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**The influence of housing satisfaction on job satisfaction, job
performance and overall quality of life**

Henderson, Chinella Grayson, Ph.D.

Iowa State University, 1987

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The influence of housing satisfaction on job satisfaction,
job performance and overall quality of life

by

Chinella Grayson Henderson

A Dissertation Submitted to the
Graduate Faculty in Partial Fulfillment of the
Requirements for the Degree of
DOCTOR OF PHILOSOPHY

Department: Family and Consumer Sciences Education

Major: Home Economics Education

Approved:

Signature was redacted for privacy.

In Charge of Major Work

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For the Graduate College

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1987

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INTRODUCTION

The questions of just how work affects private life and how private life affects work have been around for a long time. Only recently are some tentative answers to these questions being developed (Evans & Batolome, 1984). The level of satisfaction in one domain does not necessarily imply the same level of satisfaction in the other, nor is the direction of causality between satisfaction in the domains completely understood. Although the direction of causality is not known, it is clear that the levels of well-being in both domains are related (Ronen, 1981).

Numerous studies have suggested that overall quality of life is dependent on several domains or components of a person's life. These components usually include both housing and work (Andrews & Withey, 1974; and Campbell, Converse and Rodgers, 1976). The major purpose of research conducted by Andrews and Withey (1974) was to identify specific life components that contribute to overall quality of life. The components were identified from previous research, interviews, a list compiled by scholars, and a list of social indicators identified by governmental agencies. Cluster and factor analyses were used to reduce the 123 indicators identified to 30 different items. From these 30 items, 12 components were selected. They were: yourself, family life, money, amount of fun,

house/apartment, activities with family, time to do things, spare time, national government, goods and services, health, and occupation.

Campbell, Converse, and Rodgers (1976) pursued the study of quality of life from the same perspective. Their studies indicated that 53 percent of the variation in overall life satisfaction was explained by 12 components. The components that contributed most strongly to overall life satisfaction were family life, marriage, financial situation, housing, and employment.

The relative contribution of satisfaction with 13 life components to overall satisfaction with quality of life were examined by Peck (1982). The components included a housing variable and the condition of the respondent's residence, which had the strongest relationship with housing satisfaction. Both housing cost and structural type also were significant in explaining housing satisfaction.

Very few studies have examined how housing satisfaction influences job satisfaction. Several studies, however, have examined factors that influence the job satisfaction of faculty. Hill (1979) examined how the sexual composition of a faculty affects the job satisfaction of female faculty. Data from this study suggest that as the proportion of women in a faculty increases, sexual discrimination declines. Corcoran and Clark (1984) analyzed individual and

organizational conditions contributing to faculty satisfaction. These studies indicated faculty concern about performing routine tasks such as grading papers. The presence of a faculty union was positively associated with pay satisfaction. Seiler and Pearson (1985) examined faculty to determine levels of satisfaction with the work environment. Results from this study identified two work environment dimensions, three personality factors, and two coping methods related to the dysfunctional stress of faculty.

Other studies have suggested that housing satisfaction may be related to the job. Pearson (1971) interviewed 186 Iowa families composed of married industrial workers to analyze the relationship between home environment and industrial employment. This study examined 62 employment and home environment variables. A factor analysis clearly delineated structural condition of the house, current job and advancement, and type of neighborhood in which the house was located as three variables more closely related to one another than to the other variables investigated.

The effects of family environment on the employee were examined in a family and work related study conducted by the Vocational Education Work and Family Institute of Minnesota (1982). The purpose of this study was to develop a better understanding of the business community's perceptions of

work-family issues of employees. Nine percent of the respondents (participating companies) identified inadequate housing (comforts, conveniences) as an issue affecting their employees.

Felstehausen (1983) investigated the relationships between overall quality of life and performance on the job. Quality of life was measured by family environment, housing satisfaction, and work environment. None of the family life subscales or accumulation of family strains and housing satisfaction subscales were valid predictors of job performance. Although no predictors were identified in this study, Felstehausen recommended that future research introduce additional quality of life variables. Therefore, this study will examine structural quality and type of dwelling, neighborhood, and distance from work to discover their relationships to job performance and overall quality of life for faculty members at Iowa State University. The findings could have a number of implications for curricula developed in the areas of family and consumer sciences education, family resources, and housing.

Specific Objectives

1. To analyze the relationships between housing satisfaction and satisfaction with overall quality of life.

2. To examine the relationships between housing satisfaction and job performance.
3. To determine the influence of housing satisfaction on job satisfaction.

Definitions

1. Job performance - performance of the specific requirements of a job in terms of task elements that must be completed (Broadwell, 1985).
2. Quality of life - attainment of the necessary conditions for happiness throughout a society (McCall, 1975).
3. Housing satisfaction - measure of how well an individual's expectations of a pleasurable or positive emotional state are being met by various aspects of his/her home (Felstehausen, Glosson, & Couch, 1986).
4. Structural type of home - categorization of dwelling types: mobile home, single-family detached dwelling, row house, townhouse, duplex, apartment, etc. (Morris & Winter, 1978).

Assumptions

1. Individuals have an understanding of their life and housing satisfaction and can communicate their

perceptions of these concepts through responses to questionnaire items and interview questions.

2. Responses given by individuals will not be biased and affected by their reactions to the interviewer.

Limitation

This study is limited to faculty members at Iowa State University, Ames, Iowa, and cannot be generalized to faculty members at other institutions.

Explanation of the Alternate Dissertation Format

This dissertation will be presented in the alternate dissertation format approved by the Graduate School at Iowa State University. The alternate dissertation format allows for the inclusion of papers that have or will be submitted to refereed scholarly journals for possible publication.

Two such papers are included in this dissertation. The first, "The Relationships Between Housing Satisfaction and Overall Quality of life", will be submitted to Housing and Society. This paper analyzes how satisfaction with current housing conditions affects life in general.

The second paper, "The Influence of Housing Satisfaction on Job Satisfaction and Job Performance", will be submitted to the Home Economics Research Journal. This paper discusses how satisfaction with current housing

conditions affects job satisfaction and the way a faculty member performs on the job.

The first authorship for both papers is held by the doctoral candidate. Both papers' second authorship is held by Jerelyn B. Schultz, who was major advisor for the dissertation.

REVIEW OF LITERATURE

Quality of life, housing satisfaction, job performance, and job satisfaction have been the subjects of research for a long time. Early studies attempted to identify components that contribute to each of these areas independently. Later research was designed to examine relationships between and among these areas. Many studies have concentrated on how work life affects private life. Only recently have researchers begun to study the effects of home and family life on the workplace.

This review will begin with a theoretical framework that focuses on components of quality of life and serves as the basis for examining housing satisfaction and work satisfaction as two components of overall quality of life. Subsequent sections will examine research conducted on housing satisfaction, job performance of faculty, job satisfaction of faculty, housing satisfaction and overall quality of life, and housing satisfaction and job performance.

Theoretical Framework

The desire to monitor a broad range of social indicators has been accepted by a growing number of researchers in recent years. Some enthusiasts believe social indicators focus the attention of policymakers on

current social problems and thus make society more responsive to people's needs. Still others suggest indicators help to predict the future and or to interpret the present in the light of the past (Andrews & Withey, 1976).

The vast majority of the social indicators that have been proposed or reported consist of information about certain populations and subpopulations, rather than information about how people within those populations feel about their circumstances. A major reason for this relative emphasis has been one of convenience. Objective indicators are more readily available than subjective indicators. In addition, there is a widespread conviction that subjective indicators are less reliable, less valid, and less useful than objective indicators (McCall, 1975).

A term that has arisen in social indicators research is "quality of life." The term sometimes refers to an outsider's judgment of quality covered in such measures as crowding, decibels of noise, pollution, reported crimes, income levels, and so forth, but it may also refer to the privately evaluated aspects of life (Andrews & Withey, 1976).

Dalkey and Rourke (1973) defined quality of life as a person's sense of well-being, satisfaction or dissatisfaction with life, or happiness or unhappiness. This definition represents what may be called a subjective

approach. This approach is an attempt to provide an objective definition of subjective feelings about the quality of life. The difference between subjective and objective approaches in the long-standing dispute in the field of social indicators is clouded by the frequent failure to distinguish between (1) the subjectivity/objectivity of the data themselves (persons per room is objective; satisfaction with life is subjective) and (2) the subjectivity/objectivity of the procedure used to measure them (one can be subjective or objective in one's measurement of satisfaction). Scientific norms refine objectivity of procedures but not necessarily objectivity in the data. Subjective data on the individual are legitimate subjects of scientific research. The method, however, must be objective.

Numerous studies have been conducted over the past few years using personal interviews to collect information relevant to various aspects of quality of life. The basic rationale for this type of research is that the term, quality of life, refers at least in part to the way in which individuals perceive and evaluate their own lives. One implication of this reasoning is that for any measure to be considered a true indicator of the quality of life, there must be a clear linkage between that measure and the feelings of the people to whom it is relevant. This can be

placed in contrast with the position that certain conditions are objectively 'better' than other conditions, and that it matters little whether such differences are reflected in subjective reports of people experiencing those conditions.

Since the 1970s, it has been generally acknowledged that both types of indicators are important inputs to an accurate perspective on the quality of life, and that neither type can be properly interpreted in the absence of the other (Rodgers & Converse, 1975).

How a person assesses a particular attribute of a specific domain is considered to be dependent on two things: how he/she perceives the attribute and the standard against which he/she judges that attribute (Morris & Winter, 1978). The individual's assessment may derive from aspiration levels, expectation levels, equity levels, reference group levels, personal needs, or personal values. This list, which could be lengthened further, emphasizes the fact that the concept of a referenced level or standard of comparison is a complex one (Rodgers & Converse, 1975).

Early studies (Andrew & Withey, 1976; Rodgers & Converse, 1975) suggested that overall quality of life is dependent on several domains or components of a person's life. The major purpose of research conducted by Andrews and Withey (1974) was to identify specific life components that affect or contribute to overall quality of life.

Components were identified from previous research, interviews, a list compiled by scholars, and a list of social indicators identified by governmental agencies. This process resulted in a list of 123 values believed to be related to overall quality of life. Cluster and factor analyses were used to reduce the 123 indicators to 30 different items. From these items, 12 components were selected using the following criteria: predictive power, amount of dispersion in the multi-dimensional space, and potential policy relevance. The 12 components selected were: yourself, family life, money, amount of fun, house/apartment, activities with family, time to do things, spare time, national government, goods and services, health, and occupation.

Rodgers and Converse (1975) incorporated both subjective and objective indicators when they examined measures of perceived overall quality of life. Some of the measures they used were general and asked respondents to make overall assessments of their lives. Other measures were more specific, asking respondents to evaluate particular domains of their lives. Data were obtained through personal interviews with 2164 persons, 18 years of age or older who were living in households within the conterminous United States. Interviews were conducted by the national interviewing staff of the Survey Research

Center during the summer of 1971. In the spring of 1972, one sixth of the persons interviewed in 1971 were selected for reinterviewing. During the second interview, most of the questions asked at the time of the initial interview were repeated but additional questions were asked as well.

The Index of Domain Satisfaction was used to evaluate the more specific parts of the respondents' lives. The choice of the specific domain of life experience investigated was somewhat arbitrary. Coverage within the limits set by time, space, and other study goals was the basic criterion. The study defined a set of domains that would be relevant to a maximal proportion of the population.

Respondents were asked to rate their satisfaction with each of 15 different domains of life on a 7-point scale. Responses could range from 'completely satisfied' to 'completely dissatisfied'. The domains used were marriage, family life, health, neighborhood, friendship, housework, job, life in the United States, city or county, non-work, housing, usefulness of education, standard of living, amount of education, and savings.

Responses tended to cluster rather heavily toward the more satisfied end of the scale. For example, 67% of the respondents were almost or completely satisfied with their neighborhood, 62% were almost or completely satisfied with their housing, and 66% were almost or completely satisfied

with their jobs.

Relationships Between Life Domains

The level of satisfaction in one domain of life does not necessarily imply the same level of satisfaction in the other, nor is the direction of causality between satisfaction in each domain completely understood. Although the direction of causality is known, it is clear that the levels of well-being in the various life domains are related (Ronen, 1981).

Recent studies have attempted to define and analyze the satisfaction relationships between and among the domain satisfactions. For the purpose of this study, research conducted on housing satisfaction, job performance of faculty, job satisfaction of faculty, and relationships among these variables were reviewed. An extensive search revealed that the bulk of literature is in the separate areas of housing satisfaction, job satisfaction, and job performance. Only a few studies have looked specifically at the relationships between housing, job satisfaction, and job performance.

Housing satisfaction

Home is one of the most immediate aspects of the living experience and, as such, has the potential for directly affecting the lives of residents (Dillman & Tremblay, 1977).

An awareness of the importance of housing satisfaction to a person's overall evaluation of the quality of life has resulted in numerous researchers conducting studies to identify factors that contribute to housing satisfaction.

As early as 1976, Morris, Crull, and Winter looked at the role of housing norms and satisfaction with housing as they relate to the propensity to move. They hypothesized that normative housing deficits produce dissatisfaction and, in turn, a propensity to move. Their theoretical model of normative housing deficits, satisfaction, and the propensity to move includes: socioeconomic and demographic exogenous variables; intervening variables that include housing variables in normative deficit form; intermediate variables that measure satisfaction; and the dependent variables, desire to move and moving expectations.

Data were gathered from a sample of households in a metropolitan county outside a central city and excluded the open county population. The data base was a two-stage cluster sample of 405 households, approximately 10 percent of the eligible hamlet and village households in Tiga County, New York.

The findings supported the use of residential satisfaction and normative housing deficits as predictors of the propensity to move. The results indicated that propensity to move is a response to housing satisfaction

which, in turn, is a response to discrepancies between achieved and normatively prescribed housing.

Brink and Johnston (1979) related housing satisfaction to aspirations, expectations, and housing improvement. Data were collected from a sample of 62 predominantly college-educated homeowners. A survey was conducted within a year of purchase and again 18 months later. Data on housing experience, the number and type of features aspired to, satisfaction with each feature, and satisfaction with the house as a whole were collected.

The researchers hypothesized that housing satisfaction is explained by fulfillment of expectations and aspirations and achievement of housing improvement, and that it is not directly explained by the cost of the house. It also was hypothesized that housing satisfaction declines over time.

On the basis of the empirical evidence, the two hypotheses could not be rejected. The evidence indicated that housing satisfaction may be explained by realization of housing aspirations, fulfillment of expectations, and achievement of housing improvement.

Hanna and Lindamood (1979) attempted to ascertain the relative importance of 13 components of satisfaction with housing by calculating the strength of bivariate and multivariate relationships between the components of satisfaction and an overall measure of housing satisfaction.

The 13 housing satisfaction components examined were: number of rooms, size of home, inside appearance, room arrangement, outside appearance, amount of inside storage, structural quality, food preparation arrangement, amount of outside storage, sewage disposal method, water supply, type of structure, and amount of outdoor space.

A stratified, random sample of 3,334 households in 16 nonmetropolitan, largely rural counties in eight southern states were interviewed regarding satisfaction with various facets of housing as well as their overall housing situation.

Correlation and regression analyses revealed that satisfaction with the number of rooms had the strongest correlation with the overall evaluation of the housing situation. Satisfaction with inside appearance and with the size of the room also ranked relatively high in the strength of the relationship with the overall evaluation. Satisfaction with structural quality had a weaker correlation with the overall evaluation than did six other components of satisfaction with housing.

More recent studies on housing satisfaction have been conducted. Lane and Kinsey (1980) examined housing tenure status and housing satisfaction. The probability of reporting satisfaction with housing was examined for those who lived in single-family homes, duplexes, apartments, and

mobile homes, and for renters and owners.

The data were collected from a cross-sectional sample of dwellings in the conterminous United States and from a subsample of families interviewed by the Bureau of Census for the Office of Economic Opportunity. Housing characteristics used to estimate the probability of housing satisfaction were: physical quality of the home, type of dwelling, ownership status, number of rooms, and distance of dwelling from city center. Housing quality was determined by compiling responses to questions concerning problems with plumbing, security, structure of the building, pests, and insulation or heating systems. Demographic variables used were race, age, years of education, and sex.

Probit analysis was used to estimate the probability of reported satisfaction with housing as a function of housing characteristics and separately as a function of demographic characteristics. Separate models were estimated for subgroups of the population stratified by type of dwelling and tenure.

Findings indicated that housing characteristics were more important determinants of housing satisfaction than the demographic characteristics of housing occupants. Mobile-home dwellers were the least likely to be satisfied with their homes.

A second study of the components of housing

satisfaction was completed by Hanna and Lindamood in 1981. Data for this study were obtained from a stratified random sample of about 1.8 percent of the households in the city of Montgomery, Alabama. Interviews were conducted with heads of households. The dependent variable was an overall rating of the dwelling on a 1 to 9 scale. The independent variables were satisfaction with structural quality, outside appearance, inside appearance, size of home, type of dwelling, room arrangement, food preparation arrangement, number of rooms, disposal method, water supply, and amount paid for utilities.

A stepwise regression was run with overall satisfaction as the dependent variable and the satisfaction components as independent variables. Satisfaction with structural quality entered first, followed by size of home, outside appearance, amount of outside storage, inside appearance, and utility costs. These six satisfaction variables accounted for about 43 percent of the variation in overall satisfaction.

The first four satisfaction components (quality, outside and inside appearance, and size of home) appeared to be equally important, and respondents reported similar satisfaction levels for each characteristic. The type of dwelling, sewage disposal method, and water supply had low correlations with overall satisfaction because most people are satisfied with these items. Room and food preparation

arrangement, number of rooms, and amount of outdoor space appeared to be moderately important, and respondents reported moderate levels of satisfaction. Amounts of inside and outside storage also appeared to be moderately important.

Race, housing attributes, and satisfaction with housing were examined in a study conducted by Kinsey and Lane (1983). This study attempted to go beyond differences between races in housing satisfaction to examine the sources of satisfaction and the demographic correlates of satisfaction.

Two hypotheses tested were: (1) Blacks and whites with otherwise similar demographic characteristics and similar housing would have equal probabilities of reporting satisfaction with their housing, and (2) Blacks and whites with otherwise similar demographic characteristics would display similar preferences for housing characteristics. Probit was chosen as the estimating technique.

Results indicated that the estimated probability of being satisfied with current housing is slightly less for blacks than for whites. The characteristic that contributes most to black dissatisfaction is the lack of space.

Johnson and Abernathy (1983) used a sample of 755 residents of low to moderate cost urban multifamily developments in Vancouver, B. C. to study the sources of

urban multifamily housing satisfaction. The respondents were asked to report on a 5-point Likert scale the degree of overall satisfaction and satisfaction with 21 specific features of their dwelling and overall development. Features included kitchen layout, storage space, privacy, recreation, transportation, schools, and shopping. Eight demographic characteristics believed to relate to resident satisfaction also were requested. The demographic characteristics used were ownership status, cost per month, income, occupation, number of children, number of people, and planned length of stay.

A comparison among structural types by using analysis of variance procedures revealed significant differences in overall satisfaction with the dwelling and development. Townhouse residents expressed the most satisfaction and high-rise residents the least. The extent to which the same features were sources of satisfaction for each structural type was measured by ranking the features from most to least pleasing. Spearman rank order correlations were done between the rankings. Based on similarity of structural type, residents of townhouses and 3-story walk-ups were the most similar in features considered as sources of satisfaction and dissatisfaction. Residents of high rises and townhouses were expected to be the least similar in sources of satisfaction; however, this hypothesis was not supported.

Residents of 3-story and high-rise apartments were even less similar in ranking features as sources of satisfaction.

Lam (1985) examined the effect of type of structure on housing satisfaction and propensity to move. A national probability sample was used to compare the satisfaction levels of residents of single-family homes, mobile homes, apartments, multi-family, and rowhouse dwellings. In addition to structural type, the effects of tenure, housing quality, and neighborhood satisfaction were examined. Sociodemographic characteristics of the household were included in the analysis. The findings contradict studies that found no difference in satisfaction between residents of mobile homes and residents of single-family dwellings. The study found a significant difference between the two groups, with mobile home residents being less satisfied with their housing. This did not translate into a greater propensity to move, however. Other alternative structural types did not differ from conventional housing regarding residents' housing satisfaction.

An investigation of the relationship between monthly housing expenditures and satisfaction with quality of housing among renters, owners with mortgages, and owners with no mortgages was conducted by Danes and Morris (1986). The sample included 592 Iowa husband-and-wife families ranging in age from 18 to 60. The data were collected from

a systematic random sample of families living in 13 small cities during 1975 and 1976.

Housing expenditures were positively related to family size, income, and education. The monthly housing expenditures for the renter with average characteristics was \$159.91, for the owner with no mortgage \$95.42, and for owners with a mortgage \$206.59. Satisfaction with housing quality was positively related to family size, age, education, and housing expenditures. Renters were less satisfied with housing quality than were either owners with a mortgage or owners with a paid-off mortgage. However, satisfaction increased for renters as a function of expenditures at a faster rate than it did for owners with and without mortgages.

Job performance of faculty members

Traditionally, studies on job performance of faculty have examined the relationship between teaching effectiveness and research productivity. Stallings and Singhal (1970) observed the relationships between research productivity and student evaluations of courses and teaching at two "Big Ten" institutions, Indiana University and the University of Illinois. The investigators obtained data on faculty publications and on student ratings of courses and instruction. Data from the two institutions were correlated

with an index of productivity, a weighted bibliographic count. Findings indicated that at both institutions there was a significant positive relationship between academic rank and the research productivity index. Most of the data supported the position that "publication is not associated with poor teaching." Conversely, these same data do not offer convincing proof that publication is related to good teaching.

In a similar study, Hoyt (1974) used faculty members at Kansas State University to investigate the interrelationships among instructional effectiveness, publication records, and monetary rewards. Measures of teaching effectiveness, scholarly publications, and average salary adjustments were interrelated for a sample of 222 experienced college teachers. A moderate relationship was found between scholarly productivity and salary increases, and a more modest relationship existed between teaching effectiveness and salary. Scholarly publication and teaching effectiveness were independent, however.

The relationship of a professor's involvement in research to his/her classroom performance was further investigated by Linsky and Strauss (1975) in their study of student evaluation, research productivity, and eminence of college faculty. A national sample of 16 colleges and universities was used. The two measures of research were a

publication score, based upon a weighted summary of articles and books written over a 20-year period, and a citation score (eminence), based upon the number of times a scholar's work was cited by others over a 10-year period. Several other factors that might influence classroom performance also were considered. Findings indicated a very small positive correlation between teaching ratings and course level, with more advanced courses receiving more favorable ratings. Enrollment or class size was curvilinearly related to teaching rating with instructors in smaller and very large classes receiving highest ratings. Ratings also varied systematically by field. The data appeared to infer that teacher ratings are due in part to individual differences in teaching abilities; however, they also vary with position within the social structure of the university.

Jauch (1976) used a sample of 86 professors in 23 departments in natural, mathematical, medical, and biological sciences at the University of Missouri - Columbia to study the relationship between research and teaching. His data showed support for the belief that research and teaching are complementary. However, trade-offs are necessary between the two functions when it comes to time allocation. More time devoted to teaching is often detrimental to production of research output. More time was spent in research by higher performing researchers because

they were more interested in that activity and the rewards attached to it. The study further revealed that administratively, evaluations tend to influence the direction faculty choose to follow.

The relationship between research productivity and teaching performance also was investigated by Centra (1983). His study attempted to shed light on the long-debated question of whether performance in one area enhances performance in the other. The academic field and the stage of a faculty member's career were considered in the analyses. Two samples - one of 2,973 and the other of 1,623 faculty members from a variety of institutions - were studied. In considering the results of both analyses, teachers of social science courses were the only group for which there were consistent though modest relationships between the number of published articles and student ratings of instructor effectiveness. Spillover effects, a general ability factor, or other reasons for a possible link between research and teaching performance were not totally supported. The relationship between performance in the two areas is either nonexistent or, where it appears, too modest to conclude that one necessarily enhances the other.

In a related study, Schultz and Hausafus (1982) studied the self-concept of college faculty in a traditionally female field. Data on 238 home economics faculty, 45 men

and 193 women from 30 randomly selected institutions, were collected by mailed questionnaires. The objective of this research was to ascertain the components of self-concept, ideal self-concept, and job required self-concept for college faculty; to investigate the effects of sex and selected other personal characteristics on the self-concept, ideal self-concept, and job related self-concept of faculty; and to determine whether current position variables and level of productivity affect self-concept, ideal self-concept, and job required self-concept for college faculty. Each self-concept measure contained 50 semantic differential adjective pairs. Findings indicated that productivity of college faculty as reflected by number of grants, publications, and job offers resulted in significant differences on a number of self-concept factors. The more productive faculty members were, the more positive was their self-concept. On the other hand, productivity generally did not result in significant differences in ideal self-concept or job required self-concept for home economics college faculty.

Kelly (1987) identified enablers and inhibitors to research productivity among high and low producing faculty members. A primary objective of this study was to determine positive and negative correlates of research productivity among 86 high and low research producers at research-

oriented universities. The method used to determine correlates was the examination of extreme cases. Results of the qualitative data collected indicated markedly different profiles for each group. High producers appeared to be motivated by the need to know more about the world around them and by the research process. They actively sought faculty positions in which they could continue their research interests. In contrast, low producers appeared to be more oriented to the teaching and service aspects of the position. Therefore, they conducted research only when pressured by external forces such as tenure, increased status within the profession, or for promotion.

Job satisfaction of faculty members

Another approach that researchers have used to study college faculty members has been to look at job satisfaction. It is well-known that work in academia, as in most other areas of employment tends to be sex segregated. Many researchers have drawn attention to the problem of sexual segregation among faculty in higher education; very few, however, have examined the connection between the sexual composition of a faculty and the job satisfaction of academic women. Hill (1979) based his study on 214 women in 20 institutions of higher education in Pennsylvania. The purpose of the study was to examine how

one aspect of sexual segregation - the sexual composition of a faculty - affects the job satisfaction of female faculty. The criterion of 20% female faculty was used to differentiate between "less highly" and "more highly" male-dominated institutions. T-tests of means in the two types of institutions revealed that while women were generally more satisfied in institutions in which the sexual composition reflected a "less-highly" male-dominated milieu, the difference was statistically significant for only the extrinsic dimension of job satisfaction. Differences between groups in the extrinsic dimension were interpreted as reflecting variations in the objective conditions of work among academic women in the two institutional types.

Corcoran and Clark (1984) examined individual and organizational conditions contributing to faculty vitality, career socialization experiences, and current career attitudes of three faculty generations. A representative sample drawn from the fields of the humanities, biological sciences, physical sciences, and social sciences was compared to a selected sample of faculty from the same areas. The selected sample had been identified by judges as highly active in teaching, research, and service. The analyses focused on differences in professional socialization experiences and career attitudes of the two groups that appeared to be indicative of career success.

Within these groups generational trends also were examined.

Selected findings that explain role continuance included data on career satisfactions and dissatisfactions. Respondents were considerably more satisfied than dissatisfied, as a rule. Within the highly active group, satisfactions were derived from freedom, working with students, problem solving, and research. Career dissatisfactions of the two groups were reasonably similar with expressions of concern about the relative decline in financial rewards, aspects of teaching such as paper grading and repetition, and frustrations with the way things must be done. The highly active group complained of the splintering of energies and abilities into many roles and directions.

A similar study that examined the relationship of faculty unionism on satisfaction with pay and other job dimensions was conducted by Gomez-Mejia and Balkin (1984). The control variables included in the study were salary, sex, age, years of experience, and tenure. The research site selected consisted of a union university and a non-union university system in the upper midwest. The survey population from each university was randomly selected from the faculty listings in Liberal Arts and Business Administration. Three separate regression equations were calculated with pay satisfaction as the dependent variable.

The results indicated that the presence of a faculty

union was positively associated with pay satisfaction, after controlling for several correlates of pay satisfaction. No significant differences in pay satisfaction were observed between Liberal Arts and Business Administration faculty in any of the regression equations. The suggestion that in a union system the "high market" group would be less satisfied with their pay than the "low market" group was rejected. Women were more satisfied with their pay than males in the union system, but no differences by sex were observed in the non-union system. Untenured faculty members were more satisfied with higher pay in both union and non-union conditions.

Seiler and Pearson (1985) used a nation-wide random sample of 336 professors in academia to examine levels of satisfaction with the work environment, selected personality characteristics, methods of coping with stress, and reported changes in attitudes and behavior.

A discriminant analysis classified respondents with a high level of dysfunctional change and those with a high level of desirable change, with 91.1% accuracy. Findings indicated that as environmental dissatisfaction increased, perceived dysfunctional stress increased. The final discriminant analysis produced a function which contained two work environment dimensions, three personality factors, and two coping methods. Work environment variables that

play a major role in job satisfaction included teaching and research requirements, recognition and reputation, support, and compensation.

Housing satisfaction and quality of life

A few recent studies have examined the relationship between housing satisfaction and quality of life. The relative contribution of satisfaction with 13 life components to overall satisfaction with quality of life were examined by Peck (1982). A proportional, stratified random sample of 2,700 Oklahoma households was used in the study. The 13 life satisfaction measures examined were standard of living, savings and investments, friendships, family life, neighborhood, location of residence, housing, life in Oklahoma, life in the United States, occupation, spare time, health, and value of education.

The overall increase in housing cost appeared to be responsible for the increased influence of housing satisfaction on overall satisfaction with quality of life. Older respondents were more satisfied with their housing than younger respondents. Preference for a single family detached unit also was related to housing satisfaction. Neighborhood satisfaction, however, had the strongest relationship with housing satisfaction.

Data from the 1982 Peck study were used by Peck and

Stewart (1985) to study more specifically the satisfaction with housing and quality of life. The purposes of this follow-up study were: (1) to analyze the contribution of housing satisfaction as one of the 13 life domains to satisfaction with overall quality of life, and (2) to analyze the relationship of housing satisfaction with housing characteristics and socio-demographic characteristics of respondents.

Findings indicated that an increase in housing satisfaction was accompanied by a significant increase in overall life satisfaction. Higher levels of housing satisfaction were associated with higher neighborhood satisfaction, better structural quality, ownership, lower person-per-room ratios, more years in residence, and lower perceived housing cost. It was concluded that housing satisfaction does contribute to overall life satisfaction and that housing satisfaction is related to neighborhood satisfaction and characteristics of the dwelling unit.

Patterson (1978) investigated housing density and quality of life measures among elderly urban dwellers. The respondents were 103 elderly persons (age 60 years or older) living in Harrisburg, Pennsylvania. The density measure ranged from a low of .11 people per room to a high of .90 people per room, with .29 people per room as a mean. The quality of life measures examined were fear of violence,

fear of theft, neighborhood-based fear, territoriality, health, mobility, community service, satisfaction, length of residence, ownership, and desire to move. Simple correlations revealed few significant relationships between density and the quality of life measures.

Housing satisfaction and job performance

Other studies have examined how housing satisfaction affects job performance. Pearson (1971) interviewed 186 families of married industrial workers in Iowa to assess the interrelationship of home environment and industrial employment. This study looked at 62 employment and home environment variables. A factor analysis clearly delineated structural condition of the house, current job and advancement, and type of neighborhood in which the house was located as three variables more closely related to one another than to the other variables investigated. Pearson concluded that there is a need for additional information about the relationships between characteristics of the home and family of the employee and his/her performance on the job.

The effects of improved housing on worker performance was investigated by Healy (1971). This study examined the impact of housing improvement on worker productivity, health, and absenteeism. The performance of a sample of

rehoused factory workers in Mexico was observed over a 4-year period. Housing was studied as an investment opportunity from which firms and government agencies might receive a monetary return. In addition, the impact of housing on the level and structure of demand for the services of a government health clinic was investigated.

The three performance measures - productivity, absenteeism, and clinic visits - were obtained from company work records and clinic medical histories. Data for the entire test period were collected at a single point 2 years after rehousing. It was found that the method of wage determination and the reaction of workers to a changed set of economic opportunities generated by rehousing have an important impact on the return from investment in improved housing. Of 13 components of housing quality studied, the elimination of rat infestation was found to be significantly related to a decline in clinic visits.

The effects of family environment on the employee were examined in a family and work related study conducted by the Vocational Education Work and Family Institute of Minnesota (VEWFIM) in 1982. The purpose of the study was to develop a better understanding of what the business community perceived as work-family issues. The study sought to compare a measure of family environment as defined by nine objectives. Nine percent of the respondents (participating

companies) identified inadequate housing (comfort, convenience) as an issue affecting their employees.

A more recent study on quality of life and job performance was conducted by Felstehausen (1983). The purpose of this study was to investigate the relationships between overall quality of life and performance on the job. Quality of life was reflected by family environment, housing satisfaction, and work environment. This study surveyed 106 personnel and management employees of the American Breeders Service. Data were collected through the Family Adaptability and Cohesion Scales, the Family Inventory of Life Events and Changes (FILE), the Work Environment Scale (WES), and a Housing Satisfaction questionnaire developed for the study. The researcher indicated that none of the FILE subscales nor accumulation of family strains nor housing satisfaction subscales used were found to be valid predictors of job performance. Felstehausen recommended that future research include the use of case study methodology and also introduce additional quality of life variables.

A related study conducted by Kollie (1984) examined how housing type affects school performance. Specifically, the study examined the notion that public housing, which is dispersed throughout the urban community, has educational benefits for low-income children compared to more traditional types of public housing. Data were gathered on

317 students who lived in public housing, attended public schools, and for whom test scores in reading, mathematics, and language usage test were available between Fall 1979 and Spring 1981.

A t-test showed significant differences in mean percentage gains between highly concentrated and scattered site public housing students. Application of Blinder's approach to apportioning differences showed that the differences were primarily due to structural differences. This implies that characteristics that generally have a negative impact have an even greater negative impact in highly concentrated rather than scattered site public housing. The structural differences, hence the housing performance differentials, imply that public housing students would benefit from being shifted to scattered sites.

Felstehausen, Glosson, and Couch (1986) further examined the relationship between an individual's home and family life and reported work performance. The sample consisted of 1,762 employees from companies, agencies, and organizations from eight major regions throughout Texas. Data were collected by a questionnaire and an interview schedule developed by the researchers.

The questionnaire data suggested that the respondents were satisfied with their home and family life as well as

their jobs. In general, they reported that the reciprocal effects between home and work were positive. The interview data indicated that Texas families were fairing well in trying to balance the demands of the job with responsibilities at home. The interviews identified a number of areas that seem to produce stress and conflict for working families. These problem areas included handling the stress of the job, building the marital relationship, managing household tasks, finding quality day care, dealing with guilt, and managing time and energy.

SUMMARY

Early research conducted on quality of life, housing satisfaction, job satisfaction, and job performance concentrated on defining components that contribute to each of these areas. Andrews and Withey (1974) were the first to identify specific components that affect or contribute to overall quality of life. Rodgers and Converse (1975) incorporated both subjective and objective indicators to measure overall quality of life.

An awareness of the importance of housing satisfaction to a person's overall evaluation of his/her quality of life has resulted in studies designed to identify factors that contribute to housing satisfaction. Morris, Crull, and Winter (1976) examined the role of housing norms and

satisfaction with housing as they relate to propensity to move. Their findings supported the use of residential satisfaction and normative housing deficits as predictors of the propensity to move. Thirteen specific housing satisfaction components were identified and examined by Hanna and Lindamood (1979). Results from this study indicated that housing characteristics were more important determinants of housing satisfaction than the demographic characteristics of housing occupants.

In the past, studies on job performance of faculty have studied the relationship between teaching effectiveness and research productivity. An early study by Stallings and Singhal (1970) indicated that there was a significant relationship between academic rank and research productivity. The relationship between research productivity and teaching was investigated by Centra (1983). He concluded that the relationship between performance in the two areas is either nonexistent or, where it appears, too modest to conclude that one necessarily enhances the other.

Researchers have also analyzed the job satisfaction of faculty. Hill (1979) examined how one aspect of sexual segregation - the sexual composition of a faculty - affects the job satisfaction of female faculty. Corcoran and Clark (1984) looked at individual and organizational conditions

contributing to faculty vitality, career socialization experiences, and current career attitudes of three faculty generations. In a similar study Gomez-Mejia and Balkin (1984) examined the relationship of faculty unionism on satisfaction with pay and other job dimensions. A nationwide random sample of professors was used by Seiler and Pearson to examine levels of satisfaction with the work environment, selected personality characteristics, methods of coping with stress, and perceived changes in attitude and behavior.

A few recent studies have researched the relationship between housing satisfaction and quality of life. Peck (1982) examined 13 life components to determine their relative contribution to overall satisfaction with quality of life. Many of the components identified in earlier quality of life and housing satisfaction studies were adopted for this study. Findings indicated that the condition of the respondent's residence had the strongest relationship with housing satisfaction. Patterson (1978) found few significant relationships between density and the quality of life measures.

Other studies conducted by Pearson (1971) and Felstehausen (1983) investigated the relationship of housing satisfaction to job performance. These researchers concluded that there is a need for additional research on

the relationships between characteristics of the home and family of the employee and his/her performance on the job.

The Relationships Between Housing Satisfaction
and Satisfaction with Overall Quality of Life

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ARTICLE I. THE RELATIONSHIPS BETWEEN HOUSING SATISFACTION AND SATISFACTION WITH OVERALL QUALITY OF LIFE

Abstract

This study examined the possible effects that housing satisfaction may have upon overall quality of life of university faculty. Responses to a questionnaire assessing quality of life and an interview schedule assessing housing satisfaction were obtained from 60 faculty members at a large midwestern land-grant university. Multiple regression analysis indicated that total housing satisfaction is a significant predictor of overall quality of life.

Introduction

Studies by Andrews and Withey (1976) and Rodgers and Converse (1975) have suggested that overall quality of life is dependent on several domains or components of a person's life. Research conducted by Andrews & Withey (1974) identified 12 specific life components that affect or contribute to overall quality of life. They were: yourself, family life, money, amount of fun, house/apartment, activities with family, time to do things, spare time, national government, goods and services, health, and occupation. Rodgers and Converse (1975) incorporated both subjective and objective indicators when they examined measures of overall quality of life.

Housing satisfaction has been the subject of research for some time. Morris, Crull, and Winter (1976) and Lam (1985) researched the role of housing norms and satisfaction with housing as they relate to the propensity to move. Hanna and Lindamood (1979) attempted to ascertain the relative importance of 13 different components of housing satisfaction. Lane and Kinsly (1980) examined the influence of housing and demographic characteristics on tenure status and housing satisfaction. In a more recent study Danes and Morris (1986) investigated the relationship between monthly housing expenditures and satisfaction with quality of housing among renters, owners with mortgages, and owners with no mortgage.

A few recent studies have examined the relationships between housing satisfaction and quality of life. The relative contribution of satisfaction with 13 life components to overall satisfaction with quality of life were examined by Peck (1982). The 13 life satisfaction measures examined were: standard of living, savings and investments, friendships, family life, neighborhood, location of residence, housing, life in Oklahoma, life in the United States, occupation, spare time, health, and value of education. Condition of the respondent's residence had the strongest relationship with housing satisfaction.

Respondents who owned their homes were more satisfied with their housing than residents who did not. Length of residence was related positively to housing satisfaction. The overall increase in housing cost appeared to be responsible for the increased influence of housing satisfaction on overall satisfaction with quality of life.

Data from the 1982 Peck study were used by Peck and Stewart (1985) to examine more specifically satisfaction with housing and quality of life. The purposes of this follow-up study were: (1) to analyze the contribution of housing satisfaction as one of the 13 life domains to satisfaction with overall quality of life and (2) to analyze the relationship of housing satisfaction with housing characteristics and socio-demographic characteristics of respondents.

Findings indicated that greater housing satisfaction is accompanied by greater overall life satisfaction. Higher levels of housing satisfaction were associated with higher neighborhood satisfaction, better structural quality, ownership, lower person-per-room ratios, more years in residence, and lower housing cost. It was concluded that housing satisfaction contributes to overall life satisfaction and that housing satisfaction is related to neighborhood satisfaction and characteristics of the dwelling unit.

Patterson (1978) investigated housing density and quality of life measures among elderly urban dwellers. The quality of life measures examined were: fear of violence, fear of theft, neighborhood-based fear, territoriality, health, mobility, community service, satisfaction, length of residence, ownership, and desire to move. Simple correlations revealed few significant relationships between housing density and the quality of life measures.

No other research studies were found that specifically investigated the way housing satisfaction contributes to overall quality of life. Therefore, this study was designed to further examine some of the effects that housing satisfaction may have upon overall quality of life. Specific objectives for this study were to:

1. Ascertain the level of housing satisfaction for faculty at a large midwestern land-grant university.
2. Identify quality of life components that are related to housing satisfaction for faculty.
3. Analyze the relationship between housing satisfaction and overall quality of life for faculty.

Method

Sample

The sample utilized in this research consisted of 60 faculty at a midwestern land-grant university. These

faculty members had volunteered to be interviewed as part of a larger study on work and family (Schultz & Chung, 1986). For the larger study, a stratified random sample of 204 individuals was drawn. The bases for stratification were sex and college in which the faculty member held academic rank.

A questionnaire was mailed to each of the 204 faculty members. Follow-up letters were mailed to the complete sample 2 weeks after the questionnaires were distributed. A total of 140 (68.6%) questionnaires were returned.

Each of the 60 professors who volunteered for the interview were interviewed by the researcher. Data from the interviews were matched with corresponding data from the questionnaire. Therefore, only the 60 professors who agreed to be interviewed served as the sample for the present study.

Faculty from the larger study and the present study were compared on selected key variables of interest. No significant differences were found between the two samples on the quality of life and socio-demographic variables. The socio-demographic data indicated that 51.7% of the responding faculty members were male and 48.3% female. The age distribution is: under 40 years of age, 44%; 40-49, 21.7%; 50-59, 23.3%; and 60 or over, 10%. All of the

respondents except one were white. Most described their health as good or excellent (96.7%). Of the respondents, 25% did not have children, 40% had one or two children, and 35% had three or more children.

Respondents were asked to relate information about their present housing conditions. Most (93.3%) indicated that they own their present housing and 86.7% reported that they live in a single detached house. Fifty-five percent live within 1-2 miles of the university campus, 26.7% within 3-4 miles, 10% within 5-6 miles, and 8.3% within 7 or more miles.

Instrumentation

A questionnaire and interview schedule were used to collect data for this research. The questionnaire was designed to collect both socio-demographic and quality of life information. The interview schedule was used to collect information on housing satisfaction, housing importance, and current housing status.

Socio-demographic variables included were sex, age, race, health, and number of people in the present household. Current housing status items included ownership status, type of structure, and distance from work.

Quality of life was measured by adapting a life importance and life satisfaction instrument developed by

Flanagan and Russ-Eft (1975). The Flanagan instrument identified 15 quality of life components. Thirteen items from this instrument were used to create a subscale to measure quality of life. Two of the original items were eliminated because they duplicated other items. Participants were asked to respond twice to each item using a 7-point Likert-type scale. The first response indicated the degree of importance ascribed to each life component and the second, the degree of satisfaction with each life component.

Housing satisfaction was measured by selecting 20 satisfaction components identified in instruments developed by Morris, Winter, Crull & Dagitz (1977) and Peck (1982). The 20 items were used to measure degrees of housing satisfaction and importance of housing. Respondents were asked to respond twice on a 7-point Likert-type scale. Interviewees indicated, first, the degree of satisfaction they placed on each housing component and, second, how important they perceived the component to be. The instruments were pretested to insure clarity in the questions being asked. Faculty and graduate students were used as subjects for the pretest. The reliability for both scales was above the 0.65 minimum recommended by Gronlund (1981). Four items from the interview schedule were used to assess current housing status. Respondents were asked to

indicate if they owned or rented their present housing, the type of house in which they lived, how far they lived from the university campus, and their perceptions regarding the degree to which this distance interfered with their job performance.

Data analysis

Frequencies, percentages, and means were calculated for all questionnaire and interview items. Pearson product moment correlation analysis was used to examine relationships between the life importance and life satisfaction variables and between the importance of housing and housing satisfaction variables.

Overall satisfaction with quality of life and with housing were created by coding the satisfaction components in each scale. The satisfaction items are coded -1 extremely dissatisfied, -2 very dissatisfied, -3 somewhat dissatisfied, -4 mixed, 1 somewhat satisfied, 2 very satisfied, 3 extremely satisfied. This coding is necessary when weighting satisfaction items by their respective importance items. This arises from the fact that a weighted scale must be assumed to be a ratio scale. As a result the location of the zero point in the coding of satisfaction must correspond to the mixed response. Next, each satisfaction component is multiplied by the corresponding

importance component. The results are then added to create the overall satisfaction with quality of life and housing scales. This procedure is suggested by Morris, Winter and Crull (1980).

The coefficient alpha reliability estimate was 0.81 for the overall quality of life scale and 0.83 for the overall housing satisfaction scale. This is above the 0.65 minimum recommended by Gronlund (1981).

Multiple regression analyses were conducted to determine the degree to which housing satisfaction influenced overall quality of life. A reduced model composed of variables significant at the .05 and .10 levels was regressed to show clearly their significance. Some theoretically important variables were also included in this model.

Results and Discussion

Level of housing satisfaction for faculty members

Mean item scores for the housing satisfaction components indicated faculty members were generally satisfied with the characteristics of their homes (see Table 1). They were very satisfied with the distance they lived from their jobs. They also were very satisfied with the age of their home, the neighborhood and community they lived in, the schools and health services available, police and fire

protection, and public transportation. The high satisfaction responses may be attributed to the fact that most of the residents lived within the college community. This well-planned community consists of spacious upper class housing with easy access to good schools and health services. The community also has a very highly rated public transportation system.

Respondents were somewhat satisfied with structure quality and type, person-per-room ratio, the length of their residency, repair services available, local childcare facilities, housing costs, shopping and recreation areas, and the cost of living. Respondents showed the least satisfaction for the climate in Iowa. All of the components were rated equally on both satisfaction and importance. These findings are consistent with an earlier study of 2,700 Oklahoma households conducted by Peck and Stewart (1985). They found that higher levels of housing satisfaction were associated with neighborhood satisfaction, better structural quality, lower person-per-room ratios, and more years in residence.

Quality of life components related to quality of life for faculty members

Mean item scores for quality of life components related to housing satisfaction indicated that faculty were satisfied with most of the components selected for this

scale (see Table 2). The respondents were very satisfied with their work, their children, helping others, relationships with their spouse or partner, and participation in government. Work was rated as being an extremely important component; the importance of the other four components ranked lower and evenly with satisfaction. The difference between importance and satisfaction on the work component may indicate the current level of job dissatisfaction experienced by some faculty.

Respondents were somewhat satisfied with relationships with relatives, health and safety, close friends, socializing, passive and active recreation, and expressing themselves creatively. All of these components were rated as being very important except for expressing themselves creatively. Respondents indicated that they had mixed feelings about this component. Faculty indicated that they were least satisfied with their material comforts; however, material comforts were rated as being very important.

Rodgers and Converse (1975) also found that responses to quality of life components tended to cluster rather heavily toward the more satisfied end of the scale. Flanagan and Russ-Eft (1975) found that family related components were the most important and most satisfied dimensions of life for college students.

Relationship between housing satisfaction and overall quality of life

A regression analysis was conducted to determine the influence of selected demographic variables, housing conditions, and total housing satisfaction on overall quality of life. Only the total housing satisfaction variable emerged as a significant predictor of overall quality of life (see Table 3). This finding agrees with research conducted by Andrews and Withey (1976) and Rodgers and Converse (1975), who suggested that housing is one of several domains that affect or contribute to overall quality of life. Peck and Stewart (1985) also found that an increase in housing satisfaction was accompanied by a significant increase in overall life satisfaction.

Conclusions

The following conclusions can be drawn from this study. Faculty are generally satisfied with the location, quality, and structural features of their homes. They also are very satisfied with the services and facilities available in their community. Work is rated as being as extremely important aspect of quality of life. Professors are only somewhat satisfied with expressing themselves creatively even though this component is rated as being very important. Faculty are least satisfied with material comforts; however,

this component is rated as being very important. Housing satisfaction is a significant predictor of overall quality of life. These findings show similar results for a highly educated sample as was found for more general or cross-sectional samples used by Peck (1982).

Table 1. Mean Scores and Standard Deviations for Housing Satisfaction and Housing Importance

Housing Satisfaction Components	<u>Satisfaction</u>		<u>Importance</u>	
	Mean	SD	Mean	SD
1. Structural Quality	5.4	1.2	5.4	1.2
2. Structural Type	5.4	1.1	5.4	1.1
3. Age of Structure	6.0	0.8	6.0	0.9
4. Person-per-room	5.3	1.7	5.3	2.0
5. Length of residency	5.3	1.0	5.3	1.0
6. Distance from work	6.1	0.8	6.1	0.8
7. Neighborhood	6.0	1.1	6.0	1.1
8. Community	6.0	1.1	6.0	1.1
9. Child care facilities	5.0	1.5	5.0	2.0
10. Schools	6.0	1.0	6.0	0.9
11. Health services	6.0	1.2	6.0	1.2
12. Police & fire protection	6.0	1.0	6.0	0.8
13. Public transport	6.0	1.0	6.0	1.0
14. Housing costs	5.0	1.2	5.0	1.2
15. Shopping areas	5.0	1.1	5.0	1.1
16. Repair services	5.1	1.2	5.1	1.2
17. Recreation	5.0	1.2	5.0	1.2
18. Climate	4.0	1.3	4.0	1.3
19. Cost of living	5.0	1.0	5.0	1.0

Table 2. Mean Scores and Standard Deviations for Life Satisfaction and Life Importance

Quality of Life Components	<u>Satisfaction</u>		<u>Importance</u>	
	Mean	SD	Mean	SD
1. Material Comfort	4.3	1.6	6.0	1.0
2. Health & Safety	5.3	1.1	6.0	1.1
3. Relationships with Relatives	5.4	1.3	6.1	0.8
4. Children	6.0	1.2	6.3	0.8
5. Relationships with Spouse/ Partner	6.0	1.0	6.0	0.7
6. Close Friends	5.2	1.3	6.0	0.9
7. Helping Others	6.0	1.2	6.4	1.0
8. Participation in Government	6.0	1.3	6.0	1.7
9. Work	6.0	1.0	7.0	0.7
10. Expressing Self Creatively	5.0	1.3	4.0	2.0
11. Socializing	5.0	1.3	4.0	2.0
12. Passive Recreation	5.0	1.6	6.0	0.8
13. Active Recreation	5.0	1.5	6.0	0.9

Table 3. Regression of Academic, Demographic, Housing Condition, and Total Housing Satisfaction Variables on Total Quality of Life

	<u>Full</u>	<u>Reduced</u>			
		beta	t	beta	t
<hr/>					
<u>Academic Variables</u>					
Salary		-1.57	-.723		
Rank		-.104	-.482		
Tenure		.003	.022		
Teaching Load		-.237	-1.560	-.152	-1.27
<u>Demographic Variables</u>					
Age		.202	.718		
Sex		-.102	-.523		
Marital status		.064	-.412		
Number in Household		.133	.723		
<u>Housing Condition</u>					
Rent/own		-.128	-.770		
Structure type		-.130	-.770		
Structure features		.179	1.33	.187	1.560
Distance from work		-.198	-1.37	-.144	-.949
<u>Total Housing Satisfaction</u>		.539	3.63**	.488	4.04*

$$R^2 = .634.$$

*Significant at $P < .10$.

**Significant at $P < .05$.

The Influence of Housing Satisfaction on
Job Satisfaction and Performance

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ARTICLE II. THE INFLUENCE OF HOUSING SATISFACTION ON JOB SATISFACTION AND PERFORMANCE

Abstract

This study was designed to investigate how housing satisfaction influences job satisfaction and performance of university faculty. Interviews were conducted with 60 faculty members at a large midwestern land-grant university. The interviewed faculty members had responded to a questionnaire assessing job performance, job satisfaction, and overall quality of life as a part of a larger study. Multiple regression analysis revealed that selected housing variables are significant predictors of job satisfaction. The housing variables did not, however, influence job productivity.

Introduction

Housing is one of the most immediate aspects of the living experience and, as such, has the potential for directly affecting the overall lives of individuals (Dillman & Tremblay, 1977). An awareness of the importance of housing satisfaction to a person's overall evaluation on his/her quality of life has resulted in a number of researchers conducting studies to identify factors that contribute to housing satisfaction.

Brink and Johnston (1979) related housing satisfaction to aspirations, expectations, and housing improvement. They

found that housing satisfaction may be explained by realization of housing aspirations, fulfillment of housing expectations, and achievement of housing improvement. Lane and Kinsey (1980) researched housing tenure status and housing satisfaction. They examined the probability of reporting satisfaction with housing for those who lived in single-family homes, duplexes, apartments, and mobile homes, and for renters and owners. Their results indicated that housing characteristics were the most important determinants of housing satisfaction.

As early as 1976, Morris, Crull, and Winter examined the role of housing norms and satisfaction with housing as they relate to the propensity to move. They hypothesized that normative housing deficits produce dissatisfaction and, in turn, a propensity to move. Their findings supported the use of residential satisfaction and normative housing deficits as predictors of the propensity to move. The results indicated that propensity to move is a response to housing satisfaction which, in turn, is a response to discrepancies between achieved and normatively prescribed housing.

Other researchers, (Hanna & Lindamood, 1981; Johnson & Abernathy, 1983; Kinsey & Lane, 1983) have investigated how housing satisfaction is influenced by specific housing characteristics. Hanna and Lindamood found that four

satisfaction components (quality, outside and inside appearance, and size of home) appear to be equally important. Kinsey and Lane found that the characteristic that contributed most to dissatisfaction with housing is lack of space. Townhouse residents expressed the most satisfaction and high-rise residents the least.

Said (1981) researched housing satisfaction and the propensity to adjust housing and education. The findings indicate that housing satisfaction tends to be high among individuals who are old, have high incomes, and live in a dwelling that has low or no deficits.

Some studies have shown that housing satisfaction is related to job performance. Pearson (1971) researched 62 employment and home environment variables. This researcher-reported factor analysis showed that the structural condition of the house, current job and advancement, and type of neighborhood in which the house is located were three variables that were closely related to each other. The effects of improved housing on worker performance was investigated by Healy (1971). This study examined the impact of housing improvement on worker productivity, health, and absenteeism. It was found that the method of wage determination and the reaction of workers to a changed set of economic opportunities generated by rehousing have an important impact on the return from investment in improved

housing.

A study on quality of life and job performance was conducted by Felstehausen (1983). The purpose of her study was to investigate the relationships between overall quality of life and performance on the job. Quality of life was reflected by family environment, housing satisfaction, and work environment. None of the family inventory of life events and changes subscales or accumulation of family strains nor housing satisfaction subscales were found to be valid predictors of job performance.

Very few studies, if any, have examined how housing satisfaction influences job satisfaction. Several studies, however, have looked at factors that influence the job satisfaction of faculty. Hill (1979) examined how the sexual composition of faculty bodies affects the job satisfaction of female faculty. The data from this study suggest that as the proportion of women on faculty body increases, sexual discrimination declines. Cocoran and Clark (1984) looked at individual and organizational conditions contributing to faculty vitality, career socialization experiences and current career attitudes of three faculty generations. Career dissatisfaction of the groups was reasonably similar with expressions of concern about the relative decline in financial rewards, aspects of teaching such as paper grading, and repetition, and

frustrations with the way things must be done.

A similar study that examined the relationship of faculty unionism on satisfaction with pay and other job dimensions was conducted by Gomez-Mejia and Balkin (1984). The results of this study indicate that the presence of a faculty union is positively associated with pay satisfaction. Untenured faculty members were more satisfied with their pay in both union and non-union conditions.

Seiler and Pearson (1985) examined professors in academia to determine levels of satisfaction with the work environment, selected personality characteristics, methods of coping with stress and perceived changes in attitudes and behavior. Respondents were classified as those with a high level of perceived dysfunctional change and those with a high level of desirable change. The final discriminant analysis produced a function which contained two work environment dimensions, three personality factors, and two coping methods.

Much of the research on housing satisfaction has sought to identify housing characteristics that contribute to housing satisfaction. Very few studies have examined how housing affects the workplace. In addition, used a blue-collar rather than a highly educated professional sample (Healy, 1971). Therefore, this study was designed to look more specifically at how housing conditions and satisfaction

may influence satisfaction and performance on the job for university faculty. Specific objectives were to:

1. Summarize data on job performance and satisfaction of faculty at a large midwestern land-grant university.
2. Identify socio-demographic characteristics and housing condition variables that are related to housing satisfaction.
3. Examine the influence of housing conditions and satisfaction as well as selected socio-demographic variables on job performance and satisfaction.

Method

Sample

Data for the present study were obtained from 60 faculty members at a large midwestern land-grant university. These faculty members had agreed to a 30-minute interview when responding to a questionnaire sent to a stratified random sample of 204 professors at the institution (Schultz & Chung, 1986). Sex of the faculty member and college in which the faculty member held academic rank were the bases for stratification.

The 60 professors who were willing to be interviewed were contacted by the researcher and interviews were scheduled. The 60 interviewees constitute the sample for this study. The data were matched with corresponding data

from the questionnaire for each faculty member.

Of the responding professors, 51.7% are male and 48.3% are female. The age distribution of the sample was 44% under 40 years of age; 21.7%, 40-49 years of age; 23.3%, 50-59 years of age; and, 10%, 60 years of age or older. All of the respondents except one are white. Almost all (96.7%) describe their health as good or excellent. Three-fourths (75%) are parents, with 40% having one or two children and 35% having three or more children.

Faculty rank of the respondents is distributed as follows: professor, 43.4%; associate professor, 18.3%; and assistant professor, 35%. Most respondents (93.3%) indicate that they owned their present housing; 86.7% of these individuals live in detached single houses. More than half (55%) live within 1-2 miles of the University campus, 26.7% within 3-4 miles, 10% within 5-6 miles, and 8.3% 7 or more miles. Almost all of the faculty who responded (95%) reported that the distance they lived from campus does not interfere with their job performance.

Instrumentation

Two instruments were developed to collect data for this study -- a questionnaire and an interview schedule. The questionnaire ascertained information on the socio-demographic and work-related characteristics of the faculty respondents as well as perceptions about their overall

quality of life. Data on salary, rank, year of highest degree received, and year of last promotion were secured from university records. Socio-demographic variables included were sex, age, race, health, and number of people in the present household. Work-related items obtained information on the level of work performance, research productivity, and involvement in professional organizations by respondents.

Overall faculty productivity is described using the eight variables included in a faculty job productivity index developed by Schultz and Chung (1987). The job productivity index was created by combining the eight work-related variables that were correlated at the .05 level of significance. The number of presentations, grants, books, and journal articles published by each professor in the past 5 years were placed into categories and given a numeric code. The total dollar value of the grants received in the past 5 years was recoded into four categories based on percentile rank. Each editorial-related position on professional journal(s) was also given a numeric code. A total productivity index for each faculty member was obtained by summing the coded values for these items.

An interview schedule was designed to gather information on housing status and satisfaction. The 20-item housing satisfaction and housing importance scales included

items adapted from instruments developed by Morris, Winter, Crull & Dagitz (1977) and Peck (1982). Respondents were asked to respond to each housing component on a 7-point Likert-type scale. They were asked first to indicate the degree of satisfaction they ascribed to each housing component and then to indicate how important they perceived each component was. The coefficient alpha estimate for this scale is 0.83. An additional six items from the interview schedule assessed current housing conditions. The respondents were asked to indicate if they owned or rented their present housing, what type of house they lived in, how they perceive their present housing as helping them meet their job responsibilities, how they perceive their present housing as hindering them in their job responsibilities, how far they live from the university campus, and if they felt this distance interfered with their job performance.

The original instruments were pretested with faculty not included in the final sample to insure clarity of questions being asked. The reliability for the housing satisfaction and importance scale described above was above the 0.65 minimum recommended by Gronlund (1981).

Data analysis

Descriptive statistics including frequency distributions, percentages, and means were calculated for all the questionnaire and interview items. Pearson product

moment correlation analyses were used to examine relationships between the housing satisfaction and housing importance variables.

A total housing satisfaction variable was created by recoding the 20 satisfaction components. Satisfaction items are coded in the following manner: extremely dissatisfied -1, very dissatisfied -2, somewhat dissatisfied -3, mixed 4, somewhat satisfied 1, very satisfied 2, extremely satisfied 3. This coding method becomes necessary when weighting satisfaction items by their respective importance items. This arises from the fact that a weighted scale must be assumed to be a ratio scale. The zero point in the coding of satisfaction must correspond to the mixed response. Each satisfaction component was then multiplied by the corresponding importance component. The results of each of these multiplied components were summed to create a new variable of overall housing satisfaction. A singleton item was used to measure job satisfaction.

Multiple regression analyses were conducted to determine the degree to which the demographic variables and overall housing satisfaction variables influence job productivity and satisfaction. A reduced model composed of variables significant at the .05 and .10 levels was regressed to clearly show their significance. Some theoretically important variables were included in this model.

Results and Discussion

Influence of academic, demographic, and housing condition variables on total housing satisfaction

The academic, demographic, and housing condition variables were introduced into a multiple regression analysis to determine the degree which they predicted level of total housing satisfaction. Results of the multiple regression are shown in Table 1. As with job satisfaction, the alpha level was increased to .10 because some theoretically important variables were not significant at the .05 level.

The rent/own variable ($\beta = .28$) emerged as the strongest predictor of total housing satisfaction. This finding supports previous research done by Peck (1982) who found that those respondents who owned their homes are more satisfied with their housing than those respondents who do not own. From the academic variables only teaching load emerged in the reduced model as a significant predictor of housing satisfaction. Salary ($\beta = .27$) is another academic variable that entered as being a significant predictor of total housing satisfaction. This may be explained by the fact that professors who make higher salaries can afford better housing.

None of the demographic variables nor the productivity index entered as significant predictors. An R square of .27

(Multiple $R = .52$) indicates that 26 percent of the variance in housing satisfaction is explained by the academic demographic, housing condition, and total housing satisfaction variables.

Influence of academic, demographic, housing condition and housing variables on job satisfaction

The academic, demographic, housing condition, and total housing satisfaction variables were introduced into a multiple regression analysis to determine the degree to which they predicted level of job satisfaction. Results of the multiple regression are shown in Table 2. The alpha level was increased to .10 because some theoretically important variables were not significant at the .05 level.

A strong prediction of job satisfaction is job tenure ($\beta = .44$). This finding reflects the desire for job security. Professors feel better about their jobs when there is a measure of built-in assurance and stability. These results are similar to the findings of Gomez-Mejia and Balkin (1984), who reported that the presence of a faculty union is positively associated with pay and job satisfaction.

Total housing satisfaction also emerged as being the strongest predictor ($\beta = .52$) of job satisfaction. No other study was found in the literature that reported this

or a similar finding. Two early studies, however, Andrews and Withey (1976) and Rodgers and Converse (1975) identified housing as a specific life component that contributes to overall quality of life. It appears that the degree of satisfaction that professors have for their current housing situation affects their degree of job satisfaction. This finding is further substantiated by the emergence of special structural features ($\beta = .24$) of the house as a significant predictor of job satisfaction. This result suggests that professors may be more satisfied with their job when their houses offer extra amenities such as office space, room for professional type entertaining, and storage space for work related materials.

The demographic variable on the number of people living in the household ($\beta = -.47$) was negatively related to job satisfaction. This finding indicates that the smaller the number of people living in the current household, the more satisfied the professor is with his/her current employment. A smaller family could mean more space for work related activities at home. These results parallel Peck's (1982) findings that as density increased, housing satisfaction decreased. Age ($\beta = -.40$) is also negatively related to job satisfaction. Younger professors are more satisfied with their jobs than older ones. This could be partially attributed to the realization that many

younger professors begin working at higher salaries than their older counterparts.

An R square of .44 (Multiple R = .66) indicates that 45 percent of the variance in job satisfaction is explained by the academic, demographic, housing condition, and total housing satisfaction variables.

Influence of academic, demographic, housing condition, and housing satisfaction variables on job productivity

The academic, demographic, housing condition, and housing satisfaction variables were introduced into a multiple regression analysis to determine the degree to which they predicted job productivity. The results of this analysis are shown in Table 3. Teaching load ($\beta = -.39$) was the only variable that entered as a significant predictor of job productivity. This finding indicates that professors with larger teaching loads experience lower job productivity. This finding agrees with research done by Jauch (1976) whose data showed that trade-offs are necessary between teaching and research when it comes to time allocation. More time devoted to teaching is often detrimental to production of research output.

An R square of .22 (Multiple R = .47) indicates that 22 percent of the variance in productivity is explained by the academic, demographic, and housing condition.

Conclusions

Predictors of housing satisfaction for faculty include home ownership, salary, and teaching load. Housing-related variables including structural features, number in the household, and total housing satisfaction can be used to predict faculty job satisfaction. Special structural features of the professor's house, such as office space, room for entertaining, and storage space increase job satisfaction. In addition, the smaller the number in the current household, the more satisfied the professor is with his/her current employment.

Finally, the housing condition and housing satisfaction variables used in the present study do not predict faculty research productivity. Teaching load emerged as the only significant predictor. Faculty with lower teaching loads were more productive researchers. Demographic variables such as age, sex, and marital status do not appear to be predictive of housing satisfaction for university professors. Neither do structural type or features emerge as significant predictors.

Table 1. Regression of Academic, Demographic, and Housing Condition Variables on Total Housing Satisfaction

	<u>Full</u>		<u>Reduced</u>	
	beta	t	beta	t
<u>Academic Variables</u>				
Salary	.273	1.29	.308	1.94*
Rank	-.012	.062		
Tenure	-.236	-1.39		
Teaching load	.237	1.56*	.224	1.60*
<u>Demographic Variables</u>				
Age	.139	.492		
Sex	.163	.834	.055	.400
Number in household	.170	.814		
Marital	.119	.675		
<u>Housing Condition Variables</u>				
Rent/own	.280	1.71*	.308	2.42*
Structure type	-.207	-1.31		
Structure features	.007	.056		
Distance from work	-.078	-.540		

$$R^2 = .278.$$

*Significant at $P < .10$.

Table 2. Regression of Academic, Demographic, Housing Condition, and Total Housing Satisfaction Variables on Job Satisfaction

	Full		Reduced	
	beta	t	beta	t
<u>Academic Variables</u>				
Salary	.199	1.04		
Rank	.096	0.522		
Tenure	.441	2.85**	.298	2.07**
Teaching load	.023	.168		
<u>Demographic Variables</u>				
Age	-.403	-1.59*	-.039	-.263
Sex	-.266	-1.52		
Marital status	-.179	-1.13		
Number in household	-.478	-2.55**	-.192	-1.52**
<u>Housing Condition Variables</u>				
Rent/own	.015	.107		
Structure type	.118	.832		
Structure features	.244	2.01**	.221	1.89**
Distance from work	-.095	-.735		
<u>Total Housing Satisfaction</u>	.529	3.99**	.510	4.122**

$$R^2 = .442.$$

*Significant at $P < .10$.

**Significant at $P < .05$.

Table 3. Regression of Academic, Demographic, Housing Condition and Satisfaction Variables on Productivity

	Full		Reduced	
	beta	t	beta	t
<u>Academic Variables</u>				
Salary	-.077	-.347	.060	.327
Rank	.112	.508		
Tenure	-.182	-.990	-.217	1.33
Teaching load	-.391	-2.34**	-.336	-2.28**
<u>Demographic Variables</u>				
Age	-.331	-1.08	-.202	-1.17
Sex	-.246	-1.17		
Marital status	.078	.400		
Number in household	-.046	-.198		
<u>Housing Condition Variables</u>				
Rent/own	-.001	-.009		
Structural type	.091	.532		
Structural features	.090	.619	.111	.837
Distance from work	-.047	-.296		
<u>Total Housing Satisfaction</u>	.090	.575	.054	.396

$$R^2 = .229.$$

**Significant at $P < .05$.

SUMMARY AND RECOMMENDATIONS

The three main objectives of this study were to investigate the relationships between (1) housing satisfaction and satisfaction with overall quality of life, (2) housing satisfaction and job performance, and (3) housing satisfaction and job satisfaction. The sample was a stratified random sample of professors at a midwestern land-grant university. Data were collected by questionnaire and personal interviews. A total of 140 questionnaires were returned. Sixty of the respondents participated in an interview. Data analysis included descriptive statistics, Pearson product moment correlation analysis, and multiple regression.

The theoretical base for this study closely parallels earlier studies conducted by (Andrews & Withey, 1974; Rodgers & Converse, 1975; Peck, 1982). These researchers examined the relative importance of various life domains in explaining overall satisfaction with quality of life. The theory utilized in explaining housing satisfaction was based on the theoretical model of normative housing deficits, satisfaction, and the propensity to move developed by Morris, Crull and Winter (1976).

Results of the study showed that faculty are generally satisfied with the location and structural characteristics of their homes. They also are satisfied with the location

and availability of public facilities. Faculty are somewhat satisfied with structural quality and type, person-per-room ratio, length of residency, housing costs, and cost of living. These findings are consistent with an earlier study conducted on housing satisfaction by Peck (1982).

Quality of life components related to housing satisfaction indicated that respondents are very satisfied with their family relationships, helping others, and participation in government. Work is rated as being an extremely important component. Respondents were somewhat satisfied with relationships with relatives and friends, health and safety, passive and active recreation, and expressing themselves creatively. Faculty were least satisfied with their material comforts.

In looking at the relationship between housing satisfaction and overall quality of life, it was found that housing satisfaction is a significant predictor of overall quality of life. This agrees with earlier studies conducted by Andrews and Withey (1974), Rodgers and Converse (1975), and Peck and Stewart (1985).

Job tenure is the strongest predictor of job satisfaction. Other studies also have shown that job security is positively associated with job satisfaction. Housing satisfaction emerged as a significant predictor of faculty job satisfaction.

Specifically, special structural features such as office space, space for entertaining, and extra storage space are important. These findings are related to earlier studies (Andrews and Withey, 1976, Rodgers and Converse, 1975) that identified both work and housing as specific life components that contribute to overall quality of life.

The smaller the number of people living in the current household, the more satisfied the faculty member is with his/her current employment. This finding concurs with earlier studies conducted on household density (Peck, 1982). Salary also is a significant predictor of job satisfaction. Younger professors are more satisfied with their jobs than older ones. Many factors, such as higher starting salaries, may contribute to this realization. Research productivity, however, is not a significant predictor of job satisfaction. This suggests that productive faculty may not perceive themselves as being adequately rewarded for their accomplishments.

Home ownership is a strong predictor of total housing satisfaction. This finding parallels with earlier findings on renters and homeowners by Peck (1982). Two work-related variables, salary and teaching load, also are predictive of faculty satisfaction with housing.

The findings from this study can be used by university administrators as one basis for examining ways to improve

the job satisfaction and productivity of their faculty. Significant findings on housing conditions can be used as a basis for developing policy recommendations for faculty housing. Administrators can plan to reduce teaching load of faculty based on findings on teaching load as related to job performance. These findings can also be used by educators in the development and updating of curricula in the areas of housing, family and consumer sciences education, and family resources. Additional research is needed to examine how housing variables influence the job performance and satisfaction of the blue-collar worker.

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APPENDIX A. WORK AND FAMILY INVENTORY

WORK AND FAMILY INVENTORY

Jerelyn B. Schultz
Home Economics Education

PART I. Work-Related Information

Directions: The purpose of this section of the questionnaire is to gather information about your faculty position at Iowa State University. Please respond to all the questions.

1. What year did you become a faculty member at Iowa State University?

2. How long have you held your present rank?
 1. ___ Less than 1 year
 2. ___ 1 to 3 years
 3. ___ 4 to 6 years
 4. ___ 7 to 9 years
 5. ___ 10 years and over
3. Do you have tenure?
 1. ___ Yes
 2. ___ No
4. Indicate the percentage of your appointment time that is devoted to each of the following activities.
 1. ___ Advising
 2. ___ Teaching
 3. ___ Research, scholarly writing, artistic production
 4. ___ Administration
 5. ___ Extension
 6. ___ Other
5. What is your average class teaching load per semester this year?
 1. ___ None
 2. ___ 3 semester credit hours or less
 3. ___ 4 - 6 semester credit hours
 4. ___ 7 - 9 semester credit hours
 5. ___ 10 - 12 semester credit hours
 6. ___ 13 semester credit hours or more
6. What level of students are you teaching this year?
 1. ___ Entirely undergraduates
 2. ___ Some undergraduates, some graduates
 3. ___ Entirely graduates
7. When students evaluate your teaching using the GSB or a similar form, how do you rank on the following scale?
 1. ___ Far below average
 2. ___ Below average
 3. ___ Average
 4. ___ Above average
 5. ___ Far above average
8. Indicate the number of students you are advising this year.
 1. ___ undergraduate
 2. ___ masters
 3. ___ doctoral
9. How many presentations have you made at national meetings within the last 5 years?
 1. ___ None
 2. ___ 1 - 2
 3. ___ 3 - 5
 4. ___ 6 - 10
 5. ___ 11 or more
10. How many grants have you obtained from funding sources outside this institution in the last 5 years?
 1. ___ None
 2. ___ 1 - 2
 3. ___ 3 or more

11. What is the total dollar value of the grants you have received in the last 5 years?

12. How many books or chapters in books have you written or edited in the last 5 years?
1. ☐ None
2. ☐ 1 - 2
3. ☐ 3 or more
13. How many articles have you published in the last 5 years?
1. ☐ None
2. ☐ 1 - 2
3. ☐ 3 - 5
4. ☐ 6 - 10
5. ☐ 11 or more
14. What editorial-related position(s) have you held on professional journal(s) in the last 5 years? (Check all that apply)
1. ☐ Reviewer
2. ☐ Editorial board member
3. ☐ Editor or Associate Editor
4. ☐ None
15. Have you been asked to apply for another position in the last 5 years?
1. ☐ Yes
2. ☐ No
16. Have you sought employment at another institution in the past 5 years?
1. ☐ Yes
2. ☐ No
17. Have you been offered another job in the last 5 years?
1. ☐ Yes
2. ☐ No
18. How many honors or awards have you received within the last 5 years?
1. ☐ None
2. ☐ 1 or 2
3. ☐ 3 or more
19. In how many state and national professional organizations do you hold membership?
1. ☐ None
2. ☐ 1 - 2
3. ☐ 3 - 5
4. ☐ 6 or more
20. What is your level of involvement within these organizations in the last 5 years? (Check all that apply.)
1. ☐ None
2. ☐ State committee member
3. ☐ State officer
4. ☐ National committee member
5. ☐ National officer
21. Indicate the number of committees at each level you are actively serving on this year.
1. ☐ Departmental
2. ☐ College
3. ☐ University
22. How many of these committees do you chair?
1. ☐ Departmental
2. ☐ College
3. ☐ University
- Answer questions 23 - 24 only if you work in the creative or performing arts.
23. How many exhibits, shows or performances have you presented in the last 5 years?
1. ☐ None
2. ☐ 1 - 2
3. ☐ 3 - 5
4. ☐ 6 - 10
5. ☐ 11 or more

24. Where were these made?

(Check all that apply.)

1. ☐ Local
2. ☐ State
3. ☐ Regional
4. ☐ National

PART II. Demographic Information

Directions: The purpose of this section of the questionnaire is to obtain demographic information about faculty at Iowa State University. Please respond to all the questions.

1. What is your sex?
 1. ☐ Male
 2. ☐ Female
2. What is your age group?
 1. ☐ Under 30
 2. ☐ 30 - 39
 3. ☐ 40 - 49
 4. ☐ 50 - 59
 5. ☐ 60 and over
3. What is your race?
 1. ☐ American Indian or Alaskan native
 2. ☐ Black
 3. ☐ Asian or Pacific Islander
 4. ☐ Hispanic
 5. ☐ White
 6. ☐ Other
4. How would you describe your health at present time?
 1. ☐ Excellent
 2. ☐ Good
 3. ☐ Fair
 4. ☐ Poor
5. What is your current marital status?
 1. ☐ Married (once only)
 2. ☐ Married (remarried)
 3. ☐ Separated
 4. ☐ Single (never married)
 5. ☐ Single (divorced)
 6. ☐ Single (widowed)
6. How many children are you raising or have you raised?
 1. ☐ None
 2. ☐ 1 or 2
 3. ☐ 3 or 4
 4. ☐ 5 or more
7. What are the ages of these children?

8. How many people are there in your present household?
 1. ☐ 1
 2. ☐ 2
 3. ☐ 3 or 4
 4. ☐ 5 or more
9. Has your personal and/or family life influenced your job performance in a positive way?
 1. ☐ Never
 2. ☐ Rarely
 3. ☐ Sometimes
 4. ☐ Often
10. Has your personal and/or family life influenced your job performance in a negative way?
 1. ☐ Never
 2. ☐ Rarely
 3. ☐ Sometimes
 4. ☐ Often

11. Has your job influenced your personal and/or family life in a positive way?

- 1. ☐ Never
- 2. ☐ Rarely
- 3. ☐ Sometimes
- 4. ☐ Often

12. Has your job influenced your personal and/or family life in a negative way?

- 1. ☐ Never
- 2. ☐ Rarely
- 3. ☐ Sometimes
- 4. ☐ Often

13. How many hours per week do the following individuals spend doing household tasks in your home?

Wife: hours per week
 Husband: hours per week
 Children: hours per week

The remaining questions ask about your present spouse. If you are not currently married, proceed to the next section.

14. What is your spouse's educational attainment level?

- 1. ☐ High school or less
- 2. ☐ Some college
- 3. ☐ Bachelor's degree
- 4. ☐ Master's degree
- 5. ☐ Earned doctorate or professional degree

15. Which of the following generally describes your spouse's employment during your marriage?

- 1. ☐ Employed full time all of the time
- 2. ☐ Employed full time some of the time
- 3. ☐ Employed part-time all of the time
- 4. ☐ Employed part-time some of the time
- 5. ☐ Very little or no employment

16. Is your spouse currently employed?

- 1. ☐ Yes, full time
- 2. ☐ Yes, part-time
- 3. ☐ No

17. Which of the following describes your spouse's current employment?

- 1. ☐ Teaching, administration, or research in an educational setting
- 2. ☐ Other professional
- 3. ☐ Managerial
- 4. ☐ White collar, clerical or sales
- 5. ☐ Skilled or semi-skilled

18. To what extent has your spouse's job deterred you from considering a job that required a move to another community?

- 1. ☐ Major deterrent
- 2. ☐ Minor deterrent
- 3. ☐ No deterrent
- 4. ☐ Not applicable

PART III. Job Satisfaction

Directions: The purpose of this section of the questionnaire is to provide a way for you to describe how you believe faculty at this institution feel about their jobs. You are asked to respond to each statement below in terms of your agreement with each statement. Please use the scale below to indicate degree of satisfaction or dissatisfaction.

1	2	3	4	5	6	7
Extremely Dissatisfied	Very Dissatisfied	Somewhat Dissatisfied	Neither Dissatisfied nor Satisfied	Somewhat Satisfied	Very Satisfied	Extremely Satisfied

Faculty at this institution are satisfied with . . .

1. ____ the outlook of other faculty toward their work.
2. ____ the amount of input they have in determining salary increases.
3. ____ the amount of help given them in developing their competencies.
4. ____ the basis on which their performance is evaluated.
5. ____ the degree to which they can determine their faculty load.
6. ____ the amount of time they spend on purely administrative activities.
7. ____ the extent to which they receive the authority to accomplish assigned responsibilities.
8. ____ the number of individuals they normally supervise.
9. ____ their salaries in relation to their job responsibilities.
10. ____ grievance procedures
11. ____ the present system for granting salary increases.
12. ____ the amount of authority they have in carrying out student disciplinary actions.
13. ____ their salaries in relation to what they think others get for doing similar work in this institution.
14. ____ the amount of input they have in the selection of new faculty.
15. ____ their opportunities to influence expenditures for equipment, materials, etc.
16. ____ working relationships with other faculty members.
17. ____ amount of time necessary for committee assignments.

18. ____ the fairness and lack of favoritism shown by administration in dealing with faculty and staff.
19. ____ their salaries in relation to what they think faculty receive for doing similar work in other institutions.
20. ____ opportunities for promotion.
21. ____ the willingness of administration to discuss salary matters with faculty.
22. ____ the administrator's willingness to discuss problems of faculty.
23. ____ the extent to which promotions are made on the basis of capabilities and merit.
24. ____ the appreciation and recognition their administrator gives for a job well done.
25. ____ the importance of their department to the institution.
26. ____ the amount of information they are given about matters affecting the department.
27. ____ the operation of the "open door" policy -- their freedom to bring their problems to all levels of administration.
28. ____ the job security provided by the institution.
29. ____ the extent to which they receive information through official sources rather than through the grapevine.
30. ____ the channels by which they can communicate to higher administration.

The administrators here . . .

31. ____ are fair in dealings with faculty.
32. ____ do everything to see that faculty get a fair break on the job.
33. ____ are more interested in their own success than the needs of faculty.
34. ____ get faculty to work together as a team.
35. ____ are really interested in the welfare of the faculty.
36. ____ facilitate cooperation between departments.
37. ____ live up to their promises.
38. ____ try to get faculty members' ideas on things.
39. ____ have a very good personnel policy.
40. ____ have the work well organized.
41. ____ facilitate the development of faculty members.

Faculty here . . .

42. ____ feel that they are a part of this institution.
43. ____ feel that there is too much pressure on their jobs.
44. ____ are paid enough to live comfortably.
45. ____ have opportunities for learning in their present positions.
46. ____ often feel worn out and tired on the job.
47. ____ are proud to work for this institution.

This Institution . . .

48. ____ should do a better job of handling salary concerns.
49. ____ operates efficiently and smoothly.
50. ____ provides an acceptable employee benefit program.

PART IV. Life Satisfaction

Direction: The purpose of this section of the questionnaire is to provide a way for you to describe how you feel about your life in general. You are asked to respond to each statement twice, first in terms of how important it is to you and second in terms of your degree of satisfaction. Record your importance response in the blank to the left of the statement and your satisfaction response in the blank to the right. Use the response scale below.

1	2	3	4	5	6	7
Extremely Unimportant (Dissatisfied)	Very Unimportant (Dissatisfied)	Somewhat Unimportant (Dissatisfied)	Neither Unimportant (Dissatisfied) nor Important (Satisfied)	Somewhat Important (Satisfied)	Very Important (Satisfied)	Extremely Important (Satisfied)

How important is this to you?

1. ____ The local organizations to which I can belong.
2. ____ Cultural activities available in this community.
3. ____ My present financial situation.
4. ____ Opportunities to help and encourage others.
5. ____ My life now compared to earlier times in my life.
6. ____ My present occupation.

How satisfied are you?

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 7. ____ My health at the present time. | 7. ____ |
| 8. ____ My life in general at the present time. | 8. ____ |
| 9. ____ My present sex life. | 9. ____ |
| 10. ____ My relationships with friends. | 10. ____ |
| 11. ____ The frequency with which I see my friends. | 11. ____ |
| 12. ____ My ability to make friends. | 12. ____ |
| 13. ____ My relationship with spouse/partner. | 13. ____ |
| 14. ____ Having and raising children. | 14. ____ |
| 15. ____ The amount of time I have available for
leisure activities. | 15. ____ |
| 16. ____ My home life at the present time. | 16. ____ |
| 17. ____ My relationships with my family or members
of my household. | 17. ____ |
| 18. ____ The amount of time available to spend with my
family or members of my household. | 18. ____ |
| 19. ____ Understanding my family or members of my
household have for my feelings and problems. | 19. ____ |
| 20. ____ The number of people I feel close to. | 20. ____ |
| 21. ____ My life now compared to expectations for my
life in the future. | 21. ____ |
| 22. ____ My participation in government. | 22. ____ |
| 23. ____ Opportunities for personal development. | 23. ____ |
| 24. ____ Opportunities for passive recreations -- reading,
listening to music, or observing sporting events or
entertainment. | 24. ____ |
| 25. ____ Opportunities for active recreation -- such as
sports, travelling and sightseeing, playing games,
singing, dancing, playing an instrument, acting and
other such activities. | 25. ____ |

Are you willing to participate in a brief follow-up interview to this questionnaire?

1. ____ Yes
2. ____ No

Thank You

APPENDIX B. INTERVIEW SCHEDULE

INTERVIEW SCHEDULE:

Thank you for agreeing to participate in this interview. This follow-up is a continuation of the family work inventory for Iowa State faculty that you completed earlier. It is designed to include open ended questions on job, family and housing satisfaction. A housing satisfaction scale is also included. The whole process should take no more than 15 - 20 minutes of your time. If you do not wish to answer a question please feel free to say so.

A. Job Performance

1. What are some specific things that you feel the university can do to increase the job satisfaction of faculty?

2. What are some specific things that you feel have led to faculty job dissatisfaction?

B. Housing Satisfaction

Directions: Use the response scale below to indicate how satisfied or dissatisfied you are with your present housing conditions. Use the same scale to indicate how important each item is to you.

1	2	3	4	5	6	7
Extremely Unimportant (Dissatisfied)	Very Unim- portant (Dis- satisfied)	Somewhat Unimportant (Dissatisfied)	Mixed	Somewhat Important (Satisfied)	Very Important (Satisfied)	Extremely Important (Satisfied)
How important is this to you?				How satisfied are you with?		
1. _____	Structural quality of your house			1. _____		
2. _____	Structural type of your home			2. _____		
3. _____	Age of structure			3. _____		
4. _____	Persons-per-room			4. _____		
5. _____	Length of residency			5. _____		
6. _____	Distance from work			6. _____		
7. _____	The neighborhood you live in			7. _____		
8. _____	The community you live in			8. _____		
9. _____	Child care facilities available			9. _____		
10. _____	Schools available			10. _____		
11. _____	Health services available			11. _____		
12. _____	Police and fire protection			12. _____		
13. _____	Public transportation			13. _____		
14. _____	Housing costs			14. _____		
15. _____	Shopping areas near by			15. _____		
16. _____	Repair services			16. _____		
17. _____	Recreational activities near by			17. _____		
18. _____	Climate in Iowa			18. _____		
19. _____	Cost of living in your community			19. _____		
20. _____	Religious institutions			20. _____		

C. Housing/Family Satisfaction and Job Performance

Directions: Please respond to the following items with the answers which most adequately describe you or your situation at the present time.

1. Do you rent or own your present housing?

☐ rent

☐ own

2. What is your present housing type?

☐ apartment

☐ condo/townhouse

☐ detached single

☐ other

3. In what way(s) do you perceive your present housing as helping you meet your job responsibilities? Example: low maintenance requirements.

4. In what way(s) do you perceive your present housing as hindering you in your job responsibilities?

5. How far do you live from the Iowa State University campus?

6. Do you feel this distance interferes with your job performance?

7. In what ways does your job have a positive effect on your personal and family life? Examples: Feel better about self, increase family income.

8. In what ways does your job have a negative effect on your personal and family life? Example: Less time for family activities.
9. In what ways does your personal and family life have a positive effect on your job performance? Example: Assistance from family members allows more time for work activities.
10. In what ways does your personal and family life have a negative effect on your job performance? Examples: Tardiness, absenteeism.
11. Do you have family support systems to assist with household or family tasks? Examples: Housekeeper, relatives who help.
12. Which household tasks are performed by members of your family?
wife _____
husband _____
children _____
13. Which household and/or family task would you most like to eliminate from your responsibilities?

14. What time management strategies do you use to balance your job and personal or family life? Examples: Get up early, buy prepared foods, place less emphasis on cleanliness.
15. How do you deal with schedule conflicts between your work and personal or family life? Example: After work meetings.
16. Have there been any major changes in your personal and family life during the last five years? Examples: Divorce, death.
17. Which is more important to you, your personal and family life or your job?
18. When a critical event (Example: Ill child) occurs in your personal or family life, can you turn it off once you reach to job? Explain.
19. What are some work/family management problems that you have observed occurring among your faculty colleagues?
20. What kinds of university policies or support services could be provided to help faculty balance work and family responsibilities? Examples: Job sharing, child care programs.

Would you be willing to keep a log of the critical events related to your ability to manage personal/family and work responsibilities for two weeks?

☐ yes

☐ no

APPENDIX C. CORRESPONDENCE

Department of
Home Economics Education
219 MacKay Hall
Ames, Iowa 50011
Telephone 515-294-6444

IOWA STATE
UNIVERSITY

November 21, 1985

Dear Home Economics Education Colleague:

We are conducting research to investigate possible impacts of family variables on the job performance of faculty members. Results of this study will help to identify lifestyle management concerns of ISU faculty. In addition, the findings will be used to propose actions the university might take to assist faculty in combining work and family responsibilities successfully.

You are being asked to participate in a pilot test of the questionnaire that will be used for this study. We value and appreciate your input. Please indicate any problems you encounter in responding to the instrument. We would also like to know how you feel about the amount of time it takes to complete the questionnaire. Your comments and responses will be kept confidential.

Thank you for your contribution to our study. If you have any questions, please call either of us. Please complete the devices and place them in one of our mailboxes in 219 MacKay within the next ten days.

Sincerely,

Jerelyn B. Schultz
Professor
Home Economics Education
515/294-3328

Chinella Henderson
Research Assistant
Home Economics Education
515/294-1172

gb

IOWA STATE
UNIVERSITY

Department of
Home Economics Education
219 MacKay Hall
Ames, Iowa 50011
Telephone 515-294-6444

April 1, 1986

Dear Iowa State University Colleagues:


There is reason to believe that personal/family life influences the way individuals perform on their jobs. However, little research data regarding these relationships are available. This is a request for your cooperation in a research project investigating these relationships.

The purpose of this study is to investigate the relationships between work and personal/family life for faculty at Iowa State University. Results of this study will help to identify lifestyle management concerns of faculty. In addition, the findings will be used to propose actions the university might take to assist faculty in successfully combining work and personal/family responsibilities.

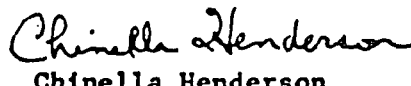
The completion of the questionnaire will take approximately 15 minutes of your time. An identification number that contains information about your appointment at Iowa State University has been placed on the questionnaire. This number will help us to follow-up non-respondents. This information will not be used to identify an individual. Your response to each item will be kept confidential.

Thank you for your contribution to our study. If you have any questions, please write or call either of us. An addressed envelope is enclosed for your convenience. Please return the completed device to us by April 15, 1986.

Sincerely,



Jerelyn B. Schultz
Professor
Home Economics Education
515/294-3328



Chinella Henderson
Research Assistant
Home Economics Education
515/294-1172

gb

Department of
Home Economics Education
219 MacKay Hall
Ames, Iowa 50011

Telephone 515-294-6444

OWA STATE
UNIVERSITY

April 29, 1986

Dear Iowa State Colleague:

Three weeks ago you received a Family and Work Inventory from us. Your response is vital for the completion of our research on how family life influences faculty job performance.

Please put a time for completing the questionnaire on your calendar today. Another copy has been enclosed for your convenience. Please let us hear from you by **May 7, 1986**.

Thank you for your contribution.

Sincerely,



Jerelyn B. Schultz
Professor
Home Economics Education



Chinella Henderson
Graduate Research Assistant
Home Economics Education

gb