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Job Satisfaction of Adjunct Faculty Who Teach Standardized Online Courses

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by

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Dedication

This study is dedicated to my family and friends who were there for me throughout this process. Especially, to my husband Mario who tirelessly and patiently cared for our son Gerardo while I had to dedicate my full attention to this work. I love you both and know that you are the main reason I was able to complete this journey.

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Table of Contents

List of Tables

List of Figures

Abstract

The present study investigated the job satisfaction of 205 adjunct faculty teaching standardized online courses at a private university in the United States. The extent of the relationship between demographic, motivator, and hygiene factors associated with adjunct faculty job satisfaction were identified. Results from this study indicate that adjunct faculty value work recognition, technical and instructional technology support, and take pride in their teaching. Important faculty satisfaction predictors based on analyses of hierarchical regression models were motivator factors *recognition*, *achievement*, and *work itself*, and hygiene factors *policy and administration* and *salary*.

Chapter 1: Introduction

An increasing number of universities rely on adjunct, part-time (PT), or non-tenure-track (NTT) faculty to teach their students (Ko, 2010). Consequently, there is a growing need to consider how to embrace these individuals as valued employees, and there is also a legitimate concern about the overall status of their job satisfaction.

Looking at hiring trends in higher education, the number of adjunct faculty who teach for universities is growing (Gordon, 2013). In a 2006 survey by the American Association of University Professors, adjunct faculty accounted for 48% of faculty at research-driven institutions and 62% at all degree-granting institutions in the United States (AAUP, 2006).

To meet the changing demands of higher education, more and more adjunct faculty are teaching online courses. Part of the success of online adjunct instructors is closely related to what institutions do to overcome common challenges such as compensation, administrative support, and motivational factors (Orr, Williams, & Pennington, 2009). However, developing online courses is time intensive, particularly when those courses need to meet a quality benchmark because students expect a more "sophisticated look and feel of a course" (Ko, 2010, p. 6). This may explain why many online courses are developed by a team of instructional design professionals and taught by adjunct faculty. Therefore, adjunct faculty are often called upon to teach the course, but are seldom involved in the development of its content (Palloff & Pratt, 2011). In spite of this growing trend, little has been reported in the literature about the job satisfaction of adjunct faculty teaching online courses that have been developed by an instructional design team. Yet, to understand overall satisfaction, it is important to take into

account other dimensions of faculty satisfaction such as intrinsic (the job itself) and extrinsic (environmental) factors, all concerning job satisfaction and dissatisfaction. This strategy will help to capture more of the complexity of the job satisfaction construct.

Statement of the Problem

Every employer should be concerned about their employees' job satisfaction level. However, this statement becomes more relevant to higher education institutions involved in the fierce competition for the online education market. Some authors (Hartman, Dziuban, & Moskal, 2000), argue that faculty satisfaction has a direct impact on student outcomes while similar research points to the lack of administrative and technical support as a de-motivator to continuing teaching online (Hiltz, Kim, & Shea, 2007). This in turn may negatively affect faculty retention and increase faculty turnover.

The rate of growth of online education and the level of sophistication involved in course development software and media are driving higher education institutions to consider the "Master Course" or standardized curriculum model of course development where a course is developed by an instructional design team with the support and assistance of faculty members who act as subject matter experts (Palloff & Pratt, 2011). The developed course is later taught by a number of other, mostly adjunct faculty. Hiring adjunct faculty is now a growing trend and a way for institutions to meet increasing demands to offer online instruction (AAUP, 2006; Antony & Valadez, 2002; Dick, 2013).

Finally, although adjunct instructors may appreciate receiving a course that is already developed for them, this scenario is not always comforting to instructors who may see their "teaching presence" relegated, and who may be concerned that the richness and individuality of the course may be lost in the process of teaching these "canned" standardized courses.

Separating course development from teaching represents a philosophical change in the faculty work itself, and it may impact their job satisfaction (Ko, 2010).

Frederick Herzberg's Two-Factor theory (Herzberg, Mausner, & Snyderman, 1959) will serve as the framework to organize satisfaction factors analyzed in this investigation. Herzberg presumed that certain characteristics contribute to a person's job satisfaction and labeled those factors *motivators,* while other characteristics that contribute to a person's dissatisfaction were labeled as *hygiene* factors. Motivator factors intrinsically motivate and satisfy workers and hygiene factors extrinsically bring dissatisfaction (Hoyt et al., 2008). The motivator factors as defined by Herzberg are *achievement*, *recognition*, *work itself*, *responsibility*, and *growth or advancement*. The hygiene factors include company *policy and administration*, *supervision*, *salary*, *interpersonal relations*, and *working conditions*.

Even though Herzberg's initial study was done outside the higher education setting, his work has been used to describe satisfaction factors for academic professionals and his framework, for the most part, has been accepted by higher education researchers (Antony & Valadez, 2002; Desselle & Conklin, 2010; Hagedorn, 2000; Hoyt et al., 2008; Wood, 1973).

Desselle and Conklin (2010) looked at faculty work satisfaction to determine the contribution of various variables, including Herzberg's factors, to understand how these variables contributed to job satisfaction of pharmacy faculty. Hagedorn (2000) proposed a general framework designed to explain constructs related to faculty job satisfaction based in part on Herzberg's dual-theory. Antony and Valadez (2002) worked on a comparative study to assess full-time and part-time faculty satisfaction. Their results, also partially based in the use of Herzberg's theory, showed that full and part-time faculty expressed being moderately satisfied with their jobs. However, and unexpectedly, according to a global indicator full-time faculty

appeared to be less satisfied than part-time instructors on their overall satisfaction with their job. Wood (1973), also concerned with the job satisfaction of faculty in the North Carolina Community College system, developed and deployed an instrument designed around Herzberg's Motivation-Hygiene theory. Finally, Hoyt et al. (2008) devoted their investigation to the understanding of part-time faculty satisfaction and the practical implication of their findings. They, like other scholars, based their work on Herzberg's theory and developed a survey that was later administered to faculty and analyzed through a regression analysis. Their regression results provided theoretical support for applying the Herzberg's model to study job satisfaction among adjunct faculty. The authors' findings suggest that "administrators should attend to hygiene and motivator factors to maintain high overall job satisfaction among part-time faculty" (Hoyt et al., 2008, p. 34).

Purpose of the Study

The purpose of this study was to: 1) determine the extent to which demographic variables relate to overall adjunct faculty satisfaction teaching standardized online courses; 2) determine the extent to which Herzberg's motivator and hygiene factors relate to overall adjunct faculty satisfaction teaching standardized online courses.

Research Questions

Specifically, this study will seek to answer the following questions:

1. To what extent are demographic variables (gender, educational level, length of service at the organization, and number of courses taught) related to the overall job satisfaction of adjunct faculty teaching standardized online courses?

2. To what extent are motivator factors (*achievement*, *recognition*, *work itself*, *responsibility*, and *growth or advancement*) related to the overall job satisfaction of adjunct faculty teaching standardized online courses?

3. To what extent are hygiene factors (company *policy and administration*, *supervision*, *salary*, *interpersonal relations*, and *working conditions*) related to the overall job satisfaction of adjunct faculty teaching standardized online courses?

4. To what extent are motivator and hygiene factors related to the overall job satisfaction of adjunct faculty teaching standardized online courses?

Significance of the Study

Presently, many more faculty who teach in higher education institutions are employed part-time (Street, Maisto, Merves, & Rhoades, 2012). Therefore, adjunct faculty job satisfaction measures are particularly important when looking at national trends identifying adjunct faculty as the "new faculty majority" comprising over two-thirds of the national faculty workforce (Street, Maisto, Merves, & Rhoades, 2012). Identifying demographic, motivator, and hygiene factors influencing adjunct faculty job satisfaction teaching existing online courses may help academic institutions offer recommendations in policy changes to propose concrete solutions to the challenges their adjunct faculty face.

Definitions of Terms

For the purposes of this study, the following definitions are provided for clarification.

Adjunct faculty. These are "instructional positions that provide less than full-time employment for a given academic term" (Curtis & Jacobe, 2006, p. 8). These faculty members frequently teach a course section for a specific term, or they may teach a substantial larger course load with no guarantee of teaching again in subsequent terms.

Faculty job satisfaction. Faculty job satisfaction in the context of this study is defined as the "institutional commitment to building and sustaining environments that are personally rewarding and professionally beneficial" (Moore, 2011, p. 108).

Motivator factors. These factors are also known as satisfiers, intrinsic, or job content factors (Whitsett & Winslow, 1967). Motivator factors operate on a continuum that runs from satisfaction to no satisfaction, and there are five: *achievement*, *recognition*, *work itself*, *responsibility*, and *growth or advancement*. These factors are supposed to contribute to long-term changes in job attitudes or satisfaction (Herzberg, 1968).

Hygiene factors. These factors are also known as dissatisfiers or maintenance, extrinsic, or job context factors (Whitsett & Winslow, 1967). Hygiene factors operate on a continuum that runs from dissatisfaction to no dissatisfaction, and there are five: *company policy and administration*, *supervision*, *salary*, *interpersonal relations*, and *working conditions*. These factors are supposed to contribute to short-term changes in job attitudes or dissatisfaction (Herzberg, 1968).

Master course. An online course "conforming to a certain format for instruction and usually some kind of reuse of the same content in all sections of the same course with some limited or even no variation in the standard content" (Ko, 2010, p. 1).

Online courses. "A course where most or all of the content is delivered online. Typically have no face-to-face meetings" (Allen & Seaman, 2013, p.7).

Instructional design team. Typically, an instructional design team consists of a subject matter expert, editors, instructional designers, multimedia specialists, and graphic artists. For the purposes of this study, an instructional design team is one in charge of transformation by delivering important content to students through online modules that may include text, visuals,

and audiovisuals components. The same team also takes advantage of pedagogies that have been proven to increase students learning in the online environment (Ko, 2010; Meyer, 2006)

Summary

The purpose of this study will be to: 1) determine the extent to which demographic variables relate to overall adjunct faculty satisfaction teaching standardized online courses; 2) determine the extent to which Herzberg's motivator and hygiene factors relate to overall adjunct faculty satisfaction teaching standardized online courses.

The research plan for this study will be presented in five chapters. Chapter 1 will serve as the introduction to the study. Chapter 2 will consist of a review of the literature, and Chapter 3 will outline the methodology. Chapter 4 will report the results of the study, and Chapter 5 will discuss the findings, conclusions, implications, and recommendations for practice and future research.

Chapter 2: Literature Review

This chapter presents a review of the literature related to Fordism; Herzberg's Motivation-Hygiene Theory; research on faculty job satisfaction; and research findings related to faculty satisfaction teaching standardized courses.

Fordism

Standardization of online courses is sometimes a response to concerns about uneven content and quality of instruction. Colleges and universities want cost-effective, high-quality, and consistent learning materials facilitated in similar ways (Kanuka & Brooks, 2010). However, standardization of course content and activities has historically triggered concerns of industrializing education. This ideology, known as Fordism, decreases academic autonomy and leads education into an assembly line path where, according to critics, administrators gain increased control and teaching is atomized and mechanical (Ryan & Brown, 2012).

As online education continues to evolve, and attitudes about its quality and relevance continue to change (Kanuka & Brooks, 2010), there have been efforts to generalize distance education as an affordable, yet high-quality learning experience. According to Kanuka and Brooks (2010), advancements in collaborative communication tools and social software or web 2.0 tools have helped educational institutions transition into a neo-Fordism strategy where the Fordism paradigm allows for "much higher levels of flexibility and diversity, by combining low volumes with high levels of product and process innovation" (Simonson, Smaldino, Albright, & Zvacek, 2011, p. 54). However, in the new-Fordism approach, administration retains great control over labor organization and course materials making it too close to the Fordism approach

especially on how institutional administration controls academic tasks of teaching staff such as adjunct faculty members (Simonson et al., 2011). Additionally, as part of this trend of mass production and standardization, there's a high risk of a declining sense of job satisfaction explained by the need of teaching more courses relying on contingent faculty whose overall job security tends to be low and their workload high (Westover, 2012).

In an "ideal" post-Fordism model of online education, academic staff would control their course and adapt and adjust course materials to meet the changing needs of students (Simonson et al., 2011). But, even though the aim of distance learning is to attain a post-Fordism strategy to teaching online, to this date, there seems to be no clear track to achieve cost-effective and flexible access for all students with instruction that improves the quality of the learning experience and the satisfaction of the teaching faculty (Kanuka & Brooks, 2010; Westover, 2012).

Motivation-HygieneTheory

The conceptual framework underlying this research study is based on Frederick Herzberg's Motivation-Hygiene theory (1959). Herzberg challenged the notion that workers are either satisfied or dissatisfied with their jobs, and suggested that people who are satisfied with the work they do attribute their satisfaction to the work itself. Contrary, people who are dissatisfied with the work they do are most concerned with the work environment.

Herzberg's theory assumes that workers are able to locate the periods in their careers when they felt better or worse. The approach includes three strategies: AFE (Attitudes, Factors, and Effects). Attitudes report the moments when workers feel higher or lower in relation to their work. The factors are the forces that affect workers' morale and make them feel good or bad. The effects are observable results on the performance and attitude of workers, for instance, mental health (Herzberg, Mausner, & Snyderman, 1959).

Herzberg's first pilot study, which included over 200 interviews with workers in Pittsburgh, focused on workers' positive and negative experiences in the work environment. He called these experiences sequence of events, and classified them according to their duration. Short-range sequences are objective, brief experiences impacting work; long-range sequences are feelings towards work that may remain for weeks or years. The same sequences of events could be high or low. That is, events causing high or low attitude feelings are the main causes of satisfaction (high sequences) or dissatisfaction (low sequences). Herzberg's research involved two hypotheses: (1) that the factors leading to positive attitudes and those leading to negative attitudes would differ, and (2) that the factors and effects involved in long-range sequences of events would differ from those in short-range sequences (Herzberg, Mausner, & Snyderman, 1959).

In an attempt to be more precise in isolating part of the events to be able to compare them on the same variables, Herzberg described terms by level: first-level and second-level factors. First-level factors relate to the objective event that makes the worker feel good or bad; second-level factors are subjective perceptions or interpretations of the event. Therefore, in every situation, the objective event that represents the first-level factors lead the respondent to experience certain feelings of satisfaction or dissatisfaction of certain types of needs which, in turn, determine a feeling of overall satisfaction or dissatisfaction (Herzberg, Mausner, & Snyderman, 1959).

According to the authors, first-level factors are recognition, achievement, possibility of growth or advancement, salary, interpersonal relations, supervision-technical, responsibility, company policy and administration, working conditions, work itself, factors in personal life, status, and job security. Second-level factors come from verbalization of the person's feelings

that emerged as a consequence of the sequence of events. Second-level factors identified as a derivation of the respondents' feelings are: feelings of recognition, feelings of achievement, feelings of possible growth or blocks to grow, feelings of responsibility or lack of responsibility, feelings of belonging or isolation, feelings of interest or lack of interest, feelings of increased or decreased status, feelings of increased or decreased security, feelings of fairness or unfairness, feelings of pride or guilt, and feelings about salary.

Herzberg's Motivation-Hygiene theory suggests that all individuals have a fixed set of basic needs to be met and that there are two processes intrinsic to motivation and satisfaction. The first process is composed of "motivator" factors that relate to high-level needs, and the second one is composed of "hygiene" factors that relate to low-level needs. Herzberg's theory supports the notion that satisfaction and dissatisfaction at work are the result of different factors and not simply opposing reactions to the same factors (Wood, 1976).

Motivator factors. Herzberg called factors involving a need for self-actualization or self-realization *motivators* because worker satisfaction was associated to the work itself. For example, when the feelings of responsibility and growth stem from the person rather than from direct supervision of an authority, the company does better. Herzberg (1959) explains that there are five motivator factors intrinsic to the job within his Motivation-Hygiene theory: *achievement*, *recognition* for *achievement*, the *work itself, responsibility*, and *growth or advancement*.

Hygiene factors. In contrast, unhappy feelings were related to contextual conditions, those "that surround the doing of the job" (Herzberg, Mausner, & Snyderman, 1959). These feelings were called hygiene factors. The five hygiene factors extrinsic to the job include company *policy and administration*, *supervision*, *salary*, *interpersonal relations*, and *working conditions*.

Table 1

Motivator and Hygiene Factors

Motivator Factors	Hygiene Factors
Achievement	Company policy and administration
Recognition	Supervision
Work itself	Salary
Responsability	Interpersonal relations
Growth or advancement	Working conditions

Note. Adapted from "The Motivation to Work" by Herzberg, Mausner, & Snyderman, 1959.

Herzberg's theory also explains how motivator factors run from no satisfaction to satisfaction, and hygiene factors run in a continuum that ranges from dissatisfaction to no dissatisfaction. From all these factors, the *work itself* is the best motivational source. The hygiene factors, on the other hand, contribute only to improving the job environment and to preventing dissatisfaction (Herzberg, Mausner, & Snyderman, 1959).

A sample of 1,685 employees, studied in 12 different investigations, and coming from different professional and non-professional areas such as industrial engineering, education, science, food handlers, and housekeepers, showed that among all the factors contributing to job satisfaction, 81% were motivators, while 69% of the factors contributing to job dissatisfaction were hygiene elements (Whitsett & Winslow, 1967).

An important finding in Herzberg's theory relates to the separation between satisfaction and dissatisfaction. Whitsett and Winslow's model (1967) shown in Figure 1, shows the departure from the traditional thinking of satisfaction and dissatisfaction, which should not be regarded as opposite poles. For example, the *achievement* factor may cause satisfaction if it has a

positive effect in the job; if it has a negative effect, it causes no satisfaction, but not necessarily dissatisfaction.

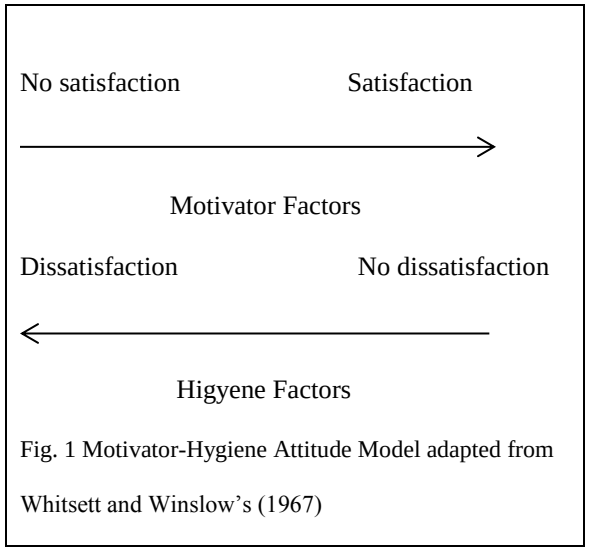

Fig. 1 Motivator-Hygiene Attitude Model adapted from Whitsett and Winslow's (1967)

Fig. 1 Motivator – Hygiene Model

Finally, Wood's research (1973), which culminated with the creation of a satisfaction scale distributed among faculty working in higher education, reiterated the motivator and hygiene factors proposed by Herzberg. The purpose of Wood's study was to provide administrators with a tool to assess job satisfaction in their schools. His research population was based on 56 institutions and 2,352 full-time faculty in a North Carolina Community College System. However, the study sample was composed by 340 full-time instructors randomly selected from 17 institutions. The design of this study integrated demographic elements, such as age, sex, and educational level. The creation of the instrument in this study involved a review of the procedures used to develop it. Results of a factor analysis reliability coefficients, test-retest data, and recommendations from a panel of experts supported the validity and reliability of the instrument.

Faculty Job Satisfaction

Studying factors that contribute to faculty satisfaction is especially relevant for educational institutions that are concerned about faculty retention and job satisfaction. After all, as the literature supports, job satisfaction in any profession is a "prerequisite to long tenure and good job performance; and hence to institutional effectiveness" (Wood, 1976 p.56).

The review of the literature on faculty job satisfaction is presented in four parts. First, research in faculty job satisfaction based on the theory of Herzberg is described. Second, findings on full-time and adjunct faculty job satisfaction are presented. Third, results of studies exploring faculty job satisfaction with online teaching are explained. Fourth, research on faculty job satisfaction teaching standardized courses is presented.

Faculty job satisfaction based on Herzberg's theory. A number of researchers (Desselle & Conklin, 2010; Hoyt et al., 2008; Sabharwal & Corley, 2009) agree with Herzberg's two-factor theory that highlights motivators related to the work itself as factors linked to faculty satisfaction. Similarly, Waltman, Bergom, Hollenshead, Miller, and August (2012) acknowledged the methodology of Herzberg's critical incident interview, but offered their own qualitative approach and interpretation of their research indicating that students and teaching as well as personal life and flexibility play important roles in faculty satisfaction. The authors highlighted factors such as lack of respect and lack of inclusion as factors associated with faculty dissatisfaction. Hagedorn's research (2000) made use of Herzberg's factors, but conceptualized them as a continuum, which changed constantly as a result of the interaction of mediators and triggers. Finally, other higher education researchers (Desselle & Conklin, 2010; Hoyt et al., 2008; Rodriguez, Nuñez, & Caceres, 2010) referred most often to the work of Herzberg as intrinsic and extrinsic elements. The extrinsic elements contribute to job dissatisfaction and are

called hygiene factors, while the intrinsic elements produce job satisfaction and are called motivators.

Full-time faculty job satisfaction. This part of the literature review focuses on studies related to full-time faculty job satisfaction. This section reviews recent studies that compare faculty job satisfaction with job satisfaction of other workers and explores underlying factors that contribute to faculty satisfaction.

Bozeman and Gaughan (2011) looked at determinants of faculty job satisfaction and sought to investigate whether satisfaction factors were different from those of other workers not in academia. Their study focused on individual satisfaction in three relevant areas: characteristics of the individual, work context, and institutional interactions. Their results indicated that faculty members, like other types of workers, tend to be satisfied if they feel their pay reflects their market value and if they have the respect of their co-workers. In the individual attributes category, men and tenured faculty showed greater satisfaction than female faculty. In institutional work in context, neither teachers related with the industry nor research center industry affiliates reported differences in their levels of satisfaction. Within the characteristics of faculty work, recognition and fair wages contributed to job satisfaction.

Desselle and Conklin's (2010) research sought to determine work satisfaction with intrinsic and extrinsic factors. Their questionnaire included six domains: resources for scholarship, supportive and equitable climate, requirements for promotion and tenure, availability of a graduate program, collegiality, and teaching environment. The authors' findings presented teaching environment as the factor with the highest levels of satisfaction, particularly as it related to course assignments, autonomy, and the quality of students in the program. The second highest factor associated with satisfaction was collegiality or collaboration within the

department. Factors that tended to show faculty dissatisfaction were requirements for promotion and tenure and resources to pursue scholarship.

A couple of the studies on full-time faculty satisfaction used Herzberg's theory for their research design. This is highlighted because, as previously noted, it is the framework used in this study. Rodriguez, Nuñez, and Caceres (2010) classified aspects related to job satisfaction as seven factors: physical conditions, economics, administrative policies, social relations, staff development, task performance, and relationship with administration. In their research, the authors ratified Herzberg's two-factor theory. They found that hygiene factors such as the physical environment and the economic aspect perceived by instructors were related to their job dissatisfaction. Contrary, motivator factors such as teaching and research, independence and autonomy at work, freedom to express ideas, and the opportunity to make a contribution to knowledge, were associated with job satisfaction.

Finally, the job satisfaction measuring instrument utilized by Galaz (2002) considered three dimensions: intrinsic aspects of work, contextual factors, and personal characteristics. Galaz' findings explained how faculty satisfaction originated from factors intrinsic to the job itself, such as teaching and autonomy and freedom to determine the content and method used in their courses. Less satisfying factors were safety at work, available time to stay current, and opportunities to advance to an administrative position.

Adjunct faculty job satisfaction. Although a number of findings in the literature of full-time faculty are similar to those of part-time faculty job satisfaction, there are also substantial differences. For example, adjunct faculty may not place value on securing grants or conducting research for publication. By definition, adjunct instructors are employed part-time; and therefore, the institutions for which they work may not be concerned with providing accommodations for a

better work environment and family life balance. Adjunct faculty tend not to have administrative duties, often receive lower wages, and have traditionally joined colleges and universities because of the real-world experience they can bring to the classroom via their academic qualifications. It is assumed that they have multiple sources of income, and they usually do not have the necessary support of the institution for which they work (Picket, 2010).

The literature on adjunct faculty job satisfaction in higher education is more limited than that related to full time faculty. This section begins with a review of research that compares adjunct faculty job satisfaction with job satisfaction of full-time faculty. It explores underlying factors that contribute to adjunct faculty job satisfaction, and it concludes summarizing research that proposes actions and resources to influence adjunct faculty job satisfaction.

In a comparative study, Antony and Valadez (2002) report that full-time faculty and part-time faculty described autonomy as the main factor in satisfaction, while students were considered to impact low levels of satisfaction. According to the responses of both groups of instructors, demands and rewards dimension showed no significant difference. Unlike full-time faculty, part-time faculty reported being more satisfied with their teaching roles based on a global indicator "overall satisfaction with the job" ($p < .001$). In relation to their work with students, part-time faculty at four-year institutions were more satisfied than part-time faculty at two-year institutions.

The role of adjunct faculty can be looked at from several different perspectives. On the one hand, scholars have investigated adjunct faculty performance relative to their impact on students (Waltman et al., 2012). Others, like Hoyt et al. (2008), have described their job environment, pointing out the low levels of pay and limited access to benefits. Boyer and Garson (as cited in Pickett, 2010) have even questioned the value of their contributions to education.

However, when the results of adjunct faculty in relationship to student achievement have been questioned, it has been shown that setbacks were due to lack of support from the institutions and not due to the performance of the instructor (Landrum as cited in Pickett, 2010). Another study (Soto & Valadez, 2002) indicated the importance of adjunct faculty and pointed out unmet needs by their hiring organizations and some of the possible solutions and actions to improve cooperation between institutions and instructors.

Hoyt et al. (2008) studied adjunct faculty job satisfaction using Herzberg's framework. Their survey instrument was developed around 12 job satisfaction constructs that emerged from their extensive literature review and from Herzberg's two-factor theory. In their results predicting part-time faculty job satisfaction, they identified eight hygiene and five motivator variables. Hygiene factors included autonomy, teaching schedule, honorarium, faculty support, quality of students, classroom facilities, full-time teaching load, and mentoring. Motivator factors included recognition, work preference, desire for advancement, collaborative research, and committee assignment. Their results indicated that adjunct faculty were motivated to teach due to motivator factors attributed to the satisfaction the work itself brings to their professional careers. The authors revealed that the main motivators faculty associated with job satisfaction were recognition and work preference. Hygiene variables such as teaching schedule, payment, quality of students, and mentoring were also positive variables. However, adjunct faculty were less satisfied with access to benefits, but substantially more satisfied when compared to national percentages cited in the literature (63% versus 52%).

More specifically, Pickett (2010) reported on perceptions of fifty-five adjunct faculty within three different teaching environments: main campus, online education programs, and continuing education centers. This study reported that 42% of adjunct faculty considered their

level of job satisfaction excellent, while 24% considered it good. Interaction with students was said to be their highest motivator, followed by schedule flexibility and the opportunity to share their experiences.

With regard to institutional support, Pickett (2010) pointed out that 62% of the adjunct faculty felt they received adequate support from their employers in general, while 53% reported having had adequate support from their institutions' library. In the same study, 69% of adjunct faculty believed that the administration listened and responded to their suggestions. However, almost half of the sample reported having few opportunities for professional development. Dissatisfaction was generated by low wages, the inability to adapt the courses they taught, and poor communication between adjunct and full-time faculty.

Pickett (2010) reported that 33% of the adjunct faculty he studied were looking for ways to improve communication with the administration using video conferencing tools to schedule sessions to share their thoughts and experiences with their academic departments. Another expressed need was related to the improvement of their salaries. Similarly, in interviews conducted by Hoyt et al. (2008) and Pickett (2010), instructors expressed the need for an increase in wages and benefits.

Finally, according to Pickett (2010), online teaching barriers remain the same for adjunct faculty as for other instructors. Some of these barriers are time and wage compensation, organizational change and technical expertise, administrative support and online infrastructure. Time spent to prepare online courses has been seen as a major disincentive for many adjunct instructors involved in this process (Desselle & Conklin, 2010; Wilson, 2001). In an analysis of salary-related factors, the salary was not considered a motivator (Orr, Williams, & Pennington, 2009), but sometimes it was considered a dissatisfaction factor (Hiltz, Kim, & Shea, 2007).

Bower (2001) advocated for monetary incentives for distance learning instructors, while Hoyt et al. (2008) recommended comparable salaries among all faculty to eliminate distinctions between departments or faculty ranks.

The Online Learning Consortium (OLC, formerly Sloan Consortium) has explored some of the methods and tools used to achieve instructor satisfaction in the online environment (Moore, 2011). It is believed by OLC that relationships between instructors and their institution are favored by the incorporation of virtual mentoring programs. Moreover, Moore (2011) reports that instructor satisfaction also depends on the effectiveness of an online faculty training program. Therefore, the incorporation of a faculty development program that helps faculty identify teaching goals and course assignments as well as helping instructors incorporate appropriate technology to improve interactions and also to expose them to the legal issues relating to copyright is paramount.

Faculty job satisfaction with online teaching. Teaching online creates a major change in the way instruction is facilitated. Shifting from a teacher-centered to student-centered pedagogy and becoming facilitators of knowledge as opposed to lecturers may trigger insecurities that may impact faculty satisfaction (Bower, 2001). Additionally, work conditions of adjunct faculty coupled with the lack of authority they have to make decisions about content and methods of instructional activities are often reasons lessening their job satisfaction (Street, Maisto, Merves, & Rhoades, 2012). This section reviews faculty job satisfaction with teaching online, and presents research that explains motivators and dissatisfiers inherent to online teaching.

Hiltz, Kim, and Shea (2007), who studied faculty teaching online, found that the top faculty motivator was the flexibility of their schedules and location; being able to teach anytime,

anywhere. The second highest motivator was the pedagogical advantage of the medium. The challenges and satisfaction of learning new technologies were part of the third set of motivators followed by the diversity of the student body. Major hygiene factors found in this research were more work, medium problems, and lack of peer or administration recognition.

Flexibility of time and space often associated with teaching online is also a motivator in faculty satisfaction. Instructors organize their schedules according to their work and family needs, and they can teach anywhere they have internet access (Waltman et al., 2012). Similarly, the author found that fulfillment of teaching and the quality of students' work were the factors most associated with job satisfaction. This finding is consistent with Herzberg's two-factor theory, which identifies the work itself as a primary factor contributing to job satisfaction. Moreover, terms of employment, lack of respect, and lack of inclusion were associated with job dissatisfaction.

Bolliger and Wasilik (2009) studied online faculty satisfaction from three different perspectives: satisfaction derived from student-related factors included having access to a diverse student body to engage them in their learning to achieve better performance. Satisfaction associated with instructor-related factors involved intrinsic motivators such as promoting student outcomes, self-gratification, intellectual challenge, recognition, and an interest in using technology. Institution-related factors were generated when the institution values online teaching and had policies in place that supported the faculty. Conversely, the authors found that when faculty experienced technology difficulties or did not have access to adequate technology and tools, their satisfaction was likely to decrease.

According to Herzberg, Mausner, and Snyderman (1993), salary is intended as a form of recognition, but within the context of job situation, it may be perceived as a dissatisfier. As such,

universities should consider a faculty compensation structure that favors faculty and that covers course development, compensation for the extra time to organize courses and acquire the necessary skills to teach online, as well as payment to cover intellectual property. Pickett (2010) highlighted some improvements carried out to meet the needs of instructors, such as the incorporation of faculty stipends, course release time, and summer faculty development activities. Although these considerations are not the main reasons faculty teach, if provided by the institution, the motivation of the instructors of online courses may improve (Orr, Williams, & Pennington, 2009).

Faculty Job Satisfaction Teaching Standardized Courses

The literature on faculty job satisfaction teaching standardized courses is extremely limited. This section begins with a review of research that summarizes why and how a few universities standardize their online courses. It explains a team-based approach to design and develop online courses, and it concludes by summarizing research that explores faculty perceptions and reaction to teach a standardized online course.

According to Pallof and Pratt (2001), not all faculty have the ability to design the online courses they deliver. For instance, at the Open University of Catalonia (UOC), 95% of online course content is standardized. This university believes that group strategies and media-rich resources save instructors' time. Although faculty have the opportunity to suggest other resources according to the specific needs of students, they can focus on facilitating class activities, providing feedback at key points, and evaluating student work (Ko & Rossen, 2010).

Conversely, when the individual in charge of designing the course is a content expert (i.e., faculty member), the course tends to focus more on content rather than on the pedagogical process. Consequently, the effective transmission of knowledge requires the collaboration of an instructional designer who understands and focuses on digital pedagogy and can lead the content

expert into sound teaching and learning tools such as readings, exercises, and case studies that might enhance student learning.

The standardization of teaching and learning elements has been around since traditional face-to-face education (Ko & Roosen, 2010). In the traditional classroom, faculty may teach from a syllabus created by another instructor, and it is expected that the activities described there are taught as planned. In online education, the standardization of readings, activities, and discussion topics may be replicated to a greater extent. Accordingly, more institutions now seek the help of experts to create courses for other instructors to teach.

Due to growing demands in undergraduate education and graduate programs, adjunct faculty have joined higher education institutions in large numbers. A substantial number of these institutions hire them to teach courses developed by an instructional design team (Kelly, 2005). Usually, the team consists of a project manager, instructional designers, content experts, editors, and media experts. Under the expert advice of an instructional design team, adjunct faculty can save time in preparing lessons and dedicate it to acquiring skills to teach their subjects.

Medinger's research (2009) reported how courses developed under an instructional design team model mitigate some of the obstacles faculty may face when they are involved in online teaching. For example,

- The team model separates the role of learning facilitator from that of instructional designer.
- Expert advice saves time in course development tasks to concentrate on the acquisition of skills.

- Courses are developed by the expert on the team most suited to the task, using teaching and learning strategies based on the most sophisticated and up-to-date theories of learning.
- The team model assists online instructors in approaching online course development differently from a process of moving course content from one medium to another.
- Institutions provide support and training to enable members of the team to perform effectively and to feel good about the quality of their curriculum.

According to Palloff and Pratt (2011), one of the first reactions from instructors considering teaching an existing online course is to ask: "How much can I customize it?" In other words, the first reaction of an instructor who is facing new material in a course is to try to customize it, either by adding or removing materials. Even though a team-based approach to course design brings a number of advantages, adjunct instructors have expressed increased satisfaction when they are given the opportunity to freely modify or adjust their online courses by adding activities, modifying certain assessments, or adapting course materials based on the students' needs (Bolliger & Wasilik, 2009; Hiltz, Kim, & Shea, 2007). This coincides with Herzberg's theory (Herzberg, Mausner, & Snyderman, 1993) and the idea of creativity being a satisfaction factor derived from the work itself. Creativity or challenging work, the variety of work, and the opportunity to start and finish a job were all factors associated with job satisfaction.

However, an instructor who teaches a course created by content experts, organizations that sell courses, or organizations that transform the material sent by the faculty in an online course face the following challenges:

- How to build a community in the process of teaching these already-developed courses.

- How to add material needed and remove unimportant material.

Part of the success of teaching an existing online course depends on the instructors' access to the learning goals set by the designer and developer of the course and on how much they can customize assignments according to the needs of students and the specific objectives of the course. Similarly, a course well prepared and clear in its directions contributes to student satisfaction. However, the best way to personalize an existing online course depends on the instructors' ability to engage students in the course discussions and instructors' ability to promote critical thinking. Instructors are expected to be creative, friendly, and able to provide prompt feedback. With these actions, both students and instructors increase the probability of feeling satisfied in their roles (Kelly, 2010).

On the other hand, when a course developed by others cannot be modified, the material remains static, preventing content flexibility and minimizing the opportunity to use the instructors' experience. This, in turn, may decrease the quality of the course (Ko, 2010). When institutions' internal policies deny the possibility of modifying an existing online course, the alternative may be for the instructor to create discussion boards or to modify certain course content in order to direct the students' attention to relevant points. Other techniques include assigning additional research to individuals or to groups, dividing the topics included in the course to promote group work on the topic, and having students share what they find with their peers (Palloff & Pratt, 2001).

Demographics

Literature in the field of faculty job satisfaction supports the importance of explaining demographic information when exploring faculty job satisfaction (Hagedorn, 2000). Table 2 summarizes the profile of faculty when considering the five demographic variables explored in

this research. The majority of studies that acknowledged demographics included gender and age. Some considered faculty educational level and their seniority at their respective institutions, and only few studies accounted for the number of courses taught ("American Academic," 2010; Heilman, 2007; Mukhtar, 2012; Satterlee, 2008).

The review of the literature revealed that the proportion of male professors is always higher than those who are females, and that the age bracket between 50 and 60 years old is more densely populated. Not surprisingly, most faculty have earned a doctorate as their highest educational level, but in the few instances where seniority at institution was reported, the number of years they worked at their institutions varied greatly. Finally, in the one instance where the number of courses taught was reported, the majority of faculty taught between 3-4 courses.

Table 2

Demographic Faculty Profile

Researcher/Year	Gender	%	Age	%	Educational Level	%	Institutional Seniority	%	Courses Taught	%
American Academic, 2010	Male	52	18-44	33	N/A	N/A	<5	25	N/A	N/A
	Female	48	45-54	31			6-10	32		
			>55	36			>11	41		
Satterlee, 2008	Male	63	<25	1	Bachelor	2	<1	47	1 – 2	51
	Female	37	25-29	14	Master's	34	1-2	47	3-4	30
			30-34	12	Master's +	11	3-4	5	5-6	14
			35-39	16	EdS	1	5-6	1	7-8	3
			40-44	13	MDiv	3	7>	0	9-10	1
			45-49	14	ABD	5			>10	1
			50-54	14	Doctorate	43				
			55-59	9						
			60-64	3						
			>64	4						
Mukhtar, 2012	Male	57	N/A	N/A	Doctorate	96	N/A	N/A	N/A	N/A
	Female	43			Master's	3				
					Other	1				
Heilman, 2007	Male	53	40-45	21	N/A	N/A	N/A	N/A	N/A	N/A
	Female	47	46-51	11						
			52-57	26						
			58-63	16						
			64-69	16						
			70-75	10						

Summary

Throughout the literature review in the faculty satisfaction section, it was apparent that both full-time professors and adjunct faculty consider recognition as one of the primary factors related to job satisfaction (Hiltz, Kim, & Shea, 2007; Waltman et al., 2012). Therefore, a number of scholars (Bower, 2001; Desselle & Conklin, 2010; Hartman, Dziuban, & Moskal, 2001; Hoyt et al., 2008; Orr, Williams, & Pennington, 2009) agree that the integration of adjunct faculty and the recognition of their work in teaching support the institution itself and enhances students' interest and learning.

Moreover, intrinsic satisfaction factors related to the job itself such as their preference for teaching and interacting with diverse learners or teaching in an online environment contribute to faculty's flexibility and autonomy in their schedules and relate to an increased satisfaction. Faculty recognition and use of technology were related to satisfaction, while absence of recognition or failure to use technology was associated with dissatisfaction. Hygiene factors such as salary were associated with dissatisfaction or less satisfaction. Time used to develop courses, which meant a higher workload, was associated mostly with dissatisfaction.

Finally, the literature review did not show extreme differences between the barriers and motivators faced by adjunct faculty and full-time faculty. Work itself appears to be the intrinsic factor that motivates adjunct instructors, and it is usually the result of interacting with students and creativity. Extrinsic motivators such as recognition, compensation for extra time, salary, royalties, training and technological support, can be supported through faculty development and access to a team-based course development environment.

Chapter 3: Methods

The methods used for conducting this study are presented in four sections: (1) description of the research design and participants, (2) instrumentation, (3) data collection procedures, and (4) data analysis.

To accomplish the purpose of this study, the following research questions were investigated:

1. To what extent are demographic variables (gender, educational level, length of service at the organization, and number of courses taught) related to the overall job satisfaction of adjunct faculty teaching standardized online courses?

2. To what extent are motivator factors (*achievement*, *recognition, work itself*, *responsibility*, and *growth or advancement*) related to the overall job satisfaction of adjunct faculty teaching standardized online courses?

3. To what extent are hygiene factors (company *policy and administration*, *supervision*, *salary*, *interpersonal relations*, and *working conditions*) related to the overall job satisfaction of adjunct faculty teaching standardized online courses?

4. To what extent are motivator and hygiene factors related to the overall job satisfaction of adjunct faculty teaching standardized online courses?

Participants and Research Design

This study was conducted at a large, four-year, private, not-for-profit, regionally accredited, Liberal Arts University in the Southeast according to the Carnegie Classification of Institutions of Higher Education. The population for this study is defined as adjunct faculty teaching standardized online courses developed by an instructional design team. Each adjunct faculty member (*n*=205) was asked to complete a 36-item faculty job satisfaction/dissatisfaction scale to investigate the factors that relate to their job satisfaction and to understand to what extent motivator and hygiene factors relate to their job satisfaction. The demographic composition of the faculty in terms of age, gender, educational level, length of service at the organization, and number of courses taught were reported. According to Green (1991), and assuming an alpha level set at $\alpha = .05$, an estimated medium effect size (.15), and power = .80, the study required approximately 138 participants. Additionally, a power analysis was run for the 14 predictors variables. Results indicated a 119 minimum sample size for a .8 power to detect a medium effect size. Actual sample size exceeded the minimum requirement suggested by Tabachnick and Fidell (2007) of having at least 5 times more cases than independent variables when using a multiple regression analysis.

A correlational research design was used that involved a hierarchical multiple regression analysis looking at the effect of demographics and Herzberg's motivator and hygiene factors on the job satisfaction of adjunct faculty teaching standardized online courses.

Instrumentation

The survey instrument used in this study was developed for measuring job satisfaction of faculty, and was based on Herzberg's motivator and hygiene factors, which are part of his dual theory (Herzberg, Mausner, & Snyderman, 1959).

The initial development of the scale was based on Wood's Faculty Job Satisfaction/Dissatisfaction Scale developed by Olin R. Wood (1973). However, the final instrument was further refined after analyses of cognitive interviews and expert panel results.

Cognitive interviews allowed the researcher to evaluate sources of response error in the survey and to corroborate the clarity of the instrument. The interviews focused mainly on the survey questions, rather than on the entire instrument administration procedures or on the respondents themselves.

The three faculty members who participated in the cognitive interviews were selected from the target population from which participants were drawn. As a result of the cognitive interviews, a number of the survey questions were eliminated and others reworded.

Before introducing the instrument to the sample, it was important to validate the revised survey items in terms of content. Content validity was examined at the level of individual items to understand the extent to which each item represented the content domain being assessed. An expert assessment was conducted by asking experts to review each survey item with the intent to eliminate totally irrelevant items from the instrument and to reword items for clarity when appropriate.

The expert review was conducted online with seven experts. The panel consisted of four doctoral students enrolled in an advanced educational measurement course, and two administrators in the office of Assessment and Institutional Research at a private university. The experts were asked to select one of ten faculty job satisfaction constructs from a drop-down menu that best matched the survey item displayed. There were 48 items reviewed.

Items were considered adequate if there was > 80% agreement, questionable if there was 65-79% agreement, and unacceptable if there was < 65% agreement. To ensure the suitability of

the remainder items in the instrument, the expert review was followed by an item examination conducted by the principal investigator who reviewed the items and revised/reworded one by one the 11 items marked as questionable. Items marked as unacceptable and others deemed to be redundant were eliminated.

Changes included omitting original and revised items and adding items from Jeff Hoyt and colleagues' survey instrument (2008), which was developed around 12 job satisfaction constructs that emerged from their extensive literature review and from Herzberg's two-factor theory. Other additional items were based on Paul Spector's Job Satisfaction Survey (1994). Spector's Job Satisfaction Survey (JSS) is a 36 item instrument comprised of 9 subscales that measure employee attitudes about the job and aspects of the job. Each subscale contains four items, and the total scale score is computed from all items using a Likert scale. The 9 subscales are *pay*, *promotion*, *supervision*, *fringe benefits*, *contingent rewards* (performance based rewards), *operating procedures* (required rules and procedures), *coworkers*, *nature of work*, and *communication*. JSS constructs were selected based on a literature review that included studies of job satisfaction dimensions. From each study the author included a list of dimensions, and the nine most common and conceptually meaningful were chosen for the scale (Spector, 1985). Internal consistency reliability was computed for each subscale using a sample of 2,870 human services employees. All but two subscales had a coefficient alpha over .70.

After items were added, the resulting instrument consisted of 29 Likert scale items for the five motivator and the five hygiene factors, two questions on global overall faculty job satisfaction, and five questions that informed demographic data as displayed in Table 3.

The instrument covered one dependent variable and 15 independent variables composed by five demographic variables, and ten motivator and hygiene-related factors. These factors

included faculty job satisfaction (dependent); demographic variables age, gender, educational level, length of service at the organization, and number of courses taught; motivator factors achievement, recognition, work itself, responsibility, growth or advancement; and hygiene factors company policy and administration, supervision, salary, interpersonal relations, and working conditions. Therefore, there were 15 predictor variables examined in this study. A complete version of the instrument can be seen in Appendix A.

Table 3

Outcome and Predictor Variables of the Faculty Satisfaction Scale

Outcome Variable	*Alpha*	*M*	*SD*
Overall Faculty Job Satisfaction	.92	3.54	0.72
Considering all aspects of being an adjunct faculty teaching online courses, how satisfied or dissatisfied are you with your job?			
Based on your experience teaching online courses as an adjunct faculty, to what extent would you recommend the job to others?			
Predictor Variables			
Motivator Factors			
Achievement	.31	3.38	0.65
To what extent do you feel a sense of pride in teaching online courses?			
To what extent do you feel your efforts to do a good job teaching online are blocked by administrative paperwork and procedures?*			
Recognition	.84	3.02	0.75
To what extent do you feel your work teaching online courses is valued and appreciated?			
How satisfied or dissatisfied are you with the publicity given to your work and ideas as it relates to teaching online courses?			
How satisfied or dissatisfied are you with the recognition you get for your online teaching contributions?			
Work Itself	.80	3.36	0.53
To what extent do you feel you would rather teach online than doing other types of work?			
To what extent do you feel your job of teaching online courses is meaningful?			
To what extent do you like doing the things you do in your job teaching online courses?			
How satisfied or dissatisfied are you with the relationship you have with your students in your online courses?			
How satisfied or dissatisfied are you with the quality of your students' work in your online courses?			
Responsibility	.88	2.95	0.85
How satisfied or dissatisfied are you with the level of autonomy that you have in teaching online courses?			
How satisfied or dissatisfied are you with the level of autonomy to select learning material for your online courses?			
How satisfied or dissatisfied are you with the freedom you have to modify the content of your online courses to meet the needs of your students?			
Growth or Advancement	.73	3.27	0.75
How satisfied or dissatisfied are you with the opportunities provided for professional growth as it relates to teaching online courses?			
How satisfied or dissatisfied are you with the opportunities to attend professional conferences, or other professional development activities that directly impact your teaching of online courses?			

Table 3 Continued	*Alpha*	*M*	*SD*
Hygiene Factors			
Policy and Administration	.74	3.32	0.64
To what extent do you feel the administrative process to start teaching online courses was efficient?			
To what extent do you feel policies related to teaching online courses meet your needs?			
To what extent do you feel Core Values are clear to you as it relates to teaching online courses?			
Supervision	.76	3.25	0.74
How satisfied or dissatisfied are you with the support you receive from your supervisor to improve your teaching of online courses?			
How satisfied or dissatisfied are you with the specific assistance with your online courses offered by your supervisor?			
Salary	.94	3.12	0.84
How satisfied or dissatisfied are you with the salary you receive for teaching online courses?			
How satisfied or dissatisfied are you with the payment you receive based on the amount of work you do teaching online courses?			
Interpersonal Relations	.77	3.33	0.67
How satisfied or dissatisfied are you with the availability of faculty in your academic department when you need assistance with your online courses?			
How satisfied or dissatisfied are you with the assistance from faculty in your academic department when you have questions about your online courses or student?			
How satisfied or dissatisfied are you with the observation process in your online courses by a certified peer observer?			
Working Conditions	.84	3.48	0.57
How satisfied or dissatisfied are you with the adequacy of instructional software in your online courses (LearningStudio, Grammarly, NBC Learn, Turnitin, Respondus, etc.)?			
How satisfied or dissatisfied are you with the helpfulness of Instructional Technology staff (Assistant Directors, Instructional Technologist, Instructional Designers) as it relates to teaching your online courses?			
How satisfied or dissatisfied are you with the helpfulness of Technology Services staff as it relates to teaching your online courses?			
How satisfied or dissatisfied are you with the helpfulness of LearningStudio Helpdesk as it relates to teaching your online course?			

Note. * Negatively worded questions are reverse coded to match the direction of positive questions on the ratings.
Very great extent = 4; Great extent = 3; Slight extent = 2; Not at all = 1.
Very Satisfied = 4; Somewhat Satisfied = 3; Somewhat Dissatisfied = 2; Very Dissatisfied = 1.

Data Collection Procedures

The procedures used in this investigation derived from the review of the literature; in particular, the use of a survey to gather the necessary data for the analysis. Also, as a result of the review of the literature, it became apparent that there was a void of information related to job satisfaction among adjunct faculty teaching in standardized online courses. Consequently, Frederick Herzberg's motivator and hygiene factors of job satisfaction were examined as they relate to the main goal of this study. Other variables relevant to adjunct faculty were also

investigated including age, gender, educational level, length of service at the organization, and number of courses taught.

Data collection started on February, 15 2015, after obtaining study approval by the Institutional Review Boards (IRB). An electronic invitation to participate in the survey was emailed to adjunct faculty teaching undergraduate standardized online courses at the selected higher education institution. Once participants received the electronic survey, they had one week to respond to the survey. After this timeframe, a follow-up email was sent to non-respondents soliciting their participation. Qualtrics Mailer was used to distribute the survey. Using Qualtrics Mailer allowed the investigator to generate individual links that could only be used once. The survey link was anonymous, so no identifying information such as name or email address was collected. Additionally, settings were changed for user's IP addresses not to be collected. Participants agreed to participate in the research study upon receiving the survey and reading the informed consent.

Completion of the survey was proof of consent. The use of implied consent was deemed acceptable because the study provided participants' anonymity, and because the instrument used was a self-reporting survey. A consent form preceding the instrument clearly stated that by completing the survey, the participants gave consent to participate, but did not waive any of their rights as research participants.

Data Analysis

Data for this study consisted of scores on the Faculty Job Satisfaction/Dissatisfaction Scale developed for this study. Data analyses were conducted using IBM® SPSS® version 22 and M*plus* version 7. This study aimed to answer four research questions through a series of quantitative statistical analyses. First, the study investigated whether demographic variables were

a significant predictor of adjunct faculty satisfaction. Second, this analysis examined whether motivator and hygiene factors predicted satisfaction (above and beyond demographics).

Descriptive analyses. Prior to analyzing data to examine the above questions, preliminary analyses were run for the appropriate variables. First, the data set was screened for participants with missing data. Missing data were examined for nonresponse bias, and the reasons why data were missing were considered. Based on the analyses that were involved, demographic, predictor, and outcome variables lost 25 cases that were eliminated because of listwise deletion. Consequently, cases were compared for those with complete and missing data. An independent-samples *t-test* was run to determine if there were differences in demographic, predictor, and outcome variables between cases with missing and not missing data. Pearson product-moment correlations coefficients were obtained for the variables of interest included in the study.

Using maximum likelihood estimation to estimate the parameters, a 10-factor Confirmatory Factor Analysis (CFA) model was performed to evaluate the internal factor structure of the faculty satisfaction scale after items were removed or revised for the present study. Additionally, the reliability and validity of each dimension construct was examined.

Cronbach's alpha was calculated for all 10 survey subscales with the following results: *achievement*, .31; *growth or advancement*, .73; *interpersonal relations*, .77; *policy and administration*, .74, *recognition*, .84; *responsibility*, .89; *salary*, .94; *supervision*, .76; *work itself*, .80; and *working conditions*, .84.

A summary of the measurement model findings based on the CFA is offered in Table 4. Overall goodness of fit for the model was evaluated using the χ^2 likelihood ratio statistic, which indicated a significant lack of fit. However, alternative measures of fit, less sensitive to sample

size suggested that the fit was acceptable. The determination of model fit was based on a comparison of the fit indices obtained from the CFA with the suggested cutoff values frequently cited in the literature for Bentler's (1992) normed comparative fit index (CFI), root mean square error of approximation (RMSEA; Steiger & Lind, 1980), and the standardized root mean square residual (SRMR). The overall fit of the model, as judged by the standardized root mean square (SRMR) and the comparative fit index (CFI) was acceptable. However, when the model was judged by the root mean-square error of approximation (RMSEA), the model fit was marginal. Multiple fit statistics were used because each has limitations and there is no agreed-on method for evaluating whether the lack of fit of a model is substantively important.

Table 4

CFA Results Summary for the Faculty Satisfaction Survey

χ 2	*df*	*CFI*	*RMSEA*	*SRMR*
742.089***	332	.906	.073	.072

**p < .05. **p <.01. ***p <.001.*
Note. χ^2 = chi square goodness of fit statistic; df = degrees of freedom; CFI = comparative fit index, ≥.90 acceptable fit; RMSEA = root mean-square error of approximation, ≤.06 acceptable fit ; SRMR = standardized root mean square residual, ≤.08 acceptable fit.

Regression analysis. In addition to descriptive statistics, hierarchical multiple regression provided additional information relevant to the study of adjunct faculty job satisfaction. The aim of this study was to 1) determine the extent to which demographic variables relate to overall adjunct faculty satisfaction teaching standardized online courses; 2) determine the extent to which Herzberg's motivator and hygiene factors relate to adjunct faculty satisfaction teaching standardized online courses. Hierarchical multiple regressions were run to determine if the addition of motivator factors, then of hygiene factors, and then of motivator and hygiene factors together improved the prediction of the adjunct faculty satisfaction (how satisfied or dissatisfied are adjunct faculty with their job, how likely are adjunct faculty to recommend their job to

others, and composite overall satisfaction) over and above gender, length of time working at the organization, educational level, and number of courses taught alone.

Pilot Study Results

A pilot study was conducted using Wood's Satisfaction/Dissatisfaction scale in order to test the instrument and all implementation procedures on the survey population. The pilot study was conducted prior to substantially change the scale that was ultimately used in the present investigation. This pilot was originally performed to accomplish four objectives: 1) to ensure that the consent form, survey questions, and their instructions were well defined, clearly understood, and presented in a consistent manner; 2) to determine an estimated response rate; 3) to assess the feasibility of the study by testing the logistics and data collection procedures; and 4) to identify and improve any deficiencies in the design of the study and instrumentation.

Fifty participants were randomly selected from the study intended sample and were invited to complete the survey following the research protocol and its implementation procedures. Pilot participants received a customized email invitation asking them to respond to an electronic survey. Those who decided to participate were granted access to the survey and had one week to respond to it. After this timeframe, a follow-up email was sent to non-respondents soliciting their participation.

Thirteen people opened the survey, but only eleven of them completed all or most questions. Response rate for the pilot sample was 22%, which was below the 40% average for email surveys, according to Sheehan (2001). The strategy for maximizing response rate included applying a social exchange methodology as described by Dillman, Smyth, and Christian (2009). This method involved providing information about the survey with potential participants by sharing how results of survey will be used, asking them for help in completing the survey, and thanking them for their participation in initial and follow-up contact emails. Additionally,

explicit language was included in contact emails and consent form ensuring confidentiality and security of their survey responses.

Survey data were collected and screened for accuracy and completeness. Data were then entered into SPSS to conduct basic transformations to identify missing values and to calculate multi-item subscale totals. To account for any missing values, data were examined to determine randomness. Reasons why values were missing were considered, and a specific method to estimate missing data was selected. The method selected to generate values when faced with missing data was to use the mean value of the data present in each sub-scale. The cutoff point for missing data was not to include a case unless at least 75% of the data were present.

This pilot was not large enough to provide a preliminary data set to run a regression analysis, but it provided a clear indication that individual questions and subscales appeared to be working as intended by measuring constructs in the manner expected considering the pilot survey respondents. For instance, reliability coefficients for internal consistency of the subscales were calculated and results were consistent with previous results as reported by Wood (1973). The resulting reliability coefficients for this pilot were: *achievement*, .96; *growth or advancement*, .98; *interpersonal relations*, .89; *policy and administration*, .95, *recognition*, .98; *responsibility*, .95; *salary*, .96; *supervision*, .98; the *work itself*, .86; and *working conditions*, .88.

The pilot study survey consisted of all 67 items for the five motivator and the five hygiene factors, and two questions on overall faculty job satisfaction. Participants responded to motivator-hygiene subscale questions using a Likert scale with six options. In addition, participants answered demographic information and responded to one short-answer question: To the nearest year, how long have you been teaching as an adjunct faculty?

Feedback on the survey questions was obtained from a very limited number of people who looked at the questions and offered suggestions on potential survey design and wording interpretation problems.

Based on feedback received, a limited number of items were slightly modified prior to deploying the survey to the pilot sample. The modifications involved:

- Adding the word “training” after the phrase “in-service education” in two instances within the Growth and Advancement section.
- Changing in one instance the word “chairman” to “lead adjunct faculty” and adding the word “adjunct” in two instances before the word “faculty” within the Policy and Administration section.
- Changing the word “instructors” to “adjunct faculty” in three instances within the Salary section.
- Removing the word “college-age” in one instance to qualify type of students and adding in one instance “online courses” to qualify type of teaching within the Work Itself section.
- Changing the word “groups” to “students” in one instance within the Working Conditions section.
- Changing the word “instructor” to “adjunct faculty” in the overall satisfaction question of the survey.

Additionally, changing the word “superior” to “supervisor” was suggested by one of the survey reviewers. However, this change was not made because of the high number of occasions (12) the word was used throughout the survey.

Given the slight modification of certain survey items, values of the overall alpha if those items were not included in the calculation were considered. All values were above .8 or higher and lower than the total reliability coefficient of their subscale.

Finally, two more suggestions implemented were to add open-ended fields where respondents could provide comments or additional feedback about the items in the different survey sections, and to add a second overall job satisfaction question that measured specifically teaching online courses developed by an instructional design team.

The pilot study gave the researcher a good sense of how the study procedures worked in practice by helping to make some important quantitative estimates like response rates. It also helped to identify nonresponse problems and identify any steps that needed to be taken to reduce them. Based on pilot results, the survey was substantially refined using data derived from cognitive interviews and expert panel results.

Summary

The research methodology that was used in this study was reviewed. The participants and research design were described and the research design was discussed. The instrumentation for the distribution of the survey and data collection was presented. The statistical analysis techniques for the survey were addressed. Pilot study results were discussed.

Chapter 4: Results

This chapter presents the results of the statistical analyses used to answer the four research questions addressed in the current study. First, descriptive analyses are presented. Next, preliminary analyses are described. Lastly, results of multiple regression analyses to examine the extent demographic, motivator, and hygiene predictor variables are related to adjunct faculty satisfaction are presented. The level of significance for all statistical analysis was set at $\alpha = .05$. All data analyses were conducted using IBM® SPSS® version 22 and M*plus* version 7.

Descriptive Statistics

Survey was sent to 609 adjunct faculty members. Two hundred and forty-three participants opened the survey after receiving the initial email. Five individuals opened the survey to reach the consent form, but they declined to participate in the research. These cases were removed from the data set leaving 238 participants. From these 238 participants, 8 did not answer any of the survey questions and were subsequently removed from the analysis resulting in a final dataset of 230 participants. Response rate for the study was 38%, which is very close to the 40% average for email surveys according to Sheehan, (2001). Comparable studies have also reported similar response rates when using electronic surveys as a research tool (Hoyt, et al., 2008; Antony & Valadez, 2002; Wood, 1973).

Missing data were examined for nonresponse bias, and the reasons why data were missing were considered. Based on the analyses that were involved, demographic, predictor, and outcome variables lost 25 cases that were eliminated because of listwise deletion. Consequently, cases were compared for those with complete and missing data. An independent-samples *t-test*

was run to determine if there were differences in demographic, predictor, and outcome variables between cases with missing and not missing data.

Characteristics of adjunct faculty. Demographic data were collected through the study survey. Participants were asked their age, gender, length of time working at the organization, educational level, and number of courses taught. The descriptive information is displayed in Table 5.

Table 5

Demographic Characteristics of Adjunct Faculty Participants (n = 205)

	Participants (%)
Gender	
Male	52.2
Female	47.8
Educational Level	
Doctorate	44.9
Master Degree	31.7
Master Degree Plus Additional Hours	18
Other Degree	5.4
Number of Courses Taught	
≤ 4 courses	81
> 4 courses	19

The age of adjunct faculty ranged from 29 to 76 with a mean age of 51 (*SD* = 11.05). Of the respondents, 52.2% were male and 47.8% were female. The length of time working at the organization mean was 8 years. As to the faculty educational level, 44.9% of the respondents held doctorates, 31.7% had earned a master's degree, 18% had earned a master's degree plus additional hours toward a doctorate, and 5.4% reported having "other" degrees (i.e., multiple master degrees, M.F.A., or juris doctorate). Finally, 81% of the adjunct faculty reported teaching four or less courses at the institution researched in this study and at other universities combined while the remainder 19% of adjunct faculty taught more than four courses during the term when they responded to the survey (*M* = 2.22, *SD* = 1.29).

Two-hundred and five participants fully completed each of the survey questions. As mentioned previously, 25 cases were eliminated because of listwise deletion. An independent-samples *t-test* was run to determine if there were differences in demographic variables between groups with and without missing data.

Results indicated no significant differences between the missing data and no missing data groups, with the exception of the demographic variable of age. The group with no missing data (M = 51, SD = 11.05, n = 193) had higher scores compared to the group with missing data (M = 59, SD = 7.59), a statistically significant difference, $t(204) = -2.40$, $p = .005$.The variable age was subsequently removed from the analysis because of a greater number of missing data when compared to the other demographic variables.

Descriptive statistics for the rating scales. Descriptive statistics for the group of questions associated with each motivator and hygiene construct are presented in Table 6. Hygiene *working conditions* had the highest construct rating with a mean score of 3.48 (SD = 0.57). Other sub-scales with high means included motivator *achievement* with a mean score of 3.38 (SD = 0.65) and motivator *work itself*, which was found to have a mean score of 3.36 (SD = 0.53). The mean score for hygiene *interpersonal relations* was 3.33 (SD = 0.67), while hygiene *policy and administration* had a mean of 3.32 (SD = 0.64). Motivator *growth or advancement* had a mean score of 3.27 (SD = 0.75), and hygiene *supervision* had a mean score of 3.25 (SD = 0.74). Hygiene *salary* was found to have a mean score of 3.12 (SD = 0.84). The two sub-scales that received the lowest ratings were motivator *recognition* with a mean score of 3.02 (SD = 0.752), and motivator *responsibility*, which had a mean of 2.95 (SD = 0.85).

Table 6
Descriptive Statistics for Rating Scales (n = 205)

	M	*SD*	*Min*	*Max*	*Skewness*	*Kurtosis*
Motivator Factors						
Achievement	3.39	0.65	1	4	-0.96	0.35
Work Itself	3.36	0.53	1	4	-0.94	1.22
Growth or Advancement	3.27	0.76	1	4	-1.07	0.63
Recognition	3.02	0.75	1	4	-0.50	-0.50
Responsibility	2.96	0.85	1	4	-0.67	-0.28
Hygiene Factors						
Working Conditions	3.48	0.57	1	4	-1.03	0.90
Interpersonal Relations	3.33	0.67	1	4	-1.02	0.67
Policy and Administration	3.32	0.64	1	4	-0.82	0.26
Supervision	3.25	0.74	1	4	-0.85	0.14
Salary	3.12	0.84	1	4	-0.88	0.25

To determine if there were differences in motivator variables between groups with missing and no missing data due to listwise deletion of cases, an independent samples t-test was conducted. Independent samples *t-test* results revealed significant differences between groups with missing data and those without missing data for the motivator variables *working conditions* and *growth or advancement*. In the case of motivator variable *working conditions*, the group with no missing data ($M = 3.36$, $SD = 0.67$, $n = 205$) had higher scores compared to the group of 22 cases with missing data ($M = 2.97$, $SD = 0.53$), a statistically significant difference, $t(225) = 3.23$, $p = .001$. On average, the 205 participants' scores for motivator *growth or advancement* variable in the group with no missing data ($M = 3.27$, $SD = 0.76$, $n = 205$) were higher than the 18 participants with missing data ($M = 2.77$, $SD = 0.86$), a statistically significant difference, $t(221) = 2.62$, $p = .009$.

As for the hygiene variables, independent *t-test* results revealed significant differences between groups with missing data and those without missing data for the *policy and administration* and *supervision* variables. In the case of the hygiene variable *policy and*

administration, the group with no missing data (*M* = 3.32, *SD* = 0.64, *n* = 205) had higher scores compared to the group of 25 cases with missing data (*M* = 2.86, *SD* = 0.87), a statistically significant difference, *t*(228) = 3.22, *p* = .001. On average, the 205 participants' scores for the hygiene *supervision* variable in the group with no missing data (*M* = 3.25, *SD* = 0.74, *n* = 205) were higher than the 19 participants with missing data *(M* = 2.76, *SD* = 0.96), a statistically significant difference, *t*(222) = 2.66, *p* = .008.

Table 7 shows descriptive statistics for each satisfaction variable as well as the composite variable. The first overall satisfaction variable (how satisfied or dissatisfied are you with your job) was found to have a mean score of 3.60 (*SD* = 0.68), while the second overall satisfaction variable (to what extent would you recommend the job to others) had a mean of 3.48 (*SD* = 0.92). Finally, the mean score for the overall satisfaction composite was 3.54 (*SD* = 0.72).

Table 7
Descriptive Statistics for Satisfaction Variables (n = 205)

	M	*SD*	*Min*	*Max*	*Skewness*	*Kurtosis*
Satisfaction Variable 1	3.60	0.68	1	4	-1.69	2.50
Satisfaction Variable 2	3.48	0.92	1	4	-1.71	2.30
Satisfaction Variable Composite	3.54	0.72	1	4	-1.64	1.91

An independent samples *t-test* confirmed statistically significant differences for all three satisfaction outcome variables between groups with missing and those with no missing data. These results indicate that individuals in the no missing data groups reported higher satisfaction when compared to individuals in the missing data groups.

In the case of the first overall satisfaction variable (how satisfied or dissatisfied are you with your job), the group with no missing data (*M* = 3.60, *SD* = 0.68, *n* = 205) had higher scores compared to the group of 21 cases with missing data (*M* = 3.19, *SD* = 0.75), a statistically significant difference, (*t*(224) = 2.58, *p* = .010). Independent *t-test* results for the second overall

satisfaction variable (to what extent would you recommend the job to others) indicated significant differences between the missing data and no missing data groups. In this case, the group with no missing data (M = 3.48, SD = 0.72, n = 205) had higher scores compared to the group of 21cases with missing data score (M = 2.86, SD = 1.01), a statistically significant difference, $t(224) = 2.92$, $p = .004$. Finally, independent *t-test* results for the composite overall satisfaction variable indicated significant differences between the missing data and no missing data groups. The group with no missing data (M = 3.54, SD = 0.92, n = 205) had higher scores compared to the group of 20 cases with missing data score (M = 2.97, SD = 0.78), a statistically significant difference, $t(223) = 3.28$, $p = .001$.

Correlational Analyses

Pearson product-moment correlations coefficients were obtained for the variables of interest included in the study. As seen in Table 8, significant relationships were found between all 10 motivator and hygiene factors and the first overall satisfaction outcome variable (how satisfied are adjunct faculty teaching standardized online courses). The strongest relationships were found with hygiene *policy and administration* (r = .66), motivator *recognition* (r = .66), motivator *work itself* (r = .64), motivator *growth or advancement* (r = .64), hygiene *salary* (r = .61), hygiene *supervision* (r = .60), motivator *responsibility* (r = .58), and hygiene *interpersonal relations* (r = .53). Hygiene *working conditions* (r = .49), and motivator *achievement* (r = .48) also had a moderate but significant association with the overall satisfaction outcome variable. None of the demographic variables was significantly correlated with this variable.

Table 8

Correlation Coefficients among Satisfaction Variable 1 and Predictor Variables (n = 205)

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Demographics															
2	Female	-.019														
3	Educational Level	.021	-.198**													
4	Length Time Org.	-.039	-.085	-.095												
5	Taught > 4 Cours.	-.041	-.091	.210**	-.080											
	Motivator Factors															
6	Achievement	.485**	.022	-.047	.014	.045										
7	Recognition	.658**	-.139*	.055	-.057	-.010	.421**									
8	Work Itself	.637**	-.088	.049	.016	.080	.434**	.626**								
9	Responsibility	.582**	-.161*	.083	-.105	.020	.414**	.591**	.594**							
10	Growth or Adv.	.637**	-.007	.010	-.057	-.092	.414**	.735**	.555**	.551**						
	Hygiene Factors															
11	Policy and Admin.	.665**	.020	.000	.037	-.003	.534**	.663**	.683**	.574**	.672**					
12	Supervision	.598**	-.008	-.002	-.002	-.080	.450**	.694**	.577**	.521**	.798**	.706**				
13	Salary	.608**	.091	-.032	-.064	-.027	.335**	.531**	.508**	.423**	.583**	.525**	.513**			
14	Int. Relations	.535**	-.050	-.012	-.004	-.068	.352**	.633**	.528**	.503**	.690**	.629**	.657**	.421**		
15	Working Cond.	.489**	-.007	.051	.027	-.011	.352**	.562**	.493**	.441**	.562**	.592**	.554**	.392**	.619**	

*Note. *p < .05. **p < .01.1= Female, 0 = Male.*

Table 9

Correlation Coefficients among Satisfaction Variable 2 and Predictor Variables (n = 205)

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Demographics															
2	Female	.066														
3	Educational Level	.017	-.198**													
4	Length Time Org.	-.028	-.085	-.095												
5	Taught > 4 Cours.	.032	-.091	.210**	-.080											
	Motivator Factors															
6	Achievement	.447**	.022	-.047	.014	.045										
7	Recognition	.481**	-.139*	.055	-.057	-.010	.421**									
8	Work Itself	.450**	-.088	.049	.016	.080	.434**	.626**								
9	Responsibility	.400**	-.161*	.083	-.105	.020	.414**	.591**	.594**							
10	Growth or Adv.	.495**	-.007	.010	-.057	-.092	.414**	.735**	.555**	.551**						
	Hygiene Factors															
11	Policy and Admin.	.550**	.020	.000	.037	-.003	.534**	.663**	.683**	.574**	.672**					
12	Supervision	.456**	-.008	-.002	-.002	-.080	.450**	.694**	.577**	.521**	.798**	.706**				
13	Salary	.468**	.091	-.032	-.064	-.027	.335**	.531**	.508**	.423**	.583**	.525**	.513**			
14	Int. Relations	.332**	-.050	-.012	-.004	-.068	.352**	.633**	.528**	.503**	.690**	.629**	.657**	.421**		
15	Working Cond.	.326**	-.007	.051	.027	-.011	.352**	.562**	.493**	.441**	.562**	.592**	.554**	.392**	.619**	

*Note. *p < .05. **p < .01. 1= Female, 0 = Male.*

Additional significant relationships were found between the motivator and hygiene factors and the second overall satisfaction outcome variable (how likely are adjunct faculty teaching standardized online courses to recommend their job to others). With the exception of one strong correlation between hygiene *policy and administration* (r = .55), all nine remainder factors had moderate but significant association with this outcome variable. See table 9 for details. As it was the case before, none of the demographic variables was significantly correlated with this variable either.

Finally, as displayed in Table 10, significant relationships were found between all 10 motivator and hygiene factors and the composite overall satisfaction outcome variable. The strongest relationships were found with hygiene *policy and administration* (r = .66), motivator *recognition* (r = .61), motivator *growth or advancement* (r = .61), motivator *work itself* (r = .58), hygiene *salary* (r = .58), hygiene *supervision* (r = .57), motivator *responsibility* (r = .52), and motivator *achievement* (r = .50). Hygiene *interpersonal relations* (r = .46), and hygiene *working conditions* (r = .43) also had a moderate but significant association with the overall satisfaction outcome variable. None of the demographic variables was significantly correlated with this variable.

When looking at the factors, motivator and hygiene, relationship to each other, none of the correlations was above .80. However, there were strong relationships worth noting, with the strongest relationships found between motivator *growth or advancement* and hygiene *supervision* (r = .80), motivator *growth or advancement* and motivator *recognition* (r = .73), and between hygiene *policy and administration* and hygiene *supervision* (r = .71). Other relationships can be seen in Table 11.

Table 10

Correlation Coefficients among Satisfaction Composite and Predictor Variables (n = 205)

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Demographics															
2	Female	.033														
3	Educational Level	.021	-.198**													
4	Length Time Org.	-.036	-.085	-.095												
5	Taught > 4 Cours.	.001	-.091	.210**	-.080											
	Motivator Factors															
6	Achievement	.509**	.022	-.047	.014	.045										
7	Recognition	.611**	-.139*	.055	-.057	-.010	.421**									
8	Work Itself	.582**	-.088	.049	.016	.080	.434**	.626**								
9	Responsibility	.525**	-.161*	.083	-.105	.020	.414**	.591**	.594**							
10	Growth or Adv.	.610**	-.007	.010	-.057	-.092	.414**	.735**	.555**	.551**						
	Hygiene Factors															
11	Policy and Admin.	.659**	.020	.000	.037	-.003	.534**	.663**	.683**	.574**	.672**					
12	Supervision	.568**	-.008	-.002	-.002	-.080	.450**	.694**	.577**	.521**	.798**	.706**				
13	Salary	.580**	.091	-.032	-.064	-.027	.335**	.531**	.508**	.423**	.583**	.525**	.513**			
14	Int. Relations	.460**	-.050	-.012	-.004	-.068	.352**	.633**	.528**	.503**	.690**	.629**	.657**	.421**		
15	Working Cond.	.435**	-.007	.051	.027	-.011	.352**	.562**	.493**	.441**	.562**	.592**	.554**	.392**	.619**	

*Note. *p < .05. **p < .01. 1= Female, 0 = Male.*

Table 11

Correlation Coefficients among Motivator and Hygiene Variables (n = 205)

		1	2	3	4	5	6	7	8	9	10
	Motivator Factors										
1	Achievement										
2	Recognition	.421**									
3	Work Itself	.434**	.626**								
4	Responsibility	.414**	.591**	.594**							
5	Growth or Adv.	.414**	.735**	.555**	.551**						
	Hygiene Factors										
6	Policy and Admin.	.534**	.663**	.683**	.574**	.672**					
7	Supervision	.450**	.694**	.577**	.521**	.798**	.706**				
8	Salary	.335**	.531**	.508**	.423**	.583**	.525**	.513**			
9	Int. Relations	.352**	.633**	.528**	.503**	.690**	.629**	.657**	.421**		
10	Working Cond.	.352**	.562**	.493**	.441**	.562**	.592**	.554**	.392**	.619**	

*Note. *p < .05. **p < .01. 1= Female, 0 = Male.*

Regression Analyses

In addition to descriptive statistics, hierarchical multiple regression provided additional information relevant to the study of adjunct faculty job satisfaction. The aim of this study was to 1) determine the extent to which demographic variables relate to overall adjunct faculty satisfaction teaching standardized online courses; 2) determine the extent to which Herzberg's motivator and hygiene factors relate to adjunct faculty satisfaction teaching standardized online courses.

Research Questions

1. To what extent are demographic variables (gender, educational level, length of service at the organization, and number of courses taught) related to the overall job satisfaction of adjunct faculty teaching standardized online courses?

2. To what extent are motivator factors (*achievement*, *recognition, work itself, responsibility,* and *growth or advancement*) related to the overall job satisfaction of adjunct faculty teaching standardized online courses?

3. To what extent are hygiene factors (company *policy and administration*, *supervision*, *salary*, *interpersonal relations*, and *working conditions*) related to the overall job satisfaction of adjunct faculty teaching standardized online courses?

4. To what extent are motivator and hygiene factors related to the overall job satisfaction of adjunct faculty teaching standardized online courses?

Hierarchical multiple regressions were run to determine if the addition of motivator factors, then of hygiene factors, and then of motivator and hygiene factors together improved the prediction of the adjunct faculty satisfaction (how satisfied or dissatisfied are adjunct faculty

with their job, how likely are adjunct faculty to recommend their job to others, and composite overall satisfaction) over and above gender, length of time working at the organization, educational level, and number of courses taught alone.

When examining the initial faculty satisfaction outcome variable (how satisfied or dissatisfied are adjunct faculty with their job), the hierarchical multiple regression revealed that at stage one (Model 1), demographic variables gender, educational level, length of service at the organization, and number of courses taught did not contribute significantly to the regression model, R^2 of .005, $F(4, 200) = 0.24$, $p > .05$, and accounted for only .5% of the variation in adjunct faculty satisfaction. The addition of motivator factors: *achievement*, *recognition*, the *work itself*, *responsibility*, and *growth or advancement* to the prediction of satisfaction (Model 2) explained an additional 57.8% of variation in adjunct faculty satisfaction, and this change led to a statistically significant increase in R^2 of .578, $F(5, 195) = 30.26$, $p < .05$. Looking at hygiene factors: company *policy and administration*, *supervision*, *salary*, *interpersonal relations*, and *working conditions* (Model 3), above and beyond demographic variables, explained an additional 55.4% of the variation in satisfaction, and this change in R^2 led to a statistically significant increase in R^2 of .554, $F(9, 195) = 27.49$, $p < .05$. Finally, when all fourteen predictor variables were included in the full model of demographics, motivator, and hygiene factors to predict adjunct faculty satisfaction, the full model (Model 4) was statistically significant, $R^2 = .622$, $F(14, 190) = 22.35$, $p < .05$; Adjusted $R^2 = .594$. Model 4 explained an additional 61.8% of the variation in satisfaction above and beyond demographics.

None of the demographic variables were significant predictors of adjunct faculty satisfaction when examining the initial adjunct faculty satisfaction outcome variable (how satisfied or dissatisfied are adjunct faculty with their job) in any of the models.

The predictor variables that contributed significantly to Model 2 were all five motivator factors: *work itself* ($p < .001$), *recognition* ($p = .005$), *achievement* ($p = .008$), *growth or advancement* ($p = .009$), and *responsibility* ($p = .026$). The predictor variables that contributed significantly to Model 3 were hygiene *policy and administration* ($p < .001$), and *salary* ($p < .001$). The predictor variables that contributed significantly to Model 4 were hygiene *salary* ($p < .001$), and the motivator factors *work itself* ($p = .021$), *recognition* ($p = .033$), and *achievement* ($p = .035$). See table 12 for full model description.

When examining the second faculty satisfaction outcome variable (how likely are you to recommend your job to others), the hierarchical multiple regression revealed that at stage one (Model 1), demographic variables did not contribute significantly to the regression model, R^2 of .007, $F(4, 200) = .333$, $p > .001$, and accounted for only 0.7% of the variation in adjunct faculty satisfaction. The addition of motivator factors to the prediction of satisfaction (Model 2) explained an additional 34.8% of variation in adjunct faculty satisfaction, and this change led to a statistically significant increase in R^2 of .348, $F(9, 195) = 11.924$, $p < .001$. Looking at hygiene factors (Model 3), above and beyond demographic variables, explained an additional 35.2% of the variation in satisfaction, and this change in R^2 led to a statistically significant increase in R^2 of .352, $F(9, 195) = 12.114$, $p < .001$. Finally, when all 14 predictor variables were included in the full model of demographics, motivator, and hygiene factors to predict adjunct faculty satisfaction, the full model (Model 4) was statistically significant, $R^2 = .405$, $F(14, 190) = 9.236$, $p < .001$; Adjusted $R^2 = .361$. Model 4 explained an additional 39.8% of the variation in satisfaction above and beyond demographics.

Consistent with results for the first global satisfaction variable, none of the demographic variables were significant predictors of adjunct faculty satisfaction when examining the second

adjunct faculty satisfaction variable (how likely are you to recommend your job to others) in any of the models.

Table 12

Hierarchical Regression Analysis for Variables Predicting Overall Adjunct Faculty Job Satisfaction - How Satisfied or Dissatisfied Are You With Your Job (n = 205)

	Model 1			Model 2			Model 3			Model 4		
Variable	*B*	*SE B*	*β*	*B*	*SE B*	*β*	*B*	*SE B*	*β*	*B*	*SE B*	*β*
Female	-.031	.098	-.023	.070	.066	.052	-.069	.067	-.051	.014	.065	.010
Educational Level	.011	.034	.023	.005	.023	.010	.011	.023	.023	.008	.022	.018
Length Serv. Org.	-.005	.008	-.043	-.001	.005	-.006	-.004	.005	-.037	-.001	.005	-.009
Nmbr. Courses	-.088	.125	-.051	-.083	.083	-.048	-.049	.085	-.029	-.086	.080	-.050
Motivator Factors												
Work itself				.326***	.084	.254				.206*	.088	.160
Recognition				.196**	.069	.218				.148*	.069	.165
Achievement				.151**	.056	.146				.119*	.056	.115
Growth or Adv.				.172**	.065	.192				.081	.079	.091
Responsibility				.114*	.051	.144				.094	.050	.119
Hygiene Factors												
Salary							.259***	.047	.323	.182***	.047	.227
Co. Pol. and Adm.							.364***	.080	.343	.158	.084	.149
Supervision							.100	.068	.110	-.025	.075	-.027
Int. Relations							.075	.071	.075	.004	.070	.004
Working Cond.							.060	.076	.051	.009	.072	.008
R^2	.005			.583			.559			.622		
F	.237			30.25			27.49			22.35		
ΔR^2	.005			.578			.554			.618		
F for ΔR^2	.237			54.01			49.05			31.05		

Note. *$p < .05$. **$p < .01$. ***$p < .001$. ΔR^2 is relative to Model 1. Scales go from 1 to 4 with 4 representing high satisfaction.

Table 13

Hierarchical Regression Analysis for Variables Predicting Overall Adjunct Faculty Job Satisfaction- How Likely are You to Recommend Your Job to Others (n = 205)

	Model 1			Model 2			Model 3			Model 4		
Variable	*B*	*SE B*	*β*	*B*	*SE B*	*β*	*B*	*SE B*	*β*	*B*	*SE B*	*β*
Female	.131	.132	.072	.201	.112	.110	.073	.109	.040	.126	.111	.069
Educational Level	.014	.046	.023	.014	.038	.022	.014	.038	.022	.016	.037	.026
Length Serv. Org.	-.003	.011	-.017	.001	.009	.007	-.003	.009	-.019	.000	.009	.002
Nmbr. Courses	.075	.168	.032	.086	.140	.037	.094	.138	.041	.072	.137	.031
Motivator Factors												
Work itself				.218	.142	.125				.060	.150	.035
Recognition				.174	.116	.143				.148	.118	.121
Achievement				.313**	.094	.223				.247*	.095	.176
Growth or Adv.				.247*	.109	.204				.214	.134	.177
Responsibility				.056	.086	.052				.036	.084	.034
Hygiene Factors												
Salary							.254**	.076	.233	.174*	.080	.161
Co. Pol. and Adm.							.588***	.130	.410	.394**	.143	.275
Supervision							.144	.111	.117	-.045	.127	-.036
Int. Relations							-.114	.116	-.084	-.194	.119	-.143
Working Cond.							-.033	.125	-.020	-.084	.123	-.053
R^2	.007			.355			.359			.405		
F	.333			11.92			12.11			9.24		
ΔR^2	.007			.348			.352			.398		
F for ΔR^2	.333			21.06			21.40			12.72		

Note. $*p < .05$. $**p < .01$. $***p < .001$. ΔR^2 is relative to Model 1. Scales go from 1 to 4 with 4 representing high satisfaction.

The predictor variables that contributed significantly to Model 2 were motivators *achievement* ($p = .001$) and *growth or advancement* ($p = .024$). The predictor variables that contributed significantly to Model 3 were hygiene *policy and administration* ($p < .001$) and *salary* ($p = .001$). The predictor variables that contributed significantly to Model 4 were hygiene *salary* ($p = .030$) and *policy and administration* ($p < .007$), and the motivator factor *achievement* ($p = .010$). See table 13 for full model description.

Finally, when examining the composite faculty satisfaction variable, the hierarchical multiple regression revealed that at stage one (Model 1), demographic variables did not contribute significantly to the regression model, R^2 of .003, $F(4, 200) = .139$, $p > .001$, and accounted for only .3% of the variation in adjunct faculty satisfaction. The addition of motivator factors to the prediction of satisfaction (Model 2) explained an additional 52.6% of variation in adjunct faculty satisfaction, and this change led to a statistically significant increase in R^2 of .526, $F(9, 195) = 24.269$, $p < .001$. Looking at hygiene factors (Model 3), above and beyond demographic variables, explained an additional 51.6% of the variation in satisfaction, and this change in R^2 led to a statistically significant increase in R^2 of .516, $F(9, 195) = 23.356$, $p < .001$. Finally, when all fourteen predictor variables were included in the full model of demographics, motivator, and hygiene factors to predict adjunct faculty satisfaction, the full model (Model 4) was statistically significant, $R^2 = .578$, $F(14, 190) = 18.588$, $p < .001$; Adjusted $R^2 = .547$. Model 4 explained an additional 57.5% of the variation in satisfaction above and beyond demographics.

Consistent with results for the initial and second global satisfaction variables, none of the demographic variables were significant predictors of adjunct faculty satisfaction when examining the composite adjunct faculty satisfaction variable in any of the models.

Table 14

Hierarchical Regression Analysis for Variables Predicting Overall Adjunct Faculty Job Satisfaction-Composite Global Satisfaction (n = 205)

	Model 1			Model 2			Model 3			Model 4		
Variable	*B*	*SE B*	*β*	*B*	*SE B*	*β*	*B*	*SE B*	*β*	*B*	*SE B*	*β*
Female	.050	.105	.035	.136	.075	.094	.002	.075	.001	.070	.074	.048
Educational Level	.013	.037	.025	.009	.026	.018	.012	.026	.025	.012	.025	.025
Length Serv. Org.	-.004	.008	-.031	.000	.006	.002	-.003	.006	-.029	.000	.006	-.003
Nmbr. Courses	-.006	.133	-.003	.001	.095	.001	.023	.095	.012	-.007	.091	-.004
Motivator Factors												
Work itself				.272**	.096	.198				.133	.100	.097
Recognition				.185*	.078	.192				.148	.078	.154
Achievement				.232***	.064	.209				.183**	.064	.165
Growth or Adv.				.209**	.074	.219				.148	.089	.154
Responsibility				.085	.058	.100				.065	.056	.077
Hygiene Factors												
Salary							.256***	.052	.298	.178**	.053	.208
Co. Pol. and Adm.							.476***	.089	.420	.276**	.095	.243
Supervision							.122	.076	.126	-.035	.085	-.036
Int. Relations							-.020	.080	-.018	-.095	.079	-.088
Working Cond.							.014	.086	.011	-.038	.082	-.030
R^2	.003			.528			.519			.578		
F	.139			24.27			23.36			18.59		
ΔR^2	.003			.526			.516			.575		
F for ΔR^2	.139			43.45			41.82			25.90		

Note. $*p < .05$. $**p < .01$. $***p < .001$. ΔR^2 is relative to Model 1. Scales go from 1 to 4 with 4 representing high satisfaction.

The predictor variables that contributed significantly to Model 2 were motivator factors: *work itself* ($p = 005$), *recognition* ($p = .019$), *achievement* ($p < .001$), and *growth or advancement*

(p = .005). The predictor variables that contributed significantly to Model 3 were hygiene *policy and administration* (p < .001) and *salary* (p < .001). The predictor variables that contributed significantly to Model 4 were hygiene *salary* (p = .001) and *policy and administration* (p = .004), and the motivator factor *achievement* (p = .004). See table 14 for full model description.

Summary of Results

In sum, results from this study indicate that adjunct faculty highly value work recognition, technical and instructional technology support, and take pride in their teaching. Important faculty satisfaction predictors based on the analysis of the full regression model were motivator factors *recognition*, *achievement*, and *work itself*, and hygiene factors *policy and administration* and *salary*.

Chapter 5: Discussion

As noted in the literature review, there were few studies on adjunct faculty job satisfaction, and even a lesser number of studies on adjunct faculty satisfaction teaching satndardized online courses. This study contributes to the body of research by (a) providing a survey instrument with subscales that may be used by other institutions, (b) testing a theoretical model predicting adjunct faculty job satisfaction with statistical analyses, and (c) adding to the limited literature on the topic.

Using Herzberg's dual-theory as a conceptual framework and the results from a series of multiple regression models, this study achieved its main purpose, which was to determine the extent to which demographic variables and motivator and hygiene factors relate to adjunct faculty satisfaction teaching standardized online courses. The first research question examined was:

1. To what extent are demographic variables (gender, educational level, length of service at the organization, and number of courses taught) related to the overall job satisfaction of adjunct faculty teaching standardized online courses?

The principal investigator looked at four main variables to provide a general description of adjunct faculty teaching standardized online courses. Consistent with findings in the literature ("American Academic," 2010), the proportion of male adjunct faculty participants was higher (52.2%) than that of female faculty (47.8%). Also in agreement with figures reported in the literature (Satterlee, 2008), the number of adjunct faculty with an earned doctorate (44.9%) exceeded the number of faculty with other academic degrees. Correlational analyses in the

present study revealed that none of the demographic variables was significantly correlated with adjunct faculty job satisfaction. Similarly, when further analyses were conducted, adjunct job satisfaction could not be predicted based on the selected demographic variables.

Research looking at demographic variables as a predictor of adjunct faculty job satisfaction is hard to find. However, Hagerdon (2000) supported the importance of including demographic information when exploring full-time faculty job satisfaction. Even though the author looked at gender, ethnicity, institutional type, and academic discipline as demographic variables, the results of a multiple regression analysis were reported globally indicating that the model, which included demographics and other variables, was significant at explaining 49.4% of the variance of job satisfaction.

2. To what extent are motivator factors (*achievement*, *recognition*, the *work itself*, *responsibility*, and *growth or advancement*) related to the overall job satisfaction of adjunct faculty teaching standardized online courses?

The motivator factors *achievement* and *work itself* were the most satisfying dimensions of the job for adjunct faculty. These results indicate that the actual doing of their job is a source of positive feelings. More specifically, adjunct faculty reported experiencing a sense of pride in teaching online courses and expressed being satisfied with the relationship with their students and with the quality of their work. These findings are supported by similar research (Hoyt et al., 2008) that reveals that one of the main motivators faculty associated with job satisfaction was work preference (proxy for *work itself*). Conversely, participants were the least satisfied with motivator factors *responsibility* and *recognition*. These results indicate a sense of disempowerment over their own work, and a sentiment that their work is not being noticed or recognized by others. More precisely, adjunct faculty expressed low levels of autonomy in their

teaching as it relates to selecting their course materials and lack of freedom to modify the content in their online courses.

These findings are, to some extent, consistent with reports in the literature. Hoyt et al. (2008), found that only 38% of part-time faculty agreed or strongly agreed that full-time faculty members take a sincere interest in their success as a teacher. Similarly, Street, Maisto, Merves, and Rhoades (2012) reported that the lack of authority adjunct faculty have to make decisions about content and methods of instructional activities is often a factor of lowering job satisfaction.

Further results indicated that all motivator factors predicted adjunct faculty satisfaction with their job. This is consistent with Herzberg's dual-theory (Herzberg, Mausner, & Snyderman, 1959), which states that motivator factors contribute to job satisfaction and not to job dissatisfaction. However, when an additional analysis was performed to look into how likely are adjunct faculty to recommend their job to others, only *achievement* and *growth or advancement* were significant predictors. These findings suggest that ongoing opportunities for professional development, a sense of pride about their work, and being able to teach online without burdensome administrative procedures are important elements adjunct faculty consider in their decision to recommend their job to others. In their research study, Rodriguez, Nuñez, and Caceres (2010) also found that motivator factors such as teaching and research, independence and autonomy at work were associated with job satisfaction. The three factors that did not retain significance in this model were *recognition, work itself,* and *responsibility*. Finally, when looking at the overall faculty satisfaction by examining the composite dependent variable, the only motivator factor that was not statistically related to adjunct faculty satisfaction was *responsibility*.

3. To what extent are hygiene factors (*company policy and administration*, *supervision*, *salary*, *interpersonal relations*, and *working conditions*) related to the overall job satisfaction of adjunct faculty teaching standardized online courses?

Findings from the present study suggest that the hygiene factor *working conditions* was the highest dimension preventing adjunct faculty dissatisfaction. Herzberg, in his dual-theory, asserts that hygiene factors serve as a basis for improving the environment and preventing dissatisfaction (Herzberg, Mausner, & Snyderman, 1959). Therefore, these results imply low adjunct faculty dissatisfaction with the adequacy of instructional software and with the helpfulness of technical and instructional technology support. In their research, Desselle and Conklin (2010) also found the teaching environment as the factor with the highest level of faculty satisfaction. On the other hand, adjunct faculty were the least satisfied with the hygiene factor *salary*. Similar results are among the most prevalently reported in the literature. Waltman et al. (2012) cited terms of employment as being associated with job dissatisfaction. Similarly, Bozeman and Gaughan's results indicated that faculty members, like other types of workers, tend to be less satisfied if they feel their pay does not reflect their market value (Bozeman & Gaughan, 2011). Further analyses repeatedly placed *salary* as a strong predictor of adjunct faculty satisfaction along with the *policy and administration* factor. These findings suggest that as salary increases, faculty dissatisfaction decreases, and their likelihood to recommend their job to others improves. Similarly, clear university policies and efficient administrative processes are associated with lower levels of faculty dissatisfaction and a higher probability of job recommendation. The three hygiene factors that did not retain significance in any of the observed models were *supervision, interpersonal relations,* and unexpectedly, *working conditions*, which

had previously been reported as the construct that had the strongest relation with lower levels of dissatisfaction in this investigation.

4. To what extent are motivator and hygiene factors related to the overall job satisfaction of adjunct faculty teaching standardized online courses?

Lastly, looking at the full-model, including motivator and hygiene factors simultaneously, the two most important predictors of how satisfied or dissatisfied were adjunct faculty with their job were motivator *recognition* and hygiene *salary*. Other significant predictors were motivators *work itself* and *achievement*. When additional analyses were performed to look into how likely are adjunct faculty to recommend their job to others, and after examining the composite dependent variable of overall satisfaction, only motivator *achievement*, hygiene *policy and administration* and hygiene *salary* were significant predictors.

Implications for Practice

The findings from the present study have multiple implications for practice. Educators—including full-time and adjunct faculty members, policy makers, higher education administrators, online curriculum developers, and the general public can increase their knowledge about this topic and benefit from the implications from this study.

Undeniably, adjunct faculty will continue to participate as active members of higher education institutions teaching online courses. Consequently, outlining work aspects associated with and predictive of their job satisfaction as well as identifying contextual conditions and predictors of adjunct faculty dissatisfaction merit ongoing attention.

The present study findings indicate a desire of adjunct faculty for fair compensation and the need for self-actualization where recognition of the work they do becomes increasingly important. Recognition of online adjunct faculty efforts and increased publicity of their work and

ideas by their peers, teaching departments, or administrators should be implemented in a systemic and continuous way. Clear and efficient administrative procedures related to the teaching of online courses should be emphasized. These programs should cover teaching policies and procedures, and clearly express the core values and pedagogy that faculty are expected to embrace. Albeit adjunct faculty teaching online reported the actual doing of their job (teaching) as one of the most satisfying dimensions of their satisfaction (and a source of good feelings), salary, the second highest predictor of faculty satisfaction still needs attention. Because of its complexity, recommendations on an equitable compensation structure are beyond the scope of this investigation. However, a good number of published research articles (Kenton, 2015; Dreyfuss, 2014; Jolley, Cross & Bryant, 2013; Sellani & Harrington, 2002) may provide valuable information for faculty and administrators.

Limitations

Some limitations to this research study need to be mentioned. First, the study relied on self-reported data, which makes it prone to producing subjective information. Second, study participants were recruited from a single university with specific geographical and philosophical characteristics. As a result of these limitations, the generalizability of the study could be limited to institutions of similar size and location.

Additional limitations were related to the analysis of missing data. Independent sample *t-tests* confirmed statistically significant differences for all three satisfaction outcome variables between groups with missing data and those with no missing data. These results indicate that individuals in the no missing data groups reported higher satisfaction when compared to individuals in the missing data groups. Based on these results, further exploration on the pattern of missing data is needed to rule out systematic or theoretical threats to the results.

Finally, two of the survey subscales, achievement and salary, had low Cronbach alpha values, indicating low internal consistency. In the case of *Achievement*, the small number of items and lack of strong interrelatedness among the items may have caused the low alpha value of .31. Conversely, in the case of *Salary*, redundancy of the items may explain the high alpha value of .94.

Future Research Directions

The present investigation reviewed literature on Fordism as an important ideology and conceptual framework related to online course design. Future research on adjunct faculty satisfaction should look into the relationship between degree of faculty control in course design and their satisfaction based on the Fordist model. More specifically, it would be interesting to learn if adjunct faculty are more satisfied teaching courses whose course design, content, delivery, and updates have been fully centralized by the administration (Fordism) as opposed to teaching courses where they have complete control over all aspects of the design and delivery of the class (Neo-Fordism).

As with all methods of data collection, survey research comes with a few drawbacks. For instance, the survey in this study used a set number of questions assessing a certain number of constructs in a fairly standardized manner. Therefore, in order to more comprehensively examine the adjunct faculty satisfaction construct, future investigations should consider additional methods of data collection such as focus groups and interviews so that a researcher can probe respondents to elaborate on their responses and validate survey findings.

Similar studies should be replicated in other higher education institutions to determine if adjunct faculty satisfaction results differ significantly from those in this study. One of the limitations of the current study resulted from surveying participants from a single university. Future research should involve a larger and more heterogeneous sample that involves

participants across different higher education institutions in order to increase the probability of discovering additional results more suitable for generalization.

Further research is also recommended to investigate if significant relationships between online adjunct faculty job satisfaction and various demographic variables can be established contrary to the results in the present investigation. Demographic variables studied in the present investigation showed no relationship with adjunct faculty satisfaction. However, they were still used in the analyses performed. Additional research should attempt to replicate results related to demographic variables, and if lack of significance is confirmed, the variables should be eliminated from the hierarchical regression analyses.

This investigation studied the predictor variable salary as part of the hygiene factors based on Herzberg's dual-theory. However, given the population studied (adjunct faculty teaching online courses), it could be hypothesized that salary may no longer be an external factor explaining a contextual condition, but rather it may have become an intrinsic motivator that is more directly related to satisfaction of the work itself. As such, future studies should aim to further explore the unique predictive value of salary in relation to adjunct faculty job satisfaction. To explore the variance added by the variable salary, it is suggested that an additional analysis be performed where salary is added in a specific order that helps the researcher evaluate what it adds to the prediction of adjunct faculty satisfaction.

Finally, additional research should be conducted to substantiate or reject the findings of Herzberg's motivator-hygiene theory as it relates to adjunct faculty satisfaction teaching online courses. In the future, researchers may examine satisfaction of online faculty at institutions with different demographics and characteristics.

Conclusions

The present study identified predictor variables associated with adjunct faculty satisfaction teaching standardized online courses. The results of this study can assist administrators and faculty in understanding adjunct faculty satisfaction teaching online at the institutional level. Results clearly indicate that adjunct faculty highly value work recognition, technical and instructional technology support, and take pride in their teaching. Important adjunct faculty satisfaction predictors based on the Herzberg's theoretical framework (Herzberg, Mausner, & Snyderman, 1959) were motivator factors *recognition*, *achievement*, and *work itself*, and hygiene factors *policy and administration* and *salary*.

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Appendices

Appendix A: Survey Instrument

Adjunct Faculty Satisfaction Survey

Instructions

1. Please read all instructions carefully.
2. Please answer all questions. All responses will be anonymous.
3. Please respond to each item by selecting the appropriate alternative or by entering the requested information.
4. If you have difficulty in responding to any item, please give your best estimate or appraisal.
5. It is very important that all items have a response.

Oftentimes, your comments help us clarify your feedback. Your optional written responses in the designated text-entry areas in the survey will help us understand your responses more fully.

For each of the following items, select the response that best represents your degree of job satisfaction.

Based on your experience teaching online courses as an adjunct faculty member, to what extent do you:

	Very great extent	Great extent	Slight extent	Not at all
(1) feel a sense of pride in teaching online courses	❍	❍	❍	❍
(2) feel your efforts to do a good job teaching online courses are blocked by administrative paperwork and procedures	❍	❍	❍	❍
(3) feel your work teaching online courses is valued and appreciated	❍	❍	❍	❍
(4) feel you would rather teach online courses than doing other types of work	❍	❍	❍	❍
(5) feel your job of teaching online courses is meaningful	❍	❍	❍	❍
(6) like doing the things you do in your job teaching online courses	❍	❍	❍	❍
(7) feel the administrative process to start teaching online courses was efficient	❍	❍	❍	❍
(8) feel policies related to teaching online courses meet your needs	❍	❍	❍	❍
(9) feel institution Core Values are clear to you as it relates to teaching online courses	❍	❍	❍	❍

For each of the following items, select the response that best represents your level of job satisfaction.

Based on your experience teaching online courses as an adjunct faculty member, how satisfied or dissatisfied are you with:

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
(10) the publicity given to your work and ideas as it relates to teaching online courses	❍	❍	❍	❍
(11) the recognition you get for your online teaching contributions	❍	❍	❍	❍
(12) the relationship you have with your students in your online courses	❍	❍	❍	❍
(13) the quality of your students' work in your online courses	❍	❍	❍	❍
(14) the level of autonomy that you have in teaching online courses	❍	❍	❍	❍
(15) the level of autonomy to select learning material for your online courses	❍	❍	❍	❍
(16) the freedom you have to modify the content of your online courses to meet the needs of your students	❍	❍	❍	❍
(17) the opportunities provided for professional growth as it relates to teaching online courses	❍	❍	❍	❍
(18) the support you receive from your supervisor to improve your teaching of online courses	❍	❍	❍	❍
(19) the opportunities to attend professional conferences, webinars, or other professional development activities that directly impact your teaching of online courses	❍	❍	❍	❍
(20) the specific assistance with your online courses offered by your supervisor	❍	❍	❍	❍
(21) the availability of faculty in your academic department when you need assistance with your online courses	❍	❍	❍	❍
(22) the assistance from faculty in your academic department when you have questions about your online courses or students	❍	❍	❍	❍

(23) the observation process in your online courses by a certified peer observer	❍	❍	❍	❍
(24) the adequacy of instructional software in your online courses (LearningStudio, Grammarly, NBC Learn, Turnitin, Respondus, etc.)	❍	❍	❍	❍
(25) the helpfulness of Instructional Technology staff (Assistant Directors, Instructional Technologist, Instructional Designers) as it relates to teaching your online courses	❍	❍	❍	❍
(26) the helpfulness of Technology Services staff (Technical Helpdesk) as it relates to teaching your online courses	❍	❍	❍	❍
(27) the helpfulness of LearningStudio Helpdesk as it relates to teaching your online courses	❍	❍	❍	❍
(28) the salary you receive for teaching online courses	❍	❍	❍	❍
(29) the payment you receive based on the amount of work you do teaching online courses	❍	❍	❍	❍

Please select the response that best represents your degree of job satisfaction.

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Considering all aspects of being an adjunct faculty teaching online courses, how satisfied or dissatisfied are you with your job?	❍	❍	❍	❍

Please select the response that best represents your degree of job satisfaction.

	Very Great Extent	Great Extent	Slight Extent	Not at all
Based on your experience teaching online courses as an adjunct faculty, to what extent would you recommend the job to others	❍	❍	❍	❍

Your Background

Thank you for your responses about your satisfaction with teaching online courses. Please take a minute to respond to a few questions about your background. This will aid in the analysis of the responses without identifying any one individual.

Gender

- ❍ Female
- ❍ Male

Age (e.g., 45)

[ ]

What is your highest completed level of formal education?

- ❍ Master's Degree
- ❍ Master's Degree plus additional hours toward Doctorate
- ❍ Education Specialist Degree
- ❍ Doctorate
- ❍ Other (please specify) _____

This term (Spring 1, 2015), how many online courses are you teaching at this institution?

- ❍ Zero
- ❍ One
- ❍ Two
- ❍ More than two

How many online courses are you currently teaching at other institutions?

- ❍ Zero
- ❍ One
- ❍ Two
- ❍ Three or more

To the nearest year, how long have you been teaching at this institution as an adjunct faculty member? (e.g., 7 years)

[ ]

Please check all that apply. I teach for:

- ❑ Center for Online Center (COL)
- ❑ Distance Learning Program (DL)

Appendix B: IRB Approval Letter

USF
UNIVERSITY OF
SOUTH FLORIDA

RESEARCH INTEGRITY AND COMPLIANCE
Institutional Review Boards, FWA No. 00001669
12901 Bruce B. Downs Blvd., MDC035 • Tampa, FL 33612-4799
(813) 974-5638 • FAX(813)974-7091

12/18/2013

Claudia Ruiz
Secondary Education
18016 Maui Isle Drive
Tampa, FL 33647

RE: **Expedited Approval for Initial Review**
IRB#: Pro00015369
Title: Exploring Job Satisfaction of Adjunct Faculty Who Teach in Existing Online Courses in a Higher Education Institution in Florida

Study Approval Period: 12/18/2013 to 12/18/2014

Dear Ms. Ruiz:

On 12/18/2013, the Institutional Review Board (IRB) reviewed and **APPROVED** the above application and all documents outlined below.

Approved Item(s):
Protocol Document(s):
Ruiz_proposal_toUSF-IRB_11-25-13.docx

It was the determination of the IRB that your study qualified for expedited review which includes activities that (1) present no more than minimal risk to human subjects, and (2) involve only procedures listed in one or more of the categories outlined below. The IRB may review research through the expedited review procedure authorized by 45CFR46.110 and 21 CFR 56.110. The research proposed in this study is categorized under the following expedited review category:

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Your study qualifies for a waiver of the requirements for the documentation of informed consent as outlined in the federal regulations at 45CFR46.117(c) which states that an IRB may waive the requirement for the investigator to obtain a signed consent form for some or all subjects.

As the principal investigator of this study, it is your responsibility to conduct this study in accordance with IRB policies and procedures and as approved by the IRB. Any changes to the approved research must be submitted to the IRB for review and approval by an amendment.

We appreciate your dedication to the ethical conduct of human subject research at the University of South Florida and your continued commitment to human research protections. If you have any questions regarding this matter, please call 813-974-5638.

Sincerely,

John Schinka, Ph.D., Chairperson
USF Institutional Review Board

Appendix C: IRB Approval Letter (Continuing Review)

USF
UNIVERSITY OF
SOUTH FLORIDA

RESEARCH INTEGRITY AND COMPLIANCE
Institutional Review Boards, FWA No. 00001669
12901 Bruce B. Downs Blvd., MDC035 • Tampa, FL 33612-4799
(813) 974-5638 • FAX (813) 974-7091

11/26/2014

Claudia Ruiz
USF Educational and Psychological Studies
4202 E. Fowler Avenue, EDU105
Tampa, FL 33620

RE: **Expedited Approval for Continuing Review**
IRB#: CR1_Pro00015369
Title: Exploring Job Satisfaction of Adjunct Faculty Who Teach in Existing Online Courses in a Higher Education Institution in Florida

Study Approval Period: 12/18/2014 to 12/18/2015

Dear Ms. Ruiz:

On 11/25/2014, the Institutional Review Board (IRB) reviewed and **APPROVED** the above application and all documents outlined below.

Approved Item(s):
Protocol Document(s):
Ruiz_proposal_toUSF-IRB_11-25-13.docx

The waiver of informed consent documentation has been renewed.

The IRB determined that your study qualified for expedited review based on federal expedited category number(s):

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

As the principal investigator of this study, it is your responsibility to conduct this study in accordance with IRB policies and procedures and as approved by the IRB. Any changes to the approved research must be submitted to the IRB for review and approval by an amendment.

We appreciate your dedication to the ethical conduct of human subject research at the University of South Florida and your continued commitment to human research protections. If you have any questions regarding this matter, please call 813-974-5638.

Sincerely,

John A Schinka, Ph.D.

John Schinka, Ph.D., Chairperson
USF Institutional Review Board