INVESTIGATING THE RELATIONSHIP BETWEEN HYBRID WORK, JOB BURNOUT, AND JOB SATISFACTION IN HIGHER EDUCATION

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ABSTRACT

This study investigated the relationship between hybrid work, job burnout, and job satisfaction in higher education. Amid the 2020 coronavirus (COVID-19) pandemic, many organizations began shifting their workplace model to encourage hybrid work. This research gleaned insight into the administrative staff perspective to provide data-informed support for higher education leaders when continuing or implementing hybrid work. Two measurement instruments were utilized, including the Maslach's Burnout Inventory - General Survey (MBI-GS) and the Job Satisfaction Survey (JSS), along with demographic questions and three open-ended questions for hybrid-staff only. The combined survey was electronically administered to staff employed with three public higher education governing offices or coordinating bodies in one southeastern state. Virtual interviews were also conducted with hybrid-staff. Quantitative methods were utilized to understand differences and relationships between the independent variables, including mode of work, length of service, job type, and salary, and the dependent variables, JSS and MBI-GS subscale scores. Length of service and the MBI-GS burnout dimension of emotional exhaustion were positively correlated, indicating as participant length of service increases, the frequency of feeling exhaustion also increases. There were no significant differences in job satisfaction or burnout dimensions by mode of work, or evidenced relational effects based on the remaining attribute variables. The rich qualitative data provided suggestions for how higher education organizations can increase job satisfaction and support staff.

DEDICATION

This dissertation is first dedicated to my husband, Frank, for his unwavering encouragement and commitment during my doctoral journey. His daily support and cheer motivated me to make it to the finish line. He is the rock of our family.

To my daughter Grace, this dissertation was prepared during your first year of life. Thank you for the writing snuggles and inspiring your Mama to stay focused. This work is for you.

Lastly, this dissertation is dedicated to my mother, Monrita Tate, who instilled a love of learning from a very young age; father, Joseph Hughes, Jr.; and grandparents, Judy and Monroe Gildersleeve, Jr. I appreciate them for supporting me through all my pursuits and instilling the confidence that no mountain is too high.

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LIST OF ABBREVIATIONS

ANOVA, Analysis of Variance

COVID-19, Coronavirus

CY, Cynicism

EX, Emotional Exhaustion

IRB, Institutional Review Board

JSS, Job Satisfaction Survey

MBI, Maslach Burnout Inventory

MBI-GS, Maslach Burnout Inventory - General Survey

PE, Professional Efficacy

SPSS, Statistical Package for the Social Sciences

VIF, Variable Inflation Factor

CHAPTER I

INTRODUCTION

Background of the Problem

Amid the 2020 coronavirus (COVID-19) pandemic, many higher education institutions began shifting their workplace model to promote hybrid work solutions. Many administrative positions do not require a recurring on-campus presence; therefore, institutions can reduce overhead costs and promote the retention of employees by offering hybrid work. These new work conditions engage new motivators and dimensions of self-actualized needs, such as personal growth and creativity, that may impact job satisfaction and feelings of work-related stress (Lipman-Blumen, 2006). In an effort to evaluate administrative staff perceptions of hybrid work solutions, this study aimed to investigate job satisfaction, determine to what degree job burnout symptoms were present, and provide insight into how higher education leaders can support employees in the future. This mixed-methods study analyzed the psychological dimensions of job burnout and job satisfaction in connection with hybrid work solutions in higher education.

Statement of the Problem

Many higher education institutions have recently embraced hybrid learning and workplace solutions (Coates, Xie, & Hong, 2021; Lederman, 2022). As a result, many employees work from home on a permanent basis or have an on-site presence as needed. Therefore,

employees are charged to balance their professional work with their personal life, while remaining motivated to complete their work (Wang, Liu, Qian, & Parker, 2021). This motivation may be influenced by procrastination and the lack of social support (Wang et al., 2021). An evaluation of whether the new work conditions promote the psychological dimensions of job burnout is critical in determining the effectiveness and efficiency of hybrid work solutions. Consequently, the results of the study may inform the decision-making of higher education leaders. Additionally, job burnout has been examined through the lenses of faculty and student burnout (Sabagh, Hall, & Saroyan, 2018; Shankland et al., 2019), though little systematic and scholarly inquiry has been conducted to assess workplace well-being for individuals in hybrid administrative positions.

Purpose of the Study

The purpose of this study was to understand the implications of hybrid work solutions, examine employees' perceived level of job satisfaction, and evaluate any indicators of job burnout (Maslach, 1998). This research intended to provide insight into the operational effectiveness of hybrid work solutions through the lenses of employee well-being and job satisfaction. The results aimed to reveal indicators of job burnout, levels of job satisfaction, and identify what employers can do to support and heal any symptoms of job burnout based on the needs of varying demographic indicators. The objective of this research was to provide results that utilize a data-informed approach for higher education leaders to reference when making determinations for initiating, continuing, or improving hybrid workplace solutions.

Research Questions

RQ1: Are there any statistically significant differences in job satisfaction by mode of work in a higher education setting?

RQ2: Are there any attribute variables, or otherwise, that contributed to the job satisfaction of staff working in a hybrid capacity?

RQ3: Are there any statistically significant differences in burnout dimensions by mode of work in a higher education setting?

RQ4: Are there any attribute variables, or otherwise, that contributed to high exhaustion, cynicism, or low professional efficacy of staff working in a hybrid capacity?

RQ5: What is the relationship between the level of job satisfaction and burnout dimensions of the respondents working in a hybrid capacity?

RQ6: How can higher education institutions increase job satisfaction and support staff during the implementation or continuance of hybrid work solutions?

Rationale for the Study

Bolman and Gallos (2010) described the process of reframing in higher education as embracing the life of a reflective practitioner, regularly seeking input from others, and anticipating future needs through data gathering and scenario building. As higher education institutions determine their future modes of work delivery, reframing can be exercised to mitigate experiential bias to evaluate hybrid work solutions and whether the practice meets the needs of current staff (Bolman & Gallos, 2010; Kahneman, 2011). This study contributes to

knowledge gathering, through anecdotal accounts of participants' lived experiences, while providing a data-informed perspective.

Importance of the Study

As many employers are offering hybrid work solutions in higher education, it increases the competitiveness of jobs and applies pressure to promote employee retention (Mulki, Bardhi, Lassk, & Nanavaty-Dahl, 2009). This research study aimed to provide data-informed support for organizations to understand any implications of hybrid work within the context of job burnout and satisfaction and reveal opportunities to support and heal increased levels of burnout (Maslach, 1998). Hybrid work solutions have emerged as a common practice, and the findings revealed opportunities to provide support structures to employees.

The study contributes to the body of knowledge by focusing on the administrative perspective of hybrid work solutions and its relationship to job burnout and satisfaction. Existing literature primarily focused on the student and faculty perspective of job burnout and is situated within the context of online or in-person modes of delivery (Sabagh et al., 2018; Shankland et al., 2019). A gap existed when examining a hybrid approach. This study addresses the gap in research, and the findings indicate implications of hybrid work solutions and may inform the future decision-making of higher education administrators.

Definition of Terms

The following terms and definitions are vital in the subsequent discussion of this research study:

- Administrative position: Positions in higher education that include the management of higher education institutions, governing policies, and practices. Titles such as chancellor, president, vice president, vice chancellor, dean, director, manager, specialist, coordinator, associate, and administrative assistant are commonly associated with administrative positions (Powers & Schloss, 2017).
- Hybrid approach: A working model that provides employees the flexibility to work partly in the office physically and remotely at home or in another workspace (Microsoft, 2021). This may also be referred to as a flexible work arrangement (Olson, 1983). Within this study, two types of hybrid work are discussed: mostly on-site and mostly remote. Mostly on-site entails an arrangement where work is performed at a greater frequency from a traditional office than at a remote location. Mostly remote provides an arrangement where work is conducted at a greater frequency from a location outside of the office than in the traditional setting.
- Job burnout: According to Maslach (1998), "job burnout is a prolonged response to chronic interpersonal stressors on the job" (p. 68). Three key dimensions include a state of physical or emotional exhaustion, feelings of cynicism and detachment from the job, and a sense of ineffectiveness and failure (Maslach, 1998; Maslach & Leiter, 2006; Salvagioni et al., 2017).
- Job satisfaction: A cognitive, affective, and behavioral measure of fulfillment or enjoyment that a person derives from their job (Aziri, 2011; Locke, 1969).
- Reframing: Within this study, reframing is considered a technique where higher education administrators can adjust their mindset to view situations and processes from a different lens. "It is the deliberate process of looking at a situation carefully and from

multiple perspectives, choosing to be more mindful about the sensemaking process by examining alternative views and explanations" (Bolman & Gallos, 2010, p. 23).

- Workplace model: Workplace models define how organizations function daily. This includes the place where employees are situated to perform their work.

Theoretical/Conceptual Framework

The theoretical and conceptual framework for this study were designed to create an opportunity to approach the research through the intersection of seminal motivational, burnout, and learning theories, including Maslow's hierarchy of needs (Maslow, 1943), Herzberg's motivation hygiene theory (Herzberg, Mausner, & Snyderman, 1959), job burnout theory (Maslach, 1998), and connectivist learning theory (Siemens, 2005). The core elements of motivation (Herzberg et al., 1959; Maslow, 1943), burnout (Maslach & Leiter, 2006; Salvagioni et al., 2017), and connectivism (Siemens, 2005) can guide one's understanding of job satisfaction, particularly when exploring through the use of a hybrid workplace model. These theoretical elements provided a framework for this research study.

Motivational Theory

Motivation is a universal theme that overlaps with job satisfaction (Pardee, 1990). Researchers, such as Maslow (1943) and Herzberg et al. (1959), have produced theories related to motivation that classify human motives and intersect with the level of one's satisfaction in the work environment (Pardee, 1990). Maslow (1943) developed the motivational theory of a hierarchy of needs, which comprises a 5-tier model of human needs: physiological, safety, love and belonging, esteem, and self-actualization. Physiological needs and safety needs are at the

bottom of the hierarchy and include basic needs such as food, water, warmth, rest, security, and safety (Maslow, 1943). The psychological needs of love, belonging, and esteem are at the middle of the hierarchy and include intimate relationships, friends, prestige, and feelings of accomplishment (Maslow, 1943). The top of the hierarchy includes the self-fulfillment need of self-actualization, which is achieving one's full potential (Maslow, 1943). The premise of the theory is that needs at lower levels of the hierarchy must be satisfied prior to the needs of each level above it (Maslow, 1943; McLeod, 2023).

When employees are considering their level of job satisfaction, it has been demonstrated that employees find more satisfaction in environments that can satisfy a maximum of Maslow's needs (Milyavskaya & Koestner, 2011). A positive account of human behavior is the need for self-actualization and transcendence (McLeod, 2023). This critical element involves the achievement of one's personal potential, self-fulfillment, personal growth, and peak experiences (McLeod, 2023). For an employee to be satisfied, these needs must be met or maximized to a certain extent. Therefore, as higher education institutions implement hybrid workplace solutions, the self-fulfillment, psychological, and basic needs (Maslow, 1943; McLeod, 2023) may be considered to encourage job satisfaction and promote employee retention. A particular emphasis may be placed on self-actualization, as it is the apex of the hierarchy.

The Herzberg motivation hygiene theory has similar elements to Maslow's hierarchy of needs theory; however, Herzberg et al. (1959) concluded job satisfaction and dissatisfaction are the result of two separate factors: motivating factors (satisfiers) and hygiene factors (dissatisfiers). Motivating factors are achievement, recognition, the work itself, responsibility, and advancement (Herzberg et al., 1959). Examples of hygiene factors are company policies, relationship with one's supervisor, salary, status, personal life, and security (Herzberg et al.,

1959). By definition, both Maslow (1943) and Herzberg et al. (1959) have similar categories of motivational factors and needs. For example, Maslow's (1943) need of self-actualization compares to Herzberg et al.'s (1959) motivators of challenging work, achievement, advancement, and recognition; Maslow's (1943) maintenance factors like social affiliation, friendship, and acceptance link to Herzberg et al.'s (1959) reference to status and interpersonal relations; and Maslow's (1943) physiological needs can be associated with Herzberg et al.'s (1959) mention of salary and personal life. The two theories have been compared by researchers and have been "depicted by overlaying Herzberg's two-track continuum over Maslow's pyramid of needs" (Pardee, 1990, p. 15). Other researchers argue that motivation and job satisfaction are not synonymous (Kian, Yusoff, & Rajah, 2014).

Burnout Theory

Similar motivational factors are also present when reviewing job burnout theory. Maslach (1998) defined job burnout as a multidimensional theory that conceptualizes burnout "as an individual stress experience embedded in a context of complex social relationships, and it involves the person's conception of both self and others" (p. 69). There are three dimensions of burnout: overwhelming exhaustion, feelings of cynicism, and a sense of ineffectiveness and failure (Maslach, 1998). This model places stress on the aforementioned elements in a social context.

There is a widespread view that burnout is associated intrinsically to work-related factors and secondly to personality factors (Bianchi, 2018; Maslach, 2003; Shanafelt, Goh, & Sinsky, 2017). However, a modern theorist has argued that job characteristics, like workload, control, reward, community, fairness, values, and personality characteristics, should be studied

simultaneously in the workplace environment (Bianchi, 2018). If a mismatch or imbalance occurs between the individual and the aforementioned job characteristics, the likelihood of burnout may increase (Maslach & Leiter, 2006; Maslach, Schaufeli, & Leiter, 2001). Further, individuals with certain personality characteristics may be more prone to experience job burnout. For example, individuals who have a more external locus of control, where events are recognized as a result of chance or destiny (Rotter, 1966), typically have a higher likelihood of experiencing burnout (Maslach et al., 2001) than individuals with a more internal locus, where events are contingent on behavior, ability, and efforts (Rotter, 1966).

Burnout is also recognized as having a serious impact on performance and organizational effectiveness, work efficiency, and social stability of employees (Alkadash, Jun Bo, Besher, Almaamari, & Mohsen Al-Absy, 2020). As a result, organizations can implement strategies to mitigate burnout. When evaluating hybrid workplace models, understanding if elements of burnout exist in conjunction with a mediating role of job satisfaction further informed this study and provided a unique framework to conduct the research.

Connectivist Learning Theory

Learning is at the core of how people conduct their work, communicate, build communities, and cope with personal and family issues, as one is required to learn new information, procedures, and technologies (Merriam & Bierema, 2014). Additionally, since there is widespread access to technological means by organizations (ter Hoeven & van Zoonen, 2015) and higher education institutions (Glenn, 2008), employees and students can engage in computer-mediated communication to connect with others virtually (Merriam & Bierema, 2014). Seminal learning theories, such as behaviorism, constructivism, and humanism, regard learning

as being at the control of the learner (Merriam & Bierema, 2014). A new-age learning theory, known as connectivism, situates learning as a process that can reside outside of the individual, involves the nurturing and maintenance of connections, and may exist in non-human appliances (Siemens, 2005, 2017). The theory of connectivism is adaptive, derives from the understanding that decisions are based on rapidly changing foundations, focuses on connecting specialized information sets, and reveals the connections that enable one to learn more have greater importance than one's current state of knowing (Siemens, 2017).

Given how technology has significantly impacted how people work, learn, carry out their daily lives, and interact with others (Merriam & Bierema, 2014), the everyday learner can embrace connectivism as a continuous learning model that stems from the capacity to know more (Siemens, 2017). At the root of connectivism, the cycle of knowledge creation and development relies on a feedback loop that starts with the individual and, in turn, feeds into one's organization and network, and continues to provide learning to the individual (Siemens, 2017). As organizations evaluate hybrid workplace models, developing an understanding of how adults learn, make connections, and facilitate decision-making through technological means can provide leaders the ability to deliver social support to aid the development of their employees.

Methodological Assumptions

From a pragmatic postpositivist lens, this non-experimental study employed a mixed-methods research design that embraced postpositivist and constructivist inquiry (Creswell & Poth, 2017; Gliner, Morgan, & Leech, 2017). The use of a mixed-methods approach was selected due to the adaptability in research, predictive quality of data, and open-ended interview and survey questions that allowed for an array of data to analyze for themes and patterns (Patten &

Newhart, 2018). The researcher embraced exploratory and confirmatory methods in data collection, data analysis, and interpretation (Gliner et al., 2017). As job satisfaction and job burnout are critical elements that contribute to employee well-being, the use of multiple research methods may provide valuable insight for higher education decision-makers as they consider or continue hybrid workplace models.

There are several methodological assumptions that took place in this study. First, there is a universal lived experience that higher education administrators share, including the transition to hybrid or fully remote work during the 2020 COVID-19 pandemic (Hersch et al., 2022; Lederman, 2022). Based on observations and conclusions drawn by the researcher (Patten & Newhart, 2018), this first assumption was inductive, given administrators may have been familiar with multiple models of work, including traditional work on-site, fully remote work, and hybrid work. The second assumption was also inductive and presumed participants in the research study were equipped with technology to adequately perform their job function during any fully remote or hybrid work assignments. The third assumption was all participants would freely respond and answer all questions honestly and objectively. The fourth inductive assumption was although employees may have experienced several modes of work since the onset of the COVID-19 pandemic, their responses to the survey were based on their current mode of work. The final inductive and deductive assumption was that there is a need in the higher education sector for hybrid workplace solutions and understanding the relationship between hybrid work, job burnout, and job satisfaction could assist colleges and higher education organizations in refining their approach.

Delimitations of the Study

Although the population for the research study was the governing offices of higher education institutions and organizations in the United States (US), the researcher delimited the sample to invite only the administrative staff who work for governing offices in one state in the Southeast. There were 550 system-level staff from three public higher education organizations or coordinating bodies who were invited to participate in the research study. This decision was made due to the researcher's observation that a majority of governing office staff either have participated or currently participate in a hybrid workplace model. Although the participants selected for the study were from an availability sample, the respondents were from a census sub-population of public governing office staff in one southern US state, contributing to high external validity (Gliner et al., 2017). Additionally, within this study, the researcher interviewed governing office staff who volunteered to participate.

Limitations of the Study

There were several limitations beyond the researcher's control and may have impacted the results of this study. First, the participants in this study worked at governing offices of higher education institutions or organizations, may not have been traditionally based on a campus, and may not directly have interacted with students as part of their job duties. Many higher education institutions and supporting entities have a student presence. Since the participants of this research study may not have been traditionally based on a campus, student support was not an external influence that may have impacted the results. Additionally, due to the limited sample within one industry and geographical area, generalizability to other industries and other regions may not be applicable.

Another limitation was participants may have been new to their position or recently began hybrid work and may not have had a wealth of experience on which to reflect. Further, participants who had the option to choose their modality of work may have different attitudes toward hybrid work than individuals who were assigned to work in a hybrid capacity. Expectations of hybrid work may also vary between individuals who started their position with the expectation of working hybrid or remotely on a permanent basis versus individuals who previously worked in a traditional in-person setting and transitioned to hybrid or remote work amid or post the COVID-19 pandemic.

The study also required self-reported information by staff on length of service, job type, mode of work, and pay. A limitation to self-reporting is complete accuracy may not be achieved. Additionally, governing office staff who volunteered were interviewed regarding their perspectives of hybrid work and anecdotal accounts on how higher education administrators can increase job satisfaction during hybrid work. The degree of accuracy of the information provided by staff was contingent on their ability and willingness to be objective and forthcoming in reporting this information. Further, since participants were interviewed and received the survey at work, response bias (Kahneman, 2011) may have been a threat to internal validity as participants may have responded based on how they thought the researcher wanted them to or out of fear of repercussions (Gliner et al., 2017). Attrition also posed a threat as the survey had 52 items, plus four demographic questions and three open-ended questions for individuals working in a hybrid capacity. There was a possibility some participants did not complete and submit the survey due to its length.

Finally, the researcher had ongoing experience working in a hybrid capacity. Due to this, the researcher recognized and worked to mitigate biases regarding the relationship between

workplace models, job satisfaction, and job burnout. Efforts were made by the researcher to maintain objectivity throughout the execution of the research study.

CHAPTER II

LITERATURE REVIEW

Introduction

Job burnout is a significant emerging issue organizations face. Many employees have intrinsic and extrinsic (Merriam & Bierema, 2014) factors that contribute to job stress and burnout. Also, some higher education organizations and institutions are permitting employees to work in a hybrid environment, which presents an additional set of considerations. This literature review provides foundational knowledge for the research study related to job burnout, job satisfaction, job motivation, workplace models, and connectivism.

Job Burnout

Job burnout is considered a syndrome that is prevalent during chronic stress at work, which is detrimental to the employee's well-being, as well as to mental and physical health (Maslach & Leiter, 2006; Salvagioni et al., 2017). Salvagioni et al. (2017) defined job burnout as "overwhelming exhaustion, negative attitudes, lack of commitment with clients, and dissatisfaction with job performance" (para. 2). Existing research revealed the psychological, physical, and social implications of job burnout and how it contributes to one's emotions, organizational retention efforts, commitment, job performance, and job satisfaction (Alessandri et al., 2018; Brown, Walters, & Jones, 2019; Fiorilli et al., 2019; Rahim & Cosby, 2016).

Maslach and Leiter (2006) described job burnout as a multidimensional concept that is broadened by the dimensions of exhaustion, feelings of cynicism, detachment from one's job, feelings of ineffectiveness, and lack of accomplishments. This approach by Maslach and Leiter (2006) has been implemented across many industries, including higher education, government, health care, private organizations, and primary and secondary educational institutions. While existing literature focused on contributing factors to job burnout (Alessandri et al., 2018), consequences of job burnout (Sabagh et al., 2018), and how it affects emotions and job performance (Fiorilli et al., 2019; Rahim & Cosby, 2016), there was a gap in the literature on the implications of job burnout when working in a hybrid work environment.

The Maslach Burnout Inventory (MBI) is the leading measurement tool to assess burnout (Maslach, Jackson, Leiter, & Schaufeli, 2022). The general version of the MBI can be applied across industries; however, there are varying adaptations for assessments involving medical personnel, human service workers, educators, and students. This research study utilized the general version, which included 16 questions. When reviewing the results of the MBI, seminal research utilized cut-off scores to categorize burnout into the following levels: none, low, medium, and high (Maslach, Jackson, Leiter, Schaufeli, & Schwab, 1986). The cut-off scores were published through the third edition of the MBI Manual (Maslach, Jackson, & Leiter, 1996). In recent years, the researchers have determined statistical cut-off scores were invalid, as burnout should be measured as a continuum, rather than a dichotomous assessment (Leiter & Maslach, 2016). Therefore, the cut-scores were removed from the fourth edition of the MBI Manual and from all related MBI materials (Maslach, Jackson, & Leiter, 2018; Maslach et al., 2022). Based on research published by the original authors in 2016, it is recommended future research

reference the average subscale scores and use the following burnout profiles to classify MBI scores: engaged, ineffective, overextended, disengaged, and burnout (Leiter & Maslach, 2016).

The profiles are intended to assist practitioners in determining how to address the burnout (Leiter & Maslach, 2016). For example:

> Someone who matches the ineffective profile is experiencing loss of confidence in their abilities and may need a solution involving more recognition for their good work. Whereas someone who matches the overextended profile is experiencing exhaustion that may be due to long work hours or disruption and may need a solution involving workload or resource maintenance. (Mind Garden, 2018, p. 2)

Further, the 2016 study revealed that the workplace experience of individuals can vary, and the burnout profiles may provide insight (Leiter & Maslach, 2016). Although this new framework for analysis has not been extensively tested, this research study aimed to contribute to the body of knowledge in determining if the methods described for creating profiles have a meaningful relationship with the inferred conclusions (Leiter & Maslach, 2016). This research study referenced average burnout subscale scores and profiles, as opposed to cut-scores, when assessing statistical significance and making recommendations related to job burnout.

Social Support

Researchers have discussed the mediating role of social support by coworkers and supervisors on job satisfaction, job turnover, and job burnout (Charoensukmongkol, Moqbel, & Gutierrez-Wirsching, 2016; Duan et al., 2019). These studies revealed that organizations should ensure coworkers and supervisors provide employees with a sufficient amount of support to avoid the opportunity for job burnout to occur (Duan et al., 2019). Fiorilli et al. (2019) expanded on this notion to include emotional intelligence as a mediating factor. The research revealed a high level of trait emotional intelligence by teachers could be associated with lower levels of job

burnout (Fiorilli et al., 2019). This includes high levels of emotionality, sociability, well-being, and self-control (Fiorilli et al., 2019).

Khan, Khan, Kanwal, and Bukhair (2018) reviewed the relationship between job stress and social support with job burnout dimensions among university faculty members. Their study quantitatively analyzed responses from a self-administered questionnaire that was shared with over 200 university faculty. The findings revealed a positive correlation with job stress and burnout and a negative relationship with social support and elements of burnout (Khan et al., 2018). A recommendation was for universities to mitigate burnout and stress by improving upon management skill, work environment, and social relationships (Khan et al., 2018).

Job Satisfaction

The measure of job satisfaction is a complex area that transcends industry, as it may apply to all individuals who work (Alonderiene & Majauskaite, 2016; Brown et al., 2019; Charoensukmongkol et al., 2016; Hameed, Ahmed-Baig, & Cacheiro-González, 2018). Although there is no one universally accepted definition of job satisfaction, for the purpose of this study, job satisfaction is defined as a cognitive, affective, and behavioral measure of fulfillment or enjoyment a person derives from their job (Locke, 1969). According to Aziri (2011), job satisfaction can be classified as the influence of a series of factors such as the nature of work, salary, advancement opportunities, attitude toward management, workgroups, and work conditions. These areas can reveal the perceived level of satisfaction or dissatisfaction with one's job (Aziri, 2011).

The attitude toward management is one factor that influences job satisfaction (Alonderiene & Majauskaite, 2016). Alonderiene and Majauskaite (2016) described the

mediating role between leadership style and job satisfaction in a higher education setting. Their research revealed there is a positive impact of leadership style on job satisfaction, with the servant leadership style having the greatest impact and the autocratic leadership style having the lowest impact (Alonderiene & Majauskaite, 2016).

Another role of job satisfaction includes the work conditions. Pongton and Suntrayuth (2019) investigated the relationship between communication satisfaction, employee engagement, job satisfaction, and performance in higher education institutions in Thailand. The findings revealed communication satisfaction had a positive impact on job satisfaction (Pongton & Suntrayuth, 2019). Conversely, McNaughtan, García, Garza, and Harwood (2019) conducted a study involving international managers at institutions of higher education in the United States, and their findings revealed empowerment, not work conditions, had a statistically significant relationship with job satisfaction. McNaughtan et al. (2019) further posited university leaders can invest in relational efforts to promote meaning-making, enhance self-efficacy, and encourage self-determination to increase productivity and reduce turnover.

There is also a mediating relationship between job satisfaction and the commitment to one's organization (Suher, Bir, Engin, & Akgoz, 2016). If employees are satisfied with their job, it can lead to less turnover and establish high employee and university performance (Alonderiene & Majauskaite, 2016). Further, Mabaso and Dlamini (2018) reported organizational commitment among staff results in positive attitudes to one's job, enhanced retention, and increased job satisfaction. Findings also revealed a relationship between total rewards, such as pay, benefits, work environment, and career development, as having a positive correlation with job satisfaction and organizational commitment (Mabaso & Dlamini, 2018, 2021).

A measurement tool commonly used to analyze one's perceived level of job satisfaction is the Job Satisfaction Survey (JSS). The JSS is comprised of nine facets, including pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication (Spector, 1985). The instrument has 36 items, written in both directions, so nearly half must be reverse-scored (Spector, 1985). The scale was originally developed to measure satisfaction in human service organizations; however, it is applicable to all organizations (Spector, 1985, 2022). Other well-recognized instruments to measure job satisfaction are the Job Descriptive Index (Smith, Kendall, & Hulin, 1969) and the Andrews and Withey Job Satisfaction Questionnaire (Andrews & Withey, 2012).

Job Motivation

Motivation is considered the "drive and energy we put into accomplishing something we want to do. We cannot see or touch it, but it is ever present in our thought and action" (Merriam & Bierema, 2014, p. 147). It can be defined as being an intrinsic or extrinsic (Merriam & Bierema, 2014) component of employee engagement (Stankovska, Angelkoska, Osmani, & Grncarovska, 2017), and can help reveal the job-related behaviors of direction, duration, intensity, and form (Stankovska et al., 2017).

Maslow (1943) and Herzberg et al. (1959) developed theories that are designed to explain human motivation. Maslow's (1943) hierarchy of needs is a 5-tier model that illustrated human needs and can depict human behavior. The theory posited that the lower level needs in the hierarchy must be satisfied prior to the needs of each level above it (Maslow, 1943; McLeod, 2023). From the bottom up, the needs are physiological, safety, love and belonging, esteem, and self-actualization (Maslow, 1943). Herzberg et al.'s (1959) motivation hygiene theory has similar

motivational factors and needs; however, delineates them into two separate categories: motivating factors (satisfiers) and hygiene factors (dissatisfiers). These theories have been adapted as a framework for research across industries on the relationship between motivation and job satisfaction (Hee, Shi, Kowang, Fei, & Ping, 2020), employee engagement, and performance (da Cruz Carvalho, Riana, & Soares, 2020; King, Gontarz, & Wei, 2020).

Many researchers have further investigated the relationship between job motivation and satisfaction. For example, Stankovska et al. (2017) investigated the relationship between job motivation and satisfaction among higher education academic staff. They utilized the JSS and Job Motivation Questionnaire and administered these instruments to a sample of 100 university employees. The results revealed staff were highly motivated and satisfaction was present with salary, workplace relationship, and supervision, and dissatisfaction existed with fringe benefits, contingent rewards, and communication (Stankovska et al., 2017). Additionally, da Cruz Carvalho et al. (2020) studied the effect of motivation on job satisfaction and employee performance. The results revealed motivation had a positive correlation with employee performance (da Cruz Carvalho et al., 2020).

Workplace Models

There are three primary modes of work: fully on-site, fully remote, and hybrid (Best, 2021). Given the rapid evolution of technology and aftereffects of a pandemic, many higher education organizations are rethinking the future of work. Prior to 2020, the primary workplace modality for administrative positions was in an office or campus setting in-person. Now, more organizations are offering fully remote or hybrid workplace models, combining on-site and remote work.

Remote Work

Remote work, or telework (Harris, 2003), is primarily defined as jobs that are performed mainly away from the premises of the employer, commonly at one's place of residence (Felstead & Henseke, 2017). The advancement of technology has revealed suitable, safe, and dynamic offerings to satisfy business needs and improve organizational processes by providing laptops, utilizing virtual private networks, and implementing department-wide protocols that allow for employees to conduct business as usual, whether inside or outside of the office (Charalampous, Grant, Tramontano, & Michailidis, 2019). In 2019, fewer than 6% of Americans worked in remote positions, primarily from home (United States Census Bureau, 2019). Since the onset of the COVID-19 pandemic in 2020, research showed the number of remote workers has quadrupled to nearly 50% of the nation's workforce (Brynjolfsson et al., 2020).

This number has continued to trend upward and has revealed many benefits for employers and employees alike (Felstead & Henseke, 2017). From an employer's perspective, one is likely to benefit from "increased work intensity and longer hours triggered by the detachment of work from place" (Felstead & Henseke, 2017, p. 207). Employees are presumed to benefit from "greater spatial and temporal flexibility prompting increased levels of organizational commitment, enthusiasm, and satisfaction" (Felstead & Henseke, 2017, p. 207). Additionally, employees may benefit from the absence of a commute, fewer meetings, and reduced distractions from work (Ozimek, 2020). Conversely, there are perceived negative aspects of remote work. Kaushik and Guleria (2020) shared working from home may cause employees to disengage from associates and bosses, detach from the organization, and create differences in culture with employees who work in the office. Galanti, Guidetti, Mazzei,

Zappalà, and Toscano (2021) echoed that workplace isolation is a major consequence of remote work as employees may be exposed to social confinement and loneliness.

In the future, organizations can look for ways to enhance the remote work experience. For example, Sull, Sull, and Bersin (2020) surveyed over 350 human resources leaders and employees to describe the most meaningful actions one's organization is doing to enhance remote work for employees. The responses were divided into six main categories, and 2,000 people voted on the responses that were deemed most valuable. The most valuable actions cited to enhance the remote work experience were personal check-ins by managers and the addition of virtual social activities, like lunch and learns and coffee breaks, to help employees overcome social isolation (Sull et al., 2020).

Hybrid Work

Hybrid work models can span from two ends of a fluid spectrum of options, including varying parameters of fully on-site and remote work (Hilberath et al., 2020). Hilberath et al. (2020) shared in-person work is regarded as a necessity, and remote work is considered an opportunity. When reviewing from the lens of leadership, Hilberath et al. (2020) encouraged employers to empower leaders on the frontline to help staff navigate the shift from in-person work to remote work and lead the cultural change effort by example. Four building blocks were provided to support new work models for a hybrid future: leadership, culture, and purpose; structure and roles; ways of working; and systems and spaces (Hilberath et al., 2020).

Within the realm of higher education, Bichsel, Fuesting, Tubbs, and Schneider (2023) conducted an employee retention survey to obtain insight into various areas, like hybrid or remote work policies and opportunities, satisfaction with the job environment and benefits, and

challenges for supervisors. Responses from 4,782 higher education employees who were not faculty, including administrative leaders, professionals, and non-exempt staff, revealed disparities between employees' preferences for hybrid or remote work and their present modality of work (Bichsel et al., 2023). The research revealed the most common preference was a hybrid work arrangement (Bichsel et al., 2023). Further, the researchers reported two-thirds of higher education staff would favor hybrid or remote work arrangements; however two-thirds are compelled to work completely or mostly on-site (Bichsel et al., 2023). Higher education organizations may seek to evaluate this disconnect in employee preferences and modality of work to aid in retention (Bichsel et al., 2023).

The flexibility and implementation of hybrid work solutions are becoming more popular (Bloom, Liang, Roberts, & Ying, 2015), though the review of employee well-being throughout the transition and long term enactment may continue to be evaluated. For example, in the research study performed by Bloom et al. (2015), 16,000 employees at a Chinese company worked a hybrid schedule, four days remotely and one day in the office, with a control group of individuals who worked traditionally, five days in the office. The results revealed there was a 13% performance increase by the group who worked in a hybrid capacity.

Bloom, Han, and Liang (2022) conducted a similar study that evaluated a randomized trial of 1,612 engineering, finance, and marketing employees with odd-numbered birthdays to work from home on Wednesday and Friday, with persons with even-numbered birthdays to work full time in the office. The results revealed there was a reduced attrition rate of 33% and improved self-reported job satisfaction scores by the group who worked from home (Bloom et al., 2022).

Implications of Hybrid Work

A major component of hybrid work that differs from the traditional workplace structure is the addition of remote work. Scholarly works have revealed positive and negative associations of remote work (Charalampous et al., 2019; Perry, Rubino, & Hunter, 2018; ter Hoeven & van Zoonen, 2015), which must be considered as organizations consider hybrid work solutions. Charalampous et al. (2019) reviewed the relationship between remote work and the dimensions of well-being at work, including affective, cognitive, social, professional, and psychosomatic. The exploration of these dimensions with remote work revealed there is a positive relationship between remote work and emotions, job satisfaction, organizational commitment, and the amelioration of feelings of emotional exhaustion (Charalampous et al., 2019). Similarly, Perry et al. (2018) and ter Hoeven and van Zoonen (2015) found flexible work designs improve employee well-being by providing an improved work and life balance, emotional stability, job autonomy, and communication. Perry et al. (2018) further revealed employees with high emotional stability and high degrees of autonomy are more susceptible to strain but are best positioned to perform well when in a remote working environment.

In addition to the positive effects of flexible work, Knight, Olaru, Lee, and Parker (2022) shared a few downsides to the remote aspect of hybrid work, including a diminished sense of belonging to the organization, siloed collaboration networks, and social and professional isolation. Additionally, ter Hoeven and van Zoonen (2015) shared the challenge of interruption problems when employees are in the remote working environment. However, this can be mitigated through a strategic balance of effective communication, job autonomy, and work-life balance (ter Hoeven & van Zoonen, 2015). The element of remote work also prompts organizational management to practice salience in the monitoring of productivity (Jensen, Lyons,

Chebelyon, Le Bras, & Gomes, 2020). While this can be strenuous on management personnel, the research performed by Jensen et al. (2020) revealed that this monitoring improved employee job performance. Lastly, some companies may find it difficult to build and maintain a culture that accepts remote work, as it can impact employee motivation and job satisfaction (Popovici & Popovici, 2020). Therefore, by working in a hybrid capacity, the culture may be strengthened by intentional group meetings and events on mutually beneficial days for managers and their teams.

Connectivism

Connectivism is regarded as a theory of learning and knowledge that highlights the use of technology to enhance and extend interaction online (Downes, 2019; Siemens, 2005, 2017). The theory accepts technology is a key component of the learning process and promotes individual choice about learning (Western Governors University, 2021). Since a component of hybrid work is the use of technology to facilitate remote work, this research study embraces connectivist learning theory as a foundational tenant that will be used when analyzing and interpreting data.

While there is limited research on connectivism and hybrid or remote work, connectivism has been considered as a paradigm and theoretical guide for higher education concepts like collaborative e-learning and communication through social networks (Alzain, 2019), student engagement (Al-Mutairi & Mubayrik, 2021), online learning (Ally, 2004), and professional development. For example, connectivism recognizes learners must discern when information and practices are no longer valid, so they can obtain new knowledge (Ally, 2004). As a result of globalization, information gathering is not bound by location, and learners can engage with people around the world, creating a diversity of opinion (Ally, 2004). This practice of learning

also may reveal a new lens for organizations to approach professional development, as connectivism creates an opportunity to generate new learning opportunities (360Learning, n.d.).

CHAPTER III

METHODOLOGY

Description of Population/Sample

The population for this research study was the administrative staff of the governing offices of higher education institutions and organizations in the United States. The researcher used an availability sample from a smaller subset of the general population, including administrative staff who work for three public governing higher education offices or coordinating bodies in one southeastern state. There were 550 individuals in the availability sample who were invited to participate in the quantitative measures of the study, and hybrid-working staff could also provide responses to three open-ended questions and volunteer to participate in an interview.

The population was selected as responses could provide valuable insight into indicators of job burnout and satisfaction in higher education. Individuals in these positions may assist with the promotion of governance, develop system-wide priorities, and provide executive leadership support to the institutions they serve (Powers & Schloss, 2017). These positions are crucial to the success of a higher education system; therefore, the results of this study provide insight into morale boosters and opportunities to reduce turnover, which may strengthen system stability.

Identification of Variables

This study collected participant demographic indicators, or attribute independent variables. The attribute independent variables for the study were job type, length of service, and pay. These indicators were collected in the demographic section at the start of the survey. Job type was nominally divided into three levels: executive, mid-level, and support staff. Length of service was considered in the following intervals: 0 to 5 years, 6 to 10 years, 11 to 15 years, 16 to 20 years, and 21 or more years. Pay was ordinally measured in the following categories: less than $30,000, $30,001 to $49,999, $50,000 to $75,000, $75,001 to $99,999, and more than $100,000. Each level of the attribute variables also included an option for respondents to select "Prefer not to answer." Detailed information regarding the variables of the study can be found in Appendix B – Identification and Analysis of Research Questions.

The first research question, RQ1, was, are there any statistically significant differences in job satisfaction by mode of work in a higher education setting? The independent variable was documented in the context of the participants' reported current modality of work. Data for the independent variable was also collected through self-reporting in the demographic section of the survey instrument. The four groupings available for the modality of work were (a) fully remote, (b) mostly remote (hybrid), (c) mostly on-site (hybrid), or (d) fully on-site. The scale of measurement for mode of work was nominal (Gliner et al., 2017). The dependent variable was job satisfaction. Participants' reported levels of job satisfaction were assessed based on responses to a series of 36 statements from the JSS. As high scores represent greater job satisfaction, the negatively worded items were reverse-scored before the calculation of the total score (Spector, 1994). Since there was a possible JSS score range of 36 to 216, including cut scores of 36 to 108 for dissatisfaction, 108 to 144 for ambivalent, and 144 to 216 for satisfaction (Spector, 1994), the

measure of job satisfaction was a continuous variable (Patten & Newhart, 2018). The scale of measurement for participants' reported level of job satisfaction was scale (Gliner et al., 2017). RQ2 further evaluated whether the mode of work of hybrid staff and attribute variables contributed to job satisfaction, the dependent variable.

The third research question, RQ3, was, are there any statistically significant differences in burnout dimensions by mode of work in a higher education setting? The independent variable was mode of work. The dependent variables were the three categorical dimensions of job burnout, including emotional exhaustion (EX), cynicism (CY), and professional efficacy (PE). Participants' reported levels of job burnout were analyzed based on responses to 16 statements from the Maslach Burnout Inventory – General Survey (MBI-GS), with five items for EX, five items for CY, and six items for PE. Within each category, the scores ranged from zero to six, with an average of each category resulting in the mean. Each subscale was analyzed separately, and higher mean scores in the EX and CY categories represented high levels of emotional exhaustion and cynicism, and lower PE scores represented low professional efficacy (Maslach et al., 2018). The scale of measurement for the mean subscale scores was scale (Gliner et al., 2017).

Additionally, Leiter and Maslach (2016) discussed how researchers can further evaluate burnout using a person-centered approach that references the mean scores from the EX, CY, and PE subscales. The mean of each subscale can aid in the calculation of the standardized (z) values, or the number of deviations from the group's mean (Gliner et al., 2017), to determine the critical boundaries that establish an individual's burnout profile of engaged, ineffective, overextended, disengaged, or burnout for each category (Leiter & Maslach, 2016). The formula used to calculate the critical boundaries was: exhaustion at z = mean + (standard deviation * 0.5), cynicism at z = mean + (standard deviation * 1.25), and professional efficacy at z = mean +

(standard deviation * 0.10) (Leiter & Maslach, 2016). The scale of measurement for participants' reported job burnout profile was ordinal (Gliner et al., 2017). Leiter and Maslach (2016) cited three of the profiles would have high scores in particular areas. For example, the overextended category would produce a high score on exhaustion only, disengaged would produce a high score on cynicism only, and ineffective would produce a low score on efficacy only (Leiter & Maslach, 2016). The calculation of the profiles assisted in interpreting the results and identifying opportunities to lower EX and CY levels and increase PE. RQ4 further evaluated whether the mode of work of hybrid staff and attribute variables contributed to high exhaustion, cynicism, or low professional efficacy, the dependent variables.

The fifth research question, RQ5, was, what is the relationship between the level of job satisfaction and burnout dimensions of the respondents working in a hybrid capacity? Only hybrid staff scores, those who identified as working mostly on-site or mostly remote, were referenced. Job satisfaction and burnout subscale mean scores were the dependent variables.

Relative to the sixth research question, RQ6, the researcher operated from a social constructivist lens (Creswell & Poth, 2017) when qualitatively exploring the data points of support for staff and increasing job satisfaction during the implementation or continuance of hybrid work solutions. Gliner et al. (2017) presumed qualitative research could provide a detailed, nuanced description of a phenomenon when compared to the review of quantitative numerical forms of data. Therefore, in this mixed-methods approach, the sources of data for RQ6 were anecdotal accounts of governing office staff who volunteered to participate in an interview and respondents to the open-ended survey questions. The researcher recognized a complexity of views by participants was present; therefore, responses were not quantified and instead kept in text form and analyzed for themes (Creswell & Poth, 2017).

Research Design

This mixed-methods research study combined the use of two non-experimental research methods: a survey and interviews. The survey combined the 36 item JSS and 16 item MBI-GS into one 52 item instrument that was electronically administered to participants via Qualtrics, an online survey platform. In their own respects, the JSS and MBI-GS survey instruments are widely recognized and have been utilized across public industries and human service organizations with working adults (Maslach et al., 2022; Spector, 1985, 2022). The JSS is included as Appendix C and sample questions from the MBI-GS are attached as Appendix D. For hybrid-working staff, the researcher also included open-ended questions at the end of the survey and conducted volunteer virtual interviews to qualitatively inform the study.

The researcher worked with the UTC LEAD program faculty and UTC Institutional Review Board (IRB) to obtain approval to proceed with the study (Appendix A). The researcher also consulted with the executive leaders of the three higher education governing agencies or coordinating bodies regarding an invitation for staff to participate in the research study and requested site permission. Initially, one organization provided site permission and an IRB application was submitted and approved. Shortly thereafter, two additional organizations provided their official authorization and an IRB Application for Changes was submitted. Once approvals were obtained, the cover message that included a link to the electronic survey and an invitation to interview was shared, along with a notification of the study, its purpose, and the researcher and faculty advisor's contact information. The notification also shared that participation in the study was voluntary, all responses to the survey were anonymous, and participation would in no way impact their employment. Participants had to provide informed consent in order to complete the survey. The 52-item survey posited questions based on a Likert-

type scale rating. Only participants who responded as working in a hybrid capacity, either mostly remote or mostly on-site, were presented with three additional open-ended questions at the end of the survey. The open-ended questions were as follows:

1. What is the best part of hybrid work?
2. What do you dislike about hybrid work?
3. How can your organization increase job satisfaction for employees working in a hybrid environment?

The open-ended questions revealed additional insight into the participants' thoughts, feelings, and perceptions of hybrid work. Data collection occurred over a six-week period. Approximately one week prior to the survey closing, a reminder email was shared to encourage additional participation.

To analyze this information, the researcher employed various statistical methods to address the quantitative research questions. First, the researcher used descriptive statistics when describing the sample. Next, the researcher assessed the reliability of the measurement instruments to estimate internal consistency using Cronbach's alpha, α (Patten & Newhart, 2018). As the survey utilized Likert-type items, the alpha computation is typically used and references averaged items to compute a composite score (Gliner et al., 2017). The calculation of Cronbach's alpha was performed for each scale and reported, as well as the comparison alpha values from the original authors.

The researcher desired to use parametric testing to address certain quantitative research questions. Given the sample size, normality did not need to be assessed (Field, 2013). The homogeneity of variance, or homoscedasticity, was tested to confirm equality in the variances of different groups (Gliner et al., 2017). To test for homoscedasticity, Levine's test was performed

to confirm equality in the variances of different groups (Field, 2013). If $p \leq .05$, then there is significant variance in the groups and homogeneity has been violated (Field, 2013). If $p > .05$, the variances are nearly equal and the condition of the test is met (Field, 2013). According to Gliner et al. (2017), if assumptions of homogeneity are not met, an equivalent non-parametric alternative could be utilized.

For multiple regression, homoscedasticity and the absence of multicollinearity needed to be confirmed (Field, 2013). Homoscedasticity was checked by analyzing a plot of standardized residuals against standardized predicted values, and should resemble randomly distributed data (Field, 2013). Additionally, multicollinearity must be checked to see if there is a strong relationship between two or more predictor variables (Field, 2013). Multicollinearity can be assessed by computing the variance inflation factor (VIF), which determines if a predictor variable has a strong linear relationship with another predictor variable. The VIF should be less than 10 (Field, 2013).

To address RQ1, the researcher desired to employ a one-way analysis of variance (ANOVA) to analyze the potential differences between mode of work and participants' reported levels of job satisfaction. An ANOVA is particularly useful when assessing the significance of a set of means (Patten & Newhart, 2018). If the aforementioned parametric assumptions were not met, then a Kruskal-Wallis independent-samples test could be performed. Further, if there is a statistically significant difference ($p < .05$) between or within the groups, then relational differences exist between the set of variables (Gliner et al., 2017). With any statistically significant result, a post-hoc test should be performed (Field, 2013).

For RQ2, a multiple linear regression analysis was performed to identify any interaction between the independent attribute variables and the dependent variable of job satisfaction scores

of individuals working in a hybrid capacity. Multiple regression looks at the association between several independent variables and one dependent variable to explain variation or predict when a dependent variable value will probably occur based on the independent variable (Patten & Newhart, 2018). The aforementioned assumptions of a regression must be checked before the analysis. Then, significance could be assessed, $p < .05$. If the results revealed a statistically significant interaction among variables, then a correlational analysis could be used to provide further insight.

For RQ3, the researcher aimed to utilize a one-way ANOVA to analyze the potential differences between the reported mode of work and participants' job burnout dimension scores. Like RQ1, if the assumptions of the parametric test were not met, then a non-parametric alternative could be performed, as well as an additional post-hoc test if there was a statistically significant result. Further, to illustrate the relationship between the variables, a 3D scatterplot of means allowed for visualization of the data (Field, 2013).

An additional multiple linear regression analysis was utilized for RQ4 to identify any interaction between the independent attribute variables relative to its prediction of high exhaustion, cynicism, or low professional efficacy for hybrid-working individuals. Like RQ2, the assumptions were evaluated to ensure homoscedasticity existed and multicollinearity was not present (Field, 2013). The regression assumptions were checked, then the analysis was performed where significance was assessed, $p < .05$. The groupings of attribute variables were relationally tested with each MBI-GS subscale, respectively. If the results revealed a statistically significant interaction among variables, then a correlational analysis could be used to gain a deeper understanding.

For RQ5, the researcher conducted a correlational analysis to assess any interaction between hybrid-working participants' reported level of job satisfaction and their job burnout dimension scores. Pearson's correlational coefficients were reviewed to analyze the covariance between JSS and MBI-GS scores. According to Field (2013), the values will lie between -1 and +1. The closer the coefficient is to +1, the more positively correlated the variable. Likewise, the closer the coefficient is to -1, the more negatively correlated.

During this study, virtual interviews were conducted to inform RQ6. Governing office staff who volunteered were asked to answer three demographic questions related to mode of work, job type, and length of service; share their insights into hybrid work; and detail how higher education administrators can increase job satisfaction for employees working in a hybrid work environment. The interview questions were formulated to address the people-oriented categories of the JSS, like coworkers, communication, and nature of work, as opposed to the organization's role, and are as follows:

1. How do you feel about hybrid work? What do you like the most? The least?
2. Describe your relationship with your coworkers. Do you feel connected enough to your team? Why or why not?
3. Do you feel that you have been able to learn and grow during the hybrid work experience? If so, how? If not, why not?
4. What is your biggest struggle with balancing hybrid work?
5. How can your organization increase job satisfaction for employees working in a hybrid environment?

At the end of each interview, the researcher further inquired if there were any additional observations related to hybrid work.

Each interviewee electronically provided informed consent to interview, as well as their permission for the researcher to record the interviews via Zoom. The interviews revealed additional insight and context into employee feelings toward and performance of hybrid work. The definition of hybrid work was also provided for consistency in comprehension of its meaning. Identical questions were asked of each participant to examine their individual and perceived accounts of hybrid work. Following each interview, the researcher reviewed the audio transcriptions for accuracy.

According to Creswell and Poth (2017), qualitative researchers typically gather multiple forms of data rather than rely on a single source. Therefore, the transcribed interviews and open-ended survey responses were uploaded to QDA Miner to interpret patterns and themes to address RQ6. Additionally, the textual data from the survey responses were analyzed in conjunction with participants' total JSS and standard deviation scores. RQ6 was designed to reveal how higher education organizations may increase job satisfaction and support staff during the implementation or continuance of hybrid work solutions. The researcher practiced emergent inquiry rather than a tightly prefigured design (Creswell & Poth, 2017). Patten and Newhart (2018) described the strengths of qualitative research and "its ability to provide insights on interpretation, context, and meaning of events, phenomena, or identities for those who experience them" (p. 22). Therefore, the researcher used an inductive approach to address RQ6 (Patten & Newhart, 2018).

Summary

This study was designed with a non-experimental research approach to learn more about the relationship between hybrid work, job burnout, and job satisfaction. When conducting the

quantitative portion of the research study, a postpositivist paradigm was used. The researcher recognized the value of scientific, logical, and empirical research methods. As a result, the researcher exercised a postpositivist lens to seek an understanding of the phenomenon revealed by participant responses (Creswell & Poth, 2017; Gliner et al., 2017). The quantitative portion was conducted with a non-experimental survey design. There were 550 employees from three public higher education governing offices or coordinating bodies in one southeastern state who were invited to participate in the study. A diverse sample involving multiple organizations was selected to contribute to generalizability. Statistical analyses were employed to answer the research questions to determine any relations or statistical significance when analyzing the quantitative variables in the study. The qualitative portion of the research study referenced the responses from open-ended questions and interviews. Thematic coding was used to analyze the text and reveal emergent themes.

This chapter has discussed the methods used in this mixed-methods study to investigate the relationship between hybrid work, job burnout, and job satisfaction in higher education. The combination of the demographic questions, MBI-GS, JSS, open-ended questions (for hybrid-working individuals), and interviews aimed to provide a better understanding of employee perceptions and level of satisfaction when performing hybrid work. The next chapter provides the results from the aforementioned methods.

CHAPTER IV

RESULTS

Introduction

This research study investigated whether there was a relationship between hybrid work, job burnout, and job satisfaction in higher education. The quantitative data collected were analyzed using Statistical Package for the Social Sciences (SPSS) and the qualitative data were coded and examined for themes in QDA Miner. This results section reports the findings and provides a summary of the analyses performed (Gliner et al., 2017; Patten & Newhart, 2018).

Review of the Methodology

The researcher secured site permission from three higher education governing agencies or coordinating bodies to participate in the research study. Following IRB approval, a cover message that included an electronic survey and an invitation for hybrid-working staff to volunteer to participate in an interview was distributed. The survey combined four demographic questions, the MBI-GS, JSS, and (for hybrid-working individuals only) three open-ended questions. Data were collected over a six-week period. To encourage additional participation, a reminder email was shared one week prior to the survey closing.

Quantitative Results

The survey responses were exported from Qualtrics and uploaded to SPSS. Although there were 157 total respondents, the analysis was conducted by referencing the 150 respondents who answered all of the questions needed to address the research questions (N = 150). The quantitative results are reported by instrument reliability, demographic data, and each quantitatively designed research question.

Instrument Reliability

Reliability assessments are performed to evaluate the consistency of a series of measurements (Gliner et al., 2017). As the study referenced two established instruments that utilized Likert-style questions, the researcher tested both for reliability using Cronbach's alpha, which is considered a common measure of scale reliability (Field, 2013). Field (2013) noted the alpha value should be above 0.7 or 0.8. The survey was designed to measure the total scale construct of the JSS and the three subscales of the MBI-GS, including EX, CY, and PE. The researcher utilized SPSS to calculate the alpha values.

The JSS portion of the survey included 36 items, with 19 items that included reverse language and scoring. For this instrument, the author reported an overall Cronbach's alpha of $\alpha = .91$ (Spector, 1994). The reliability of the total score of the JSS presented an alpha of $\alpha = .94$ (see Table 1).

Maslach et al. (2018) cited several studies and their reliability through Cronbach's alpha values. For instance, in a study that sampled 2,431 working adults, the alpha values were .83 for EX, .79 for CY, and .74 for PE (Halbesleben & Demerouti, 2005). The first subscale, EX, included five items (items 1, 2, 3, 4, and 6) and presented a Cronbach's alpha value of $\alpha = .90$.

The second subscale, CY, comprised of five items (items 8, 9, 13, 14, and 15) and revealed a Cronbach's alpha value of $\alpha = .86$. The third subscale, PE, contained six items (items 5, 7, 10, 11, 12, and 16) and provided a Cronbach's alpha value of $\alpha = .76$. The values of each MBI-GS subscale are represented in Table 1. All alpha values represented good internal consistency.

Table 1 Reliability Statistics Using Cronbach's Alpha

	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
JSS Overall Scale	.94	.94	36
MBI-GS EX Subscale	.90	.91	5
MBI-GS CY Subscale	.86	.88	5
MBI-GS PE Subscale	.76	.75	6

Demographic Data

The survey included four demographic questions to address the variables of mode of work, length of service, job type, and salary, which were summarized using frequency tables. As shown in Table 2, the most common primary mode of work of participants was hybrid (76% or *n* = 114), including mostly remote (*n* = 65) and mostly on-site (*n* = 49). There were 26 participants (or 17.3%) who worked fully remote and 10 participants (or 6.7%) who selected fully on-site.

Table 2 Primary Mode of Work of Survey Respondents

	N	*%*
Fully remote	26	17.3%
Mostly remote	65	43.3%
Mostly on-site	49	32.7%
Fully on-site	10	6.7%
Total	150	100%

As displayed in Table 3, the largest group by job type included 78 participants (or 52%) who served in a mid-level position. The next largest group was support staff with 49 participants (or 32.7%). There were 23 participants (or 15.3%) who worked in an executive position.

Table 3 Job Type of Survey Respondents

	N	*%*
Support staff	49	32.7%
Mid-level	78	52.0%
Executive	23	15.3%
Total	150	100%

Length of service was ordinally divided into five categories. As shown in Table 4, serving 0 to 5 years had the greatest frequency (n = 77) accounting for 51.3% of the respondents. The next largest group was 6 to 10 years (n = 28) with 18.7%, followed by 11 to 15 years (n = 19) with 12.7%. The two smallest groups were 21 or more years (n = 15) or 10%, and 16 to 20 years (n = 11) or 7.3%.

Table 4 Length of Service of Survey Respondents

	N	*%*
0 to 5 years	77	51.3%
6 to 10 years	28	18.7%
11 to 15 years	19	12.7%
16 to 20 years	11	7.3%
21 or more years	15	10.0%
Total	150	100%

In reviewing annual salary, the values were broken into five categories. There were no reported responses for less than $30,000, resulting in four categories (see Table 5). The salary range with the greatest frequency was $75,001 to $99,999 (*n* = 51), representing 34% of the sample. The $50,000 to $75,000 range (*n* = 49) and more than $100,000 (*n* = 41) closely followed, accounting for 32.7% and 27.3%, respectively. The least identified salary range was $30,001 to $49,999 (*n* = 9).

Table 5 Annual Salary of Survey Respondents

	N	*%*
$30,001 to $49,999	9	6.0%
$50,000 to $75,000	49	32.7%
$75,001 to $99,999	51	34.0%
More than $100,000	41	27.3%
Total	150	100%

Research Question 1

An ANOVA was performed to determine if a statistical difference existed between the varying modes of work (N = 150). The researcher first evaluated the data to determine if certain assumptions of an ANOVA were met. To check that the variances in the different groups were similar, Levene's test of homogeneity of variance was performed for all groups and met the requirements, $p > .05$ (see Table 6).

Table 6 Levene's Test for Homogeneity of Variance for JSS

	Levene Statistic	df1	df2	Sig.
Based on Mean	.511	3	146	.675
Based on Median	.402	3	146	.752
Based on Median and with adjusted df	.402	3	135.523	.752
Based on trimmed mean	.473	3	146	.701

As revealed in Table 7, the significance values were greater than .05, reflecting similarities between the groups. Therefore, there were no significant differences in levels of job satisfaction based on mode of work, $p = .220$, $p < .05$. Further, as reflected in Table 8, the analysis revealed that the averages of each group fell in the satisfied category, with participants in the fully remote category reflecting the highest scores of satisfaction on average (M = 169.73).

Table 7 ANOVA Summary for JSS by Mode of Work

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3225.457	3	1075.152	1.490	.220
Within Groups	105317.316	146	721.351		
Total	108542.773	149			

Table 8 Descriptive Statistics for JSS by Mode of Work

	N	Mean	Std. Deviation	Std. Error
Fully remote	26	169.73	24.67	4.84
Mostly remote	65	165.22	25.75	3.19
Mostly on-site	49	157.06	29.77	4.25
Fully on-site	10	162.40	23.89	7.56
Total	150	163.15	26.99	2.20

Research Question 2

Next, a multiple linear regression analysis was performed to identify any interaction between the independent attribute variables and the dependent variable of job satisfaction scores of individuals working in a hybrid capacity only (N = 114). Multiple regression can assist researchers in explaining whether any associations between several independent variables and one dependent variable exist (Creswell & Poth, 2017; Gliner et al., 2017). Homoscedasticity was confirmed as the scatterplot of JSS residuals reflected random bursts of data (see Figure 4.1), and the absence of multicollinearity was confirmed as the VIF values were less than 10 (see Table 9). As the assumptions were met, the multiple regression analysis was performed.

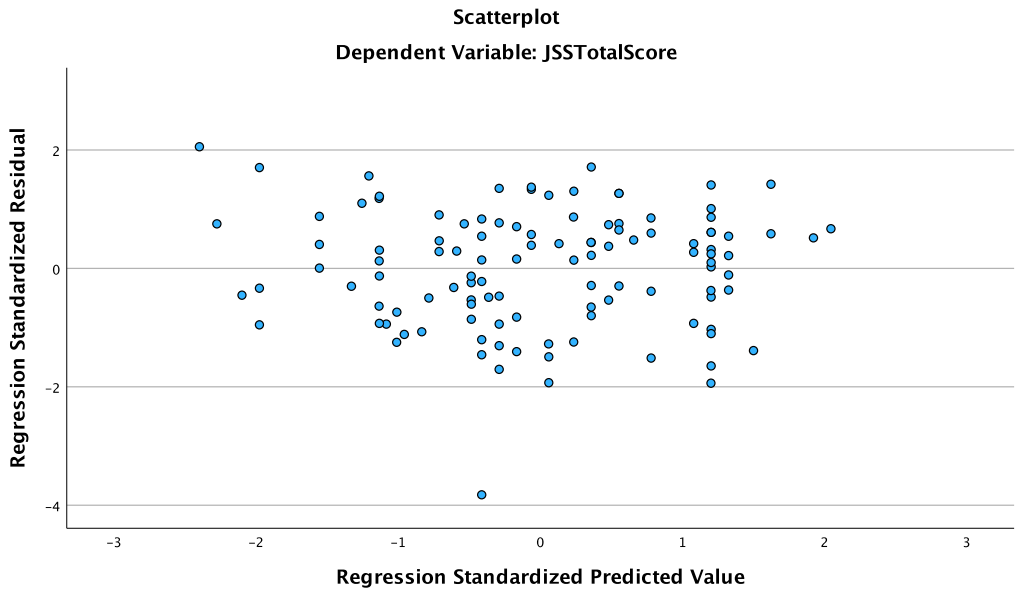

Figure 4.1 Scatterplot of JSS Residuals to Check Homoscedasticity

Table 9 Variance Inflation Factor for JSS Scores of Hybrid Staff by Mode of Work, Job Type, Length of Service, and Salary

Coefficients

	Standardized Coefficients Beta	Sig.	Tolerance	VIF
(Constant)		<.001		
Mode of Work	-.169	.078	.962	1.040
Job Type	.112	.363	.574	1.742
Length of Service	-.131	.178	.936	1.068
Salary	.025	.841	.554	1.806

a. Dependent Variable: JSSTotalScore

The regression analysis was conducted to understand if the independent variables of mode of work, job type, length of service, and salary have a significant relational effect on the dependent variable, job satisfaction. As shown in Table 10, the significance value is $p = .209$. Since the significance value is greater than .05, job type, length of service, and salary are not predictors of the level of job satisfaction by hybrid staff.

Table 10 Regression Analysis for JSS Scores of Hybrid Staff

	Sum of Squares	df	Mean Square	F	Sig.
Regression	4509.397	4	1127.349	1.493	.209[b]
Residual	82314.050	109	755.175		
Total	86823.447	113			

a. Dependent Variable: JSSTotalScore

b. Predictors: (Constant), Salary, Mode of Work, Length of Service, Job Type

Research Question 3

An ANOVA was performed to determine if any statistically significant differences existed between the varying modes of work and burnout dimensions ($N = 150$). The researcher first checked the data for homoscedasticity using Levene's test of homogeneity of variance. All groups met the requirements, $p > .05$ (see Table 11).

Table 11 Levene's Test for Homogeneity of Variance for MBI-GS Subscales

		Levene Statistic	df1	df2	Sig.
EX_MBI_Average	Based on Mean	.139	3	146	.937
	Based on Median	.129	3	146	.942
	Based on Median and with adjusted df	.129	3	144.872	.942
	Based on trimmed mean	.148	3	146	.931
CY_MBI_Average	Based on Mean	1.231	3	146	.301
	Based on Median	.664	3	146	.575
	Based on Median and with adjusted df	.664	3	133.658	.575
	Based on trimmed mean	1.007	3	146	.391
PE_MBI_Average	Based on Mean	.555	3	146	.645
	Based on Median	.552	3	146	.648
	Based on Median and with adjusted df	.552	3	142.742	.648
	Based on trimmed mean	.586	3	146	.625

The ANOVA summary reveals significance values that are greater than .05 (see Table 12). These significance values indicate similarity between the groups. Therefore, there were no significant differences in exhaustion, cynicism, or professional efficacy scores based on mode of work, $p = .362$ for EX, $p = .629$ for CY, and $p = .679$ for PE, $p < .05$.

Table 12 ANOVA Summary for MBI-GS Subscales by Mode of Work

		Sum of Squares	df	Mean Square	F	Sig.
EX_MBI Average	Between Groups	9.434	3	3.145	1.073	.362
	Within Groups	427.720	146	2.930		
	Total	437.153	149			
CY_MBI Average	Between Groups	4.638	3	1.546	.580	.629
	Within Groups	388.929	146	2.664		
	Total	393.567	149			
PE_MBI_Average	Between Groups	1.869	3	.623	.505	.679
	Within Groups	180.024	146	1.233		
	Total	181.893	149			

Further, for the EX category, descriptive statistics revealed that participants who worked mostly on-site had feelings of emotional exhaustion a few times a month, on average (M = 3.00). Individuals who worked mostly remote (M = 2.51), fully on-site (M = 2.48), and fully remote (M = 2.38) exhibited exhaustion once a month or less. For CY, all groups exhibited feelings of detachment from one's job a few times a year or less (M = 1.0 to 1.99). For PE, scores from all groups were high (M = 5.0 to 5.99) indicating high levels of professional efficacy. High mean scores in EX and CY, and a low mean score in PE reveal higher levels of burnout (Maslach et al., 2018). Table 13 provides descriptive statistics, including the mean and standard deviation scores for each subscale. Figure 4.2 further illustrates a visual relationship between the subscale scores, showing lower levels of exhaustion and cynicism, and high levels of professional efficacy.

Table 13 Descriptive Statistics for MBI-GS Subscales by Mode of Work

		N	Mean	Std. Deviation	Std. Error
EX_MBI_Average	Fully remote	26	2.38	1.78	.35
	Mostly remote	65	2.51	1.70	.21
	Mostly on-site	49	3.00	1.66	.24
	Fully on-site	10	2.48	1.87	.59
CY_MBI_Average	Fully remote	26	1.52	1.32	.26
	Mostly remote	65	1.70	1.73	.21
	Mostly on-site	49	1.99	1.72	.25
	Fully on-site	10	1.58	1.15	.36
PE_MBI_Average	Fully remote	26	5.83	1.11	.22
	Mostly remote	65	5.73	1.08	.13
	Mostly on-site	49	5.55	1.17	.17
	Fully on-site	10	5.87	1.06	.33

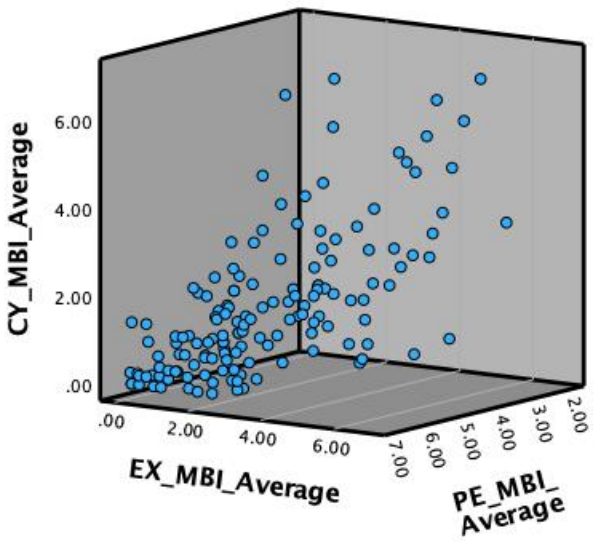

Figure 4.2 3D Scatterplot of MBI-GS Subscale Scores

Further, the authors of the MBI-GS indicate practitioners can take a person-centered approach and evaluate burnout based on profiles established through critical boundaries (Leiter & Maslach, 2016; Maslach et al., 2018). Each boundary is calculated in referencing the mean and standard deviation of each subscale: exhaustion at z = mean + (standard deviation * 0.5), cynicism at z = mean + (standard deviation * 1.25), and professional efficacy at z = mean + (standard deviation * 0.10) (Leiter & Maslach, 2016). As displayed in Table 14, the critical boundaries for each subscale are as follows: exhaustion (z = 3.51), cynicism (z = 3.80), and professional efficacy (z = 5.81).

Table 14 MBI-GS Scores for Determining Burnout Profiles

MBI Subscale	Mean	*SD*	EX $z = M + (SD * 0.5)$	CY $z = M + (SD * 1.25)$	PE $z = M + (SD * 0.1)$	*N*
EX	2.65	1.71	3.51			150
CY	1.76	1.63		3.80		150
PE	5.70	1.10			5.81	150

The critical boundaries provide a reference for the following burnout profiles: engaged, ineffective, overextended, disengaged, or burnout (Leiter & Maslach, 2016). According to Maslach et al. (2018), the patterns of the MBI-GS subscales across profiles are interpreted as having consistent scores across the engaged and burnout profiles. For example, a respondent who is engaged may have low exhaustion, low cynicism, and high efficacy scores. For burnout, the scores would be the opposite, with at least high exhaustion and high cynicism scores (Maslach et al., 2018). The ineffective, overextended, and disengaged profiles reveal inconsistent scores

across the scales (Maslach et al., 2018). The critical boundaries by each burnout profile are provided in Table 15.

Table 15 Critical Boundaries by Burnout Profiles

Profile	Exhaustion	Cynicism	Efficacy
Engaged	≤ 3.51	≤ 3.80	> 5.81
Ineffective	≤ 3.51	≤ 3.80	≤ 5.81
Overextended	> 3.51	≤ 3.80	Not Specified
Disengaged	≤ 3.51	> 3.80	Not Specified
Burnout	> 3.51	> 3.80	Not Specified

The analysis revealed a majority of the respondents fell into the engaged category (n = 68). The next largest category was the ineffective profile (n = 43). There were 24 individuals with responses that fell into the overextended profile, two in the disengaged profile, and 13 in the burnout profile. Table 16 provides a profile breakdown and displays the mean values for each profile by subscale. Figure 4.3 further provides a visual representation of the data.

Table 16 Descriptive Statistics for Burnout Profiles by MBI-GS Subscales

Profile	*N*	Percent	Exhaustion *M*	Cynicism *M*	Efficacy *M*
Engaged	68	45.3%	1.63	0.89	6.59
Ineffective	43	28.7%	2.10	1.62	4.76
Overextended	24	16.0%	5.02	2.08	5.18
Disengaged	2	1.3%	2.80	5.70	5.00
Burnout	13	8.7%	5.38	5.54	5.18

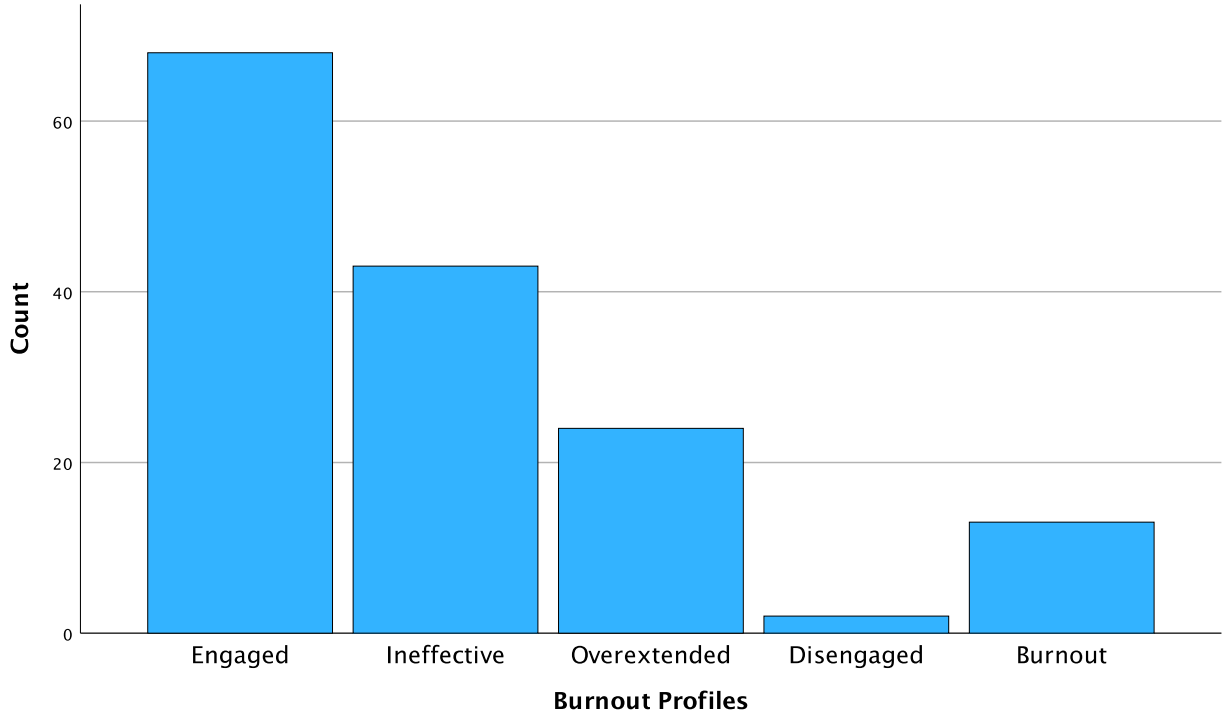

Figure 4.3 Burnout Profiles for All Respondents

Research Question 4

A multiple regression analysis was conducted to identify any interaction between the independent attribute variables relative to its prediction of high exhaustion, cynicism, or low professional efficacy for hybrid-working individuals (N = 114). Similar to RQ2, the researcher verified that homoscedasticity existed via random bursts of data points (Figures 4.4, 4.5, and 4.6) and the absence of multicollinearity reflecting VIF values less than 10 (see Table 17). The assumptions were checked for each subscale of the MBI-GS and were met.

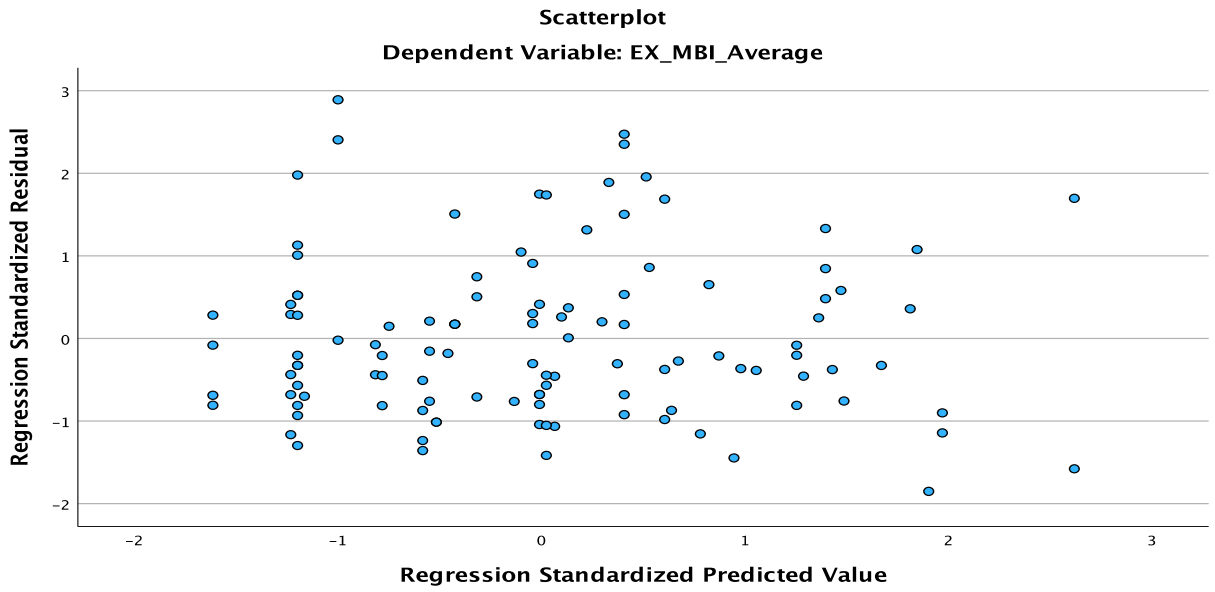

Figure 4.4 Scatterplot of MBI-GS EX Residuals to Check Homoscedasticity

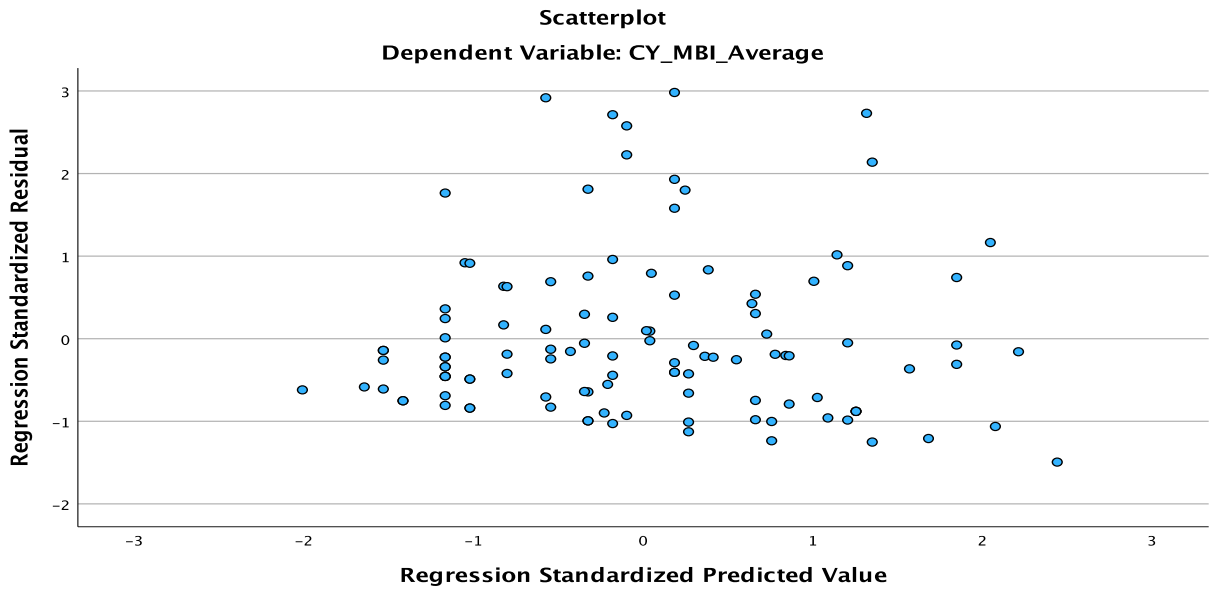

Figure 4.5 Scatterplot of MBI-GS CY Residuals to Check Homoscedasticity

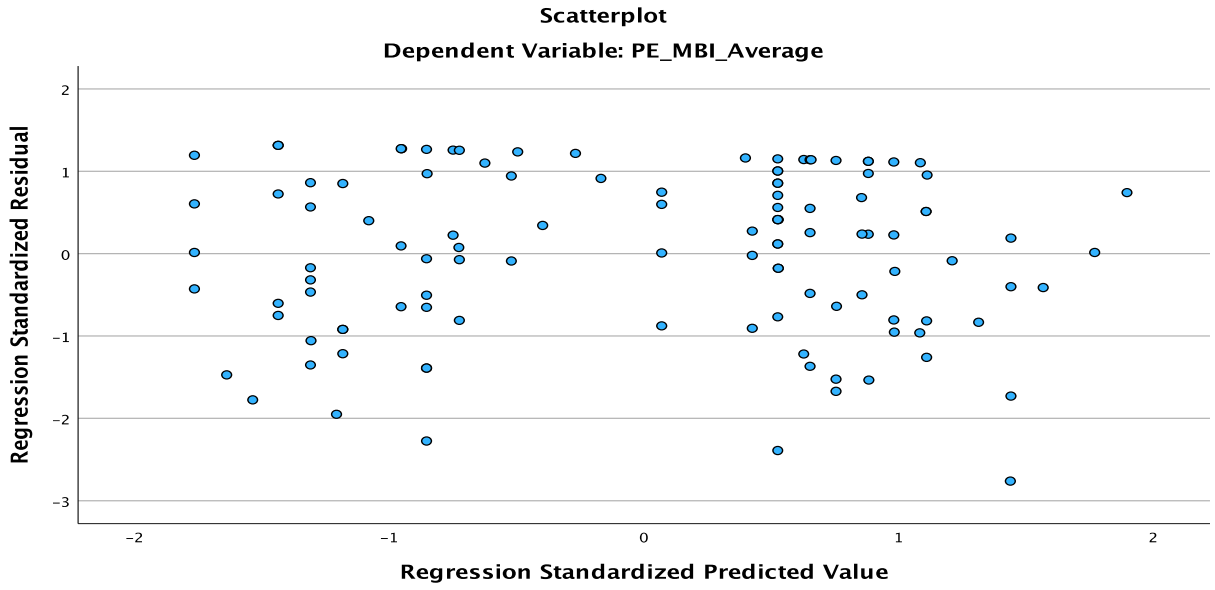

Figure 4.6 Scatterplot of MBI-GS PE Residuals to Check Homoscedasticity

Table 17 Variance Inflation Factor for MBI-GS Subscale Scores of Hybrid Staff by Mode of Work, Job Type, Length of Service, and Salary

Coefficients

		Standardized Coefficients Beta	Sig.	Tolerance	VIF
	(Constant)		.346		
EX_MBI_Average	Mode of Work	.171	.071	.962	1.040
	Job Type	.089	.464	.574	1.742
	Length of Service	.255	.008	.936	1.068
	Salary	-.108	.381	.554	1.806
CY_MBI_Average	(Constant)		.245		
	Mode of Work	.109	.257	.962	1.040
	Job Type	-.072	.559	.574	1.742
	Length of Service	.178	.068	.936	1.068
	Salary	-.073	.563	.554	1.806
PE_MBI_Average	(Constant)		<.001		
	Mode of Work	-.077	.428	.962	1.040
	Job Type	.019	.880	.574	1.742
	Length of Service	.026	.790	.936	1.068
	Salary	-.035	.786	.554	1.806

Next, a multiple regression analysis was conducted to determine if the independent variables of mode of work, job type, length of service, and salary have a significant relational effect on the dependent variables, burnout subscale scores. As shown in Table 18, the significance values for the CY and PE subscales were greater than .05; therefore, there was not a statistically significant interaction between the attribute variables and the burnout dimensions of

cynicism and professional efficacy. There was a relational effect for the EX subscale, p =.048, p < .05, revealing a statistically significant interaction between participant mode of work, job type, length of service, and salary and its prediction of the burnout dimension of exhaustion.

Table 18 Regression Analysis for MBI-GS Subscale Scores of Hybrid Staff

		Sum of Squares	df	Mean Square	F	Sig.
EX_MBI_Average	Regression	26.992	4	6.748	2.482	.048[b]
	Residual	296.329	109	2.719		
	Total	323.321	113			
CY_MBI_Average	Regression	16.430	4	4.108	1.403	.238[b]
	Residual	319.211	109	2.929		
	Total	335.641	113			
PE_MBI_Average	Regression	1.008	4	.252	.198	.939[b]
	Residual	139.101	109	1.276		
	Total	140.109	113			

b. Predictors: (Constant) Salary, Mode of Work, Length of Service, Job Type

To further delve into the statistically significant interaction between EX and potential attribute variables, a correlational analysis was conducted. As reflected in Table 19, length of service was the only predictor of emotional exhaustion, showing significance below the .05 level (r = .212, p = .024). There were additional statistically significant interactions between independent variables (see Table 19). Salary was positively correlated with length of service and job type. Salary would increase as length of service increased and with a higher-level job type.

Table 19 Correlations of MBI-GS EX Subscale Scores, Mode of Work, Length of Service, Salary, and Job Type

		EX_MBI_Average	Mode of Work	Job Type	Length of Service	Salary
EX_MBI_Average	Pearson Correlation	1	.143	.040	.212*	-.015
	Sig. (2-tailed)		.129	.672	.024	.872
Mode of Work	Pearson Correlation	.143	1	.038	-.157	-.081
	Sig. (2-tailed)	.129		.691	.095	.389
Job Type	Pearson Correlation	.040	.038	1	.056	.644**
	Sig. (2-tailed)	.672	.691		.552	<.001
Length of Service	Pearson Correlation	.212*	-.157	.056	1	.195*
	Sig. (2-tailed)	.024	.095	.552		.038
Salary	Pearson Correlation	-.015	-.081	.644**	.195*	1
	Sig. (2-tailed)	.872	.389	<.001	.038	

Research Question 5

The relational values for the JSS and MBI-GS dimensions were analyzed using a correlational analysis. To address RQ5, only the responses from hybrid staff were referenced (N = 114). The coefficients were assessed to determine any relationships between the variables. The Pearson correlation values should lie between -1 and +1 (Field, 2013). The closer the coefficient is to +1, the more positively correlated the variables. Likewise, the closer the coefficient is to -1, the more negatively correlated. Table 20 displays the correlations and significance values. The significance level for the correlations was $p < .05$. The researcher was particularly interested in the relationship between JSS scores and the MBI-GS subscale average scores. The data revealed that as JSS scores increased, scores in EX and CY decreased (r = -.546 and -.722, respectively), while PE remained high (r = .512). The data also enforced the relationships among the MBI-GS subscale scores. For example, as EX scores increased, CY also increased (r = .685) and PE decreased (r = -.380). Similarly, as PE increased, EX and CY decreased (r = -.380 and -.411, respectively).

Table 20 Correlations of JSS and MBI-GS Subscale Scores

		JSSTotalScore	EX_MBI_Average	CY_MBI_Average	PE_MBI_Average
JSSTotalScore	Pearson Correlation	1	-.546**	-.722**	.512**
	Sig. (2-tailed)		<.001	<.001	<.001
EX_MBI_Average	Pearson Correlation	-.546**	1	.685**	-.380**
	Sig. (2-tailed)	<.001		<.001	<.001
CY_MBI_Average	Pearson Correlation	-.722**	.685**	1	-.411**
	Sig. (2-tailed)	<.001	<.001		<.001
PE_MBI_Average	Pearson Correlation	.512**	-.380**	-.411**	1
	Sig. (2-tailed)	<.001	<.001	<.001	

Qualitative Results

There were two facets of the qualitative component of the study: interviews and open-ended questions added to the end of the survey for hybrid-working individuals. There were 114 participants who responded to at least one of the open-ended questions. The survey responses were reported along with the corresponding interview questions. For the interviews, interested hybrid staff emailed the researcher to volunteer to participate. A total of 19 individuals were interviewed. Participants were asked the same interview questions. The interviews were recorded and transcribed using the Zoom video conferencing platform. The researcher reviewed each transcription and open-ended survey response for accuracy and then uploaded the data to QDA Miner for coding and analysis. According to Creswell and Poth (2017), coding may assist researchers in developing themes, building descriptions, and providing interpretations based on their own perspectives or views from the literature. The researcher reviewed each interview and survey response and reported the emergent themes.

The first interview question was: How do you feel about hybrid work; What do you like the most about hybrid work; What do you like the least about hybrid work? The researcher engaged in a coding process to report emergent themes. An extensive thematic list initially emerged; however, after engaging in reflective practice (Bolton & Delderfield, 2018) and grouping similar themes together, five primary themes were present from this interview question including flexibility, interaction, work-life balance, productivity, and comfort control. For the first theme, flexibility, multiple participants mentioned the convenience of not having an everyday commute. Participant 19 mentioned hybrid "empowers [staff] to have that choice. It allows them to accommodate their role better." Flexibility and its correlation with productivity were discussed by Participant 13, "[hybrid] gives staff the flexibility they need while allowing

them to be productive." Work schedules were also mentioned related to flexibility. For example, Participant 17 noted hybrid "has meant a lot to people who, I think, have traditionally struggled to make the 9:00 to 5:00 work environment work for them." However, a downside was described by Participant 4 as feeling like "we're on 24/7 ... and feeling like your locked in 24/7 to have to respond."

The next theme was interaction. Several participants cited a change in how interactions with colleagues take place. Participant 15 noted, "when I first started, I thought, 'I'm going to miss seeing people.' But I still have those interactions, whether it's through a chat or a daily [Microsoft] Teams conversation." A few participants noted feeling disconnected or a lack of connection. For example, Participant 1 mentioned "because I live by myself, sometimes it can be pretty isolating. So it does help to get out some...go to the office and, you know, kind of break up that monotony." Participant 18 noted:

> With existing relationships that's not as big a deal. So, like driving a car with gears, you're not in first gear anymore. So it doesn't require as much sustained power and attention when you're maintaining a relationship that's already been built on trust and freedom. Establishing new ones, though, or orienting new people, that's just a lot harder.

Another theme was work-life balance. Many participants shared they had a better work-life balance and satisfaction with their job had increased in the hybrid environment. Participant 7 noted, "managing those life tasks alongside work is a lot easier in the flexible hybrid environment." Participant 12 shared, "the culture of hybrid work has made [managing home tasks] much more manageable. You don't feel you are suffering as a professional because you have a sick spouse or child, or weird school schedules." On the other hand, Participant 12 further highlighted, "dealing with work and home and family life almost simultaneously in a hybrid work reality can become overwhelming. It opens the door for disorganization."

The next theme was productivity. A majority of participants stated one can be productive in a remote environment given the reduced distractions and more time to get things done. It was mentioned that there were fewer interruptions when remote than when being in the office. Further, Participant 5 shared, “I love the productivity that I can achieve from my remote work. The ability to do the work and reach out when we have questions or do group work when we feel like it’s most conducive to the work, rather than doing it because we’re in there together.” There was also a frequent mention of not missing the commute time on remote days. For example, Participant 13 noted people are “taking their commute time ... they’re turning it into work time.” Participant 1 shared that they “don’t lose 45 minutes to an hour in commute time. So I get that back in terms of actual productivity time or my time.”

The last theme was comfort control. Participants shared that they liked being able to choose how to move through their workday and have control over their work environment. Environmental factors, like temperature, clothing, and light sensitivity, can be attended to without issue. For example, Participant 7 mentioned they felt “really comfortable in my own space and to have control over my environment, and think that really contributes to more productivity.” Further, Participant 6, who doesn’t have a functional workspace at home, shared how they appreciated their on-site setup given the space and comfort.

Survey respondents were also prompted with variants of the first interview question, including: What is the best part of hybrid work; What do you dislike about hybrid work? Like the interviews, similar themes emerged from the response data, including flexibility, interaction, work-life balance, productivity, and comfort control. The use of multiple methods to collect data allowed for mixed-methods triangulation to occur. The total JSS and standard deviation scores from the survey and text from the open-ended responses were reported for each theme. The

descriptive statistics revealed the following JSS benchmarks for the data related to hybrid staff (N = 114), M = 161.71 and SD = 27.72. The data provided additional context into the participants' level of job satisfaction and their perceptions of hybrid work. The higher the total job satisfaction score, the greater the reported satisfaction.

The first code, flexibility, was mentioned on 34 occasions. Several respondents mentioned how the hybrid environment favorably allows for life, schedule, work flexibility, and the ability to work in two mediums, remotely and from the office setting. There were few responses related to dislikes of hybrid work. Table 21 provides examples of responses related to the code, flexibility, along with the JSS total and standard deviation scores.

Table 21 Flexibility Code from Hybrid Staff Survey Responses with JSS Total and Standard Deviation Scores

Code	Respondent	JSS Total Score	JSS Standard Deviation Score	Text
Flexibility	Respondent #3	183	0.77	"I enjoy hybrid work. I do wish there was more flexibility in the ability to work asynchronous hours."
Flexibility	Respondent #45	139	-0.82	"I enjoy the flexibility to work at home and be productive, but still connect in-person occasionally with purpose."
Flexibility	Respondent #77	158	-0.13	"Flexibility to deal with LIFE more easily"
Flexibility	Respondent #85	113	-1.76	"Being able to work from home (allows for flexibility, comfort, etc.) but still able to connect with coworkers."
Flexibility	Respondent #129	179	0.62	"Flexibility of the work environment"

The next code, work-life balance, was presented in 61 responses. Staff provided responses aligning with balance, the commute, and the separation of work and home. Table 22 reflects examples of responses related to work-life balance.

Table 22 Work-Life Balance Code from Hybrid Staff Survey Responses with JSS Total and Standard Deviation Scores

Code	Respondent	JSS Total Score	JSS Standard Deviation Score	Text
Work-Life Balance	Respondent #9	160	-.06	"Work-life balance"
Work-Life Balance	Respondent #12	208	1.67	"Hard time logging off at the end of the workday when remote"
Work-Life Balance	Respondent #41	125	-1.32	"Less separation of work and home requires clear boundaries."
Work-Life Balance	Respondent #72	144	-0.64	"Reduced on-site job stress, increased focus without distraction of open workplace, saving money on commute and meals, improved work/life balance"
Work-Life Balance	Respondent #120	134	-1.00	"Flexibility to have more of a work/life balance on the days I need it."

The next code, productivity, was mentioned in 45 responses. The mentions revolved around feelings of greater productivity, minimized workplace distractions, and internet connectivity. Examples are provided in Table 23 related to productivity.

Table 23 Productivity Code from Hybrid Staff Survey Responses with JSS Total and Standard Deviation Scores

Code	Respondent	JSS Total Score	JSS Standard Deviation Score	Text
Productivity	Respondent #43	186	0.88	"internet connectivity issues"
Productivity	Respondent #64	137	-0.89	"Having the option of remote work for 'heads-down' work is a huge benefit"
Productivity	Respondent #100	199	1.35	"Occasionally having trouble focusing on tasks and determining priority – but that's in-person or at home"
Productivity	Respondent #137	178	0.59	"More effective at home with less distractions, but having the ability to make personal connections with coworkers"
Productivity	Respondent #152	153	-0.31	"I wish I had more remote days than on-site days. I am more energized and productive when working at home."

The code interaction was included in 66 hits. Interaction was discussed in relation to communication and connection. Examples are provided in Table 24 related to the code, interaction.

Table 24 Interaction Code from Hybrid Staff Survey Responses with JSS Total and Standard Deviation Scores

Code	Respondent	JSS Total Score	JSS Standard Deviation Score	Text
Interaction	Respondent #1	188	0.95	"Intermittent human connection"
Interaction	Respondent #46	187	0.91	"It can make me feel a bit disconnected sometimes."
Interaction	Respondent #91	199	1.35	"I feel like I have good employee interaction with my immediate team both in-person and from home."
Interaction	Respondent #111	149	-0.46	"My in-office days allow me to connect and collaborate with my coworkers face-to-face."
Interaction	Respondent #140	196	1.24	"I have regular communication with my team and leaders as I need it. We are engaged with each other as much as when [we] were in the office. We often used communication tools to 'reach out and touch somebody.' Occasional in-person meetings are fine but rarely necessary to function and perform well."

The final code, comfort control, was mentioned on 14 occasions. Respondents expressed their appreciation of having control over their environment. Examples are provided in Table 25 related to comfort control.

Table 25 Comfort Control Code from Hybrid Staff Survey Responses with JSS Total and Standard Deviation Scores

Code	Respondent	JSS Total Score	JSS Standard Deviation Score	Text
Comfort Control	Respondent #38	180	0.66	"Sometimes I sit too long at my desk."
Comfort Control	Respondent #57	170	0.30	"Freedom to be comfortable in my environment while I work; increased productivity because of that comfort."
Comfort Control	Respondent #66	129	-1.18	"Control over the environment (lighting, HVAC)"
Comfort Control	Respondent #70	119	-1.54	"I feel much more of my time is wasted on days I am in the office and feel much more successful when I am able to work in the environment I've curated for myself at home."
Comfort Control	Respondent #96	156	-0.21	"The logistics of fully getting ready to go to an office, traveling there, and being there do not get in the way of actual work time and effort, and make way for enjoying some of the comforts of home.

The second interview question was: Describe your relationship with your coworkers; Do you feel connected enough to your team; Why or why not? The researcher evaluated the interview transcriptions to identify common themes. After engaging in reflective practice (Bolton & Delderfield, 2018) and grouping similar themes together, three primary themes emerged from this question: communication, connectedness, and supervisor role. For communication, the responses centered around communicating differently than when in a fully in-person environment. For example, Participant 1 mentioned, "you have to be proactive in your approach to communicating with people and be more sensitive to how that comes across." Being intentional and cognizant of how communications are received is critical. Participant 3 shared, "you just have to be more conscious of communicating effectively and clarifying what it is that the other person wants you to do, and/or how they want you to do it." Further, Participant 14 mentioned, "we don't stop by each other's desks constantly, but we can send a [Microsoft]

Teams chat or an email that we can make the time for each other. It's more intentional." Mediums like Microsoft Teams, email, and phone calls were frequently cited as primary modes of communication.

The next emergent theme was connectedness. "A loss of synergy," was mentioned by Participant 1, "not sitting in the same room as folks. But not so you can't achieve those same goals and be productive. You just have to do it a different way." Further, Participant 17 mentioned, "we just always try to be intentional about staying connected." Intentionality appeared to be a general consensus among interviewees. For example, Participant 7 noted:

> I think we have really great relationships. We have really intentional scheduled meetings once a week, both in one-on-ones and in full team meetings to kind of keep those connections formal. But we are also using messaging software through the day to check in on each other, follow-up on either work-related tasks or personal comments that come out in light of the meeting chatter that happens, even virtually. And so I actually feel like it's actually really easy to have a good rapport with my colleagues and to have those relationships.

Some participants noted still feeling connected to their immediate team; however, some commented that they felt distanced from coworkers outside of their inner network. For example, Participant 17 shared, "I feel less connected, and often disconnected, from things going on outside my immediate team than I used to when we were all in-person." Further, Participant 18 shared:

> Where I have felt a gap is that sort of next concentric circle of people that I probably wouldn't see every day in the office, but I would see them several times a week just by running into them or at events. Well I see some of those people rarely, if ever, anymore. And I feel those, not so much the relationship...with that familiarity, has atrophied. I greatly valued, and still value, kind of having a better sense of what's going on. That closest tier of relationship, I don't feel like that's suffered that much because I also see those folks a lot in person.

Overall, the comments related to connectedness and relationships were generally positive, except with regard to negative perceptions of interactions with colleagues outside of one's immediate team.

The last theme was related to the supervisor role. Supervisors have an important role in coaching their team and creating the aforementioned intentional opportunities for staff to connect. Participant 2 complimented their supervisor's efforts and shared:

> I absolutely think I feel very connected to my team. In large part because my supervisor really created intentional opportunities for us to connect. So we have monthly virtual staff meetings and, in those staff meetings, we'll have a component of professional development. We'll also have some team building incorporated within those meetings, which is really nice. We also have annual retreats, and then our supervisor does things like recognizing birthdays in our office and then other milestones. So just doing things to remind us of the humanity of the people that we work with.

Participant 3 mentioned their "immediate supervisor and then the executive supervisor is very conscious of the fact that remote work does need additional communication. So they use Teams constantly."

The third interview question was: Do you feel that you have been able to learn and grow during the hybrid work experience; If so, how; If not, why not? The researcher analyzed the interview transcriptions to identify recurrent themes. After engaging in reflective practice (Bolton & Delderfield, 2018) and grouping similar themes together, three primary themes emerged from this question: personal growth, professional development, and technology. The first theme, personal growth, was discussed within the context of being able to achieve personal fulfillment and the opportunity to pursue activities to enhance the development of the total person. For example, Participant 8 shared, "A lot of [growth] has been personal in how to manage time in this environment." Some participants cited being able to pursue hobbies and additional opportunities by having more time in the day to do so. Things like "exercise, focusing

on food, whatever I felt important for the day or the week, I have a little bit more time in my life to focus on that," said Participant 15.

The next major theme was professional development. Working in the hybrid environment, no interviewees cited feeling like they could not develop professionally. In fact, one participant mentioned being able to be a better professional. Participant 8 shared, "I've become a better professional, maybe more empathetic to what folks are doing and to, you know, people's time, and just realizing everyone has things that they care about." Given many conferences and training opportunities offer a virtual option, Participant 10 mentioned, "I want to take advantage of webinars, other types of virtual events." Participant 10 then conversely noted that "[in higher education], I try to look at in-person events as well because I think that's really key." From a supervisory perspective, Participants 7 and 13 shared the importance of continuous learning and growth in how to manage staff, as well as the importance of building and creating a positive work environment.

The last theme was related to technology. Technology was referenced in how it has changed the work environment, helped others develop productive processes, and allowed staff to better serve students and the campuses. From a change perspective, Participant 2 positively shared:

> Thinking about technology in general and how that's changed and incorporated into our work environment in a really more productive and efficient way than ever before has really been important in helping me grow both personally and professionally. There are technologies out there that I think that a hybrid environment really helps us to utilize and maximize team and individual productivity.

Participant 19 had a different perspective, in sharing their organization "embraced Microsoft Teams, and it's almost like our television platforms, there's almost too many ways, too many choices to communicate." As the participants are higher education governing office staff, their

purpose is to serve campuses that, in turn, serve students. Participant 9 highlighted the role of technology in that process:

> We're in a high technology field, especially with our students and our campuses, and I felt that really kind of forced us to learn more about higher ed[ucation] technology in order to stay up to date with the platforms and the systems that are used to communicate right now, like Zoom, and maximizing the potential for using that for teaching and learning and interacting with our colleagues.

Technology is an important facet of development and in sustaining the work systems that have been built in the hybrid environment.

The fourth interview question was, what is your biggest struggle with balancing hybrid work? In reviewing the interview transcriptions, the researcher aimed to identify any thematic patterns. Several themes emerged; however, were consolidated into the following primary themes: managing caseload, maintaining focus, turning off work, collegial engagement, and miscommunication. The first theme was managing caseload. Participant 2 mentioned, "I have more responsibilities now than I had before. I don't know that there's ever been a checks and balances to make sure that it is a manageable workload." Prioritization was discussed by Participant 8, who shared, "that's probably one of my biggest struggles, in general, sort of where to put time and energy and having deadlines and [knowing] what's the most important thing."

The second theme was maintaining focus. Irrespective of one's work environment, focus was commonly discussed. Being in a remote environment requires a level of maturity and responsibility to remain on task. Due to this, Participant 6 preferred to work more in the office as "it is difficult to separate home activities from work activities." This same level of focus is pertinent in the office. As mentioned in the first interview question related to the theme of productivity, the on-site environment can produce its own set of distractors. Participant 16 mentioned, "I can accomplish more working from home. I don't have those interruptions. It's not

a bad interruption. But I can accomplish more and I can work at a pace that out paces my coworkers."

The third theme was turning off work. Five participants shared challenges with turning off work at the end of the day. The remote component of hybrid may blur the separation between work and personal time. Participant 1 shared, "I have to admit that I have trouble turning off work because it's in the same environment as my home. So I have trouble disconnecting." Participant 2 reinforced this sentiment by disclosing "it's easy for me to just stay in my office for one extra hour to finish up that one last assignment. Whereas, when you are in the office, you physically leave work and so you're creating the delineation between a workday and a personal end of day." Participant 15 provided a way to mitigate this struggle:

> I schedule my start time in the morning, so my calendar has "begin work" and it gives my 15 minute indicator. When it's time to end my day, I have a 15 minute indicator that it's time to end, and I schedule my lunch hour in the middle of the day, because if I don't, I'm one of those that will dig in and focus and go the entire day.

The fourth theme was collegial engagement. Struggles related to missing the everyday opportunity to engage with colleagues and having expectations were shared. Participant 1 shared their biggest struggle was "definitely missing that people connection." Additionally, Participant 3 shared "the biggest struggle has been getting used to not having that one-on-one personal contact with people on a daily basis, because there's some days when I don't talk to anybody in-person." Further, Participant 4 shared a struggle in not having immediate gratification when someone doesn't respond within a certain time frame; whereas, when in the office collectively, you see the person and you know "okay, yeah, I'm good. Let's go." Additionally, expectations were discussed by Participant 19, mentioning:

> Maintaining what the standard is, and even if others in the organization are or are not participating, having that level of constant good expectation turnout. It's just like a living-faith assumption that other staff are going to do what they need to do for you to be able to do what you need to do.

One of the interviewees in an executive position shared they "make sure that all my managers are intentional. You can easily slip back, and so I'm constantly making sure that management is being reminded that they need to be intentional about interactions."

The final theme was related to miscommunication. Participant 16 shared, "miscommunication is probably the biggest struggle, because it's hard to show emotion in writing, unless you write flamboyant. We're business. We don't do that. So it's hard to pick up on those human characteristics in a conversation." Further, Participant 18 mentioned:

> I like to have a really good sense of a situation, or a problem, or a personal issue, or a topic, and sometimes you can get that, you know, when you're [remote]. But sometimes you can't. And being able to, you know, read the room, read people, read a situation, and read body language. I mean all those things, which are such crucial and ingrained and subliminal parts of the way humans just connect and interact. Again, when that's withdrawn, that's a huge loss, and I've had a hard time adjusting to that. It's harder to then sometimes evaluate situations. Communication's a little more jilted because you don't have the natural flow and hum of a group conversation. Everyone's done waiting their turn, and, you know, you talk sequentially and linearly as opposed to dynamically.

Organizations and staff can aim to mitigate those concerns by evaluating workload, practicing self-control, being cognizant of work hours, acting with intention, and setting clear expectations.

The final interview question was, how can your organization increase job satisfaction for employees working in a hybrid environment? Although it initially appeared that many themes emerged during the coding process, the researcher grouped together those that were similar in nature. The following primary themes emerged from this interview question: in-person events/touchpoints, support, flexible work options, expectations, and resources. The first theme was the desire for occasional in-person events or touchpoints. When working in a primarily

independent, asynchronous work environment, where everyone is not always in the same working location, some staff desired the scheduling of intentional touchpoints or an occasional in-person opportunity to engage and network with colleagues. An emphasis was made on the desired periodic nature, not frequent occurrence. For example, Participant 12 shared, “it’s still important to create opportunities for people who wouldn’t be in that tight core group on that frequent basis to come together for something minimal. But for something fun. For something that increases personal connection.” Participant 16 referenced that organizations could “consider a couple all-hands-on-deck employee events a year [that] would allow people to catch up with everyone, see how everyone’s doing.” Some participants noted their first time meeting certain coworkers in-person was at previously hosted employee events, so more were welcomed. These events could be scheduled in-person or virtually, but could aim to give employees a chance to connect across divisions.

The next theme was related to support. Professional development and training opportunities were referenced by interviewees. For example, Participant 1 requested for organizations to “be very proactive and direct about providing training opportunities.” Participant 12 emphasized training could be used from the top-down, and supervisors could use support in how to build community within their team, whether in-person or remote. Another aspect of support was related to onboarding in the hybrid environment. Participant 14 mentioned having more in-office days on the front-end could be beneficial in clarifying expectations and learning the job.

The third theme was related to flexible work options. Regardless of the modality participants worked in more, there was a consensus that individuals enjoyed their working environment. Participant 17 shared:

> It's so flexible and up to each division to be what's right for their team, which I think a lot of people are really happy with, and I compare that to other organizations, that friends or family work for, where it's much more top-down, where everybody has to do the same thing. And so I really appreciate that we have allowed each team to kind of figure this out for themselves.

The situational, team-by-team decision-making threshold related to the work environment was consistent among interviewees. Another interviewee cited the benefit of allowing staff to locate anywhere in the state, with the expectation of coming into the main office on a certain basis, and "it would be great if those benefits were more equally available across the organization," said Participant 7. Further, given the situational nature of work, Participant 9 mentioned:

> I would advocate that employees be allowed to work from home full-time, going one step further. I don't think any on-site travel or meetings is necessary. It's going one step further and allowing employees to decide if they want to hybrid or work from home full time."

The fourth theme was related to expectations. Those interviewed expressed wanting to have clear expectations related to work and the organization's future of work. As an extension of the third theme, flexible work options, organizations can set clear expectations to allow better planning by staff. For example, Participant 10 shared:

> There are a variety of expectations across the system. In some areas it's good to allow that level of independence per office. At the same time, when it comes to hybrid work, I feel like it's so critical to have an actual expectation, maybe even from the [executive].

On another note, given it is not anticipated there will be a complete fully on-site return by staff, as alluded by Participant 12, adding an intake point for staff to share thoughts, comments, and concerns or a periodic survey to see how staff are doing and managing the hybrid environment could be beneficial.

The last theme was related to resources. When seeking to improve job satisfaction, the leveraging of resources, like technology, was shared. Participant 3 shared "[organization's] given

us a lot of tools. We just have to be encouraged to use those tools more." Two interviewees noted the need to have the appropriate equipment and a dedicated workspace. While some equipment is understood to be provided by the employer, providing the flexibility to those who are unable to set up a functional workspace or have adequate network connectivity at home could plan to work in the office at a greater frequency. From another lens, Participant 2 shared insight into orienting new hires, referencing an initial training regarding the technologies the organization uses could provide an additional layer of support to prevent others from being lost and overwhelmed.

Respondents to the survey were also prompted with a variation of the fifth interview question: How can your organization increase job satisfaction for employees working in a hybrid environment? Similar to the interviews, identical themes emerged from the response data: in-person events/touchpoints, support, flexible work options, expectations, and resources. The researcher performed mixed-methods data triangulation by corresponding the textual responses with the total JSS and standard deviation scores from the survey.

The first code, in-person events/touchpoints, had 34 hits. There was a range of responses centered around intentional communication, holding meetings or events (in-person or virtual), and supporting the hybrid approach. Table 26 provides examples of responses to the code, in-person events/touchpoints, as well as the corresponding JSS total and standard deviation scores.

Table 26 In-person Events/Touchpoints Code from Hybrid Staff Survey Responses with JSS Total and Standard Deviation Scores

Code	Respondent	JSS Total Score	JSS Standard Deviation Score	Text
In-person Events/Touchpoints	Respondent #22	166	0.15	"More intentional ways to connect and communicate with colleagues outside of my team."
In-person Events/Touchpoints	Respondent #31	152	-0.35	"Provide opportunities to occasionally interact with coworkers/team members in-person."
In-person Events/Touchpoints	Respondent #36	185	0.84	"Supervisors have to make a point of connecting and interacting with employees in a hybrid environment."
In-person Events/Touchpoints	Respondent #72	144	-0.64	"Continue to offer and support the hybrid approach, improve mixed meeting environments (continue to support A/V in conference rooms and offer training on managing mixed location meetings)"
In-person Events/Touchpoints	Respondent #128	135	-0.96	"Hold more team meetings whether in-person or virtual."

The next code, support, had responses that centered around supportive measures and training that could be provided to increase the satisfaction of staff. The corresponding JSS total and standard deviation scores were listed. Table 27 provides examples of responses to the code, support.

Table 27 Support Code from Hybrid Staff Survey Responses with JSS Total and Standard Deviation Scores

Code	Respondent	JSS Total Score	JSS Standard Deviation Score	Text
Support	Respondent #14	156	-0.21	"Help those new to hybrid work adapt to the practice. Information on how to navigate the transition would have been helpful."
Support	Respondent #69	165	0.12	"Prepare supervisors to manage hybrid work performance."
Support	Respondent #98	183	0.77	"Create more structure and support around the concept. Use collaboration tools more effectively."

The code, flexible work options, had 29 responses. The results revealed staff were interested in allowing more workplace flexibility, like working from home if desired. Table 28 provides examples of responses related to flexible work options, as well as the corresponding JSS total and standard deviation scores.

Table 28 Flexible Work Options Code from Hybrid Staff Survey Responses with JSS Total and Standard Deviation Scores

Code	Respondent	JSS Total Score	JSS Standard Deviation Score	Text
Flexible Work Options	Respondent #77	158	-0.13	"Fairness in flexibility would go a long way"
Flexible Work Options	Respondent #87	188	0.95	"Promoting more of the hybrid schedule."
Flexible Work Options	Respondent #95	203	1.49	"Maintain flexibility for those able to work remotely based on needs of their department."
Flexible Work Options	Respondent #100	186	0.88	"Allow more flexible schedules – for example, four day work week option all year."
Flexible Work Options	Respondent #115	133	-1.04	"Provide full flexibility and make efforts for remote engagement."

The next code, expectations, had responses that centered around policies and processes, and expectancies from hybrid staff. The corresponding JSS total and standard deviation scores were also provided. Table 29 provides examples of responses associated with the code, expectations.

Table 29 Expectations Code from Hybrid Staff Survey Responses with JSS Total and Standard Deviation Scores

Code	Respondent	JSS Total Score	JSS Standard Deviation Score	Text
Expectations	Respondent #57	170	0.30	"Ensure communication is shared equally and everything is accessible for those working remotely (i.e. virtual options for meetings)"
Expectations	Respondent #71	200	1.38	"Clear policies and processes would be nice"
Expectations	Respondent #74	147	-0.53	"Support team members working hybrid while also holding team accountable"
Expectations	Respondent #114	170	0.30	"I think expectations are key to creating a positive hybrid environment."

The final code, resources, had responses related to supplies or services. The referenced items could be provided by the organization to staff to increase job satisfaction in the hybrid environment. Table 30 provides examples of responses to the code, resources, as well as the corresponding JSS total and standard deviation scores.

Table 30 Resources Code from Hybrid Staff Survey Responses with JSS Total and Standard Deviation Scores

Code	Respondent	JSS Total Score	JSS Standard Deviation Score	Text
Resources	Respondent #6	172	0.37	"Mail scanning and/or forwarding service to further limit need to come into office"
Resources	Respondent #67	185	0.84	"By making sure that employees have necessary office supplies and equipment at home to effectively perform their job away from the office."
Resources	Respondent #84	146	-0.57	"Contribute or pay for home office technology"
Resources	Respondent #155	176	0.52	"A current organizational chart to include staff names, job title, email, office telephone #, and photo on it would help keep staff familiar with other staff."

Research Question 6

The sixth research question was, how can higher education institutions increase job satisfaction and support staff during the implementation or continuance of hybrid work solutions? This research question was addressed through the interview questions and corresponding survey questions, specifically, how can your organization increase job satisfaction for employees working in a hybrid environment? As referenced in the preceding data, respondents alluded to several practices and resources that could be considered by higher education leaders when seeking to implement or continue hybrid work. The themes of in-person events or touchpoints, employee support, flexible work options, consistent expectations, and resources were discussed. The two most frequently discussed topics were in-person events/touchpoints and flexibility. Further, commentary was provided on the most and least liked aspects of hybrid work, relationships with colleagues, one's ability to learn and grow during the hybrid experience, and one's biggest struggle with hybrid work. The responses to these questions provided context into the employee experience which may have had an influence on the suggested opportunities to increase satisfaction.

Respondents expressed either in-person, virtual, or a combination of touchpoints could promote satisfaction. Given the varying work options, some staff felt disconnected and desired to engage more with their colleagues. While not a universal sentiment, increased communication and organization-sponsored team-building activities or networking events could benefit those who are missing frequent human connection.

Further, responses centered around flexible work options. Both the interview and survey respondents appreciated the flexible nature of hybrid work, and a majority expressed the desire to continue performing in the hybrid capacity. Some respondents further shared their desire to

work in one modality versus the other. It appeared each respondent had their own perception and preferences regarding hybrid work; however, hoped for flexibility from the organizations going forward.

Summary

This chapter presented the findings related to the six research questions. The results from the first three quantitative research questions revealed no statistically significant differences in job satisfaction or burnout dimensions based on mode of work, job type, length of service, or salary. The fourth research question exposed that length of service was a significant predictor of more frequent feelings of emotional exhaustion. The fifth research question shared the relationship between the JSS total and MBI-GS subscale scores. The sixth and only qualitative research question was addressed using qualitative interviews and open-ended survey questions to understand how higher education institutions could increase job satisfaction and support staff during the implementation or continuance of hybrid work solutions. Several common themes emerged, including in-person events or touchpoints, employee support, flexible work options, consistent expectations, and resources. The two most commonly cited opportunities to increase satisfaction related to in-person events/touchpoints and flexible work options.

CHAPTER V

SUMMARY AND DISCUSSION

Introduction

This study investigated the relationship between hybrid work, job burnout, and job satisfaction in higher education. A mixed-methods approach was utilized to provide an informed perspective on the implications of hybrid work solutions. The final chapter of this dissertation provides a review of the findings, implications for practice, limitations of the study, and recommendations for future research.

Review of the Findings

This study analyzed 150 responses from public higher education governing office or coordinating body staff who answered all the survey questions needed to address the research questions. The electronically distributed survey consisted of demographic questions, the combined JSS and MBI-GS, and three open-ended questions for hybrid staff only. Additionally, 19 interviews were conducted with hybrid staff who volunteered. The data were referenced to analyze the following six research questions:

RQ1: Are there any statistically significant differences in job satisfaction by mode of work in a higher education setting?

RQ2: Are there any attribute variables, or otherwise, that contributed to the job satisfaction of staff working in a hybrid capacity?

RQ3: Are there any statistically significant differences in burnout dimensions by mode of work in a higher education setting?

RQ4: Are there any attribute variables, or otherwise, that contributed to high exhaustion, cynicism, or low professional efficacy of staff working in a hybrid capacity?

RQ5: What is the relationship between the level of job satisfaction and burnout dimensions of the respondents working in a hybrid capacity?

RQ6: How can higher education institutions increase job satisfaction and support staff during the implementation or continuance of hybrid work solutions?

In research questions one and three, statistically significant differences in job satisfaction and burnout dimensions, respectively, were tested by mode of work. There was no statistical significance in job satisfaction or burnout subscale scores between staff who worked fully on-site, mostly on-site, mostly remote, or fully remote. For job satisfaction, all scores by mode of work were in the satisfied category, with the highest scores being from staff who worked fully remote and mostly remote. High satisfaction by the remote groups support the findings by Bloom et al. (2022), as when allowing staff to work remotely, self-reported satisfaction scores improved and average attrition rates reduced by 33%. Further, for the burnout dimensions of all groups, participants reported high average PE scores, with low to moderate scores for EX and CY. Notably, individuals who worked mostly on-site had feelings of exhaustion a few times a month versus individuals who worked mostly remote, fully on-site, or fully remote and exhibited exhaustion once a month or less. Further, an additional layer of analysis was conducted to analyze the burnout profiles, and it was revealed that a majority of the respondents fell into the engaged category and a third of participants were in the ineffective category. The use of burnout

profiles provides practitioners with insight into the employee workplace experience and may aid in finding interventions that prevent or cause burnout. Maslach et al. (2018) reported being ineffective may reflect a loss of assurance in one's capabilities, possibly as the work may feel monotonous or there is a lack of recognition for good work.

For research questions two and four, analyses were performed to determine if there was any interaction between the attribute and dependent variables of job satisfaction and burnout dimensions, respectively, for hybrid-working staff. The results revealed a statistically significant relationship between length of service and the burnout dimension of exhaustion. Mode of work, job type, and salary did not have a significant relational effect with any of the burnout dimensions. No attribute variables had a significant relational effect with one's level of job satisfaction. Overall, the findings of this study suggest that job satisfaction scores and dimensions of burnout are generally positive and relatively similar across varying modes of work, job type, salary, and length of service with one exception. As one's length of service increased, the frequency of feeling emotionally exhausted also increased.

Research question five determined to what degree a relationship existed between job satisfaction scores and burnout dimensions of hybrid-working staff. The JSS total and MBI-GS subscale scores were relationally examined using a correlational analysis. The analysis revealed that as JSS scores increased, scores in exhaustion and cynicism decreased while professional efficacy remained high. These results enforce the validity of the burnout and job satisfaction theories, which posited that high total JSS scores indicate greater job satisfaction (Spector, 1985), and low average EX and CY scores and high PE scores predict lower levels of burnout (Maslach et al., 2018).

Research question six explored how higher education institutions may increase job satisfaction and support staff during the implementation or continuance of hybrid work. The interviews and responses to the open-ended questions were coded and analyzed based on patterns and themes. Staff provided rich comments on the most and least liked aspects of hybrid work, relationships with colleagues, one's ability to learn and grow during the hybrid experience, and one's biggest struggle with hybrid work. Responses to these questions provided insight into the employee experience and added context when staff provided suggestions on ways organizations may increase satisfaction, which centered around the following themes: in-person events or touchpoints, employee support, flexible work options, consistent expectations, and resources. The two most frequently discussed topics were in-person events/touchpoints and flexibility. For example, several interviewees reinforced the desire for in-person events/touchpoints as they commented on the positives and negatives regarding interaction. "When I first started [hybrid work]," Participant 15 shared, "I thought, 'I'm going to miss seeing people.' But I still have those interactions, whether it's through a chat or a daily [Microsoft] Teams conversation." Conversely, some participants shared the disconnect or lack of connection that could be addressed by optional in-person events or touchpoints. Additionally, flexibility and its correlation with productivity was discussed, as "[hybrid] gives staff the flexibility they need while allowing them to be productive," said Participant 13. The convenience of not having an everyday commute was also mentioned.

Limitations

There were several limitations to this research study. First, generalizability across higher education, other industries, and geographical areas may not be possible. As the participants of

the study worked at public governing offices of higher education institutions or coordinating bodies, they may not have had direct interaction with students as part of their job duties, like staff who are traditionally based on a campus; therefore, student support was not an external influence on the results. Also, as the sample was delimited to one industry and geographical area, the results may not be applicable when applied to others.

Further, there was not a proportionate number of participating staff who engaged in each modality of work. A majority of participants worked in a hybrid capacity, either mostly remote or mostly on-site. When looking to compare satisfaction across the varying modalities of work, a more representative sample may have been helpful to contribute to generalizability. The researcher shared a similar sentiment for the attribute variables, particularly length of service and job type, as over 50% of participants had 0 to 5 years of service and were mid-level, which may not have adequately represented the sample's population.

Additionally, given the impact of the COVID-19 pandemic, the perceptions of staff may vary based on whether they had an option to choose their modality of work versus staff who were assigned to work in a hybrid capacity. Staff expectations may also have varied based on those who started their position with the belief of working hybrid or remotely on a permanent basis versus individuals who previously worked in a traditional in-person setting and transitioned to hybrid or remote work amid or after the COVID-19 pandemic. The varying expectations and perceptions may have been an extraneous factor that influenced the findings.

Attrition also posed a threat as the survey included 52 items, plus three additional questions for hybrid-working staff. The survey was distributed during the summer of 2023, which was not amid the timing of any board-related meetings or important system deadlines. As the survey was received at work, response bias (Kahneman, 2011) may have also been a threat to

internal validity as participants may have responded based on how they thought the researcher wanted them to or out of fear of repercussions (Gliner et al., 2017). Further, self-reporting was required on length of service, job type, mode of work, and pay. A limitation to self-reporting is that complete accuracy may not be achieved. Additionally, for the governing office hybrid-working staff who volunteered to interview, the degree of accuracy of the information provided was contingent on their ability and willingness to be objective and forthcoming.

Lastly, as the researcher had ongoing experience working in a hybrid capacity, the researcher recognized and worked to mitigate biases regarding the relationship between workplace models, employee satisfaction, and job-related burnout. Efforts were made by the researcher to maintain objectivity throughout the execution of the research study by engaging in reflective practice (Bolton & Delderfield, 2018).

Implications for Practice

In a post-pandemic world, many higher education organizations and institutions are offering hybrid as a flexible work arrangement (Olson, 1983). Staff may be provided with the autonomy to choose their preferred modality, whether working mostly on-site, mostly remote, or otherwise. People have varying preferences, life circumstances, and social engagement desires that may impact where they are most productive when working. This study suggests one modality is not superior to others in terms of increased job satisfaction and lower burnout levels; therefore, a compilation of personal and professional motivators (Merriam & Bierema, 2014) may influence a person's desired work location. While some staff may prefer to work at a greater frequency from the traditional workplace, others may desire more time in the remote environment. As hybrid work combines the opportunity for social engagement, the flexibility for

focused work in a remote environment, and the ability to enhance one's work-life balance (Perry et al., 2018; ter Hoeven & van Zoonen, 2015), the researcher suggests that employers may consider or maintain flexible work options to accommodate the varying preferences and needs of employees.

Additionally, the retention of employees is an ongoing issue in higher education (Bichsel et al., 2023). Research by Bichsel et al. (2023) revealed that two-thirds of higher education staff favor a hybrid or remote work arrangement; however, two-thirds are compelled to work completely or mostly on-site. Higher education organizations can seek to understand the preferences of employees, which may be influenced by intrinsic or extrinsic needs (Merriam & Bierema, 2014). Hybrid work is not a one-size-fits-all approach, and satisfaction can exist in various work environments but may vary by the person or team. Within this research, Participant 9 was an advocate of working from home full-time, as opposed to hybrid, in "allowing employees to decide if they want to work hybrid or remote full-time." Organizations can seek to address the disconnect in employee preferences to enhance satisfaction and increase retention while balancing organizational needs.

Higher education organizations may further increase satisfaction by providing in-person events or touchpoints for staff. In the hybrid environment, all employees may not synchronously work in the office; therefore, employers may plan optional cross-departmental events or opportunities for staff to engage. Engagement should not be limited to in-person events, as virtual or a combination of both may promote connectedness for those who miss frequent human connection (Sull et al., 2020). Examples of events are lunch and learns, coffee breaks, appreciation ceremonies, workshops, holiday gatherings, networking socials, and retreats. Within this study, an emphasis was made on the desired periodic nature and optionality. Further,

intentional ways to connect and communicate with colleagues outside of one's team were discussed by Respondent 22. Many staff desired to develop relationships and have opportunities to communicate with individuals outside of their immediate team.

Communication is an important component of hybrid work and its remote component. The use of various mediums, like messaging platforms, phone, email, or face-to-face can promote employee interaction; though, intentional communication by managers can add an additional layer of connectedness and trust (Mortensen & Gardner, 2021). As the employee attitude toward management can influence job satisfaction in a higher education setting (Alonderiene & Majauskaite, 2016), managers can be mindful of the desired communication preferences among team members and preferences for sociability when determining the frequency of team meetings. Further, Sull et al. (2020) reported that one of the meaningful actions to enhance the remote work component for employees is personal check-ins by managers. As workplace isolation (Galanti et al., 2021) is a major consideration when incorporating the remote component of hybrid work, intentional communication by managers may promote a positive culture that enhances the work experience.

Additionally, employee support and resources can be provided to enhance the hybrid work experience. Support and resources may assist all employees, not just new-hires, to combat the exhaustion staff may experience as a result of emotional strain, too few resources, or too many demands with one's work (Maslach et al., 2018). The promotion of mindfulness (Maslach et al., 2018), stress management techniques, and employee coaching (Mone, London, & Mone, 2018) may assist with healing emotional exhaustion. Further, not all staff may have experience supervising others or working in a hybrid environment; therefore, professional development or training opportunities may support how to build community within one's team. Technological

resources can further be leveraged to promote lectures, tutorials, and best practices. As the enterprise continues to evolve, so may the staff's intrinsic and extrinsic needs (Merriam & Bierema, 2014). Organizations can solicit and prioritize employee feedback in a productive way. The staff perspective may be requested through a periodic survey that allows for anonymized responses or direct conversations can be facilitated by decision leaders.

Finally, the use of burnout profiles is a new way to classify MBI scores and assist practitioners in determining how to address burnout (Leiter & Maslach, 2016). Within this study, the ineffective profile was assigned to 43 respondents, or 28.7%, meaning that a third of respondents may need to gain confidence in their abilities and desire a solution that involves more recognition. McNaughtan et al. (2019) posited that empowerment is statistically related to job satisfaction and higher education leaders may invest in relational efforts to enhance self-efficacy and encourage self-determination to promote retention and increase productivity. Higher education leaders may encourage staff to engage in special projects to gain confidence and learn new skills, as well as provide intentional recognition to employees to create a culture of support. Examples of recognition opportunities are: sending an email, calling, or publicly offering praise; celebrating an employee recognition day; sending appreciation gifts to staff; and recognizing accomplishments in electronic newsletters.

Recommendations for Future Research

Additional research could be beneficial to understand the implications of hybrid work and associated levels of job satisfaction and burnout within the realm of higher education. First, as this study included a census sub-population of governing public higher education staff in one southeastern state, future research could expand upon the sample size to allow for increased

generalizability across regions. Further, this study aimed to develop a basis for understanding the perspective of hybrid staff in comparison with other modes of work. Future research could delimit the participants to only hybrid-working individuals and collect the frequency by which one works remotely or in the office as part of the hybrid arrangement. The differences in types of hybrid work could lend an additional perspective for decision-makers.

Further, specific opportunities to increase job satisfaction were provided by staff in a hybrid capacity, like in-person events/touchpoints and flexibility. Future research could assess JSS scores before and after implementing the suggestions to see if job satisfaction levels decrease, increase, or remain the same. An additional assessment measure may allow organizations to understand the effectiveness of the solutions mentioned.

An additional recommendation for future research is to perform a case study where there are consistent expectations and norms across an organization related to hybrid work. This type of research could lend additional insight into the multi-faceted understanding of hybrid work and the associated relationship between burnout and satisfaction. Finally, this research was conducted when many organizations were navigating the future of work in a post-pandemic world. Therefore, an identical future study may lend additional insight into staff expectations and perceptions of hybrid work.

Conclusion

As leaders in higher education navigate a post-pandemic world and the future of work, the staff perspective can inform decision-making processes, policies, and procedures. This study provides a data-informed perspective on job satisfaction and burnout levels, as well as anecdotal accounts from hybrid-working staff on how higher education organizations can increase job

satisfaction. This research promoted a learning opportunity in how organizations may progress forward in a dynamic hybrid workplace and encourage employee retention. This study will contribute to the body of knowledge and may serve as a resource as organizations offer or enhance the employee hybrid experience. Future research will hopefully be performed to further evaluate hybrid work as the higher education environment continues to evolve and transform.

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APPENDIX A

IRB APPROVAL LETTERS

THE UNIVERSITY OF TENNESSEE CHATTANOOGA

Institutional Review Board
Dept 4915
615 McCallie Avenue
Chattanooga, TN 37403
Phone: (423) 425-5867
Fax: (423) 425-4052
instrb@utc.edu
http://www.utc.edu/irb

TO: Mariah Hughes Perry **IRB # 23-065**
Dr. Elizabeth Crawford

FROM: David Deardorff, Interim Director of Research Integrity
Dr. Susan Davidson, IRB Committee Chair

DATE: 6/16/23

SUBJECT: IRB #23-065: Investigating the Relationship Between Hybrid Work, Job Burnout, and Job Satisfaction in Higher Education

Thank you for submitting your application for exemption to The University of Tennessee at Chattanooga Institutional Review Board. Your proposal was evaluated in light of the federal regulations that govern the protection of human subjects.

Specifically, 45 CFR 46.104(d) identifies studies that are exempt from IRB oversight. The UTC IRB Chairperson or his/her designee has determined that your proposed project falls within the category described in the following subsection of this policy:

46.104(d)(2)(iii): Research only includes educational tests, surveys, interviews, public observation and information is recorded with identifiers and IRB conducts limited review of privacy and confidentiality

Even though your project is exempt from further IRB review, the research must be conducted according to the proposal submitted to the UTC IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit an Application for Changes, Annual Review, or Project Termination/Completion form to the UTC IRB. Please be aware that changes to the research protocol may prevent the research from qualifying for exempt review and require submission of a new IRB application or other materials to the UTC IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the UTC IRB as soon as

possible. Once notified, we will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event.

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval.

For additional information, please consult our web page http://www.utc.edu/irb or email instrb@utc.edu.

Best wishes for a successful research project.

THE UNIVERSITY OF TENNESSEE CHATTANOOGA

Institutional Review Board
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615 McCallie Avenue
Chattanooga, TN 37403
Phone: (423) 425-5867
Fax: (423) 425-4052
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http://www.utc.edu/irb

TO: Mariah Hughes Perry **IRB #23-065**
Dr. Elizabeth Crawford

FROM: David Deardorff, Interim Director of Research Integrity
Dr. Susan Davidson, IRB Committee Chair

DATE: 6/30/23

SUBJECT: IRB #23-065: Investigating the Relationship Between Hybrid Work, Job Burnout, and Job Satisfaction in Higher Education

The University of Tennessee at Chattanooga Institutional Review Board has reviewed and approved the following changes for the IRB protocol listed above:

- Two new research sites added: [redacted]

Please keep in mind that all research must be conducted according to the proposal submitted to the UTC IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit an Application for Changes, Annual Review, or Project Termination/Completion form to the UTC IRB. Please bear in mind that significant changes could result in having to develop a new application for submission and approval. Your protocol will be automatically closed at the end of the proposed research period unless a change request application is submitted. No research may take place under a closed or expired protocol.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the UTC IRB as soon as possible. Once notified, we will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event.

Please refer to the protocol number denoted above in all communication or correspondence related to

your application and this approval.

For additional information, please consult our web page http://www.utc.edu/irb or email instrb@utc.edu.

Best wishes for a successful research project.

APPENDIX B

IDENTIFICATION AND ANALYSIS OF RESEARCH QUESTION

IDENTIFICATION AND ANALYSIS OF RESEARCH QUESTIONS

Quantitative

RQ1: Are there any statistically significant differences in job satisfaction by mode of work in a higher education setting?

	Variable Labels	**Levels of the Variable**	**Scale of Measurement**
Dependent Variable(s)	Job satisfaction	Dissatisfied (36 to 108) Ambivalent (108-144) Satisfied (144-216)	Scale
Independent Variable (s)	Mode of Work	Fully remote Mostly remote Mostly on-site Fully on-site	Nominal

RQ2: Are there any attribute variables, or otherwise, that contributed to the job satisfaction of staff working in a hybrid capacity?

	Variable Labels	**Levels of the Variable**	**Scale of Measurement**
Dependent Variable(s)	Job satisfaction scores of individuals working mostly remote or mostly on-site	Dissatisfied (36 to 108) Ambivalent (108-144) Satisfied (144-216)	Scale
Attribute Independent Variables	Job type	Executive Mid-level Support staff Prefer not to answer	Nominal
	Length of Service	0 to 5 years 6 to 10 years 11 to 15 years 16 to 20 years 21 or more years Prefer not to answer	Ordinal

	Pay	Less than $30,000 $30,001 - $49,999 $50,000 - $75,000 $75,001 - $99,999 More than $100,000 Prefer not to answer	Ordinal
	Mode of Work	Mostly remote Mostly on-site	Nominal

RQ3: Are there any statistically significant differences in burnout dimensions by mode of work in a higher education setting?

	Variable Labels	**Levels of the Variable**	**Scale of Measurement**
Dependent Variable(s)	Emotional Exhaustion, Cynicism, Professional Efficacy	Statistical: Low (0 to 2) Moderate (3 to 4) High (5 to 6) Person-Centered Analysis Engaged Ineffective Overextended Disengaged Burnout	Scale Ordinal
Independent Variable (s)	Mode of Work	Fully remote Mostly remote Mostly on-site Fully on-site	Nominal

RQ4: Are there any attribute variables, or otherwise, that contributed to high exhaustion, cynicism, or low professional efficacy of staff working in a hybrid capacity?

	Variable Labels	**Levels of the Variable**	**Scale of Measurement**
Dependent Variable(s)	Emotional Exhaustion, Cynicism, Professional Efficacy scores of individuals working mostly remote or mostly on-site	Statistical: Low (0 to 2) Moderate (3 to 4) High (5 to 6)	Scale

Attribute Independent Variables	Job type	Executive Mid-level Support staff Prefer not to answer	Nominal
	Length of Service	0 to 5 years 6 to 10 years 11 to 15 years 16 to 20 years 21 or more years Prefer not to answer	Ordinal
	Pay	Less than $30,000 $30,001 - $49,999 $50,000 - $75,000 $75,001 - $99,999 More than $100,000 Prefer not to answer	Ordinal
	Mode of Work	Mostly remote Mostly on-site	Nominal

RQ5: What is the relationship between the level of job satisfaction and burnout dimensions of respondents working in a hybrid capacity?

	Variable Labels	**Levels of the Variable**	**Scale of Measurement**
Dependent Variable(s)	Job Burnout (Emotional Exhaustion, Cynicism, Professional Efficacy) scores	Low (0 to 2) Moderate (3 to 4) High (5 to 6)	Scale
	Job satisfaction scores	Dissatisfied (36 to 108) Ambivalent (108-144) Satisfied (144-216)	Scale
Attribute Independent Variables	Mode of Work *Only referencing mostly on-site and mostly remote*	Mostly remote Mostly on-site	Nominal

Qualitative

RQ6 (Qualitative): How can higher education institutions increase job satisfaction and support staff during the implementation or continuance of hybrid work solutions?

Data Point/Element	Source for Data	Data Gathering Method	Data Analysis Method
Support for staff during hybrid work solutions	Anecdotal accounts from higher education governing office staff	Interviews/Open-ended survey responses	Interpretation of patterns and themes that emerge

APPENDIX C

JOB SATISFACTION SURVEY (JSS)

	JOB SATISFACTION SURVEY Paul E. Spector Department of Psychology University of South Florida 	
	PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT.	Disagree very much Disagree moderately Disagree slightly Agree slightly Agree moderately Agree very much
1	I feel I am being paid a fair amount for the work I do.	1 2 3 4 5 6
2	There is really too little chance for promotion on my job.	1 2 3 4 5 6
3	My supervisor is quite competent in doing his/her job.	1 2 3 4 5 6
4	I am not satisfied with the benefits I receive.	1 2 3 4 5 6
5	When I do a good job, I receive the recognition for it that I should receive.	1 2 3 4 5 6
6	Many of our rules and procedures make doing a good job difficult.	1 2 3 4 5 6
7	I like the people I work with.	1 2 3 4 5 6
8	I sometimes feel my job is meaningless.	1 2 3 4 5 6
9	Communications seem good within this organization.	1 2 3 4 5 6
10	Raises are too few and far between.	1 2 3 4 5 6
11	Those who do well on the job stand a fair chance of being promoted.	1 2 3 4 5 6
12	My supervisor is unfair to me.	1 2 3 4 5 6
13	The benefits we receive are as good as most other organizations offer.	1 2 3 4 5 6
14	I do not feel that the work I do is appreciated.	1 2 3 4 5 6
15	My efforts to do a good job are seldom blocked by red tape.	1 2 3 4 5 6
16	I find I have to work harder at my job because of the incompetence of people I work with.	1 2 3 4 5 6
17	I like doing the things I do at work.	1 2 3 4 5 6
18	The goals of this organization are not clear to me.	1 2 3 4 5 6

	PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT. 	Disagree very much / Disagree moderately / Disagree slightly / Agree slightly / Agree moderately / Agree very much
19	I feel unappreciated by the organization when I think about what they pay me.	1 2 3 4 5 6
20	People get ahead as fast here as they do in other places.	1 2 3 4 5 6
21	My supervisor shows too little interest in the feelings of subordinates.	1 2 3 4 5 6
22	The benefit package we have is equitable.	1 2 3 4 5 6
23	There are few rewards for those who work here.	1 2 3 4 5 6
24	I have too much to do at work.	1 2 3 4 5 6
25	I enjoy my coworkers.	1 2 3 4 5 6
26	I often feel that I do not know what is going on with the organization.	1 2 3 4 5 6
27	I feel a sense of pride in doing my job.	1 2 3 4 5 6
28	I feel satisfied with my chances for salary increases.	1 2 3 4 5 6
29	There are benefits we do not have which we should have.	1 2 3 4 5 6
30	I like my supervisor.	1 2 3 4 5 6
31	I have too much paperwork.	1 2 3 4 5 6
32	I don't feel my efforts are rewarded the way they should be.	1 2 3 4 5 6
33	I am satisfied with my chances for promotion.	1 2 3 4 5 6
34	There is too much bickering and fighting at work.	1 2 3 4 5 6
35	My job is enjoyable.	1 2 3 4 5 6
36	Work assignments are not fully explained.	1 2 3 4 5 6

APPENDIX D

SAMPLE ITEMS FROM MASLACH BURNOUT INVENTORY (MBI-GS)

SAMPLE ITEMS FROM

MASLACH BURNOUT INVENTORY – GENERAL SURVEY (MBI-GS)

Item #1: I feel emotionally drained from my work.

Item #10: In my opinion, I am good at my job.

Item #15: I doubt the significance of my work.

How Often:

0 – Never
1 – A few times a year or less
2 – Once a month or less
3 – A few times a month
4 – Once a week
5 - A few times a week
6 – Every Day

Note: Copyright to electronically reproduce the full MBI-General Survey as part of this research study was provided by Mind Garden.

VITA

Mariah Hughes Perry was born in Clarksville, Tennessee, to her parents Monrita Tate and Joseph Hughes, Jr. She was raised in Clarksville and attended West Creek High School. Upon graduation, she attended Austin Peay State University (APSU), where she received a Bachelor of Science in Communication Arts with a concentration in Public Relations in 2016. Mariah continued her studies at APSU, completing a Master of Arts degree in Communication Arts concentrating in Corporate Communication in 2017. In 2018, she enrolled in the University of Tennessee at Chattanooga Doctoral Program in Learning and Leadership. For six years, Mariah served in various administrative positions with the Tennessee Department of Treasury prior to transitioning to her current role as the Board Secretary for the Tennessee Board of Regents.