age of respondents was 27 ( $n = 399$ ). A vast majority of respondents (89.0%,  $n = 356$ ) held a master's degree with a majority of those individuals (77.0%,  $n = 274$ ) holding either a higher education or student affairs degree. A disaggregated view of respondents by gender for years of experience, ethnicity, and degree, along with ethnicity by degree, years of experience by age, and gender by higher education/student affairs degree can be found in Appendix K. Table 6 below provides further details of respondent personal characteristics. Respondent work characteristics are discussed next.

*Table 6:  
Description of Study Sample: Personal Characteristics*

<i>Demographic Variable</i>	<i>n</i>	<i>Percentage</i>
<i>Gender</i>		
Female	229	57.5
Male	151	37.9
Other	18	4.5
<b>Total</b>	<b>398</b>	
<i>Ethnicity</i>		
African-American or Black	49	12.2
Arab, Middle Eastern	3	0.7
Asian, Asian American	24	6.0
Hispanic, Latina, Latino	33	8.2
Indigenous, Alaska Native, American Indian	0	0.0
Native Hawaiian, Pacific Islander	0	0.0
White, Caucasian, European American	256	63.8
More than one ethnicity	35	8.7
Prefer not to answer	1	0.2
<b>Total</b>	<b>401</b>	
<i>Years of Experience</i>		
Average Years of Experience	2.92 years	
0-1 Years	62	15.5
1-2 Years	86	21.4

2-3 Years	17	4.2
3-4 Years	177	44.1
4-5 Years	59	14.7
<b>Total</b>	<b>401</b>	
<i>Age</i>		
Average Age	27.68	
21-25	94	23.6
26-30	263	65.9
31-35	26	6.5
36-40	8	0.2
40+	8	0.2
<b>Total</b>	<b>399</b>	
<i>Educational Background</i>		
High School Diploma/GED	0	0.0
Associate's Degree	0	0.0
Bachelor's Degree	41	10.34
Master's Degree	356	89.0
Doctorate or Terminal Degree	3	0.8
<b>Total</b>	<b>400</b>	
<i>Higher Education or Student Affairs Degree</i>		
Yes	274	77.0
No	82	23.0
<b>Total</b>	<b>356</b>	

### **Work characteristics**

As expected 73.1% ( $n = 293$ ) of respondents worked in entry-level positions, with 26.7%, ( $n = 107$ ) working in mid-level positions. A quarter (25.9%,  $n = 102$ ) of respondents worked in Residence Life/Dining Services, followed by 21.1% ( $n = 83$ ) in Campus Life. See table seven for full department details. On average, respondents worked 44.41 hours per week. Over half (57.4%,  $n = 229$ ) of respondents reported working more than 40 hours a week. Table 7 provides further details of respondent work characteristics. Respondent institutional characteristics are discussed after the table.



Table 7:  
Description of Study Sample: Work Characteristics

<i>Demographic Variable</i>	<i>n</i>	<i>Percentage</i>
<i>Position Level</i>		
Entry-Level	293	73.1
Mid-Level	107	26.7
Senior- Level	1	0.2
<b>Total</b>	401	
<i>Department</i>		
Academic advising	8	2.0
Advocacy and support programs (LGBT, Veterans, Women, International, Multicultural, Adult, Religious)	31	7.9
Assessment, research, and program evaluation	5	1.3
Athletics	0	0.0
Campus life (programming and student activities)	83	21.1
Career development	7	1.7
Community engagement	8	2.0
Commuter services	0	0.0
Disability support services	3	0.8
Enrollment management (Admissions, Financial Aid, Registrar)	16	4.1
Graduate and professional student services	5	1.3
Greek affairs	4	1.0
Health services (Mental and Physical Health)	21	5.3
Judicial affairs	6	1.5
Leadership programs	9	2.3
Orientation, new student programs, and family programs	25	6.3
Recreation and fitness programs	16	4.1
Residence life and dining services	102	25.9
Student affairs advancement	0	0.0
Vice-President/Dean of Students Office	18	4.6
Student union	2	0.5
Other	25	6.3
<b>Total</b>	394	
<i>Average Hours Worked</i>		
Average Hours Worked	44.41	
30-40 Hours	170	42.6
41-50 Hours	187	46.9
51+	42	10.5

**Institutional characteristics**

Respondents were spread fairly evenly across the United States with the exception of a lower response rate from individuals in the Southwest (8.0%,  $n = 32$ ) and Midwest (17.0%,  $n = 68$ ). Respondents worked at institutions with an average enrollment of 18,788 students. Over half of respondents worked at public institutions (61.1%,  $n = 245$ ), at research institutions (56.5%,  $n = 182$ ), and/or at urban institutions (63.8%,  $n = 252$ ). An overwhelming majority (95.3%,  $n = 381$ ) of respondents worked at four-year institutions. A cross tabulation by institutional control, type, setting, and classification (Appendix K) revealed that a quarter of respondents (25.5%,  $n = 82$ ) worked at public, four-year, research institutions in an urban setting, followed by 11.2% ( $n = 36$ ) of respondents working at private, four-year, research institutions in an urban setting (see Appendix K for full cross tabulation). A disaggregated view of respondents by institution location by institutional setting, institutional control, institutional type, institutional classification, and enrollment can be found in Appendix K. Table 8 below provides further details of respondent institutional characteristics.

*Table 8:  
Description of Study Sample: Institutional Characteristics*

<i>Demographic Variable</i>	<i>n</i>	<i>Percentage</i>
<i>Location</i>		
Northeast	117	29.2
Southeast	103	25.7
Southwest	32	8.0
Midwest	68	17.0
West	81	20.2
<b>Total</b>	401	
<i>Enrollment</i>		
Average Enrollment	18,788.22	

<1,000 Students	9	2.3
1,001-4,999 Students	84	21.3
5,000-9,999 Students	60	15.2
10,000-19,999 Students	76	19.3
20,000-29,999 Students	62	15.7
30,000-39,999 Students	56	14.2
40,000+ Students	47	11.9
<b>Total</b>	<b>394</b>	
<i>Institutional Control</i>		
Public	245	61.1
Private	155	38.7
Other	1	0.2
<b>Total</b>	<b>401</b>	
<i>Institutional Type</i>		
Four-Year	381	95.3
Two-Year	19	4.8
<b>Total</b>	<b>400</b>	
<i>Institutional Setting</i>		
Rural	81	20.5
Urban	252	63.8
Other	62	15.7
<b>Total</b>	<b>395</b>	
<i>Institutional Classification</i>		
Regional	58	18
Research	182	56.5
Other	72	22.4
N/A	10	3.1
<b>Total</b>	<b>322</b>	

### **Data Analysis**

Data analysis occurred in two primary phases: descriptive and statistical. The descriptive phase assisted with better understanding the sample's characteristics and variables. Statistical analysis occurred within three primary analyses: Pearson correlation, one-way analysis of variance (ANOVA), and step-wise multiple regression. Before the presentation of results, analytical assumptions for each type of data analysis are discussed. Results from the data analysis are then presented in sections organized by

associated research question. Within each section, results are presented by type of data analysis, and then by wellness factor. Lastly, analytical results are aggregated and presented holistically for each research question (hypothesis testing).

### **Analytical Assumptions**

Before data analysis, data was evaluated to establish that the assumptions of each type of data analyses were met (Gay et al., 2012; Lomax & Hahs-Vaughn, 2012; Nolan & Heinzen, 2012; Osborne & Waters, 2002). Information on each assumption, test, and corresponding results are found in Appendix J. Based on outcomes of assumptions evaluations, several variables were transformed, using a log transformation, Lg10 transformation in SPSS, to adjust for skewness and kurtosis: age, age classified, educational background, and third-order wellness factor of love. As needed, assumptions are discussed in each analysis section. For variables violating the assumption of homogeneity, Welch's adjusted F ratio is presented along with post hoc analysis of Games-Howell (Lomax & Hahs-Vaughn, 2012). Variables without a violation of the assumption of homogeneity are presented as normal with Tukey post analysis (Lomax & Hahs-Vaughn, 2012).

### **Analysis phase one: Descriptive**

Descriptive analysis assisted with providing sample characteristic and variable information. As a reminder, the 5F-WEL measures one hierarchical wellness factor (overall wellness), five second-order wellness factors, 17 third-order wellness factors, and five context and life satisfaction wellness factors (Myers et al., 2004; Myers & Sweeney, 2005). An overview of terminology used by the instrument authors for each factor can be found in Appendix F (Myers et al., 2004; Myers & Sweeney, 2005). For the

study, the overall wellness score mean was 48.42 with a standard deviation of 6.99 (see Table 9). The overall wellness factor was calculated, in part, using the five second-order wellness factors with means and standard deviations of: creative self ( $M = 45.00$ ,  $SD = 8.05$ ), coping self ( $M = 52.52$ ,  $SD = 9.24$ ), social self ( $M = 34.89$ ,  $SD = 9.62$ ), essential self ( $M = 51.35$ ,  $SD = 11.01$ ), and physical self ( $M = 57.35$ ,  $SD = 16.68$ ) (Table 10). Respondents scored the highest on the second-order wellness factors of physical self (physical aspects of wellness) and the lowest on social self (support through connections with others). Physical self is comprised of third-order factors of exercise ( $M = 56.43$ ,  $SD = 19.05$ ) and nutrition ( $M = 58.16$ ,  $SD = 18.08$ ), while social self includes third-order factors of friendship ( $M = 37.12$ ,  $SD = 11.04$ ) and love ( $M = 32.06$ ,  $SD = 10.58$ ) (Table 11). Further details of mean, standard deviation, minimum and maximum scores, and score range are found in Table 9 for overall wellness and second-order factors, Table 10 for third-order wellness factors, and Table 11 for context and life satisfaction wellness factors.

When scored means of study respondents are compared to normed means, provided by the 5F-WEL authors, the study respondents' scores are considerably lower on wellness levels than the national, general population. A more detailed comparison is found in Appendix L. Lower standard deviation and range scores seems to indicate that the study has far fewer outliers and extremes than the normed study. A more detailed comparison is found in Appendix L.

*Table 9:  
Overall Wellness and Second-order factor characteristics compared to  
Normed*

	Study Mean	Study SD	Study Min.	Study Max.	Study Range	Normed Mean	Normed SD	Normed Range
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Overall Wellness	48.42	6.99	28.85	68.13	39.29	71.63	15.87	69.15
Creative Self	45.00	8.05	25.00	69.05	44.05	73.18	16.15	75.00
Coping Self	52.52	9.24	27.63	80.26	52.63	68.73	12.73	69.51
Social Self	34.89	9.62	25.00	71.88	46.88	77.35	23.56	75.00
Essential Self	51.35	11.01	25.00	84.38	59.38	73.38	20.07	75.00
Physical Self	57.35	16.68	25.00	97.50	72.50	66.56	18.13	75.00

*Table 10:  
Third-order factors compared to Normed*

	Study Mean	Study SD	Study Range	Normed Mean	Normed SD	Normed Range
Thinking	39.56	9.44	40.00	73.46	17.75	75.00
Emotions	46.24	11.01	56.25	73.03	17.67	75.00
Control	42.17	10.85	41.67	73.69	18.36	75.00
Work	52.82	13.71	70.00	71.86	16.35	75.00
Positive Humor	42.98	11.88	56.25	74.00	19.74	75.00
Leisure	49.35	14.23	70.83	71.58	18.59	75.00
Stress Management	49.86	11.36	62.50	69.01	16.61	70.36
Self-Worth	43.45	12.79	56.25	74.62	21.31	75.00
Realistic Beliefs	65.82	11.91	60.00	60.71	12.35	75.00
Friendship	37.12	11.04	62.50	76.21	22.88	75.00
Love	32.06	10.58	62.50	78.58	25.61	75.00
Spirituality	67.64	23.26	75.00	71.69	23.62	75.00
Gender Identity	44.46	12.26	62.50	73.58	20.21	75.00
Cultural Identity	46.98	14.57	66.67	70.71	20.65	75.00
Self-Care	40.52	11.59	68.75	83.62	14.01	75.00
Exercise	56.43	19.05	75.00	68.14	21.20	75.00
Nutrition	58.16	18.08	75.00	64.98	19.67	75.00

*Table 11:  
Context and Life satisfaction compared to Normed*

	Study Mean	Study SD	Study Range	Normed Mean	Normed SD	Normed Range
Local	39.39	11.92	60.00	71.02	17.86	75.00
Institutional	57.94	11.99	56.35	65.37	18.33	75.00
Global	47.66	12.28	58.33	66.74	18.49	75.00
Chronometrical	43.17	10.74	50.00	68.85	19.25	75.00
Life Satisfaction	45.70	17.46	75.00	67.76	24.25	75.00

Attrition intention was measured by the survey question: Please indicate the likelihood you would voluntarily leave the field of student affairs as a career/profession in the next 3 to 5 years, as measured using a 5-point Likert scale. Of the 401 respondents answering the question, almost 30% (27.4%) indicated they were very likely or likely to leave the profession in the next three to five years; 31.2% ( $n = 125$ ) indicated they were unlikely to leave in the next three to five years, followed by 27.2% ( $n = 109$ ) indicating they were neither likely nor unlikely to leave. Using a cross tabulation of gender with attrition frequency (Appendix K), males (30.5%,  $n = 46$ ) expressed a slightly higher intent to leave (very likely or likely) compared to females (26%,  $n = 59$ ). Further attrition intention information is found in Table 12 below.

*Table 12:*  
*Attrition intention frequency*

	Frequency	Percent
Very likely to leave	39	9.7
Likely to leave	71	17.7
Neither likely nor unlikely to leave	109	27.2
Unlikely to leave	125	31.2
Very unlikely to leave	57	14.2
Total	401	

### **Analysis phase two: Statistical**

Statistical analyses were conducted to address each research question. Results from data analysis are presented first by the associated research question, followed by analysis type, and then by wellness factor.

**Research question one.** *What relationships exist between wellness and reports of intended attrition among new student affairs professionals?* In order to address the research question, Pearson correlations were computed using attrition and overall

wellness, second-order wellness factors, third-order wellness factors, and context and life satisfaction wellness factors from the 5F-WEL.

**Pearson correlation.** A total of 28 Pearson correlation coefficients were computed to assist with answering research question one. The first Pearson correlation indicated a significant negative relationship between overall wellness and attrition intention ( $r(363) = -0.150, p = .004$ ) (Table 13). The size of the relationship was small, based upon standards suggested by Cohen (1988).

*Table 13:*  
*Overall wellness and attrition*

		Attrition
Overall Wellness	Pearson Correlation	-.150**
	Sig. (2-tailed)	.004
	Sig. (1-tailed)	.002
	N	363

\*\* . Correlation is significant at the 0.01 level (2-tailed)

Further Pearson correlations indicated two second-order wellness factors had significant negative relationships with attrition intention: creative self ( $r(391) = -0.238, p < .000$ ), and social self ( $r(397) = -0.121, p = .016$ ) (Table 14). As discussed in chapter three, after conducting a Pearson correlation for the second-order wellness factors using a two-tail test, a one-tail test was conducted with two-tail non-significant factors. Results of the Pearson correlation, one-tail test, indicated one additional second-order wellness factor had a significant negative relationships with attrition intention: coping self ( $r(389) = -0.093, p = .033$ ) (Table 14). Essential and physical self were not significantly related to attrition intention. All second-order wellness factors with a significant negative relationship with attrition had a small effect size (Cohen, 1988).



Table 14:  
Second-order wellness factor and attrition

		Creative Self	Coping Self	Social Self	Essential Self	Physical Self
Attrition	Pearson Correlation	-.238**	-.093***	-.121*	-.082	.034
	Sig. (2-tailed)	.000	.066	.016	.106	.499
	Sig. (1-tailed)		.033		.053	.250
	N	392	391	399	388	393

\*\* . Correlation is significant at the 0.01 level (2-tailed)

\* . Correlation is significant at the 0.05 level (2-tailed)

\*\*\* . Correlation is significant at the .05 level (1-tailed)

After Pearson correlations were conducted with second-order wellness factors, Pearson correlations were conducted with third-order wellness factors. Six of the 17 third-order wellness factors had significant negative relationship with attrition intention: emotions ( $r(397) = -0.178, p < .001$ ), work ( $r(395) = -0.331, p < .001$ ), stress management ( $r(396) = -0.106, p = .035$ ), self-worth ( $r(397) = -0.111, p = .027$ ), friendship ( $r(397) = -0.106, p = .035$ ), and love ( $r(397) = -0.177, p = .020$ ) (Table 15).

Pearson correlation one-tail tests for third-order wellness factors not significant at the two-tail test level indicated three additional third-order wellness factors had significant negative relationships with attrition intention: control ( $r(397) = -0.083, p = .050$ ), realistic beliefs ( $r(394) = -0.094, p = .031$ ), and self-care ( $r(395) = -0.092, p = .034$ ) (Table 15). All third-order wellness factors with a significant negative relationship with attrition had a small effect size with the exception of work, which had a medium effect size (Cohen, 1988).

Table 15:  
Third-order wellness factors and attrition

		Attrition (2-tailed)	Attrition (1-tailed)
Thinking	Pearson Correlation	-.067	-.067
	Sig.	.182	.091
	N	396	396

Emotions	Pearson Correlation	-.178**	
	Sig.	.000	
	N	399	
Control	Pearson Correlation	-.083	-.083
	Sig.	.099	.050****
	N	399	399
Work	Pearson Correlation	-.331**	
	Sig.	.000	
	N	397	
Positive Humor	Pearson Correlation	-.072	-.072
	Sig.	.154	.077
	N	397	397
Leisure	Pearson Correlation	-.019	-.019
	Sig.	.713	.356
	N	394	394
Stress Management	Pearson Correlation	-.106*	
	Sig.	.035	
	N	398	
Self-Worth	Pearson Correlation	-.111*	
	Sig.	.027	
	N	399	
Realistic Beliefs	Pearson Correlation	-.094	-.094
	Sig.	.061	.031****
	N	396	396
Friendship	Pearson Correlation	-.106*	
	Sig.	.035	
	N	399	
Love	Pearson Correlation	-.177*	
	Sig.	.020	
	N	399	
Spirituality	Pearson Correlation	-.015	-.015
	Sig.	.769	.384
	N	397	397
Gender Identity	Pearson Correlation	-.071	-.071
	Sig.	.163	.081
	N	393	393
Cultural Identity	Pearson Correlation	-.080	-.080
	Sig.	.110	.055
	N	398	398
Self-care	Pearson Correlation	-.092	-.092
	Sig.	.068	.034****
	N	397	397
Exercise	Pearson Correlation	.072	.072
	Sig.	.151	.075
	N	397	397
Nutrition	Pearson Correlation	-.007	-.007
	Sig.		
	N		

Sig.	.887	.444
N	395	395

\*\* . Correlation is significant at the 0.01 level (2-tailed)

\* . Correlation is significant at the 0.05 level (2-tailed)

\*\*\* . Correlation is significant at the 0.01 level (1-tailed)

\*\*\*\* . Correlation is significant at the 0.05 level (1-tailed)

Lastly, Pearson correlations focused on the five context and life satisfaction factors. Of the five context factors, four were found to be statistically significant: local context ( $r(396) = -0.164, p = .001$ ), institutional context ( $r(395) = -0.174, p = .001$ ), chronometrical context ( $r(396) = -0.115, p = .021$ ), and life satisfaction ( $r(397) = -0.240, p < .001$ ) (Table 16). Global context was not statistically significant at either the two- or one-tail test levels. All context factors with a significant relationship with attrition had a small effect size (Cohen, 1988).

*Table 16:*  
*Context and life satisfaction and attrition*

		Local Context	Institutional Context	Global Context	Chronometrical Context	Life Satisfaction
Attrition	Pearson					
	Correlation	-.164**	-.174**	.080	-.115*	-.240**
	Sig. (2- tailed)	.001	.001	.113	.021	.000
	Sig. (1- tailed)			.056		
N		398	397	397	398	399

\*\* . Correlation is significant at the 0.01 level (2-tailed)

\* . Correlation is significant at the 0.05 level (2-tailed)

**Holistic result.** A holistic view of results for research question one, *what relationships exist between wellness and reports of intended attrition among new student affairs professionals*, demonstrated a significant negative relationship between wellness and attrition intention in new student affairs professionals. Because of this, the null hypothesis, *there is no relationship between levels of wellness and reported intent to depart the field in new student affairs professionals*, was rejected, and the directional

hypothesis, *there will be a negative relationship between levels of wellness and reported intent to depart the field in new student affairs professionals*, was retained. Holistically, as wellness level increased, attrition intention level decreased.

**Research question two.** The second research question for the study was: *Do certain personal, work, and institutional factors (such as gender, department, educational background, length of time in student affairs, hours worked per week, institution location, and institution size) influence wellness in new student affairs professionals?* Three separate statistical analyses were conducted: Pearson correlation, one-way analysis of variance (ANOVA), and step-wise multiple regression. Pearson correlation was computed using overall wellness, second-order wellness factors, third-order wellness factors, and context and life satisfaction wellness factors from the 5F-WEL and demographic characteristics of age, years in profession, educational background, average work hours, and institution enrollment. Next, ANOVA was conducted using the same 5F-WEL factors and personal characteristics (gender, ethnicity, age classified, years of experience classified, higher education/student affairs degree), work characteristics (department, hours classified, position level), and institutional characteristics (enrollment classified, institution location, institutional control, institutional type, institutional setting, institutional classification). Lastly, step-wise regression was conducted using the same 5F-WEL factors and each characteristic variable. Results of each analysis are presented next.

**Pearson correlation.** Pearson correlation coefficients were first computed between overall wellness and the characteristics of age, years in profession, educational

background, average work hours, and institution enrollment. None of the characteristics were found to be statistically significant with overall wellness (Table 17).

Next, Pearson correlation coefficients were computed with the same characteristics and each of the five second-order wellness factors. For age, there was a significant positive relationship with social self ( $r(397) = 0.121, p = .015$ ) and physical self ( $r(392) = 0.106, p = .035$ ) (Table 18). The relationship size for each was small (Cohen, 1988). The positive relationship indicates that as age increased, so did respondents' scores on social self (support through connections with others) and physical self (physical aspects of wellness). For educational background, there was a significant negative relationship with coping self ( $r(390) = -0.134, p = .008$ ) at the .01 level, and with essential self ( $r(387) = -0.107, p = .035$ ) at the .05 level (Table 18). The relationship size for each was small (Cohen, 1988). The negative relationship indicates that as the respondents' educational background (degree) increased, their score on coping self (life event response regulation) and essential self (meaning-making processes) decreased. For average work hours, there was a significant negative relationship with coping self ( $r(389) = -0.153, p = .002$ ) at the .01 level (Table 18), with a small relationship size (Cohen, 1988). The negative relationship indicates that as the respondents' average work hours increased, their score on coping self (life event response regulation) decreased. For institution enrollment, there was a significant negative relationship with physical self ( $r(386) = -0.130, p = .010$ ) at the .05 level (Table 18), with a small relationship size (Cohen, 1988). The negative relationship indicates that as institution enrollment increased, respondent score on physical self (physical aspects of wellness) decreased.

Table 17:  
Overall wellness and demographic characteristics

		Age	Years in Profession	Educational Background	Average Work Hours	Institution Enrollment
Overall Wellness	Pearson					
	Correlation	.077	.047	-.080	.063	-.062
	Sig. (2-tailed)	.141	.371	.130	.232	.241
	Sig. (1-tailed)	.071	.186	.065	.116	.121
	N	364	365	364	363	360

Table 18:  
Second-order wellness factors and demographic characteristics

		Creative Self	Coping Self	Social Self	Essential Self	Physical Self
Age	Pearson					
	Correlation	.039	.063	.121*	.033	.106*
	Sig. (2-tailed)	.444	.211	.015	.521	.035
	Sig. (1-tailed)	.222	.106		.260	
	N	392	391	399	388	394
Years in Profession	Pearson					
	Correlation	.028	.029	.008	.001	.096
	Sig. (2-tailed)	.580	.561	.868	.984	.364
	Sig. (1-tailed)	.290	.281	.421	.492	.182
	N	394	391	400	390	395
Educational Background	Pearson					
	Correlation	.023	-.134**	-.007	-.107*	-.052
	Sig. (2-tailed)	.646	.008	.889	.035	.300
	Sig. (1-tailed)	.323		.445		.150
	N	393	392	400	389	394
Average Work Hours	Pearson					
	Correlation	.019	-.153**	.047	.021	.505
	Sig. (2-tailed)	.702	.002	.354	.678	.323
	Sig. (1-tailed)	.351		.177	.339	.136
	N	392	391	399	388	393
Institution Enrollment	Pearson					
	Correlation	-.019	-.048	.014	-.018	-.130*
	Sig. (2-tailed)	.708	.342	.785	.731	.010
	Sig. (1-tailed)	.354	.171	.393	.393	
	N	387	388	394	383	388

\*\* . Correlation is significant at the 0.01 level (2-tailed)

\* . Correlation is significant at the 0.05 level (2-tailed)

Subsequent Pearson correlation coefficients were computed with the 17 third-order wellness factors and the same characteristics. For age, there was a significant

positive relationship with control ( $r(397) = 0.096, p = .027$ , 1-tail test), work ( $r(395) = 0.091, p = .035$ , 1-tail test), leisure ( $r(392) = 0.160, p = .001$ , 2-tail test), stress management ( $r(398) = 0.104, p = .038$ , 2-tail test), friendship ( $r(397) = 0.090, p = .037$ , 1-tail test), love ( $r(397) = 0.118, p = .018$ , 1-tail test), gender identity ( $r(391) = 0.132, p = .009$ , 2-tail test), cultural identity ( $r(396) = 0.084, p = .048$ , 1-tail test), exercise ( $r(395) = 0.183, p < .001$ , 2-tail test), and a significant negative relationship with realistic beliefs ( $r(394) = -0.108, p = .032$ , 2-tail test) (Table 19). The positive relationships indicate that as age increased, so did the score on each third-order wellness factor, the same that occurred with second-order wellness factors.

For years in profession, there was a significant negative relationship with emotions ( $r(399) = -0.090, p = .035$ , 1-tail test) (Table 19). For educational background, there was a significant negative relationship with leisure ( $r(393) = -0.149, p = .003$ , 2-tail test), stress management ( $r(397) = -0.102, p = .041$ , 2-tail test), realistic beliefs ( $r(395) = -0.115, p = .022$ , 2-tail test), cultural identity ( $r(397) = -0.114, p = .023$ , 2-tail test), self-care ( $r(396) = -0.122, p = .015$ , 2-tail test), and a significant positive relationship with thinking ( $r(395) = 0.108, p = .031$ , 2-tail test) (Table 19). The negative relationship indicates that as educational background increased, the score decreased for leisure (satisfaction with free time), stress management (self-regulation), realistic beliefs (understanding of being imperfect), cultural identity (satisfaction with one's cultural), and self-care (taking responsibility for self) (independently). The positive relationship indicates that as educational background increased, so did the score on thinking (mentally active and open-minded).

For average work hours, there was a significant positive relationship with work ( $r(395) = 0.125, p = .012, 2\text{-tail test}$ ), leisure ( $r(392) = 0.218, p < .001, 2\text{-tail test}$ ), stress management ( $r(396) = 0.087, p = .042, 1\text{-tail test}$ ), self-care ( $r(395) = 0.161, p = .001, 2\text{-tail test}$ ), and nutrition ( $r(393) = 0.102, p = .043, 2\text{-tail test}$ ) (Table 19). The positive relationship indicates that as average work hours increased, so did scores on work (satisfied with one's work), leisure (satisfaction with free time), stress management (self-regulation), self-care (taking responsibility for self), and nutrition (eating balanced diet). For institution enrollment, there was a significant negative relationship with leisure ( $r(388) = -0.109, p = .031, 2\text{-tail test}$ ), exercise ( $r(390) = -0.135, p = -.007, 2\text{-tail test}$ ), and nutrition ( $r(388) = -0.112, p = .027, 2\text{-test}$ ) (Table 19). The negative relationship indicates that as institution enrollment increased, respondent scores decreased for leisure (satisfaction with free time) as well as for exercise (engaging in physical activity) and nutrition (eating balanced diet).

*Table 19:*  
*Third-order wellness factors and attrition*

		Age	Years in Profession	Educational Background	Average Work Hours	Institution Enrollment
Thinking	Pearson					
	Correlation	-.026	.019	.108*	-.071	-.023
	Sig. (2-tail)	.611	.707	.031	.159	.650
	Sig. (1-tail)	.306	.353		.080	.325
	N	396	398	397	396	391
Emotions	Pearson					
	Correlation	-.032	-.090***	-.037	.009	.008
	Sig. (2-tail)	.518	.071	.459	.853	.872
	Sig. (1-tail)	.259	.035	.229	.426	.436
	N	399	401	400	399	394
Control	Pearson					
	Correlation	.096***	-.013	-.028	-.045	-.036
	Sig. (2-tail)	.054	.793	.577	.366	.480
	Sig. (1-tail)	.027	.396	.288	.183	.240
	N	399	401	400	399	394



Work	Pearson					
	Correlation	.091***	.079	-.019	.125*	-.028
	Sig. (2-tail)	.070	.114	.713	.012	.579
	Sig. (1-tail)	.035	.057	.356		.289
	N	397	399	398	397	392
Positive Humor	Pearson					
	Correlation	.014	.031	.019	.017	-.004
	Sig. (2-tail)	.785	.541	.708	.731	.936
	Sig. (1-tail)	.392	.270	.354	.366	.468
	N	397	399	398	397	392
Leisure	Pearson					
	Correlation	.160*	.055	-.149**	.218**	-.109*
	Sig. (2-tail)	.001	.277	.003	.000	.031
	Sig. (1-tail)		.138			
	N	394	396	395	394	390
Stress Management	Pearson					
	Correlation	.104*	.028	-.102*	.087***	-.048
	Sig. (2-tail)	.038	.572	.041	.083	.348
	Sig. (1-tail)		.286		.042	.174
	N	398	400	399	398	393
Self-Worth	Pearson					
	Correlation	.038	.018	.018	.019	.000
	Sig. (2-tail)	.446	.719	.719	.701	.992
	Sig. (1-tail)	.223	.359	.360	.351	.496
	N	399	401	400	399	394
Realistic Beliefs	Pearson					
	Correlation	-.108*	-.035	-.115*	.049	.051
	Sig. (2-tail)	.032	.483	.022	.332	.314
	Sig. (1-tail)		.241		.166	.157
	N	396	398	397	396	392
Friendship	Pearson					
	Correlation	.090***	-.030	-.024	.004	.004
	Sig. (2-tail)	.073	.552	.639	.934	.935
	Sig. (1-tail)	.037	.276	.319	.467	.468
	N	399	401	400	399	394
Love	Pearson					
	Correlation	.118*	.041	.014	.082	.013
	Sig. (2-tail)	.018	.413	.775	.101	.801
	Sig. (1-tail)		.206	.388	.050	.401
	N	399	401	400	399	394
Spirituality	Pearson					
	Correlation	-.050	-.031	-.075	-.022	-.031
	Sig. (2-tail)	.317	.537	.138	.663	.537
	Sig. (1-tail)	.158	.268	.069	.332	.268
	N	397	399	398	397	392

Gender Identity	Pearson					
	Correlation	.132**	.012	.005	-.037	.010
	Sig. (2-tail)	.009	.812	.917	.468	.839
	Sig. (1-tail)		.406	.458	.234	.420
	N	393	395	394	393	388
Cultural Identity	Pearson					
	Correlation	.084***	-.005	-.114*	-.001	.080
	Sig. (2-tail)	.096	.923	.023	.989	.114
	Sig. (1-tail)	.048	.462		.495	.057
	N	398	400	399	398	393
Self-care	Pearson					
	Correlation	.048	.057	-.122*	.161**	-.057
	Sig. (2-tail)	.339	.260	.015	.001	.260
	Sig. (1-tail)	.169	.130			.130
	N	397	399	398	397	392
Exercise	Pearson					
	Correlation	.183**	.047	-.035	-.007	-.135**
	Sig. (2-tail)	.000	.345	.490	.892	.007
	Sig. (1-tail)		.173	.245	.446	
	N	397	399	398	397	392
Nutrition	Pearson					
	Correlation	.001	.029	-.062	.102*	-.112*
	Sig. (2-tail)	.983	.569	.222	.043	.027
	Sig. (1-tail)	.491	.284	.111		
	N	396	397	396	395	390

\*\* . Correlation is significant at the 0.01 level (2-tailed)

\* . Correlation is significant at the 0.05 level (2-tailed)

\*\*\* . Correlation is significant at the 0.05 level (1-tailed)

Next, Pearson correlations were computed between the five context and life satisfaction wellness factors and the characteristics. The only significant correlation occurred between chronometrical context and age ( $r(396) = 0.096, p = .027$ , 1-tail test) (Table 20). The relationship size was small (Cohen, 1988). The positive relationship indicates that as age increased, so did respondent chronometrical context (growth through time) understanding.

Table 20:

*Context and life satisfaction wellness factors and demographic characteristics*

		Local Context	Institutional Context	Global Context	Chronometrical Context	Life Satisfaction
Age	Pearson Correlation	.007	.033	-.037	.096***	.048

	Sig. (2-tailed)	.890	.517	.461	.055	.342
	Sig. (1-tailed)	.445	.258	.230	.027	.171
	N	398	397	397	398	399
Years in Profession	Pearson Correlation	.032	.002	.018	.063	-.023
	Sig. (2-tailed)	.529	.963	.713	.207	.650
	Sig. (1-tailed)	.265	.482	.357	.103	.325
	N	400	399	399	400	401
Educational Background	Pearson Correlation	-.040	-.060	.002	-.044	-.029
	Sig. (2-tailed)	.431	.229	.974	.379	.566
	Sig. (1-tailed)	.215	.115	.487	.190	.283
	N	399	398	398	399	400
Average Work Hours	Pearson Correlation	.068	.000	-.011	-.036	.026
	Sig. (2-tailed)	.177	.998	.828	.470	.603
	Sig. (1-tailed)	.088	.499	.414	.235	.301
	N	398	397	397	398	399
Institution Enrollment	Pearson Correlation	-.009	-.039	.029	-.022	-.026
	Sig. (2-tailed)	.858	.442	.568	.657	.604
	Sig. (1-tailed)	.429	.221	.284	.329	.302
	N	393	392	392	393	394

\*\*\*. Correlation is significant at the .05 level (1-tailed)

**Pearson correlation summary.** Pearson correlation analyses between wellness factors and the characteristics of age, years in profession, education background, average work hours, and institution enrollment yielded a significant relationship with at least one wellness factor (Tables 17, 18, 19, & 20); however, none of the characteristics were found to be statistically significant with overall wellness (Table 17). Age, educational background, average work hours, and institution enrollment had some effect on all second-order wellness factors with the exception of creative self (Table 18). For the third-order wellness factors, all characteristics had an effect on at least one wellness factor. Only positive humor, self-worth, and spirituality did not have at least one characteristic with a significant relationship (Table 19). Lastly, age yielded a significant relationship with the wellness context factor of chronometrical context (Table 20). Overall, the

characteristics had some effect on wellness factors at the micro-level rather than at the macro-level (overall wellness). As far as positive and negative relationships, there was no consensus. Rather, as expected, the relationship direction was based upon the variable.

**Analysis of variance.** One-way analysis of variance (ANOVA) with personal, work, and institutional characteristics was conducted next. This section is organized by type of characteristic (personal, work, institutional) and then by wellness factor (overall wellness, second-order, third-order, and then context and life satisfaction wellness factors). Overall wellness and statistically significant second-order wellness factors are presented in tables and discussed in text; third-order and context and life satisfaction wellness factors are discussed in text. Data Tables for non-statistically significant second-order wellness factors, and all third-order wellness factors, context and life satisfaction wellness factors, and post hoc analyses are presented in the appropriate characteristic Appendix (Appendix M, N, & O).

**Personal characteristics.** First, ANOVAs were conducted between personal characteristics (gender, ethnicity, age classification, years in profession classified, and higher education/student affairs degree) and four sets of wellness factors from the 5F-WEL (overall wellness, second-order wellness factors, third-order wellness factors, and context and life satisfaction factors). Supplemental data tables for second-order, third-order, and context and life satisfaction wellness factors are found in Appendix M.

**Gender.** Gender included three groups: female (229 respondents), male (151 respondents), and other (18 respondents) (Table 6). The ANOVA between overall wellness and gender did not yield a significant variation among groups ( $F(2,359) = 2.432, p = .089$ ) (Table 21). After computing a one-way ANOVA between gender and

second-order wellness factors, there was a statistically significant difference between groups for social self ( $F(2,395) = 4.143, p = .017$ ) and physical self ( $F(2,389) = 4.902, p = .008$ ) (Table 22). Tukey post hoc analysis demonstrated a significant ( $p = .20$ ) difference between female and male social self (support through connections with others) scores, with females having lower scores than males ( $M = 2.685, SD = 0.996$ ) (Appendix M). Additionally, Tukey post hoc analysis demonstrated a significant ( $p = .038$ ) difference between female and other gender designation physical self (physical aspects of wellness) scores, with females having lower scores than other gender designation ( $M = 9.918, SD = 4.039$ ) (Appendix M).

After computing ANOVAs between third-order wellness factors and gender, there was a statistically significant difference between groups for self-worth ( $F(2,395) = 4.713, p = .009$ ), friendship ( $F(2,395) = 3.978, p = .019$ ), gender identity ( $F(2,389) = 11.346, p < .001$ ), self-care ( $F(2,393) = 3.332, p = .037$ ), exercise ( $F(2,393) = 3.216, p = .041$ ), and nutrition ( $F(2,391) = 4.168, p = .016$ ) (Appendix M). Tukey post hoc analysis yielded the following statistically significant differences: male self-worth (accepting who and what one is) scores higher than other gender ( $M = 8.336, SD = 3.162, p = .024$ ), females friendship (social relationships & connections) scores lower than male ( $M = 2.765, SD = 1.44, p = .043$ ), females gender identity (satisfaction with one's gender) scores lower than male ( $M = 5.777, SD = 1.288, p < .001$ ), and female self-care (taking responsibility for self) scores lower than other gender ( $M = 7.127, SD = 2.823, p = .032$ ) (Appendix M).

The last set of ANOVA tests was between gender and the five context and life satisfaction wellness factors. There was a statistically significant difference between

groups for global context ( $F(2,393) = 3.827, p = .023$ ) (Appendix M). Post hoc analysis revealed there was a near significant ( $p = .062$ ) difference between male and other gender designation, with male having higher mean scores ( $M = 6.907, SD = 3.050$ ) than other gender designation.

*Table 21:*  
*ANOVA: Overall wellness and gender*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	236.472	2	118.236	2.432	.089
Within Groups	17,456.981	359	48.627		
<b>Total</b>	<b>17,693.453</b>	<b>361</b>			

*Table 22:*  
*ANOVA: Second-order wellness factors and gender*

		Sum of Squares	df	Mean Square	F	Sig.
Social Self	Between Groups	747.855	2	373.927	4.143	.017
	Within Groups	35,648.188	395	90.249		
	<b>Total</b>	<b>36,396.043</b>	<b>397</b>			
Physical Self	Between Groups	2,666.116	2	1,333.058	4.902	.008
	Within Groups	10,5795.348	389	271.967		
	<b>Total</b>	<b>10,8461.464</b>	<b>391</b>			

*Ethnicity.* Ethnicity included six groups: African-American/Black (49 respondents), Arab/Middle Eastern (33 respondents), Asian/Asian-American (24 respondents), Hispanic/Latina/Latino (33 respondents), White/Caucasian/European-American (256 respondents), and more than one ethnicity (33 respondents) (Table 6). The last category, prefer not to answer, was removed from analysis as it had only one respondent, which prevented robust analysis. Levene's test indicated there were significant variance difference between some groups, thus, violating the assumption of homogeneity of variance. Because of the violation, Welch's adjusted F ratio was used instead (Lomax & Hahs-Vaughn, 2012).

The first ANOVA was conducted between overall wellness and ethnicity. Welch's adjusted F did not yield a significance difference between ethnicity groups ethnicity ( $F(5, 19.141) = 0.668, p = .653$ ) (Table 23). The next set of ANOVAs occurred between second-order wellness factors; the only statistically significant variance among groups occurred with essential self ( $F(5, 19.363) = 7.674, p < .001$ ) (Table 24). Games-Howell post hoc analysis yielded the following significant differences for essential self (meaning-making processes): African-American/Black had lower mean scores than Asian/Asian-American ( $M = 8.172, SD = 2.460, p = .021$ ), Hispanic/Latina/Latino ( $M = 7.828, SD = 2.192, p = .008$ ), White/Caucasian/European-American ( $M = 9.994, SD = 1.534, p < .001$ ), and more than one ethnicity ( $M = 6.301, SD = 2.074, p = .037$ ) (Appendix M).

Three of the 17 third-order wellness factors violated the assumption of homogeneity of variance (thinking, emotions, and stress management). After computing ANOVAs between third-order wellness factors and ethnicity, there was a statistically significant difference between groups for realistic beliefs ( $F(6, 391) = 3.188, p = .005$ ), spirituality ( $F(6, 393) = 8.514, p < .001$ ), cultural identity ( $F(6, 393) = 6.294, p < .001$ ), and nutrition ( $F(6, 390) = 3.791, p = .001$ ) (Appendix M). Tukey post hoc analysis yielded the following statistically significant differences between groups for realistic beliefs (understanding of being imperfect): African-American/Black had lower mean scores than Asian/Asian-American ( $M = 10.970, SD = 2.914, p = .003$ ) and Hispanic/Latina/Latino ( $M = 10.970, SD = 2.914, p = .003$ ). There was a statistically significant difference between groups for spirituality (sense of oneness with the universe): African-American/Black had lower mean scores than Asian/Asian-American

( $M = 21.810$ ,  $SD = 5.571$ ,  $p = .001$ ), Hispanic/Latina/Latino ( $M = 16.790$ ,  $SD = 4.964$ ,  $p = .010$ ), White/Caucasian/European-American ( $M = 24.108$ ,  $SD = 3.438$ ,  $p < .001$ ), and more than one ethnicity ( $M = 18.245$ ,  $SD = 4.878$ ,  $p = .003$ ). A statistically mean difference was found between groups for cultural identity (satisfaction with one's cultural): African-American/Black had lower mean scores than White/Caucasian/European-American ( $M = 9.831$ ,  $SD = 2.188$ ,  $p < .001$ ), and White/Caucasian/European-American had higher mean scores than more than one ethnicity ( $M = 8.777$ ,  $SD = 2.528$ ,  $p = .008$ ). A statistically mean difference was found between groups for nutrition (eating balanced diet). Both African-American/Black ( $M = 8.492$ ,  $SD = 2.764$ ,  $p = .027$ ) and Hispanic/Latina/Latino ( $M = 11.278$ ,  $SD = 3.278$ ,  $p = .008$ ) had higher mean scores than White/Caucasian/European-American.

The last set of ANOVAs occurred between ethnicity and the five context and life satisfaction wellness factors. There was a statistically significant variance between ethnicity groups for institutional context ( $F(5, 392) = 2.497$ ,  $p = .030$ ) (Appendix M). African-American/Black had lower institutional context (social and political systems affecting daily life) mean scores ( $M = 6.130$ ,  $SD = 1.850$ ,  $p = .013$ ) than White/Caucasian/European-American.

*Table 23:*  
*Overall wellness and ethnicity: Robust tests of equality of means*

	Statistic <sup>a</sup>	df1	df2	Sig.
Welch	.668	5	19.141	.653

a. Asymptotically F distributed.

*Table 24:*  
*ANOVA: Second-order wellness factors and ethnicity: Robust Tests of Equality of Means*

Statistic <sup>a</sup>	df1	df2	Sig.
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Essential Self	Welch	7.674	5	19.363	.000
	Brown-Forsythe	5.486	5	7.787	.018

a. Asymptotically F distributed.

*Age classification.* Age classification included five groups: 21-25 years of age (94 respondents), 26-30 years of age (263 respondents), 31-35 years of age (26 respondents), 36-40 years of age (8 respondents), and 40+ years of age (8 respondents) (Table 6). The ANOVA between overall wellness and age classification did not yield a significant variation among groups ( $F(4, 359) = 1.312, p = .265$ ) (Table 25). Three of the five second-order wellness factors (creative self, coping self, and physical self) met all statistical assumptions, while two of the five did not (social self and essential self). None of the second-order wellness factors yielded a significant variance among groups (Appendix M).

After computing ANOVA scores between third-order wellness factors and age classification, there was a statistically significant variation between groups for work ( $F(4, 392) = 3.678, p = .006$ ), leisure ( $F(4, 389) = 2.70, p = .030$ ), and exercise ( $F(4, 392) = 3.588, p = .007$ ) (Appendix M). Tukey post hoc analysis yielded the following statistically significant difference between groups for work (satisfied with one's work): 21-25 years of age had lower mean scores than 36-40 years of age ( $M = 17.124, SD = 4.969, p = .006$ ), 26-30 years of age had lower mean scores than 36-40 years of age ( $M = 14.065, SD = 4.840, p = .031$ ), and 31-35 years of age had lower means scores than 36-40 years of age ( $M = 18.077, SD = 5.452, p = .009$ ). A statistically significant difference was found between groups for exercise (engaging in physical activity) with 21-25 years of age had lower mean scores than 31-35 years of age ( $M = 12.541, SD = 4.154, p = .023$ ). Lastly, ANOVA occurred between age classification and the five context and life

satisfaction wellness factors. There was a statistically significant difference between groups for global context ( $F(4, 392) = 2.629, p = .034$ ) (Appendix M).

*Table 25:*  
*ANOVA: Overall wellness and age classification*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	255.693	4	63.923	1.312	.265
Within Groups	17,497.001	359	48.738		
<b>Total</b>	<b>17,752.694</b>	<b>363</b>			

*Years in profession classified.* Years of experience classification included five groups: 0-1 years (62 respondents), 1-2 years (86 respondents), 2-3 years (17 respondents), 3-4 (177 respondents), and 4-5 years (59 respondents) (Table 6). Levene's test indicated there were significant variance differences between some groups; therefore, violating the assumption of homogeneity of variance. The first ANOVA was conducted between overall wellness and years of experience classification. The Welch F test did not yield a significant difference between groups ( $F(4, 82.607) = 2.100, p = .088$ ) (Table 26).

Next, ANOVAs occurred between second-order wellness factors and years of experience classification. After analysis, there were no second-order wellness factors with a significant difference between groups (Appendix M). Four of the 17 third-order wellness factors violated the assumption of homogeneity of variance (friendship, gender identity, control, and work). The Welch F test yielded a significance difference between the groups for control ( $F(4, 94.561) = 4.500, p = .002$ ) and work ( $F(4, 94.413) = 3.415, p = .012$ ) (Appendix M). Games-Howell post hoc analysis yielded the following significant differences for control (self mastery beliefs): 0-1 years had lower scores than 2-3 years ( $M = 7.218, SD = 2.016, p = .010$ ), 1-2 years had lower scores than 2-3 years ( $M = 7.352, SD = 2.026, p = .007$ ), 2-3 years had higher scores than 3-4 years ( $M = 6.882, SD = 1.760, p = .005$ ), and 2-3 years had higher scores than 4-5 years ( $M = 7.635, SD = 2.201,$

$p = .009$ ) (Appendix M). Games-Howell post hoc analysis yielded a significant difference for work (satisfied with one's work) with 0-1 years having lower scores than 2-3 years ( $M = 10.246, SD = 3.033, p = .018$ ) (Appendix M). Lastly, ANOVAs occurred between years of experience and the five context and life satisfaction wellness factors with no statistically significant differences (Appendix M).

*Table 26:*  
*Overall wellness and years in profession classification: Robust tests of equality of means*

	Statistic <sup>a</sup>	df1	df2	Sig.
Welch	2.100	4	82.607	.088

a. Asymptotically F distributed.

*Higher education/student affairs degree.* Higher education/student affairs degree characteristic included two groups: yes (274 respondents), and no (82 respondents) (Table 6). The ANOVA between overall wellness and higher education/student affairs degree did not yield a significant variation among groups ( $F(1, 319) = 1.325, p = .251$ ) (Table 27). Zero of the five of the second-order wellness factors were statistically significant (Appendix M).

Four of the 17 third-order wellness factors violated the assumption of homogeneity of variance (realistic beliefs, friendship, love, and self-care). Welch's adjusted F yielded a significant difference between groups for realistic beliefs ( $F(1, 178.522) = 17.968, p < .001$ ) (Appendix M). It can be concluded that respondents with a higher education/student affairs degree have slightly higher realistic belief mean scores than respondents without a higher education/student affairs degree for realistic belief (Appendix M). The last set of ANOVAs occurred between higher education/student affairs degree and the five context and life satisfaction wellness factors. Only institutional context did not meet the assumption of homogeneity of variance. There was a statistically

significant difference between groups for institutional context ( $F(1, 118.109) = 5.922, p = .016$ ) (Appendix M). It can be concluded that respondents with a higher education/student affairs degree have slightly higher institutional context (social and political systems affecting daily life) mean scores than respondents without a higher education/student affairs degree for realistic belief (Appendix M).

*Table 27:*

*ANOVA: Overall wellness and higher education/student affairs degree*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	64.123	1	64.123	1.325	.251
Within Groups	15,439.029	319	48.398		
<b>Total</b>	<b>15,503.152</b>	<b>320</b>			

*Personal characteristics summary.* The first section of one-way analysis of variance (ANOVA) looked at personal characteristics of gender, ethnicity, age classification, years in profession, and higher education/student affairs degree, and if there were any significant variation among groups for the 28 wellness factors (Appendix M). Personal characteristics did not impact differences between groups for overall wellness (Tables 21, 23, 25, & 27). Only gender and ethnicity had an effect on the second-order wellness factors (social self and essential self respectively) (Tables 22 and 24). For third-order wellness factors, personal characteristics sporadically impacted differences among groups. The third-order wellness factors of realistic beliefs, nutrition, exercise, and nutrition were impacted by personal characteristics more often than the other wellness factors (Appendix M). Lastly, personal characteristics only slightly impacted global context and institutional context factors.

*Work Characteristics:* Next, ANOVA tests were conducted with work characteristics (department, hours classification, and position level) and four sets of wellness factors from the 5F-WEL (overall wellness, second-order wellness factors,

third-order wellness factors, and context and life satisfaction wellness factors).

Supplemental data Tables for second-order, third-order, and context/life satisfaction factors are found in Appendix N.

*Department.* The department characteristic included nineteen groups (Table 7). ANOVA with overall wellness yielded significant variation among departments ( $F(18, 340) = 2.166, p = .004$ ) (Table 28). A post hoc Tukey analysis showed Disability Support Services differed significantly compared to Recreation and Fitness Programs for overall wellness ( $M = 15.422, SD = 4.306, p = .045$ ) (Appendix N). Next an ANOVA with second-order wellness factors yielded statistically significant variations among departments for coping self ( $F(18, 367) = 1.821, p = .022$ ) and physical self ( $F(18, 369) = 1.6797, p = .038$ ) (Table 29). A post hoc Tukey analysis showed that Disability Support Services differed significantly with a higher coping self (life event response regulation) score than Recreation and Fitness Programs ( $M = 20.915, SD = 5.204, p = .034$ ) (Appendix N). It is important to keep in mind that Disability Support Services had significantly fewer respondents (Table 7) than Recreation and Fitness Programs, and the difference could be, in part, caused by extreme scores within the Disability Support Services department category.

After computing ANOVAs between third-order wellness factors and department, there was a statistically significant difference between groups for stress management ( $F(18, 374) = 1.914, p = .014$ ), gender identity ( $F(18, 369) = 1.699, p = .037$ ), exercise ( $F(18, 373) = 1.790, p = .025$ ), and nutrition ( $F(18, 373) = 1.707, p = .036$ ) (Appendix N). Tukey post hoc analysis yielded the following statistically significant variances for exercise (engaging in physical activity): Recreation and Fitness Programs had lower

mean scores than Campus Life ( $M = 20.143$ ,  $SD = 5.09$ ,  $p = .012$ ) and Residence Life and Dining Services ( $M = 17.803$ ,  $SD = 5.019$ ,  $p = .049$ ) (Appendix N).

The last set of ANOVAs occurred between department and the five context and life satisfaction wellness factors. There was a statistically significant difference between groups for local context ( $F(18, 374) = 1.705$ ,  $p = .036$ ) (Appendix N). Post hoc analysis revealed there was no significant differences between individual departments.

*Table 28:*  
*ANOVA: Overall wellness and department*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1,807.266	18	100.404	2.166	.004
Within Groups	15,761.493	340	46.357		
<b>Total</b>	<b>17,568.758</b>	<b>358</b>			

*Table 29:*  
*ANOVA: Second-order wellness factors and department*

		Sum of Squares	df	Mean Square	F	Sig.
Coping Self	Between Groups	2,695.526	18	149.751	1.821	.022
	Within Groups	30,172.394	367	82.214		
	<b>Total</b>	<b>32,867.920</b>	<b>385</b>			
Physical Self	Between Groups	8,152.314	18	452.906	1.697	.038
	Within Groups	98,457.915	369	266.824		
	<b>Total</b>	<b>10,6610.229</b>	<b>387</b>			

*Hours classification.* Hours classified included three groups: 30-40 average hours worked (170 respondents), 41-50 average hours worked (187 respondents), and 51+ average hours worked (42 respondents) (Table 7). ANOVA between overall wellness and hours classified did not yield a significant variation among groups ( $F(2, 360) = 1.561$ ,  $p = .211$ ) (Table 30). Next, ANOVAs with second-order wellness factors yielded a statically significant variation among groups for coping self ( $F(2, 388) = 5.692$ ,  $p = .004$ ) (Table

31). Post hoc analysis showed that 30-40 average hours worked had lower mean score than the 51+ average hours worked ( $M = 4.845$ ,  $SD = 1.592$ ,  $p = .007$ ) (Appendix N).

Two of the 17 third-order wellness factors violated the assumption of homogeneity of variance (leisure and exercise). One-way ANOVAs yielded differences in groups score for: work ( $F(2, 394) = 4.711$ ,  $p = .010$ ), self-care ( $F(2, 394) = 6.584$ ,  $p = .002$ ), and nutrition ( $F(2, 392) = 3.777$ ,  $p = .024$ ) (Appendix N). Tukey's post hoc analysis revealed a significant ( $p = .019$ ) work (satisfied with one's work) mean difference between 30-40 average hours worked and 41-50 average hours worked, with 30-40 average hours worked scores lower than 41-50 average hours worked ( $M = 3.917$ ,  $SD = 1.443$ ). Additionally, post hoc analysis revealed a significant ( $p = .002$ ) self-care (taking responsibility for self) mean difference between 30-40 average hours worked and 51+ average hours worked, with 30-40 average worked scores lower than 51+ average hours worked ( $M = 6.733$ ,  $SD = 1.974$ ), and a significant ( $p = .018$ ) nutrition (eating balanced diet) mean difference between 30-40 average hours worked and 51+ average hours worked, with 30-40 average hours worked scores lower than 51+ average hours worked ( $M = 8.554$ ,  $SD = 3.127$ ) (Appendix N). Welch's adjusted F ratio yielded a significant difference between groups for leisure ( $F(2, 104.457) = 7.757$ ,  $p < .001$ ) (Appendix N). Games-Howell post hoc analysis yielded the following significant difference in mean leisure (satisfaction with free time) scores: 30-40 average hours worked had lower than 51+ average hours worked ( $M = 11.587$ ,  $SD = 3.100$ ,  $p = .001$ ), and 41-50 average hours worked had lower than 51+ hours worked ( $M = 8.605$ ,  $SD = 3.092$ ,  $p = .020$ ) (Appendix N). The last set of ANOVAs occurred between hours

classification and the five context and life satisfaction wellness factors. Results did not yield any statistically significant variances (Appendix N).

*Table 30:*

*ANOVA: Overall wellness and hours classification*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	152.906	2	76.453	1.561	.211
Within Groups	17,637.025	360	48.992		
<b>Total</b>	<b>17,789.930</b>	<b>362</b>			

*Table 31:*

*ANOVA: Second-order wellness factors and hours classification*

		Sum of Squares	df	Mean Square	F	Sig.
Coping Self	Between Groups	952.083	2	476.041	5.692	.004
	Within Groups	32,448.664	388	83.631		
	<b>Total</b>	<b>33,400.746</b>	<b>390</b>			

*Position level.* Position level included three groups: entry-level (293 respondents), mid-level (107 respondents), and senior-level (1 respondent) (Table 7). The ANOVA did not yield a significant variation among groups ( $F(2, 362) = .584, p = .558$ ) (Table 32). None of the five of the second-order wellness factors ANOVAs yielded significant variance with position level (Appendix N). Additionally, none of the 17 third-order wellness factors nor any of the five context and life satisfaction wellness factors varied significantly with position level (Appendix N).

*Table 32:*

*ANOVA: Overall wellness and position level*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	57.281	2	28.641	.584	.558
Within Groups	17,745.618	362	49.021		
<b>Total</b>	<b>17,802.900</b>	<b>364</b>			

*Work characteristics summary.* The second section of one-way analyses of variance (ANOVA) looked at the work characteristics of department, hours classification, and position level, and if there were any significant variation among groups for the 28



wellness factors. Only the work characteristic of department impacted group difference for overall wellness (Tables 28, 30, & 32). Both department and hours classified affected the second-order wellness factor of coping self (Tables 29 and 31), while department also affected physical self (Table 29). For third-order factors, work characteristics sporadically impacted differences among groups on nutrition, stress management, gender identity, exercise, work, self-care, and leisure (Appendix N). Lastly, the work characteristic of department was the only characteristic to effect a wellness context factor. Department slightly affected local context (systems one interacts most often with). Position level had no significant affect on group variances for any wellness factor.

***Institutional Characteristics:*** Next, ANOVAs occurred with institutional characteristics (enrollment classification, institution location, institutional control, institutional type, institutional setting, and institutional classification) and four sets of wellness factors from the 5F-WEL (overall wellness, second-order, third-order, and context and life satisfaction wellness factors). Supplemental data tables for second-order, third-order, and context and life satisfaction wellness factors are found in Appendix O.

***Enrollment classification.*** Enrollment classification included seven groups: less than 1,000 students (9 respondents), 1,001- 4,999 students (84 respondents), 5,000- 9,999 students (60 respondents), 10,000- 19,999 students (76 respondents), 20,000- 29,999 students (62 respondents), 30,000- 39,999 students (56 respondents), and 40,000+ students (47 respondents) (Table 8). ANOVA between overall wellness and enrollment classification did not yield a significant variation among groups ( $F(6, 353) = 1.627, p = .139$ ) (Table 33). There were no statistically significant differences between enrollment classification and second-order wellness factors (Appendix O).

Despite the lack of statistically significant differences with second-order wellness factors, there was a statistically significant difference between groups for leisure ( $F(6, 383) = 3.865, p = .001$ ), a third order wellness factor (Appendix O). Tukey post hoc analysis yielded significant differences for leisure (satisfaction with free time): less than 1,000 students had higher scores than 5,000- 9,999 students ( $M = 15.972, SD = 4.981, p = .024$ ), 10,000- 19,999 students ( $M = 16.111, SD = 4.951, p = .019$ ), 20,000- 29,999 students ( $M = 18.123, SD = 4.975, p = .006$ ), and 40,000+ students ( $M = 16.282, SD = 5.010, p = .024$ ), and 1,000- 4,999 students had higher scores than 20,000- 29,999 students ( $M = 7.598, SD = 2.350, p = .022$ ) (Appendix O). Next, ANOVAs occurred between enrollment classification and the five context and life satisfaction wellness factors. Results did not yield any statistically significant differences between groups (Appendix O).

*Table 33:*  
*ANOVA: Overall wellness and enrollment classification*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	472.611	6	78.769	1.627	.139
Within Groups	17,094.912	353	48.428		
<b>Total</b>	<b>17,567.523</b>	<b>359</b>			

*Institution Location.* Institution location included five groups: Northeast (117 respondents), Southeast (103 respondents), Southwest (32 respondents), Midwest (68 respondents), and West (81 respondents) (Table 8). ANOVA between overall wellness and institution location did not yield a significant variation among groups ( $F(4, 360) = 1.760, p = .136$ ) (Table 34). ANOVAs between institution location and second-order wellness factors yielded statistically significant difference between groups for essential self ( $F(4, 385) = 6.811, p < .001$ ) (Table 35). Tukey post hoc analysis yielded significant difference between group means for essential self (meaning-making processes):

Southeast had lower scores than Northeast ( $M = 6.462, SD = 1.461, p < .001$ ), Midwest ( $M = 6.911, SD = 1.685, p < .001$ ), and West ( $M = 5.571, SD = 1.624, p = .006$ ) (Appendix O).

ANOVAs between third-order wellness factors and institution location showed a statistically significant difference between groups for spirituality ( $F(4, 394) = 7.853, p < .001$ ) (Appendix O). Tukey post hoc analysis yielded statistically significant difference between groups for spirituality (sense of oneness with the universe): Southeast had lower scores than Northeast ( $M = 13.561, SD = 3.039, p < .001$ ), Midwest ( $M = 13.171, SD = 3.515, p = .002$ ), and West ( $M = 14.338, SD = 3.364, p < .001$ ) (Appendix O). Next, ANOVAs occurred between institutional location and the five context and life satisfaction wellness factors. There was a statistically significant difference between groups for institutional context ( $F(4, 394) = 3.816, p = .005$ ) (Appendix O). Post hoc analysis yielded a significant difference between Northeast and Southeast ( $p = .008$ ), with the Northeast exhibiting a higher institutional context (social and political systems affecting daily life) mean score than the Southeast ( $M = 5.356, SD = 1.605$ ).

*Table 34:*  
*ANOVA: Overall wellness and institution location*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	341.396	4	85.349	1.760	.136
Within Groups	17,461.503	360	48.504		
<b>Total</b>	<b>17,802.900</b>	<b>364</b>			

*Table 35:*  
*ANOVA: Second-order wellness factors and location*

		Sum of Squares	df	Mean Square	F	Sig.
Essential Self	Between Groups	3,116.015	4	779.004	6.811	.000
	Within Groups	44,035.928	385	114.379		
	<b>Total</b>	<b>47,151.943</b>	<b>389</b>			

*Institutional Control.* Institutional control included three groups: public (245 respondents), private (155 respondents), and other (1 respondents) (Table 8). ANOVA between overall wellness and institutional control did not yield a significant variation among groups ( $F(2, 362) = 0.548, p = .579$ ) (Table 36). Also not yielding statistically significant variances among groups were ANOVAs between institutional control and second-order wellness factors, third-order wellness factors, and the five context and life satisfaction wellness factors (Appendix O).

*Table 36:*  
*ANOVA: Overall wellness and institutional control*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	53.751	2	26.876	0.548	.579
Within Groups	17,749.148	362	49.031		
<b>Total</b>	<b>17,802.900</b>	<b>364</b>			

*Intitutional Type.* Institutional type included two groups: four-year institutions (381 respondents) and two-year institutions (19 respondents) (Table 8). ANOVA between overall wellness and institutional type did not yield a significant variation among groups ( $F(1, 362) = 0.935, p = .334$ ) (Table 37). Also not yielding statistically significant variance were ANOVAs between institutional type and second-order wellness factors , third-order wellness factors, and the five context and life satisfaction wellness factors(Appendix O).

*Table 37:*  
*ANOVA: Overall wellness and institutional type*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	45.795	1	45.795	0.935	.334
Within Groups	17,734.601	362	48.991		
<b>Total</b>	<b>177,80.396</b>	<b>363</b>			

*Institutional setting.* Institutional setting included three groups: rural (81 respondents), urban (252 respondents), and other (62 respondents) (Table 8). ANOVA

with overall wellness yielded significant variation among groups ( $F(2, 356) = 4.124, p = .017$ ) (Table 38). Post hoc analysis did not yield a statistically significant difference between groups (Appendix O).

Next, an ANOVA with second-order wellness factors yielded statistically significant variations between groups for creative self ( $F(2, 385) = 4.320, p = .014$ ) and physical self ( $F(2, 386) = 4.766, p = .009$ ) (Table 39). Tukey post hoc analysis yielded statistically significant differences between urban setting creative self (attributes formed to understand unique place in the world) means scores with urban setting having lower than other setting ( $M = 3.293, SD = 1.148, p = .012$ ), and rural setting physical self (physical aspects of wellness) mean scores were higher than urban setting ( $M = 6.545, SD = 2.140, p = .007$ ) (Appendix O).

Results of ANOVAs between third-order wellness factors and institutional setting, yielded statistically significant differences between groups for thinking ( $F(2, 389) = 4.714, p = .009$ ), exercise ( $F(2, 390) = 3.966, p = .020$ ), and nutrition ( $F(2, 388) = 4.391, p = .013$ ) (Appendix O). Tukey post hoc analysis yielded statistically significant differences for the following groups: urban setting thinking (mentally active and open-minded) mean scores were lower than other setting ( $M = 3.746, SD = 1.339, p = .015$ ), rural setting exercise (engaging in physical activity) mean scores were higher than urban setting ( $M = 6.340, SD = 2.435, p = .026$ ) and than other setting ( $M = 7.629, SD = 3.209, p = .047$ ), and rural setting nutrition (eating balanced diet) mean score was higher than urban setting ( $M = 6.777, SD = 2.309, p = .010$ ) (Appendix O).

Next, ANOVAs occurred between institutional setting and the five context and life satisfaction wellness factors. Results yielded a statistically significant differences

between groups for life satisfaction ( $F(2, 392) = 5.575, p = .004$ ) (Appendix O). Tukey post hoc analysis yielded the following significant life satisfaction (satisfaction with one's life) differences: rural setting mean scores were lower than other setting ( $M = 7.974, SD = 2.913, p = .018$ ), and urban setting mean scores lower than other setting ( $M = 7.974, SD = 2.447, p = .003$ ) (Appendix O).

*Table 38:*  
*ANOVA: Overall wellness and institutional setting*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	399.995	2	199.997	4.124	.017
Within Groups	17,265.888	356	48.500		
<b>Total</b>	<b>17,665.883</b>	<b>358</b>			

*Table 39:*  
*ANOVA: Second-order wellness factors and institutional setting*

		Sum of Squares	df	Mean Square	F	Sig.
Creative Self	Between Groups	551.434	2	275.717	4.320	.014
	Within Groups	24,572.797	385	63.825		
	<b>Total</b>	<b>25,124.231</b>	<b>387</b>			
Physical Self	Between Groups	2,615.541	2	1307.771	4.766	.009
	Within Groups	105,923.501	386	274.413		
	<b>Total</b>	<b>108,539.042</b>	<b>388</b>			

*Institutional classification.* Institutional classification included four groups: regional (58 respondents), research (182 respondents), other (72 respondents), and n/a (10 respondents) (Table 8). The assumption of homogeneity of variance was not met for some groups. For overall wellness, Welch's adjusted F ratio yielded a significant difference between groups ( $F(3, 46.031) = 4.00, p = .013$ ) (Table 40). A post hoc analysis using Games-Howell yielded significant differences: regional mean scores were lower than n/a ( $M = 4.193, SD = 1.454, p = .038$ ), and research mean scores were lower than n/a ( $M = 4.224, SD = 1.253, p = .020$ ) (Appendix O).

Next, ANOVAs occurred between institutional classification and the second-order wellness factors. Results did not yield statistically significant differences between groups (Appendix O). ANOVAs between institutional classification and the third-order wellness factors yielded a significant difference in groups for work ( $F(3, 317) = 3.404, p = .018$ ) (Appendix O). Post hoc analysis did not yield any statistically significant variation between specific groups (Appendix O).

Lastly, ANOVAs occurred between institutional classification and the five context and life satisfaction wellness factors. Only one of the factors violated the assumption of homogeneity of variance (life satisfaction). ANOVA results yielded a difference in groups score for institutional context ( $F(3, 317) = 2.758, p = .042$ ) (Appendix O). Post hoc analysis did not yield any statistical variation between specific groups (Appendix O). Welch's adjusted F ratio yielded significant differences in groups for life satisfaction ( $F(3, 42.107) = 7.608, p < .001$ ) (Appendix O). Games-Howell post hoc analysis yielded significant ( $p = .001$ ) differences for life satisfaction (satisfaction with one's life) between regional and other, with regional scores lower than other scores ( $M = 9.913, SD = 2.586$ ), and a significant ( $p = .006$ ) difference for life satisfaction between regional and n/a, with regional scores lower than n/a scores ( $M = 17.413, SD = 4.282$ ) (Appendix O).

*Table 40:  
Overall wellness and institutional classification: Robust tests of equality of means*

	Statistic <sup>a</sup>	df1	df2	Sig.
Welch	4.00	3	46.031	.013

a. Asymptotically F distributed.

*Institutional characteristics summary.* The last section of ANOVAs looked at institutional characteristics of enrollment classification, institution location, institutional

control, institutional type, institutional setting, and institutional classification. The ANOVA also looked for significant variations among groups for overall wellness, second-order, third-order, and context and life satisfaction wellness factors. Only the institutional characteristics of setting and classification affected group difference for overall wellness (Tables 33, 34, 36, 37, 38, and 40). Institution location affected the second-order wellness factor of essential self (Tables 35), while institutional setting impacted physical and creative self (Table 39). For third-order wellness factors, institutional characteristics sporadically impacted differences among groups on leisure, spirituality, thinking, exercise, nutrition, and work (Appendix O). Lastly, the wellness factor of institutional context was impacted by both institution location and institutional classification, while the wellness factor of life satisfaction was affected by institutional setting and classification. Overall, institutional setting affected wellness factors the most followed by institutional classification and institution location.

*Analysis of variance summary.* The second set of data analysis for research question two was one-way analysis of variance (ANOVA) between personal, work, and institutional characteristics. It also considered, any significant variations of groups for overall wellness, second-order, third-order, and context and life satisfaction wellness factors. Only work and institutional characteristics affected group difference for overall wellness (Tables 28, 30, 32-34, 36-38, & 40). Personal characteristics of ethnicity and gender (Tables 22-24), work characteristics of department and hours classification (Tables 29 & 41), and institutional characteristics of institution location and institutional setting (Tables 35 & 39) had effects on group difference for second-order wellness factors. For third-order wellness factors, multiple personal, work, and institutional



characteristics ANOVAs yielded significant group differences (Appendix, M, N, & O). Lastly, context and life satisfaction wellness factors yielded differences primarily for personal and institutional characteristics (Appendix, M, N, & O). Overall, respondent characteristics had some effect on overall wellness, but primarily yielded group differences for second-order, third-order, and context wellness factors. A full overview of variance between personal, work, and institutional characteristics groups is found in Appendix P.

**Step-wise multiple regression.** The last statistical analysis was step-wise multiple regression. A total of 28 step-wise multiple regressions were conducted with wellness factors (1 overall wellness, 5 second-order wellness factors, 17 third-order wellness factors, 5 context and life satisfaction wellness factors). Although only regression model tables for overall wellness and second-order wellness factors, and summary tables for third-order and context and life satisfaction wellness factors are provided in text, full regression tables for all variables are located in Appendix Q. As previously discussed, information on each assumption, test, and corresponding results are detailed in Appendix J. As discussed in chapter three, several variables were transformed into binominal variables so that a multiple regression analysis could be conducted: years of experience classified, gender, educational background, institutional control, institutional setting, and institutional classification.

**Overall wellness.** Step-wise multiple regression analysis was conducted to test if personal, work, and institutional characteristics significantly predicted respondent overall wellness scores. Regression results indicated that three predictors (age, gender, and

higher education/student affairs degree) explained 10% of variance in overall wellness ( $F(2, 149) = 5.531, p = .001$ ) (Table 41).

Table 41:

Regression model summary: Overall wellness

Model	R	R <sup>2</sup>	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R <sup>2</sup> Change	F Change	df1	df2	Sig. F Change
1	.208 <sup>a</sup>	.043	.037	7.311	.043	6.844	1	151	.010
2	.271 <sup>b</sup>	.074	.061	7.218	.030	4.909	1	150	.028
3	.317 <sup>c</sup>	.100	.082	7.138	.027	4.395	1	149	.038

a. Predictors: (Constant), Age

b. Predictors: (Constant), Age, Gender

c. Predictors: (Constant), Age, Gender, Higher education/student affairs degree

**Second-order wellness factors.** Of the five second-order wellness factors, two factors (creative and coping self) did not include a predictor variables and three factors (social, essential, and physical self) included at least one predictor variable. Step-wise multiple regression analyses were conducted to test if personal, work, and institutional characteristics significantly predicated respondents' second-order wellness factors.

*Social self.* Regression results indicated one predictor (higher education/student affairs degree) explained 3.5% of variance in social self ( $F(1, 165) = 5.987, p = .015$ ) (Table 42).

Table 42:

Regression model summary: Social self

Model	R	R <sup>2</sup>	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R <sup>2</sup> Change	F Change	df1	df2	Sig. F Change
1	.187 <sup>a</sup>	.035	.029	9.441	.035	5.987	1	165	.015

a. Predictors: (Constant), Higher education/student affairs degree

*Essential self.* Regression results indicated one predictor (gender) explained 4.4% of variance in essential self ( $F(1, 161) = 7.331, p = .008$ ) (Table 43).

Table 43:

Regression model summary: Essential self

Model	R	R <sup>2</sup>	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R <sup>2</sup> Change	F Change	df1	df2	Sig. F Change
1	.209 <sup>a</sup>	.044	.038	11.199	.044	7.331	1	161	.008

a. Predictors: (Constant), Gender

*Physical self.* Regression results indicated four predictors (institutional setting, institution enrollment, age, and gender) explained 11.7% of variance in physical self ( $F(4, 160) = 5.290, p = .001$ ) (Table 44).

Table 44:

Regression model summary: Physical self

Model	R	R <sup>2</sup>	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R <sup>2</sup> Change	F Change	df1	df2	Sig. F Change
1	.197 <sup>a</sup>	.039	.033	16.702	.039	6.592	1	163	.011
2	.263 <sup>b</sup>	.069	.058	16.488	.030	5.257	1	162	.023
3	.304 <sup>c</sup>	.092	.075	16.332	.023	4.118	1	161	.044
4	.342 <sup>d</sup>	.117	.095	16.160	.025	4.439	1	160	.037

a. Predictors: (Constant), Institutional Setting

b. Predictors: (Constant), Institutional Setting, Institution Enrollment

c. Predictors: (Constant), Institutional Setting, Institution Enrollment, Age

**Third-order wellness factors.** Of the 17 third-order wellness factors, all but five (thinking, control, positive humor, stress management, and spirituality) had at least one predictor variable. Table 45 summarizes regression results. Full result tables are found in Appendix Q.

Table 45:

Regression model summary: Third-order wellness factors

Factor	Predictor Variables	Percentage Explained	Significance
Emotions	Years of experience	3.2%	$F(1, 165) = 5.402, p = .021$
Work	Age	7.3%	$F(1, 164) = 12.820, p < .001$
Leisure	Age	5.0%	$F(1, 164) = 8.589, p = .004$

Self-worth	Institutional control, Gender	4.8%	$F(2, 164) = 4.141, p = .018$
Realistic Beliefs	Higher education/student affairs degree	3.6%	$F(1, 165) = 6.143, p = .014$
Friendship	Institutional control	2.1%	$F(1, 165) = 4.566, p = .034$
Love	Age	3.7%	$F(1, 165) = 6.341, p = .013$
Gender Identity	Gender, Age, Institutional control, Average work hours	15%	$F(4, 158) = 6.988, p < .001$
Cultural Identity	Gender	4.2%	$F(1, 165) = 7.164, p = .008$
Self-Care	Average work hours	2.5%	$F(1, 165) = 4.146, p = .043$
Exercise	Age, Institutional setting	10.3%	$F(2, 163) = 9.314, p < .001$
Nutrition	Institution enrollment, Gender	6.9%	$F(2, 163) = 6.072, p = .003$

**Context and life satisfaction factors.** Of the five context and life satisfaction factors, all but two (institutional context and life satisfaction) had at least one predictor variable. Table 46 summarizes regression results. Full result tables are found in Appendix Q.

*Table 46:*  
*Regression model summary: Context and life satisfaction wellness factors*

Factor	Predictor Variables	Percentage Explained	Significance
Local context	Age	3.2%	$F(1, 164) = 5.468, p = .021$
Global context	Gender, Age, Higher education/student affairs degree	9.0%	$F(3, 162) = 5.337, p = .002$
Chronometrical context	Institutional classification	3.0%	$F(1, 164) = 5.022, p = .026$

**Step-wise multiple regression summary.** The results of step-wise multiple regression were sporadic and held low predicting values, caused in part because of the number of regression models with only one predictor variable. This was to be expected

after conducting Pearson correlation and ANOVA analyses where multiple variables did not hold significant relationships across all wellness factors. Rather, there was more of a spread of variables with significant relationships with wellness factors. Personal characteristics (age, gender, higher education/student affairs degree, and years of experience) yielded higher prediction significance when compared to work characteristics (average work hours) and institutional characteristics (institutional setting, institution enrollment, institutional control, and institutional classification) (Tables 41, 42, 43, 44, 45, & 46). Age, gender and higher education/student affairs degree helped predict overall wellness (Table 41). Age, gender, higher education/student affairs degree, institution enrollment, and institutional setting helped predict second-order wellness factors (Tables 42, 43, & 44). Age, gender, higher education/student affairs degree, years of experience, average work hours, institution enrollment, institutional control, and institutional setting helped predict third-order wellness factors (Table 45). Finally, age, gender, higher education/student affairs degree, and institutional classification helped predict context and life satisfaction wellness factors (Table 46). Overall, step-wise multiple regression analysis yielded sporadic results with the greatest predicting models coming from overall wellness, physical self, gender identity, and global context.

**Holistic Result.** Considering holistic results of data analyses (Pearson correlation, ANOVA, and step-wise multiple regression) for research question two, *do certain personal, work, and institutional factors (such as gender, department, educational background, length of time in student affairs, hours worked per week, institution location, and institution size) influence wellness in new student affairs professionals*, a significant interaction between wellness factors and personal, work, and institutional characteristics

was found. Because of this, the null hypothesis was rejected, *personal, work, and institutional factors (individually) will not influence the level of wellness in new student affairs professionals*, and the directional hypothesis was retained, *personal, work, and institutional factors (individually) will influence the level of wellness in new student affairs professionals*.

This conclusion was based upon characteristics having an impact at the micro level (second-order, third-order, and context and life satisfaction wellness factors), which feed into the macro level (overall wellness). On the macro level, personal characteristics of age, gender, and higher education/student affairs degree were predictors of overall wellness during the step-wise multiple regression, while department, institutional setting and classification yielded significant group difference during ANOVA analysis. On the micro level, all variables, with exception of institutional type and position level, had a significant effect on at least one micro level wellness factor, with the exception of positive humor (Appendix R). Each characteristic on some level significantly influenced wellness in new student affairs professionals. An influence even on the micro level of third-order wellness factors could have an upward influence on overall wellness; therefore, making it significant.

### **Summary**

Chapter four provided a view of new student affairs professionals' perceptions of wellness and attrition intentions, along with their personal, work, and institutional characteristics. Chapter four also discussed data analysis of how new professionals' perception of wellness impacts their attrition intentions. Additionally, data analysis demonstrated how personal, work, and institutional characteristics influenced both macro

and micro levels of perceived wellness factors. There was a strong significant, negative relationship between overall wellness and attrition perceptions by new student affairs professionals. Furthermore, personal, work, and institutional characteristics significantly influenced almost all wellness factors.

Next, chapter five will present a discussion of the results including an examination of the findings, implications of the findings, and recommendations for future research.

## CHAPTER V

### DISCUSSION OF RESULTS

In part due to their training in student development theory and focus on student growth (Keeling, 2006; Lee & Helm, 2013), student affairs professionals are on the forefront of supporting college students at campuses across the United States. In this role new student affairs professionals help move institutions forward with a majority serving as front-line employees who plan and staff programs and services promoting student growth (Davis & Cooper, 2017; Lee & Helm, 2013; Silver & Jakeman, 2014). At any given time, new professionals comprise up to 20% of all student affairs professionals (Cilente, Henning, Jackson, Kennedy, & Sloan, 2006; Renn & Jessup-Anger, 2008; Tull, 2006) and come from all walks of life and backgrounds. Despite academic preparation, the critical nature of their roles, and their desires to serve students, studies have estimated that between 50% and 60% of new student affairs professionals leave the field within the first five years (Renn & Hodges, 2007; Tull et al., 2009). New student affairs professionals face long hours, low salaries, overwhelming situations, and often place students' and others' needs ahead of their own (Ellingson & Snyder, 2009; Marshall, Gardner, Hughes, & Lowery, 2016). These demands lead to greater levels of stress and burnout, which are often associated with greater levels of attrition, job dissatisfaction, and poor health (Beer et al., 2015; Burke, Cole, Ott, & Stoflet, 2016; Puig et al., 2012).



The purpose of this quantitative study was to examine the relationship between wellness and reported intent to leave the field of student affairs by new professionals.

Before delving into discussion of findings and resulting implications, it must be acknowledged that multiple confounding factors in addition to those in this study could also be influencing wellness in new student affairs professionals. Possible confounding factors are outside of the scope of this study, and should be considered for future studies. For example, it is possible that personal behaviors established early in life, and/or possibility during graduate preparation, may carry over to wellness behaviors and beliefs once working full time in student affairs. This and other contextual and personal factors are possible considerations for future studies and will be restated in a future research section at the end of the chapter.

This study adds to the literature on new student affairs professionals by providing insight into how wellness levels (self-) reported by new professionals impacted their attrition intentions, as well as how personal, work, and institutional characteristics influenced new professionals' reported wellness levels. To this end, chapter five focuses on discussion of results within the context of the literature and the implications of findings. Chapter five is organized into five major sections: summary of findings, discussion of findings, implications for theory, implications for practice, and implications for research.

### **Summary of Findings**

Overall, data analysis demonstrated that wellness, as reported by new student affairs professionals, impacted their attrition intentions. As self-reported wellness levels increased in new professionals, reported attrition intentions decreased. Although the

impact of wellness compared to other known factors for decreasing attrition is unknown, even small decreases in attrition may be of great importance to the field of student affairs because the decrease could potential lessen turnover rates and job burnout. Results also demonstrated that personal, work, and institutional characteristics impacted wellness at both the macro level (overall wellness) as well as the micro level (wellness factors comprising overall wellness). A better understanding of how individual characteristics may impact wellness levels may be of importance to supervisors and student affair leaders. A detailed presentation of data is found in Tables 6-46 in chapter four as well as, Appendixes M, N, and O. The next section discusses the findings of this study within the context of related literature. Because the design of this study used a sample of new student affairs professionals from across the U.S., results may be generalized from study respondents to the larger population of new student affairs professionals.

### **Discussion of Findings**

Although the career paths and experiences of new student affairs professionals differ from individual to individual, results of data analysis revealed a common theme: Wellness impacts intent to leave the field of student affairs, and the individual characteristics and beliefs of new student affairs professionals influence their wellness levels.

The 5F-WEL instrument, used in this study, provided an opportunity to consider numerous facets of wellness and how new professionals' characteristics may influence levels of wellness. Through its complex structure, the 5F-WEL instrument revealed how individual aspects interact and impact parts of the whole. In other words, what impacted micro- levels of wellness had some impact on overall wellness. Several interesting results

emerged as outcomes of data analysis. First, overall wellness results are discussed. This is followed by discussion of the relationship with individual characteristics (personal, work, and institutional) and wellness.

### **Overall wellness**

Overall wellness was negatively correlated with attrition intentions. Said another way: As overall wellness measures increased, new student affairs professionals' stated intentions to leave the profession decreased. This suggests that literature indicating that wellness positively affects both a professional's work and personal life (Lawson & Myers, 2001; Puig et al., 2012), and that wellness is able to alleviate many causes of attrition (Diener & Seligman, 2004; Mark & Smith, 2012) may also be accurately applied to the student affairs profession and, more specifically, to new professionals in student affairs.

In addition, it should be noted that new student affairs professionals in this study scored considerably lower than the national, general population of U.S. individuals who were studied by the authors of the 5F-WEL instrument (Myers & Sweeney, 2005). New professional's overall wellness score was 48.42 which translates to approximately the 15th percentile of adults using the 5F-WEL instrument (Myers & Sweeney, 2005). This finding is alarming because it demonstrates how low wellness levels may be within student affairs.

While this study did not extend to correlating factors, it is possible that lowered wellness levels are related to altruistic tendencies of student affairs professionals to sacrifice their own wellness for others (Beer et al., 2015; Sackney et al., 2000). Some indication of this is provided when considering the second-order wellness factors. The

lowest scoring second-order wellness factor was social self. Social self was used to examine social connections with friends, family, and significant others (Myers & Sweeney, 2005), typically comprising the individual's social support system. The combination of low overall wellness with low social support measures suggest that respondents may self-sacrifice meaningful relationships with others in order to devote time and energy to students and their careers. Jay's comment in chapter one provided a warning about this behavior, "We can [always] do [more for]...our campus, students, peers, [and] community. We need to have an escape for own personal health, and that means we need to take care of ourselves before we can take care of our students" (personal communication, April 18, 2018). It appears that new student affairs professionals may be committing to their work at levels associated with high personal health costs.

## **Personal**

**Age and years of experience.** Because student affairs divisions are heavily staffed by new professionals (Cilente et al., 2006; Marshall et al., 2016; Renn & Hodges, 2007; Renn & Jessup-Anger, 2008; Tull et al., 2009) and new student affairs professionals tend to be younger than seasoned professionals, the influence of age and years of experience on wellness behaviors and beliefs is important to further explore. Age and years of experience would seem to go hand in hand. Typically, as an individual's age increases, his or her years of career experience do as well. Although there were a few age outliers, the assumption of age and years of experience held true in the study; however, it is important to keep in mind that there may be a population of new student affairs professionals who come to student affairs from other professions, and with previous years

of experience. With that said, age and years of experience are discussed together to highlight similarities and differences.

As respondents' age increased so did scores on 12 of the 28 wellness factors (inclusive of all levels of factors). It appears that as an individuals' age increased, so did their knowledge on how to best provide self-care. This is supported by significant statistical relationships with age and leisure (satisfaction with free time), stress management (self-regulation), realistic beliefs (understanding of being imperfect), friendship (social relationships & connections), gender identity (satisfaction with one's gender), and cultural identity (satisfaction with one's cultural). These wellness factors demonstrated an increase in self-awareness. However, individuals who develop more wellness *awareness* as they age may still have low actual wellness *levels* because they do not integrate and practice that knowledge (awareness) in their everyday lives. Knowledge and self-awareness do not necessarily equate to action and positive behaviors. There are numerous life issues and factors that may be confounding wellness levels as in individual ages. Further research would be necessary to find out what is behind the low wellness levels and how potential confounding factors influence wellness as an individual ages.

The impact of years of experience on wellness varied from wellness factor to wellness factor. This result was interesting, especially when also considering the impact of age on wellness factors. As wellness levels increased or decreased based upon the influence of age, the same results did not necessarily occur when considering the influence of years of experience. This would indicate that the influence of age and years of experience on each wellness factor must be considered individually. For example, age influenced wellness scores on control (self-mastery beliefs), realistic beliefs, and

friendship; however, the same wellness factors were not influenced by years of experience (Appendix R displays a full comparison of characteristic and influence on wellness factor). In the study, as respondent years of experience increased, the wellness level on the wellness factor of emotion (being aware of or in touch with one's feelings) decreased. This could be due to levels of physical and emotional exhaustion compounding as an individual gains more experience (more time in the profession, even within the first five years in student affairs). Burnout caused by tiredness and emotional exhaustion is a common reason new student affairs professionals provide as a reason they leave the profession (Eastman, 1996; Lim et al., 2010; Rothmann & Essenko, 2007).

Although age appears to influence wellness levels more than years of experience, it is important to discuss the two concepts in the same space due to their possible interaction. Because new professionals report burnout, caused by physical and emotional exhaustion, as a leading causes of attrition, the influence of age and years of experiences on wellness levels is important for student affairs leaders to consider. It is crucial for student affairs leaders to emphasize to new professionals that they incorporate wellness behaviors in their everyday life as the new professional becomes more self-aware of what they need to do to maintain a healthy lifestyle.

**Gender.** The study asked for respondents' gender not sex. Gender refers to mostly behavior, and beliefs that drive behavior, that are socially constructed as male and female. Is it important to keep in mind that gendered dimensions of social life have broad cultural narratives, embedded gendered organizational script, and gendered dimensions of living, to name a few, and each dimension can shape views on gender and norms.

Almost universally, across all wellness factors, female wellness scores in this study were lower than males and the other gender classification. This is alarming because females are the backbone of not only student affairs divisions, but across many higher education campuses in the United States. Females comprise 71% of professionals within student affairs, and 58% of professionals across all higher education divisions (Nidiffer & Bashaw, 2001; Pritchard & McChesney, 2018). Additionally, when looking strictly at position level, females hold 56% of senior student affairs leadership positions, compared to 51% among all higher education senior positions (Pritchard & McChesney, 2018). Although the percentage of females holding frontline positions within student affairs is unknown, overall 71% of student affairs positions are frontline positions (Pritchard & McChesney, 2018). Because this study focused on new student affairs professionals, who typically hold frontline positions, a better understanding of how gender intersects with wellness and attrition levels is important.

While both males and females in the study had considerably lower overall wellness scores compared to the national, general population, females in the study scored significantly lower than their male colleagues in the comparison. Female overall wellness scores were 34.24 points lower when compared to national gender wellness scores, where their male colleagues had a 25.3 points lower comparison score (Appendix L). In the study, females had statistically significant lower scores for self-worth (accepting who and what one is), friendship (social relationships & connections), self-care (taking responsibility for self), exercise (engaging in physical activity), and nutrition (eating balanced diet) compared to males.

Sadly, lower female wellness levels align with other literature and research. Student affairs researchers have demonstrated that female student affair professionals tend to have higher levels of emotional exhaustion and burnout compared to their male colleagues (Brewer & Clippard, 2002; Guthrie et al., 2005; Howard-Hamilton et al., 1998). Specifically, Howard-Hamilton et al. (1998) found higher levels of stress and emotional burnout for females often occurred because of their additional caregiver roles outside of their student affairs job/career. Guthrie et al. (2005) supported Howard-Hamilton et al. (1998) findings, demonstrating females in student affairs are more likely to have caregiver responsibilities compared to their male colleagues. Hochschild and Machung (1989) described this as The Second Shift. As women enter the work force, females still take care of most of the household and child care responsibilities, causing structural inequities and burdening married and mothers differently (Croft, Schmader, Block, & Baron, 2014; Hochschild & Machung, 1989).

Females in helping professions, such as student affairs, often find juggling these extra duties too difficult managing while working over 40 hours a week. Often student affairs jobs also require a professional to perform emotional care and attentiveness on a daily basis; that accumulates over time and compounds emotional and physical exhaustion. In other words, from dawn to dusk everything is about giving. Also of importance is our knowledge that employees on the frontlines of organizations are typically the transition point between the organization and the individuals they serve, in this case students. Because frontline employees such as new student affairs professionals are the transition point, how they transmit and model the organization's values and mission, as well as organizational expectations of students, is usually prescribed by the



organization and guidelines of their profession (often referred to as “display rules”) (Zembylas, 2005). This responsibility is tirelessly present, even on days that the employees’ energy and wellbeing may be low. The organization’s values and mission may also be, in some cases and incidences, in contrast with the employee’s. This requires that the employee expend energy to maintain the façade of the organization, in other words, manipulating, modifying, and burying their own feelings in order to satisfy the perceived job requirements (Hackman, 2015; Zembylas, 2005). Seminal work by Arlise Hochschild, first published in 1983 and now in its third edition (Hochschild, 2012), and other researchers (Ashforth & Humphrey, 1993; Grandey & Melloy, 2017; Hewlin, 2003; Yugo, 2009) refer to this effort as emotional labor. Because females are often more attracted to helping professions than males (Taub & McEwen, 2006), emotional labor also tends to be gendered – impacting females more often than males. Helping professionals, in general, tend to be altruistic and sacrifice personal wellness more often than other professions (Beer et al., 2015; Marshall et al., 2016). This often means listening to others’ woes, forgiving the absences and forgetfulness of others, and celebrating the accomplishments of others, all while putting their own success and emotional needs on the backburners (Hackman, 2015).

The results of the study appear to be in some contrast with general research on female health behaviors. Although females in the study scored lower than males on self-care (taking responsibility for self), nutrition (eating balanced diet), and exercise (engaging in physical activity) wellness factors, females across the country appear to say they practice life shortening behaviors such as smoking, binge drinking, and being overweight less often than males, (Courtenay, McCreary, & Merighi, 2002); schedule

more doctors and preventive care appointments than males (Courtenay et al., 2002); and eat higher levels of vegetables and fruits and fewer levels of high fat foods than males (Courtenay et al., 2002; Furnham & Kirkcaldy, 1997). There may be other socially-situated behaviors of concern when considering what prevents positive wellness behaviors from having an effect for females. The inability to adequately set boundaries and being assertive in setting limits and saying no may prevent females from taking full advantage of positive wellness behaviors. Kelsky (2011) argues that females in academia “sabotage themselves and undermine their own authority and effectiveness because of an inability to be assertive” which could lead to lessened wellness levels.

Being caregivers and altruistic individuals may only be two factors, among a long list, that could assist with explaining and better understanding gendered results of the study. Because females comprise a higher percentage of student affairs professionals, they naturally experience greater pressure to provide high touch program and services for students (Taub & McEwen, 2006). And because females are more likely to have emotional exhaustion and burnout tendencies created from these student interactions, it is crucial for institutional dynamics and policy practices, along with student affairs leaders, to provide support for female wellness. The message and saturation of the message would need to be reactive to the individuals at their institution. This is a challenge for student affairs leaders need to address.

**Ethnicity.** Typically race is viewed as an individual’s physical, biological characteristics (Nittle, 2019). In other words, race is something that is outwardly manifested. Ethnicity is viewed as a social construct that encompasses an individual’s cultural identity (Nittle, 2019). For example, the color of an individuals’ skin would

describe their race but not the individual's ethnicity. An individual's race is determined by biology (physical appearance) while their ethnicity is based on social and cultural groups. The language an individual speaks or the religion he or she practice or the country he or she comes from may not be known from the individual's outward appearance. Racial identities are always on display, for the most part, where ethnicity can either be displayed or hidden depending on the individual's preference. Although differences exist between terms, for ease of reading, the terms race and ethnicity are used synonymously in the following discussion.

On the surface ethnicity was not a major factor in predicating differences in wellness levels in new professionals. However, when looking at post hoc analysis, interesting differences between groups occurred. Although this study was not able to fully explore potential reasons for differences between ethnicities and wellness levels, it is important to acknowledge that multiple confounding variables may be affecting wellness levels in new student affairs professionals. One of the possible reasons is cultural views on wellness. In his seminal work on organizational culture, Schein (1993) states "a deeper understanding of cultural issues in groups and organizations is necessary to decipher what goes on in them but, even more important, to identify what may be the priority issues... [and what] are most stable and least malleable [to a culture]" (p. 5). This view of culture is also held by the authors of the 5F-WEL. Myers, Sweeney, and Witmer (2000) stated the following regarding culture and wellness, "cultural identity affects self-perceived health and wellness because the concepts of health differ according to culture" (p. 256). Increased understanding of a culture's relationship with wellness may help better understand how individuals of different cultures engage in wellness activities.

In the study, African-American/Black respondents scored consistently lower on wellness factors than almost all other groups, and White/Caucasian/European-Americans consistently scored higher than most other groups. Unfortunately, these results align with research demonstrating that under-represented ethnicities tend to have lower levels of wellness, higher rates of obesity, and lower levels of demonstrated healthy lifestyle behaviors when compared to White/Caucasian/European-Americans (Courtenay et al., 2002; Goel, McCarthy, Phillips, & Wee, 2004; Johnson, 2005). Specifically, at higher education institutions in the United States, these results parallel wellness behaviors of students. African-American/Black, Asian/Asian American, and Hispanic/Latina/Latino students report lower levels of exercising, preventive doctor visits, and healthy eating compared to White/Caucasian/European-American students (Despues & Friedman, 2007). This, in part, could be explained by research that demonstrates that under-represented groups, on average, receive less wellness education (Courtenay et al., 2002; Goel et al., 2004). Although student affairs, as a whole, has worked to increase diversity in the field, more work must be done to support student affairs professionals from diverse populations. Culturally appropriate wellness education and prevention may be needed for new professionals of all ethnicities in order to be most effective.

## **Work**

**Average work hours.** Although student affairs professionals may have flexible work schedules, professionals are often required to work over 40 hours a week, to include evenings and weekends (Anderson, Guido-DiBrito, & Morrell, 2000; Marshall et al., 2016). The 2017 American Time Use Survey (United States Department of Labor [USDOL], 2019) indicated that individuals (across all industries) worked an average of

7.69 hours a day and an average of 5.17 days a week for an average of 39.76 worked hours a week. This is in contrast to respondents in this study who worked on average 44.41 hours per week (self-reported). Although the average is above the standard 40-hour work week, this average is below what was expected. Past studies revealed that many student affairs professionals reported working more average hours per week, upwards of 51 average hours per week (Trepka-Marling, 2006). The lower average hours for respondents in this study could be a reflection of the change in Fair Labor Standards Act (FLSA) in 2016, and supervisors/institutions paying closer attention to the number of hours an individual works per week. An exploration of the culture of student affairs in relation to higher average hours worked is beyond the scope of this study but is worth exploring in future research.

Logic would indicate that as an individual works longer days and weeks, his or her wellness level would decrease; however, in this study, as the average work hours per week increased, overall wellness level of respondents' slightly increased with statistically significant increases in wellness factors of coping self (life event response regulation), leisure (satisfaction with free time), stress management (self-regulation), self-care (taking responsibility for self), nutrition (eating balanced diet), and work (satisfied with one's work). In other words, those working more hours reported greater levels of wellness. For example, based upon this data, a respondent working 55 hours a week would be expected to have a higher level of wellness than a respondent working 40 hours a week. These results go against conventional logic. It must be assumed that the benefit of a greater number of working hours would be capped at some point (i.e. overall data distribution would resemble a bell curve and increasing hours would, indeed, lead to decreasing

wellness), however, a range of the most effective wellness levels combined with the average number of work hours could not be determined from this data.

It could be the case that new student affairs professionals may define themselves by their career, therefore, providing a social outlet for respondents that could be influencing their wellness levels. Through the incorporation of self and work into one concept, new student affairs professionals may see leisure and work as one in the same, leading to the positive relationship between wellness and average work hours. A second potential explanation of the results is that as an individual works more hours, they become more focused on time management, leading them to provide sufficient time for self-care items in order to keep operating at a high level. In other words, they may be able to find work-life balance through better time management and self-awareness. It appears that more research is needed on the possibility that factors such as resiliency and coping skills. This additional research could provide needed insight into possible confounding factors influencing wellness in addition to the average hours a new professional is working.

### **Institutional**

**Location.** Although institutional location was only statistically significant for three of the 28 wellness factors, post hoc analysis revealed respondents from the Southeast had significantly lower wellness scores than other regions. Although little research on wellness in higher education considers geographical impact, from a nationwide lens, individuals living in the Southeast experience lower average wellness levels (Lackland & Moore, 1997; United Health Foundation (UHF), 2018). Of the top ten unhealthiest states to live in, eight of the states are located in the Southeast (Alabama,

Arkansas, Kentucky, Louisiana, Mississippi, Tennessee, South Carolina, and West Virginia) with only one state from the Southwest (Oklahoma) and Midwest (Indiana) (UHF, 2018). Of the top ten healthiest states to live in, five are located in the Northeast (Connecticut, Massachusetts, New Hampshire, New York, and Vermont), four states from the West (Colorado, Hawaii, Utah, and Washington) and one from the Midwest (Minnesota) (UHF, 2018).

McLeroy's ecological systems model (1988) demonstrates how different systems with which an individual interacts impacts their beliefs and behaviors, and interventions may be implemented in different systems to influence beliefs and behaviors. McLeroy's model helps to better understand the geographical finding. For example, lower wellness levels of respondents in the Southeast may be influenced by interactions with community systems and public policy systems in the region, and new professionals may be influenced toward lower wellness behaviors. Those geographical systems, or organizational contexts, have influence on employee behaviors within institutions in the area. If individuals are influenced through various systems, a better understanding of how new professionals interact with complex internal and external systems may provide student affairs leaders with mechanisms for altering new professionals' beliefs and behaviors, if needed. On the other hand, if new professional wellness levels mimic regional wellness levels that are high, student affairs leaders may enjoy a positive influence from geographic factors in addition to individual decisions and behaviors.

**Enrollment.** Although institutional enrollment was only statistically significant for four of the 28 wellness factors, post hoc analysis provided interesting results. Enrollment held a negative relationship with each of the four wellness factors. As

enrollment increased, new professional wellness levels decreased. Albeit common thinking that individuals at smaller institutions must wear more “hats” due to fewer staff members, which arguably could lead to higher levels of stress and exhaustion, larger institutions appeared to have lower staffing levels over the last several decades as funding levels have decreased. Lower staffing levels at larger institutions likely create increased demands on professionals to do more as enrollment increases. An additional possible explanation for lower wellness levels for higher enrollment campuses is employee access to on-campus facilities. Employee access to wellness facilities may vary from institution to institution causing varying levels of wellness. Although larger institutions (typically higher enrollment institutions) may have larger, more robust wellness facilities, the facilities may be heavily student focused and/or professionals may not have access to the facilities. For example, mental health and acute care facilities are typically for students only and physical health facilities may only be accessible to professionals for a fee. A third possible explanation is the closeness of employee and supervisor. Due to the greater likelihood of close working relationship between supervisor and employee, smaller institutions may be better equipped to make on-the-spot adjustments to meet needs of employees.

### **Implication for Theory**

Theory utilization allows a researcher to illuminate new insights and deepens the understanding of a phenomenon (Anfara & Mertz, 2015). Rodgers and Widick (1980) defined theory as “a set of prepositions regarding the interrelationship of two or more conceptual variables relevant to some realm of phenomena. Theory provides a framework for explaining the relationship among variables and for empirical investigations” (p. 81).



Further, Anfara and Mertz (2015) use theoretical frameworks as a lens “that can be applied to the understanding of phenomena” (p. 15). The use of theory as lens both harvests and discards some data behind in the pursuit of a better understanding of the phenomena. Among the criteria Anfara and Mertz (2015) outline as crucial when selecting a theory, providing simple explanation of observed relations and consistency with both observed relations and established relation are at the top of the list.

In the current study, multiple theories and theoretical frameworks were considered *a posteriori*, or after data collection. Theories from the fields of wellness, attrition, new professional, student affairs, employee motivation, job engagement, job satisfaction, and human behavior were all considered. However, no theory adequately described or explained the data. Rather any single theory became reductionist and stripped the data of its complexity. In part this was to be expected as the study crossed multiple areas and there is a dearth of research linking new student affairs professionals, attrition, and wellness. More research needs to be conducted in order to either develop or extend an appropriate theory linking the multiple areas. Further research should include not only more new student affairs professionals, but also a wider reach of careers within student affairs. In order for an appropriate theory to be developed or extended, more information on what is occurring at both an overall, high level view but also within the differing careers within student affairs is needed. It should not be assumed that what works for one area of student affairs will explain or predict what is occurring in a separate area. Likewise, as established by this study’s findings, personal characteristics like gender and others matter in wellness behaviors and diversity of characteristics should be of concern in studies intended to lead to theory development. Singularity or narrow

focus was one of the main reason current theory and theoretical frameworks became reductionist within this study. Theory development will not only be beneficial within the field of student affairs and higher education, but may be extended to other helping professions.

### **Implications for Practice**

In today's frenetic and ever changing environment, the need for greater levels of work-life balance is increasingly important (Redon, 2011; Sullivan & Wiessner, 2010). Prioritizing self-care and wellness better equips helping professionals for providing quality service to meet the needs of their clients (students) (Lawson, 2007; Witmer & Granello, 2005). If new student affairs professionals struggle with work demands and balance issues, all while ignoring wellness, they may begin to lose the ability to have an "open and relaxed 'posture' necessary to relate fully with students...which allows the involvement of the whole person ... [and] ... ability to give students the gift of oneself" (Bright & Pokorny, 2013, p. 9). This makes self-care ever more important and should encourage organizations to support wellness objectives. The following four broad areas discuss implications for practice: modeling, communication, orientation, and resource allocation and commitment.

#### **Modeling**

Student affairs professionals often practice modeling behavior for their students in order to demonstrate to students that they practice what they preach, and to reinforce the importance of many of the life lessons discussed with students (Shupp & Arminio, 2012). "Faculty and staff are encouraged to be 'whole persons' in their role, that is, to express their cognitive, intrapersonal, and interpersonal dimensions in their relationships with

students” (Palmer, Zajonic, & Scribner, 2010, p. 171). One of the many behaviors student affairs professional discuss as being important to practice is that of healthy lifestyles (Shupp & Arminio, 2012). However, results of this study demonstrate that new student affairs professionals appear to not be modeling healthy lifestyle behaviors for their students. It becomes difficult for new student affairs professionals to create an atmosphere for growth and development for students if they do not themselves engage in the same wellness and self-care behaviors. Student affairs leaders need to encourage new professionals to practice better healthy lifestyle modeling for students. Not only will modeling encourage potentially impact the wellness and attrition intentions of new student affairs professionals, but also potentially impact student development and growth.

### **Communication**

The first way supervisors of new student affairs professionals can communicate the importance of wellness behaviors is through the simple act of encouraging new professionals to engage in healthy lifestyles. Supervisor feedback is often cited by new student affairs professionals as crucial to their success (Davis, 2017; Shupp & Arminio, 2012; Tull, 2006). Because encouragement from supervisors could make a positive impact, this simple task is crucial to the impact of wellness behaviors in new professionals. Encouragement can come from acknowledging what the new professional is already doing to increase/maintain their wellness level or encouraging new professionals to do a few activities to engage in healthy behaviors.

In recent years, the American Counseling Association (ACA) has recommitted to their stance on wellness through the emphasis of wellness throughout publications of professional responsibility for counselors (ACA, 2014). The ACA professional wellness

responsibility states “counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities” (ACA, 2014, p. 8). Although professional competencies outlined by NASPA and ACPA discuss professional wellness, the emphasis on wellness is mixed in with two other competencies: personal and ethical foundations, and advising and supporting (ACPA & NASPA, 2015). The personal and ethical foundations competency “Involves the knowledge, skills, and dispositions to develop and maintain integrity in one’s life and work; this includes ... commitment to one’s own wellness and growth” (ACPA & NASPA, 2015, p. 12). The advising and supporting competency states “... through developing advising and supporting strategies that take into account self-knowledge and the needs of others, we play critical roles in advancing the holistic wellness of ourselves, our students, and our colleagues” (ACPA & NASPA, 2015, p. 15). Although these two competencies do address wellness, more commitment to wellness through a dedicated competency for professional wellness and self-care would communicate a stronger message of the importance of wellness.

### **Orientation**

The next implication for practice is the implementation of more robust orientation (on-boarding) programs. It is readily agreed that orientation programs are an effective means to both orient and socialize professionals into the field of student affairs (Davis, 2017; Renn & Jessup-Anger, 2008; Shupp & Arminio, 2012). If there is a difference in wellness levels for professionals of varying ages and years of experience and ethnicities, and if wellness can impact attrition intention levels, then it can be reasoned that a more robust orientation program for new professionals is needed. In addition to providing a

more thorough understanding of the student affairs career, a more robust program should include the benefits of greater wellness and self-care in order to assist new professionals with developing personalized wellness plans. A better understanding of wellness behaviors and practices may assist new professionals to begin their careers on a path of better wellness, possibly negating some attrition intentions.

### **Resources allocation and commitment**

The last area of implication for practice involves resource allocation and institutional commitment. Within this area are three main implications: encouragement of wellness professionals' development plans and goals, department level changes, and addition of student affairs wellness programs. The first implication is encouragement of wellness professional development plans and goals. New professionals often cite the need for adequate support from supervisors and personalized professional development opportunities as key to their success (Renn & Hodges, 2007). However, new professionals often say they are dissatisfied with professional development opportunities because they feel they are asked for input, but that input is not typically considered by supervisors (Lorden, 1998). If engaging in professional development activities the individual finds rewarding replenishes energy and enthusiasm (Howard-Hamilton et al., 1998), and wellness can impact energy, enthusiasm, and attrition intentions, it would appear to be beneficial to allow new professionals to develop wellness professional development plans and goals personalized to their own lifestyles.

The next implication for resource allocation and institutional commitment involves allowing department level wellness changes. Changes on a smaller level, may be more sustainable in the long run. Student affairs leaders should allow for more flexibility

within department procedures and policies to allow department leaders to provide individualized wellness initiatives for their employees. Department leaders should know their staff on deeper level, and be able to target wellness initiatives that may have a greater impact. This implication aligns with the study's findings that micro-level wellness factors impact overall wellness.

The last implication for resource allocation and institutional commitment involves making broader division-wide changes throughout student affairs, primarily through the incorporation of wellness programs. As discussed in chapter two, wellness programs have been found to positively affect institutional culture, employee general health, employee morale, work functionality, and job satisfaction (Haines et al., 2007; Leininger et al., 2013). Workplace wellness programs provide an ideal environment for implementation of wellness programs that increase the physical, mental, and social capacities of employees (Aldana, Merrill, Price, Hardy, & Hager, 2005; Chenoweth, 2011; Haines et al., 2007; Leininger, Harris, Tracz, & Marshall, 2013). Although not all employees may participate in a division-wide wellness program, the benefit to employees who do participate outweigh any resources invested. Student affairs leaders should consider how they can increase and incorporate division-wide holistic wellness programs.

### **Implications for Research**

To the researcher's knowledge, examination of holistic wellness and attrition intentions of new student affairs professionals has not been examined in prior research. Therefore, this study contributes new knowledge. Specifically, this study contributes to the understanding of wellness and attrition intentions in new student affairs professionals. It increases the knowledge base and insights into perceptions of wellness, how individual

characteristics influence wellness, and possible interactions of wellness and attrition intentions of new professionals. Because of the dearth of research on new student professionals, wellness, and attrition, this study is intended to also create discourse that may stimulate needed additional research. The current study helps provide a small foundation of understanding from which to begin researching other populations. The following section provides a number of recommendations for researchers and additional research studies in this area.

### **Future research**

The purpose of this study was to examine the relationship between wellness and attrition in new student affairs professionals. The current study merely scratches the surface of the topic, leaving an extensive space for future research. Future research is necessary in order to further investigate health and wellness in student affairs professionals. Stemming from this study, several recommendations for future research are suggested by the researcher. Future research suggestions fall within six broad categories: populations, comparisons, methodologies, wellness concepts, institutional characteristics, and professional organization engagement.

**Population.** This study only examined the self-reported wellness levels and behaviors of new student affairs professionals. In order to increase the generalizability of the study, the researcher recommends conducting similar studies but utilizing other student affairs populations. Beyond understating the broader population of all student affairs professionals, a deeper understanding of smaller, niche populations within student affairs would add to the greater understanding of wellness in student affairs as a whole. Examples of other possible target populations include: individual departments within

student affairs, position level within student affairs (entry, middle, and senior levels), professionals who come late into student affairs as a career, master's students prior to entering the field full time, and professionals with specific characteristics (i.e. marriage/relationship status, dependent status, etc.). For example, Pierce (2005) reported female counselors with children often sacrificed wellness more often than their male colleagues. Having the same level of understanding within student affairs could be valuable knowledge.

**Comparisons.** The next recommendation for future research is comparison research. Because respondent overall wellness scores were low, it could be beneficial to compare new student affairs professionals to other new professionals in other careers and professions instead of a comparison to the national, general population. Comparison to similar careers and professions would allow student affairs leaders to possibly utilize best practices from other professions. The researcher suggests three areas for comparison studies: helping professions, comparable non-education careers, and student-professional-supervisor. The first comparison would be to look at student affairs professionals compared to other helping career professionals (common education, counseling, social work, and nursing). Better understanding of wellness within all helping professions, could hold universal benefit.

The second area of comparisons has some overlap with the first, comparison of student affair careers with comparable non-education careers. Potential comparisons could include: recreation professionals to city recreation management professionals, resident life professionals to apartment complex managers, campus life professionals to event planners, and judicial professionals to lawyers. While those areas may not be 100%



similar, the careers could have enough overlap for comparison. This area of comparison could provide further details of how different and similar student affairs careers are with non-education counterparts. The uniqueness of student affairs may become even more prevalent through this type of research. The last comparison area is to look at matching college students with new student affairs professionals the student interacts with on a regular basis, and new student affairs professionals to their supervisor. This recommendation follows the discussion of modeling. Research would look at if modeling, from both the perspectives of the student to new professional and new professional to supervisor, has any wellness influence.

**Methodologies.** The third suggestion for future research is the use of other research methods. Additional insight into wellness and attrition obtained through using different methodological approaches and choices could provide a deeper understanding as well as highlight nuances not found in the current study. The three method recommendations are qualitative, mixed-method, and longitudinal. Each choice could add valuable knowledge to the literature.

**Qualitative method.** The first method recommendation is the use of a qualitative research approach. Where the current study researched the phenomenon on a broad level, a qualitative approach would look at the phenomenon on a narrower but deeper level and potentially explain the why behind the numbers in the current study. Qualitative research is concerned with deeper understanding of a phenomenon rather than generalizations (Creswell, 2014; Gay, Mills, & Airasian, 2012; Patton, 2015). The depth of understanding of wellness in new professionals from a qualitative method could be invaluable. Any number of qualitative grounded approaches and data collection methods

would be appropriate. Focus groups, individual interviews, drawings, observations, logs and journals, and document analysis could all solicit further understating of the phenomenon. For example, how new professionals perceive institutional support (as either negative or positive), or new professional motivation to engage in wellness behaviors, could provide further insight into wellness behaviors and beliefs of new student affairs professionals.

***Mixed method.*** The next method approach recommendation is the use of a mixed-method approach. Mixed method research blends both qualitative and quantitative models allowing for both breadth and depth (Creswell, 2014; Patton, 2015). Mixed method research utilizes data collection and analysis techniques from both qualitative and quantitative models. The current data set contains limited exploratory qualitative data collected through four open-ended questions during data collection. Applying a mixed method approach would allow the current data set to be more fully utilized. Additionally, there could be benefit to matching quantitative results (wellness scores) with qualitative responses (answers to open-ended questions) in order to better understand how characteristics (i.e. hours worked per week, gender, ethnicity, age, years of experience, etc.) interact and impact wellness and attrition intentions.

***Longitudinal.*** The last methodological recommendation is the use of a longitudinal approach. A longitudinal research study collects data on the same respondents over a period of time (Creswell, 2014; Patton, 2015). The time period could be over a period of months, years, or even decades. Additionally, a longitudinal approach could utilize either, or both, qualitative or quantitative data collection and analysis techniques. Following new professionals over an extended period of time could provide

insight on how wellness and attrition levels may change over time and how the influence of individual characteristics may vary during different periods of time. Various time periods may reveal crucial moments where intervention and extra support may be needed.

**Wellness concepts.** The next recommended area for future research is the study of other wellness concepts. Looking at other measures and scales of wellness (e.g. well-being index, national faculty and staff health assessment, general well-being scale), individual factors of wellness (e.g. health behavior model, fitness and nutrition survey, mental health inventory, lifestyle assessment questionnaire), and individual characteristics (e.g. job engagement scale, work-related basic need satisfaction scale, employee engagement) could provide more insight into the topics of wellness and attrition in new student affairs professionals. In other words, other instruments may provide more nuances into why and how characteristics impact wellness levels. Also, looking into other factors (e.g. resilience and efficacy) impacting wellness, and behaviors and beliefs could be valuable for future research. Additionally, it could be beneficial to better understand wellness policies within student affairs divisions and departments, and how policies may impact wellness behaviors and beliefs.

**Institutional characteristics.** Next, future research should consider the use of additional and different institutional characteristics to describe the sample and for data analysis. The researcher suggests using the National Center for Education Statistics (NCES) institutional characteristics from the Integrated Postsecondary Education Data System (IPEDS). For example, the current study used five institution locations based upon the national census survey regions; however, NCES uses eight regions that might provide a closer association to regional cultural behaviors and beliefs. Using IPEDS

characteristic from NCES would be beneficial because it would allow for possible comparison to a larger set of respondents.

**Professional organization engagement.** The last recommendation for future research is the engagement of more professional organizations. Although multiple national student affairs professional organizations were engaged in the research, it could be beneficial for future researchers to engage even more professional organizations in order to engage more respondents and reach a wider breath of careers within student affairs.

### **Conclusion**

Chapter five summarized and discussed research findings from chapter four as well as discussed implications for theory, practice, and research. Given the negative relationship between wellness and attrition intentions, further research and understanding of wellness in all aspects of student affairs is needed. Results of this study can assist researchers in developing future undertakings on wellness within student affairs and potentially other professions. Additionally, results of the study add to the existing literature on wellness, attrition, and new student affairs professionals. Finally, results of the study provide student affairs leaders with knowledge on potential ways to influence positive changes to wellness in new professionals that may lead to impacts on attrition intentions. Although it may be difficult, a commitment to new professionals, their wellness, and their growth ultimately can pay dividends for professionals, institutions, and students. From an institutional view point, attrition is costly. Not only does attrition have a financial outlay, attrition also results in a loss of institutional knowledge all while disrupting the flow of work through the department, division, and institution.

Holistic wellness is a complex construct and this study only scratched the surface of how wellness influences new student affairs professionals. It is time to move away from a singular definition of wellness (lack of disease), and toward a more holistic definition of wellness to include all aspects of wellness (mind, body, and spirit). Acknowledging the various facets impacting wellness allows for individuals to find what moves them toward greater levels of wellness and positively impacts their behaviors and beliefs. As the landscape of higher education continues to shift and change, the role wellness plays in the lives of new professionals may become more important, both to individuals and institutions.

### **Postscript**

As I wrapped up the dissertation and study, I am left with the following reflective thoughts. I began this study ready to investigate and deepen my understanding of the lives of new professionals. Originally, I wanted to know what was causing a high attrition rate with new professionals but, along the way, my interest morphed into wanting to know how new professionals provided self-care and if those self-care activities would ultimately influence and impact attrition. Along the journey, not only did my understanding of new professionals, wellness, and student affairs deepen, but my self-awareness increased. I become more acutely aware, and thankful, of my own personal wellness behaviors and how often regular engagement in wellness behaviors kept me sane and alleviated my own mental and physical exhaustion levels. In other words, through this process and conversations with other professionals, I become more aware of how much wellness has influenced my personal life and those around me. Throughout the study I also learned how crucial it is to provide encouragement and support of new

professionals as they begin their journey. It is the responsibility of every student affairs professional and leader to provide support for new professionals. At the end of the study, there are few items I would have modified and done differently. I would have found further ways to nuance and describe respondents in order to dive even more deeply into what influences wellness levels. Additionally, if time were limitless, I would have engaged more professional organizations both at the national and state level in order to get a fuller picture of new professionals. I would be remiss to not acknowledge that there are new professionals who were not included in the study that could have further informed the research and outcomes.

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## APPENDIX A

### Pilot Study Charts

#### Demographic Information:

##### Gender

	Frequency	Percent
Female	27	79.4
Male	6	17.6
Other	1	2.9
<b>Total</b>	<b>34</b>	<b>100.0</b>

##### Ethnicity

	Frequency	Percent
African-American or Black	1	2.9
Hispanic, Latina, Latino	4	11.8
Indigenous, Alaska Native, American Indian.	1	2.9
White, Caucasian, European American	28	82.4
<b>Total</b>	<b>34</b>	<b>100.0</b>

##### Age

	Frequency	Percent
21-25	2	5.9
26-30	15	44.1
31-35	5	14.7
36-40	4	11.8
41+	8	23.5
<b>Total</b>	<b>34</b>	<b>100.0</b>

##### Years of Experience

	Frequency	Percent
More than 1 year but less than 5	16	47.1
More than 5 but less than 10	4	11.8
More than 10 but less than 15	6	17.6
More than 15 but less than 20	3	8.8
More than 20 years	5	14.7
<b>Total</b>	<b>34</b>	<b>100.0</b>

### Average Hours Worked

	N	Minimum	Maximum	Mean	Std. Deviation
Average Work Hours	34	35	60	45.56	5.417

### Highest Earned Degree

	Frequency	Percent
Bachelor's Degree	3	8.8
Master's Degree	27	79.4
Doctorate Degree	4	11.8
<b>Total</b>	<b>34</b>	<b>100.0</b>

### Student Affairs or Higher Education Advanced Degree

	Frequency	Percent
Yes	26	83.87
No	5	16.13
<b>Total</b>	<b>31</b>	<b>100.00</b>

### Department

	Frequency	Percent
Advocacy and support programs	6	17.6
Campus life	15	44.1
Greek affairs	1	2.9
Health services	2	5.9
Judicial affairs	1	2.9
Orientation and new student programs	2	5.9
Residence life	3	8.8
Other	4	11.8
<b>Total</b>	<b>34</b>	<b>100.0</b>

### Institutional Type

	Frequency	Percent
Public 4 Year	20	58.8
Public 2 Year	4	11.8
Private 4 Year	7	20.6
Private 2 Year	1	2.9
Other	2	5.9
<b>Total</b>	<b>34</b>	<b>100.0</b>

### Institutional Location

	Frequency	Percent
Northeast	9	26.5
South	10	29.4
Midwest	10	29.4
West	5	14.7
<b>Total</b>	<b>34</b>	<b>100.0</b>

**Institutional Enrollment**

	Frequency	Percent
Fewer than 1,000	5	15.15
1,000-2,999	4	12.12
3,000-9,999	9	27.27
10,000-19,999	7	21.21
20,000 +	8	24.25
<b>Total</b>	<b>33</b>	<b>100.00</b>

**Wellness Demographics:****Pilot Study compared Normed Means- Overall Wellness and Second-order factors**

	Study Mean	Study SD	Normed Mean	Normed SD
Overall Wellness	52.100	6.5905	76.22	12.51
Creative Self	45.938	9.2961	77.80	12.99
Coping Self	58.165	7.6433	72.36	10.63
Social Self	38.419	11.5789	84.06	17.82
Essential Self	52.757	11.3723	78.90	16.15
Physical Self	61.985	12.1820	79.98	17.00

**Pilot Study compared Normed Means- Third-order factors**

	Study Mean	Normed Mean
Thinking	41.176	78.31
Emotions	47.610	77.64
Control	42.647	78.31
Work	53.970	75.02
Positive Humor	42.647	79.79
Leisure	57.475	76.65
Stress Management	54.963	76.00
Self-Worth	49.080	79.90
Friendship	41.176	82.64
Love	35.661	85.57
Spirituality	70.588	76.90
Self-Care	38.970	84.72
Gender Identity	47.426	78.74
Realistic Beliefs	68.823	62.25
Cultural Identity	48.529	74.82
Nutrition	58.088	68.48
Exercise	65.882	73.46



**Attrition Intention Demographics:**

	Frequency	Percent
Definitely	4	11.8
Very Probable	5	14.7
Probable	7	20.6
Not Probable	14	41.2
Definitely Not	4	11.8
<b>Total</b>	<b>34</b>	<b>100.0</b>

**Data Analysis:****Attrition Intention and Third-order wellness factors**

		Attrition
Thinking	Pearson Correlation	-.488*
	Sig. (2-tailed)	.003
	N	34
Emotions	Pearson Correlation	-.478*
	Sig. (2-tailed)	.004
	N	34
Control	Pearson Correlation	-.348*
	Sig. (2-tailed)	.043
	N	34
Work	Pearson Correlation	-.607*
	Sig. (2-tailed)	.000
	N	34
Positive Humor	Pearson Correlation	-.188
	Sig. (2-tailed)	.288
	N	34
Leisure	Pearson Correlation	.127
	Sig. (2-tailed)	.474
	N	34
Stress	Pearson Correlation	-.387*
	Sig. (2-tailed)	.024
	N	34
Self-Worth	Pearson Correlation	-.353*
	Sig. (2-tailed)	.040
	N	34
Realistic Beliefs	Pearson Correlation	-.282
	Sig. (2-tailed)	.106
	N	34
Friendship	Pearson Correlation	-.257
	Sig. (2-tailed)	.142
	N	34
Love	Pearson Correlation	-.491*
	Sig. (2-tailed)	.003

	N	34
Spirituality	Pearson Correlation	-.031
	Sig. (2-tailed)	.862
	N	34
Gender Identity	Pearson Correlation	-.194
	Sig. (2-tailed)	.271
	N	34
Cultural	Pearson Correlation	-.138
	Sig. (2-tailed)	.436
	N	34
Self-care	Pearson Correlation	-.190
	Sig. (2-tailed)	.281
	N	34
Exercise	Pearson Correlation	.150
	Sig. (2-tailed)	.398
	N	34
Nutrition	Pearson Correlation	-.060
	Sig. (2-tailed)	.737
	N	34

### Overall Wellness and Demographics

		Age	Experience	Degree	Average Work Hours
Overall	Pearson Correlation	-.156	-.249	.042	.221
Wellness	Sig. (2-tailed)	.380	.155	.813	.208
	N	34	34	34	34

### Overall Wellness and Department

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	371.385	7	53.055	1.299	.290
Within Groups	1,061.999	26	40.846		
<b>Total</b>	<b>1,433.384</b>	<b>33</b>			

### Overall Wellness and Ethnicity

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	351.432	3	117.144	3.248	.036
Within Groups	1,081.952	30	36.065		
<b>Total</b>	<b>1,433.384</b>	<b>33</b>			

**Overall Wellness and Gender**

**ANOVA**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	17.860	2	8.930	.196	.823
Within Groups	1,415.524	31	45.662		
<b>Total</b>	<b>1,433.384</b>	<b>33</b>			

## APPENDIX B

### Operational Definition of Variables Mapping

<b>Variable</b>	<b>Research Question(s)</b>	<b>Survey Section</b>	<b>Item/Question</b>	<b>Definition</b>	<b>Value</b>
Attrition	1	3	Question 1	Intention of leaving the field of student affairs.	Reported value by individual
Overall Wellness	1 & 2	2	Questions 1-91	Overall wellness of the individual	Calculated value from section 2
Wellness-Creative	1	2	Q: 4, 7, 13, 17, 20, 21, 24, 27, 29, 30, 32, 38, 40, 42, 43, 48, 54, 58, 59, 66, 75	Creative aspect of wellness	Calculated value from section 2
Wellness-Coping	1	2	Q: 1, 2, 10, 12, 18, 23, 28, 34, 36, 39, 41, 44, 46, 50, 55, 56, 60, 61, 67	Coping aspect of wellness	Calculated value from section 2
Wellness-Social	1	2	Q: 11, 25, 26, 47, 49, 52, 70, 73	Social aspect of wellness	Calculated value from section 2
Wellness-Essential	1	2	Q: 6, 8, 15, 16, 19, 22, 31, 35, 37, 45, 51, 57, 64, 65, 69, 71	Essential aspect of wellness	Calculated value from section 2
Wellness-Physical	1	2	Q: 3, 5, 9, 14, 33, 53, 62, 63, 68, 72	Physical aspect of wellness	Calculated value from section 2
Age	2	1	Question 1	Age of individual	Reported value by individual  1) 21-25 yrs.; 2) 26-30 yrs.; 3) 31-35 yrs.; 4) 36-40 yrs.; 5) 41+ yrs.

Years in Profession	2	1	Question 2	Number of years in profession of the individual	Reported value by individual 1) 0-1 yrs.; 2) 1-2 yrs.; 3) 2-3 yrs.; 4) 3-4 yrs.; 5) 4-5 yrs.
Gender	2	1	Question 3	Gender identify of individual	1) Female; 2) Male; 3) Other
Ethnciity	2	1	Question 4	Racial identity of individual	1) African-American or Black; 2) Indigenous, Alaska Native, American Indian; 3) Arab, Middle Eastern; 4) Asian, Asian American; 5) Hispanic, Latina, Latino; 6) Native Hawaiian, Pacific Islander; 7) White, Caucasian, European American; 8) More than one ethncity; 9) Prefer not answer
Education Background	2	1	Question 5	Educational background of individual	1) High school diploma/GED; 2) Associate's; 3) Bachelor's; 4) Master's; 5) Doctorate
Higher Education or Student Affairs Degree	2	1	Question 5.2	Avanced degree in either higher eudcation or student affairs	1) Yes; 2) No
Department	2	1	Question 11	Department within student	1) Academic advising, 2)

				affairs division employing individual	Advocacy and support programs (LGBT, Veterans, Women, International, Multicultural, Adult, Religious), 3) Assessment, research, and program evaluation, 4) Athletics, 5) Campus life (programming and student activities), 6) Career development, 7) Community engagement, 8) Commuter services, 9) Disability support services, 10) Enrollment management (Admissions, Financial Aid, Registrar), 11) Graduate and professional student services, 12) Greek affairs, 13) Health services (Mental and Physical Health), 14) Judicial affairs, 15) Leadership programs, 16) Orientation, new student programs, and
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					family programs, 17) Recreation and fitness programs, 18) Residence Life, and dining services, 19) Student affairs advancement, 20) Student Union, 21) Vice-President/Dean of Students Office, 22) Other
Hours Worked	2	1	Question 13	Number of average hours worked per week by individual	Reported value by individual 1) 30-40 hrs.; 2) 41-50 hrs.; 3) 51+ hrs.
Institution Enrollment	2	1	Question 8	Student enrollment of institution	Reported value by individual 1) >1,000; 2) 1,000-4,999; 3) 5,000-9,999; 4) 10,000-19,999; 5) 20,000-39,999; 6) 40,000+
Institutional Control	2	1	Question 6	Control of institution	1) Public; 2) Private; 3) Other
Institutional Type	2	1	Question 6		1) Four Year; 2) Two Year
Institutional Setting	2	1	Question 6	Location/setting of institution	1) Rural; 2) Urban; 3) Other
Institutional Classification	2	1	Question 6	Classification of institution	1) Research; 2) Regional; 3) Other

## APPENDIX C

### Instrument

Your participation in this study is voluntary and your responses will remain anonymous. The survey should take you approximately 15 minutes. You may skip any question or quit at any time. No information that specifically identifies you will be collected. Thank you in advance for your honesty about your experiences and perceptions.

#### ***Part 1- Demographic***

The following questions pertain to you as an individual. Please mark the appropriate response.

Q1: What is your age?

- Open response
- Prefer not to answer

Q2: How many years have you been employed in a student affairs division?

- Open response

Q3: How do you describe your current gender identity?

- Open Response
- Prefer not to answer

Q4: How do you describe your racial identity?

- African-American or Black
- Arab, Middle Eastern
- Asian, Asian American
- Hispanic, Latina, Latino
- Indigenous, Alaska Native, American Indian
- Native Hawaiian, Pacific Islander
- White, Caucasian, European American
- More than one ethnicity
- Prefer not to answer



- Q5: What is the highest degree you have earned?
- High School Diploma/GED
  - Associate's Degree
  - Bachelor's Degree
  - Master's Degree
  - Doctoral or other terminal degree (for example, a Juris Doctorate.)

- Q5.2 Is your degree in either student affairs or higher education? (Only shown if marked Masters or Doctoral in above question)
- Yes
  - No

**Job Information**

The following questions pertain to your current job and institution. Please mark the appropriate response.

- Q6: Please indicate all that apply to your current institution:
- Institutional Control
    - Public
    - Private
    - Other
  - Institutional Type
    - Four Year
    - Two Year
  - Institutional Setting
    - Rural
    - Urban
    - Other
  - Additional Classification
    - Research
    - Regional
    - Other
    - N/A

- Q7: Where is your current institution located?
- Outside of the U.S.
  - Northeast
  - Midwest
  - Southeast
  - Southwest
  - West



- Q8: What is the total student enrollment of your current institution?
- Open response

- Q9: How would you describe your current position?
- Entry-level (for example, Coordinator, Hall Director, etc.)
  - Mid-Level (for example, Assistant Director, Director, etc.)
  - Senior-Level (for example, Dean, AVP, Vice President, etc.)
- Q10: Are you currently employed in a division/department that does what you consider traditional student affairs work or that reports to the senior student affairs officer of your institution?
- Yes
  - No
- Q11: What is the title of your department/unit/team?
- Open response
- Q12: Please indicate your level of employment.
- Full-time Student Affairs Professional (40+ hours per week)
  - Part-time Student Affairs Professional (less than 40 hours per week)
- Q13: On average, how many hours do you work per week?
- Open response

**Part 2- Wellness**

*Note: This section presents only five items from the 5F-WEL; the full-length instrument will be used for data collection. The full-length 5F-WEL may not be reproduced or included at any time in published material.*

The purpose of the below inventory is to help assess wellness. The items are statements that describe you. Answer each item in a way that is true for you most of the time. Think about how you most often see yourself, feel or behave. Answer all the items. Do not spend too much time on any one item. Your honest answers will make your scores more useful.

Mark only one answer for each item using the following scale

<b>A</b>	<b>Strongly Agree</b>	If it is true for you most or all of the time
<b>B</b>	<b>Agree</b>	If it is true for you some of the time
<b>C</b>	<b>Disagree</b>	If it is usually not true for you
<b>D</b>	<b>Strongly Disagree</b>	If it is almost never or never true for you

	<b>Question</b>	<b>Scale</b>			
1	I get some form of exercise for 20 minutes at least three times a week	A	B	C	D
2	I can express both my good and bad feelings appropriately	A	B	C	D
3	I am able to manage my stress	A	B	C	D

4	My work allows me to use my abilities and skills	A	B	C	D
5	I have at least one person with whom I am close emotionally	A	B	C	D

***Part 3- Intent to Leave Profession***

Q1: Please indicated the likelihood you would voluntarily leave the field of student affairs as a career/profession in the next 3 to 5 years:

- Very Likely to Leave
- Likely to Leave
- Neither Likely nor Unlikely to Leave
- Unlikely to Leave
- Very Unlikely to Leave

Q2 Please share what are the leading causes of the likelihood that you would leave the profession of student affairs in the next 3 to 5 years. (Shown after previous question is answered)

- Open Response

***Part4- Personal Wellness***

The following questions prove you an opportunity to provide personal insight on wellness.

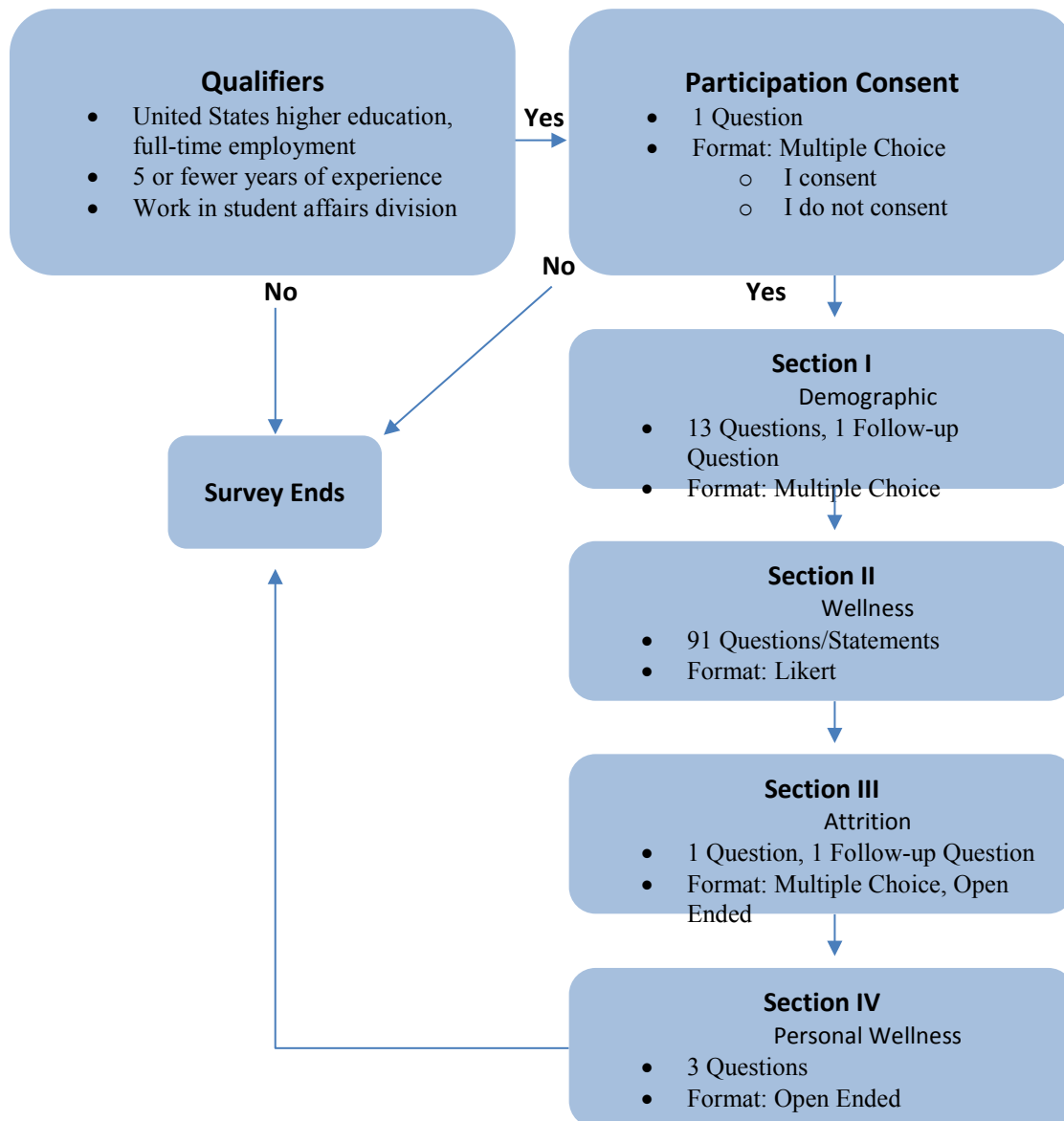
Q1: How do you incorporate wellness, if at all, into your personal life?

Q2: How do you incorporate wellness, if at all, into your work life?

Q3: Anything you would like to share with the researcher regarding your views on the role of wellness for student affairs professionals?

## APPENDIX D

### Instrument design and flow



## APPENDIX E

### 5F-WEL factor alignment



## APPENDIX F

### 5F-WEL Terminology

5F-WEL Author definition of terms used for instrument (Myers et al., 2004; Myers & Sweeney, 2005).

<b>Creative Self</b>	The combination of attributes that each of us forms to make a unique place among others in our social interactions and to positively interpret our world
<i>Thinking</i>	Being mentally active, open-minded; having the ability to be creative and experimental; having a sense of curiosity, a need to know and to learn; the ability to think both divergently and convergently when problem solving; the capacity to change one's thinking in order to manage stress; the ability to apply problem solving strategies in resolving social conflicts.
<i>Emotions</i>	Being aware of or in touch with one's feelings; being able to express one's feelings appropriately; being able to enjoy positive emotions as well as being able to cope with negative emotions; having a sense of energy; avoiding chronic negative emotional states.
<i>Control</i>	Beliefs about your competence, confidence, and mastery (i.e., "I can"); belief that you can usually achieve the goals you set out for yourself; being able to exercise individual choice through imagination, knowledge, and skill; having a sense of planfulness in life; being able to be direct in expressing one's needs (assertive).
<i>Work</i>	Being satisfied with one's work; having adequate financial security; feeling that one's skills are used appropriately; feeling that one can manage one's workload; feeling a sense of job security; feeling appreciated in the work one does; having satisfactory relationships with others on the job; being satisfied with activities in work and play which one chooses to perform; having a playful attitude toward life tasks; the ability to cope with stress in the workplace.

<i>Positive Humor</i>	Being able to laugh at one's own mistakes and the unexpected things that happen; the ability to laugh appropriately at others; having the capacity to see the contradictions and predicaments of life in an objective manner such that one can gain new perspectives; enjoying the idiosyncrasies and inconsistencies of life; the ability to use humor to accomplish even serious tasks.
<b>Coping Self</b>	The combination of elements that regulate our responses to life events and provide a means for transcending their negative effects.
<i>Leisure</i>	Activities done in one's free time: satisfaction with one's leisure activities, importance of leisure, positive feelings associated with leisure, having at least one activity in which "I lose myself and time stands still", ability to approach tasks from a playful point of view; having a balance between work and leisure activities; ability to put work aside for leisure without feeling guilty.
<i>Stress Management</i>	General perception of one's own self-management or self-regulation; seeing change as an opportunity for growth rather than as a threat to one's security; on-going self-monitoring and assessment of one's coping resources; the ability to organize and manage resources such as time, energy, setting limits, and need for structure.
<i>Self-Worth</i>	Accepting who and what one is, positive qualities along with imperfections; acceptance of one's physical appearance; affirming the value of one's existence; valuing oneself as a unique individual.
<i>Realistic Beliefs</i>	Understanding that perfection or being loved by everyone are impossible goals, and having the courage to be imperfect; the ability to perceive reality accurately, not as one might want or desire it to be; separating that which is logical and rational from that which is distorted, irrational, or wishful thinking; controlling the "shoulds," "oughts," "dos," and "don't" which tend to rule one's life; avoiding unrealistic expectations or wishful thinking.
<b>Social Self</b>	Social support through connections with others through friendships and intimate relationships, including family ties.
<i>Friendship</i>	Social relationships that involve a connection with others individually or in community, but which do not have a marital, sexual, or familial commitment; having friends in whom one can trust and who can provide emotional, material, or informational support when needed; not being lonely; being comfortable in social situations; having a capacity to trust others; having

<i>Love</i>	<p>empathy for others; feeling understood by others; having relationships in which non-judgmental caring is experienced; being comfortable with one's social skills for interacting with others; being involved in one or more community groups.</p> <p>The ability to be intimate, trusting, and self-disclosing with another person; the ability to give as well as express affection with significant others; the ability to accept others without conditions, to convey non-possessive caring which respects the uniqueness of another; having at least one relationship that is secure, lasting, and for which there is a mutual commitment; having concern for the nurturance and growth of others; experiencing physical and emotional satisfaction with one's sexual life; having a family or family-like support system characterized by shared spiritual values, the ability to solve conflict in a mutually respectful way, the ability to solve problems together, commitment to one another, healthy communication styles, shared time together, the ability to cope with stress, and mutual appreciation.</p>
<b>Essential Self</b>	<p>Our essential meaning-making processes in relation to life, self, and others.</p>
<i>Spirituality</i>	<p>Personal beliefs and behaviors that are practiced as part of the recognition that we are more than the material aspects of mind and body. Dimensions include belief in a higher power; hope and optimism, worship, prayer, and/or meditation; purpose in life, love (compassion for others); moral values; and transcendence, or a sense of oneness with the universe.</p>
<i>Gender Identity</i>	<p>Satisfaction with one's gender; feeling supported in one's gender; transcendence of gender identity (i.e., ability to be androgynous).</p>
<i>Cultural Identity</i>	<p>Satisfaction with one's cultural identity; feeling supported in one's cultural identity; transcendence of one's cultural identity (i.e., cultural assimilation).</p>
<i>Self-Care</i>	<p>Taking responsibility for one's wellness through self-care and safety habits that are preventive in nature; such habits include obtaining timely medical care; limiting the use of prescribed drugs and avoiding the use of illegal drugs; avoiding the use of tobacco; abstaining from or very moderately using alcohol; getting adequate sleep; minimizing the harmful effects of pollution in your environment.</p>
<b>Physical Self</b>	<p>The biological and physiological processes that comprise the physical aspects of our development and functioning.</p>



<i>Exercise</i>	Engaging in sufficient physical activity to keep in good physical condition; maintaining flexibility in the major muscles and joints of the body through work, recreation, or stretching exercises; regular exercise and not overdoing it are important guidelines.
<i>Nutrition</i>	Eating a nutritionally balanced diet, three meals a day including breakfast, consuming fats, cholesterol, sweets, and salt sparingly; maintaining a normal weight (i.e., within 15% of the ideal) and avoiding overeating.
<b>Local Context</b>	Those systems in which we live most often – our families, neighborhoods, and communities – and our perceptions of safety in these systems.
<b>Institutional Context</b>	Social and political systems that affect our daily functioning and serve to empower or limit our development in obvious and subtle ways, including education, religion, government, business and industry, and the media.
<b>Global Context</b>	Factors such as politics, culture, global events, and the environment that connect us to others around the world.
<b>Chronometrical Context</b>	Growth, movement, and change in the time dimension that is perpetual, of necessity positive, and purposeful.
<b>Life Satisfaction Index</b>	The extent to which one is satisfied with one's life, overall.

## APPENDIX G

### Institutional Review Board Approval



#### Oklahoma State University Institutional Review Board

Date: 09/19/2018  
Application Number: ED-18-127  
Proposal Title: Keeping the engine running: Perceptions of wellness and attrition intentions in new student affairs professionals

Principal Investigator: Zeak Naifeh  
Co-Investigator(s):  
Faculty Adviser: Kerri Kearney  
Project Coordinator:  
Research Assistant(s):

Processed as: Exempt

#### Status Recommended by Reviewer(s): Approved

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The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

The final versions of any recruitment, consent and assent documents bearing the IRB approval stamp are available for download from IRBManager. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be approved by the IRB. Protocol modifications requiring approval may include changes to the title, PI, adviser, other research personnel, funding status or sponsor, subject population composition or size, recruitment, inclusion/exclusion criteria, research site, research procedures and consent/assent process or forms.
2. Submit a request for continuation if the study extends beyond the approval period. This continuation must receive IRB review and approval before the research can continue.
3. Report any unanticipated and/or adverse events to the IRB Office promptly.
4. Notify the IRB office when your research project is complete or when you are no longer affiliated with Oklahoma State University.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact the IRB Office at 223 Scott Hall (phone: 405-744-3377, [irb@okstate.edu](mailto:irb@okstate.edu)).

Sincerely,

A handwritten signature in black ink, appearing to read 'Hugh Crethar'.

Hugh Crethar, Chair Institutional Review Board

## APPENDIX H

### Recruitment E-mail and Follow-up E-mail

Dear [Recipient Name]:

My name is Zeak Naifeh, and I am a doctoral student in the Higher Education and Student Affairs program at Oklahoma State University, as well as a fellow student affairs professional. I am writing you to request your participation in my doctoral research study focusing on the relationships among wellness and the intent to remain in student affairs as a career. This study is specific to those working in student affairs for five or fewer years.

The survey associated with my study is completely anonymous. Your participation is also voluntary, so you can opt out at any time, and should take only approximately 20 minutes.

To access the survey please *click here*. If the survey does not open automatically, please copy and paste the following link to your internet browser's address bar:

*Link here*

Thank you for your participation and assistance with this project! Your input is invaluable.

Questions about this survey? Email: [zeak@okstate.edu](mailto:zeak@okstate.edu). Thank you for your time!

Zeak T. Naifeh

Follow-up Email:

Dear [Recipient Name]:

My name is Zeak Naifeh, and I am a doctoral student in the Higher Education and Student Affairs program at Oklahoma State University, as well as a fellow student affairs professional. I am writing you to request your participation in my doctoral research study focusing on the relationships among wellness and the intent to remain in student affairs as a career. This study is specific to those working in student affairs for five or fewer years.

If you have not already participated in the study (if you have already, thank you!), I would appreciate your input.

To access the survey please *click here*. If the survey does not open automatically, please copy and paste the following link to your internet browser's address bar:

*Link here*

Thank you for your participation and assistance with this project! Your input is invaluable.

Questions about this survey? Email: [zeak@okstate.edu](mailto:zeak@okstate.edu). Thank you for your time!

Zeak T. Naifeh

## APPENDIX I

### Informed Consent

**Title:** Keeping the engine running: Perceptions of wellness and attrition intentions in new student affairs professionals

**Investigator:** Zeak T. Naifeh and Kerri Kearney

**Purpose:** The purposes of this study are:

1. To gain insight into holistic wellness behaviors of new student affairs professionals.
2. To gain insight into how holistic wellness behaviors may affect a new student affairs professional's intent to leave the profession of student affairs.

**What to Expect:** This research study is administered online. Participation in this research will involve completion of a questionnaire with three (3) sections: demographic questions, beliefs and behaviors related to holistic wellness, and intent to stay in the field of student affairs. You may skip any questions. You will be expected to complete the questionnaire only once. The questionnaire should take about 20 minutes.

**Risks:** There are no risks associated with this project greater than those ordinarily encountered in daily life.

**Benefits:** There are no direct benefits to you. However, you may gain an appreciation and understanding of how research is conducted.

**Compensation:** There is no compensation for participation in this study.

**Your Rights and Confidentiality:** Your participation in this research is voluntary. There is no penalty for refusal to participate, and you are free to withdraw your consent and participation in this project at any time.

**Confidentiality:** Your participation in this research is confidential. The survey does not collect information that would identify you. Internet communications can be insecure, and this potentially limits confidentiality protections; however, once data are received by the researcher, data will be stored on a password protected computer in a locked office that only researchers and individuals responsible for research oversight will have access to. You may be concerned about revealing dissatisfaction or intent to leave your jobs; please be aware that all data will be reported in aggregate so that individual information related to current job dissatisfaction or intent to leave one's position is not revealed. Data will be destroyed three years after the study has been completed.

**Contacts:** Should you desire to discuss your participation in the study and/or request information about the results of the study, you may contact any of the researchers at the following addresses and phone numbers:

Zeak T. Naifeh, Principal Investigator  
Oklahoma State University  
Doctoral Student, Higher Education & Student Affairs  
315 Willard Hall, Stillwater, OK 74078  
zeak@okstate.edu

Kerri Kearney, Ed.D.  
Oklahoma State University  
Associate Professor, Higher Education & Student Affairs  
315 Willard Hall, Stillwater, OK 74078  
kerri.kearney@okstate.edu

If you have questions about your rights as a research volunteer, you may contact the IRB Office at 223 Scott Hall, Stillwater, OK 74078, 405-744-3377 or [irb@okstate.edu](mailto:irb@okstate.edu)

**If you choose to participate:** Please, click NEXT. By clicking NEXT, you are indicating that you freely and voluntarily agree to participate in this study and you also acknowledge that you are at least 18 years of age.

It is recommended that you print a copy of this consent page for your records before you begin the study by clicking below.

## APPENDIX J

### Data Analysis Assumptions

#### ***Correlation***

<b>Assumption</b>	<b>Meaning</b>	<b>Check</b>	<b>Action/Verified</b>
Level of Measurement	Must be continuous variables	Variable Check	Verified
Related Pairs	Respondents should have a pair of values	Exclude Missing Data	Verified
Absence of Outliers	Absence of outliers or skewing of data can occur	Skewness/Kurtosis	Transformed: age, educational background, and Love
Linearity	Relationship between variables	Scatterplot	Results of
Homoscedasticity	Distance between points to a straight line.	Scatterplot	Verified

#### ***ANOVA***

<b>Assumption</b>	<b>Meaning</b>	<b>Check</b>	<b>Action/Verified</b>
Level of Measurement	Independent variable is either categorical or discreet	Variable Check	Verified
Level of Measurement	Dependent variable is internal or ratio level (continuous)	Variable Check	Verified
Normality	Dependent variable is normally distributed in each population group	Shapiro Wilk's Test	Transformed: age, age classified, educational background, institution type, and Love
Homogeneity of Population	Populations have equal variance	Levene's test	Verified and Welch F conducted if Levene is not retained

Independence of Observations	Observations on the dependent variable are correlated	Scatterplot of residuals	Verified
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### ***Multiple Regression***

<b>Assumption</b>	<b>Meaning</b>	<b>Check</b>	<b>Action/Verified</b>
Level of Measurement	Independent variable is either categorical or discrete	Variable Check	Verified
Level of Measurement	Dependent variable is interval or ratio level (continuous)	Variable Check	Verified
Normality	Dependent variable is normally distributed in each population group	Shapiro Wilk's Test	Transformed: age, age classified, educational background, institution type, and love
Homogeneity of Population	Populations have equal variance	Levene's test	Verified
Independence of Observations	Observations on the dependent variable are correlated	Scatterplot of residuals	Verified
Linear Relationship	Variables are linearly related. If not regression analysis will under-estimate the true relationship	Scatterplot of residuals	Verified

(Gay et al., 2012; Lomax & Hahs-Vaughn, 2012; Nolan & Heinzen, 2012; Osborne & Waters, 2002)



APPENDIX K

Crosstab Tables

***Attrition x Gender***

*Table 1: Case Processing Summary: Attrition x Gender*

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
Attrition * Gender	396	98.8%	5	1.2%	401	100.0%

*Table 2: Cross Tabulation: Attrition x Gender*

		Gender			Total
		Female	Male	Other	
Attrition	Very likely to leave	22	17	0	39
	Likely to leave	37	29	3	69
	Neither likely or unlikely to leave	57	43	7	107
	Unlikely to leave	80	40	4	124
	Very unlikely to leave	31	22	4	57
	<b>Total</b>	227	151	18	396

***Years of Experience x Gender:***

*Table 3: Case Processing Summary: Years of Experience Classified x Gender*

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
Years of Experience Classification * Gender	398	99.3%	3	0.7%	401	100.0%

*Table 4: Cross Tabulation: Years of Experience Classified x Gender*

		Gender			Total
		Female	Male	Other	
Years of Experience Classification	0-1 yrs	39	19	3	61
	1-2 yrs	51	30	5	86
	2-3 yrs	10	6	1	17
	3-4 yrs	91	28	6	175
	4-5 yrs	38	18	3	59
	<b>Total</b>	229	151	18	398

**Years of Experience x Age:**

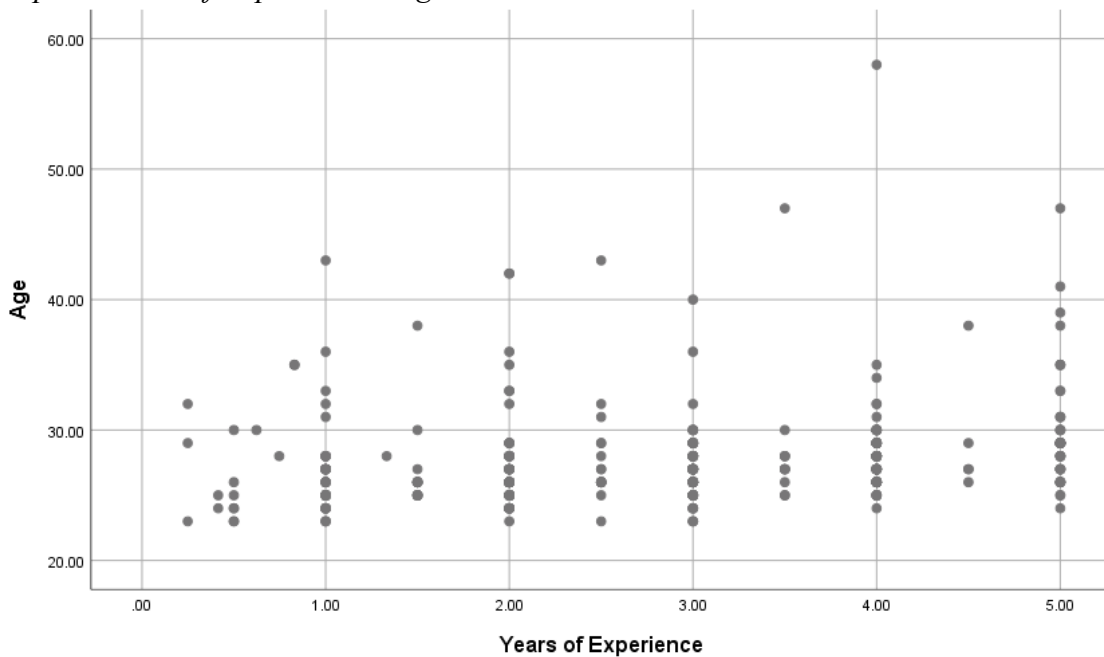
*Table 5: Case Processing Summary: Years of Experience Classified x Age Classification*

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
Years of Experience Classified * Age Classification	399	99.5%	2	0.5%	401	100.0%

*Table 6: Cross Tabulation: Years of Experience Classified x Age Classification*

		Years of Experience Classified					Total
		0-1 years	1-2 years	2-3 years	3-4 years	4-5 years	
Age Classification	21-25	30	31	2	28	3	94
	26-30	24	47	12	138	42	263
	31-35	6	4	2	6	8	26
	36-40	1	2	0	2	3	8
	41+	1	2	1	2	2	8
	<b>Total</b>	62	86	17	176	58	399

*Graph 1: Years of Experience x Age*



**Ethnicity x Gender:***Table 7: Case Processing Summary: Ethnicity x Gender*

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
Ethnicity * Gender	396	98.8%	5	1.2%	401	100.0%

*Table 8: Cross Tabulation: Ethnicity x Gender*

Ethnicity		Gender			Total
		Female	Male	Other	
African-American or Black		20	26	2	48
Arab, Middle Eastern		1	1	1	3
Asian, Asian American		13	9	2	24
Hispanic, Latina, Latino		17	10	6	33
Indigenous, Alaska Native, American Indian		0	0	0	0
Native Hawaiian, Pacific Islander		0	0	0	0
White, Caucasian, European American		156	95	5	256
More than one ethnicity		21	10	2	33
Prefer not to answer		1	0	0	1
	<b>Total</b>	229	151	18	398

**Degree x Gender:***Table 9: Case Processing Summary: Degree x Gender*

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
Degree * Gender	397	99%	4	1%	401	100.0%

*Table 10: Cross Tabulation: Degree x Gender*

Ethnicity		Gender			Total
		Female	Male	Other	
High School Diploma/GED		0	0	0	0
Associate's Degree		0	0	0	0

Bachelor's Degree	30	9	1	40
Master's Degree	195	142	17	354
Doctorate or Terminal Degree	3	0	0	3
<b>Total</b>	<b>228</b>	<b>151</b>	<b>18</b>	<b>397</b>

***Ethnicity x Degree:***

*Table 11: Case Processing Summary: Ethnicity x Degree*

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Ethnicity * Gender	400	99.8%	1	.2%	401	100.0%

*Table 12: Cross Tabulation: Ethnicity x Degree*

Ethnicity	Degree				Total
	Bachelor Degree	Master Degree	Doctorate or Terminal Degree		
African-American or Black	2	46	0		48
Arab, Middle Eastern	0	3	0		3
Asian, Asian American	2	21	1		24
Hispanic, Latina, Latino	3	30	0		33
Indigenous, Alaska Native, American Indian	0	0	0		0
Native Hawaiian, Pacific Islander	0	0	0		0
White, Caucasian, European American	31	223	2		256
More than one ethnicity	3	32	0		35
Prefer not to answer	0	1	0		1
<b>Total</b>	<b>41</b>	<b>356</b>	<b>3</b>		<b>400</b>

***Ethnicity x Higher education/student affairs degree:***

*Table 13: Case Processing Summary: Ethnicity x higher education/student affairs degree*

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
Ethnicity * HE/SA Degree	355	88.5%	46	11.5%	401	100.0%

*Table 14: Cross Tabulation: Ethnicity x higher education/student affairs degree*

Ethnicity		HE/SA Degree		
		Yes	No	Total
African-American or Black		34	12	46
Arab, Middle Eastern		3	0	3
Asian, Asian American		19	3	22
Hispanic, Latina, Latino		25	5	30
Indigenous, Alaska Native, American Indian		0	0	0
Native Hawaiian, Pacific Islander		0	0	0
White, Caucasian, European American		167	55	222
More than one ethnicity		25	7	32
Prefer not to respond		1	0	1
<b>Total</b>		274	82	356

***Gender x Higher education/student affairs degree:***

*Table 15: Case Processing Summary: Gender x higher education/student affairs degree*

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
Gender * HE/SA Degree	354	88.3%	47	11.7%	401	100.0%

Table 16: Cross Tabulation: Gender x higher education/student affairs degree

		Gender			Total
		Female	Male	Other	
HE/SA Degree	Yes	145	113	14	272
	No	50	29	3	82
<b>Total</b>		195	142	17	354

**Gender x Higher education/student affairs degree x Ethnicity:**

Table 17: Case Processing Summary: Gender x higher education/student affairs degree x Ethnicity

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Gender * HE/SA Degree	354	88.3%	47	11.7%	401	100.0%

Table 18: Cross Tabulation: Gender x higher education/student affairs degree x Ethnicity

Gender		SA/HE Degree		Total	
		Yes	No		
Female	Ethnicity	African-American or Black	9	8	17
		Arab, Middle Eastern	1	0	1
		Asian, Asian American	10	1	11
		Hispanic, Latina, Latino	11	4	15
		White, Caucasian, European American	98	33	131
		Prefer not to answer	1	0	1
		More than one ethnicity	15	4	19
	<b>Total</b>		145	50	195
Male	Ethnicity	African-American or Black	23	3	26
		Arab, Middle Eastern	1	0	1
		Asian, Asian American	8	1	9
		Hispanic, Latina, Latino	9	1	10
		White, Caucasian, European American	65	21	86
		More than one ethnicity	7	3	10
	<b>Total</b>		113	29	142
Other	Ethnicity	African-American or Black	1	1	2
		Arab, Middle Eastern	1	0	1
		Asian, Asian American	1	1	2
		Hispanic, Latina, Latino	5	0	5
		White, Caucasian, European American	4	1	5

		More than one ethnicity	2	0	2
		<b>Total</b>	14	3	17
Total	Ethnicity	African-American or Black	33	12	45
		Arab, Middle Eastern	3	0	3
		Asian, Asian American	19	3	22
		Hispanic, Latina, Latino	25	5	30
		White, Caucasian, European American	167	55	222
		Prefer not to answer	1	0	1
		More than one ethnicity	24	7	31
		<b>Total</b>	272	82	354

***Institution Location x Institutional Setting:***

*Table 19: Case Processing Summary: Institution Location x Institutional Setting*

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Institution Location *	395	98.5%	6	1.5%	401	100.0%
Institutional Setting						

*Table 20: Cross Tabulation: Institution Location x Institutional Setting*

		Institutional Setting			Total
		Rural	Urban	Other	
Institution	Northeast	22	72	22	116
Location	Southeast	20	68	13	101
	Southwest	9	19	4	32
	Midwest	18	37	11	66
	West	12	56	12	80
	<b>Total</b>	81	252	62	395

***Institution Location x Institutional Control:***

*Table 21: Case Processing Summary: Institution Location x Institutional Control*

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Institution Location *	401	100%	0	0.0%	401	100.0%
Institutional Control						

*Table 22: Cross Tabulation: Institution Location x Institutional Control*

		Institutional Control			Total
		Public	Private	Other	
Institution Location	Northeast	43	74	0	117
	Southeast	75	28	0	103
	Southwest	27	5	0	32
	Midwest	37	30	1	68
	West	63	18	0	81
<b>Total</b>		245	155	1	401

***Institution Location x Institutional Classification:***

*Table 23: Case Processing Summary: Institution Location x Institutional Classification*

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
	Institution Location * Institutional Classification	322	80.3%	79	19.7%	401

*Table 24: Cross Tabulation: Institution Location x Institutional Classification*

		Institutional Classification				Total
		Research	Regional	Other	N/A	
Institution Location	Northeast	42	17	30	4	93
	Southeast	64	11	13	0	88
	Southwest	17	6	3	1	27
	Midwest	28	10	15	3	56
	West	31	14	11	2	58
<b>Total</b>		182	58	72	10	322

***Institution Location x Institutional Type:***

*Table 25: Case Processing Summary: Institution Location x Institutional Type*

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
	Institution Location * Institutional Type	400	99.8%	1	.2%	401



*Table 26: Cross Tabulation: Institution Location x Institutional Type*

		Institutional Type		
		Four Year	Two Year	Total
Institution Location	Northeast	110	6	116
	Southeast	101	2	103
	Southwest	30	2	32
	Midwest	65	3	68
	West	75	6	81
<b>Total</b>		381	19	400

***Institution Location x Enrollment Classified:***

*Table 27: Case Processing Summary: Institution Location x Enrollment Classified*

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Institution Location * Enrollment	394	98.3%	7	1.7%	401	100.0%

*Table 28: Cross Tabulation: Institution Location x Enrollment Classified*

		Enrollment							
		> 1,000	1,000-4,999	5,000-9,999	10,000 - 19,999	20,000 - 29,999	30,000-39,999	40,000 +	Total
Institution Location	Northeast	2	39	27	22	13	6	5	114
	Southeast	2	14	14	17	24	22	8	101
	Southwest	0	6	3	7	1	4	11	32
	Midwest	3	19	6	13	9	2	15	67
	West	2	6	10	17	15	22	8	80
<b>Total</b>		9	84	60	76	62	56	47	394

***Institutional Control x Type x Setting x Classification:***

*Table 29: Case Processing Summary: Institutional Control x Type x Setting x Classification*

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
	Institution Location * Enrollment	394	98.3%	7	1.7%	401

*Table 30: Cross Tabulation: Institutional Control x Type x Setting x Classification*

		Public		Private		Other		Total
		Two Year	Four Year	Two Year	Four Year	Two Year	Four Year	
		Regional	Rural	0	13	0	6	
	Urban	0	21	0	7	1	0	29
	Other	0	8	0	3	0	0	11
Research	Rural	0	30	0	3	0	0	33
	Urban	0	82	0	36	0	0	118
	Other	0	26	0	5	0	0	31
Other	Rural	1	3	0	7	0	0	11
	Urban	0	14	0	35	0	0	49
	Other	0	4	0	8	0	0	12
N/A	Rural	0	0	0	0	0	0	0
	Urban	8	0	0	0	0	0	8
	Other	1	0	0	0	0	0	1
	<b>Total</b>	10	201	0	110	1	0	322

APPENDIX L

Study Compared to Normed Sub-groups

**Study compared to Normed: Gender**

*Table 1:*

*Gender: Overall Wellness & Second-order factor characteristics compared to Normed*

	Study Male Mean	Study Male SD	Normed Male Mean	Normed Male SD	Study Female Mean	Study Female SD	Normed Female Mean	Normed Female SD
Overall Wellness	49.34	6.50	64.75	17.52	47.68	7.10	71.97	15.46
Creative Self	45.24	7.23	65.72	17.85	44.20	8.25	73.25	15.13
Coping Self	52.67	8.50	65.08	14.01	52.58	9.72	68.55	12.61
Social Self	36.75	9.82	65.06	26.72	33.79	9.10	78.57	22.52
Essential Self	53.06	10.92	64.55	20.97	50.20	10.97	74.51	20.20
Physical Self	59.24	16.50	66.06	18.68	16.67	16.67	66.43	18.11

*Table 2:*

*Gender: Third-order factors compared to Normed*

	Study Male Mean	Study Male SD	Normed Male Mean	Normed Male SD	Study Female Mean	Study Female SD	Normed Female Mean	Normed Female SD
Thinking	40.62	9.52	65.92	18.82	39.01	9.17	73.25	16.78
Emotions	47.06	10.97	65.80	17.76	45.01	10.76	73.48	17.32
Control	43.24	10.10	64.91	21.10	41.31	11.81	74.18	16.88
Work	53.44	12.97	67.38	17.01	51.97	13.86	71.27	15.74
Positive Humor	43.16	11.91	64.60	22.90	42.31	11.82	74.25	17.93
Leisure	48.16	13.60	65.62	20.09	50.10	14.56	71.58	18.19
Stress Management	49.46	10.53	66.78	17.22	50.15	11.58	67.77	16.43
Self-Worth	45.38	12.73	65.93	24.18	42.52	12.36	74.81	20.37
Realistic Beliefs	66.49	11.60	62.43	11.85	65.55	12.70	60.67	12.29
Friendship	39.81	10.41	65.06	25.85	36.81	10.99	77.37	21.97
Love	33.70	11.83	65.50	28.90	30.77	9.54	79.87	24.46

Spirituality	69.02	22.60	63.68	23.85	67.57	23.99	72.90	23.79
Gender Identity	48.01	12.59	64.24	22.17	41.95	11.71	74.65	19.40
Cultural Identity	49.03	15.21	63.15	22.73	45.95	13.78	72.13	19.82
Self-Care	41.17	11.77	67.00	26.97	39.94	11.07	78.30	26.11
Exercise	58.01	18.87	60.90	24.27	54.64	19.34	68.84	19.81
Nutrition	60.47	17.45	63.21	18.99	17.88	17.88	64.06	20.13

*Table 3:  
Gender: Context compared to Normed*

	Study Male Mean	Study Male SD	Normed Male Mean	Normed Male SD	Study Female Mean	Study Female SD	Normed Female Mean	Normed Female SD
Local	37.79	10.92	66.21	19.08	39.42	11.82	73.33	16.91
Institutional	57.61	11.44	51.93	17.75	58.20	12.01	71.39	14.63
Global	50.06	12.76	54.03	16.99	46.75	12.00	71.74	15.62
Chronometrical	44.07	11.08	53.67	18.50	42.31	10.49	75.25	14.81

**Study compared to Normed: Ethnicity**

*Table 4:  
Ethnicity: Overall Wellness & Second-order factor characteristics compared to Normed*

	Study African-American Mean	Study African-American SD	Normed African-American Mean	Normed African-American SD	Study Caucasian Mean	Study Caucasian SD	Normed Caucasian Mean	Normed Caucasian SD
Overall Wellness	47.211	7.075	72.06	14.96	48.643	7.257	76.31	12.29
Creative Self	46.674	8.684	74.02	17.26	44.492	8.061	78.13	14.42
Coping Self	50.895	9.054	69.29	12.16	53.318	9.577	71.85	10.26
Social Self	35.172	11.009	77.11	24.26	35.001	9.292	84.85	17.64
Essential Self	43.118	9.367	75.23	18.55	53.417	11.136	78.07	15.93
Physical Self	61.914	18.912	64.86	16.19	55.380	16.221	71.95	17.06

*Table 5:  
Ethnicity: Third-order factors compared to Normed*

	Study African- American Mean	Study African- American SD	Normed African- American Mean	Normed African- American SD	Study Caucasian Mean	Study Caucasian SD	Normed Caucasian Mean	Normed Caucasian SD
Thinking	40.638	10.9656	74.02	17.26	39.260	8.884	78.13	14.42
Emotions	46.675	12.004	73.48	17.06	45.516	10.994	77.31	14.49
Control	42.553	11.157	73.98	19.56	42.173	10.722	78.29	14.26
Work	56.383	16.141	73.31	14.33	52.217	13.602	75.18	14.60
Positive Humor	42.021	12.342	73.50	21.24	42.092	11.745	79.97	15.80
Leisure	48.581	15.860	71.19	17.97	50.018	14.373	77.12	15.74
Stress Management	50.930	13.288	69.72	14.38	50.244	11.495	71.81	15.27
Self-Worth	41.090	11.191	75.32	21.99	44.619	12.769	79.66	16.09
Realistic Beliefs	61.489	11.224	62.10	12.86	66.695	12.155	59.88	12.14
Friendship	36.702	10.795	75.95	23.70	38.478	11.085	77.12	15.74
Love	33.545	13.543	78.26	26.01	31.713	9.851	71.81	15.27
Spirituality	47.872	18.903	73.94	22.55	72.673	22.103	75.58	21.18
Gender Identity	41.888	12.009	73.81	20.31	44.837	12.575	78.95	16.03
Cultural Identity	39.893	13.226	73.64	20.38	50.072	14.858	73.02	17.75
Self-Care	40.824	10.413	79.47	22.39	40.434	12.219	84.14	21.18
Exercise	59.574	21.889	65.44	21.73	54.826	18.264	74.29	18.79
Nutrition	64.255	18.794	64.28	17.20	55.934	17.654	69.59	19.33

APPENDIX M

Supplemental ANOVA Personal Characteristics Tables

**Second-order wellness factors**

**Gender.**

*Table 1:*

*ANOVA: Second-order wellness factors and gender*

		Sum of Squares	df	Mean Square	F	Sig.
Creative Self	Between Groups	259.134	2	129.567	2.000	.137
	Within Groups	25,130.725	388	64.770		
	<b>Total</b>	<b>25,389.859</b>	<b>390</b>			
Coping Self	Between Groups	3.319	2	1.659	.019	.981
	Within Groups	33,373.235	387	86.236		
	<b>Total</b>	<b>33,376.554</b>	<b>389</b>			
Social Self	Between Groups	747.855	2	373.927	4.143	.017
	Within Groups	35,648.188	395	90.249		
	<b>Total</b>	<b>36,396.043</b>	<b>397</b>			
Essential Self	Between Groups	641.515	2	320.758	2.658	.071
	Within Groups	46,345.726	384	120.692		
	<b>Total</b>	<b>46,987.242</b>	<b>386</b>			
Physical Self	Between Groups	2,666.116	2	1,333.058	4.902	.008
	Within Groups	105,795.348	389	271.967		
	<b>Total</b>	<b>108,461.464</b>	<b>391</b>			

Table 2:

Tukey HSD post hoc analysis: Second-order wellness factors and gender

Dependent Variable	Gender	Gender	Mean Difference	Std. Error	Sig.	99% Confidence Interval	
						Lower Bound	Upper Bound
Social Self	Female	Male	-2.684	.995	.020	-5.603	.233
		Other	1.244	2.325	.854	-5.569	8.059
	Male	Female	2.684	.995	.020	-.233	5.603
		Other	3.929	2.368	.222	-3.011	10.871
	Other	Female	-1.244	2.325	.854	-8.059	5.569
		Male	-3.929	2.368	.222	-10.871	3.011
Physical Self	Female	Male	-4.069	1.743	.052	-9.180	1.041
		Other	-9.917	4.038	.038	-21.754	1.919
	Male	Female	4.069	1.743	.052	-1.041	9.180
		Other	-5.848	4.116	.331	-17.912	6.216
	Other	Female	9.917	4.038	.038	-1.919	21.754
		Male	5.848	4.116	.331	-6.216	17.912

**Ethnicity.**

Table 3:

ANOVA: Second-order wellness factors and ethnicity: Robust Tests of Equality of Means

		Statistic <sup>a</sup>	df1	df2	Sig.
Creative Self	Welch	.573	5	19.389	.720
	Brown-Forsythe	.512	5	9.388	.761
Coping Self	Welch	.883	5	19.334	.511
	Brown-Forsythe	.542	5	4.852	.741
Social Self	Welch	1.135	5	19.375	.375
	Brown-Forsythe	.825	5	15.356	.551
Essential Self	Welch	7.674	5	19.363	.000
	Brown-Forsythe	5.486	5	7.787	.018
Physical Self	Welch	2.422	5	19.380	.073
	Brown-Forsythe	2.415	5	25.387	.064

a. Asymptotically F distributed.

Table 4:

Games-Howell post hoc analysis: Third-order wellness factors and ethnicity

Ethnicity	Ethnicity	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
African-American or Black	Arab, Middle Eastern	-13.652	11.433	.818	-105.440	78.135
	Asian, Asian American	-8.172*	2.460	.021	-15.516	-.828
	Hispanic, Latina, Latino	-7.828*	2.192	.008	-14.261	-1.395
	White, Caucasian, European American	-9.994*	1.534	.000	-14.487	-5.500
	More than one ethnicity	-6.301*	2.074	.037	-12.371	-.231

\*. The mean difference is significant at the 0.05 level

**Age Classified.**

Table 5:

ANOVA: Second-order wellness factors and age classified

		Sum of Squares	df	Mean Square	F	Sig.
Creative Self	Between Groups	302.012	4	75.503	1.167	.325
	Within Groups	25,030.746	387	64.679		
	<b>Total</b>	25,332.757	391			
Coping Self	Between Groups	386.211	4	96.553	1.131	.341
	Within Groups	32,942.565	386	85.343		
	<b>Total</b>	33,328.776	390			
Physical Self	Between Groups	2,058.273	4	514.568	1.875	.114
	Within Groups	106,778.545	389	274.495		
	<b>Total</b>	10,8836.818	393			



Table 6:

ANOVA: Second-order wellness factors and age classified  
Robust Tests of Equality of Means

		Statistic <sup>a</sup>	df1	df2	Sig.
Social Self	Welch	1.578	4	25.053	.211
	Brown-Forsythe	1.871	4	34.898	.138
Essential Self	Welch	1.427	4	24.413	.255
	Brown-Forsythe	1.408	4	28.587	.257

a. Asymptotically F distributed.

**Years of Experience Classified.**

Table 7:

ANOVA: Second-order wellness factors and years of experience classified

		Sum of Squares	df	Mean Square	F	Sig.
Creative Self	Between Groups	453.640	4	113.410	1.765	.135
	Within Groups	24,989.328	389	64.240		
	<b>Total</b>	<b>25,442.968</b>	<b>393</b>			
Social Self	Between Groups	238.175	4	59.544	.641	.634
	Within Groups	36,784.649	396	92.891		
	<b>Total</b>	<b>37022.824</b>	<b>400</b>			
Essential Self	Between Groups	167.011	4	41.753	.342	.849
	Within Groups	46,984.932	385	122.039		
	<b>Total</b>	<b>47,151.943</b>	<b>389</b>			
Physical Self	Between Groups	1757.310	4	439.327	1.589	.177
	Within Groups	107,846.076	390	276.528		
	<b>Total</b>	<b>109,603.386</b>	<b>394</b>			

Table 8:

ANOVA: Second-order wellness factors and years of experience classified  
Robust Tests of Equality of Means

		Statistic <sup>a</sup>	df1	df2	Sig.
Coping Self	Welch	.941	4	95.968	.444
	Brown-Forsythe	1.202	4	291.077	.310

a. Asymptotically F distributed.

**Higher education/student affairs degree.**

Table 9:

ANOVA: Second-order wellness factors and higher education/student affairs degree

		Sum of Squares	df	Mean Square	F	Sig.
Creative Self	Between Groups	35.185	1	35.185	.562	.454
	Within Groups	21,803.574	348	62.654		
	<b>Total</b>	<b>21,838.759</b>	<b>349</b>			
Coping Self	Between Groups	126.190	1	126.190	1.53	.217
	Within Groups	28,487.350	346	82.333	3	
	<b>Total</b>	<b>28,613.541</b>	<b>347</b>			
Social Self	Between Groups	333.281	1	333.281	3.69	.055
	Within Groups	31,924.745	354	90.183	6	
	<b>Total</b>	<b>32,258.026</b>	<b>355</b>			
Essential Self	Between Groups	284.539	1	284.539	2.40	.122
	Within Groups	40,535.108	343	118.178	8	
	<b>Total</b>	<b>40,819.647</b>	<b>344</b>			
Physical Self	Between Groups	.589	1	.589	.002	.963
	Within Groups	97,476.839	348	280.106		
	<b>Total</b>	<b>97,477.429</b>	<b>349</b>			

**Third-order wellness factors.**

**Gender.**

Table 10:

ANOVA: Third-order wellness factors and gender

		Sum of Squares	df	Mean Square	F	Sig.
Thinking	Between Groups	440.307	2	220.154	2.472	.086
	Within Groups	34,915.769	392	89.071		
	<b>Total</b>	<b>35,356.076</b>	<b>394</b>			
Emotions	Between Groups	610.121	2	305.060	2.538	.080
	Within Groups	47,470.124	395	120.178		
	<b>Total</b>	<b>48,080.245</b>	<b>397</b>			
Control	Between Groups	488.191	2	244.095	2.075	.127
	Within Groups	46,477.192	395	117.664		
	<b>Total</b>	<b>46,965.382</b>	<b>397</b>			
Work	Between Groups	258.453	2	129.227	.685	.505

	Within Groups	74,146.092	393	188.667		
	Total	74,404.545	395			
Positive Humor	Between Groups	127.697	2	63.849	.449	.639
	Within Groups	55,904.795	393	142.251		
	Total	56,032.493	395			
Leisure	Between Groups	708.873	2	354.436	1.746	.176
	Within Groups	79,166.816	390	202.992		
	Total	79,875.689	392			
Stress Management	Between Groups	101.112	2	50.556	.388	.679
	Within Groups	51,332.295	394	130.285		
	Total	51,433.407	396			
Self-Worth	Between Groups	1,515.894	2	757.947	4.713	.009
	Within Groups	63,522.972	395	160.818		
	Total	65,038.866	397			
Realistic Beliefs	Between Groups	327.207	2	163.603	1.150	.318
	Within Groups	55,762.287	392	142.251		
	Total	56,089.494	394			
Friendship	Between Groups	948.352	2	474.176	3.978	.019
	Within Groups	47,084.390	395	119.201		
	Total	48,032.742	397			
Love	Between Groups	628.177	2	314.088	2.846	.059
	Within Groups	43,598.818	395	110.377		
	Total	44,226.994	397			
Spirituality	Between Groups	123.430	2	61.715	.113	.893
	Within Groups	214,542.480	393	545.910		
	Total	214,665.909	395			
Gender Identity	Between Groups				11.34	
	Within Groups	3,376.765	2	1,688.382	6	.000
	Within Groups	57,884.296	389	148.803		
	Total	61,261.061	391			
Cultural Identity	Between Groups	998.356	2	499.178	2.357	.096
	Within Groups	83,429.995	394	211.751		
	Total	84,428.352	396			
Self-Care	Between Groups	886.491	2	443.245	3.332	.037
	Within Groups	52,272.738	393	133.010		
	Total	53,159.229	395			
Exercise	Between Groups	2,307.566	2	1,153.783	3.216	.041

	Within Groups	140,994.644	393	358.765		
	Total	143,302.210	395			
Nutrition	Between Groups	2,652.460	2	1,326.230	4.168	.016
	Within Groups	124,423.174	391	318.218		
	Total	127,075.635	393			

Table 11:

Tukey HSD post hoc analysis: Third-order wellness factors and gender

Dependent Variable	Gender	Gender	Mean Difference	Std. Error	Sig.	99% Confidence Interval	
						Lower Bound	Upper Bound
Self-Worth	Female	Male	-2.911	1.329	.074	-6.807	.983
		Other	5.423	3.104	.189	-3.673	14.52
	Male	Female	2.911	1.329	.074	-.983	6.807
		Other	8.335	3.162	.024	-.930	17.602
	Other	Female	-5.423	3.104	.189	-14.520	3.673
		Male	-8.335	3.162	.024	-17.602	.930
Friendship	Female	Male	-2.765	1.144	.043	-6.119	.588
		Other	2.735	2.672	.562	-5.096	10.567
	Male	Female	2.765	1.144	.043	-.588	6.119
		Other	5.500	2.722	.109	-2.477	13.478
	Other	Female	-2.735	2.67	.562	-10.567	5.096
		Male	-5.500	2.722	.109	-13.478	2.477
Gender Identity	Female	Male	-5.776*	1.288	.000	-9.552	-2.000
		Other	-7.041	2.988	.050	-15.798	1.715
	Male	Female	5.776*	1.288	.000	2.000	9.552
		Other	-1.265	3.043	.909	-10.186	7.655
	Other	Female	7.041	2.988	.050	-1.7152	15.798
		Male	1.265	3.043	.909	-7.655	10.186
Self-Care	Female	Male	-1.168	1.212	.600	-4.722	2.384
		Other	-7.127	2.823	.032	-15.401	1.147
	Male	Female	1.168	1.212	.600	-2.384	4.722
		Other	-5.958	2.876	.097	-14.388	2.472
	Other	Female	7.127	2.823	.032	-1.147	15.401
		Male	5.958	2.876	.097	-2.472	14.388
Exercise	Female	Male	-3.446	1.993	.196	-9.289	2.395
		Other	-9.837	4.636	.087	-23.425	3.750
	Male	Female	3.446	1.993	.196	-2.395	9.289
		Other	-6.390	4.726	.367	-20.241	7.460
	Other	Female	9.837	4.636	.087	-3.750	23.425
		Male	6.390	4.726	.367	-7.460	20.241
Nutrition	Female	Male	-4.059	1.878	.079	-9.565	1.445
		Other	-9.859	4.368	.063	-22.663	2.943

	Male	Female	4.059	1.878	.079	-1.445	9.565
		Other	-5.800	4.449	.394	-18.840	7.240
	Other	Female	9.859	4.368	.063	-2.943	22.663
		Male	5.800	4.449	.394	-7.240	18.840

\*. The mean difference is significant at the 0.01 level.

### Ethnicity.

Table 12:

*ANOVA: Third-order wellness factors and ethnicity*

		Sum of Squares	df	Mean Square	F	Sig.
Control	Between Groups	318.635	6	53.106	.447	.847
	Within Groups	46,803.837	394	118.791		
	Total	47,122.472	400			
Work	Between Groups	2,157.553	6	359.592	1.939	.073
	Within Groups	72,695.455	392	185.448		
	Total	74,853.008	398			
Positive Humor	Between Groups	747.297	6	124.549	.880	.509
	Within Groups	55,462.955	392	141.487		
	Total	56,210.252	398			
Leisure	Between Groups	505.656	6	84.276	.412	.871
	Within Groups	79,534.152	389	204.458		
	Total	80,039.808	395			
Self-Worth	Between Groups	1,435.313	6	239.219	1.474	.186
	Within Groups	63,959.209	394	162.333		
	Total	65,394.522	400			
Realistic Beliefs	Between Groups	2,625.911	6	437.652	3.188	.005
	Within Groups	53,683.699	391	137.298		
	Total	56,309.611	397			
Friendship	Between Groups	1,101.200	6	183.533	1.518	.171
	Within Groups	47,629.707	394	120.888		
	Total	48,730.907	400			
Love	Between Groups	491.580	6	81.930	.728	.627
	Within Groups	44,323.141	394	112.495		
	Total	44,814.721	400			
Spirituality	Between Groups	24,821.706	6	4136.951	8.514	.000
	Within Groups	190,463.758	392	485.877		
	Total	215,285.464	398			

Gender Identity	Between Groups	1,074.535	6	179.089	1.136	.341
	Within Groups	61,186.145	388	157.696		
	Total	62,260.680	394			
Cultural Identity	Between Groups	7,430.323	6	1238.387	6.294	.000
	Within Groups	77,322.281	393	196.749		
	Total	84,752.604	399			
Self-Care	Between Groups	897.480	6	149.580	1.115	.353
	Within Groups	52,604.243	392	134.194		
	Total	53,501.723	398			
Exercise	Between Groups	2,353.849	6	392.308	1.082	.372
	Within Groups	142,131.865	392	362.581		
	Total	144,485.714	398			
Nutrition	Between Groups	7,135.063	6	1189.177	3.791	.001
	Within Groups	122,322.620	390	313.648		
	Total	129,457.683	396			

Table 13:  
ANOVA: Third-order wellness factors and ethnicity  
Robust Tests of Equality of Means

		Statistic <sup>a</sup>	df1	df2	Sig.
Thinking	Welch	.888	5	19.521	.508
	Brown-Forsythe	.778	5	71.256	.569
Emotions	Welch	.586	5	19.451	.710
	Brown-Forsythe	.739	5	30.698	.600
Stress Management	Welch	.519	5	19.503	.759
	Brown-Forsythe	.490	5	7.029	.775

a. Asymptotically F distributed.

### Age Classified.

Table 14:  
ANOVA: Third-order wellness factors and age classified

		Sum of Squares	df	Mean Square	F	Sig.
Thinking	Between Groups	477.233	4	119.308	1.338	.255
	Within Groups	34,870.431	391	89.183		
	Total	35,347.664	395			
Emotions	Between Groups	720.026	4	180.007	1.492	.204

	Within Groups	47,522.455	394	120.615		
	Total	48,242.481	398			
Control	Between Groups	375.713	4	93.928	.794	.530
	Within Groups	46,607.370	394	118.293		
	Total	46,983.083	398			
Work	Between Groups	2,675.394	4	668.848	3.678	.006
	Within Groups	71,286.571	392	181.853		
	Total	73,961.965	396			
Positive Humor	Between Groups	112.989	4	28.247	.197	.940
	Within Groups	56,096.079	392	143.102		
	Total	56,209.068	396			
Leisure	Between Groups	2,159.954	4	539.988	2.708	.030
	Within Groups	77,566.498	389	199.400		
	Total	79,726.452	393			
Stress Management	Between Groups	651.884	4	162.971	1.269	.282
	Within Groups	50,464.341	393	128.408		
	Total	51,116.226	397			
Self-Worth	Between Groups	1,043.682	4	260.921	1.602	.173
	Within Groups	64,186.581	394	162.910		
	Total	65,230.263	398			
Realistic Beliefs	Between Groups	916.973	4	229.243	1.621	.168
	Within Groups	55,307.459	391	141.451		
	Total	56,224.432	395			
Love	Between Groups	.136	4	.034	2.285	.060
	Within Groups	5.863	394	.015		
	Total	5.999	398			
Spirituality	Between Groups	3,174.575	4	793.644	1.470	.211
	Within Groups	211,637.390	392	539.891		
	Total	214,811.965	396			
Cultural Identity	Between Groups	1,053.164	4	263.291	1.238	.294
	Within Groups	83,560.879	393	212.623		
	Total	84,614.042	397			
Self-Care	Between Groups	1,254.761	4	313.690	2.358	.053
	Within Groups	52,151.450	392	133.039		
	Total	53,406.211	396			
Exercise	Between Groups	5,043.350	4	1,260.837	3.588	.007

	Within Groups	137,751.486	392	351.407		
	Total	142,794.836	396			
Nutrition	Between Groups	850.076	4	212.519	.649	.628
	Within Groups	128,129.469	391	327.697		
	Total	128,979.545	395			

Table 15:

*ANOVA: Third-order wellness factors and age classified*

*Robust Tests of Equality of Means*

		Statistic <sup>a</sup>	df1	df2	Sig.
Friendship	Welch	.990	4	25.267	.431
	Brown-Forsythe	1.166	4	30.626	.345
Gender Identity	Welch	2.634	4	24.855	.058
	Brown-Forsythe	1.982	4	24.136	.129

a. Asymptotically F distributed.

Table 16:

*Tukey HSD post hoc analysis: Third-order wellness factors and age classification*

Dependent Variable	Age Classified	Age Classified	Mean Difference	Std. Error	Sig.	99% Confidence Interval	
						Lower Bound	Upper Bound
Work	21-25	26-30	-3.058	1.627	.330	-8.393	2.275
		31-35	.953	2.991	.998	-8.851	10.757
		36-40	-17.123*	4.968	.006	-33.407	-.840
		41+	-2.123	4.968	.993	-18.407	14.160
		26-30	21-25	3.058	1.627	.330	-2.275
	26-30	31-35	4.012	2.772	.598	-5.075	13.099
		36-40	-14.064	4.840	.031	-29.927	1.797
		41+	.935	4.840	1.000	-14.927	16.797
		31-35	21-25	-.953	2.991	.998	-10.757
	31-35	26-30	-4.012	2.772	.598	-13.099	5.075
		36-40	-18.076*	5.452	.009	-35.945	-.208
		41+	-3.076	5.452	.980	-20.945	14.791
		36-40	21-25	17.123*	4.968	.006	.840
	36-40	26-30	14.064	4.840	.031	-1.797	29.927
		31-35	18.076*	5.452	.009	.208	35.945
		41+	15.000	6.742	.173	-7.097	37.097
		41+	21-25	2.123	4.968	.993	-14.160
	41+	26-30	-.935	4.840	1.000	-16.797	14.927
		31-35	3.076	5.452	.980	-14.791	20.945
		36-40	-15.000	6.742	.173	-37.097	7.097
Leisure		21-25	26-30	-1.250	1.705	.949	-6.839
	31-35		-5.073	3.181	.502	-15.499	5.352
	36-40		-14.740	5.534	.061	-32.879	3.398



		41+	-8.490	5.202	.478	-25.542	8.561
	26-30	21-25	1.250	1.705	.949	-4.338	6.839
		31-35	-3.823	2.956	.696	-13.512	5.866
		36-40	-13.489	5.408	.094	-31.215	4.235
		41+	-7.239	5.068	.610	-23.851	9.371
	31-35	21-25	5.073	3.181	.502	-5.352	15.499
		26-30	3.823	2.956	.696	-5.866	13.512
		36-40	-9.666	6.038	.498	-29.457	10.123
		41+	-3.416	5.735	.976	-22.216	15.382
	36-40	21-25	14.740	5.534	.061	-3.398	32.879
		26-30	13.489	5.408	.094	-4.235	31.215
		31-35	9.666	6.038	.498	-10.123	29.457
		41+	6.250	7.308	.913	-17.702	30.202
	41+	21-25	8.490	5.202	.478	-8.561	25.542
		26-30	7.239	5.068	.610	-9.371	23.851
		31-35	3.416	5.735	.976	-15.382	22.216
		36-40	-6.250	7.308	.913	-30.202	17.702
Exercise	21-25	26-30	-4.343	2.254	.305	-11.733	3.047
		31-35	-12.540	4.153	.023	-26.154	1.072
		36-40	-17.300	6.903	.091	-39.926	5.325
		41+	-9.175	6.903	.673	-31.801	13.450
	26-30	21-25	4.343	2.254	.305	-3.047	11.733
		31-35	-8.197	3.855	.211	-20.832	4.436
		36-40	-12.957	6.728	.305	-35.008	9.093
		41+	-4.832	6.728	.952	-26.8835	17.218
	31-35	21-25	12.540	4.153	.023	-1.07	26.154
		26-30	8.197	3.855	.211	-4.436	20.832
		36-40	-4.759	7.579	.971	-29.598	20.079
		41+	3.365	7.579	.992	-21.473	28.204
	36-40	21-25	17.300	6.903	.091	-5.325	39.926
		26-30	12.957	6.728	.305	-9.093	35.008
		31-35	4.759	7.579	.971	-20.079	29.598
		41+	8.125	9.372	.909	-22.592	38.842
	41+	21-25	9.175	6.903	.673	-13.450	31.801
		26-30	4.832	6.728	.952	-17.218	26.883
		31-35	-3.365	7.579	.992	-28.204	21.473
		36-40	-8.125	9.372	.909	-38.842	22.592

\*. The mean difference is significant at the 0.01 level.

### Years of Experience Classified.

Table 17:

*ANOVA: Third-order wellness factors and years of experience classified*

		Sum of	Mean		
		Squares	df	Square	Sig.
Thinking	Between Groups	745.223	4	186.306	2.113
	Within Groups	34,652.830	393	88.175	
	Total	35,398.053	397		

Emotions	Between Groups	608.042	4	152.010	1.256	.287
	Within Groups	47,913.818	396	120.994		
	Total	48,521.859	400			
Positive Humor	Between Groups	116.982	4	29.246	.205	.935
	Within Groups	56,093.270	394	142.369		
	Total	56,210.252	398			
Leisure	Between Groups	969.831	4	242.458	1.199	.311
	Within Groups	79,069.977	391	202.225		
	Total	80,039.808	395			
Stress Management	Between Groups	168.787	4	42.197	.325	.861
	Within Groups	51,346.740	395	129.992		
	Total	51,515.527	399			
Self-Worth	Between Groups	541.755	4	135.439	.827	.509
	Within Groups	64,852.766	396	163.770		
	Total	65,394.522	400			
Realistic Beliefs	Between Groups	347.528	4	86.882	.610	.656
	Within Groups	55,962.082	393	142.397		
	Total	56,309.611	397			
Love	Between Groups	.031	4	.008	.511	.728
	Within Groups	6.037	396	.015		
	Total	6.068	400			
Spirituality	Between Groups	927.850	4	231.963	.426	.790
	Within Groups	214,357.613	394	544.055		
	Total	215,285.464	398			
Cultural Identity	Between Groups	352.482	4	88.120	.412	.800
	Within Groups	84,400.122	395	213.671		
	Total	84,752.604	399			
Self-Care	Between Groups	1,081.242	4	270.311	2.032	.089
	Within Groups	52,420.481	394	133.047		
	Total	53,501.723	398			
Exercise	Between Groups	3,419.210	4	854.802	2.387	.051
	Within Groups	141,066.505	394	358.037		
	Total	144,485.714	398			
Nutrition	Between Groups	1,448.368	4	362.092	1.109	.352
	Within Groups	128,009.314	392	326.554		
	Total	129,457.683	396			

Table 18:

*ANOVA: Third-order wellness factors and years of experience classified*  
*Robust Tests of Equality of Means*

		Statistic <sup>a</sup>	df1	df2	Sig.
Friendship	Welch	.725	4	96.206	.577
	Brown-Forsythe	.881	4	289.759	.475
Gender Identity	Welch	1.231	4	87.372	.304
	Brown-Forsythe	1.114	4	252.138	.351
Control	Welch	4.500	4	94.561	.002
	Brown-Forsythe	2.043	4	273.914	.089
Work	Welch	3.415	4	91.413	.012
	Brown-Forsythe	2.813	4	236.654	.026

a. Asymptotically F distributed.

Table 19:

*Games-Howell post hoc analysis: Third-order wellness factors and years of experience classification*

Dependent Variable	Years of Experience Classified	Years of Experience Classified	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Control	0-1 years	1-2 years	.134	1.852	1.000	-4.986	5.255
		2-3 years	-7.218*	2.076	.010	-13.135	-1.301
		3-4 years	-.336	1.556	1.000	-4.657	3.984
		4-5 years	.416	2.042	1.000	-5.241	6.075
	1-2 years	0-1 years	-.134	1.852	1.000	-5.255	4.986
		2-3 years	-7.352*	2.026	.007	-13.140	-1.565
		3-4 years	-.470	1.489	.998	-4.584	3.643
		4-5 years	.282	1.991	1.000	-5.231	5.796
	2-3 years	0-1 years	7.218*	2.076	.010	1.301	13.135
		1-2 years	7.352*	2.026	.007	1.565	13.140
		3-4 years	6.882*	1.760	.005	1.706	12.058
		4-5 years	7.635*	2.201	.009	1.399	13.871
	3-4 years	0-1 years	.336	1.556	1.000	-3.984	4.657
		1-2 years	.470	1.489	.998	-3.643	4.584
		2-3 years	-6.882*	1.760	.005	-12.058	-1.706
		4-5 years	.753	1.719	.992	-4.034	5.541
4-5 years	0-1 years	-.416	2.042	1.000	-6.075	5.241	
	1-2 years	-.282	1.991	1.000	-5.796	5.231	
	2-3 years	-7.635*	2.201	.009	-13.871	-1.399	
	3-4 years	-.753	1.719	.992	-5.541	4.034	
Work	0-1 years	1-2 years	-3.986	2.181	.362	-10.012	2.040

	2-3 years	-10.246*	3.033	.018	-19.112	-1.381
	3-4 years	-4.123	1.819	.163	-9.158	.911
	4-5 years	-5.705	2.219	.083	-11.854	.443
1-2 years	0-1 years	3.986	2.181	.362	-2.040	10.012
	2-3 years	-6.260	3.100	.282	-15.269	2.748
	3-4 years	-.137	1.929	1.000	-5.461	5.186
	4-5 years	-1.719	2.309	.946	-8.105	4.667
2-3 years	0-1 years	10.246*	3.033	.018	1.381	19.112
	1-2 years	6.260	3.100	.282	-2.748	15.269
	3-4 years	6.123	2.857	.239	-2.370	14.617
	4-5 years	4.541	3.127	.600	-4.534	13.617
3-4 years	0-1 years	4.123	1.819	.163	-.911	9.158
	1-2 years	.137	1.929	1.000	-5.186	5.461
	2-3 years	-6.123	2.857	.239	-14.617	2.370
	4-5 years	-1.581	1.972	.929	-7.052	3.888
4-5 years	0-1 years	5.705	2.219	.083	-.443	11.854
	1-2 years	1.719	2.309	.946	-4.667	8.105
	2-3 years	-4.541	3.127	.600	-13.617	4.534
	3-4 years	1.581	1.972	.929	-3.888	7.052

\*. The mean difference is significant at the 0.05 level

### Higher education/student affairs degree.

Table 20:

ANOVA: Third-order wellness factors and higher education/student affairs degree

		Sum of Squares	df	Mean Square	F	Sig.
Thinking	Between Groups	5.695	1	5.695	.065	.799
	Within Groups	30,869.235	351	87.947		
	Total	30,874.929	352			
Emotions	Between Groups	.122	1	.122	.001	.974
	Within Groups	40,401.366	354	114.128		
	Total	40,401.488	355			
Control	Between Groups	16.343	1	16.343	.139	.710
	Within Groups	41,726.010	354	117.870		
	Total	41,742.353	355			
Work	Between Groups	244.112	1	244.112	1.347	.247
	Within Groups	63,963.353	353	181.199		
	Total	64,207.465	354			
Positive Humor	Between Groups	172.706	1	172.706	1.224	.269
	Within Groups	49,680.865	352	141.139		
	Total	49,853.571	353			

Leisure	Between Groups	337.792	1	337.792	1.700	.193
	Within Groups	69,349.708	349	198.710		
	Total	69,687.500	350			
Stress Management	Between Groups	261.151	1	261.151	2.171	.142
	Within Groups	42,465.082	353	120.298		
	Total	42,726.232	354			
Self-Worth	Between Groups	58.195	1	58.195	.352	.553
	Within Groups	58,524.582	354	165.324		
	Total	58,582.777	355			
Spirituality	Between Groups	711.851	1	711.851	1.341	.248
	Within Groups	186,823.742	352	530.749		
	Total	187,535.593	353			
Gender Identity	Between Groups	109.046	1	109.046	.697	.404
	Within Groups	54,440.508	348	156.438		
	Total	54,549.554	349			
Cultural Identity	Between Groups	68.362	1	68.362	.325	.569
	Within Groups	74,290.792	353	210.456		
	Total	74,359.155	354			
Exercise	Between Groups	80.429	1	80.429	.221	.638
	Within Groups	127,931.223	352	363.441		
	Total	128,011.653	353			
Nutrition	Between Groups	59.408	1	59.408	.179	.672
	Within Groups	115,880.862	350	331.088		
	Total	115,940.270	351			

*Table 21:*  
*ANOVA: Third-order wellness factors and higher education/student affairs degree*  
*Robust Tests of Equality of Means*

		Statistic <sup>a</sup>	df1	df2	Sig.
Realistic Beliefs	Welch	17.968	1	178.522	.000
	Brown-Forsythe	17.968	1	178.522	.000
Friendship	Welch	1.543	1	106.982	.217
	Brown-Forsythe	1.543	1	106.982	.217
Love	Welch	2.614	1	117.289	.109
	Brown-Forsythe	2.614	1	117.289	.109
Self-Care	Welch	3.216	1	151.594	.075
	Brown-Forsythe	3.216	1	151.594	.075

a. Asymptotically F distributed.

**Context and life satisfaction factors and characteristics.  
Gender.**

Table 22:

*ANOVA: Context and life satisfaction factors and gender*

		Sum of Squares	df	Mean Square	F	Sig.
Local Context	Between Groups	518.744	2	259.372	1.827	.162
	Within Groups	55,929.367	394	141.953		
	<b>Total</b>	<b>56,448.111</b>	<b>396</b>			
Institutional Context	Between Groups	471.532	2	235.766	1.640	.195
	Within Groups	56,489.780	393	143.740		
	<b>Total</b>	<b>56,961.312</b>	<b>395</b>			
Global Context	Between Groups	1,144.596	2	572.298	3.827	.023
	Within Groups	58,768.949	393	149.539		
	<b>Total</b>	<b>59,913.545</b>	<b>395</b>			
Chronometrical Context	Between Groups	254.825	2	127.412	1.106	.332
	Within Groups	45,384.344	394	115.189		
	<b>Total</b>	<b>45,639.169</b>	<b>396</b>			
Life Satisfaction	Between Groups	640.116	2	320.058	1.057	.348
	Within Groups	119,568.741	395	302.706		
	<b>Total</b>	<b>120,208.857</b>	<b>397</b>			

Table 23:

*Tukey HSD post hoc analysis: Context and life satisfaction factors and gender*

Dependent Variable	Gender	Gender	Mean Difference	Std. Error	Sig.	99% Confidence Interval	
						Lower Bound	Upper Bound
Global Context	Female	Male	-2.716	1.285	.089	-6.483	1.051
		Other	4.191	2.993	.342	-4.582	12.964
		Male	2.716	1.285	.089	-1.051	6.483
	Male	Female	6.907	3.050	.062	-2.031	15.846
		Other	-4.191	2.993	.342	-12.964	4.582
		Other	-6.907	3.050	.062	-15.846	2.031

\*. The mean difference is significant at the 0.01 level.

**Ethnicity.**

Table 24:

*ANOVA: Context and life satisfaction factors and ethnicity*

		Sum of Squares	df	Mean Square	F	Sig.
Local Context	Between Groups	456.079	5	91.216	.637	.672
	Within Groups	56,268.482	393	143.177		
	<b>Total</b>	56,724.561	398			
Institutional Context	Between Groups	1,764.419	5	352.884	2.497	.030
	Within Groups	55,389.809	392	141.301		
	<b>Total</b>	57,154.228	397			
Global Context	Between Groups	1,022.171	5	204.434	1.359	.239
	Within Groups	58,980.795	392	150.461		
	<b>Total</b>	60,002.966	397			
Chronometrical Context	Between Groups	532.206	5	106.441	.924	.466
	Within Groups	45,295.449	393	115.256		
	<b>Total</b>	45,827.655	398			
Life Satisfaction	Between Groups	2,626.361	5	525.272	1.741	.124
	Within Groups	118,898.639	394	301.773		
	<b>Total</b>	121,525.000	399			

**Age Classified.**

Table 25:

*ANOVA: Context and life satisfaction factors and age classified*

		Sum of Squares	df	Mean Square	F	Sig.
Local Context	Between Groups	345.833	4	86.458	.606	.659
	Within Groups	56,102.723	393	142.755		
	<b>Total</b>	56,448.555	397			
Institutional Context	Between Groups	285.846	4	71.461	.492	.741
	Within Groups	56,889.847	392	145.127		
	<b>Total</b>	57,175.693	396			
Global Context	Between Groups	1,565.328	4	391.332	2.629	.034
	Within Groups	58,353.858	392	148.862		
	<b>Total</b>	59,919.186	396			
Chronometrical Context	Between Groups	996.079	4	249.020	2.195	.069
	Within Groups	44,581.123	393	113.438		
	<b>Total</b>	45,577.202	397			
Life Satisfaction	Between Groups	1,692.372	4	423.093	1.406	.231
	Within Groups	118,536.325	394	300.854		
	<b>Total</b>	120,228.697	398			

### Years of Experience Classified.

Table 26:

ANOVA: Context and life satisfaction factors and years of experience classified

		Sum of Squares	df	Mean Square	F	Sig.
Local Context	Between Groups	185.724	4	46.431	.324	.862
	Within Groups	56,539.214	395	143.137		
	<b>Total</b>	56,724.938	399			
Institutional Context	Between Groups	233.488	4	58.372	.404	.806
	Within Groups	56,983.970	394	144.629		
	<b>Total</b>	57,217.458	398			
Global Context	Between Groups	1,414.797	4	353.699	2.377	.051
	Within Groups	58,624.189	394	148.792		
	<b>Total</b>	60,038.986	398			
Chronometrical Context	Between Groups	710.969	4	177.742	1.550	.187
	Within Groups	45,288.152	395	114.654		
	<b>Total</b>	45,999.121	399			
Life Satisfaction	Between Groups	191.533	4	47.883	.156	.960
	Within Groups	121,762.956	396	307.482		
	<b>Total</b>	121,954.489	400			

### Higher education/student affairs degree.

Table 27:

ANOVA: Context and life satisfaction factors and higher education/student affairs degree

		Sum of Squares	df	Mean Square	F	Sig.
Local Context	Between Groups	282.240	1	282.240	2.079	.150
	Within Groups	47,923.676	353	135.761		
	<b>Total</b>	48,205.915	354			
Global Context	Between Groups	195.550	1	195.550	1.283	.258
	Within Groups	53,659.009	352	152.440		
	<b>Total</b>	53,854.559	353			
Chronometrical Context	Between Groups	47.725	1	47.725	.425	.515
	Within Groups	39,637.134	353	112.286		
	<b>Total</b>	39,684.859	354			
Life Satisfaction	Between Groups	29.266	1	29.266	.100	.752
	Within Groups	103,222.138	354	291.588		
	<b>Total</b>	103,251.404	355			



*Table 28:*  
*ANOVA: Context and life satisfaction factors and higher*  
*education/student affairs degree*  
*Robust Tests of Equality of Means*

		Statistic <sup>a</sup>	df1	df2	Sig.
Institutional	Welch	5.922	1	118.109	.016
Context	Brown-Forsythe	5.922	1	118.109	.016

a. Asymptotically F distributed.

APPENDIX N

Supplemental ANOVA Work Characteristics Tables

**Overall wellness and characteristics post hoc analysis**

**Department.**

*Table 1:*

*Tukey HSD post hoc analysis: Overall wellness and department*

Department	Department	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Disability support services	Recreation & fitness programs	15.421*	4.306	.045	.156	30.686

\*. The mean difference is significant at the 0.05 level.

**Second-order wellness factors and characteristics**

**Department.**

*Table 2:*

*ANOVA: Second-order wellness factors and department*

		Sum of Squares	df	Mean Square	F	Sig.
Creative Self	Between Groups	1,184.129	18	65.785	1.025	.430
	Within Groups	23,608.808	368	64.154		
	<b>Total</b>	<b>24,792.937</b>	<b>386</b>			
Coping Self	Between Groups	2,695.526	18	149.751	1.821	.022
	Within Groups	30,172.394	367	82.214		
	<b>Total</b>	<b>32,867.920</b>	<b>385</b>			
Social Self	Between Groups	1,468.538	18	81.585	.887	.594
	Within Groups	34,478.182	375	91.942		
	<b>Total</b>	<b>35,946.720</b>	<b>393</b>			
Essential Self	Between Groups	3264.126	18	181.340	1.512	.083
	Within Groups	43,662.392	364	119.952		
	<b>Total</b>	<b>46,926.518</b>	<b>382</b>			
Physical Self	Between Groups	8,152.314	18	452.906	1.697	.038
	Within Groups	98,457.915	369	266.824		
	<b>Total</b>	<b>10,6610.229</b>	<b>387</b>			

Table 3:

Tukey HSD post hoc analysis: Second-order wellness factors and department

Dependent Variable	Department	Department	Mean Difference	Std. Error	Sig.	99% Confidence Interval	
						Lower Bound	Upper Bound
Coping Self	Disability support services	Recreation & fitness programs	20.915	5.704	.034	-1.950	43.781

**Hours Classified.**

Table 4:

ANOVA: Second-order wellness factors and hours classification

		Sum of Squares	df	Mean Square	F	Sig.
Creative Self	Between Groups	146.852	2	73.426	1.129	.324
	Within Groups	2,5291.449	389	65.017		
	<b>Total</b>	25,438.301	391			
Coping Self	Between Groups	952.083	2	476.041	5.692	.004
	Within Groups	32,448.664	388	83.631		
	<b>Total</b>	33,400.746	390			
Social Self	Between Groups	110.784	2	55.392	.600	.550
	Within Groups	36,585.841	396	92.388		
	<b>Total</b>	36,696.624	398			
Essential Self	Between Groups	204.551	2	102.276	.840	.433
	Within Groups	46,890.446	385	121.793		
	<b>Total</b>	47,094.997	387			
Physical Self	Between Groups	809.425	2	404.713	1.459	.234
	Within Groups	108,168.246	390	277.354		
	<b>Total</b>	108,977.672	392			

Table 5:

Tukey HSD post hoc analysis: Second-order wellness factors and hours classification

Dependent Variable	Hours Classified	Hours Classified	Mean Difference	Std. Error	Sig.	99% Confidence Interval	
						Lower Bound	Upper Bound
Coping Self	30-40 hours	41-50 hours	-2.304	.978	.050	-5.172	.563
		51+ hours	-4.845*	1.592	.007	-9.514	-.177
	41-50 hours	30-40 hours	2.304	.978	.050	-.563	5.172
		51+ hours	-2.541	1.581	.244	-7.174	2.092
	51+ hours	30-40 hours	4.845*	1.592	.007	.1768	9.513
		41-50 hours	2.541	1.581	.244	-2.092	7.174

\*. The mean difference is significant at the 0.01 level.

**Position Level.**

Table 6:

*ANOVA: Second-order wellness factors and position level*

		Sum of	df	Mean	F	Sig.
		Squares		Square		
Creative Self	Between Groups	94.179	2	47.090	.726	.484
	Within Groups	25,348.789	391	64.831		
	<b>Total</b>	25,442.968	393			
Coping Self	Between Groups	12.093	2	6.046	.071	.932
	Within Groups	33,430.132	390	85.718		
	<b>Total</b>	33,442.225	392			
Social Self	Between Groups	1.659	2	.830	.009	.991
	Within Groups	37,021.164	398	93.018		
	<b>Total</b>	37,022.824	400			
Essential Self	Between Groups	153.679	2	76.839	.633	.532
	Within Groups	46,998.264	387	121.443		
	<b>Total</b>	47,151.943	389			
Physical Self	Between Groups	109.596	2	54.798	.196	.822
	Within Groups	109,493.791	392	279.321		
	<b>Total</b>	109,603.386	394			

**Third-order wellness factors and characteristics.**

**Department.**

Table 7:

*ANOVA: Third-order wellness factors and department*

		Sum of	df	Mean	F	Sig.
		Squares		Square		
Thinking	Between Groups	1652.036	18	91.780	1.031	.423
	Within Groups	33111.136	372	89.008		
	<b>Total</b>	34763.171	390			
Emotions	Between Groups	1461.585	18	81.199	.661	.849
	Within Groups	46047.536	375	122.793		
	<b>Total</b>	47509.121	393			
Control	Between Groups	2445.249	18	135.847	1.158	.294
	Within Groups	44003.743	375	117.343		
	<b>Total</b>	46448.992	393			
Work	Between Groups	4380.639	18	243.369	1.326	.168
	Within Groups	68472.869	373	183.573		
	<b>Total</b>	72853.508	391			
Positive Humor	Between Groups	1950.331	18	108.352	.751	.757
	Within Groups	53794.248	373	144.221		

		<b>Total</b>	55744.579	391			
Stress Management	Between Groups		4302.152	18	239.008	1.914	.014
	Within Groups		46707.111	374	124.885		
	<b>Total</b>		51009.264	392			
Self-Worth	Between Groups		3745.322	18	208.073	1.282	.196
	Within Groups		60867.325	375	162.313		
	<b>Total</b>		64612.647	393			
Realistic Beliefs	Between Groups		3563.677	18	197.982	1.432	.113
	Within Groups		51424.431	372	138.238		
	<b>Total</b>		54988.107	390			
Gender Identity	Between Groups		4698.469	18	261.026	1.699	.037
	Within Groups		56690.464	369	153.633		
	<b>Total</b>		61388.934	387			
Cultural Identity	Between Groups		4096.402	18	227.578	1.066	.385
	Within Groups		79859.634	374	213.528		
	<b>Total</b>		83956.036	392			
Exercise	Between Groups		11210.860	18	622.826	1.790	.025
	Within Groups		129783.975	373	347.946		
	<b>Total</b>		140994.834	391			
Nutrition	Between Groups		9666.498	18	537.028	1.707	.036
	Within Groups		116712.733	371	314.590		
	<b>Total</b>		126379.231	389			

Table 8:

*Tukey HSD post hoc analysis: Third-order wellness factors and department*

Dependent Variable	Department	Department	Mean Difference	Std. Error	Sig.	99% Confidence Interval	
						Lower Bound	Upper Bound
Exercise	Recreation & Fitness Programs	Campus life	-20.143	5.093	.012	-38.185	-2.101
		Residence Life & Dining Services	-17.803	5.019	.049	-35.583	-.023

Table 9:

*ANOVA: Third-order wellness factors and department*

*Robust Tests of Equality of Means*

		Statistic <sup>a</sup>	df1	df2	Sig.
Stress Management	Welch	1.834	18	36.140	.060
	Brown-Forsythe	1.947	18	81.412	.023
Friendship	Welch	.529	18	35.459	.924
	Brown-Forsythe	.743	18	55.616	.753
Love	Welch	.	.	.	.
	Brown-Forsythe	.	.	.	.
Spirituality	Welch	1.424	18	35.460	.180
	Brown-Forsythe	1.323	18	19.765	.272
Self-Care	Welch	.	.	.	.
	Brown-Forsythe	.	.	.	.

a. Asymptotically F distributed.

**Hours Classified.**

Table 10:

*ANOVA: Third-order wellness factors and hours classified*

		Sum of Squares	df	Mean Square	F	Sig.
Thinking	Between Groups	308.685	2	154.343	1.731	.179
	Within Groups	35,047.565	393	89.180		
	Total	35,356.250	395			
Emotions	Between Groups	100.930	2	50.465	.413	.662
	Within Groups	48,408.429	396	122.244		
	Total	48,509.359	398			
Control	Between Groups	145.871	2	72.935	.616	.540
	Within Groups	46,853.224	396	118.316		
	Total	46,999.095	398			
Work	Between Groups	1,747.896	2	873.948	4.711	.010
	Within Groups	73,092.406	394	185.514		
	Total	74,840.302	396			
Positive Humor	Between Groups	161.363	2	80.682	.569	.567
	Within Groups	55,861.936	394	141.782		
	Total	56,023.300	396			
	Between Groups	747.449	2	373.724	2.912	.056

Stress Management	Within Groups	50,689.914	395	128.329		
	Total	51,437.363	397			
Self-Worth	Between Groups	340.743	2	170.371	1.038	.355
	Within Groups	65,018.163	396	164.187		
	Total	65,358.905	398			
Realistic Beliefs	Between Groups	327.110	2	163.555	1.159	.315
	Within Groups	55,479.645	393	141.170		
	Total	55,806.755	395			
Friendship	Between Groups	28.742	2	14.371	.118	.889
	Within Groups	48,389.570	396	122.196		
	Total	48,418.311	398			
Love	Between Groups	.048	2	.024	1.579	.208
	Within Groups	5.968	396	.015		
	Total	6.015	398			
Spirituality	Between Groups	106.929	2	53.464	.098	.907
	Within Groups	214,861.081	394	545.333		
	Total	214,968.010	396			
Gender Identity	Between Groups	72.191	2	36.095	.226	.797
	Within Groups	62,157.254	390	159.378		
	Total	62,229.445	392			
Cultural Identity	Between Groups	253.693	2	126.846	.596	.551
	Within Groups	84,005.799	395	212.673		
	Total	84,259.492	397			
Self-Care	Between Groups	1,724.501	2	862.251	6.584	.002
	Within Groups	51,601.420	394	130.968		
	Total	53,325.921	396			
Nutrition	Between Groups	2,441.200	2	1,220.600	3.777	.024
	Within Groups	126,675.509	392	323.152		
	Total	129,116.709	394			

Table 11:

*Tukey HSD post hoc analysis: Third-order wellness factors and hours classified*

Dependent Variable	Hours Classified	Hours Classified	Mean Difference	Std. Error	Sig.	99% Confidence Interval	
						Lower Bound	Upper Bound
Work	30-40 hours	41-50 hours	-3.917	1.443	.019	-8.146	.312
		51+ hours	-5.308	2.393	.069	-12.323	1.705
	41-50 hours	30-40 hours	3.917	1.443	.019	-.3126	8.146
		51+ hours	-1.391	2.372	.827	-8.344	5.561
	51+ hours	30-40 hours	5.308	2.393	.069	-1.705	12.323
		41-50 hours	1.391	2.372	.827	-5.561	8.344
Self-Care	30-40 hours	41-50 hours	-2.772	1.216	.060	-6.337	.792
		51+ hours	-6.733*	1.974	.002	-12.519	-.948
	41-50 hours	30-40 hours	2.772	1.216	.060	-.792	6.337
		51+ hours	-3.961	1.954	.107	-9.687	1.765
	51+ hours	30-40 hours	6.733*	1.974	.002	.948	12.519
		41-50 hours	3.961	1.954	.107	-1.765	9.687
Nutrition	30-40 hours	41-50 hours	-2.154	1.912	.498	-7.759	3.449
		51+ hours	-8.554	3.127	.018	-17.720	.611
	41-50 hours	30-40 hours	2.154	1.912	.498	-3.449	7.759
		51+ hours	-6.399	3.104	.099	-15.497	2.698
	51+ hours	30-40 hours	8.554	3.127	.018	-.611	17.720
		41-50 hours	6.399	3.104	.099	-2.698	15.497

\*. The mean difference is significant at the 0.01 level.

Table 12:

*ANOVA: Third-order wellness factors and hours classified*

*Robust Tests of Equality of Means*

		Statistic <sup>a</sup>	df1	df2	Sig.
Leisure	Welch	7.757	2	104.457	.001
	Brown-Forsythe	8.808	2	99.607	.000
Exercise	Welch	.075	2	113.447	.928
	Brown-Forsythe	.080	2	155.199	.923

a. Asymptotically F distributed.

Table 13:

*Games-Howell post hoc analysis: Second-order wellness factors and hours classified*

	Hours Classified	Hours Classified	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Leisure	30-40 hours	41-50 hours	-2.982	1.408	.088	-6.298	.333
		51+ hours	-11.587*	3.100	.001	-19.077	-4.098



41-50 hours	30-40 hours	2.982	1.408	.088	-.333	6.298
	51+ hours	-8.605*	3.092	.020	-16.077	-1.132
51+ hours	30-40 hours	11.587*	3.100	.001	4.098	19.077
	41-50 hours	8.605*	3.092	.020	1.132	16.077

\*. The mean difference is significant at the 0.05 level.

### Position Level.

Table 14:

*ANOVA: Third-order wellness factors and position level*

		Sum of Squares	df	Mean Square	F	Sig.
Thinking	Between Groups	43.901	2	21.950	.245	.783
	Within Groups	35,354.152	395	89.504		
	Total	35,398.053	397			
Emotions	Between Groups	257.844	2	128.922	1.063	.346
	Within Groups	48,264.016	398	121.266		
	Total	48,521.859	400			
Control	Between Groups	65.639	2	32.820	.278	.758
	Within Groups	47,056.832	398	118.233		
	Total	47,122.472	400			
Work	Between Groups	225.007	2	112.503	.597	.551
	Within Groups	74,628.001	396	188.455		
	Total	74,853.008	398			
Positive Humor	Between Groups	52.987	2	26.493	.187	.830
	Within Groups	56,157.266	396	141.811		
	Total	56,210.252	398			
Leisure	Between Groups	95.911	2	47.956	.236	.790
	Within Groups	79,943.896	393	203.420		
	Total	80,039.808	395			
Stress Management	Between Groups	84.752	2	42.376	.327	.721
	Within Groups	51,430.776	397	129.549		
	Total	51,515.527	399			
Self-Worth	Between Groups	142.728	2	71.364	.435	.647
	Within Groups	65,251.794	398	163.949		
	Total	65,394.522	400			
Realistic Beliefs	Between Groups	188.623	2	94.312	.664	.515
	Within Groups	56,120.987	395	142.078		
	Total	56,309.611	397			

Friendship	Between Groups	81.240	2	40.620	.332	.717
	Within Groups	48,649.667	398	122.235		
	Total	48,730.907	400			
Love	Between Groups	.017	2	.008	.543	.581
	Within Groups	6.052	398	.015		
	Total	6.068	400			
Spirituality	Between Groups	610.000	2	305.000	.563	.570
	Within Groups	214,675.463	396	542.110		
	Total	215,285.464	398			
Gender Identity	Between Groups	112.885	2	56.443	.356	.701
	Within Groups	62,147.795	392	158.540		
	Total	62,260.680	394			
Cultural Identity	Between Groups	924.329	2	462.165	2.189	.113
	Within Groups	83,828.275	397	211.154		
	Total	84,752.604	399			
Self-Care	Between Groups	244.886	2	122.443	.910	.403
	Within Groups	53,256.837	396	134.487		
	Total	53,501.723	398			
Exercise	Between Groups	143.168	2	71.584	.196	.822
	Within Groups	144,342.546	396	364.501		
	Total	143,302.210	395			
Nutrition	Between Groups	154.937	2	77.469	.236	.790
	Within Groups	129,302.746	394	328.180		
	Total	129,457.683	396			

### Context and life satisfaction factors and characteristics.

#### Department.

Table 15:

ANOVA: Context and life satisfaction factors and department

		Sum of Squares	df	Mean Square	F	Sig.
Local Context	Between Groups	4,237.221	18	235.401	1.705	.036
	Within Groups	51,645.349	374	138.089		
	<b>Total</b>	55,882.570	392			
Institutional Context	Between Groups	3,779.194	18	209.955	1.476	.095
	Within Groups	53,210.907	374	142.275		
	<b>Total</b>	56,990.100	392			
Global Context	Between Groups	3,392.809	18	188.489	1.255	.215

	Within Groups	56,037.286	373	150.234		
	<b>Total</b>	<b>59,430.095</b>	<b>391</b>			
Chronometrical Context	Between Groups	2,350.772	18	130.598	1.154	.297
	Within Groups	42,313.072	374	113.137		
	<b>Total</b>	<b>44,663.844</b>	<b>392</b>			
Life Satisfaction	Between Groups	6,152.969	18	341.832	1.128	.322
	Within Groups	113,601.156	375	302.936		
	<b>Total</b>	<b>121,954.489</b>	<b>400</b>			

### Hours Classified.

Table 16:

*ANOVA: Context and life satisfaction factors and hours classified*

		Sum of Squares	df	Mean Square	F	Sig.
Local Context	Between Groups	602.331	2	301.165	2.127	.121
	Within Groups	55,921.853	395	141.574		
	<b>Total</b>	<b>56,524.183</b>	<b>397</b>			
Institutional Context	Between Groups	100.636	2	50.318	.348	.706
	Within Groups	56,990.044	394	144.645		
	<b>Total</b>	<b>57,090.680</b>	<b>396</b>			
Global Context	Between Groups	111.748	2	55.874	.369	.692
	Within Groups	59,698.286	394	151.518		
	<b>Total</b>	<b>59,810.034</b>	<b>396</b>			
Chronometrical Context	Between Groups	54.612	2	27.306	.236	.790
	Within Groups	45,741.164	395	115.800		
	<b>Total</b>	<b>45,795.776</b>	<b>397</b>			
Life Satisfaction	Between Groups	595.053	2	297.526	.971	.380
	Within Groups	121,322.240	396	306.369		
	<b>Total</b>	<b>121,917.293</b>	<b>398</b>			

### Position Level.

Table 17:

*ANOVA: Context and life satisfaction factors and position level*

		Sum of Squares	df	Mean Square	F	Sig.
Local Context	Between Groups	30.307	2	15.154	.106	.899
	Within Groups	56,694.630	397	142.808		
	<b>Total</b>	<b>56,724.938</b>	<b>399</b>			
Institutional Context	Between Groups	162.103	2	81.051	.563	.570
	Within Groups	57,055.355	396	144.079		
	<b>Total</b>	<b>57,217.458</b>	<b>398</b>			
Global Context	Between Groups	8.473	2	4.237	.028	.972

	Within Groups	60,030.513	396	151.592		
	<b>Total</b>	60,038.986	398			
Chronometrical Context	Between Groups	141.872	2	70.936	.614	.542
	Within Groups	45,857.250	397	115.509		
	<b>Total</b>	45,999.121	399			
Life Satisfaction	Between Groups	359.883	2	179.941	.589	.555
	Within Groups	121,594.606	398	305.514		
	<b>Total</b>	121,954.489	400			

APPENDIX O

Supplemental ANOVA Institutional Characteristics Tables

**Overall wellness and characteristic post hoc analysis.**

**Institutional setting.**

*Table 1:*

*Tukey HSD post hoc analysis: Third-order wellness factors and hours classified*

Institutional Setting	Institutional Setting	Mean Difference	Std. Error	Sig.	99% Confidence Interval	
					Lower Bound	Upper Bound
Rural	Urban	2.042	.936	.076	-.703	4.788
	Other	-.318	1.224	.963	-3.910	3.273
Urban	Rural	-2.042	.936	.076	-4.788	.703
	Other	-2.361	1.024	.056	-5.364	.641
Other	Rural	.3186	1.224	.963	-3.273	3.910
	Urban	2.361	1.024	.056	-.641	5.364

**Institutional classification.**

*Table 2:*

*Games-Howell post hoc analysis: overall wellness and institutional classification*

Institutional Classification	Institutional Classification	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Regional	Research	.031	1.114	1.000	-2.878	2.941
	Other	-1.140	1.183	.770	-4.229	1.948
	N/A	-4.193*	1.454	.038	-8.197	-.189
Research	Regional	-.031	1.114	1.000	-2.941	2.878
	Other	-1.171	.924	.585	-3.573	1.229
	N/A	-4.224*	1.253	.020	-7.842	-.606
Other	Regional	1.140	1.183	.770	-1.948	4.229
	Research	1.171	.924	.585	-1.229	3.573
	N/A	-3.052	1.315	.131	-6.778	.673
N/A	Regional	4.193*	1.454	.038	.189	8.197
	Research	4.224*	1.253	.020	.606	7.842
	Other	3.052	1.315	.131	-.673	6.778

\*. The mean difference is significant at the 0.05 level.

**Second-order wellness factors and characteristics.  
Enrollment Classified.**

Table 3:

*ANOVA: Second-order wellness factors and enrollment classified*

		Sum of	df	Mean	F	Sig.
		Squares		Square		
Creative Self	Between Groups	407.975	6	67.996	1.057	.388
	Within Groups	24,446.310	380	64.332		
	<b>Total</b>	24854.285	386			
Coping Self	Between Groups	981.520	6	163.587	1.956	.071
	Within Groups	31,870.144	381	83.649		
	<b>Total</b>	32,851.664	387			
Social Self	Between Groups	403.781	6	67.297	.722	.632
	Within Groups	36,070.183	387	93.205		
	<b>Total</b>	36,473.965	393			
Essential Self	Between Groups	1,078.059	6	179.676	1.496	.178
	Within Groups	45,145.041	376	120.067		
	<b>Total</b>	46,223.100	382			
Physical Self	Between Groups	2,926.595	6	487.766	1.774	.103
	Within Groups	10,4769.587	381	274.986		
	<b>Total</b>	10,6610.229	387			

**Location.**

Table 4:

*ANOVA: Second-order wellness factors and location*

		Sum of	df	Mean	F	Sig.
		Squares		Square		
Creative Self	Between Groups	267.096	4	66.774	1.032	.391
	Within Groups	25,175.872	389	64.719		
	<b>Total</b>	25,442.968	393			
Coping Self	Between Groups	102.004	4	25.501	.297	.880
	Within Groups	33,340.221	388	85.928		
	<b>Total</b>	33,442.225	392			
Social Self	Between Groups	159.573	4	39.893	.429	.788
	Within Groups	36,863.251	396	93.089		
	<b>Total</b>	37,022.824	400			
Essential Self	Between Groups	3,116.015	4	779.004	6.811	.000
	Within Groups	44,035.928	385	114.379		
	<b>Total</b>	47,151.943	389			
Physical Self	Between Groups	755.389	4	188.847	.677	.608
	Within Groups	10,8847.997	390	279.097		
	<b>Total</b>	109,603.386	394			

Table 5:

Tukey HSD post hoc analysis: Second-order wellness factors and institution location

Dependent Variable	Location	Location	Mean Difference	Std. Error	Sig.	99% Confidence Interval	
						Lower Bound	Upper Bound
Essential Self	Northeast	Southeast	6.462*	1.461	.000	1.672	11.252
		Southwest	4.229	2.139	.279	-2.783	11.242
		Midwest	-.448	1.646	.999	-5.845	4.947
		West	.890	1.583	.980	-4.300	6.082
	Southeast	Northeast	-6.462*	1.461	.000	-11.252	-1.672
		Southwest	-2.233	2.169	.842	-9.344	4.878
		Midwest	-6.911*	1.685	.000	-12.434	-1.387
		West	-5.571*	1.624	.006	-10.894	-.248
	Southwest	Northeast	-4.229	2.139	.279	-11.242	2.783
		Southeast	2.233	2.169	.842	-4.878	9.344
		Midwest	-4.678	2.298	.251	-12.210	2.854
		West	-3.338	2.253	.575	-10.725	4.048
	Midwest	Northeast	.448	1.646	.999	-4.947	5.845
		Southeast	6.911*	1.685	.000	1.387	12.434
		Southwest	4.678	2.298	.251	-2.854	12.210
		West	1.339	1.792	.945	-4.534	7.214
West	Northeast	-.890	1.583	.980	-6.082	4.300	
	Southeast	5.571*	1.624	.006	.248	10.894	
	Southwest	3.338	2.253	.575	-4.048	10.725	
	Midwest	-1.339	1.792	.945	-7.214	4.534	

\*. The mean difference is significant at the 0.01 level.

### Institution Control.

Table 6:

ANOVA: Second-order wellness factors and institution control

		Sum of Squares	df	Mean Square	F	Sig.
Creative Self	Between Groups	66.636	2	33.318	.513	.599
	Within Groups	25,376.332	391	64.901		
	<b>Total</b>	25,442.968	393			
Coping Self	Between Groups	320.794	2	160.397	1.889	.153
	Within Groups	33,121.430	390	84.927		
	<b>Total</b>	33,442.225	392			
Social Self	Between Groups	260.632	2	130.316	1.411	.245
	Within Groups	36,762.192	398	92.367		

	<b>Total</b>	37,022.824	400			
Essential Self	Between Groups	95.373	2	47.687	.392	.676
	Within Groups	47,056.570	387	121.593		
	<b>Total</b>	47,151.943	389			
Physical Self	Between Groups	103.419	2	51.709	.185	.831
	Within Groups	109,499.967	392	279.337		
	<b>Total</b>	109,603.386	394			

### Institution Type.

Table 7:

*ANOVA: Second-order wellness factors and institution type*

		Sum of Squares	df	Mean Square	F	Sig.
Creative Self	Between Groups	45.317	1	45.317	.698	.404
	Within Groups	25,386.495	391	64.927		
	<b>Total</b>	25,431.813	392			
Coping Self	Between Groups	10.369	1	10.369	.121	.728
	Within Groups	33,405.238	390	85.654		
	<b>Total</b>	33,415.607	391			
Social Self	Between Groups	20.626	1	20.626	.222	.638
	Within Groups	36,988.920	398	92.937		
	<b>Total</b>	37,009.546	399			
Essential Self	Between Groups	146.541	1	146.541	1.207	.273
	Within Groups	46,985.930	387	121.411		
	<b>Total</b>	47,132.471	388			
Physical Self	Between Groups	608.632	1	608.632	2.191	.140
	Within Groups	108,897.523	392	277.800		
	<b>Total</b>	109,506.155	393			

### Institution Setting.

Table 8:

*ANOVA: Second-order wellness factors and institution setting*

		Sum of Squares	df	Mean Square	F	Sig.
Creative Self	Between Groups	551.434	2	275.717	4.320	.014
	Within Groups	24,572.797	385	63.825		
	<b>Total</b>	25,124.231	387			
Coping Self	Between Groups	397.598	2	198.799	2.324	.099
	Within Groups	32,850.710	384	85.549		
	<b>Total</b>	33,248.307	386			
Social Self	Between Groups	231.994	2	115.997	1.253	.287
	Within Groups	36,294.311	392	92.588		
	<b>Total</b>	36,526.305	394			
Essential Self	Between Groups	95.006	2	47.503	.385	.680
	Within Groups	46,960.557	381	123.256		



		<b>Total</b>	47,055.562	383			
Physical Self	Between Groups		2615.541	2	1307.771	4.766	.009
	Within Groups		105923.501	386	274.413		
		<b>Total</b>	108539.042	388			

Table 9:

Tukey HSD post hoc analysis: Second-order wellness factors and institutional setting

Dependent Variable	Institutional Setting	Institutional Setting	Mean Difference	Std. Error	Sig.	99% Confidence Interval	
						Lower Bound	Upper Bound
Creative Self	Rural	Urban	1.292	1.031	.423	-1.730	4.316
		Other	-2.000	1.368	.310	-6.010	2.008
	Urban	Rural	-1.292	1.031	.423	-4.316	1.730
		Other	-3.293	1.148	.012	-6.661	.073
	Other	Rural	2.000	1.368	.310	-2.008	6.010
		Urban	3.293	1.148	.012	-.073	6.661
Physical Self	Rural	Urban	6.545*	2.140	.007	.273	12.817
		Other	5.930	2.810	.089	-2.306	14.167
	Urban	Rural	-6.545*	2.140	.007	-12.817	-.273
		Other	-.6149	2.352	.963	-7.508	6.278
	Other	Rural	-5.930	2.810	.089	-14.167	2.306
		Urban	.6149	2.352	.963	-6.278	7.508

\*. The mean difference is significant at the 0.01 level.

### Institution Classification.

Table 10:

ANOVA: Second-order wellness factors and institution classification

		Sum of	Mean	F	Sig.	
		Squares	df			Square
Creative Self	Between Groups	303.763	3	101.254	1.606	.188
	Within Groups	19,739.746	313	63.066		
	<b>Total</b>	20,043.510	316			
Coping Self	Between Groups	239.258	3	79.753	.944	.419
	Within Groups	26,345.541	312	84.441		
	<b>Total</b>	26,584.799	315			
Social Self	Between Groups	109.579	3	36.526	.381	.766
	Within Groups	30,452.248	318	95.762		
	<b>Total</b>	30,561.827	321			
Essential Self	Between Groups	669.913	3	223.304	1.780	.151
	Within Groups	39,133.785	312	125.429		

	<b>Total</b>	39,803.699	315			
Physical Self	Between Groups	506.314	3	168.771	.637	.591
	Within Groups	82,606.879	312	264.766		
	<b>Total</b>	83,113.192	315			

**Third-order wellness factors and characteristics.  
Enrollment Classification.**

Table 11:

*ANOVA: Third-order wellness factors and enrollment classification*

		Sum of Squares	df	Mean Square	F	Sig.
Thinking	Between Groups	713.101	6	118.850	1.337	.240
	Within Groups	34,143.676	384	88.916		
	<b>Total</b>	34,856.777	390			
Emotions	Between Groups	1,396.198	6	232.700	1.951	.072
	Within Groups	46,151.094	387	119.253		
	<b>Total</b>	47,547.291	393			
Control	Between Groups	675.030	6	112.505	.962	.451
	Within Groups	45,273.398	387	116.986		
	<b>Total</b>	45,948.428	393			
Work	Between Groups	1,378.164	6	229.694	1.231	.289
	Within Groups	71,825.344	385	186.559		
	<b>Total</b>	73,203.508	391			
Positive Humor	Between Groups	375.274	6	62.546	.441	.851
	Within Groups	54,621.537	385	141.874		
	<b>Total</b>	54,996.811	391			
Leisure	Between Groups	4,503.852	6	750.642	3.865	.001
	Within Groups	74,375.644	383	194.192		
	<b>Total</b>	78,879.496	389			
Stress Management	Between Groups	1,849.995	6	308.332	2.411	.027
	Within Groups	49,358.458	386	127.872		
	<b>Total</b>	51,208.453	392			
Self-Worth	Between Groups	547.320	6	91.220	.552	.768
	Within Groups	63,916.215	387	165.158		
	<b>Total</b>	64,463.535	393			
Realistic Beliefs	Between Groups	521.094	6	86.849	.617	.717
	Within Groups	54,201.099	385	140.782		
	<b>Total</b>	54,722.194	391			

Friendship	Between Groups	598.013	6	99.669	.819	.556
	Within Groups	47,122.978	387	121.765		
	<b>Total</b>	47,720.991	393			
Love	Between Groups	.065	6	.011	.702	.648
	Within Groups	5.947	387	.015		
	<b>Total</b>	6.012	393			
Spirituality	Between Groups	4,428.769	6	738.128	1.375	.223
	Within Groups	206,647.507	385	536.747		
	<b>Total</b>	211,076.276	391			
Gender Identity	Between Groups	1,312.894	6	218.816	1.389	.218
	Within Groups	60,005.868	381	157.496		
	<b>Total</b>	61,318.762	387			
Cultural Identity	Between Groups	1,420.870	6	236.812	1.112	.355
	Within Groups	82,218.867	386	213.002		
	<b>Total</b>	83,639.737	392			
Self-Care	Between Groups	756.119	6	126.020	.929	.474
	Within Groups	52,210.140	385	135.611		
	<b>Total</b>	52,966.259	391			
Exercise	Between Groups	3,564.648	6	594.108	1.649	.133
	Within Groups	138,733.757	385	360.347		
	<b>Total</b>	142,298.406	391			
Nutrition	Between Groups	3,278.017	6	546.336	1.691	.122
	Within Groups	123,736.342	383	323.071		
	<b>Total</b>	127,014.359	389			

Table 12:  
Tukey HSD post hoc analysis: Third-order wellness factors and enrollment classification

Dependent Variable	Enrollment Classified	Enrollment Classified	Mean Difference	Std. Error	Sig.	99% Confidence Interval	
						Lower Bound	Upper Bound
Leisure	>1,000	5,000-9,999	15.972	4.981	.024	-1.358	33.303
		10,000-19,999	16.111	4.915	.019	-.992	33.214
		20,000-29,999	18.123*	4.975	.006	.811	35.436
		40,000+	16.282	5.070	.024	-1.358	33.923
	1,000-4,999	20,000-29,999	7.598	2.350	.022	-.578	15.775

\*. The mean difference is significant at the 0.01 level.

**Location.**

Table 13:

*ANOVA: Third-order wellness factors and location*

		Sum of Squares	df	Mean Square	F	Sig.
Thinking	Between Groups	19.229	4	4.807	.053	.995
	Within Groups	35,378.824	393	90.022		
	<b>Total</b>	35,398.053	397			
Emotions	Between Groups	761.718	4	190.429	1.579	.179
	Within Groups	47,760.142	396	120.606		
	<b>Total</b>	48,521.859	400			
Control	Between Groups	512.751	4	128.188	1.089	.362
	Within Groups	46,609.721	396	117.701		
	<b>Total</b>	47,122.472	400			
Work	Between Groups	1,216.589	4	304.147	1.627	.167
	Within Groups	73,636.419	394	186.894		
	<b>Total</b>	74,853.008	398			
Positive Humor	Between Groups	813.925	4	203.481	1.447	.218
	Within Groups	55,396.328	394	140.600		
	<b>Total</b>	56,210.252	398			
Leisure	Between Groups	323.115	4	80.779	.396	.811
	Within Groups	79,716.693	391	203.879		
	<b>Total</b>	80,039.808	395			
Stress Management	Between Groups	130.274	4	32.568	.250	.909
	Within Groups	51,385.253	395	130.089		
	<b>Total</b>	51,515.527	399			
Self-Worth	Between Groups	326.769	4	81.692	.497	.738
	Within Groups	65,067.753	396	164.313		
	<b>Total</b>	65,394.522	400			
Realistic Beliefs	Between Groups	433.610	4	108.403	.762	.550
	Within Groups	55,876.000	393	142.178		
	<b>Total</b>	56,309.611	397			
Friendship	Between Groups	540.812	4	135.203	1.111	.351
	Within Groups	48,190.095	396	121.692		
	<b>Total</b>	48,730.907	400			
Love	Between Groups	.010	4	.002	.158	.959
	Within Groups	6.059	396	.015		
	<b>Total</b>	6.069	400			

	<b>Total</b>	6.068	400			
Spirituality	Between Groups	15,897.397	4	3974.349	7.853	.000
	Within Groups	199,388.067	394	506.061		
	<b>Total</b>	215,285.464	398			
Gender Identity	Between Groups	1,444.641	4	361.160	2.316	.057
	Within Groups	60,816.039	390	155.939		
	<b>Total</b>	62,260.680	394			
Cultural Identity	Between Groups	797.768	4	199.442	.938	.442
	Within Groups	83,954.836	395	212.544		
	<b>Total</b>	84,752.604	399			
Self-Care	Between Groups	801.443	4	200.361	1.498	.202
	Within Groups	52,700.280	394	133.757		
	<b>Total</b>	53,501.723	398			
Exercise	Between Groups	1,138.652	4	284.663	.782	.537
	Within Groups	143,347.063	394	363.825		
	<b>Total</b>	144,485.714	398			
Nutrition	Between Groups	780.097	4	195.024	.594	.667
	Within Groups	128,677.585	392	328.259		
	<b>Total</b>	129,457.683	396			

Table 14:

Tukey HSD post hoc analysis: Third-order wellness factors and institution location

Dependent Variable	Location	Location	Mean Difference	Std. Error	Sig.	99% Confidence Interval	
						Lower Bound	Upper Bound
Spirituality	Northeast	Southeast	13.561*	3.039	.000	3.601	23.522
		Southwest	11.852	4.487	.065	-2.854	26.559
		Midwest	.390	3.430	1.000	-10.851	11.632
		West	-.776	3.275	.999	-11.511	9.959
	Southeast	Northeast	-13.561*	3.039	.000	-23.522	-3.601
		Southwest	-1.709	4.552	.996	-16.629	13.210
		Midwest	-13.171*	3.515	.002	-24.690	-1.651
		West	-14.338*	3.364	.000	-25.363	-3.312
Southwest	Northeast	-11.852	4.487	.065	-26.559	2.854	
	Southeast	1.709	4.552	.996	-13.210	16.629	
	Midwest	-11.461	4.822	.124	-27.265	4.342	
	West	-12.628	4.713	.059	-28.076	2.819	

Midwest	Northeast	-.390	3.430	1.000	-11.632	10.851
	Southeast	13.171*	3.515	.002	1.651	24.690
	Southwest	11.461	4.822	.124	-4.342	27.265
	West	-1.167	3.721	.998	-13.362	11.028
West	Northeast	.776	3.275	.999	-9.959	11.511
	Southeast	14.338*	3.364	.000	3.312	25.363
	Southwest	12.628	4.713	.059	-2.819	28.076
	Midwest	1.167	3.721	.998	-11.028	13.362

\*. The mean difference is significant at the 0.01 level.

### **Institutional Control.**

*Table 15:*

*ANOVA: Third-order wellness factors and institutional control*

		Sum of Squares	df	Mean Square	F	Sig.
Thinking	Between Groups	127.765	2	63.883	.715	.490
	Within Groups	35,270.288	395	89.292		
	<b>Total</b>	35,398.053	397			
Emotions	Between Groups	94.636	2	47.318	.389	.678
	Within Groups	48,427.224	398	121.676		
	<b>Total</b>	48,521.859	400			
Control	Between Groups	327.724	2	163.862	1.394	.249
	Within Groups	46,794.748	398	117.575		
	<b>Total</b>	47,122.472	400			
Work	Between Groups	732.710	2	366.355	1.957	.143
	Within Groups	74,120.298	396	187.172		
	<b>Total</b>	74,853.008	398			
Positive Humor	Between Groups	261.691	2	130.846	.926	.397
	Within Groups	55,948.561	396	141.284		
	<b>Total</b>	56,210.252	398			
Leisure	Between Groups	936.256	2	468.128	2.326	.099
	Within Groups	79,103.552	393	201.281		
	<b>Total</b>	80,039.808	395			
Stress Management	Between Groups	311.823	2	155.911	1.209	.300
	Within Groups	51,203.705	397	128.977		
	<b>Total</b>	51,515.527	399			
Self-Worth	Between Groups	271.301	2	135.651	.829	.437
	Within Groups	65,123.220	398	163.626		

	<b>Total</b>	65,394.522	400			
Realistic Beliefs	Between Groups	94.267	2	47.133	.331	.718
	Within Groups	56,215.344	395	142.317		
	<b>Total</b>	56,309.611	397			
Friendship	Between Groups	103.058	2	51.529	.422	.656
	Within Groups	48,627.849	398	122.181		
	<b>Total</b>	48,730.907	400			
Spirituality	Between Groups	815.619	2	407.809	.753	.472
	Within Groups	214,469.845	396	541.591		
	<b>Total</b>	215,285.464	398			
Gender Identity	Between Groups	64.829	2	32.415	.204	.815
	Within Groups	62,195.851	392	158.663		
	<b>Total</b>	62,260.680	394			
Cultural Identity	Between Groups	1,181.588	2	590.794	2.807	.062
	Within Groups	83,571.016	397	210.506		
	<b>Total</b>	84,752.604	399			
Self-Care	Between Groups	90.096	2	45.048	.334	.716
	Within Groups	53,411.627	396	134.878		
	<b>Total</b>	53,501.723	398			
Exercise	Between Groups	301.981	2	150.991	.415	.661
	Within Groups	144,183.733	396	364.100		
	<b>Total</b>	144,485.714	398			
Nutrition	Between Groups	135.134	2	67.567	.206	.814
	Within Groups	129,322.549	394	328.230		
	<b>Total</b>	129,457.683	396			

Table 16:

*ANOVA: Third-order wellness factors and institutional control*

*Robust Tests of Equality of Means*

		Statistic <sup>a</sup>	df1	df2	Sig.
Love	Welch	.	.	.	.
Transformed	Brown-Forsythe	.	.	.	.
Exercise	Welch	.075	2	113.447	.928
	Brown-Forsythe	.080	2	155.199	.923

a. Robust tests of equality of means cannot be performed for Friendship because at least one group has the sum of case weights less than or equal to 1.

### Institutional Type.

Table 17:

ANOVA: Third-order wellness factors and institutional type

		Sum of Squares	df	Mean Square	F	Sig.
Thinking	Between Groups	43.949	1	43.949	.492	.483
	Within Groups	35,262.474	395	89.272		
	<b>Total</b>	35,306.423	396			
Emotions	Between Groups	25.654	1	25.654	.211	.647
	Within Groups	48,482.061	398	121.814		
	<b>Total</b>	48,507.715	399			
Control	Between Groups	231.367	1	231.367	1.976	.161
	Within Groups	46,595.716	398	117.075		
	<b>Total</b>	46,827.083	399			
Work	Between Groups	.860	1	.860	.005	.946
	Within Groups	74,790.848	396	188.866		
	<b>Total</b>	74,791.709	397			
Positive Humor	Between Groups	42.459	1	42.459	.300	.584
	Within Groups	55,991.323	396	141.392		
	<b>Total</b>	56,033.782	397			
Leisure	Between Groups	23.370	1	23.370	.115	.735
	Within Groups	80,004.056	393	203.573		
	<b>Total</b>	80,027.426	394			
Stress Management	Between Groups	90.539	1	90.539	.700	.403
	Within Groups	51,384.046	397	129.431		
	<b>Total</b>	51,474.585	398			
Self-Worth	Between Groups	10.376	1	10.376	.063	.801
	Within Groups	65,234.839	398	163.907		
	<b>Total</b>	65,245.215	399			
Realistic Beliefs	Between Groups	.870	1	.870	.006	.938
	Within Groups	56,191.447	395	142.257		
	<b>Total</b>	56,192.317	396			
Friendship	Between Groups	1.096	1	1.096	.009	.925
	Within Groups	48,687.869	398	122.331		
	<b>Total</b>	48,688.965	399			
Love	Between Groups	.012	1	.012	.803	.371
	Within Groups	6.056	398	.015		
	<b>Total</b>	6.068	399			



Spirituality	Between Groups	952.814	1	952.814	1.762	.185
	Within Groups	214,179.598	396	540.858		
	<b>Total</b>	215,132.412	397			
Gender Identity	Between Groups	.153	1	.153	.001	.975
	Within Groups	62,085.526	392	158.381		
	<b>Total</b>	62,085.680	393			
Cultural Identity	Between Groups	.218	1	.218	.001	.974
	Within Groups	84,268.092	397	212.262		
	<b>Total</b>	84,268.310	398			
Self-Care	Between Groups	99.434	1	99.434	.737	.391
	Within Groups	53,393.127	396	134.831		
	<b>Total</b>	53,492.560	397			
Exercise	Between Groups	978.079	1	978.079	2.699	.101
	Within Groups	143,494.848	396	362.361		
	<b>Total</b>	144,472.927	397			
Nutrition	Between Groups	343.508	1	343.508	1.053	.306
	Within Groups	128,576.379	394	326.336		
	<b>Total</b>	128,919.886	395			

### **Institutional Setting.**

Table 18:

*ANOVA: Third-order wellness factors and institutional setting*

		Sum of Squares	df	Mean Square	F	Sig.
Thinking	Between Groups	830.118	2	415.059	4.714	.009
	Within Groups	34,247.879	389	88.041		
	<b>Total</b>	35,077.997	391			
Emotions	Between Groups	380.220	2	190.110	1.581	.207
	Within Groups	47,135.009	392	120.242		
	<b>Total</b>	47,515.229	394			
Control	Between Groups	189.515	2	94.758	.815	.443
	Within Groups	45,573.494	392	116.259		
	<b>Total</b>	45,763.010	394			
Work	Between Groups	887.021	2	443.511	2.352	.096
	Within Groups	73,531.045	390	188.541		
	<b>Total</b>	74,418.066	392			
Positive Humor	Between Groups	229.401	2	114.700	.813	.444
	Within Groups	55,048.708	390	141.151		

	<b>Total</b>	55,278.109	392			
Leisure	Between Groups	448.887	2	224.444	1.098	.334
	Within Groups	79,090.999	387	204.370		
	<b>Total</b>	79,539.886	389			
Stress Management	Between Groups	606.484	2	303.242	2.344	.097
	Within Groups	50,592.458	391	129.392		
	<b>Total</b>	51,198.941	393			
Self-Worth	Between Groups	863.297	2	431.649	2.672	.070
	Within Groups	63,332.708	392	161.563		
	<b>Total</b>	64,196.005	394			
Realistic Beliefs	Between Groups	826.374	2	413.187	2.910	.056
	Within Groups	55,229.175	389	141.977		
	<b>Total</b>	56,055.548	391			
Friendship	Between Groups	442.489	2	221.244	1.815	.164
	Within Groups	47,777.448	392	121.881		
	<b>Total</b>	48,219.937	394			
Love	Between Groups	.011	2	.005	.351	.704
	Within Groups	5.981	392	.015		
	<b>Total</b>	5.992	394			
Spirituality	Between Groups	274.901	2	137.450	.250	.779
	Within Groups	214,567.974	390	550.174		
	<b>Total</b>	214,842.875	392			
Gender Identity	Between Groups	39.166	2	19.583	.122	.885
	Within Groups	61,784.219	386	160.063		
	<b>Total</b>	61,823.385	388			
Cultural Identity	Between Groups	75.963	2	37.981	.177	.838
	Within Groups	83,750.356	391	214.195		
	<b>Total</b>	83,826.318	393			
Self-Care	Between Groups	612.964	2	306.482	2.290	.103
	Within Groups	52,206.295	390	133.862		
	<b>Total</b>	52,819.259	392			
Exercise	Between Groups	2,854.465	2	1,427.233	3.966	.020
	Within Groups	140,334.593	390	359.832		
	<b>Total</b>	143,189.059	392			
Nutrition	Between Groups	2,835.201	2	1417.601	4.391	.013
	Within Groups	125,270.297	388	322.862		
	<b>Total</b>	128,105.499	390			

Table 19:

Tukey HSD post hoc analysis: Third-order wellness factors and institutional setting

Dependent Variable	Institutional Setting	Institutional Setting	Mean Difference	Std. Error	Sig.	99% Confidence Interval	
						Lower Bound	Upper Bound
Thinking	Rural	Urban	2.221	1.24	.157	-1.309	5.751
		Other	-1.525	1.594	.605	-6.199	3.148
	Urban	Rural	-2.221	1.204	.157	-5.751	1.309
		Other	-3.746	1.339	.015	-7.672	.178
	Other	Rural	1.525	1.594	.605	-3.1486	6.199
		Urban	3.746	1.339	.015	-.178	7.672
Exercise	Rural	Urban	6.340	2.435	.026	-.796	13.478
		Other	7.629	3.209	.047	-1.777	17.035
	Urban	Rural	-6.340	2.435	.026	-13.478	.796
		Other	1.288	2.690	.881	-6.595	9.172
	Other	Rural	-7.629	3.209	.047	-17.035	1.777
		Urban	-1.288	2.690	.881	-9.172	6.595
Nutrition	Rural	Urban	6.777*	2.309	.010	.009	13.545
		Other	4.110	3.040	.367	-4.799	13.021
	Urban	Rural	-6.777*	2.309	.010	-13.545	-.009
		Other	-2.666	2.550	.549	-10.140	4.807
	Other	Rural	-4.110	3.040	.367	-13.021	4.799
		Urban	2.666	2.550	.549	-4.807	10.140

\*. The mean difference is significant at the 0.01 level.

### Institutional Classification.

Table 20:

ANOVA: Third-order wellness factors and institutional classification

		Sum of	Mean	F	Sig.
		Squares	df		
Thinking	Between Groups	88.342	3	29.447	.326
	Within Groups	28,560.408	316	90.381	
	<b>Total</b>	28,648.750	319		
Emotions	Between Groups	90.285	3	30.095	.249
	Within Groups	38,491.940	318	121.044	
	<b>Total</b>	38,582.225	321		
Control	Between Groups	698.580	3	232.860	2.003
	Within Groups	36,973.306	318	116.268	.113
	<b>Total</b>	37,671.886	321		
Work	Between Groups	1,942.823	3	647.608	3.404
	Within Groups	60,309.202	317	190.250	.018

	<b>Total</b>	62,252.025	320			
Positive Humor	Between Groups	253.114	3	84.371	.588	.623
	Within Groups	45,339.537	316	143.480		
	<b>Total</b>	45,592.651	319			
Leisure	Between Groups	710.013	3	236.671	1.158	.326
	Within Groups	64,153.500	314	204.311		
	<b>Total</b>	64,863.513	317			
Stress Management	Between Groups	461.841	3	153.947	1.220	.302
	Within Groups	39,989.386	317	126.149		
	<b>Total</b>	40,451.227	320			
Realistic Beliefs	Between Groups	706.658	3	235.553	1.628	.183
	Within Groups	45,715.530	316	144.669		
	<b>Total</b>	46,422.187	319			
Friendship	Between Groups	335.137	3	111.712	.892	.445
	Within Groups	39,817.231	318	125.211		
	<b>Total</b>	40,152.368	321			
Love	Between Groups	.002	3	.001	.048	.986
	Within Groups	4.966	318	.016		
	<b>Total</b>	4.968	321			
Spirituality	Between Groups	1,969.470	3	656.490	1.158	.326
	Within Groups	180,208.481	318	566.693		
	<b>Total</b>	182,177.950	321			
Gender Identity	Between Groups	768.703	3	256.234	1.561	.199
	Within Groups	51,389.962	313	164.185		
	<b>Total</b>	52,158.665	316			
Cultural Identity	Between Groups	666.902	3	222.301	.991	.397
	Within Groups	71,350.006	318	224.371		
	<b>Total</b>	72,016.908	321			
Self-Care	Between Groups	496.339	3	165.446	1.204	.308
	Within Groups	43,567.134	317	137.436		
	<b>Total</b>	44,063.474	320			
Exercise	Between Groups	702.215	3	234.072	.674	.568
	Within Groups	109,700.832	316	347.155		
	<b>Total</b>	110,403.047	319			
Nutrition	Between Groups	364.412	3	121.471	.382	.766
	Within Groups	99,853.512	314	318.005		
	<b>Total</b>	100,217.925	317			

Table 21:

Tukey HSD post hoc analysis: Third-order wellness factors and institutional classification

Dependent Variable	Institutional Classification	Institutional Classification	Mean Difference	Std. Error	Sig.	99% Confidence Interval	
						Lower Bound	Upper Bound
Work	Regional	Research	-1.441	2.093	.902	-8.011	5.129
		Other	-6.312	2.445	.050	-13.986	1.362
		N/A	-8.298	4.728	.297	-23.138	6.542
	Research	Regional	1.441	2.093	.902	-5.129	8.011
		Other	-4.871	1.920	.056	-10.897	1.155
		N/A	-6.857	4.479	.420	-20.916	7.202
	Other	Regional	6.312	2.445	.050	-1.362	13.986
		Research	4.871	1.920	.056	-1.155	10.897
		N/A	-1.986	4.654	.974	-16.593	12.621
	N/A	Regional	8.298	4.728	.297	-6.542	23.138
		Research	6.857	4.479	.420	-7.202	20.916
		Other	1.986	4.654	.974	-12.621	16.593

**Context and life satisfaction factors and characteristics.**

**Enrollment classification.**

Table 22:

ANOVA: Context and life satisfaction factors and enrollment classification

		Sum of Squares	df	Mean Square	F	Sig.
Local Context	Between Groups	644.193	6	107.365	.761	.601
	Within Groups	54,465.349	386	141.102		
	<b>Total</b>	55,109.542	392			
Institutional Context	Between Groups	410.975	6	68.496	.473	.829
	Within Groups	55,810.227	385	144.962		
	<b>Total</b>	56,221.201	391			
Global Context	Between Groups	765.899	6	127.650	.843	.538
	Within Groups	58,322.643	385	151.487		
	<b>Total</b>	59,088.542	391			
Chronometrical Context	Between Groups	387.404	6	64.567	.562	.761
	Within Groups	44,378.419	386	114.970		
	<b>Total</b>	44,765.824	392			
Life Satisfaction	Between Groups	1,502.757	6	250.459	.820	.555
	Within Groups	118,249.781	387	305.555		
	<b>Total</b>	119,752.538	393			

**Location.**

Table 23:

ANOVA: Context and life satisfaction factors and location

		Sum of	df	Mean	F	Sig.
		Squares		Square		
Local Context	Between Groups	526.363	4	131.591	.925	.449
	Within Groups	56,198.575	395	142.275		
	<b>Total</b>	56,724.938	399			
Institutional Context	Between Groups	2,133.953	4	533.488	3.816	.005
	Within Groups	55,083.504	394	139.806		
	<b>Total</b>	57,217.458	398			
Global Context	Between Groups	514.732	4	128.683	.852	.493
	Within Groups	59,524.255	394	151.077		
	<b>Total</b>	60,038.986	398			
Chronometrical Context	Between Groups	433.596	4	108.399	.940	.441
	Within Groups	45,565.525	395	115.356		
	<b>Total</b>	45,999.121	399			
Life Satisfaction	Between Groups	1,493.560	4	373.390	1.227	.299
	Within Groups	120,460.928	396	304.194		
	<b>Total</b>	121,954.489	400			

Table 24:

Tukey HSD post hoc analysis: Context wellness factors and institution location

Dependent Variable	Location	Location	Mean Difference	Std. Error	Sig.	99% Confidence Interval	
						Lower Bound	Upper Bound
Institutional Context	Northeast	Southeast	5.356*	1.605	.008	.093	10.619
		Southwest	4.857	2.358	.240	-2.872	12.587
		Midwest	.560	1.803	.998	-5.347	6.469
		West	.753	1.709	.992	-4.847	6.354
	Southeast	Northeast	-5.356*	1.605	.008	-10.619	-.093
		Southwest	-.498	2.398	1.000	-8.359	7.361
		Midwest	-4.795	1.854	.075	-10.874	1.282
		West	-4.602	1.763	.070	-10.382	1.176
	Southwest	Northeast	-4.857	2.358	.240	-12.587	2.872
		Southeast	.498	2.398	1.000	-7.361	8.359
		Midwest	-4.296	2.534	.438	-12.603	4.009
		West	-4.103	2.468	.459	-12.194	3.986
Midwest	Northeast	-.560	1.803	.998	-6.469	5.347	
	Southeast	4.795	1.854	.075	-1.282	10.874	

	Southwest	4.296	2.534	.438	-4.009	12.603
	West	.192	1.944	1.000	-6.180	6.566
West	Northeast	-.753	1.709	.992	-6.354	4.847
	Southeast	4.602	1.763	.070	-1.176	10.382
	Southwest	4.103	2.468	.459	-3.986	12.194
	Midwest	-.192	1.944	1.000	-6.566	6.1803

\*. The mean difference is significant at the 0.01 level.

### Institutional control.

Table 25:

ANOVA: Context and life satisfaction factors and institutional control

		Sum of Squares	df	Mean Square	F	Sig.
Local Context	Between Groups	470.321	2	235.160	1.660	.192
	Within Groups	56,254.617	397	141.699		
	<b>Total</b>	56,724.938	399			
Institutional Context	Between Groups	144.784	2	72.392	.502	.606
	Within Groups	57,072.674	396	144.123		
	<b>Total</b>	57,217.458	398			
Global Context	Between Groups	644.116	2	322.058	2.147	.118
	Within Groups	59,394.870	396	149.987		
	<b>Total</b>	60,038.986	398			
Chronometrical Context	Between Groups	309.237	2	154.619	1.343	.262
	Within Groups	45,689.884	397	115.088		
	<b>Total</b>	45,999.121	399			
Life Satisfaction	Between Groups	317.392	2	158.696	.519	.595
	Within Groups	121,637.097	398	305.621		
	<b>Total</b>	121,954.489	400			

### Institutional type.

Table 26:

ANOVA: Context and life satisfaction factors and institutional type

		Sum of Squares	df	Mean Square	F	Sig.
Local Context	Between Groups	470.321	2	235.160	1.660	.192
	Within Groups	56,254.617	397	141.699		
	<b>Total</b>	56,724.938	399			
Institutional Context	Between Groups	144.784	2	72.392	.502	.606
	Within Groups	57,072.674	396	144.123		
	<b>Total</b>	57,217.458	398			
Global Context	Between Groups	644.116	2	322.058	2.147	.118
	Within Groups	59,394.870	396	149.987		

	<b>Total</b>	60,038.986	398			
Chronometrical Context	Between Groups	309.237	2	154.619	1.343	.262
	Within Groups	45,689.884	397	115.088		
	<b>Total</b>	45,999.121	399			
Life Satisfaction	Between Groups	317.392	2	158.696	.519	.595
	Within Groups	121,637.097	398	305.621		
	<b>Total</b>	121,954.489	400			

### Institutional setting.

Table 27:

ANOVA: Context and life satisfaction factors and institutional setting

		Sum of Squares	df	Mean Square	F	Sig.
Local Context	Between Groups	455.701	2	227.850	1.607	.202
	Within Groups	55,422.789	391	141.746		
	<b>Total</b>	55,878.490	393			
Institutional Context	Between Groups	426.514	2	213.257	1.492	.226
	Within Groups	55,757.885	390	142.969		
	<b>Total</b>	56,184.399	392			
Global Context	Between Groups	740.054	2	370.027	2.451	.088
	Within Groups	58,878.620	390	150.971		
	<b>Total</b>	59,618.674	392			
Chronometrical Context	Between Groups	658.150	2	329.075	2.861	.058
	Within Groups	44,979.937	391	115.038		
	<b>Total</b>	45,638.087	393			
Life Satisfaction	Between Groups	3,324.225	2	1662.113	5.575	.004
	Within Groups	116,859.319	392	298.111		
	<b>Total</b>	120,183.544	394			

Table 28:

Tukey HSD post hoc analysis: Context wellness factors and institutional setting

Dependent Variable	Institutional Setting	Institutional Setting	Mean Difference	Std. Error	Sig.	99% Confidence Interval	
						Lower Bound	Upper Bound
Life Satisfaction	Rural	Urban	.000	2.205	1.000	-6.462	6.462
		Other	-7.974	2.913	.018	-16.513	.563
	Urban	Rural	.000	2.205	1.000	-6.462	6.462
		Other	-7.974*	2.447	.003	-15.148	-.801
	Other	Rural	7.974	2.913	.018	-.563	16.513
		Urban	7.974*	2.447	.003	.801	15.148

\*. The mean difference is significant at the 0.01 level.



**Institutional classification.**

Table 29:

ANOVA: Context and life satisfaction factors and institutional classification

		Sum of Squares	df	Mean Square	F	Sig.
Local Context	Between Groups	567.424	3	189.141	1.328	.265
	Within Groups	45,144.882	317	142.413		
	<b>Total</b>	45,712.305	320			
Institutional Context	Between Groups	1,153.518	3	384.506	2.758	.042
	Within Groups	44,195.732	317	139.419		
	<b>Total</b>	45,349.250	320			
Global Context	Between Groups	298.823	3	99.608	.642	.589
	Within Groups	49,184.562	317	155.156		
	<b>Total</b>	49,483.385	320			
Chronometrical Context	Between Groups	438.601	3	146.200	1.282	.281
	Within Groups	36,153.348	317	114.048		
	<b>Total</b>	36,591.949	320			

Table 30:

ANOVA: Context and life satisfaction factors and institutional classification

Robust Tests of Equality of Means

		Statistic <sup>a</sup>	df1	df2	Sig.
Life Satisfaction	Welch	7.608	3	42.107	.000
	Brown-Forsythe	7.142	3	120.763	.000

a. Asymptotically F distributed.

Table 31:

Tukey HSD post hoc analysis: Context wellness factors and institutional classification

Dependent Variable	Institutional Classification	Institutional Classification	Mean Difference	Std. Error	Sig.	99% Confidence Interval	
						Lower Bound	Upper Bound
Institutional Context	Regional	Research	-.448	1.781	.994	-6.039	5.142
		Other	-4.513	2.083	.135	-11.051	2.024
		N/A	-5.625	4.042	.506	-18.312	7.062
	Research	Regional	.448	1.781	.994	-5.142	6.039
		Other	-4.064	1.645	.067	-9.227	1.098
		N/A	-5.176	3.835	.532	-17.213	6.861
	Other	Regional	4.513	2.083	.135	-2.024	11.051
		Research	4.064	1.645	.067	-1.098	9.227
		N/A	-1.111	3.984	.992	-13.616	11.393

N/A	Regional	5.625	4.042	.506	-7.062	18.312
	Research	5.176	3.835	.532	-6.861	17.213
	Other	1.111	3.984	.992	-11.393	13.616

\*. The mean difference is significant at the 0.01 level.

Table 32:

*Games-Howell post hoc analysis: Context wellness factors and life satisfaction*

Institutional Classification	Institutional Classification	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Regional	Research	-5.930	2.363	.064	-12.090	.230
	Other	-9.913*	2.586	.001	-16.652	-3.174
	N/A	-17.413*	4.282	.006	-29.851	-4.975
Research	Regional	5.930	2.363	.064	-.230	12.090
	Other	-3.983	2.182	.265	-9.648	1.681
	N/A	-11.483	4.051	.065	-23.607	.640
Other	Regional	9.913*	2.586	.001	3.174	16.652
	Research	3.983	2.182	.265	-1.681	9.648
	N/A	-7.500	4.185	.320	-19.795	4.795
N/A	Regional	17.413*	4.282	.006	4.975	29.851
	Research	11.483	4.051	.065	-.640	23.607
	Other	7.500	4.185	.320	-4.795	19.795

\*. The mean difference is significant at the 0.05 level.

APPENDIX P

ANOVA Significant Results by Characteristic

**Personal Characteristics**

*Table 1:*

*Personal characteristic group significant group difference results*

	Overall wellness	Second-order wellness factors	Third-order wellness factors	Context and life satisfaction factors
Gender	Ø	Social Self	Self-worth Friendship Gender Identity Self-care Exercise Nutrition	Global Context
Ethnicity	Ø	Essential Self	Realistic beliefs Spirituality Cultural Identity Nutrition	Institutional Context
Age Classified	Ø	Ø	Work Leisure Exercise	Global Context
Years in Profession Classification	Ø	Ø	Control Work	Ø
Higher education/ student affairs degree	Ø	Ø	Realistic beliefs	Institutional Context

## Work Characteristics

Table 2:

*Work characteristic group significant group difference results*

	Overall wellness	Second-order wellness factors	Third-order wellness factors	Context and life satisfaction factors
Department	Yes	Coping Self	Stress Management Gender Identity Exercise Nutrition	Local Context
Hours Classification	∅	Coping Self	Work Self-Care Nutrition Leisure	∅
Position Level	∅	∅	∅	∅

## Institutional Characteristics

Table 3h:

*Institutional characteristic group significant group difference results*

	Overall wellness	Second-order wellness factors	Third-order wellness factors	Context and life satisfaction factors
Enrollment Classification	∅	∅	Leisure	∅
Institution Location	∅	Essential Self	Spirituality	Institutional Context
Institutional Control	∅	∅	∅	∅
Institutional Type	∅	∅	∅	∅
Institutional Setting	Yes	Creative Self Physical Self	Thinking Exercise Nutrition	Life Satisfaction
Institutional Classification	Yes	∅	Work	Institutional Context Life Satisfaction

## APPENDIX Q

### Multiple Regression Supplemental Charts

#### Over wellness

*Table 1:*

*Regression ANOVA output: Overall wellness*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	365.861	1	365.861	6.844	.010 <sup>b</sup>
	Residual	8,072.329	151	53.459		
	<b>Total</b>	<b>8,438.190</b>	<b>152</b>			
2	Regression	621.650	2	310.825	5.965	.003 <sup>c</sup>
	Residual	7,816.540	150	52.110		
	<b>Total</b>	<b>8,438.190</b>	<b>152</b>			
3	Regression	845.600	3	281.867	5.531	.001 <sup>d</sup>
	Residual	7,592.590	149	50.957		
	<b>Total</b>	<b>8,438.190</b>	<b>152</b>			

a. Dependent Variable: Overall Wellness

b. Predictors: (Constant), Age

c. Predictors: (Constant), Age, Gender

d. Predictors: (Constant), Age, Gender, Higher education/student affairs degree

#### Second-order wellness factors

##### Social self

*Table 2:*

*Regression ANOVA output: Social self*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	533.659	1	533.659	5.987	.015 <sup>b</sup>
	Residual	14,708.552	165	89.143		
	<b>Total</b>	<b>15,242.211</b>	<b>166</b>			

a. Dependent Variable: Social Self

b. Predictors: (Constant), Age, Gender, Higher education/student affairs degree

### Essential self

Table 3:

Regression ANOVA output: Essential self

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	919.420	1	919.420	7.331	.008 <sup>b</sup>
	Residual	20,193.052	161	125.423		
<b>Total</b>		21,112.472	162			

a. Dependent Variable: Essential Self

b. Predictors: (Constant), Gender

### Physical self

Table 4:

Regression ANOVA output: Physical self

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1,838.989	1	1,838.989	6.592	.011 <sup>b</sup>
	Residual	45,473.359	163	278.978		
<b>Total</b>		47,312.348	164			
2	Regression	3,268.297	2	1,634.149	6.011	.003 <sup>c</sup>
	Residual	44,044.051	162	271.877		
<b>Total</b>		47,312.348	164			
3	Regression	4,366.857	3	1,455.619	5.457	.001 <sup>d</sup>
	Residual	42,945.492	161	266.742		
<b>Total</b>		47,312.348	164			
4	Regression	5,526.066	4	1,381.516	5.290	.001 <sup>e</sup>
	Residual	41,786.283	160	261.164		
<b>Total</b>		47,312.348	164			

a. Dependent Variable: Physical Self

b. Predictors: (Constant), Institutional Setting

c. Predictors: (Constant), Institutional Setting, Enrollment

d. Predictors: (Constant), Institutional Setting, Enrollment, Age

e. Predictors: (Constant), Institutional Setting, Enrollment, Age, Gender

### Third-order wellness factors

#### Emotions

Table 5:

Regression model summary: Essential self

Model	R	R <sup>2</sup>	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R <sup>2</sup> Change	F Change	df1	df2	Sig. F Change
1	.178 <sup>a</sup>	.032	.026	10.267	.032	5.402	1	165	.021

a. Predictors: (Constant), Years of Experience

Table 6:  
Regression ANOVA output: Emotions

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	569.512	1	569.512	5.402	.021 <sup>b</sup>
	Residual	17,395.963	165	105.430		
<b>Total</b>		<b>17,965.475</b>	<b>166</b>			

- a. Dependent Variable: Emotions  
b. Predictors: (Constant), Years of Experience

### Work

Table 7:  
Regression model summary: Work

Model	R	R <sup>2</sup>	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R <sup>2</sup> Change	F Change	df1	df2	Sig. F Change
1	.269 <sup>a</sup>	.073	.067	13.358	.073	12.820	1	164	.000

- a. Predictors: (Constant), Age

Table 8:  
Regression ANOVA output: Work

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2287.634	1	2287.634	12.820	.000 <sup>b</sup>
	Residual	29,264.324	164	178.441		
<b>Total</b>		<b>31,551.958</b>	<b>165</b>			

- a. Dependent Variable: Work  
b. Predictors: (Constant), Age

### Leisure

Table 9:  
Regression model summary: Leisure

Model	R	R <sup>2</sup>	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R <sup>2</sup> Change	F Change	df1	df2	Sig. F Change
1	.223 <sup>a</sup>	.050	.044	13.556	.050	8.589	1	164	.004

- a. Predictors: (Constant), Age

Table 10:  
Regression ANOVA output: Leisure

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1,578.370	1	1,578.370	8.589	.004b
	Residual	30,138.602	164	183.772		
<b>Total</b>		<b>31,716.972</b>	<b>165</b>			

a. Dependent Variable: Leisure

b. Predictors: (Constant), Age

### Self-worth

Table 11:  
Regression model summary: Self-worth

Model	R	R <sup>2</sup>	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R <sup>2</sup> Change	F Change	df1	df2	Sig. F Change
1	.154 <sup>a</sup>	.024	.018	12.742	.024	4.001	1	165	.047
2	.219 <sup>b</sup>	.048	.036	12.620	.024	4.204	1	164	.042

a. Predictors: (Constant), Institutional Control

b. Predictors: (Constant), Institutional Control, Gender

Table 12:  
Regression ANOVA output: Self-worth

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	649.647	1	649.647	4.001	.047 <sup>b</sup>
	Residual	26,790.473	165	162.367		
<b>Total</b>		<b>27,440.120</b>	<b>166</b>			
2	Regression	1,319.205	2	659.603	4.141	.018 <sup>c</sup>
	Residual	26,120.914	164	159.274		
<b>Total</b>		<b>27,440.120</b>	<b>166</b>			

a. Dependent Variable: Self-Worth

b. Predictors: (Constant), Institutional Control

c. Predictors: (Constant), Institutional Control, Gender

### Realistic beliefs

Table 13:  
Regression model summary: Realistic beliefs

Model	R	R <sup>2</sup>	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R <sup>2</sup> Change	F Change	df1	df2	Sig. F Change
1	.189 <sup>a</sup>	.036	.030	11.562	.036	6.143	1	165	.014

a. Predictors: (Constant), Higher education/student affairs degree



Table 14:

Regression ANOVA output: Realistic beliefs

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	821.346	1	821.346	6.143	.014b
	Residual	22,059.492	165	133.694		
<b>Total</b>		<b>22,880.838</b>	<b>166</b>			

a. Dependent Variable: Realistic Beliefs

b. Predictors: (Constant), Higher education/student affairs degree

### Friendship

Table 15:

Regression model summary: Friendship

Model	R	R <sup>2</sup>	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R <sup>2</sup> Change	F Change	df1	df2	Sig. F Change
1	.164 <sup>a</sup>	.027	.021	10.814	.027	4.566	1	165	.034

a. Predictors: (Constant), Institutional Control

Table 16I:

Regression ANOVA output: Friendship

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	533.994	1	533.994	4.566	.034 <sup>b</sup>
	Residual	19,296.189	165	116.947		
<b>Total</b>		<b>19,830.183</b>	<b>166</b>			

a. Dependent Variable: Friendship

b. Predictors: (Constant), Institutional Control

### Love

Table 17:

Regression model summary: Love

Model	R	R <sup>2</sup>	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R <sup>2</sup> Change	F Change	df1	df2	Sig. F Change
1	.192 <sup>a</sup>	.037	.031	.122	.037	6.341	1	165	.013

a. Predictors: (Constant), Age

Table 18:

Regression ANOVA output: Love

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.095	1	.095	6.341	.013 <sup>b</sup>
	Residual	2.477	165	.015		
<b>Total</b>		<b>2.572</b>	<b>166</b>			

a. Dependent Variable: Love

b. Predictors: (Constant), Age

### Gender identity

Table 19:

Regression model summary: Gender identity

Model	R	R <sup>2</sup>	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R <sup>2</sup> Change	F Change	df1	df2	Sig. F Change
1	.259 <sup>a</sup>	.067	.061	13.046	.067	11.615	1	161	.001
2	.321 <sup>b</sup>	.103	.092	12.832	.036	6.421	1	160	.012
3	.359 <sup>c</sup>	.129	.112	12.689	.025	4.617	1	159	.033
4	.388 <sup>d</sup>	.150	.129	12.569	.022	4.041	1	158	.046

a. Predictors: (Constant), Gender

b. Predictors: (Constant), Gender, Age

c. Predictors: (Constant), Gender, Age, Institutional Control

d. Predictors: (Constant), Gender, Age, Institutional Control, Average Work Hours

Table 20:  
Regression ANOVA output: Gender Identity

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1976.902	1	1,976.902	11.615	.001 <sup>b</sup>
	Residual	27,402.891	161	170.204		
<b>Total</b>		<b>29,379.793</b>	<b>162</b>			
2	Regression	3,034.137	2	1,517.068	9.213	.000 <sup>c</sup>
	Residual	26,345.656	160	164.660		
<b>Total</b>		<b>29,379.793</b>	<b>162</b>			
3	Regression	3,777.645	3	1,259.215	7.820	.000 <sup>d</sup>
	Residual	25,602.148	159	161.020		
<b>Total</b>		<b>29,379.793</b>	<b>162</b>			
4	Regression	4,416.072	4	1,104.018	6.988	.000 <sup>e</sup>
	Residual	24,963.721	158	157.998		
<b>Total</b>		<b>29,379.793</b>	<b>162</b>			

a. Dependent Variable: Gender Identity

b. Predictors: (Constant), Gender

c. Predictors: (Constant), Gender, Age

d. Predictors: (Constant), Gender, Age, Institutional Control

e. Predictors: (Constant), Gender, Age, Institutional Control, Average Work Hours

### Cultural identity

Table 21:  
Regression model summary: Cultural identity

Model	R	R <sup>2</sup>	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R <sup>2</sup> Change	F Change	df1	df2	Sig. F Change
1	.204 <sup>a</sup>	.042	.036	14.496	.042	7.164	1	165	.008

a. Predictors: (Constant), Gender

Table 22:  
Regression ANOVA output: Cultural Identity

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1,505.535	1	1,505.535	7.164	.008 <sup>b</sup>
	Residual	34,673.773	165	210.144		
<b>Total</b>		<b>36,179.308</b>	<b>166</b>			

a. Dependent Variable: Cultural Identity

b. Predictors: (Constant), Gender

### Self-care

Table 23:

Regression model summary: Self-care

Model	R	R <sup>2</sup>	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R <sup>2</sup> Change	F Change	df1	df2	Sig. F Change
1	.157 <sup>a</sup>	.025	.019	11.184	.025	4.146	1	165	.043

a. Predictors: (Constant), Average Work Hours

Table 24:

Regression ANOVA output: Self-care

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	518.608	1	518.608	4.146	.043 <sup>b</sup>
	Residual	20,638.764	165	125.083		
<b>Total</b>		<b>21,157.373</b>	<b>166</b>			

a. Dependent Variable: Self-Care

b. Predictors: (Constant), Average Work Hours

### Exercise

Table 25:

Regression model summary: Exercise

Model	R	R <sup>2</sup>	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R <sup>2</sup> Change	F Change	df1	df2	Sig. F Change
1	.248 <sup>a</sup>	.062	.056	18.960	.062	10.792	1	164	.001
2	.320 <sup>b</sup>	.103	.092	18.600	.041	7.414	1	163	.007

a. Predictors: (Constant), Age

b. Predictors: (Constant), Age, Institutional Setting

Table 26:  
Regression ANOVA output: Exercise

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3879.969	1	3,879.969	10.792	.001 <sup>b</sup>
	Residual	58,961.146	164	359.519		
<b>Total</b>		<b>62,841.114</b>	<b>165</b>			
2	Regression	6445.160	2	3,222.580	9.314	.000 <sup>c</sup>
	Residual	56,395.954	163	345.987		
<b>Total</b>		<b>62,841.114</b>	<b>165</b>			

a. Dependent Variable: Exercise

b. Predictors: (Constant), Age

c. Predictors: (Constant), Age, Institutional Setting

### Nutrition

Table 27:  
Regression model summary: Nutrition

Model	R	R <sup>2</sup>	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R <sup>2</sup> Change	F Change	df1	df2	Sig. F Change
1	.198 <sup>a</sup>	.039	.033	17.533	.039	6.716	1	164	.010
2	.263 <sup>b</sup>	.069	.058	17.310	.030	5.253	1	163	.023

a. Predictors: (Constant), Institutional Enrollment

b. Predictors: (Constant), Institutional Enrollment, Gender

Table 28:  
Regression ANOVA output: Nutrition

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2,064.714	1	2,064.714	6.716	.010 <sup>b</sup>
	Residual	50,415.407	164	307.411		
<b>Total</b>		<b>52,480.120</b>	<b>165</b>			
2	Regression	3,638.798	2	1,819.399	6.072	.003 <sup>c</sup>
	Residual	48,841.323	163	299.640		
<b>Total</b>		<b>52,480.120</b>	<b>165</b>			

a. Dependent Variable: Nutrition

b. Predictors: (Constant), Institutional Enrollment

c. Predictors: (Constant), Institutional Enrollment, Gender

**Context and life satisfaction factors**

**Local context**

Table 29:

Regression model summary: Local context

Model	R	R <sup>2</sup>	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R <sup>2</sup> Change	F Change	df1	df2	Sig. F Change
1	.180 <sup>a</sup>	.032	.026	11.733	.032	5.468	1	164	.021

a. Predictors: (Constant), Age

Table 30:

Regression ANOVA output: Local context

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	752.762	1	752.762	5.468	.021 <sup>b</sup>
	Residual	22,577.509	164	137.668		
<b>Total</b>		<b>23,330.271</b>	<b>165</b>			

a. Dependent Variable: Local Context

b. Predictors: (Constant), Age

**Global context**

Table 31:

Regression model summary: Global context

Model	R	R <sup>2</sup>	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R <sup>2</sup> Change	F Change	df1	df2	Sig. F Change
1	.201 <sup>a</sup>	.041	.035	12.632	.041	6.928	1	164	.009
2	.256 <sup>b</sup>	.066	.054	12.503	.025	4.404	1	163	.037
3	.300 <sup>c</sup>	.090	.073	12.378	.024	4.303	1	162	.040

a. Predictors: (Constant), Gender

b. Predictors: (Constant), Gender, Age

c. Predictors: (Constant), Gender, Age, Higher education/student affairs degree

Table 32:  
Regression ANOVA output: Global context

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1,105.542	1	1,105.542	6.928	.009 <sup>b</sup>
	Residual	26,172.319	164	159.587		
<b>Total</b>		<b>27,277.861</b>	<b>165</b>			
2	Regression	1,794.146	2	897.073	5.738	.004 <sup>c</sup>
	Residual	25,483.715	163	156.342		
<b>Total</b>		<b>27,277.861</b>	<b>165</b>			
3	Regression	2,453.476	3	817.825	5.337	.002 <sup>d</sup>
	Residual	24,824.386	162	153.237		
<b>Total</b>		<b>27,277.861</b>	<b>165</b>			

a. Dependent Variable: Global Context

b. Predictors: (Constant), Gender

c. Predictors: (Constant), Gender, Age

d. Predictors: (Constant), Gender, Age, Higher Education/Student Affairs Degree

### Chronometrical context

Table 33:  
Regression model summary: Chronometrical context

Mode			Adjusted R Square	Std. Error of the Estimate	Change Statistics				
	R	R <sup>2</sup>			R <sup>2</sup> Change	F Change	df1	df2	Sig. F Change
1	.172 <sup>a</sup>	.030	.024	10.682	.030	5.022	1	164	.026

a. Predictors: (Constant), Institutional Classification

Table 34:  
Regression ANOVA output: Chronometrical context

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	573.166	1	573.166	5.022	.026 <sup>b</sup>
	Residual	18,716.415	164	114.124		
<b>Total</b>		<b>19,289.580</b>	<b>165</b>			

a. Dependent Variable: Chronometrical Context

b. Predictors: (Constant), Institutional Classification

## APPENDIX R

### Research Question Two Data Analysis Comparisons

	Overall Wellness	Second-order wellness factors				
		Creative Self	Coping Self	Social Self	Essential Self	Physical Self
Age	MR			PC		PC, MR
Age classification						
Average work hours			PC			
Average work hours classification			A			
Department	A		A			A
Education Background			PC		PC	
Ethnicity					A	
Gender	MR			A	MR	A
Higher education/ student affairs degree	MR			MR		
Institution Enrollment						MR
Institution enrollment classification						
Institution location					A	
Institutional classification	A					
Institutional control						
Institutional setting	A	A				A, MR
Institutional type						
Position Level						
Years in profession						
Years in profession classified						

PC = Pearson Correlation

A = ANOVA

MR = Multiple regression



	Thinking	Emotions	Control	Work	Positive Humor	Leisure	Stress Mang.	Self- Worth
Age			PC	PC, MR		PC, MR	PC	
Age classification				A		A		
Average work hours				PC		PC	PC	
Average work hours classification				A				
Department							A	
Education Background	PC					PC	PC	
Ethnicity								
Gender								A, MR
Higher education/ student affairs degree								
Institution Enrollment						PC		
Institution enrollment classification						A		
Institution location								
Institutional classification				A				
Institutional control								MR
Institutional setting	A							
Institutional type								
Position Level								
Years in profession		PC, MR						
Years in profession classified			A	A				

PC = Pearson Correlation  
A = ANOVA  
MR = Multiple regression

	Third-order wellness factors									
	Realistic Beliefs	Friendship	Love	Spirituality	Gender Identity	Cultural Identity	Self-Care	Exercise	Nutrition	
Age	PC	PC	PC, MR		PC, MR	PC		PC, MR		
Age classification								A		
Average work hours					MR	MR	PC			PC
Average work hours classification							A			A
Department					A			A		A
Education Background	PC					PC	PC			
Ethnicity	A			A		A				A
Gender		A			A, MR	MR	A	A		A, MR
Higher education/ student affairs degree	A, MR									
Institution Enrollment								PC		PC, MR
Institution enrollment classification										
Institution location				A						
Institutional classification										
Institutional control		MR			MR					
Institutional setting								A, MR		A
Institutional type										
Position Level										
Years in profession										
Years in profession classified										

PC = Pearson Correlation  
A = ANOVA  
MR = Multiple regression

Context and Life Satisfaction wellness factors

	Local Context	Institutional Context	Global Context	Chronometrical Context	Life Satisfaction
Age	MR		MR	PC	
Age classification			A		
Average work hours					
Average work hours classification					
Department	A				
Education Background					
Ethnicity		A			
Gender			A, MR		
Higher education/ student affairs degree		A	MR		
Institution Enrollment					
Institution enrollment classification					
Institution location		A			
Institutional classification		A		MR	
Institutional control					
Institutional setting					A
Institutional type					
Position Level					
Years in profession					
Years in profession classified					

PC = Pearson Correlation

A = ANOVA

MR = Multiple regression

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