JOB SATISFACTION OF ADJUNCT FACULTY SERVING IN THE ONLINE ENVIRONMENT AT A PRIVATE EVANGELICAL UNIVERSITY

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ONLINE ENVIRONMENT AT A PRIVATE UNIVERSITY

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ABSTRACT

The purpose of this study was to describe levels of satisfaction of the adjunct faculty who teach in online modalities of instruction at a private evangelical university located in the southern United States. The three faculty groups included in the study were (a) online adjunct faculty (independent contractors), (b) adjunct faculty (university full time staff and administrators teaching part-time in the online program) and (c) full-time residential faculty who teach online courses in the distance format. The abridged Job Descriptive Index and the abridged Job in General index were chosen to survey respondents regarding satisfaction levels. The results of the study found that in general, all faculty groups who taught in the online environment were satisfied with the work itself, supervision, staff, and the job in general. Full-time faculty were neither satisfied nor dissatisfied with pay and opportunities for improvement. Part-time faculty and full-time staff and administration who taught in the online programs scored in the neutral area of satisfaction regarding opportunities for promotion. In general, none of the faculty groups was dissatisfied with any of the job facets examined during the study.

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CHAPTER 1: INTRODUCTION

A growing number of faculty have chosen to teach in an environment removed from the physical university campus (McLean, 2006). Universities have been hiring adjunct faculty over full-time faculty at a rate of 3 to 1 (Wyles, 1998). “The ultimate success or failure of the distance education enterprise is inextricably tied to the enthusiasm and continued support of the faculty” (Sherron, 1998, p. 44). With the increase in the numbers and importance of adjunct faculty to higher education, the literature is deficient on the identification of factors affecting job satisfaction of those who teach exclusively online (McLean, 2005).

To address the gaps in the literature, this study was undertaken to determine levels of job satisfaction for adjunct faculty who serve in the online environment at a private evangelical university in the Southeast United States of America. The study examined multiple job characteristic dimensions and identified areas of satisfaction, dissatisfaction, and indifference. Chapter 1 will introduce the topic, detail the purpose and significance of the study, list the research questions that provide the operational framework for the study, and present the definitions of terms and the assumptions and limitations of the study.

Introduction to the Topic

In order to secure the support of online, adjunct faculty, an institution that deploys online modalities of instruction must understand both those who are teaching in the virtual classroom and the different facets of the job that affect the satisfaction levels of those faculty. Job satisfaction emanates from an individual and is dependent upon the different attitudes and factors that an organization deliberately or unintentionally integrates into a job by an organization (Hutcheson & McDonal, 2000).

> Satisfaction . . . is a relative matter. . . . The domains that determine satisfaction may vary and depend upon personal priorities [which] . . . vary between domains of relationships, family, personal recognition, finances, job, health, self-esteem, and achievements. (Stanley & Burrows, 2001, p. 11)

Thus, job satisfaction is the result of multiple extrinsic and intrinsic facets of a position, personal experiences, and demographic factors. Although personal priorities, life circumstances, and demographic factors can affect job satisfaction, there are facets of a job that lead to satisfaction or dissatisfaction that are under the control of university administrators (Hagedorn, 2000). "[A]ny worker can attest that its [job satisfaction's] presence can be felt and its consequences observed" (Hagedorn, 2000, p. 5).

Online Education Programs

The number of students enrolled in online education programs has been steadily increasing. A study conducted by The National Center for Education Statistics (NCES) reports that approximately 56 percent of 2- and 4-year institutions in the United States offered courses via the distance format in the 2000-2001 academic year with an estimated 2,876,000 students enrolled in college-level, credit granting, distance education courses (Forrest, Cataldi, Fahimi, & Bradburn, 2005).). The U.S. Department of Education acknowledges (NCES 2002-155), "Many postsecondary education resources are being devoted to nontraditional delivery methods such as distance education" (p. 1).

Adjunct Faculty

Along with the increase in the number of courses offered via distance programs, the number of adjunct faculty employed by postsecondary institutions has also increased. In 1970, only 22 percent of all faculty in institutions of higher education were part-time.

That number increased to 36 percent in 1990, rose to 43 percent in 2000 (Allen, 2004) and continues to grow with 75 percent of new teaching jobs in higher education being filled by adjuncts (Wyles, 1998). A "significant [trend] in higher education has been the recent increase in dependence on part-time faculty" (Valadez & Anthony, 2001, p. 97). The steady increase in the number of adjunct faculty in postsecondary institutions has led to the belief that full-time teaching positions "as we know them are changing. . . . [T]hey are social artifacts, going the way of the dinosaur" (Roueche, Roueche, & Milliron, 1997, p. 19).

Adjunct faculty have been referred to as "forgotten" (McLean, 2005), "strangers" (Roueche, Roueche & Milliron, 1997), "neglected majority," "necessary evil," "cheap fix" and "exploitation of the worse kind" (McGuire, 1993). However, the heavy reliance on adjunct faculty to fill teaching positions demonstrates that adjuncts play an important role in the success of postsecondary institutions. Adjunct faculty who teach online may never visit the physical campus of the institution for which they work, but they act as the institution's representative in the virtual classroom. Organizations constantly interact with their external and internal constituents, which includes those who work for the organization and those who interact with it: faculty and students. Owens (1998) proposed that as an open, living system, the internal environment of an organization not only influences the behavior of individuals within its system, but the organization is also influenced by the social and psychological characteristics of those constituents.

Job Satisfaction

A study by The Conference Board (2005) reported that 50 percent of Americans in 2005 were satisfied with their jobs, down from almost 60 percent in 1995. The

leadership of postsecondary institutions should note the overall decrease, as satisfaction levels of adjunct faculty regarding their academic employment could have considerable impact on the quality of their teaching (Gappa, 2000).

Job satisfaction is a concern to managers, supervisors, and human resource administrators (Balzer, et al., 2000). The benefit of higher levels of job satisfaction is not limited to satisfied customers and a more effective institution. Research has shown that there is also a benefit to the employee in that there is a strong relationship between job satisfaction and personal, professional, and material success (Lore, 1998). Benefits of satisfaction can include greater productivity, brighter outlook, acting as a positive role model for coworkers and family, better sense of humor, more enjoyment of leisure time, better health, enhanced interpersonal relationships, introspection, and professionalism (Lore 1998).

Academic programs have refocused on customer satisfaction rather than academic tradition (Rhoades & Slaughter, 2004), and faculty have an important role in ensuring student satisfaction. If adjunct faculty are satisfied, then in turn students should be satisfied with the academic experience. As research by Brown (1996) suggests, ensuring satisfied employees has led to satisfied customers. However, it must be noted that "[g]ood service provision does not necessarily mean 'doing everything the customer wants' so much as bringing the expectations of the service provider and the customer closely in line" (Scott, 1999, p. 193). Faculty can support good service by ensuring that student expectations are in line with course expectations.

Purpose of the Study

The purpose of this study was to determine job satisfaction of adjunct faculty who serve in the online environment at a private evangelical university in the southeastern United States. Job satisfaction was examined across multiple dimensions to identify areas of satisfaction, dissatisfaction, and indifference, as "understanding job satisfaction of adjunct faculty can identify troubled areas" (Spector, 1997, p. 2). If troubled areas are causing dissatisfaction among online, adjunct faculty, then "[d]etermining job satisfaction factors relevant to university teachers could lead to improvements and innovations in teaching that would help retain them" (Okpara, Squillance, & Erondu, 2005, p. 178).

The results of this study determined job satisfaction levels for full-time faculty who teach in the distance modality and the two distinct groups of adjunct faculty at the university. The first group of adjunct faculty holds staff and administrative positions at the university, while the second group of adjunct faculty are considered independent contractors, having no other connection to the university other than the adjunct teaching position. Examination of the two groups of adjunct faculty who teach in the online environment and of full-time faculty was important in that each group has different experiences in regards to the university and the online teaching experience. It was important to investigate the different experiences of each of the 3 groups of faculty, as a deficit created by a lack of proper orientation can affect satisfaction levels (Balch, 1999; Finucane & Algren, 1997; Rifkin, 1998), and being distant from campus "demands that faculty . . . be intrinsically motivated and independent" (McLean, 2006, ¶ 24).

Research Questions

The central question of this study was, "What are the satisfaction levels of adjunct faculty as they consider the work itself, supervision, staff, pay, promotion, and the overall feeling of job satisfaction?" The following specific research questions were formulated to answer the central question:

1. What are the levels of satisfaction of online adjunct faculty (independent contractors) with the work itself, supervision, staff, opportunities available, pay, and the overall feeling of job satisfaction, as measured by the survey?
2. What are the levels of satisfaction of online adjunct faculty (university full-time staff and administrators teaching part-time) with the work itself, supervision, staff, opportunities available, pay, and the overall feeling of job satisfaction, as measured by the survey?
3. What are the levels of satisfaction of full-time residential faculty who teach online courses in the distance format with the work itself, supervision, staff, opportunities available, pay, and the overall feeling of job satisfaction, as measured by the survey?
4. Are there significant differences in the levels of job satisfaction of online adjunct faculty (independent contractors) to that of online adjunct faculty who work in staff and administrative positions at the university, as measured by the survey? The null hypothesis for this question: there is no difference in satisfaction levels of part-time faculty and full-time staff and administrators who teach in the online programs.

5. Are there significant differences in the levels of job satisfaction of online adjunct faculty to that of full-time residential faculty who teach online courses in the distance format, as measured by the survey? The null hypothesis for this question: there is no difference in satisfaction levels of part-time faculty and full-time residential faculty who teach online courses in the distance format.

Significance of the Study

Smith, Kendall, and Hulin (1969) state, "Trite as it may seem, satisfaction is a legitimate goal in itself" (p. 3). It is essential for organizational leadership "to be aware of those aspects within an organization that might impact most employee's job satisfaction, and to enhance those aspects because, in the long run, the results will be fruitful for both the organization and the employee" (Judge, Hanisch, & Drankoski, 1995, p. 576). A study of job satisfaction can facilitate the change of extrinsic factors that can decrease dissatisfaction and put in place elements that can increase levels of satisfaction. In addition, determining the satisfaction levels of adjunct faculty in regards to different aspects of their employment, the findings may contribute to improved practices in regards to policies and procedures.

The significance of this study was that it provided a benchmark measure of the satisfaction levels of adjunct faculty at the university. Using the quantitative research method of univariate analysis, this study sought to provide an institutional awareness of the satisfaction levels of adjunct faculty who work in the online asynchronous environment. By recognizing factors that contribute to job satisfaction, administration can work to enhance those factors, while factors that contribute to job dissatisfaction can be examined and reduced or removed. A focus on job satisfaction may lead to a decrease in

faculty turnover, which will save the institution the costs associated with the hiring and training of replacements and the disruption to the workflow caused by new faculty (Hellman, 1997) in addition to attracting and keeping the most highly qualified and best faculty.

Definitions of the Terms

- Online courses: Courses offered completely through a web-based course delivery system. Typically asynchronous as there is flexibility as to what day, time of day and place from which faculty and student participation takes place; there are, however, regular due dates throughout the term. Faculty who teach online classes can be geographically distant from the institution (Hislop & Ellis, 2003). Online classes are comprised of two distinct aspects: (a) distance in space and/or time between the instructor and the students, and (b) the use of some medium for communication (Keegan, 1995). Online courses are 'turn-key.' Each course offered in the online modality is developed by a subject-matter expert who is compensated to identify a textbook and to write course materials. The course is then vetted through editors who put all courses offered online into a standard format. Thus, the role of the faculty member who teaches such courses is that of facilitator of student learning.
- Adjunct faculty: Contracted from term to term to teach in the online programs. Remuneration is based upon the number of credit hours taught. In some academic circles, the title of adjunct is assigned to someone who returns to teach at an institution year after year but is not considered full-time faculty, whereas the classification of part-time is reserved for those who teach occasionally (Grieve &

Worden, 2000). In general, however, "[T]he term adjunct and part-time are used interchangeably in higher education" (Kaufman, 2004, p. 3).

- Job satisfaction: There are multiple definitions of satisfaction in the literature. One would be "[h]ow people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (Spector, 1997, p. 2). Job satisfaction is multidimensional: a worker may have different satisfaction levels with the job, administration, salary, etc. (Smith, Kendall, & Hulin, 1969). Locke (1976) defines job satisfaction as "[a] pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (p. 1300). For the purpose of this study, job satisfaction was considered a positive view toward the organization, which is multidimensional and originates from the multiple demands of the workplace and an individual's contributions.
- Survey: The survey was comprised of questions from the abridged Job Descriptive Index (aJDI), which measures different facets of job satisfaction, and the abridged Job In General (aJIG) instrument, which is a global measure of job satisfaction (Smith, et al., 1969). In addition to the aJDI and aJIG questions, researcher-developed demographic questions were included in the survey. Statistical analysis of the survey was completed using descriptive statistics and one-way ANOVA analysis.
- Evangelical University: According to Bebbington (2005), the priorities of the evangelical movement are, "emphasis on the atoning work of Christ on the Cross; the need for personal faith through conversion; the supreme value of the Bible;

and the binding obligation of mission" (p. 23). The evangelical nature of the university is also included in its mission to provide a liberal arts education based upon the belief that "God, the infinite source of all things, has shown us truth through Scripture, nature, history, and, above all, in Christ" (Statement of Purpose, ¶ 2).

Conceptual Framework

The conceptual framework provides the current literature regarding job satisfaction, which are based in the theories and models of job satisfaction. In this study, satisfaction levels of the faculty were determined by grounding the research in those theories and models. Satisfaction is defined as the extent to which people like or dislike their jobs and different aspects of their jobs (Spector, 1997). It is important to understand the satisfaction level of workers, as dissatisfied workers are more likely to leave an organization (Allcorn & Diamond, 1997; Batlis, 1980; Harris & Brannick, 1999; McBride, Munday, & Tunnell, 1992; Stevens, 1995) and dissatisfaction can have a negative impact on the physical and emotional existence of faculty (Lore, 1998; Stevens, 1995). However, the benefits of job satisfaction can include greater productivity, brighter outlook, and professionalism (Lore, 1998).

Utilization of part-time faculty is ubiquitous in higher education and the reasons range from the cost savings to the flexibility required because of fluctuating enrollments. Payroll costs of adjunct faculty can be less than that of full-time faculty because many adjunct faculty do not receive benefits, such as medical and retirement. Thus, the increase in the use of adjunct faculty has been linked with the motive of financial savings (Banachowski, 1996; Gappa & Leslie, 1996; Haeger, 1998; McGuire, 1993; Rifkin, 1998;

Styne, 1997). Since most adjunct faculty are on term-by-term appointment, there are no consequences to not utilizing an adjunct faculty member (Cohen & Brawer, 1989; Mize, 1998). However, a lack of sufficient notice of employment can affect job security, which in turn can affect job satisfaction (McMurray, Linzer, & Elon, 1999; Visser, Smets, Oort, & Hanneke, 2003).

The online modality of course delivery has broken the traditional triune of teaching, service, and scholarship. Online educators are primarily facilitators of predeveloped courses. Online classes may be considered routine, as the content of each course is already populated and faculty are required to utilize the content provided, which includes a syllabus, text, assignments, and tests. Such routinization of teaching may result in a lack of challenge and lead to dissatisfaction (Gmelch, 1995).

Assumptions of the Study

There were three assumptions evident in this study:

1. Subjects will be able to express satisfaction levels accurately and honestly in response to the survey questions.
2. Satisfaction will be accurately measured with the facets of employment presented in the abridged Job Descriptive Index and the abridged Job in General scales (Smith et al., 1969).
3. The measures are both valid and reliable and accurately measure job satisfaction.

Summary

The results of this study will be useful in determining the levels of job satisfaction and dissatisfaction among adjunct faculty who work in an online environment.

Recognition and analysis of factors that lead to dissatisfaction can result in elimination of those factors, whereas the analysis of factors that lead to satisfaction can lead to strengthening of those areas.

The remaining chapters follow the traditional dissertation format. Chapter Two contains a review of the relevant literature on the concepts of satisfaction and adjunct faculty, with a special emphasis on how they relate to the online environment. Chapter Three provides the design and research methodology, while in Chapter 4 the data were analyzed. Chapter Five will provide the findings, conclusions, and suggestions for further research.

Chapter 2: Literature Review

This chapter examines the literature relevant to both adjunct faculty and job satisfaction. The standard for selection of the literature utilized in this study was that it provided a background and theoretical framework for the study and was embedded in job satisfaction and organizational theory. The literature explains, according to differing theories and models, the general causes underlying why people behave the way they do on the job. These causes can be applied to the work of teaching as an adjunct faculty member. The combination of the proliferation of courses offered via distance education (U.S Department of Education, 2003) and the substantial increase in the use of part-time faculty to teach those courses (Townsend, 2000; U.S. Department of Education, 2002) support the vital need to study the job satisfaction of this growing community of faculty who teach part-time in the online environment.

Research Regarding Adjunct Faculty

Evident in the abundance of literature available, interest in the use and work of adjunct faculty appears almost limitless. To understand the facets of job satisfaction of adjunct faculty, the following factors must be reviewed: (a) the importance of the regional accrediting agencies' views on adjunct faculty, (b) advantages, and disadvantages of utilizing adjunct faculty, (c) good practices for employing adjuncts, and (d) who is teaching in the virtual classroom.

Growth in the Use of Adjunct Faculty

Adjunct faculty have become an important component of the online educational environment. The hiring of part-time faculty has become a permanent strategy within

higher education (Gappa & Leslie, 1996) because part-time faculty increase organizational flexibility and bring real-world vocational experience to the classroom (Clark, 1993; McGuire, 1993). The use of adjunct faculty at institutions of higher education is ubiquitous with over 250,000 part-time instructors working each year at U.S. institutions (Lyons, Kysilka & Pawlas, 1999). While only 17 percent of the U.S. workforce hold part-time jobs (Johnson & McCarthy, 2000), part-time faculty made up 43 percent of instructional faculty in degree granting institutions in 2000 (Forrest, Cataldi, Fahimi, & Bradburn, 2005). Cox and Leatherman (2000) found that part-time instructors accounted for almost half of all instruction at colleges and universities. Thus, institutions of higher education depend upon part-time workers more than almost any other segment of the workforce (Johnson & McCarthy, 2000). Some institutions rely on part-time faculty more than others. The University of Phoenix, a proprietary institution, where over 90 percent of faculty are also employed elsewhere (Leatherman, 1998), serves as an example of an institute that depends heavily on adjunct faculty to teach online courses. Reliance on part-time faculty is evident even at elite institutions—such as at Yale University—where 70 percent of classroom instruction is handled by part-time faculty and graduate students (Wilson, 1999).

Regional Accrediting Agencies Views on Adjunct Faculty

Accrediting agencies have not limited the use of adjunct faculty, but they have taken steps to ensure that an institution maintains academic quality by having an effective selection and development processes in place for adjunct faculty. The Chronicle of Higher Education (1997) reported the seven regional accrediting bodies took the following positions regarding employment of part-time faculty:

1. The Middle States Association of Colleges and Schools: There is no precise formula for determining the balance between full-time and part-time faculty. Part-time faculty usually accept teaching appointments as a commitment secondary to other responsibilities. They do not have the time to devote to committees, counseling, and other normal faculty duties. The full-time faculty bears an increased burden in these areas as the proportion of part-time faculty rises, with direct implications for the morale and effectiveness of the full-time faculty. (p. A12)
2. The New England Association of Colleges: The faculty includes adequate numbers of individuals whose time commitment to the institution is sufficient to assure the accomplishment of classroom and out-of-classroom responsibilities. It avoids undue dependence on part-time faculty, adjuncts, and graduate assistants to conduct classroom instruction (p. A13).
3. The North Central Association of Colleges and Schools: Faculty responsibilities at an institution are best fulfilled when a core of full-time teaching faculty has as its primary commitment the education programs provided by the institution. This means full-time rather than part-time employment at the institution. There is no precise mathematical formula to determine the appropriate number of full-time faculty each institution should have. However, it is reasonable to expect that an institution would seldom have less than one full-time faculty member for each major that it offers (p. A13).
4. The Northwest Association of Schools and Colleges: Institutions commonly employ some part-time faculty to achieve various purposes, but a core of full-

time instructional faculty with major professional commitment to the institution and with appropriate professional qualifications for the programs offered is deemed essential. Where such a core does not exist, the institution must demonstrate clearly and definitively that its students and the institution itself are being well served without it (p. A13).

5. The Southern Association of Colleges and Schools: The employment of part-time faculty members can provide expertise to enhance the educational effectiveness of an institution, but the number of part-time faculty members must be limited. Part-time faculty members teaching courses for credit must meet the same requirements for professional, experiential, and scholarly preparation as their full-time counterparts teaching in the same disciplines (p. A13).
6. The Western Association of Schools and Colleges, Community College Division: The institution has sufficient, qualified, full- and part-time faculty to support its educational programs wherever offered and by whatever means delivered (p. A13).
7. The Western Association of Schools and Colleges, Senior College Commission: There must be a core of full-time faculty whose primary employment obligation is to teaching and research at the institution. With regard to the obligations and responsibilities of part-time faculty, the institution has a policy designed to integrate them appropriately into the life of the institution (p. A13).

With the growth in their use, part-time faculty have become a significant faction in institutions of higher education (Gappa & Leslie, 1996), and regional accrediting agencies have taken steps to ensure that the use of adjunct faculty has been carefully

considered by each institution. Prior to such consideration, the institution should clearly define the field of adjunct teaching. The following sections provide a brief overview of this field.

The Field of Adjunct Teaching

Those who teach online must have knowledge in the discipline, as well as the ability to successfully transfer that knowledge to students in an asynchronous environment and the ability to successfully navigate technology utilized for online programs.

Coppola, Hiltz, and Rotter (2002) propose three teaching components that comprise the pedagogy of teaching, which could be applied to the online environment. The first component is cognitive, in which an instructor must understand the mental processes of learning and information storage. The next component, affective, is the relationship between students, faculty, and the classroom environment—and is as important in the online environment as in a physical classroom. The final component is management of the class and course.

As a result of the growth in the number of faculty teaching in the online environment, "the teaching function is not becoming obsolete, but the role is being transformed" (Beaudoin, 1990, p. 22). Hiring adjunct faculty for online teaching has led to an "unbundling" of the roles of research, teaching, and service traditionally associated with teaching (Paulson, 2002, p. 124). The trinity of research, teaching, and service—under which most full-time faculty operate—has been broken in the online environment. The unbundling of those roles means online faculty are usually limited to the task-based actions related to teaching (Sherron & Boettcher, 1997). A focus on the teaching aspect

of the professoriate allows adjunct faculty to put efforts into the knowledge of the discipline and what and how to teach.

> As a scholarly enterprise, teaching begins with what the teacher knows. Those who teach must, above all, be well informed, and steeped in the knowledge of their fields. . . . Pedagogical procedures must be carefully planned, continuously examined, and relate directly to the subject taught. . . . Teaching, at its best, means not only transmitting knowledge, but also transforming and extending it as well (Boyer, 1990, pp. 22-23).

The roles of an online faculty member who teaches in a virtual environment are different from the roles of one who teaches in a physical classroom. When teaching in a physical classroom, an instructor can obtain immediate feedback from students and change teaching style and methodology or repeat material to ensure student understanding. One who teaches in an online, virtual environment must be able to design communication and instruction that will meet the needs of a population from whom feedback is not readily obtainable. The online instructor must be able to present content, facilitate discourse, focus and summarize discussion, confirm student understanding through assessment and feedback, and respond to technical concerns (Berge & Collins, 1995; Garrison, Anderson, & Archer, 2000; Kearsley, Lynch, & Wizer, 1993). Research suggests that one who works in an asynchronous online environment must be proficient as a virtual communicator and written presenter, as well as exhibit competency with the technical component of course delivery systems (Berge & Collins, 1995). In addition to these requirements, other researchers include maintaining harmony, the ability to design instruction and weave discussion threads, administer a course, and instruct students in an

online environment (Garrison, Anderson & Archer, 2000; Kearsley, Lynch, & Wizer, 1993). Once the roles of online faculty are clearly defined, the institution can then address the advantages and the disadvantages of deploying adjunct faculty in these roles.

Advantages of Utilizing Adjunct Faculty

"Part-time and temporary faculty members are instrumental to the survival of the academic enterprise" (Allen, 2004, p. 35) and there are a myriad of benefits to hiring part-time faculty to teach in higher education. Although there are many reasons that an institution will choose to utilize adjunct faculty, many researchers suggest that the primary motivation is financial savings (Banachowski, 1996; Gappa & Leslie, 1996; Haeger, 1998; McGuire, 1993; Rifkin, 1998; Styne, 1997). A study by Roueche, Roueche, and Milliron (1997) found that a teaching load that requires $35,000 - $40,000 for a full-time appointment at a community college would cost only $15,000 if taught by several part-time faculty members. Part-time faculty are considered an "economic bargain" (Freeland, 1998).

In addition to financial savings, utilizing part-time faculty allows for flexibility to match the demands of fluctuating enrollment (Lankard, 1993; McGuire, 1993; Osborn, 1990; Schuster, 1998). Even on short notice, institutions can hire adjunct faculty if enrollment in courses exceeds expectations and there are no consequences for not renewing a term-by-term appointment if course enrollment drops (Cohen & Brawer, 1989; Mize, 1998).

Disadvantages of Utilizing Adjunct Faculty

Teaching at the collegiate level is most likely the only skilled profession that requires no prior training (Fedler, Counts, & Stoner, 1989) and part-time faculty may not

have the training required to teach in an online environment. Part-time faculty members are usually employed for their professional experiences and competencies rather than pedagogical training; hence, many lack "the teaching skills and teaching experience required in the classroom" (Lankard, 1993, p. 3).

Although 60 percent of institutions offer some form of training for online faculty (U.S. Department of Education, NCES 98-062, 1997), part-time faculty may not be required to participate in an orientation program to become familiar with an institution's unique culture or receive training regarding pedagogy. As a result, they may receive little or no support from administration (Conley & Leslie, 2002; Rhoades & Slaughter, 2004). A deficit created by a lack of inculcation can lead to feelings of exclusion and isolation, which may lead to a decrease in job satisfaction (Balch, 1999; Finucane & Algren, 1997; Rifkin, 1998). The view of part-time faculty as being outside looking in has lead to accusations of institutions treating adjunct faculty as second class citizens—the "neglected majority" (McGuire, 1993). It is important for adjunct faculty to be socialized and integrated into the institution as these have been linked to satisfaction, feelings of self-worth, effective performance, productivity, and commitment (Finucane & Algren, 1997). Various researchers support the connection between a sense of inclusion and acceptance by an organization with the employee's desire to remain at an organization and an increased level of job satisfaction (Mor Barak & Cherin, 1998; Mor Barak & Levin, 2002).

Another disadvantage to hiring part-time faculty is twofold. The first disadvantage is that the "[i]mmediate savings that institutions realize from wide-spread use of part-time appointments . . . are often offset by the lack of program coherence and

reduced faculty involvement with students and student learning" (Conference on the Growing Use of Part-time and Adjunct Faculty, 1998, p. 56). Another disadvantage to hiring part-time faculty is that part-time faculty in the classroom may not result in positive student outcomes: "The limited contractual and time commitments of part-time employment means that temporary faculty members do their work apart from the structures through which the curriculum, department, and institution are sustained and reviewed" (p. 56).

There have been mixed findings concerning the quality of outcomes for students taught by adjunct verses full-time faculty. Some studies have shown that students taught by adjunct faculty did not perform as well as students taught by full-time faculty (Harrington & Schibik, 2001; Spangler, 1990). However, other studies concluded that there is virtually no difference in the quality of instruction delivered by adjunct and full-time faculty (Haeger, 1998; McGuire, 1993; Meyer, 2005, Sworder, 1987). In addition, a study performed by Rhodes (1991) found that both full- and part-time faculty share similar goals and objectives for student learning.

Regardless of the debate concerning adjunct verses full-time faculty regarding student outcomes, it has been suggested that adjunct faculty in the online environment do not have access to the same institutional resources and oversight as full-time faculty. With the limited time spent interacting with college administrators and colleagues, adjunct faculty are "far less likely to receive regular evaluation and feedback" (Conference on the Growing Use of Part-time Faculty, 1998, p. 55). The lack of regular contact between administrators and part-time faculty may lead to the belief that positive student evaluations are an assurance of reappointment. In a study performed prior to the

availability of online educational programs, Fedler, Counts, and Stoner (1989) found that grades awarded by adjunct faculty at three institutions were the highest grades awarded among all faculty members. "[G]iven that faculty behaviors are subject to reward structures, it is not surprising that faculty would tend to teach to the evaluations" (Haskell, 1997, ¶ 57). Although adjunct faculty may not have regular contact with college administrators and colleagues and thus believe that they must depend upon favorable student evaluations for reappointment, adjunct faculty must still be held accountable for instructional quality and the effectiveness of courses offered in the distance format (Olcott & Wright, 1995).

Schuster (1998) proposed another disadvantage of utilizing adjunct faculty. The research suggests there may be correlation between an increase in the use of part-time faculty and a decrease in faculty loyalty. This decrease in loyalty, supported by longitudinal research, may be caused by part-time faculty holding positions in several organizations (Schuster). "The multiple-job-holder serves several masters and must sometimes choose among jobs when the demands conflict" (Tuckman, 1978, p. 306). Opposing demands of multiple, part- and/or full- time positions held by adjunct faculty may be incompatible and therefore detrimental to the individual (Rothbard, 2001; Tuckman, 1978).

Good Practices for Employing Adjuncts

While the part-time faculty member has responsibilities to the institution, the relationship is reciprocal. A reason for employing adjunct faculty is the flexibility that part-time appointments bring. However, this leads to a "lack of job security and a frequent lack of notice of employment or non-reemployment, class assignments or

professional expectations" among part-time faculty (Academe, 1998, p. 55). Lack of sufficient notice of employment is important because job security has a positive impact on job satisfaction (McMurray, Linzer, & Elon, 1999; Visser, Smets, Oort, & Hanneke, 2003).

Among potential online adjuncts, there is some trepidation as to the adequacy of institutional support (Bower, 2001). When an adjunct is not physically present on a campus, the support provided by colleagues, administration, and staff is important. Research by Visser, Smets, Oort, and Hanneke (2003) in The Netherlands and Freeborn (2001) in the United States found that an employee's perception that they are well managed and well resourced will lead to job satisfaction.

An institution must carefully examine its adjunct faculty hiring process as the "the quality of faculty is determined initially by the quality of people hired" (Fife, 1992, as cited in Drysdale, 2005, p. 138). A study completed by the American Association of University Professors and reported at the Conference for the Growing use of Part-Time and Adjunct Faculty (1998) reports that the hiring process for full-time faculty is more thorough than the hiring process for adjunct faculty. To ensure a good process has been put in place for hiring adjunct faculty, the study of the American Association of University Professors (1998) recommends the following hiring procedures to increase the satisfaction levels of both parties:

- Select and hire part-time faculty based on criteria that fit the institution's mission.
- Recruit and select the best available candidates.
- As much as is possible, perform projections and assign adjunct faculty to long-term appointments, thus providing job security.

- Provide clear expectations through policies and procedures.
- Provide ample notification of appointment or reappointment to allow adequate time for course preparation.
- Provide orientation, mentoring, and development opportunities.
- Provide telephone and computer access and e-mail accounts so that the part-time faculty member can perform his or her assigned responsibilities.
- Remuneration should be equitable and based on a standardized salary policy.
- Provide access to fringe benefits.
- The part-time faculty member should be given the opportunity for professional advancement.
- Criteria for evaluation that are consistent with responsibilities should be established and utilized to evaluate the performance of part-time faculty.
- Part-time faculty should have access to a grievance process and be integrated into collegial processes.
- Finally, part-time faculty should have access to all regular institutional and departmental communication. (p. 58)

The organization should ensure that adjunct faculty are academically and pedagogically prepared and are a good fit with the institution. Additionally, adjunct faculty should have access to orientation, mentoring, and development that helps the institution meet its responsibilities to that important group of faculty (Conference on the Growing Use of Part-time Faculty, 1998).

Who is Teaching Online?

Who are the adjunct faculty that teach utilizing online modalities? While some researchers found that adjunct faculty are usually employed full-time in a professional position for another organization (Gappa & Leslie, 1996), Benjamin (1998) found that only 44 percent of adjunct faculty hold an additional full-time position, 32 percent hold additional part-time positions, and 24 percent hold no additional positions. In general, the literature has portrayed online adjunct faculty as inspired to teach because of the intrinsic rewards rather than economic interests (Gappa, 2000; Hartman & Truman-Davis, 2001; McGuire, 199). In summary, adjunct faculty are professionally qualified and dedicated (Gappa & Leslie, 1996; Meyer, 2005).

In 1998, the U.S. Department of Education conducted a survey to explore who was teaching in distance education programs. The survey findings in the Statistical Analysis Report (U.S. Department of Education, NCES 2002-155) has been summarized in The Distance Education Instruction by Postsecondary Faculty and Staff (NCES 2002-155). "This report begins to address some of the questions about the role of faculty in distance education" (Bradburn, 2002 p. iii) and is important to the understanding of who is teaching in the online environment. The survey reports that 64 percent of faculty respondents had taught a distance education class; 43 percent of all faculty worked part-time, with 57 percent of those having contracts for only one term (NCES 2002-155). More telling of who is teaching in online programs is that, on average, full-time faculty have more teaching experience (16 years) than part-time faculty (11 years) (NCES, 2002-155). The findings of these surveys is important in that they relate not only who is

teaching part-time in academe, but also the level of education and other positions held by part-time faculty.

Introduction to Historical Theories of Job Satisfaction

> Researchers first became interested in the study of job satisfaction in the 1920s. There appeared to be a (managerial) need to understand the human element in organizational settings. . . . The world of ideas in the 1920s . . . [was] influenced strongly by a belief that social facts could be approached in the same way as facts in the natural sciences (Weiss & Brief, 2001, p, 136).

In one of the earliest published works regarding job satisfaction, *The Dissatisfied Worker,* researchers Fisher and Hanna (1931) purported that job dissatisfaction was the result of an employee's chronic emotional disturbances. Since employees may not be aware of the source of their emotional unrest, they will, in error, credit their work situation. Thus, job dissatisfaction was perceived as emotional maladjustment of the employee rather than what was occurring in the work environment.

Job Satisfaction, written in 1935 by Robert Hoppock, is considered the classic work on satisfaction in the workplace (Berry & Houston, 1993). Hoppock (1935) investigated the sources of dissatisfaction and focused on both the work environment and nonwork issues. Hoppock's research was from the view that "dissatisfaction, as a construct, exists within a network of variables encompassing the self, work, family, and the larger social context" (Weiss & Brief, 2001, p. 142).

> Indeed, there may be no such thing as job satisfaction independent of other satisfactions in one's life. Family relationships, health, relative social status in the community, and a multitude of other factors may be just as important as the job

itself in determining what we tentatively choose to call job satisfaction. (Hoppock, 1935, p. 5)

From the seminal works of these early researchers, job satisfaction studies have evolved from the study of Fisher and Hanna (1931), who suggested job satisfaction was the result of emotional upset on the part of the worker to Hoppock (1935) and recent research that suggests job satisfaction is dependent upon multiple factors in the workplace and specific to individual workers. More recent research regarding job satisfaction of workers is addressed in the following section.

Job Satisfaction Theories

Institutions want faculty to be satisfied with their jobs because most satisfied individuals work at the upper limit of their capacity for the good of the organization, while most dissatisfied individuals pursue ways to increase their level of satisfaction by working for their own gain (Tack & Patitu, 1992). To understand job satisfaction, a review of the different theories, models, and causes of job satisfaction is important. Presented in this section is a review of the literature to provide a theoretical background and framework for job satisfaction as it relates to online, adjunct faculty. The different theories and models of job satisfaction have been discussed separately, after which the discussion will focus on the effects of the different experiences of part-time faculty on job satisfaction.

Maslow's Hierarchy of Needs

Abraham Maslow was one of the first theorists to explore the satisfaction of employee needs in the workplace (Boyett & Conn, 1992). Maslow's (1954) theory is based upon the premise that all individuals have needs that fall into a hierarchy of five

levels: the most basic level of need is physiological, followed in order by safety, social, esteem, and self-actualization. Physiological needs are the basic needs for food, water, and shelter. Safety needs are security-oriented in the form of protection from physical or mental harm. Social needs include emotional stability in the form of belonging and affection. Esteem needs are met through autonomy and recognition that arises from status and titles. Finally, when a worker achieves his or her full potential, the need for self-actualization is met. According to the hierarchy proposed by Maslow, workers will be motivated by a need only until it is satisfied, and then a manager must motivate workers with a higher-level need (Maslow, 1954).

Herzberg, et al., Two-Factor Theory

In the Two-Factor theory, Herzberg and his associates, Mausner and Snyderman (1967) posit that job satisfaction and dissatisfaction are parallel to each other, rather than at opposite ends of the same continuum. Satisfaction and dissatisfaction were based upon job context (motivating/intrinsic factors) and job content (hygiene/extrinsic factors).

Motivating or intrinsic factors create job satisfaction by fulfilling the needs an individual has for achievement, recognition, the work itself, responsibility, and advancement opportunities (Herzberg, et al., 1967). Naumann (1993) defines intrinsic satisfaction as being "derived from actually performing the work and experiencing feelings of accomplishment, self-actualization, and identity with the task" (p. 62).

Definitions of motivating factors are as follows:

- Achievement is comprised of completion of tasks to include instances in which failures occurred. Individuals want to be recognized for their work achievements.

- Recognition consists of acts of commendation or blame presented by a superior, peer, or the general public.
- The work itself encompasses actual performance of a job.
- Responsibility is the satisfaction that comes from being given power over one's own work or the work of others.
- Advancement opportunities consist of a change in job status and could include a change in the number of courses taught in a term. (Bowen, as cited in Bowen & Radhakrishna, 1981; Padilla-Velez as cited in Castillo & Cano, 2004).

Hygiene factors, the second part of the Two-Factor theory, include factors that are extrinsic to a job. Hygiene factors are extrinsic job characteristics that cannot create job satisfaction, but can lead to job dissatisfaction if they are not handled properly (Herzberg et al., 1967). Hygiene factors include company policy and administration, supervision, relationship with the supervisor and with peers, working conditions, and salary. "Extrinsic satisfaction is derived from the rewards bestowed upon an individual by peers, supervisors or the organization and can take the form of recognition, compensation, advancement and so forth" (Naumann, 1993, p. 62).

Definitions of these facets of hygiene factors are as follows:

- Policy and administration is comprised of events and procedures within an organization. Policies must be clear, unambiguous, and apply equally to all.
- Supervision is the administrator's willingness or unwillingness to coach and train subordinates.

- Interpersonal relations include the quality of relationships with superiors and peers. Such relationships should help the employee develop a sense of teamwork and camaraderie.
- Working conditions consists of both the physical conditions of the workplace and quality of the work, and those conditions are expected to be maintained at acceptable levels.
- Salary includes all events in which compensation plays a major role (Bowen, as cited in Bowen & Radhakrishna, 1981; Padilla-Velez as cited in Castillo & Cano, 2004).

As presented by Herzberg, et al., (1967), the intrinsic motivating factors of a job can lead to overall job satisfaction, but only if the employee's feelings about the extrinsic hygiene factors are at an acceptable level. Thus, job satisfaction is not experienced as a result of company policy and administration, supervision, relationship with the supervisor and with peers, working conditions, or salary; however, these matters must be addressed to produce an atmosphere in which employee satisfaction, through intrinsic motivating factors, is possible (Syptak, Marsland, & Ulmer, 1999).

A 1998 study of faculty job satisfaction by Pierpont and Harnett agreed with the findings of Herzberg, et al. The results of the study of off-campus education programs found the most important facets of faculty job satisfaction were intrinsic factors. The five factors that were most important in the achievement of job satisfaction were quality interaction with students; working with motivated students; satisfaction from the art of teaching; a feeling of personal achievement; and, a high level of student outcomes (Pierpont & Harnett, 1988).

Other research related to the two-factor theory. The positive relationship between job satisfaction and compensation, and fair treatment in the workplace has been documented by numerous researchers (Bettencourt & Brown, 1997; Bobocel, Agar, Meyer & Irving; 1998; Dailey & Kirk, 1992; Leung, Smith, Wang, & Sun, 1996; Mossholder, Bennett & Martin, 1998; Sweeney & McFarlin, 1997; Van Den Bos, Wilke, Lind, & Vermunt, 1998). Research by Knoop (1995) found that respondents routinely noted that intrinsic factors were sources of job satisfaction, while extrinsic factors were sources of job dissatisfaction. However, from research on the multidimensional nature of job satisfaction, Kanter (1977) and Quarstein, McAfee and Glassman (1992) proposed that individuals can be satisfied with some aspects of their work environment or duties, but dissatisfied with others. Therefore, they found no differentiation between job content or job context factors in relation to job satisfaction.

Sergiovanni and the two factor theory. Sergiovanni (1967) used Herzberg's theory and methodology to research teacher satisfaction, and the findings of that study replicated those of Herzberg's (1967). Factors that accounted for teacher satisfaction were related to intrinsic aspects of performance of the work itself, while extrinsic factors that accounted for dissatisfaction were related to the conditions of the work environment. Sergiovanni's findings suggest satisfaction and dissatisfaction are not at different ends of the same continuum, but rather the factors that contribute to satisfaction and dissatisfaction are different.

Hackman and Oldham's Job Characteristics Model

The Job Characteristics Model posited by Hackman and Oldham (1976) suggests that job satisfaction is dependent upon five core job characteristics: skill variety, task

identity, task significance, autonomy, and feedback. These five job characteristics have been linked to five variables of employee work outcomes: internal work motivation, job satisfaction, absenteeism, turnover, and work quality (Ford, 1969; Hackman, Oldham, Janson, & Purdy, 1975). Subsequent meta-analyses of the Model provide evidence that these five core job characteristics relate significantly to job satisfaction (Fried & Ferris, 1987; Loher, Noe, Moeller, & Fitzgerald, 1985).

Autonomy, proposed as a core job characteristic by Hackman and Oldham, has been identified in other research as a crucial component of job satisfaction (Cohrs, Abele, & Dette, 2006; Leatherman, 2000; Long & Kahn, 1993; Pines & Aronson, 1981). Some suggest that faculty job satisfaction is a result of the degree of autonomy and intellectual challenge, while a low level of opportunity to make decisions is associated with job dissatisfaction (Diener, 1985; Harrison & Hubbard, 1998; Karasek, 1979; Knoop, 1995).

One of the five core job characteristics, feedback, is the degree to which an employee receives information about his or her performance (Hackman & Oldham, 1975). Hackman and Oldham proposed that the presence of feedback was essential to job satisfaction. A meta-analysis performed by Fried and Ferris (1987) found a positive correlation between the feedback an employee received and job satisfaction and performance. In recent global studies examining the relationship between feedback and job satisfaction, the findings are consistent that supervisor feedback leads to higher levels of job satisfaction (Anseel & Lievens, 2007; Friday & Friday, 2003; Lam, Yik, & Schaubroeck, 2002).

Hagedorn's Theory of Job Satisfaction

Hagedorn's (2000) Theory of Job Satisfaction built upon the work of Herzberg but includes factors outside of the work environment that cannot be controlled by an organization. Hagedorn proposes that job satisfaction is based upon the concept of triggers and mediators.

Triggers, the first facet of Hagedorn's theory, are events over which the institution has little control and to which each individual will respond differently. Hagedorn (2000) defined triggers as, "significant life events that may either be related or unrelated to the job" (p. 6). Hagedorn proposes six triggers: change in life stage, change in family-related or personal circumstances, change in rank or tenure, transfer to a new institution, change in perceived justice, and change in mood or emotional state (2000). Even before Hagedorn's theory, researchers proposed that triggers result in both a change in self- and work-related responses (Latack, 1984; Waskel & Owens, 1991). Other studies propose that triggers such as personal stress, health problems, and interpersonal conflict all influence job satisfaction (Lesht, 1983).

Hagedorn (2000) defines mediator as the

> [V]ariable or situation that influences (moderates) the relationships between other variables or situations producing an interaction effect. . . . Mediators signify the complexity of satisfaction—there is no "one size fits all" at all times nor can a list of factors that always encourage positive outlooks on the job be developed (pp. 6-7).

Hagedorn's model includes three types of mediators: motivators and hygienes (e.g., Herzberg, et al. 1967), demographics, and environmental conditions. Mediators for

Hagedorn's (2000) model include factors intrinsic to the job itself (i.e., recognition, achievement, responsibility, the work itself, responsibility, and advancement opportunities), and factors extrinsic to the job (i.e., institutional climate or culture, company policy, supervision, working conditions, and salary).

The next mediator, demographics, including gender, race, and academic discipline, unlike other mediators, remains stable throughout an individual's career. The final mediator, environmental conditions, "encompass working conditions including the social and working relationships established with administrators (bosses), colleagues (coworkers), and students (subordinates). Of all the mediators, those in the environmental domain are the most likely to be transitory and subject to change" (Hagedorn, 2000, p. 9).

Hagedorn (2000) suggests a metric for determining the extent of job satisfaction as a continuum with three points: appreciation, acceptance or tolerance, and disengagement. These three points represent the continuum of job satisfaction from an individual who is actively engaged in the work and has an appreciation for the job, to a disengaged worker who is not actively engaged and does not feel any affinity for the institution. "Between the two extremes lie the majority of workers who have accepted their work-related roles" (p. 9).

Using a multiple regression equation to establish the predictive ability of the mediators on job satisfaction, Hagedorn (2000) found that the model was highly significant ($p<.0001$) and explained nearly 50 percent of the variance of job satisfaction. "The most highly predictive mediators were the work itself, salary, relationships with administration, student quality and relationships, and institutional climate and culture" (Hagedorn, 2000, p. 13).

Analysis of the six triggers indicated that on average, job satisfaction increases with age, is affected by family-related circumstances with married faculty reporting greater satisfaction, is negatively impacted by change in rank or institution, and is positively associated with a perceived high level of justice in the institution (Hagedorn, 2000).

Hagedorn's findings align with research that found demographic factors such as minority status, being single, and socioeconomic status negatively influences faculty job satisfaction (Iiacqua, Schumacher & Lee, 1995; Kelleberg & Loscocco, 1983; Olsen, 1993; Thompson & Dey, 1998). The researchers posit that demographic factors affect levels of faculty dissatisfaction rather than levels of satisfaction.

Victor Vroom's Expectancy Theory

Although Expectancy Theory focuses on motivation, Victor Vroom (1964) posited that job satisfaction was an attitude with causes and consequences. While early researchers found no correlation between a worker's job satisfaction and performance (Kornhauser & Sharp, 1932), Expectancy Theory considers the connection between the two in that,

> [I]ndividuals are satisfied with their jobs to the extent to which their jobs provide them with what they desire, and they perform effectively in them to the extent that effective performance leads to the attainment of what they desire (Vroom, 1964, p. 264).

External Influences and Attitudes Affecting Job Satisfaction

The level of satisfaction one experiences in a job may be influenced by demographic realities or events not connected to the work environment. How job

satisfaction is affected by external influences and the attitudes an individual holds can negatively or positively affect the worker.

Job Satisfaction and Role Conflict

Online adjunct faculty have various work responsibilities that may include positions at multiple institutions, as "the average adjunct works at two institutions" (Modarelli, 2006). As conceptualized by Sarbin and Allen (1969), the major elements of role theory are role expectations, role behaviors, and role conflict. The expectation of what an individual's role encompasses is determined by the norms and expectations of the community within each institution—and those expectations may have conflicting, inconsistent, or incompatible requirements with the norms and expectations of other communities of which the adjunct is a part. Not properly inculcating an adjunct into the institution's community could lead to mistaken expectations on the part of the adjunct.

Role conflict occurs when the perceived expectations of the role does not align with the actual expectations and obligations of the role (Sarbin & Allen, 1969). Role conflict has been found to be detrimental to job satisfaction (Agho, Mueller, & Price, 1993; Spector, 1997). Personally conflicting demands experienced by faculty will result in conflict stress (Igodan & Newcomb, 1986), and when workload requirements reach critical points, the pressures from multiple roles could lead to dissatisfaction (Lesht, 1983). With a majority of adjunct faculty teaching part-time in addition to their full-time employment (Benjamin, 1993; Gappa & Leslie, 1996). Davis & McCraken (1999) found that 67 percent of respondents believe their teaching effectiveness was at least occasionally affected by heavy workloads. Related to heavy workloads, researchers

suggest that an inadequate amount of time spent on personal exercise, hobbies, or a lack of leisure contribute to job dissatisfaction (Davis & McCraken).

As online adjunct faculty have various roles to fulfill (Benjamin, 1993; Gappa & Leslie, 1996) too many or conflicting demands in those roles could result in job dissatisfaction. Studies (Burke, 1976; Happ & Yoder, 1991; McBride, Munday, & Tunnell, 1992) suggest that as conflict between the different roles of a faculty member intensifies, dissatisfaction increases. Corbin (1998) found that when workload requirements reach critical points, the resulting role conflicts and multiple–role pressures could lead to dissatisfaction. Role conflict can increase stress, which in turn could affect perceived levels of job satisfaction (Brewer & McMahan-Landers, 2003; Byrne, 1994; Corbin, 1998).

When one is uncertain as to what their role in an organization entails, role ambiguity is the result. McBride, Munday, and Tunnell (1992) found that role ambiguity and role conflict result in "job dissatisfaction, lack of job involvement, lower job performance, tension, and propensity to leave the organization" (p. 159). Satisfied workers are less likely to leave the organization (Allcorn & Diamond, 1997; Batlis, 1980; Harris & Brannick, 1999; McBride, Munday, & Tunnell, 1992; Stevens, 1995; Tang, Kim, & Tang, 2000).

An adjunct working in an online environment faces challenges in the part-time faculty role. The online environment presents a unique challenge to one who teaches in that delivery modality, as the perception of time becomes complex in a virtual environment, where students are accustomed to a culture of instant feedback. Technology has accelerated the pace of work, and a greater speed of response to queries has become

expected. “New technology . . . has added a burden of information overload, as well as accelerating the pace of work, as a greater speed of response becomes the standard” (Cooper, 1998, p. 314).

Job Satisfaction and Gender

Literature regarding the effect of gender on job satisfaction was found to be inconsistent. While some research found that female faculty members were less satisfied with their professional roles than males (Happ & Yoder, 1991: Tack & Patitu, 1992; Thompson & Dey, 1998), Tack and Patitu assert that it is the roles taken on by women outside of the work environment, such as child or elderly care and other family and domestic demands rather than role ambiguity, that most impact satisfaction levels. Women still assume responsibility for most of the care giving, therefore, research suggests that it is the conflict between work and family roles that creates stress (Chapman, Ingersoll-Dayton, & Neal, 1994: Hammer, Allen, & Gingsby, 1997; Valian, 1998), which in turn affects perceived levels of job satisfaction (Brewer & McMaham-Landers, 2003; Byrne, 1994; Corbin, 1998).

In contrast, Olsen, Maples, and Stage (1995) did not find any differences between the levels of job satisfaction in men and women. Other research suggests that females and older, more experienced employees report higher levels of satisfaction (Jenkins, 1996; Kelleberg & Loscocco, 1983). Because of the mixed results, the findings regarding the effect of gender on job satisfaction are unclear.

Job Satisfaction and Organizational Culture and Climate

An organization’s climate can be defined as “how people feel about the organization, the authority system, and the degree of employee involvement and

commitment . . . resulting from espoused values and shared tacit assumptions" (Schein, 2000, p xxiii-xxiv). This climate is ingrained in an organization. Culture is defined as the "strategy and structure" of an organization (Schein, 2000, p xxiii). While climate can be felt immediately upon coming in contact with an organization, culture cannot be understood "without understanding the historical events and the cultural meanings attributed by the [employees] to those events" (Schein, 2000, p. xxiv). Every organization exhibits its own unique culture (Stevens, 1995), and new adjunct faculty must be oriented to the prescribed social, psychological, physical, political, economic, and technological settings of an organization (Owens, 1998).

There is evidence that a positive correlation exists between positive organizational climate and job satisfaction (Johnson & McIntye, 1998). In addition to a positive organizational climate, variables such as job satisfaction, effective performance, commitment to the organization, and productivity have been linked to orientation and integration into an institution. But a lack of integration into the culture may lead to decreased job satisfaction and feelings of isolation and exclusion (Balch, 1999; Finucane & Algren, 1997; Rifkin, 1998).

Even though the job one has within an organization defines what work is performed, it is the culture that influences how work is performed (Harris & Brannick, 1999). Researchers posit that a culture that includes positive social and working relationships and satisfying working conditions leads to increased levels of job satisfaction (Carnavale & Rios, 1995). Hence, the type of culture present can enhance or weaken employee involvement with their job and with the organization (Shadur, Kienzle, & Rodwell, 1999). Corbin (1998) found that the level of faculty satisfaction is influenced

by the organizational culture of the institution, especially the culture pertaining to collaboration and community. In data collected from 15 different organizations, Taylor and Bowers (1972) found that "[a positive] organization climate shows evidence of being more the cause of, than caused by, satisfaction" (p. 86). When a positive organizational climate is present, the result will be higher levels of job satisfaction. "The measures of culture most strongly related to scores on Job Satisfaction were Empowerment and Involvement, and Recognition. Measures of climate most strongly associated with scores on Job Satisfaction were Communication, followed by Goals, Creativity and Innovations, and Decision-making" (Johnson & McIntye, 1998, p. 843).

Opposing research found that although individual behavior is shaped by an organization's culture, job satisfaction has a contagious nature, which suggests that high job satisfaction levels of individuals in the workplace leads to a positive organizational climate (Allcorn & Diamond, 1997). Glisson and James (2002) proposed that climate and culture are associated with and fluctuate "according to [the] organizational unit, and are related to work attitudes, perceptions, and behavior. Findings link team-level culture and climate to individual-level job satisfaction and commitment, perceptions of service quality, and turnover" (p. 767).

Stevens (1995) and Lore (1998) both posited that job satisfaction was a function of personal consciousness and commitment. Although an organization's administration and management are instrumental in creating a positive organizational climate and culture to promote satisfaction and effectiveness, an employee must make a conscious choice to exhibit personal responsibility (Johnsrud & Rosser, 2002). A worker who

experiences job satisfaction "contributes to productivity and overall institutional effectiveness" (Bauer, 2000, p. 87-88).

In a study at a Jesuit university, Niehoff (1995) found correlation between mission value congruence, which is the attachment of employees to the mission of the organization and job satisfaction. "An important factor in building shared values is the hiring and retention of persons who are predisposed to become attached to the organization and committed to its values" (Niehoff, 1995, p. 14). Niehoff found that academic degree, age, gender, job classification, and religious affiliation are factors that relate positively to mission value congruence.

Closely identified with mission value congruence is the theory of person-environment fit. Researchers believe that there must be a fit between the norms and values of the organization and those of the employee (Chatman, 1989). The degree of the fit between an individual's personal traits and the work environment will determine workplace outcomes. When there is congruence between an individual's personality, interests, temperament, the tasks required of a position, and the organization's culture and climate there is said to be a fit between the person and the environment (Holland, 1985). Research posits that the fit between one's personality and temperament to the environment in the workplace will result in higher levels of job satisfaction (Latham & Pinder, 2005), whereas an individual who senses incongruence between their own values and norms and those of the workplace may decrease performance (Dawis, 1996). "A good fit in an organizational setting means that job requirements match person characteristics; a poor fit means that the two components, job and personality, clash" (Weiss & Brief, 2001, p. 59). Twenty to thirty percent of variance in work performance

and attitudes have been found to be the result of preexisting personality traits (Furnham, Forde, & Ferrari, 1999). These studies suggest that hiring a person who is a good fit for the organization, as exhibited by sharing the organization's beliefs and mission, is integral to employee job satisfaction.

Job Satisfaction and Stress

Stress is the imbalance between one's perception of the demands of a job and the ability to cope with those demands (DeFrank & Ivancevich, 1998) and can be a factor in the level of satisfaction experienced by faculty (Brewer & McMahan-Landers, 2003). How an individual reacts to stress is personal and a stressful event for one may not be regarded as stressful to another (Seaward, 1997). While some research posits job stress is closely linked to job satisfaction (Burke, 1976; DeFrank & Ivancevich, 1998; Happ & Yoder, 1991; Itzhaky, 1995) other research finds that workplace stress does not necessarily indicate or predict dissatisfaction (Gmelch, 1995; Mor Barak, & Levin, 2002; Selye, 1974) and that some stress in the workplace has a positive effect on faculty and job satisfaction (Thompson & Dey, 1998). Stress experienced by faculty include limitations of time or resources (Barton, Friedman, & Locke, 1995; Gmelch, Lovrich, & Wilke, 1984; Jacobs & Winslow, 2004: Thompson & Dey, 1998) and lack of organizational support (Brewer & McMahan-Landers, 2003).

Students who perceive distance education as "always open" may pressure faculty to be online and available to students all day, every day. "The pressure . . . and the feeling that you're never 'done' with teaching in the way that you are when a class period ends led to comments about distance education being 'fatiguing' and intrusive on personal and

leisure time" (McLean, 2006, ¶ 23). For faculty who teach in the virtual environment, stress comes from the lack of having a clear work day (McLean).

The research of Tack and Patitu (1992) led them to label stressors as internal or external. The internal stressors that affect faculty include "achievement and recognition of achievement, autonomy, growth and development, the quality of students, the reputation of the institution and one's colleagues, responsibility, the interaction between students and teachers and its effect on student learning, and work itself" (Tack & Patitu, 1992, p. 2). External stressors in the workplace are external to the job itself and "represent such variables as interpersonal relationships, salary, tenure, policies and administration, rank, supervision, working conditions, the 'fit' between the faculty role and personnel involved and collective bargaining" (Tack & Patitu, 1992, p. 2).

It has been suggested that both the type of stress felt and the level of job satisfaction are determined by the years of service to an institution (Olsen, 1993). Olsen theorized that within the early years of employment, faculty may be concerned with learning the organization, meeting work demands, and balancing multiple roles. Thus, satisfaction is derived from external factors. However, as time passes and the employee participates in personal and professional development opportunities, satisfaction may shift to intrinsic factors. Job stress is associated with low morale and a decrease in both job performance and productivity. According to research by Corbin (1998), the most frequent sources of stress for faculty include administrative sources, student-related sources, peer-related sources, financial sources, working conditions, and personal sources.

Job Satisfaction and Faculty Retention

As defined by Gaetner and Nollen (1992), employee turnover is "a behavioral intention resulting from company policies, labor market characteristics, and employee perceptions" (p. 448). A major reason for employee turnover has been found to be job dissatisfaction (Allcorn & Diamond, 1997; Batlis, 1980; Harris & Brannick, 1999; McBride, Munday, & Tunnell, 1992; Stevens, 1995). Employees who consider leaving an organization must weigh the personal costs of such a change. The personal costs for an employee leaving an organization are higher for those who are satisfied with their position than those who are dissatisfied. When the personal costs for leaving are high, the employee is likely to have a more positive attitude about their job (Mathieu & Zajack, 1990). Turnover has unfavorable outcomes for an organization, as "[v]oluntary turnover of desirable employees is generally considered detrimental to the organization, both in replacement costs and work disruption" (Hellman, 1997, p. 677).

Job Satisfaction and Equity Theory

The Equity Theory originated during the early 1960s and posits that employees weigh their perceived input, efforts, and contributions to the job against the perceived outcomes and rewards from the job (Adams, 1963). "[E]mployees agree to make specific contributions to an organization, for which they expect benefits in return that are proportional to their contributions" (Geurts, Schaufeli, & Rutte, 1999, p. 254). Gruneberg (1979) declares, "the central notion of equity theory argues that we have a concept of what is just reward for our efforts" (p. 20).

Employees continuously evaluate their own ratio of input both to outcomes and to expectations; a discrepancy occurs when there is a perceived inequality of the two sets of

ratios (Adams, 1963). When an employee compares the actual outcome received to the expected outcome and the actual outcome is lower than expected, the perception of inequality could lead to a range of negative results, to include job dissatisfaction, a decrease in efficiency, resignation (Lawler, 1973), or stress (Van Dierendonck, Schaufeli, & Buunk, 1996). Perceptions of equity were associated with job satisfaction and perceptions of inequity were associated with job dissatisfaction.

Later research built on the findings of Adams (1963) and Lawler (1973) and found that the perceptions employees have regarding the fairness of the organization's policies and procedures, their own personal stress levels, and the support they receive from supervisors and colleagues may affect an employee's job satisfaction level, which in turn may affect the employee's desire to remain employed by the organization. (Bettencourt & Brown, 1997; Tyler & Cushway, 1998). Understanding the external events and demographic profiles that can affect job satisfaction provides a basis for the understanding of job dissatisfaction.

Job Dissatisfaction

Studies regarding job dissatisfaction have had various findings. While some research suggests that the extrinsic factors of student apathy and unmotivated or ill equipped students, inadequate equipment, textbooks, or library facilities to be the primary cause of job dissatisfaction in faculty (Cohen & Brawer, 1996; Diener, 1985; Iiacqua, Schumaker, & Li, 1995), other research has found that job dissatisfaction is a result of a lack of challenge that comes from routinization (Gmelch, 1995). In addition, institutions that did not provide the opportunity for faculty to have a voice in governance and

decision-making policies were found to have lower faculty satisfaction levels (Diener, 1985).

Lack of support from a supervisor may lead to dissatisfied workers (Mueller & Wallace, 1996; Tyler & Cushway, 1998). Marion and Quaglia (1991) studied 477 teachers from 20 communities and found that "[n]early ninety-four percent of the satisfied respondents, but only thirty-six percent of the dissatisfied teachers felt they could talk to an administrator with relative ease" (p. 210).

Low levels of satisfaction can have a negative impact on the physical and emotional existence of faculty. Lore (1998) and Stevens (1995) found that low job satisfaction caused faculty to exhibit outward signs of moodiness and become critical of administration and students. Other researchers observed that some faculty with low levels of satisfaction experienced negative dispositions of sleepiness, irritability, depression, restlessness, fatigue, or anger (Davis & McCracken, 1999).

Faculty who express overall job satisfaction may still be dissatisfied with specific aspects of the job (Leatherman, 2000; Siggins, 1992) and often express dissatisfaction with their own institutions (Johnsrud & Rosser, 2002). Thus, even if faculty are satisfied overall with their job, they may find positions elsewhere to earn more money, match their skills to a new position, or to escape a political academic environment (Leatherman, 2000).

Stages of Satisfaction

During the tenure of employment, a worker may experience a cycle of job dissatisfaction and job satisfaction (Lesht, 1983). Faculty who are otherwise satisfied may experience periods of low satisfaction from which they rebound. Personal stress,

physical ailments, and interpersonal conflict all influence levels of job satisfaction. Therefore, job dissatisfaction may merely be a temporary state from which faculty naturally recover (Lesht, 1983).

Stevens (1995) built upon the theory that job satisfaction is temporal and fluctuates over time with changes in the needs of the worker (Lesht, 1983). He suggested that changes in job satisfaction occurs in four stages: exploration, advancement, maintenance, and decline.

The exploration stage takes place early in a new position. During this stage of job satisfaction, the employee exhibits a high level of enthusiasm, and a lot of energy is spent on the job. During the next stage of job satisfaction, the advancement stage, contacts are developed, professional relationships are formed, the difficulty level of the work performed increases, the desire to organize change arises, enhancement of occupational skills is sought, and feedback from others is requested (Stevens). The maintenance stage is more complex and confusing in that an employee reorganizes personal values and priorities (Stevens). Peers and subordinates are considered important, the potential of losing respect is feared, and new skills are no longer as stimulating as they were in previous stages. In the final stage, decline of satisfaction, the levels of job performance, morale, and self-esteem can decline. However, decline can be prevented or reversed through identification and evaluation of factors—which contribute to job dissatisfaction—and through personal and job enrichment (Stevens).

Categories of Adjunct Faculty Members

Qualified personnel choose to teach part-time for a variety of reasons. Part-time employment “represents a way for a person to earn money and engage in productive

activity without having to spend thirty-five or more hours at the workplace" (Tuckman, 1978, p. 305). After interviewing 3,763 part-time faculty, Tuckman classified part-timers into seven mutually exclusive categories, according to the reason for which they became part-time faculty: Full-mooner (27.6 percent of the total sample); Student (21.2 percent); Hopeful full-timer (16.6 percent); Part-mooner (13.6 percent); Homeworker (6.4 percent); Semi-retired (2.8 percent); All others (11.8 percent).

Those who seek flexibility in their work may choose to teach in the online asynchronous environment. Full-mooners comprise the largest percentage of flexibility seekers and are distinguished from the others in that part-time earnings "represent only a small percentage of total earnings . . . [and] the part-time employment is supplementary to their full-time career (Tuckman, 1978, p. 308).

The next category of flexibility seekers in academe are students. These part-timers are pursuing a degree and are supplementing their income and gaining experience through adjunct teaching.

The work-seeker or aspiring academic comprise the next group of flexibility seekers (Gappa & Leslie, 1996; Tuckman, 1978). Part-time work in academe can have advantages for those who seek a full-time faculty position in that it may create an entry point to full-time employment or the experience to seek such employment at another institution.

The next category of flexibility seekers is the part-mooner and consists of persons who work part-time in more than one academic institution. Those who are listed in this category do so because "two jobs are necessary to obtain the workload or income desired[,] . . . [for] different psychic rewards[,] . . . the person is hedging by developing

work contacts in several places[,]. . . [or] the person's skills are highly specialized" (Tuckman, 1978, p. 308).

Home workers comprise the next group of flexibility seekers who choose part- over full-time employment. These part-time faculty do not seek full-time employment outside of the home because they shoulder responsibilities such as the care of children or other relatives (Tuckman, 1978).

The smallest group of flexibility seekers are the semiretired. This group consists of academics who continue to teach after retirement from a full-time teaching position or those who have taught part-time for their entire career. This group is not concerned about future job prospects (Gappa & Leslie, 1996; Tuckman, 1978).

The final category suggested by Tuckman (1978) was part-unknowners. This category consists of those whose reasons for becoming part-time are not known. "Included in this category are persons with a high preference for leisure or recreational activity over work, those in transition between jobs, [or] those part-time primarily to stay in touch with the academic world" (Tuckman, 1978, p. 308). Other motives for those who fall within this category would be a desire for the time during certain seasons for leisure activities, transitioning to a new career, pursuing a degree, or planning to retire (Gappa & Leslie, 1996).

Adjunct Faculty in Higher Education.

Literature regarding adjunct faculty has addressed an overview of who part-time faculty are (Conley & Leslie, 2002, Lankard, 1993, Lee, 1997), integration of part-time faculty into the culture (Balch, 1999; Morrison, 2000; Rifkin, 1998), management of part-time faculty (Grieve & Worden, 2000), socialization of part-time faculty into an

organization (Finucane & Algren, 1997), and commitment levels of part-time faculty (Leslie & Gappa, 2002). Recent research regarding satisfaction has concluded that adjunct faculty were overall satisfied with their employment (McNeil-Hueitt, 2003), with the levels of job satisfaction related to professional development activities, evaluation procedures, opportunities for promotion, relationships with peers and supervisors, political climate and environment, mentoring, and remuneration (Bosley, 2004; Glynn, 2003; Kauffman, 2004; Scafide, 2005; Stephens, 2004). Other studies (Austin & Gamson, 1983; Bruce & Blackburn, 1992) are in agreement that job satisfaction is influenced by a complex assortment of personal and situational circumstances.

Even with the increasing dependence upon part-time workers at institutions of higher education (Johnson & McCarthy, 2000) and the growth of online programs (U.S. Department of Education, 2003), little research has been performed where the primary focus is on adjunct faculty who teach in the online environment. This study will help to fill that void in the literature.

Summary

This chapter presented the literature relevant to adjunct faculty and job satisfaction as they related to this study. Part-time employment has advantages and disadvantages to the adjunct and to the institution. There are a variety of reasons why institutions decide to utilize part-time faculty and why individuals choose to teach part-time.

"There has been considerable disagreement among theorists concerning the mechanisms by which workers form attitudes about their jobs and the organization in which they work" (DeSantis & Durst, 1996, p. 79). The job satisfaction of those who

teach in higher education has been demonstrated to have importance to both the individual and to the institution. Job satisfaction is the result of factors that are intrinsic to the job as well as factors that are experienced personally by the job holder. Although extrinsic factors do not lead to satisfaction, the adjunct's perception of such factors must be considered and maintained at adequate levels so that intrinsic factors may lead to job satisfaction.

Along with factors that an institution can control, such as a good selection process, inculcation and communication, and organizational climate and culture, there are other factors over which an institution has no control, such as experiences outside of the workplace, role conflict, gender, and personal stress, which all play a role in job satisfaction or job dissatisfaction. The perception of satisfaction in the workplace is a result of the aggregate of the entire scope of experiences of the worker, to include experiences inside and outside the work environment. In addition, faculty who are generally satisfied may go through phases of satisfaction and dissatisfaction, without any change in the institution. Therefore, although nothing has changed within the institution, employee satisfaction may fluctuate over time.

How those who work in the online academic environment perceive their level of job satisfaction is important to study and understand. When the only link that a part-time faculty member may have to an institution is through a computer connection, there is a need to determine the perceived satisfaction levels of those who teach part-time in an online, distance program. An organization has an important role in the collective satisfaction of its employees, and the role of promoting job satisfaction is an important one for the leadership of an organization. When the determinants of job satisfaction are

understood by an organization's leadership, steps can be taken to promote institutional effectiveness (Bauer, 2000, Gmelch, Lovrich & Wilke, 1984).

In conclusion, the purpose of this study was to determine to what extent online adjunct faculty were satisfied with their employment. The next chapter provides details regarding the study design and methodology of the study.

Chapter 3: Methodology

Online programs have brought new challenges to institutions of higher education. Those who administer online programs "will encounter significant challenges that were not evident in the traditional institution" (Church, 2000, p. 11). The goal of the research was to determine levels of job satisfaction in online adjunct faculty to benefit both the faculty member and the university. Job satisfaction is important to an organization, as researchers predict that there may be a shortage of prospects to fill faculty vacancies (Tack & Patitu, 1992), and satisfied workers are less likely to leave the organization (Allcorn & Diamond, 1997; Batlis, 1980; Harris & Brannick, 1999; McBride, Munday, & Tunnell, 1992; Stevens, 1995).

The purpose of this chapter was to focus on (1) the methodology used to collect and analyze the data, (2) the statistical description of the population, (3) the survey utilized for this study, and (4) the description of the abridged Job Descriptive Index and the abridged Job in General Index. Additional discussions included in this chapter are restatement of the problem, statement of hypotheses, operational definitions of variables, research design, description of the survey instruments, setting for the study, respondents, data collection, and data analysis.

Restatement of the Problem

The growth of online degree programs and the reliance on part-time instructors in higher education are well documented (Ronco & Cahill, 2004). In light of this growth, university administration has an interest in determining the satisfaction levels of part-time faculty interacting with students in the online learning environment. By determining the

job satisfaction levels of online adjunct faculty, problematic areas associated with online teaching within the organization can be identified (Spector, 1997), which could lead to improvements in teaching (Okpara, Squillance, & Erondu, 2005). Additionally, the study of levels of satisfaction can be used to predict negative outcomes, such as turnover or intention to quit (Balzer et al., 2000).

Research Questions

The central question of this study was, "What are the satisfaction levels of adjunct faculty as they consider the work itself, pay, promotion, supervision, staff, and the overall feeling of job satisfaction?" The level of satisfaction for adjunct faculty was compared to that of full-time residential faculty who teach online and to staff members and administration of the university who also serve as online adjunct faculty. Univariate analysis of the data from responses to the survey was used to determine satisfaction levels. The following specific research questions were formulated to answer the central question:

1. What are the levels of satisfaction of online adjunct faculty (independent contractors) with the work itself, pay, opportunities available, supervision, staff, and the job in general, as measured by the surveys?
2. What are the levels of satisfaction of online adjunct faculty (university full-time staff teaching part-time) with the work itself, pay, opportunities available, supervision, staff, and the job in general, as measured by the surveys?
3. What are the levels of satisfaction of full-time residential faculty who teach online courses in the distance format with the work itself, supervision, pay, opportunities available, supervision, staff, and the job in general, as measured by the surveys?

4. Are there significant differences in the levels of job satisfaction of online adjunct faculty (independent contractors) to that of online adjunct faculty who work in staff positions at the university, as measured by the survey? The null hypothesis for this question was, there is no difference in satisfaction levels of part-time faculty and full-time staff and administrators who teach in the online programs.
5. Are there significant differences in the levels of job satisfaction of online adjunct faculty to that of full-time residential faculty who teach online courses in the distance format, as measured by the survey? The null hypothesis for this question was, there is no difference in satisfaction levels of part-time faculty and full-time residential faculty who teach online courses in the distance format.

The University Setting

The university was founded in 1970, "To develop Christ-centered men and women with the values, knowledge, and skills essential to impact tomorrow's world" (Statement of Purpose, ¶ 5). To be eligible for employment, applicants for full-time resident and part-time adjunct faculty positions are required to fully agree with the university doctrinal statements and evangelical mission by signing agreement on the application and through the interview process. Students do not have to profess agreement with the evangelical mission prior to admission or at any time during attendance at the university.

Population

The population for the study consists of all faculty who taught in online programs in undergraduate or graduate classes during the spring 2008 term. For the spring 2008 term census for the number of faculty who taught online, university administration

reported of the 579 faculty taught in the online programs, approximately 421 (72%) were adjunct faculty, 133 (23%) were residential faculty, and 25 (4%) were university staff and administrators.

Research Design

The quantitative method of descriptive statistics was utilized for this study. Univariate data analysis was selected as the most appropriate descriptive statistical treatment for determining levels of job satisfaction because it allows for the exploration of each variable in a data set separately, allows for the investigation of the range of values, as well as the central tendency of the values, provides pattern description of response to the variable, and allows for the description of each variable on its own. Descriptive statistics were used to describe and summarize data. Univariate descriptive statistics were used to describe individual variables.

The elements included in the univariate data analysis for the study were (a) age, (b) gender, (c) race, (d) teaching at graduate or undergraduate level, (e) credentials, (f) length of time teaching at the collegiate level, (g) length of time teaching in the university's online program, (h) average number of sections taught in a 16-week semester, (i) employment status, (j) discipline (k) the number of institutions at which the faculty is teaching, (l) satisfaction with the work itself, and (m) agreement with the university's doctrinal statement. The specific elements of job satisfaction include the work itself, pay, opportunities for promotion, supervision, staff, and the overall feeling of job satisfaction. The survey results provide a snapshot of the perceptions of faculty who teach in the online environment regarding job satisfaction.

The survey data obtained from the online faculty were analyzed in relation to the research questions. The data were examined for possible input errors and invalid responses, organized, and coded. The responses were then entered into the Statistical Program for Social Sciences (SPSS)Version 13 software program.

Research Instrument

The study was conducted utilizing univariate data analysis of survey answers provided by respondents. The survey instruments chosen were the abridged Job Descriptive Index (aJDI) and the abridged Job In General Index (aJIG) (Ironson, Smith, Brannick, Gibson, & Paul, 1989; Smith, Kendall, & Hulin, 1969). The aJDI was chosen as it had been utilized previously to study job satisfaction in education (McLean, 2005; Rien, 2000), is one of the most widely utilized measures of job satisfaction (Buckley, Carrher, & Cote, 1992; Smith & Stanton, 1998; Zedeck, 1987), and has been referred to as "the gold standard" of job satisfaction measurements (Landy & Shankster, 1994, p. 271). The aJDI has preserved the characteristics of the full-length version, "while reducing the item count [and] administration time" (Stanton et al, 2001, p. 1119).

The aJIG was given, along with the aJDI, as the five facets of job satisfaction on the aJDI cannot be combined to get an accurate measure of the respondent's overall satisfaction with his or her job:

> [T]he JDI facet scales were designed to measure discriminably different aspects of the job. Adding together these different components is like adding apples and oranges: although one can certainly sum across the scales, the resulting measure is difficult, if not impossible to interpret, because one cannot be sure that more

satisfaction in one aspect (e.g., good pay) compensates for less in another (e.g., inadequate supervision). (Balzer et al., 2000, p. 11).

The JDI has proven to be a reliable and valid instrument. The estimates for reliability for all of the five subscales of the aJDI and the aJIG were reported as ≥.86. To ensure validity, a meta-analysis of the measurement properties of the JDI were performed, and the results established convergent validity, content validity, and criterion-related validity (Balzer et al., 2000). Analysis of the aJDI, and aJIG show that there is no compromise in validity or reliability when compared to the full JDI and JIG (Balzer et al.). The aJDI and aJIG were updated in 1997 and are distributed through the Department of Psychology at Bowling Green State University, Bowling Green, Ohio.

Scoring

Prior to scoring, the researcher reviewed the answers for response errors or omissions before the data was entered into SPSS. Only fully completed surveys were included in the scoring.

For each of the areas that the aJDI measures, a value was calculated, based upon the respondents' replies regarding five adjectives that could describe characteristics of the work environment. The adjectives in the subscales included opposing characteristics such as "satisfying" or "dull" that "indicated the range between workers' 'best' and 'worst' possible jobs and where the workers present job fit on this continuum" (Balzer et.al., 2000, p. 38). Each of the descriptive adjectives were answered with a "Yes," "No," or "Undecided." A response of "Yes" indicates that the adjective describes the participant's work environment; a response of "No" indicates that the adjective does not describe the participant's work environment; a response of "?" indicates that the participant was

undecided. Favorable responses were given a score of 3, unfavorable responses a 0, and neutral responses a 1. An individual score for each facet of the aJDI and the aJIG ranges from 0 to 54. Scoring for each facet of satisfaction was accomplished by finding the mean of individual responses for each facet of satisfaction.

> In theory, there is no real 'neutral' point on any of the JDI or JIG scales…there is a limited range on each scale that would characterize persons who feel neither good or bad about a particular aspects of their jobs…without attempting to pinpoint an exact neutral point, we have found it to be reasonably close to the middle range of possible scale scores (0-54), or around a score of 27. Scores well above 27 (i.e., 32 or above) indicate satisfaction, while those well below 27 (i.e., 22 or below, indicate dissatisfaction. (Balzer et al., 2000, p. 24)

The authors of the survey set the range of scores so that, in general, the scores between 0 and 22 indicated dissatisfaction, scores that fell above 22 and below 32 indicated neutrality, and scores above 32 indicated satisfaction. The Interquartile Range (IQR) for each facet of satisfaction, for each faculty group in the study, were determined to examine the range of reported scores.

Comparisons between the groups of faculty (research questions 4 and 5) were accomplished by computing a one-say ANOVA to determine if differences existed between each of the different facets of satisfaction on the aJDI and the aJIG.

aJDI Areas of Satisfaction

Each of the five areas of the aJDI describes a different area of job satisfaction, each of which is presumed to be independent and between which workers were able to discriminate. By limiting the number of areas included to satisfaction with work, pay,

promotion, supervision, and coworkers, the results provide very broad areas of strengths and weaknesses in job satisfaction, which if necessary can be further studied (Balzer et. al., 2000).

Satisfaction with Work

The satisfaction with work section of the aJDI considers satisfaction with the work itself. Satisfaction that employees have with their work "includes opportunities for creativity and task variety, allowing an individual to increase his or her knowledge, and changes in responsibility, amount of work, autonomy, job enrichment, and job complexity" (Balzer et.al., 2000, p. 36).

Satisfaction with Pay

The difference between actual pay and expected pay was addressed in the satisfaction with pay section of the aJDI. The economy, the personal financial situation of the employee, and the value that a worker places on perceived inputs and outputs of the job influences the satisfaction levels an employee will have in regards to pay (Ronan, 1970; Smith et al., 1969; Warr & Routledge, 1969).

Satisfaction with Promotion Opportunity

Even though online adjunct faculty at the university in the study are not eligible for promotion, it was decided to retain the satisfaction with promotion facet of the survey, this facet of job satisfaction was considered relevant for determining satisfaction because Balzer et.al. (2000) reports that research has shown that "[s]atisfaction with promotions is thought to be a function of the frequency of promotions, the importance of promotions, and the desirability of promotions" (p. 36).

Satisfaction with Supervision

The level of satisfaction with supervision is important as the greater the perceived competence level, the more employee centered and thoughtful the supervisor, the higher the level of satisfaction will be reported by workers (Smith et al., 1969).

Satisfaction with People on the Present Job

The level of satisfaction with staff is believed to be influenced by work-related interactions with those at the workplace, thus, it is important to determine satisfaction levels of adjunct faculty with this aspect of the job. The aJDI was developed to provide levels of satisfaction with five different aspects of the work situation: the work itself, pay, promotions, supervision, and people. The satisfaction levels of each of the different aspects of the work situation would result from "different aspects of the work situation (e.g. job enrichment) and have different relationships with other workplace variables (e.g. turnover)" (Balzer et.al, 2000, p. 37).

Job in General Index

Unlike the aJDI, which determines strong and weak areas of satisfaction, the JIG determines workers' overall satisfaction with their job. Balzer et. al. (2000) provides several ways in which overall satisfaction is different from the areas of satisfaction included in the aJDI. The first way in which overall satisfaction differs from examination of the areas of satisfaction is that the latter may not fully explore all facets a worker considers when judging overall satisfaction. Next, respondents to the aJDI and aJIG may have different time perspectives in relation to the responses. Measures of job satisfaction should consider both long- and short-term feelings, and the aJIG were "constructed to reflect the global, long-term evaluation of the job" (Balzer et.al., 2000, p. 45).

The Survey

The 4-section survey includes 17 questions developed by the researcher regarding participant demographics and the level of agreement with the university's doctrinal statement and 33 questions from the abridged versions of the JDI and JIG. The first section of the survey was composed of questions regarding demographic data, such as age, academic discipline, and length of time employed as an adjunct at the university. The second section of the survey was comprised of questions from the aJDI regarding the work itself, pay, promotion, supervision, and staff. In the third section of the survey, the respondents answered questions from the aJIG regarding overall job satisfaction. The final section of the survey consisted of each of the five doctrinal statements that are on the adjunct application, with which each applicant stated his or her level of agreement. The respondents were asked to rate their level of agreement with each of the statements on a scale of 1 (fully agree) to 5 (fully disagree).

Modification of the Instrument

Questions in the aJDI and aJIG were slightly modified. As some of the respondents were employed by the university, the questions were revised to focus respondents on the online teaching aspect of their jobs, rather than their full-time staff, administrator, or residential teaching positions at the university. In addition, teaching in a virtual environment does not allow adjunct faculty to interact consistently with coworkers, but the position does allow for interaction with university staff in human resources, the technology help desk, etc. Therefore, the aJDI questions regarding

coworkers were modified to refocus respondents to consider interactions with university staff. The relabeling was supported by the authors of the aJDI (Balzer et.al, 2000).

Data Collection

After receiving approval from the university's Institutional Review Board, the researcher contacted the university administration to obtain their permission to proceed with the study. An email notification (Appendix B) asking the recipients to participate in the survey was forwarded to all faculty who taught online courses in the spring 2008 term. The email contained a statement regarding the nature of the survey and how the data would be used, urged faculty members to participate, related that the survey would take approximately 5 minutes to complete, ensured confidentiality and anonymity of the survey responses, provided a time frame to respond to the study and informed consent and contained a link to the online survey tool.

Encouraging Participation in the Survey

Two actions were planned to encourage participation in the survey. Five days after the initial email appeal, the researcher sent a reminder email requesting survey participation (Appendix C). Research by Kittleson (1997) found that sending follow-up emails to potential respondents of online surveys almost doubles the number of responses. The follow-up reminder email was forwarded to potential survey respondents on January 22, 2008.

The second action to encourage participation was to offer an incentive to participate by holding a drawing among those who completed the survey. Incentives for completing online surveys are effective in increasing response rates (Sue & Ritter, 2007); therefore, at the end of the survey respondents could link to another survey to enter a

drawing to win one of ten university logo t-shirts or caps or a $20 gift card. The separation of the survey from the drawing ensured respondent anonymity. Winners were randomly selected from the respondents by a volunteer not connected to the survey. To assure that respondents would not be tempted to complete the survey more than once, the online survey tool was set to accept only one survey attempt from each Internet Protocol address. The online, electronic survey was available January 18, 2008 through January 24, 2008.

Summary

The goal of the study was to determine job satisfaction of adjunct faculty who teach in the online programs at the university. The methodology, procedures, respondents, and analysis utilized in the study have been presented in this chapter. Chapter 4 will detail the study's findings.

Chapter 4: Findings and Data Analysis

Job satisfaction is considered a positive emotional state that reflects the employee's feelings about job experiences (Locke, 1976). The link between job satisfaction and workplace behaviors is generally accepted, and some theorists posit the feeling that job satisfaction leads to higher levels of productivity and cooperation (Bateman & Organ, 1983; Mangione & Quinn, 1975), thus job satisfaction is an antecedent to positive work behaviors. Other theorists propose that job satisfaction is the result of positive work behaviors (Lawler & Porter, 1967) and a positive work climate (Johnson & McIntye, 1998).

Whether job satisfaction caused or was caused by a positive work environment, it was important to assess the satisfaction levels of workers. Since employees can be satisfied and dissatisfied with different aspects of a job simultaneously, Smith and his colleagues, (1969) proposed five primary aspects of job satisfaction: work on the present job, present pay, opportunities available, supervision and coworkers, which were measured in this study by the abridged Job Descriptive Index (aJDI). The aJDI specifically addresses short-term job satisfactions, but does not give an accurate measure of overall long-term job satisfaction; therefore, the abridged Job in General Index (aJIG) was used to assess overall job satisfaction with a long-term frame of reference.

This study was undertaken to determine the satisfaction levels of adjunct faculty who teach in the online environment as they consider work on the present job, present pay, opportunities available, supervision, staff, and the overall feeling of job satisfaction.

Chapter 4 describes and analyzes the data utilized to accomplish the purpose of the research. The results were intended to be used to gain a better understanding of the satisfaction levels of adjunct faculty who teach classes online in a distance program. The following sections of the chapter address the responses to the survey. The findings were then presented in context by organizing the presentation of the results around the research questions. The data were also presented in tables and figures to facilitate presentation of the findings.

Survey Responses

University administration reported 579 faculty taught in the spring 2008 term, with 72% of those reported as adjunct faculty (n=421), 23% reported as residential faculty (n=133), and 4% reported as university staff and administrators (n=25). A request to complete the survey instrument was sent to all faculty who taught online in the spring 2008 semester (Appendix A), 425 visits were made to the Web-based survey tool, and there were 386 surveys attempted. Nineteen surveys were removed from further analysis, but 367 surveys were accepted for a response rate of 63%. The survey response rate for each of the categories of online faculty showed that 64% of adjunct faculty responded to the survey (n=271), 53% of full time faculty responded (n=71) and 100% of staff and administration responded to the survey (n=25).

Demographics

Respondents were asked to answer 17 demographic questions. Comparison of the demographic responses to demographics known to the researcher (i.e. the number of undergraduate verses graduate courses offered) revealed differences between the responses and actual. That difference may be explained by the number of faculty who

teach General Education courses, which are all at the undergraduate level, as those faculty generally teach only every other 8-week term, while faculty in other academic departments are eligible to teach in each 8-week term. Although not directly part of the research questions, a review of the respondent demographics has been included in the findings of the study.

The responses indicated that the age of online faculty ranged from under 25 years of age to over 64 years of age, with the median in the 40–44 age group. Fifty-two percent of the online faculty who responded to the survey were 44 years of age or younger (Table 4.1).

Of the respondents, 62.9% were male and 37.1% were female (Table 4.2). Examination of the respondents' gender in each of the three faculty groups revealed that these percentages were reversed for adjunct faculty with females comprising 63% and males making up 37% of the respondents. Slightly more than 87 % of respondents were Caucasian, 3.5% were African American, 1.6% were Asian, and approximately 2.5% were Hispanic (Table 4.3).

Table 4.1 Demographic Information
Age

Age	n All	% All	n PT	% PT	n FT	% FT	n S/Ad	%S/Ad
<25	3	.08	2	.74	0	0.0	1	4.0
25 – 29	45	12.3	39	14.39	2	2.8	4	16.0
30 – 34	50	13.6	33	12.18	12	16.9	5	20.0
35 – 39	54	14.7	43	15.87	7	9.9	4	16.0
40 – 44	42	11.4	35	12.92	6	8.4	1	4.0
45 – 49	50	13.6	38	14.02	11	15.5	1	4.0
50 – 54	58	15.8	39	14.39	12	16.9	7	28.0
55- 59	38	10.4	25	9.23	11	15.5	2	8.0
60 – 64	16	4.4	7	2.58	6	8.5	0	0.0
>64	11	3.0	10	3.69	4	5.6	0	0.0

All= Total Respondents; PT= Adjunct Faculty who teach in the online program; FT= Full-time Faculty who teach in the online programs ; S/Ad= Staff and Administration

Table 4.2 Demographic Information
Gender

Gender	n All	% All	n PT	% PT	n FT	% FT	n S/Ad	% S/Ad
Female	136	37.1	170	62.7	26	36.6	9	36.0
Male	231	62.9	101	37.3	45	63.4	16	64.0

All= Total Respondents; PT= Adjunct Faculty who teach in the online program; FT= Full-time Faculty who teach in the online programs ; S/Ad= Staff and Administration

Table 4.3 Demographic Information
Race

Race	n ALL	% All	PT	% PT	FT	% FT	n S/Ad	%S/Ad
African American	13	3.5	11	4.0	1	1.4	1	4.0
Asian	6	1.6	4	1.5	2	2.8	0	0.0
Caucasian	320	87.2	235	86.7	63	88.7	22	88.0
Hispanic	9	2.5	9	3.3	0	0.0	0	0.0
Middle Eastern	2	0.5	2	0.7	0	0.0	0	0.0
Multi	4	1.1	4	1.5	0	0.0	0	0.0
Native American	2	0.5	1	0.4	1	1.4	0	0.0
Other/Prefer not to Answer	11	3.0	5	1.8	4	5.6	2	8.0

All= Total Respondents; PT= Adjunct Faculty who teach in the online program; FT= Full-time Faculty who teach in the online programs ; S/Ad= Staff and Administration

The self-reported level at which the respondents teach found that respondents who taught primarily in the undergraduate programs comprised 70.8% (n=260), and those who taught primarily in the graduate programs made up 29.2% (n=107) of the respondents (Table 4.4). In each of the faculty groups examined, teaching at the undergraduate level was much more prevalent than teaching at the graduate level.

Table 4.4 Demographic Information
Level Teaching

	n All	% All	n PT	% PT	n FT	% FT	n S/Ad	% S/Ad
Undergraduate	260	70.8	189	69.7	52	73.2	19	76.0
Graduate	107	29.2	82	30.2	19	26.8	6	24.0

All= Total Respondents; PT= Adjunct Faculty who teach in the online program; FT= Full-time Faculty who teach in the online programs ; S/Ad= Staff and Administration

As to the highest degree held (Table 4.5), forty-four percent of the respondents held doctorates (n=163), 6% had all but the dissertation completed (n=22), 17.7%

respondents had earned credit above a master's degree (n=65), 30.2% had earned a masters degree (n=111). The highest degree earned reported by 1.6% of the respondents who taught in the online program was a bachelors degree (n=1.6) (Table 4.5). It is very likely that faculty who held only a bachelors degree were teaching or graduate assistants.

Table 4.5 Demographic Information
Highest Degree Held

Highest Degree Held	n All	% All	n PT	% PT	n FT	% FT	n S/Ad	% S/Ad
Bachelors	6	1.6	6	2.2	0	0.0	0	0.0
Masters	111	30.2	93	34.3	9	12.7	9	36
Masters +	52	14.2	31	11.4	15	21.1	6	24
EdS	2	.05	2	0.7	0	0.0	0	0.0
MDiv	11	3.0	9	3.3	1	1.4	1	4.0
ABD	22	6.0	14	5.2	8	11.3	0	0.0
Doctorate	163	44.4	116	42.8	38	53.5	9	36

All= Total Respondents; PT= Adjunct Faculty who teach in the online program; FT= Full-time Faculty who teach in the online programs ; S/Ad= Staff and Administration

Regarding teaching at the collegiate level (Table 4.6), slightly over 60% of the respondents (61.6%) reported teaching at the collegiate level for 5 years or less (n= 226), and 23.4% (n=86) reported teaching at the collegiate level for more than 11 years. Fifteen percent of respondents (n=55) reported teaching at the collegiate level for 6 to 10 years. It appears as though full-time faculty were more experienced teaching at the collegiate level, as 33.8% reported teaching for 11 years or more in comparison to 21.4% of part-time faculty and 16% of staff and administrators reporting having taught for 11 years or more.

Table 4.6 Demographic Information
Length of Time Teaching at the Collegiate Level

# Yrs	n All	% All	n PT	% PT	n FT	% FT	n S/Ad	% S/Ad
<1	68	18.5	61	22.5	1	1.4	6	24
1 – 5	158	43.1	118	43.5	28	39.4	12	48
6 – 10	55	15.0	34	12.5	18	25.3	3	12
11 – 15	33	9.0	28	10.3	2	2.8	3	12
>15	53	14.4	30	11.1	22	31.0	1	4.0

All= Total Respondents; PT= Adjunct Faculty who teach in the online program; FT= Full-time Faculty who teach in the online programs ; S/Ad= Staff and Administration

Almost 86% of the respondents (n=315) have taught in the university's distance programs for two years or less and only 6.3% (n=23) have taught for 5 years or longer. Twenty-nine respondents report teaching for 3 to 4 years (7.9 %). (Table 4.7)

Table 4.7 Demographic Information
Length of Time Teaching in the University's Distance Program

# Yrs	n All	%	n PT	% PT	n FT	% FT	n S/Ad	% S/Ad
<1	150	40.9	128	47.2	11	15.5	11	44.0
1 – 2	165	45.0	126	46.5	28	39.4	11	44.0
3 – 4	29	7.9	14	5.2	11	15.5	3	12.0
5 – 6	12	3.3	2	0.7	10	14.1	0	0.0
7 or more	11	3.0	0	0.0	11	15.5	0	0.0

All= Total Respondents; PT= Adjunct Faculty who teach in the online program; FT= Full-time Faculty who teach in the online programs ; S/Ad= Staff and Administration

Respondents to the survey reported the average number of course sections that they taught each semester; a majority (81.7%) reported that they taught four or fewer sections during each semester and only 4.1% reported that they taught seven or more sections. Fifty-two respondents answering the survey reported teaching five or six course sections each semester (14.2%) (Table 4.8).

Table 4.8 Demographic Information
Number of Course Sections Taught Each Semester

Number of Courses	n All	% All	n PT	% All	n FT	% All	n St/Ad	% All
1 – 2	188	51.2	145	77.1	35	18.6	8	4.3
3 – 4	112	30.5	75	67.0	27	24.1	10	8.9
5 – 6	52	14.2	41	79.0	5	9.6	6	11.5
7 – 8	12	3.3	7	58.3	4	33.3	1	8.3
9 – 10	2	.5	2	100.0	0	0.0	0	0.0
>10	1	.3	1	100.0	0	0.0	0	0.0

All= Total Respondents; PT= Adjunct Faculty who teach in the online program; FT= Full-time Faculty who teach in the online programs ; S/Ad= Staff and Administration

When asked how many other institutions they had taught for in the past 6 months, a majority (59.1%) of those who responded to the survey reported that they had not taught for any other any institution in that time period (Table 4.9), while 21.5% responded that they taught for one other institution. Almost 16% of respondents reported teaching at two or three other institutions, 2.7% reported teaching for four or five other institutions, and three respondents reported teaching for 6 or more institutions within the previous 6 months.

Table 4.9 Demographic Information
Number of Other Institutions at which the Respondent Teaches

Number	n All	% All	n PT	% All	n FT	% All	n S/Ad	% All
0	217	59.1	143	65.9	56	25.8	18	8.3
1	79	21.5	68	86.0	8	10.1	3	3.8
2	46	12.5	40	87.0	5	10.9	1	2.2
3	12	3.3	10	83.3	1	8.3	1	8.3
4	8	2.2	7	87.5	0	0.0	1	12.5
5	2	.5	1	50.0	1	50.0	0	0.0
6	1	.3	0	0.0	0	0.0	1	100.0
7 or more	2	.5	2	100	0	0.0	0	0.0

All= Total Respondents; PT= Adjunct Faculty who teach in the online program; FT= Full-time Faculty who teach in the online programs ; S/Ad= Staff and Administration

The survey asked part-time faculty who taught in the university's online programs what other position they held outside of the university (Table 4.10). Tuckman (1978) classified part-timers into seven mutually exclusive categories according to the reason for

which they became part-time faculty: Full-mooner, Student, Hopeful full-timer, Part-mooner, Homeworker, Semiretired, and all others.

Table 4.10 Demographic Information
Classification of Online Adjunct Faculty (independent contractors)

Classification	Number	Percentage
In addition to FT faculty position at another institution	42	15.5
In addition to FT non-faculty position at another institution	17	6.3
FT position –not in education	79	29.2
Elementary/Secondary Education	23	8.5
PT position – not in education	17	6.3
PT position – at another institution	33	12.2
Church/Pastoral position	9	3.3
Only Paid Position	26	9.5
FT student	11	4.1
Undetermined	14	5.2

Of the 271 adjunct faculty who responded to the survey, 59.5% worked full-time in other organizations. Tuckman would consider these faculty full-mooners. Eleven part-time faculty (4.1%) responded that they were full-time students, and 9.5% of part-time faculty (n=26) noted that their online teaching position was their only paid position. Respondents who were considered part-mooners made up 18.5% of respondents (n=50) and held at least one other part-time position. Nine of those who responded to the survey (3.3%) taught online for the university in addition to holding a pastoral or church position, and the remainder (5.2%) of those who responded to the survey were undetermined as to other positions that they held.

Each respondent was asked to provide his or her agreement to the university's doctrinal statements (Appendix D). The doctrinal statements were included on the employment application, and candidates for faculty positions are asked to verify that they agree with the statements. The survey listed each of the five statements separately and asked respondents whether they strongly agreed, agreed, neither agree nor disagreed, disagreed, or strongly disagreed. The answers were converted to a numeric system with

the following scores being assigned as follows: 1 = strongly agree, 2 = agree, 3 = neither agree nor disagree, 4 = disagree, and 5 = strongly disagree. The score for each respondent was then averaged so that the possible scores for each individual ranged from 1 (strongly agree with all doctrinal statements) to 5 (strongly disagree with all doctrinal statements). The mean score for all five doctrinal statements was 1.07.

Finally, although not an important aspect of this study as they were not directly related to any of the research questions, it may be of interest to the institution to review demographic responses by academic departments. The demographic responses by academic department of the institution are provided in Appendix E.

Survey Instrument

The survey instrument (Appendix A) consisted of fifty questions; however, not all questions were included in the final analysis. It was determined that some of the broad categories of demographic questions were not suitable to determine the information required for the study and would not be utilized. Because of the limited number of respondents and the inability to obtain the separate estimates of the number of full-time staff and administrators who taught as adjunct faculty in the online programs, the staff and administrative categories were combined to encompass those who would not be considered full-time faculty at the university. The final categories for this study were as follows: full-time faculty who teach in the online programs, part-time faculty who teach in the online programs (independent contractors), and, full-time staff and administrators who taught as adjunct faculty in the online programs.

Due to a researcher error in coding the online survey, respondents were automatically directed to answer either the questions concerning the facet of satisfaction with

supervision or the questions regarding the facet of satisfaction with staff. Even after surveys were removed from further evaluation because they were not completed or had response errors, each group of respondents had a sufficient number of responses in the facets of supervision and staff satisfaction areas to compare and to utilize univariate analysis. The degree of variance for these two facets of satisfaction was very small across all three groups of respondents. The percentage of respondent answering the questions regarding satisfaction with staff was as follows: 51% of online faculty (n=139), 44% of full-time faculty teaching in the online programs (n=31), and 48% of staff and administration teaching part-time in the online programs (n=12). The percentage of respondents answering the questions regarding satisfaction with supervision were as follows: 49% of online faculty (n=132), 56% of full-time faculty teaching in the online programs (n=40), and 52% of staff and administration teaching part-time in the online programs (n=13). To compare satisfaction levels between faculty groups, one-way ANOVAs were performed.

A satisfaction score was determined for each category in the aJDI based upon the respondents' replies to a series of five adjectives that could describe characteristics of the work environment. Approximately half of the adjectives were favorable (satisfying) and the other half were unfavorable (poor). Each of the descriptive adjectives were answered with a "Yes," "No," or an "Undecided." "Yes" indicated that the adjective described the work environment, a "No" indicated that the adjective did not describe the environment; a response of "Undecided" indicated that the participant was neutral. Favorable responses were given a score of 3, unfavorable responses a 0, and neutral responses a 1. The range of possible scores on each of the facet scales in the aJDI and the aJIG was from 0 to 54.

"JDI and JIG scores are generally interpreted by (a) investigating levels of satisfaction in the organization as a whole and (b) direct comparisons among units or groups within the organization" (Balzer et al., 2000, p. 24). When making the determination if online adjunct faculty were satisfied or dissatisfied, the mean of each facet scale was determined. A mean above 32 indicated satisfaction with the facet, and a mean below 22 indicated dissatisfaction. The range between 22 and 32 represented an ambivalent feeling regarding the facet. The 25th and 75th percentile scores (first and third quartiles) for each online group (adjunct faculty, full-time faculty, and staff and administrators) were calculated to determine the interquartile range (IQR) to provide "more detailed information about the work group's overlap with the organization as a whole" (Balzer et al., 2000, p. 29).

The mean of each facet of satisfaction (work itself, pay, promotion, supervision, staff, and the overall feeling of job satisfaction) was determined so that the univariate analysis of the three groups (part-time, full-time and staff/administrative faculty) and a comparison of satisfaction between the groups could be determined. In addition, utilizing an Analysis of Variance (ANOVA) with PostHoc Shiffe comparisons revealed whether the similarity of the three faculty groups in the study, adjunct faculty, full-time faculty, and staff and administrators who teach in the online programs was significant.

- The first null hypothesis: there is no difference in satisfaction levels of part-time faculty and full-time staff and administrators who teach in the online programs.
- The second null hypothesis: there is no difference in satisfaction levels of part-time faculty and full-time faculty who teach in the online programs.

Survey Results

The data from the study were used to determine the levels of satisfaction with the work itself, supervision, staff, opportunities available, pay, and the overall feeling of job satisfaction among the three groups of faculty.

Research Question 1

What are the levels of satisfaction of online adjunct faculty (independent contractors) with the work itself, pay, opportunities for promotion, supervision, staff, and the overall feeling of job satisfaction as measured by the survey?

Table 4.11 Satisfaction Levels
Online Part-Time Adjunct Faculty (independent contractors)

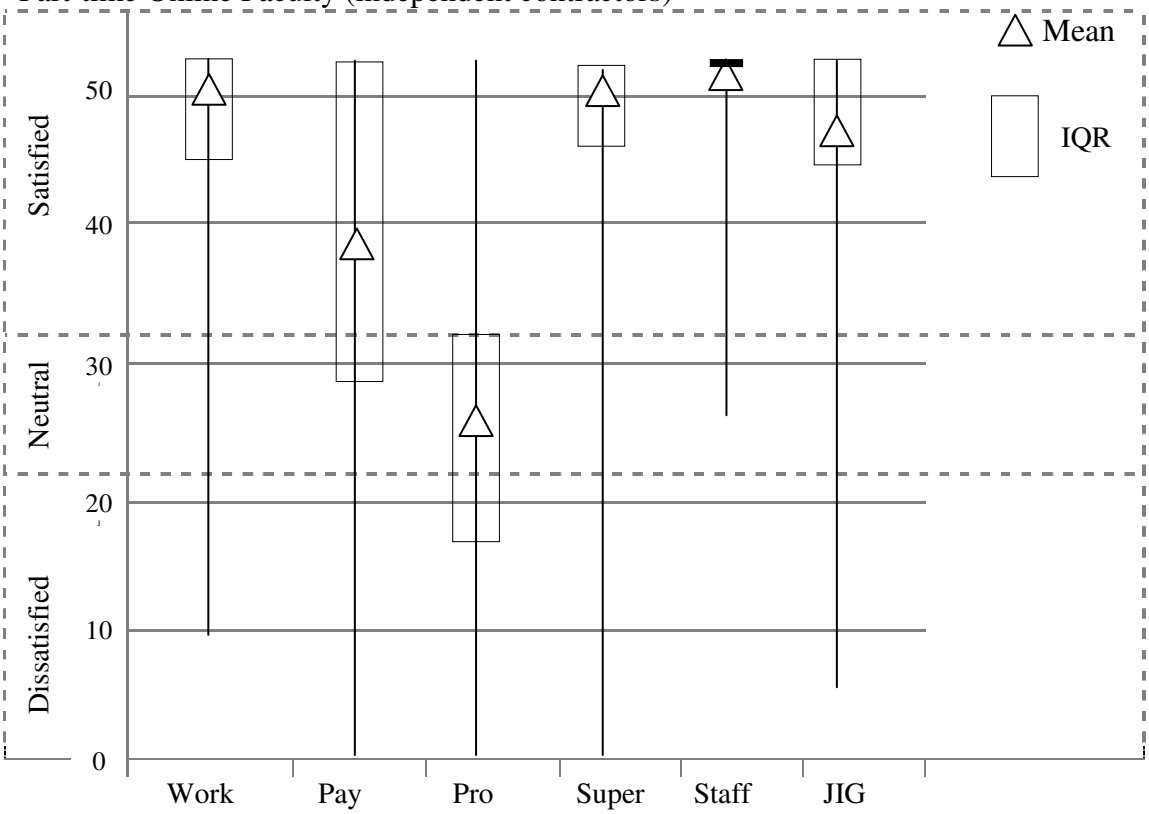
	Work Itself	Pay	Opportunities	Supervision	Staff	aJIG
Low Score	10.80	0.0	0.0	0.0	25.20	6.75
High Score	54.00	54.00	54.00	54.00	54.00	54.00
Mean	50.23	37.45	23.13	50.13	52.76	48.37
1st Quartile	46.80	28.80	18.00	46.80	54.00	45.00
3rd Quartile	54.00	54.00	32.40	54.00	54.00	54.00

Work Itself= Satisfaction with the Work; Pay= Satisfaction with Pay
Opportunities= Satisfaction with Opportunities for Promotion
Supervision = Satisfaction with Supervision
Staff= Satisfaction with Staff; JIG= Satisfaction with the Job in General

The calculated means for job satisfaction levels of online adjunct faculty (independent contractors) regarding the work itself, pay, supervision, staff, and the job in general fell within the satisfactory range of the Index, which shows satisfaction with those job factors (Table 4.11). The job satisfaction level with promotion opportunities fell within the neutral range (Figure 4.1).

The mean for the first facet of the aJDI, the work itself, was 50.23 with an IQR of 48.6 to 54.0 (Figure 4.1). According to Balzer et al. (2000), a high satisfaction score in this facet of satisfaction means that the position has opportunities for creativity, task identity, autonomy, and job enrichment.

Figure 4.1 Satisfaction Levels
Profile of aJDI and aJIG Scores
Part-time Online Faculty (independent contractors)



Work = Satisfaction with the Work Itself
Pay= Satisfaction with Pay
Pro= Satisfaction with Opportunities for Promotion
Super = Satisfaction with Supervision
Staff= Satisfaction with Staff
JIG= Satisfaction with the Job in General

The job satisfaction facet of pay had a mean score of 37.45, with an IQR of 28.8 to 54. The mean score falls within the satisfaction range of the aJDI scale, thus the value placed on perceived inputs by the faculty member verses outputs of the job was, on average, considered satisfactory by part-time faculty.

In the online programs, there is not an opportunity for promotion within the organization, but it was decided to proceed with the question on the aJDI survey in order to assess the results, as satisfaction with promotions is thought to be a function of the

importance and desirability of promotions. The mean of the opportunities for promotion facet of the aJDI was a 25.13, which falls within the neutral range of the index; therefore, generally speaking, part-time faculty were neither satisfied nor dissatisfied regarding opportunities for promotion. The IQR for part-time faculty regarding the opportunity for promotion facet of the aJDI was between 18 and 32.4; the high dispersion of scores suggests that there were some in this faculty group who were dissatisfied with the opportunities for promotion.

The mean score of the supervision facet of the aJDI was 50.13, with an IQR between 46.8 and 54, which means that adjunct faculty were generally satisfied with supervision in the online environment. According to the developers of the instrument, when a mean falls within the satisfactory range, supervisors were most likely perceived as having a high competence level, being employee-centered and thoughtful (Balzer, et al, 2007).

The result of the satisfaction with staff facet of the aJDI was a mean score of 52.76, which falls within the satisfaction range of the index, with almost 80% of faculty responses equaling the highest score of 54. Based on these results, the satisfaction level of part-time faculty regarding work-related interactions with university staff was high.

The aJIG, which determines the overall satisfaction that part-time faculty have with their job, had a mean score of 48.37, which was in the satisfactory range of the index. Part-time faculty were generally satisfied with their job in general. The IQR for the Job in General Index was between 45.0 and 54.0 for part-time faculty.

Research Question 2

What are the levels of satisfaction of online adjunct faculty (university full-time staff and administrators teaching part-time in the online programs) with the work itself, pay, opportunities available, supervision, staff, and the job in general as measure by the surveys?

The calculated means for job satisfaction levels of online adjunct faculty (university full-time staff and administration teaching part-time in the online programs) regarding the work itself, pay, supervision, staff, and the job in general fell within the satisfactory range of the index. Generally, full-time university staff and administration who teach part-time in the online programs were satisfied with those job factors (Table 4.12). The job satisfaction level of opportunities for promotion was calculated as falling within the neutral range of the index, so university staff and administrators were neither satisfied nor dissatisfied with opportunities for promotion (Figure 4.2).

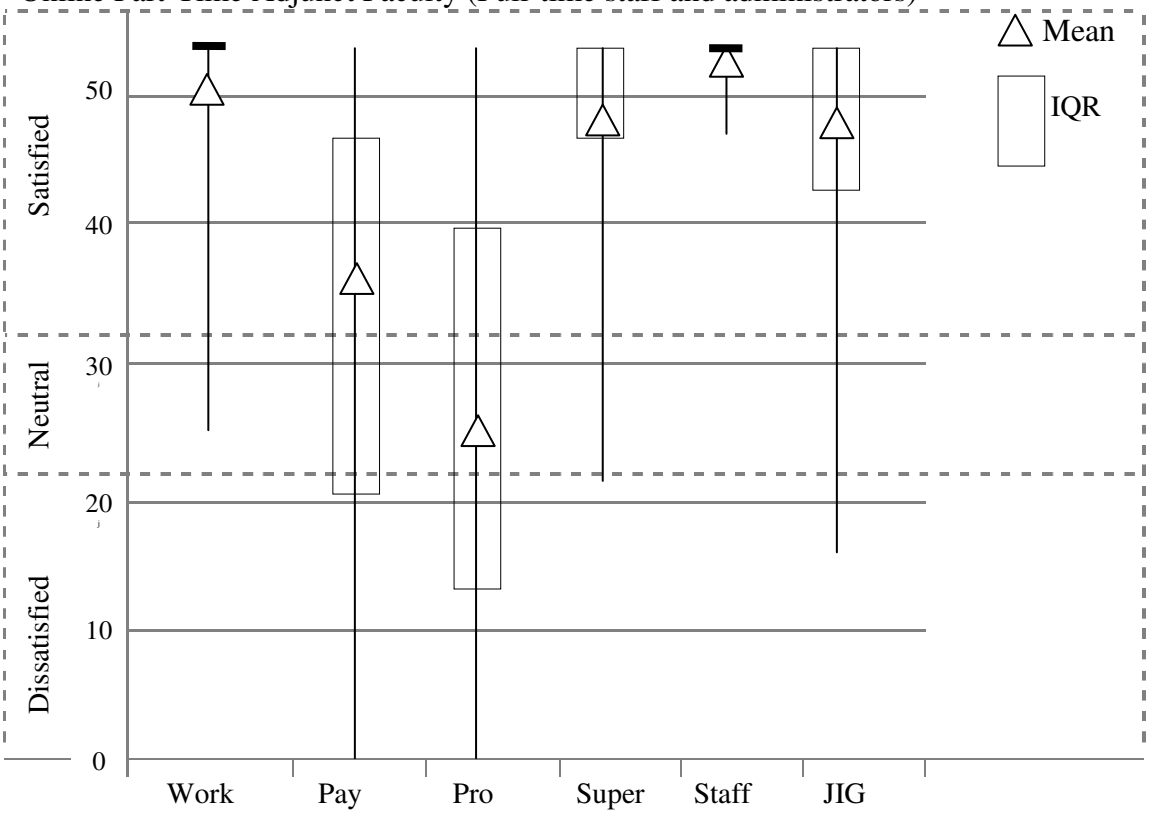
Table 4.12 Satisfaction Levels
Online Part-Time Adjunct Faculty (Full-time staff and administrators)

	Work Itself	Pay	Opportunities	Supervision	Staff	aJIG
Low Score	25.20	0.0	0.0	21.60	46.80	18.00
High Score	54.00	54.00	54.00	54.00	54.00	54.00
Mean	50.11	34.70	26.50	48.46	53.40	47.61
1st Quartile	54.00	21.60	14.40	46.80	54.00	42.75
3rd Quartile	54.00	46.80	39.60	54.00	54.00	54.00

Work Itself= Satisfaction with the Work; Pay= Satisfaction with Pay
Opportunities= Satisfaction with Opportunities for Promotion
Supervision = Satisfaction with Supervision
Staff= Satisfaction with Staff; JIG= Satisfaction with the Job in General

University full-time staff and administration teaching part-time in the online programs were generally very satisfied with the work of online teaching. The mean score of this facet of satisfaction was 50.11 with the score of 75% of respondents equaling 54.

Figure 4.2 Satisfaction Levels
Profile of aJDI and aJIG Scores
Online Part-Time Adjunct Faculty (Full-time staff and administrators)



Work= Satisfaction with the Work Itself
Pay= Satisfaction with Pay
Pro= Satisfaction with Opportunities for Promotion
Super = Satisfaction with Supervision
Staff= Satisfaction with Staff and Administration
JIG= Satisfaction with the Job in General

The calculated mean of satisfaction with pay for this group of online faculty was 34.70, which fell within the satisfied range of the profile, with an IQR between 21.6 and 46.8. Full-time staff and administration who teach part-time in the online programs were generally satisfied with the pay received for teaching in the online program; however, the wide dispersion of scores indicates there was a segment of full-time staff and administrators who were neutral regarding pay.

The satisfaction level for promotion opportunities fell within the neutral range for the index, with a mean of 26.50; this group of faculty was neither satisfied nor dissatisfied with the opportunities for promotion. The IQR for promotion opportunities was between the scores of 14.4 and 39.6; the dispersion of scores suggests a wide range of views on satisfaction regarding promotion opportunities in the online program.

The mean score for the aJDI facet of satisfaction with supervision was a 48.46, and the IQR was between 46.8 and 54.0. University full-time staff and administration teaching part-time were, on average, satisfied with supervision in the online programs.

The aJDI facet satisfaction with staff had a mean score of 53.4, which shows a general high level of satisfaction with university staff interactions. The IQR of this facet of satisfaction found at t least 75% of full-time university staff and administrators had the highest score of 54.

The aJIG mean score for full-time university staff and administrators who teach part-time in the online programs was 47.61, with an IQR of 42.75 and 54. This faculty group was generally satisfied with the global, long-term aspects of the job (Balzer, et al., 2000).

Research Question 3

What are the levels of satisfaction of full-time residential faculty who teach online courses in the distance format with the work itself, supervision, pay, opportunities available, supervision, staff, and the job in general as measure by the surveys?

On average, full-time faculty who teach in the online programs were satisfied with the work itself, supervision, staff, and the job in general; and were neutral regarding pay and opportunities for promotion (Figure 4.3).

Table 4.13 Satisfaction Levels
Full-time Faculty who Teach Online

	Work Itself	Pay	Opportunities	Supervision	Staff	aJIG
Low Score	10.80	0.0	0.0	14.40	25.20	2.25
High Score	54.00	54.00	54.00	54.00	54.00	54.00
Mean	47.86	31.59	23.27	48.33	51.56	43.32
1st Quartile	46.80	16.20	14.40	46.80	54.00	38.25
3rd Quartile	54.00	43.20	25.20	54.00	54.00	54.00

Work Itself= Satisfaction with the Work; Pay= Satisfaction with Pay
Opportunities= Satisfaction with Opportunities for Promotion
Supervision = Satisfaction with Supervision
Staff= Satisfaction with Staff; JIG= Satisfaction with the Job in General

Full-time faculty who teach in the online program were generally satisfied with the work itself, as the facet of the aJDI had a mean score of 47.86 and an IQR between 46.8 and 54 (Table 4.13). Satisfaction in this facet of the aJDI shows that faculty perceive opportunities to be creative and autonomous (Balzer, et al., 2000).

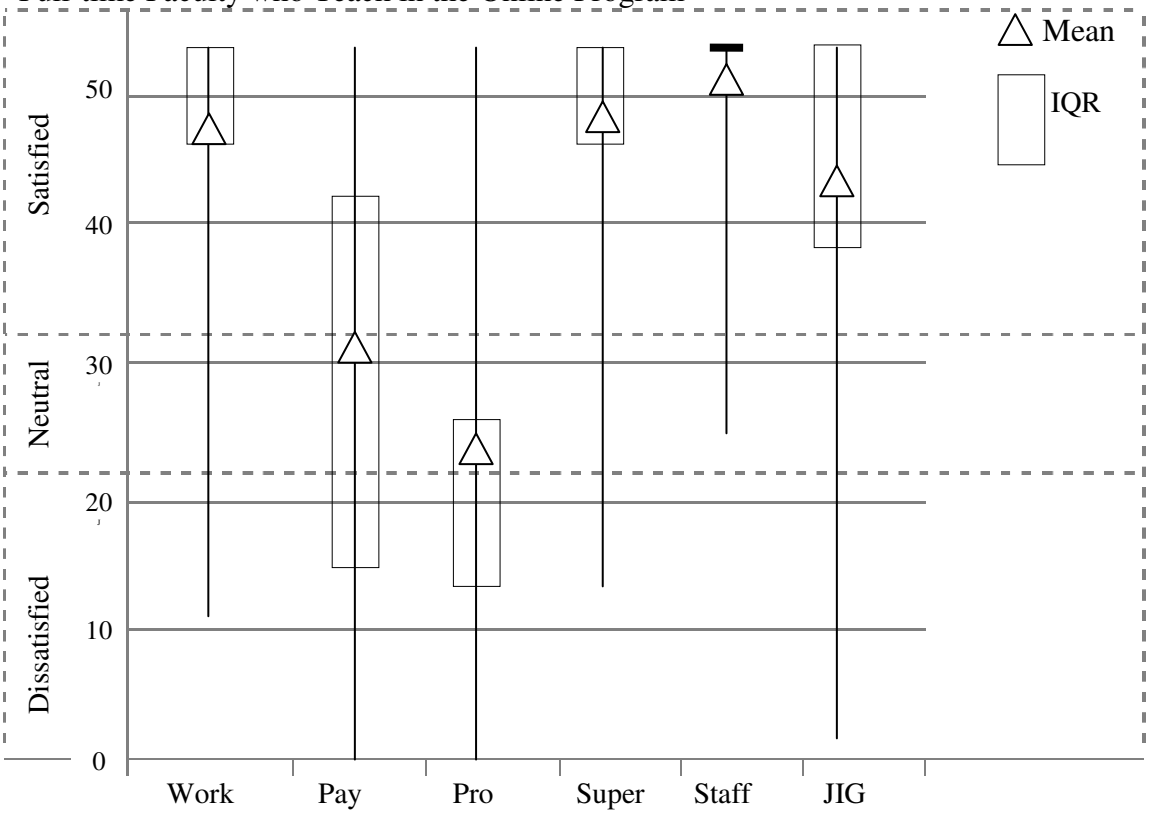
The calculated mean score for satisfaction with pay was 31.59, which was a neutral score on the index. The IQR for the satisfaction with pay index falls between 16.2 and 43.2. Generally, full-time faculty who teach in the online program were neither satisfied nor dissatisfied with their pay for teaching online classes; however, the wide dispersion of scores indicates a wide range of views regarding satisfaction with pay.

The survey results showed that, in general, full-time faculty were neither satisfied nor dissatisfied with opportunities for promotion in the online programs. Full-time faculty had a mean score of 23.27 and an IQR of 14.4 to 25.2, which encompasses scores from dissatisfaction to neutral.

The mean score of the supervision facet of the aJDI was 48.33, with an IQR between 46.8 and 54. The mean falls within the satisfactory range, thus supervisors in the online program were generally perceived as thoughtful and competent by full-time faculty teaching in the online programs (Balzer, et al., 2000).

Figure 4.3 Satisfaction Levels

Profile of aJDI and aJIG Scores
Full-time Faculty who Teach in the Online Program



Work= Satisfaction with the Work Itself
Pay= Satisfaction with Pay
Pros= Satisfaction with Opportunities for Promotion
Super = Satisfaction with Supervision
Staff= Satisfaction with Staff
JIG= Satisfaction with the Job in General

Full-time faculty who teach in the online programs have a high level of satisfaction with interactions with university staff. The mean score of this facet of the aJDI was 51.56, and the IQR showed that at least 75% of faculty who responded to the survey scored a 54 in the facet of satisfaction regarding interactions with university staff.

The aJDI score which measures satisfaction with the work in general was within the satisfactory range, with a mean of 43.32, thus full-time faculty teaching in the online programs were experiencing overall long-term satisfaction with their positions. The IQR

for this facet of job satisfaction was 38.25 and 54, a dispersion of scores that shows a wide range of responses.

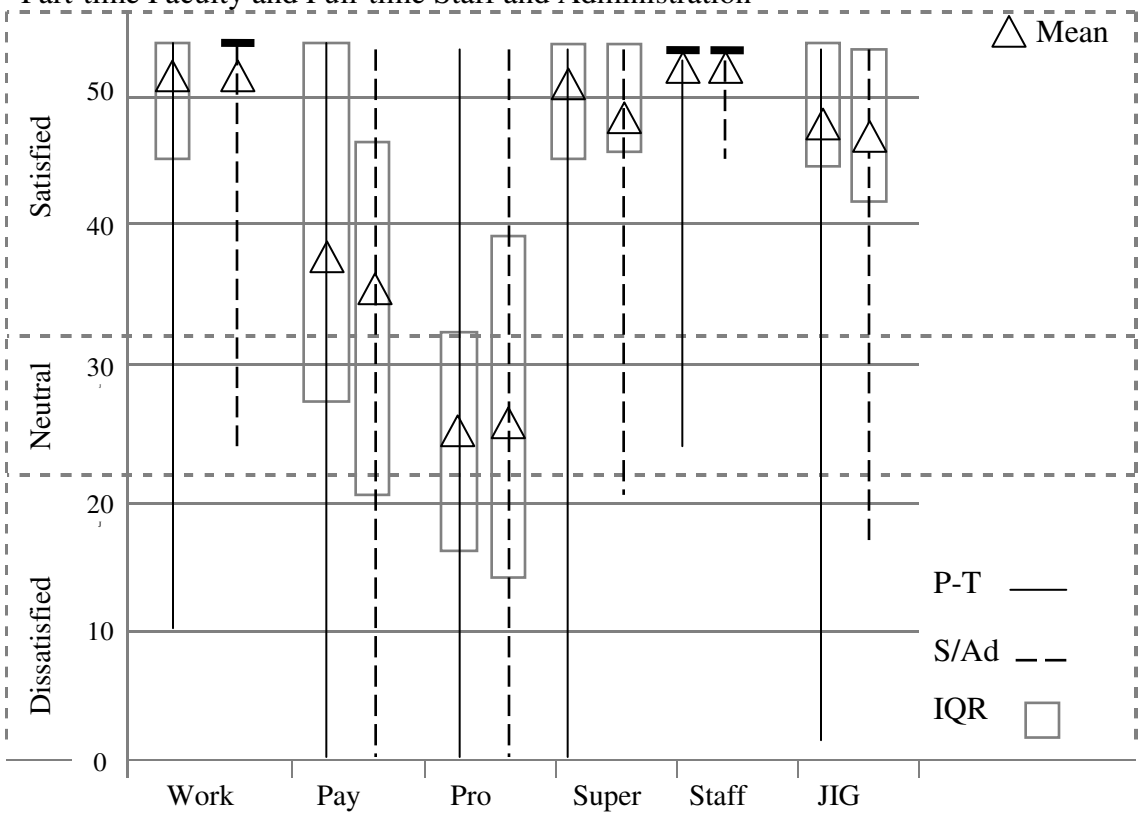
Research Question 4

Are there significant differences in the levels of job satisfaction of online adjunct faculty (independent contractors) to that of online adjunct faculty who work in staff and administrative positions at the university as measured by the survey?

Balzer and his colleagues (2000) assert that comparisons of work groups within an organization should be completed through comparison of the interquartile range (IQR) of each facet of job satisfaction. The 25th and 75th percentile scores (first and third quartiles) for each work group examined in this study were calculated to examine the overlap in a clear and unbiased manner. This question seeks to assess what differences, if any, exist in the satisfaction levels of online adjunct faculty who were independent contractors and full-time staff and administration who work as adjuncts in the university's online programs. One-way ANOVA was calculated to determine any differences between adjunct faculty and full-time staff and administrators. The alpha level of .05 was used.

To examine the differences in the levels in job satisfaction of the aJDI facet of satisfaction for the work itself, the IQR of online adjunct faculty and full-time staff and administration who teach part-time in the online programs was calculated (Table 4.14). The IQR for part-time faculty when they consider the work itself was between 46.8 and 54.0 with a mean of 50.23. The IQR for staff and administration when they consider the

Figure 4.4 Comparisons of Satisfaction Levels
Part-time Faculty and Full-time Staff and Administration



Work= Satisfaction with the Work Itself
Pay= Satisfaction with Pay
Pro= Satisfaction with Opportunities for Promotion
Super = Satisfaction with Supervision
Staff= Satisfaction with Staff and Administration
JIG= Satisfaction with the Job in General

work itself showed that at least 75% of respondents scored a 54, with a mean of 50.11. According to the developers of the aJDI, both groups were highly satisfied with their work in the online programs. (Figure 4.4).

Satisfaction with pay for adjunct faculty and full-time administration and staff who teach part-time in the online program was the next facet of satisfaction examined and compared (Table 4.15). Adjunct faculty were generally satisfied with pay for

Table 4.14 Comparisons of the Satisfaction Levels
Work Itself

	Part-Time Faculty	Staff/Administration
Low Score	10.8	25.2
High Score	54.0	54.0
Mean	50.23	50.11
1st Quartile	46.8	54.0
3rd Quartile	54.0	54.0

teaching online, as the mean score for this facet of satisfaction was a 37.45 and an IQR of 28.8 to 54.0. Full-time staff and administration were also generally satisfied with pay for teaching online courses; the mean score for pay was 34.7, with an IQR of 21.6 to 46.8. Although in general both groups were satisfied with the pay provided for teaching online courses, the IQR was much broader for full-time staff and administration, which suggests that many in that faculty group were neutral regarding satisfaction with pay (Figure 4.4).

Table 4.15 Comparisons of the Satisfaction Levels
Present Pay

	Part-Time Faculty	Staff/Administration
Low Score	0.0	0.0
High Score	54.0	54.0
Mean	37.45	34.7
1st Quartile	28.8	21.6
3rd Quartile	54.0	46.8

The next facet to compare was the satisfaction with opportunities for promotion (Table 4.16). Adjunct faculty were neutral regarding promotion, as the mean satisfaction score was a 25.13, with an IQR of between 18.0 to 32.4. Staff and administration also were neutral regarding promotion opportunities with a mean score of 26.50 and an IQR between 14.4 and 39.6. While the mean of both groups fell within the neutral range, the IQR of both included scores that fell within the range of dissatisfaction (Figure 4.4)

Table 4.16 Comparisons of the Satisfaction Levels
Opportunities for Promotion

	Part-Time Faculty	Staff/Administration
Low Score	0.0	0.0
High Score	54.0	54.0
Mean	25.13	26.5
1st Quartile	18.0	14.4
3rd Quartile	32.4	39.6

Supervision was the next facet of satisfaction examined in this study. Part-time faculty had a mean score of 50.13, which shows, on average, a high level of satisfaction with supervision (Table 4.17). The IQR for supervision of part-time faculty was between 46.8 and 54.0. Staff and administration fell within the satisfaction range of the index with a mean of 48.46 and an IQR between 46.8 and 54. The interquartile ranges for both groups, part-time faculty and staff, and administration, were the same (Figure 4.4).

Table 4.17 Comparisons of the Satisfaction Levels
Supervision

	Part-Time Faculty	Staff/Administration
Low Score	0.0	21.6
High Score	54.0	54.0
Mean	50.13	48.46
1st Quartile	46.8	46.8
3rd Quartile	54	54.0

The next facet of satisfaction examined was satisfaction with staff (Table 4.18). Generally, part-time faculty expressed a high level of satisfaction with interactions with staff as the mean score was 52.76, and the IQR that showed 75% of respondents scored a 54 on the facet scale regarding satisfaction with staff. Full-time staff and administration who teach part-time in the online programs were also satisfied with staff interaction as the results of the survey resulted in a mean score of 53.4, and an IQR that showed 75% of the respondents had a score of 54. (Figure 4.4).

Table 4.18 Comparisons of the Satisfaction Levels
Staff

	Part-Time Faculty	Staff/Administration
Low Score	25.2	46.8
High Score	54.0	54.0
Mean	52.76	53.4
1st Quartile	54.0	54.0
3rd Quartile	54.0	54.0

The Job in General index, which examined overall feelings of satisfaction, was the next facet of satisfaction examined; part-time faculty were generally satisfied as the mean score of 48.37 fell within the satisfactory range of the index and the IQR was between 45.0 and 54.0 (Table 4.18). The mean score of satisfaction with the Job in General for full-time staff and administration who taught in the online program was 47.61, which falls into the satisfactory range, with an IQR between 42.75 and 54.0. In general, both groups were satisfied with the global, general aspects of teaching online (Figure 4.4).

A one-way ANOVA(Table 4.19) was conducted to determine if a difference in responses to satisfaction questions among part-time faculty and full-time staff and administrators existed. None of the facets of satisfaction revealed a statistically significant difference; therefore, they failed to reject the null hypothesis, which stated that there was no difference in the facets of satisfaction between part-time faculty and full-time staff and administrators.

Table 4.19 One-Way Analysis of Variance
Part-time faculty to Full-Time Staff and Administration

	Mean Difference	Std. Error	Sig.
Work	3.57343	1.75114	.126
Pay	2.63982	3.38798	.738
Promotion	-1.34595	2.66512	.880
Supervision	2.69198	218606	.470
Staff	-1.24317	1.89732	.807
JIG	3.71424	1.79066	.118

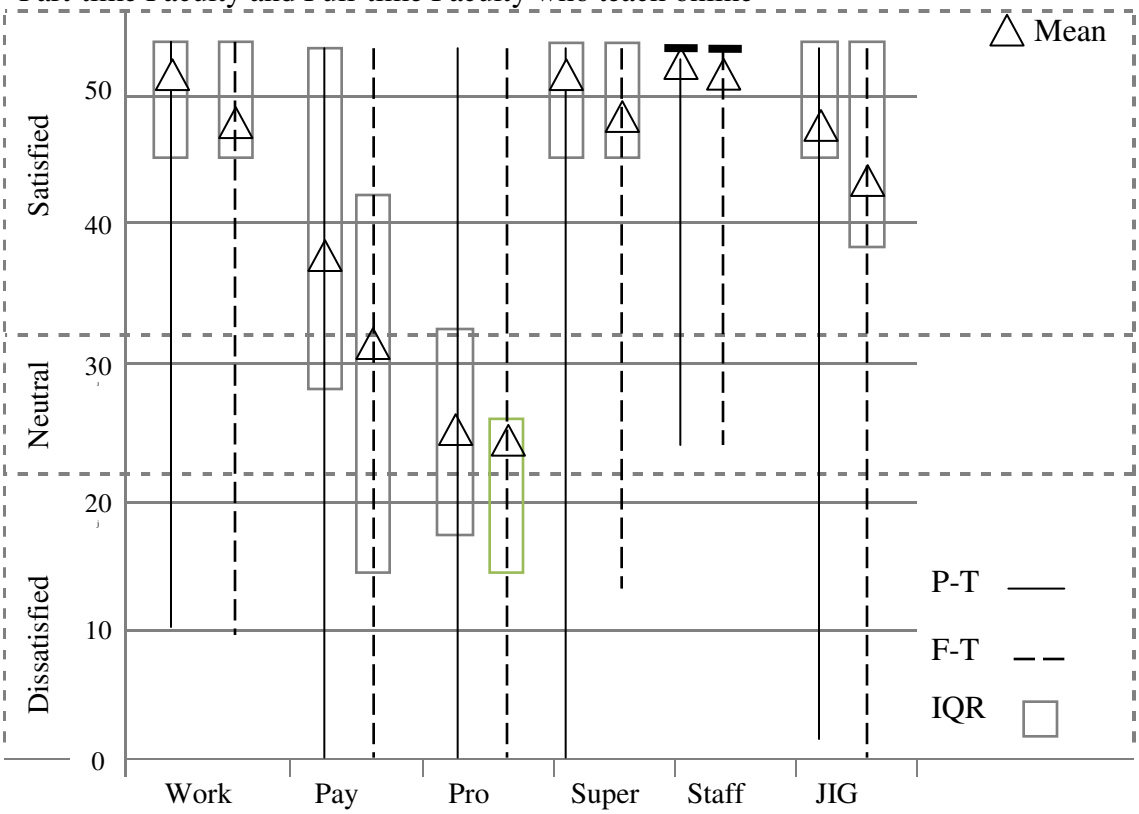
Research Question 5

Are there significant differences in the levels of job satisfaction of online adjunct faculty (independent contractors) to that of full-time residential faculty who teach online courses in the distance format as measured by the survey?

This research question attempted to discern through descriptive statistics the differences, if any, in the satisfaction levels of those who were adjunct faculty and considered independent contractors and the satisfaction levels of residential faculty who teach online courses in the distance programs. A one-way ANOVA was calculated to determine if there were any differences between adjunct faculty who teach in the online programs and full-time faculty. An alpha level of .05 was utilized.

Adjunct faculty were generally satisfied with the aJDI facet scale of the work itself as the mean score was 50.23, and the IQR falls between 46.8 and 54.0. With a mean score of 47.86, full-time faculty were also generally satisfied with the work itself; the IQR of full-time faculty regarding the aJDI facet of the work itself was between 46.8 and 54. Both groups were satisfied with this facet of work, and the IQR for each matched exactly.

Figure 4.5
Comparisons of Satisfaction Levels
Part-time Faculty and Full-time Faculty who teach online



Work= Satisfaction with the Work Itself
Pay= Satisfaction with Pay
Pro= Satisfaction with Opportunities for Promotion
Super = Satisfaction with Supervision
Staff= Satisfaction with Staff and Administration
JIG= Satisfaction with the Job in General

The next facet measured by the aJDI was satisfaction with pay (Table 4.20). The mean score of satisfaction with pay for part-time faculty was 37.45, which falls within the satisfied range of the profile, and the IQR fell between 28.8 and 54.0. Full-time faculty who teach part-time in the online programs had a mean satisfaction score of 31.59, which falls within the neutral range, thus full-time faculty were neither satisfied nor dissatisfied with pay. The IQR for full-time faculty with pay was between 16.2 and 43.2. While part-

time faculty were generally satisfied with pay for teaching online courses, full-time faculty in general were neutral regarding satisfaction with pay (Figure 4.5).

Table 4.20 Comparisons of the Satisfaction Levels
Work Itself

	Part-Time Faculty	Full-time Faculty
Low Score	10.8	10.8
High Score	54.0	54.0
Mean	50.23	47.86
1st Quartile	46.8	46.8
3rd Quartile	54.0	54.0

Table 4.21 Comparisons of the Satisfaction Levels
Present Pay

	Part-Time Faculty	Full-time Faculty
Low Score	0.0	0.0
High Score	54.0	54.0
Mean	37.45	31.59
1st Quartile	28.8	16.2
3rd Quartile	54.0	43.2

Review of the IQR for adjunct faculty regarding satisfaction with pay suggests that while generally satisfied with pay, many part-time faculty were neutral regarding satisfaction with pay (Table 4.21). Although generally neutral regarding pay for teaching online courses, the IQR for full time faculty in regards to pay suggests some respondents experience dissatisfaction with pay (Figure 4.5).

Table 4.22 Comparisons of the Satisfaction Levels
Opportunities for Promotion

	Part-Time Faculty	Full-time Faculty
Low Score	0.0	0.0
High Score	54.0	54.0
Mean	25.13	23.27
1st Quartile	18.0	14.4
3rd Quartile	32.4	25.2

The survey results show that part-time faculty were neither satisfied nor dissatisfied with opportunities for promotion at the university as the mean score was a 25.13, with an IQR of between 18 and 32.4 (Table 4.22). Full-time faculty had a mean score of 23.27, which also falls within the neutral range of the index, with an IQR that ranges between 14.4 and 25.2. Generally, both groups of faculty were neutral in regards to opportunities for promotion in the university's online programs. Examination of the IQR for both faculty groups suggests that although generally neutral regarding opportunities for promotion available in the online programs, there were part-time and full-time faculty that who were dissatisfied with opportunities for promotion in the university's online programs (Figure 4.5).

Table 4.23 Comparisons of the Satisfaction Levels
Supervision

	Part-Time Faculty	Full-time Faculty
Low Score	0.0	14.4
High Score	54.0	54.0
Mean	50.13	48.33
1st Quartile	46.8	46.8
3rd Quartile	54	54.0

For adjunct faculty, the mean score for the aJDI facet of satisfaction with supervision was a 50.13, and the IQR was between 46.8 and 54.0 (Table 4.23). The mean score for the facet of satisfaction for full-time faculty teaching in the online programs was

48.33 with an IQR of between 46.8 and 54.0. Both groups of online faculty were generally satisfied with the supervision in the online programs. Although the mean score was slightly higher for adjunct faculty, the IQR for both groups were the same. Thus, according to the developers of the aJDI, the satisfaction levels for the groups were similar (Figure 4.5).

Table 4.24 Comparisons of the Satisfaction Levels
Staff

	Part-Time Faculty	Full-time Faculty
Low Score	25.2	25.2
High Score	54.0	54.0
Mean	52.76	51.56
1st Quartile	54.0	54.0
3rd Quartile	54.0	54.0

The next facet of satisfaction to be examined was satisfaction with staff (Table 4.24). Generally, part-time faculty were highly satisfied with interactions with staff as the mean score was 52.76 and the IQR showed 75% of respondents had a score of 54. A mean score of 51.56 demonstrates that full-time faculty were generally satisfied with interactions with staff, and the IQR shows that 75% of the respondents had scores of 54. Because the interquartile ranges for both groups of faculty were the same, the high satisfaction levels for the faculty groups were comparable (Figure 4.5).

Table 4.25 Comparisons of the Satisfaction Levels
Job In General (aJIG)

	Part-Time Faculty	Full-time Faculty
Low Score	6.75	2.25
High Score	54.0	54.0
Mean	48.37	43.32
1st Quartile	45.0	38.25
3rd Quartile	54.0	54.0

The final facet of satisfaction examined was that of the job in general, as measured by the aJIG index (Table 4.25). Part-time faculty were generally satisfied, as the mean was 48.37 and the IQR fell between 45.0 and 54.0. Full-time faculty were also generally satisfied with the job in general facet of satisfaction, as the mean score was 43.32.

Table 4.26 One-Way Analysis of Variance
Part-time faculty to Full-Time Faculty

	Mean Difference	Std. Error	Sig.
Work	1.49456	1.11694	.409
Pay*	5.84839	2.16097	.027
Promotion	1.56042	1.69990	.657
Supervision	1.52727	1.59513	.633
Staff	1.43112	.98689	.352
JIG*	3.82960	1.14214	.004

A one-way ANOVA was then conducted to determine if a difference in responses to facets of satisfaction exists among part-time faculty who teach in the online programs and full-time faculty as they consider teaching in the online environment (Table 4.26). Two of the six facets of satisfaction revealed a statistically significant difference, thus rejecting the null hypothesis. The facets of satisfaction that showed significant differences were as follows:

Satisfaction with pay, p=.027.

Satisfaction with the Job in General, p=.004

In the remaining factors of satisfaction, work, opportunities for promotion, supervision and staff, the ANOVA revealed there was no statistically significant differences; therefore, there was failure to reject of null hypothesis.

Summary

The purpose of this investigation was to determine the satisfaction levels of the different groups of faculty who teach in the university's online programs. The aJDI and aJIG were used to examine different facets of job satisfaction (the work itself, pay, opportunities for promotion, supervision, staff, and the job in general) of the three groups of faculty (online adjunct faculty, full-time staff and administrators, and full-time faculty). The results of the survey found that, in general, all faculty groups who taught in the online environment were satisfied with the work itself, supervision, staff, and the job in general. Full-time faculty were neither satisfied nor dissatisfied with pay and opportunities for promotion; part-time faculty and full-time staff and administration who taught in the online programs scored in the neutral area regarding opportunities for promotion. None of the faculty groups surveyed were generally dissatisfied with any of the job facets examined during the study.

Chapter five will provide a summary of the research and use this research data to discuss the findings, draw conclusions, and make recommendations for further research.

Chapter 5: Summary, Conclusions, Implications, and Recommendations

Faculty who teach in distance programs can choose to teach at numerous post-secondary institutions that have online programs. To attract and retain part-time faculty, it is important to understand the levels of satisfaction regarding different aspects of the online teaching role. Once the right people are hired to teach in the online environment, the fluctuating feeling of satisfaction and dissatisfaction influences morale and the quality of faculty's work . . . in higher education, where faculty have considerable discretion over how they spend their time, job dissatisfaction can result in an enormous decrease in quality. (Fife, as cited in Drysdale, 2005, p. 138).

Research to this point has focused on adjunct faculty in a physical classroom. This study was grounded in differing theories and models and sought to determine the satisfaction levels of adjunct faculty who teach in the online environment as they consider work on the present job, present pay, opportunities available, supervision, staff, and the overall feeling of job satisfaction.

As this study provided a baseline of the job satisfaction levels of adjunct faculty who serve in the online environment at a private evangelical university in the southeast, the following question was investigated: What are the satisfaction levels of the three groups of online faculty with different facets of teaching online as measured by the abridged Job Descriptive Index (aJDI) and the abridged Job in General (aJIG) index? Job satisfaction was examined across multiple dimensions to identify areas of satisfaction, dissatisfaction, and indifference.

Summary of the Methodology

The central question this study sought to answer was, What are the satisfaction levels of adjunct faculty as they consider the work itself, pay, promotion, supervision, staff, and the overall feeling of job satisfaction? The Job Descriptive Index (JDI) is one of the most widely used measures of job satisfaction (Buckley, Carrher, & Cote, 1992; Smith & Stanton, 1998; Zedeck, 1987) and was chosen to measure levels of satisfaction for this study. The JDI has proven to be a reliable and valid instrument; it has been found to yield the same results in repeated studies, and it accurately assesses job satisfaction. Internal consistency across all five subscales (work itself, pay, opportunities for promotion, supervision, and staff) is high, and a meta-analysis established convergent validity, content validity, and criterion-related validity (Balzer et al., 2000).

After choosing the survey instruments, the abridged Job Descriptive Index (aJDI) and the abridged Job in General (aJIG), quantitative descriptive statistics were deemed as the most appropriate treatment for determining levels of job satisfaction. The use of descriptive statistics was selected as it is recommended by the authors of the aJDI and aJIG to determine if employees are satisfied or dissatisfied. In addition, use of a descriptive statistical treatment for determining levels of job satisfaction is appropriate, as it (a) allows for the exploration of each variable in each data set separately; (b) allows for investigation of the range of values, as well as the central tendency of the values; (c) provides patter description of the response to the variable; and (d) allows for the description of each variable on its own.

The six areas of satisfaction explored by the aJDI and aJIG were as follows: the work itself, pay, opportunities for promotion, supervision, staff, and the job in general,

which are considered by the survey's authors to be the principle facets of job satisfaction (Balzer et al., 2000).

The Work Itself

Researchers have found that the elements of work that are related to job satisfaction include task variety, job enrichment, autonomy, opportunities to increase knowledge, and changes in responsibility. Herzberg and his colleagues (1967) stated that such elements were considered intrinsic satisfaction, which are "derived from actually performing the work" (Naumann, 1993, p. 62).

Pay

While pay cannot create job satisfaction, it can lead to job dissatisfaction if not handled properly (Herzberg et al., 1967), and faculty want to be fairly paid. The salary level of university faculty has been "found to be significantly related to . . . job satisfaction" (Terpstra & Honoree, 2004, p. 528). This may be linked to Equity Theory and the idea that all workers "have a concept of what is just reward for our efforts" (Gruneberg, 1979, p. 20).

Promotion

Adjunct faculty who teach using the online modality at the university are not eligible for any type of promotion opportunities; however, researchers have found a link between promotion opportunities and job satisfaction (Ellickson & Logsdon, 2001). Herzberg et al. (1967) suggests that advancement opportunities create job satisfaction by fulfilling intrinsic needs. It was determined to retain the questions regarding promotion in the survey as the data may determine whether promotions are important or desirable among adjunct faculty who teach online.

Supervision

The positive relationship between job satisfaction and fair treatment in the workplace has been documented (Bettencourt & Brown, 1997; Bobocel, Agar, Meyer, & Irving; 1998; Dailey & Kirk, 1992; Leung, Smith, Wang, & Sun, 1996; Mossholder, Bennett, & Martin, 1998; Sweeney & McFarlin, 1997; Van Den Bos, Wilke, Lind, & Vermunt, 1998). Researchers have proposed that an organizational culture that includes positive working relationships leads to increased levels of job satisfaction (Carnavale & Rios, 1995). Faculty who find they can easily talk to an administrator are much more likely to be satisfied than those who feel they cannot (Marion & Quaglia, 1991).

Staff

Examination of satisfaction with staff on the aJDI assesses the level of satisfaction faculty experience with university staff. Herzberg et al. (1967) suggested that interpersonal relationships with peers are extrinsic job traits that cannot create job satisfaction, but can lead to dissatisfaction if they are not acceptable. “The degree of satisfaction with [staff] is thought to be determined by the work-related interaction” (Balzer et al., 2000, p. 36).

The Job in General

The individual facet scales of satisfaction measured in the aJDI “do not provide the information necessary to assess overall satisfaction” (Balzer et al., 2000, p. 44), therefore the aJIG scale was utilized so that the overall satisfaction level of faculty could be determined.

Summary of Findings and Demographics

By utilizing the median for demographic responses, the survey has provided a typical profile of a faculty member who teaches in the online programs at a private evangelical university in the southeast. The typical online faculty member was male, Caucasian, and between 40 and 44 years of age. He was ABD or holds a doctorate and had been teaching at the collegiate level for one to five years and in the university's distance program for one to two years. This faculty member taught one to two sections each semester in disciplines in General Education, did not teach at any other institution, and fully agreed with all of the university's doctrinal statements.

Demographic factors affect levels of faculty dissatisfaction rather than levels of satisfaction (Iiacqua, Schumacher, & Lee, 1995; Kelleberg & Loscocco, 1993; Olsen, 1993; Thompson & Dey, 1998). In addition, research has proposed a direct link between the attachment of employees to the mission of the organization and job satisfaction (Niehoff, 1995). There was a high level of agreement with the university's doctrinal statements; a majority of adjunct faculty share the values of the organization.

Benjamin (1998) found 44% of adjunct faculty hold an additional full-time position, 32% hold additional part-time positions, and 24% hold no additional positions. The adjunct faculty who responded to the study did not align with Benjamin's findings, as 59.5% of the respondents reported holding an additional full-time position, 18.5% held additional part-time positions, and 9.5% held no additional positions.

Teaching experience in terms of years was higher for full-time faculty at the university than for part-time faculty. Over 33% (33.8%) of full-time faculty reported teaching for 11 years or more in comparison to 21.4% of part-time faculty. In a national

survey, it was found that on average, full-time faculty have more teaching experience (16.2 years) than part-time faculty (11 years) (NCES, 2002-155).

Results

Research Question 1

What are the levels of satisfaction of online adjunct faculty (independent contractors) with the work itself, supervision, staff, opportunities available, pay, and the overall feeling of job satisfaction, as measured by the survey?

According to the mean scores calculated for each facet of satisfaction, adjunct faculty were generally satisfied with the work itself, pay, supervision, staff, and the job in general. The mean score of satisfaction levels with promotion opportunities fell within the neutral range.

According to Lesht (1983) during the early stages of a new position, an employee exhibits a high level of enthusiasm and expends a lot of energy on the job. As almost 86% of part-time faculty (85.9%) have taught in the university's online programs for two years or less, satisfaction levels may be attributed to part-time faculty being in the early stages of their employment.

Satisfaction with the work itself. The range of scores for the facet of satisfaction regarding the work itself were from 10.8 to 54, with a mean of 50.23 and an interquartile range (IQR) between 46.8 and 54. As 50% of the faculty fell within the upper-level satisfied range, guidance provided by the authors of the survey state that adjunct faculty were generally satisfied with the work itself. Researchers have found that the elements of work that are related to job satisfaction include task variety, job enrichment, autonomy, opportunities to increase knowledge, and changes in responsibility (Herzberg et al.,

1967). The results of this survey do not provide which, if any, of those specific elements have led to the level of satisfaction experienced by adjunct faculty, only that the levels of satisfaction with the work itself were generally high.

Satisfaction with pay. The next aspect of satisfaction studied was pay; the results of the study showed adjunct faculty were generally satisfied with the pay received for teaching courses in the distance modality. Respondent scores ranged from 0 to 54, with a mean score of 37.45 and an IQR of 28.8 to 54. The wide dispersion of scores indicates an unclear consensus among adjunct faculty concerning satisfaction with pay. Adjunct faculty, who are contracted from term to term, accept a teaching position understanding the remuneration structure. Although adjunct faculty were generally satisfied with pay, some fell within the neutral range regarding pay. As contract employees, adjunct faculty are responsible for their own taxes and payments to FICA and do not receive any benefits, which could contribute to the lower satisfaction levels regarding pay.

The impact of the amount of remuneration on the satisfaction with pay was important. For some adjunct faculty, teaching online was their only paid position. Thus, they may depend upon the salary from adjunct teaching for living expenses and may express dissatisfaction. The score could also be impacted by the area in which the faculty live, as those who live in an area with a higher cost of living index may see the pay as low. In addition, as adjunct faculty at the university are considered independent contractors, they may view disparate treatment regarding pay, which affect the levels of satisfaction.

Satisfaction with opportunities for promotion. It may be inaccurate to conclude that, in general, respondents who were part-time faculty in the online programs were

neutral regarding opportunities for promotion. With a mean in the neutral range of 25.13, the range of scores from 0 to 54, and an IQR of 18 to 32.4, the satisfaction level of this facet of satisfaction was neutral with a range that dips into the dissatisfied range. The wide distribution of scores indicates there was not consensus regarding satisfaction with promotion for adjunct faculty.

Regarding adjunct faculty, this facet of satisfaction was the lowest of the six areas of satisfaction examined. The neutral score could be the result of confusion regarding the questions, as there are no opportunities for promotion, or the result of the feeling of part-time faculty regarding this facet of satisfaction. Promotion fulfills intrinsic needs, which could create job satisfaction (Herzberg et al., 1967), and not having opportunities to progress through a ranking system may have led to the levels reported in this facet of satisfaction.

Considering the results of the satisfaction scores for the other facets of satisfaction studied, the work itself, pay, supervision, staff, and the job in general, the neutral score for opportunities for promotion does not appear to have influenced the other facets of satisfaction measured.

Satisfaction with supervision. With a range of scores from 0 to 54, a mean of 50.13 and an IQR between 46.8 and 54, adjunct faculty were generally satisfied with supervision. On the survey, adjunct faculty reported that supervisors praised good work, were tactful, and up-to-date. Adjunct faculty likely have a positive working relationship with supervisors (Carnavale & Rios, 1995) and find supervisors easy to talk to (Marion & Quaglia, 1991).

Satisfaction with staff. Generally, adjunct faculty were highly satisfied in their interactions with university staff as the range of scores were from a low score of 25.2 to a high score of 54, and the mean was 52.76. Seventy-five percent of respondent scores were the highest score on the satisfaction scale, 54; therefore, there appears to be a high level of consensus regarding satisfaction with staff among adjunct faculty. Interaction with university staff in departments such as human resources or the technology help desk most likely occur when the adjunct faculty member was experiencing a problem that needs resolved; therefore, adjunct faculty likely have positive experiences when they contact university staff, as satisfaction is the result of work-related interaction (Balzer et al., 2000).

Satisfaction with the Job in General. This facet of satisfaction asks respondents to measure the global, long-term satisfaction levels they are experiencing in the organization. The scores for the Job in General facet of satisfaction ranged from 6.75 to 54, with a mean of 48.37 and an IQR between 45 and 54. Thus, in general, adjunct faculty were generally satisfied with their jobs at the university. While there are many reasons that adjunct faculty teach online, it can be assumed that since most of the university's adjunct online faculty hold additional part-time positions, that they were satisfied with global aspects of the job or they could resign their adjunct position with relative ease.

Research Question 2

What are the levels of satisfaction of online adjunct faculty (university full-time staff and administration teaching part-time) with the work itself, supervision, staff,

opportunities available, pay, and the overall feeling of job satisfaction, as measured by the survey?

Full-time university staff and administrators who teach part-time in the online programs have a different experience than adjunct faculty who have no connection to the university, other than their part-time employment. Most likely, university staff and administrators, who teach part-time in the online programs work on campus and may be personally acquainted with supervisors and staff and experience different university orientation processes than adjunct faculty. In addition, full-time university staff and administrators are not considered independent contractors as adjunct faculty are, so do not face the same taxations issues.

Full-time university staff and administrators who teach part-time in the online programs were generally satisfied with the work itself, pay, supervision, staff, and the job in general. The mean for the satisfaction level of promotional opportunities fell within the neutral range of the index.

Satisfaction with the work itself. For this facet of satisfaction, scores ranged from 25.2 to 54, with a mean of 50.11. The IQR shows that at least 75% of the respondents scored a 54, the highest satisfaction score possible; thus, there was a high consensus regarding satisfaction with the work itself among full-time university staff and administrators. On the survey, respondents answered that the work itself was generally "satisfying," "gave a sense of accomplishment," and was "challenging" and "interesting". Such elements of a job are intrinsic, and if present, can result in job satisfaction (Herzberg et al., 1967). Full-time university staff and administrators who taught part-time

in the online programs showed that, in general, they experienced high levels of satisfaction with the work itself.

Satisfaction with pay. The results of this facet of satisfaction produced a mean of 34.7, scores that ranged from 0 to 54, and an IQR between 21.6 to 46.8. Generally, university full-time staff and administrators who taught in the online programs were satisfied with the pay; however, some faculty did fall within the neutral range. Salary has been found to be related to job satisfaction (Terpstra & Honoree, 2004), so it is important to ensure adequate remuneration. However, pay for adjunct teaching is in addition to full-time salaries, and teaching in the online programs is not a requirement. So why there was a wide range of satisfaction scores was not a part of this study and cannot be determined.

Satisfaction with opportunities for promotion. The results of the survey produced a mean score of 26.5, a range of scores between 0 and 54, and an IQR between 14.4 and 39.6. Generally, full-time university staff and administrators who taught in the online programs were neutral regarding opportunities for promotion. Regarding full-time university staff and administrators who teach in the online programs, this facet of satisfaction was the lowest of the six areas of satisfaction examined, and there was a wide distribution of scores for this facet of satisfaction. The satisfaction with opportunities for promotion having scores in the lower ranges, while the other facets of satisfaction showed mean scores in the satisfied range are consistent with the literature, as researchers have found that even those who express overall job satisfaction may still be dissatisfied with specific aspects of the job (Leatherman, 2000; Siggins, 1992).

Research has suggested a link between promotion opportunities and job satisfaction (Ellickson & Logsdone, 2001). As there are currently no opportunities for

promotion in the distance programs, the scores could be an expression of confusion regarding the question, or they could have been an expressed displeasure in the lack of differentiation between newly hired faculty in the online programs and those who have been teaching for some time. Considering the satisfaction scores of the survey in general, feelings regarding opportunities for promotion does not appear to have influenced the other facets of satisfaction measured.

Satisfaction with supervision. The results regarding satisfaction levels of full-time university staff and administrators who teach in the online programs showed a mean score of 48.46, a range of scores from 21.6 to 54, and IQR between 46.8 and 54. In general, this group of online faculty were satisfied with supervision. This indicates a positive relationship between the faculty and supervisors, which has been documented to lead to job satisfaction (Bettencourt & Brown, 1997; Bobocel, Agar, Meyer, & Irving; 1998; Dailey & Kirk, 1992; Leung, Smith, Wang & Sun, 1996; Mossholder, Bennett, & Martin, 1998; Sweeney & McFarlin, 1997; Van Den Bos, Wilke, Lind, & Vermunt, 1998). Very likely, this group of faculty was personally acquainted with the supervisors which they have rated on this facet of satisfaction, so low scores on this facet of satisfaction may have been the result of issues other than that of the supervisory role.

Satisfaction with staff. The facet of the survey regarding satisfaction with staff resulted in a range of scores from 46.8 to 54, a mean score of 53.4, and 75% of the scores being reported at the upper level of the satisfaction scale, a score of 54. These scores were some of the highest in the survey and show a consensus of full-time staff and administrators regarding satisfaction with staff. Respondents reported that staff were "helpful," "responsible," and "intelligent". Since staff are responsible for policy and

procedures, their role could be considered extrinsic to the job of adjunct teaching. Herzberg et al. (1967) theorized that extrinsic factors do not lead to satisfaction, but they can lead to job dissatisfaction if not handled properly. The expressed high levels of satisfaction with this facet could be the result of clear unambiguous policies that equally apply to all.

Satisfaction with Job in General. With a range of scores from 18 to 54, a mean of 47.61 and an IQR between 42.75 and 54, full-time university staff and administrators were generally satisfied with the job in general. Respondents answered that their jobs, "make me content" and were "enjoyable" and "desirable." The Job in General index reflects the "global, long-term evaluation of the job . . . and [includes] the contributions of . . . long-term situations and individual factors that make a person satisfied or dissatisfied with the job" (Balzer et al., 2000).

Research Question 3

What are the levels of satisfaction of full-time residential faculty who teach online courses in the distance format with the work itself, supervision, staff, opportunities available, pay, and the overall feeling of job satisfaction, as measured by the survey?

On average, full-time faculty who teach in the online programs were satisfied with the work itself, supervision, staff, and the job in general and were neutral regarding pay and opportunities for promotion. These findings were consistent with the literature, as researchers have found that even those who express overall job satisfaction may still be dissatisfied with specific aspects of the job (Leatherman, 2000; Siggins, 1992).

Satisfaction with the work itself. For full-time faculty who teach in the online programs, the range of scores for this facet of satisfaction ranged from 10.8 to 54, the

mean score was 47.86, and the IQR was between 48.6 and 54. Full-time faculty who taught in the online programs were generally satisfied with the work itself. Satisfaction with the work itself considers intrinsic factors, which were evident in this survey, as full-time faculty responded to the survey that their work, "gives a sense of accomplishment," and was "challenging." When such factors are present, they can result in job satisfaction (Herzberg et al., 1967).

Satisfaction with pay. The survey scores for satisfaction with pay of the full-time faculty who teach in the online programs ranged from 0 to 54, with a mean score of 31.59. The IQR was between 16.2 and 43.2. The disparity of responses indicates that there was no consensus regarding this facet of satisfaction as it related to full-time faculty. Generally, full-time faculty who teach in the online programs were neutral regarding pay; however, the IQR does descend deeply into the dissatisfied range on the scale. If the full-time faculty member was teaching overload in the online programs, the remuneration for teaching online was the same whether one was an adjunct faculty member or was a full-time faculty member at the university. It cannot be determined whether full-time faculty were also dissatisfied with the pay provided in their contracts or if the dissatisfaction with pay was based solely on pay for online courses. The survey questions included, "the income is adequate," "fair," and "well paid," but it cannot be determined through this study exactly why full-time faculty feel the way they do regarding pay.

Satisfaction with opportunities for promotion. The results of the survey regarding satisfaction with opportunities for promotion had a range of 0 to 54, a mean of 23.27, and an IQR of 14.4 to 25.2. Generally, full-time faculty were neutral regarding opportunities

within the online programs, but the IQR did sink into the dissatisfied range of the scale; therefore, there was not a clear consensus regarding opportunities for promotion among full-time faculty.

Regarding full-time faculty who teach in the online programs, this facet of satisfaction was the lowest of the six areas of satisfaction examined; however, when the results of the entire survey were considered, the neutral results for the opportunities for promotion do not appear to have significantly influenced overall satisfaction. The university has opportunities for promotion in the residential programs for full-time faculty, but those opportunities do not exist in the online programs; therefore, it was possible that full-time faculty were comparing the two programs. Promotion opportunity is considered an important component to job satisfaction (Ellickson & Logsdone, 2001). Full-time faculty may teach part of their contract load in the online programs, or teaching online may be limited to overload opportunities. Thus, there was a possibility for a full-time faculty member to contractually be a residential faculty member but teach as many courses in the online program as the residential program. Within the scope of this study, it was not possible to ascertain why full-time faculty who teach in the online programs scored in the lower 50% of satisfaction regarding promotion opportunities.

Satisfaction with supervision. The study of satisfaction levels of full-time faculty who teach in the online programs with their supervision resulted in scores that had a range from 14.4 to 54, a mean score of 48.33, and an IQR of 46.89 and 54. There appears to be a positive relationship between full-time faculty and their supervision in the online programs, as full-time faculty were generally satisfied with supervision. Supervision is considered an extrinsic motivating factor and is dependent upon the supervisor's

willingness to coach and train subordinates (Herzberg et al., 1967). The respondents answered the survey that supervisors "praised good work," were "tactful," and were "up-to-date." Full-time faculty would likely be acquainted with those who supervise the online programs, thus the answers may have been skewed by a personal relationship.

Satisfaction with staff. The survey regarding full-time faculty's satisfaction levels with staff resulted in a range of scores of 25.2 to 54, a mean of 51.56, and an IQR that shows 75% of the respondents scored a 54 on the scale, the highest score possible. There appears to be consensus regarding satisfaction with staff among full-time faculty. The scores in this facet of satisfaction were some of the highest in the survey. In general, full-time faculty who teach in the online programs were highly satisfied with their interactions with staff as they responded to the survey that staff were "helpful," "responsible," and "intelligent." It appears as though full-time faculty have positive experiences when they interact with university staff, and such positive work-related interaction results in satisfaction (Balzer et al., 2000).

Satisfaction with the Job in General. Regarding this facet of satisfaction, full-time faculty who teach in the online programs were generally satisfied. The range of scores was from 2.25 to 54, with a mean of 43.32, and an IQR of 38.25 to 54. The results of this survey measured the global, long-term satisfaction levels of full-time faculty who teach in the online programs. It appears as though there was not a clear consensus among full-time faculty regarding satisfaction with the job in general; however, it was not within the scope of this study to determine why the range of scores were so disparate among this group of faculty

Survey Question 4

A one-way ANOVA was conducted using the PostHoc Schiffe comparison to determine if a difference in responses to satisfaction questions among part-time faculty and full-time staff and administrators existed. An alpha level of .05 was used. None of the facets of satisfaction revealed a statistically significant difference, thus they failed to reject the null hypothesis. The null hypothesis stated that there was no difference in the facets of satisfaction between part-time faculty and full-time staff and administrators.

Survey Question 5

Using an alpha level of .05, a one-way ANOVA was conducted to determine if a difference in responses to facets of satisfaction among part-time faculty who teach in the online programs and full-time faculty existed. In four facets of satisfaction, work, opportunities for promotion, supervision and staff , the ANOVA revealed there was no statistically significant differences; thus, there was failure to reject the null hypothesis.

When the one-way ANOVA was run using the Schiffe and PostHoc comparisons, two of the six facets of satisfaction revealed a statistically significant difference, rejecting the null hypothesis. The facets of satisfaction that showed significant differences were as follows:

Satisfaction with pay; p=.027.

Satisfaction with the Job in General; p=.004

The mean score regarding the satisfaction facet of pay for full-time faculty was 31.59, which fell within the neutral range of score. The mean score for part-time faculty regarding pay was 37.45, which was in the satisfaction range of possible scores. Part-time faculty who teach in the online programs are considered contract employees and appear

to have different viewpoints regarding satisfaction with pay and the job in general than full-time faculty. Satisfaction with pay includes all events, in which compensation plays a major role (Bowen, as cited in Bowen & Radhakrishna, 1981; Padilla-Velez, as cited in Castillo & Cano, 2004), and the level of salary received by university faculty is posited to be extensively related to job satisfaction (Terpstra & Honoree, 2004).

The mean score for part-time faculty regarding the job in general had a mean score of 48.37, and an IQR that fell between 45.0 and 54.0. The mean score for full-time faculty regarding the job in general was 43.32, with an IQR that fell between 38.25 and 54.0. According to the one-way ANOVA, the overall global view of satisfaction was significantly different for the two groups of survey respondents.

General Implications and Recommendations

As the research questions focused on determining levels of satisfaction, the study was quantitative in nature and utilized descriptive statistics, thus it cannot be determined exactly why the respondents who utilized the online modality of instruction were satisfied or dissatisfied with specific facets of their jobs. However, the literature review provided some insight into each of the facets of satisfaction in the study (the work itself, pay, promotion, supervision, staff and the job in general) and what leads to feelings of satisfaction or dissatisfaction in each of those facets.

Herzberg , Mausner, and Snyderman (1967) theorized that intrinsic factors are motivating and can create job satisfaction, while hygiene factors are extrinsic and cannot create job satisfaction, but can lead to job dissatisfaction if they are not handled properly. The facets of satisfaction considered motivating factors, which were included in this study were satisfaction with the work itself and advancement opportunities. The work

itself includes actual performance of the job, while advancement opportunities consist of a change in job status (Bowen, as cited in Bowen & Radhakrishna, 1981; Padilla-Velez as cited in Castillo & Cano, 2004).

A fully developed online class is available to the faculty member assigned to teach the course 2 weeks prior to the beginning of a term. Adjunct faculty who teach those courses are expected to facilitate student learning by guiding discussions, providing feedback and grading various assignments. The limited ability to set the course requirements and assignments is usually applicable only in online classes, as faculty who teach in the classroom are expected to complete the course syllabus, and prepare lectures, assignments, and tests. Considering the limitations placed on faculty in the online environment, the intrinsic factors that lead to job satisfaction, task variety, job enrichment, and autonomy are decreased as the adjunct faculty member is provided with narrow guidelines regarding faculty requirements and expectations. In spite of the decrease in the job factors that lead to intrinsic satisfaction, adjunct faculty reported that they were generally satisfied with the work itself. Even with the limitations regarding the ability of adjunct faculty to fully control their work environment, teaching online must satisfy intrinsic needs, which leads to satisfaction, however, the university should be cautious not to further restrict faculty in the classroom, as such an action may cause a decrease in satisfaction with the work itself.

Hygiene factors considered in the study were supervision and pay. Satisfaction with supervision is considered the administrator's willingness or unwillingness to coach and train subordinates, while satisfaction with pay includes all events, in which compensation plays a major role (Bowen, as cited in Bowen & Radhakrishna, 1981;

Padilla-Velez as cited in Castillo & Cano, 2004). Later researchers proposed that individuals could be satisfied with some aspects of their work environment or duties, but dissatisfied with others, thus found no differentiation between job content and job context factors in relation to job satisfaction (Kanter, 1977; Quarstein et al., 1992).

Lower than most of the other facets of satisfaction, the IQR for satisfaction with pay among all 3 faculty groups must be further examined. Although the results were that full-time faculty and staff and administration were generally satisfied with pay, the IQR for those 2 faculty groups fell within the dissatisfied range of the scale. Many factors could have contributed to the lower satisfaction levels. Only recently were limits placed on the number of overload courses which full-time residential faculty could teach, thus full-time faculty may be expressing displeasure with the total amount of salary earned by teaching online, rather than with the per course remuneration. Administration may want to explore slightly increasing the number of overload courses that full-time faculty are allowed to teach, as even a small increase in number may increase levels of satisfaction with pay.

The status of adjunct faculty as independent contractors may contribute to lower levels of satisfaction regarding pay. Independent contractors are responsible for their own taxes, so what may initially be viewed as a good salary for teaching online, may change when the adjunct finds out the tax implications of the independent contractor status. Changing the status of online faculty to that of employee, may increase satisfaction levels.

The reasons why staff and administration teach in the online programs should be explored. Staff and administration may experience lower levels of satisfaction with pay if

they consider the pay earned for teaching online as making up for low salaries. Teaching in the online programs must be considered independent of any full time position that one has. If a faculty member is teaching to supplement inadequate pay in their primary position, the salary for adjunct teaching would be considered an entitlement, rather than a supplement to primary salary.

Feedback is the degree to which an employee receives information regarding his or her performance on the job. It has been proposed that the presence of feedback is essential to job satisfaction (Anseel & Lievens, 2007; Friday & Friday, 2003; Fried & Ferris, 1987; Hackman & Oldham, 1975; Lam, Yik, & Schaubroeck, 2002). As supervisors are integral to providing feedback to faculty, satisfaction with this aspect of a job would be evident in the supervision aspect of the survey.

The online programs have administrators who have oversight of the faculty who teach in the online programs and the faculty assignments in their individual academic department. That hierarchy appears to be effective, as all the respondent groups were satisfied with the supervision they received. Faculty believed they could speak with supervisors and that supervisors provide adequate feedback. While providing feedback is easy when faculty and supervisors are co-located, it is more difficult to accomplish for those distant from the university campus. Thus, the range of scores for part-time faculty was expected, as more effort is required to provide feedback to those who work off campus, thus does not occur with the frequency of feedback to full-time faculty and staff and administrators.

Satisfaction with co-workers was also high in all of the faculty groups studied. Staff and administration are considered helpful and competent by faculty who teach in

the online programs. It must be considered that staff and administration may have felt that they were grading themselves, thus did not note any dissatisfaction. However, the IQRs of both of the other two faculty groups, part-time and full-time, fell within the highly satisfied range, thus the scores were consistent among all faculty groups.

Hagedorn's (2000) theory of faculty job satisfaction proposes that satisfaction is based upon mediators and triggers. Triggers are events over which the institution has little control and to which each individual will respond differently and include change in life stage, change in family related or personal circumstances, change in rank or tenure, transfer to a new institution, change in perceived justice, and change in mood or emotional state (Hagedorn, 2000). Although triggers, such as those new to the institution or a recent personal events could have affected satisfaction levels of the respondents, it was beyond the scope of this study to what, if any, extent triggers affected levels of satisfaction.

Hagedorn (2000) proposes that mediators include motivators and hygiene factors, demographics, environmental conditions. Hagedorn suggests that even without changes in the work environment, a fluctuation in levels of faculty satisfaction could occur during a semester because of triggers that occur in an individual faculty member's life. In the current study, the mediators explored were both intrinsic and extrinsic in nature and included the work itself, advancement opportunities, supervision, and pay.

Similar to the abridged Job Descriptive Index and the abridged Job In General scale utilized in this study, Hagedorn proposed job satisfaction as a continuum; from an individual who is actively engaged with the work (satisfied) to one who does not feel any affinity for the institution (dissatisfaction). The areas of satisfaction that were included in

this study and which overlap with Hagedorn's predictive mediators of job satisfaction were the work itself, salary, and, relationships with administration. Other researchers have found that even those who express overall job satisfaction may still be dissatisfied with specific aspects of the job (Leatherman, 2000; Siggins, 1992).

Role conflict has been found to be detrimental to job satisfaction (Agho, Mueller, & Price, 1993; Spector, 1997) and research has shown that on average, adjunct faculty work at two institutions (Modarelli, 2006). As 67 percent of respondents believe their teaching effectiveness is sometimes affected by heavy workloads (Davis & McCraken, 1999), if workload requirements ever reach critical points, role conflict may interfere with job satisfaction levels (Lesht, 1983). Role conflict may contribute to satisfaction levels of those who teach at the university, as 59.5% of the respondents reported holding an additional full-time position, 18.5% held additional part-time positions and 9.5% held no additional positions.

Satisfied workers are less likely to leave an organization (Allcorn & Diamond, 1997; Batlis, 1980; Harris & Brannick, 1999; McBride, Munday, & Tunnell, 1992; Stevens, 1995; Tang, Kim, & Tang, 2000) so keeping workers satisfied means a financial savings to organizations as there are high costs associated with turnover. Keeping turnover of desirable faculty low is important, as it has been predicted that there may be a shortage of prospects to fill vacancies (Tack & Patitu, 2000). Overall, research has found that adjunct faculty are satisfied with their employment (McNeil-Hueitt, 2003) and the findings of this study concur.

The results for the satisfaction with opportunities for promotion scale was not conclusive; therefore, it should be determined if respondents were perplexed either

because the online programs do not offer opportunities for promotion or there was genuine dissatisfaction with a lack of opportunities for advancement in the online programs at the university. University administration should strive to understand the causal factors of satisfaction and dissatisfaction and focus on those aspects of satisfaction that are under the control of the university. One aspect to consider is that a ranking system is not available in the online programs, therefore the university should consider promotion opportunities through providing merit pay, or an increase in pay based on years of service to the university for part-time faculty. Such a pay system would help fulfill intrinsic needs by acknowledging the service of the online faculty member to the university. Providing merit pay may also prevent turnover, as adjunct faculty would be rewarded based upon pre-determined, measurable factors. An adjunct faculty member could choose a path by which they were provided an opportunity to have the potential to earn additional salary through continuous years of service or through a merit system. With such a system in place, the emotional and material costs of leaving the university would be high, thus turnover would decrease, and the university would save the expenses incurred in recruiting and training new faculty.

Adjunct faculty in the online environment are contracted term to term, and there are no consequences for not utilizing an adjunct with a term-by-term appointment if enrollment drops. As job security has a positive impact on job satisfaction, a lack of sufficient notice of employment could affect satisfaction levels of adjunct faculty (McMurray, Linzer, & Elon, 1999; Visser, Smets, Oort, & Hanneke, 2003).

When online faculty considered the job overall, the IQR for all faculty groups fell within the satisfied range. Although online faculty may be dissatisfied with specific

aspects of the position, faculty who are teaching online appear to be experiencing overall satisfaction.

Insufficient notice that adjunct faculty often receive regarding course assignments may adversely affect satisfaction levels, depending upon enrollment, faculty could be assigned to classes up to a few days prior to the beginning of the term. Such last minute assignments could create stress, which can lead to dissatisfaction. Administration should consider enrollment deadlines and a cap on the number of course sections offered for individual courses so that administrators can plan schedules and notify faculty a minimum of 1 to 2 months prior to the beginning of the term. While this will not guarantee that course sections will not be cancelled for lack of enrollment, this would decrease the chance of offering too many sections of a particular course.

This study provided an insight into the demographics and job satisfaction levels of those who teach utilizing the online modality at a private university in the southeast. The primary reason for utilizing adjunct faculty is fiscal benefit to the university. With the growth of online programs, there is a growing demand for faculty to teach in distance modalities, thus competition for qualified adjunct faculty will continue to grow, and the pool of available adjunct faculty will shrink. The university should determine the true costs of using adjunct faculty, especially in high demand fields, to include training and turnover costs and the costs to students.

Limitations and Design Control

The first limitation of the study was that the research was limited to adjunct and full-time residential faculty and staff who teach using the online delivery modality at one private university with a Carnegie Classification of Master's College & Universities, I

(MA I) that is overtly evangelical in its mission. Consequently, results of the study may not be generalized to adjunct faculty teaching using a proximate delivery modality or to online, adjunct faculty at other post-secondary institutions.

The disparate size of the populations studied was another limitation, as the different sizes of faculty groups could cause concern over the comparability of the groups. Of the 579 faculty who taught online in the spring 2008 term, 74% were adjunct faculty, 19% were residential faculty who also taught online, and 7% were staff and administration of the university who taught as adjuncts in the online programs. A common conjecture is that larger sample sizes increase confidence in the findings (Portney & Watkins, 2000).

Another limitation to the study was that the findings of the study were dependent upon voluntary completion of the survey and on self-reported data from the survey respondents' point of view. Since the study was not longitudinal, responses captured only the feelings of satisfaction on one particular day, at one particular time. Potential problems associated with surveys are lack of response, the tendency of the subject to give false or inaccurate responses, and environmental intrusions (Cresswell, 1994; Wiersma, 2000). An expressed satisfaction or dissatisfaction with a facet of the position may not be due to the job itself, but based upon family, finances, health, or self-esteem issues not connected with the institution (Stanley & Burrows, 2001) and therefore beyond the scope the study.

Table 5.1
Comparison of Population of Faculty who Taught Online and Respondents

Population	Taught Online	Respondents
Adjunct Faculty	421 (72%)	271(64%)
FT Faulty	133 (23%)	71 (53%)
Staff/Adm	25 (4%)	25 (100%)
Totals	579	367

The percentages of respondents who reported that they taught primarily at the undergraduate or graduate level did not mirror the actual percentages of undergraduate and graduate faculty reported by university administration. That difference may be explained by the number of faculty who teach General Education courses, which are all at the undergraduate level, as those faculty generally teach only every other 8-week term, while faculty in other academic departments are eligible to teach in each 8-week term. Although not directly part of the research questions, a review of the respondent demographics has been included in the findings of the study.

The university studied employs the researcher. Therefore, in regards to the study, the researcher has an obligation to remain objective and free of bias. “The task of the researcher is not . . . to show whether his findings . . . are right or wrong, but to convince the reader that they are reasonable conclusions, drawn from materials, which ha[ve] been processed by methods which can be explicitly described” (Berg, 1989, p. 165). Judicious discernment in the examination of job satisfaction from multiple perspectives and the quantitative nature of the study will provide accurate analysis of the survey results.

A limitation regarding the survey was the responses to the question regarding agreement with the doctrinal statement. Adjunct faculty may have felt pressure to

conform to the doctrinal statements included in the survey, rather than answering honestly.

Another limitation to the study was the error in coding that prevented respondents from answering all questions on the survey. Although there was strong agreement regarding the satisfaction with supervision and satisfaction with staff, there was a possibility that the results would have been different had all respondents answered all questions.

Recommendations for Further Research

The results of quantitative research often lead to further questions; the following are recommendations that might be considered as natural extensions to this study.

As this study provides a benchmark of the satisfaction levels of adjunct faculty, the study should be repeated. It may be useful to repeat the study after changes are made to the hiring or orientation process, salary adjustments, changes in supervision, or other changes are made in the online faculty environment to determine if the affect on faculty who work in the online modalities at the university has remained similar to the findings of this study.

The next recommendation for further research is to conduct research that would expand the study at the university to study levels of satisfaction across demographics and discipline.

Another recommendation for further research is to conduct a quantitative study that would compare satisfaction levels of faculty who teach at the university to national norms.

The final recommendation for further research is to conduct a qualitative study to determine specific reasons why respondents answered as they did and determine what adjunct faculty consider the challenges and rewards of working in the online environment.

Summary

The importance of faculty is recognized and documented, as of everyone in an institution of higher education, faculty have the most contact with students (Filan, Okun, & Whitter, 1986). Satisfaction levels that adjunct faculty have regarding their academic employment could have considerable impact on the quality of their teaching (Gappa, 2000); however, not everything that affects satisfaction levels of adjunct faculty is under the control of university administration, as "domains that determine satisfaction may vary and depend upon personal priorities" (Hagedorn, 2000, p. 5). This study has determined both the baseline satisfaction levels of those teaching in the online programs and the differences in satisfaction levels between the different faculty groups. Overall the university did well in hiring faculty who were a good match for the organization, ensuring intrinsic factors that lead to satisfaction were present, setting remuneration levels that did not lead to dissatisfaction and putting in place supervisors and staff who were considered competent. Now that the baseline of the satisfaction levels of adjunct faculty has been established, positive changes must be carefully considered and sensitive to those who make up the majority of faculty in the online programs.

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Appendix A

Online Faculty Satisfaction Survey

Taking part in this survey is an opportunity to have a voice regarding online teaching experiences at the University. **All responses will remain confidential and anonymous.** To get started, please answer the following questions about yourself.

1 What is your age?

- younger than 25
- 25 – 29
- 30 – 34
- 35 – 39
- 40 – 44
- 45 – 49
- 50 – 54
- 55 – 59
- 60 – 64
- > 64

2 What is your gender?

- Male
- Female

3 What is your race?

- African American
- Asian
- Caucasian
- Hispanic
- Native American
- Middle Eastern
- Pacific Islander
- Multiracial
- Other/Prefer not to answer

4 In the University online program, do you teach primarily at the:

- Undergraduate level.
- Graduate level.

5 Your highest earned degree:

- Bachelor's degree
- Master's degree
- Work past the Master's level
- EdS
- MDiv
- ABD
- Doctorate

6 How many years have you been teaching at the collegiate level?.

- less than 1
- 1 – 5
- 6 – 10
- 11 – 15
- more than 15

7 How many years have you taught in the University's online/distance programs?

- less than 1
- 1 – 2
- 3 – 4
- 5 – 6
- more than 7

8 On average, how many courses do you teach in University's online programs during a single 16-week Spring, Summer or Fall semester?

- 1 – 2
- 3 – 4
- 5 - 6
- 7 - 8
- 9 - 10
- more than 10

9 The discipline in which you primarily teach is:

- Business & Accounting
- Graduate Counseling
- Human Services
- Criminal Justice & Government
- Education
- General Education (CMIS, Communications, Counseling, English, Health, History, Humanities, Mathematics, Psychology, Sciences, Sociology)
- Nursing
- Undergraduate Religion
- Seminary
- Other, please specify

10 Not including this university, in the past 6 months at how many educational institutions (as an online or resident faculty member) have you taught?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7 or more

11 In your online university faculty position, under which of the following categories are you classified?

- Part-time/adjunct faculty
- A full-time LU faculty member
- A full-time LU staff member who teaches in the online program
- A full-time LU administrator who teaches in the line program

12 If you answered part-time to Question 11, please answer this question. All others can go ahead to Question 13. As a part-time/adjunct faculty member, your teaching position at LU is in addition to:

- a full-time, non-teaching position at another university/college.
- a full-time teaching position at another university/college.
- being a full-time student.
- a full time job, not in education.
- a part-time position(s) at other educational institutions.
- a part-time position(s), not in education.
- my only paid job.
- Other, please specify

In the following part of the survey, please answer the questions as they relate to teaching online at the University.

13 Think of the University online faculty position you have at present. How well does each of the following words or phrases describe your work? Answer “Yes” if it describes your work. Answer “No” if it does not describe your work. Answer "Undecided" if you cannot decide.

	1 Yes	2 No	3 Undecided
Satisfying	1	2	3
Gives sense of accomplishment	1	2	3
Challenging	1	2	3
Dull	1	2	3
Uninteresting	1	2	3

14 Think of the pay that you get now from teaching University online courses. How well does each of the following words or phrases describe your present pay? Answer “Yes” if it describes your present pay. Answer “No” if it does not describe your present pay. Answer "Undecided" if you cannot decide.

	1 Yes	2 No	3 Undecided
Income is adequate	1	2	3
Fair	1	2	3
Insecure	1	2	3
Well paid	1	2	3
Underpaid	1	2	3

15 Think of the opportunities that you have now in regards to the University online programs. How well does each of the following words or phrases describe your opportunities for promotion? Answer "Yes" if it describes your opportunities. Answer "No" if it does not describe your opportunities. Answer "Undecided" if you cannot decide.

1	2	3
Yes	No	Undecided

Good opportunities for promotion

1 2 3

Promotion on ability

1 2 3

Dead-end job

1 2 3

Good chance for promotion

1 2 3

Unfair promotion policy

1 2 3

16 Think of your supervisor and the kind of supervision that you get on your job. How well does each of the following words or phrases describe your supervision? Answer “Yes” if it describes your supervision. Answer “No” if it does not describe your supervision. Answer "Undecided" if you cannot decide.

1	2	3
Yes	No	Undecided

Praises Good Work

Tactful

Up-to-date

Annoying

Bad

17 Think of the majority of staff (technical, Help Desk, human resources, etc.) that you meet in connection with teaching University online courses. How well does each of the following words or phrases describe these staff? Answer “Yes” if it describes the staff. Answer “No” if it does not describe the staff. Answer "Undecided” if you cannot decide.

	1 Yes	2 No	3 ?
Boring	1	2	3
Helpful	1	2	3
Responsible	1	2	3
Intelligent	1	2	3
Lazy	1	2	3

18 Think of your University online faculty position in general. All in all, what is it like most of the time? For each of the following words or phrases: Answer “Yes” if it describes your online faculty position in general. Answer “No” if it does not describe your online faculty position in general. Answer "Undecided” if you cannot decide.

	1 Yes	2 No	3 Undecided
Good	1	2	3
Undesirable	1	2	3
Better than most	1	2	3
Disagreeable	1	2	3
Makes me content	1	2	3
Excellent	1	2	3
Enjoyable	1	2	3
Poor	1	2	3
	1	2	3

For the following, please carefully read each of the statements. Enter '1' if you fully agree with the statement, '2' is you somewhat agree, '3' if you neither agree or disagree with the statement, '4' if you somewhat disagree, and '5' if you fully disagree with the statement.

19 *To what extent to you agree with the following statements?

1 Fully Agree 2 3 4 5 Fully Disagree

The Bible alone, and the Bible in its entirety, is the written Word of God and is therefore inerrant in the originals.

1 2 3 4 5

God is a Trinity, Father, Son, and Holy Spirit, each an uncreated person, one in essence, equal in power and glory.

1 2 3 4 5

The world was created by God as expressed in the Genesis account of creation.

1 2 3 4 5

Jesus Christ is God's only Son, our Lord, who was conceived by the Holy Spirit, was born of a virgin, suffered for the sins of the whole world, was crucified, died, and was buried; on the third day he rose again bodily; he ascended into heaven; he is seated at the right hand of the Father, and he will come again for all His church, and to judge the living and the dead.

1 2 3 4 5

All people are sinners in need of redemption by grace through faith in Christ alone. The Redeemed will enjoy everlasting life in God's presence, and unbelievers will suffer everlasting judgment in separation from God.

1 2 3 4 5

Appendix B

To: All University Online Faculty
Subject: Research Study Needs Your Input: Win Prizes

As a valued member of the University community, you are invited to participate in a dissertation research study to explore job satisfaction among LU online faculty. The survey will take approximately 5 minutes to complete, after which you will have the opportunity to enter a contest to win one of 10 prizes.

All individual responses will remain strictly confidential and anonymous. The data from this survey will be used by the researcher primarily for a doctoral dissertation, but may also be utilized to provide aggregate reports to university administration. However, absolutely no individual survey responses will be released.

Participation in the survey is voluntary, however, after completing the survey enter to win one of 10 LU logo t-shirts or caps or a $20 Barnes & Noble gift card!

Directions:
Completion of the electronic survey will take approximately 5 minutes. Click on the following link and complete the questions. Once you have completed the survey and clicked on complete, you will have the opportunity to submit your email address to enter to win a prize. Please complete the survey by Monday, February 25, 2008.

Ctrl + Click here to complete the survey:
http://www.zoomerang.com/survey.zgi?p=WEB227GAA75J3M

Thanks for your participation.

Anita Satterlee

Appendix C

To: All University Online Faculty
Subject: Online Faculty Survey – Enter to Win

If you have already participated in the survey – a big THANK-YOU.

If you have not yet participated—
Time is running out to complete the survey and enter to win one of 11 prizes.

http://www.zoomerang.com/survey.zgi?p=WEB227GAA75J3M

Your input regarding job satisfaction among LU online faculty is important. The survey will take approximately 5 minutes to complete, after which you will have the opportunity to enter a contest to win one of 11 prizes.

All individual responses will remain strictly confidential and anonymous. The data from this survey will be used by the researcher primarily for a doctoral dissertation regarding online faculty satisfaction, but may also be utilized to provide aggregate reports to university administration. However, absolutely no individual survey responses will be released.

Participation in the survey is voluntary, however, after completing the survey enter to win one of 10 LU logo t-shirts or caps or a $20 Barnes & Noble gift card!

Directions:
Completion of the electronic survey will take approximately 5 minutes. Click on the following link and complete the questions. Once you have completed the survey and clicked on complete, you will have the opportunity to submit your email address to enter to win a prize. Please complete the survey by midnight on Monday, February 25, 2008.

Click here to complete the survey:
http://www.zoomerang.com/survey.zgi?p=WEB227GAA75J3M

Your participation is appreciated.

Anita Satterlee

Appendix D

Agreement with Doctrinal Statements

The Bible alone, and the Bible in its entirety, is the written Word of God and is therefore inerrant in the originals.

Fully Agree	Agree	Neutral	Disagree	Fully Disagree
349	9	1	2	3

God is a Trinity, Father, Son, and Holy Spirit, each an uncreated person, one in essence, equal in power and glory.

Fully Agree	Agree	Neutral	Disagree	Fully Disagree
354	7	1	2	3

The world was created by God as expressed in the Genesis account of creation.

Fully Agree	Agree	Neutral	Disagree	Fully Disagree
356	6	2	0	3

Jesus Christ is God's only Son, our Lord, who was conceived by the Holy Spirit, was born of a virgin, suffered for the sins of the whole world, was crucified, died, and was buried; on the third day he rose again bodily; he ascended into heaven; he is seated at the right hand of the Father, and he will come again for all His church, and to judge the living and the dead.

Fully Agree	Agree	Neutral	Disagree	Fully Disagree
354	6	3	1	3

All people are sinners in need of redemption by grace through faith in Christ alone. The Redeemed will enjoy everlasting life in God's presence, and unbelievers will suffer everlasting judgment in separation from God.

Fully Agree	Agree	Neutral	Disagree	Fully Disagree
361	3	0	0	3

Appendix E

Demographics by Department

The tables in the Appendix are the self-reported respondent demographics grouped according to the primary department in which the respondent taught in the online programs.

Legend
B/A = Business & Accounting
C/J = Criminal Justice & Government
G/E = General Education
EDUC = Education
NRS = Nursing
G Cou = Graduate Counseling
REL = Religion
SEM = Seminary
Other = Other/

Age
By Academic Department

	B/A	C/G	GE	EDUC	NRS	G COU	REL	SEM	Other
<25	1	0	1	0	0	0	1	0	0
25 - 29	7	2	23	2	0	0	11	0	0
30 – 34	8	3	25	3	0	0	9	2	0
35 – 39	13	2	22	9	0	0	5	3	0
40 – 44	8	2	15	9	1	0	6	1	0
45 - 49	10	4	13	1	1	1	12	8	0
50 – 54	16	0	19	8	0	1	7	6	1
55- 59	9	0	15	6	1	0	2	4	1
60 – 64	5	0	6	2	0	0	1	1	1
>64	1	1	3	1	0	0	3	2	0

Gender
By Academic Department

	B/A	C/G	GE	EDUC	NRS	G COU	REL	SEM	Other
Male	55	11	65	14	0	1	55	27	3
Female	23	3	77	27	3	1	2	0	0

Primarily Teaching at the Undergrad or Grad Level
By Academic Department

	B/A	C/G	GE	EDUC	NRS	G COU	REL	SEM	Other
Undergrad	41	14	144	10	2	0	57	0	1
Grad	37	0	0	31	1	2	0	27	2

Faculty Status: Part-time, Full-time or Staff and Administration
By Academic Department

	B/A	C/G	GE	EDUC	NRS	G COU	REL	SEM	Other
Part-time	55	10	102	33	1	1	41	26	2
Full-time	22	4	30	3	2	0	9	0	1
Staff/Ad	1	0	10	5	0	1	7	1	0

Highest Degree Earned
By Academic Department

	B/A	C/G	GE	EDUC	NRS	G COU	REL	SEM	Other
Bachelors	0	0	3	0	0	0	2	1	0
Masters	18	2	68	8	0	0	14	0	0
Masters +	7	5	29	1	1	1	9	0	0
EdS	1	0	1	0	0	0	0	0	0
MDiv	0	0	0	0	0	0	11	0	0
ABD	7	0	10	1	0	0	4	0	0
Doctorate	45	7	31	31	2	1	17	26	3

Number of Years Teaching at the Collegiate Level
By Academic Department

	B/A	C/G	GE	EDUC	NRS	G COU	REL	SEM	Other
< 1	11	3	26	10	1	0	15	2	0
1 – 5	27	8	57	19	0	1	36	11	1
6 – 10	13	1	25	8	0	0	4	3	0
11 – 15	8	2	15	8	0	0	4	5	0
>15	19	0	19	2	2	1	1	6	1

Number of Years Taught in the University's Online/Distance Programs
By Academic Department

	B/A	C/G	GE	EDUC	NRS	G COU	REL	SEM	Other
<1	42	4	48	27	1	0	20	7	1
1 – 2	22	8	73	13	1	1	25	20	1
3 – 4	6	2	8	1	0	1	10	0	1
5 – 6	4	0	7	0	0	0	1	0	0
>7	4	0	6	0	0	0	1	0	0

Average Number of Sections Taught per Semester
By Academic Department

	B/A	C/G	GE	EDUC	NRS	G COU	REL	SEM	Other
1 - 2	39	12	92	26	2	1	6	8	2
3 - 4	25	2	44	13	1	0	16	10	1
5 – 6	12	0	3	2	0	0	28	7	0
7 – 8	2	0	2	0	0	0	6	2	0
9 - 10	0	0	1	0	0	1	0	0	0
>10	0	0	0	0	0	0	1	0	0